



Scotland's Tertiary
Quality Enhancement
Framework

Tertiary Quality Enhancement Review (TQER)

West College Scotland

May 2026

This review method
is ESG compliant

Contents

About the Tertiary Quality Enhancement Review method.....	1
About this review.....	1
Review judgement and findings	2
Features of good practice	2
Recommendations for action.....	2
Contextual information about West College Scotland	4
Excellence in learning, teaching and assessment	5
Strategic approach.....	5
Academic standards	7
Use of frameworks	8
Curriculum planning, design and delivery.....	9
Work-based learning	11
Student data management.....	13
Learning environments and resources	14
Professional development.....	16
Supporting innovation	17
Supporting student success.....	19
Enabling student success	19
Transitions	22
Employability, skills development and lifelong learning	24
Complaints and concerns.....	25
Student engagement and partnership.....	26
A culture of partnership	26
Student representation.....	27
Student voice	28
Enhancement and quality culture.....	31

A culture of enhancement	31
Monitoring and review	33
External outlook	35

About the Tertiary Quality Enhancement Review method

The QAA website explains the method for Tertiary Quality Enhancement review (TQER) and has links to the TQER handbook and other informative documents.¹ You can also find more information about the [Quality Assurance Agency for Higher Education \(QAA\)](https://www.qaa.ac.uk/about-us).²

About this review

This is a report of a TQER conducted by QAA at West College Scotland carried out by a team of five peer reviewers:

- Dr Robert Allan (Reviewer)
- Dr Claire Carney (Reviewer)
- Ms Amber Crowley (Reviewer)
- Mx Finn McGauley (Student reviewer)
- Professor Richard Tong (Reviewer)

TQER is an evidence-based process. Review judgements are based on the documents that TQER teams scrutinise and the meetings they hold and are informed by their experience. In TQER, the TQER team makes a judgement on whether, currently, the institution meets sector expectations in managing academic standards, enhancing the quality of the learning experience it provides and enabling student success and, further, has the quality assurance and enhancements arrangements in place to enable this into the future.

In advance of the two review visits, the institution submitted a self-evaluative document, the Strategic Impact Analysis, (SIA) and an Advance Information Set, (AIS), the latter arranged around the Sector-Agreed Principles of the UK Quality Code (2024)³ and comprising a range of materials about the institution's arrangements for managing quality and academic standards. The SIA and AIS framed the TQER team's analysis and understanding of the operation of the institution's management of their quality and enhancement and enables them to consider the institution's practice in relation to the UK Quality Code, and Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).⁴

The TQER team has considered the institution's alignment to the UK Quality Code (2024). Having reviewed the evidence provided by the institution, the TQER team found there to be alignment.

The review comprised two visits: an Initial Review Visit which, for West College Scotland, took place on 30-31 March 2026; and a Main Review Visit which took place on 11-14 May 2026.

The judgement for this review can be found on page 2, followed by features of good practice identified by the TQER team and recommendations for action. This is followed by the detailed findings of the review.

TQER reports provide an information base for the production of thematic reports that identify findings across tertiary institutions in Scotland.

1 About TQER: <https://www.qaa.ac.uk/reviewing-higher-education/types-of-review/tertiary-quality-enhancement-review>

2 About QAA: <https://www.qaa.ac.uk/about-us>.

3 The UK Quality Code: <https://www.qaa.ac.uk/the-quality-code/2024>

4 ESG: <https://www.engq.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area/>

Review judgement and findings

Based on the information presented, the TQER team judges that:

West College Scotland is effective in managing academic standards, enhancing the quality of the learning experience and enabling student success.

Features of good practice

The TQER team identified the following features of good practice:

- The College's approach to external engagement, including collaboration with regional employers and surrounding local authorities, and commitment to designing provision that responds to regional skills priorities which results in curricula that align with labour market needs, and prepare students for successful transition to the workplace. **(Excellence in Learning, Teaching and Assessment, paragraph 36)**
- The effective and collaborative working between curriculum and professional services staff to support student wellbeing and deliver individualised interventions for students at risk. **(Supporting Student Success, paragraph 77)**
- The College's clear strategic direction articulated through a well-communicated strategic plan which has fostered strong staff ownership and contributed to a culture of improvement. **(Enhancement and Quality Culture, paragraph 123)**

Recommendations for action

The TQER team makes the following recommendations for action:

- The College should continue to manage the pace and prioritisation of change and further monitor the implementation of the Strategic Plan 2026-2030 and underpinning strategies to ensure that changes are embedded consistently across all campuses and their impact is systematically evaluated. **(Excellence in Learning, Teaching and Assessment, paragraph 16)**
- The College should, within the next academic year, strengthen processes for the monitoring of credit rated provision to evidence alignment with SCQF principles and to ensure the ongoing currency and sufficiency of this provision. **(Excellence in Learning, Teaching and Assessment, paragraph 27)**
- The College should continue to prioritise the stabilisation, optimisation, and full implementation of the student records system, including staff training, and ensure that robust arrangements are in place to maintain and verify the integrity, reliability, and validity of data, to support accurate reporting and evidence-informed decision-making across the College, before the end of the calendar year. **(Excellence in Learning, Teaching and Assessment, paragraph 47)**
- The College should review and monitor the use of digital platforms that support learning and teaching to provide students with a more consistent and accessible online experience and to allow greater institutional oversight of learning materials and student engagement. **(Excellence in Learning, Teaching and Assessment, paragraph 53)**
- The College should, within the next academic year, implement and monitor its Artificial Intelligence Framework including improved communications to ensure clear

staff and student understanding and consistency of student experience.
(Excellence in Learning, Teaching and Assessment, paragraph 54)

- The College should, within the next academic year, develop a more coordinated approach to student induction and embed a systematic planning and evaluative structure to ensure all students receive a consistent experience, and essential College, student services and course information. **(Supporting Student Success, paragraph 85)**
- The College should sustain and embed effective support for student representation and engagement through the Students' Association to engage the wider student body. **(Student Engagement and Partnership, paragraph 107)**
- The College should, within the next academic year, develop a more coordinated approach to the gathering, recording and consideration of student feedback, through surveys and from class representatives, to consistently capture and respond to the diverse student voice. **(Student Engagement and Partnership, paragraph 112)**
- The College should, within the next academic year, integrate student engagement into its annual and periodic quality processes through the systematic consideration of student feedback and student involvement in these processes. **(Student Engagement and Partnership, paragraph 114)**
- The College should, within the next academic year, develop its approach to Institution-Led Quality Review in line with the requirements set out in the Scottish Funding Council's guidance. **(Enhancement and Quality Culture, paragraph 130)**

Contextual information about West College Scotland

1 West College Scotland (the College) is a multi-campus college based at four sites to the west of Glasgow (Paisley, Clydebank, Greenock (Finnart Street and Waterfront)). The College catchment area straddles several local authorities. All campuses are sited in areas within the top ten percent of the most deprived areas in Scotland, as measured by the Scottish Index of Multiple Deprivation (SIMD10).

2 The College delivers programmes from levels 2-10 on the Scottish Credit and Qualifications Framework (SCQF) including Modern (MA) and Foundation (FA) Apprenticeships, National and Higher National qualifications, English for Speakers of Other Languages (ESOL) programmes and schools link provision. The College delivers awards on behalf of fifteen awarding bodies with Qualifications Scotland⁵ being the largest of these, and credit rates a small number of internal programmes from SCQF levels 2-6 using its status as an SCQF credit rating body.

3 The College curriculum is divided into six sectors: Leisure Industries; Creative, Business and Digital Industries; Pathways and Community Services; Construction and Building Services; Industrial and Advanced Technologies; Human Development and Wellbeing Services, each led by a Head of Sector. Within each sector, smaller curriculum areas are led by a Curriculum Quality Leader (CQL).

4 In 2024-25, the College had c.21,500 students with 30% studying full-time and 70% part-time. 84% of students study at further education (FE) level and 27% of the College's students study through online and distance learning. The most recent statistics on the destination of college leavers (from 2022-23) saw 84.6% progressing to a positive destination, which is the same as the national average for that year. National student outcomes data for between 2019 and 2024 show that successful completion rates fell for all student groups except HE part time students. Over the four-year period, FE student outcomes have fallen, although remain above the national average whereas HE student outcomes remain consistently below the national average.

5 In 2024-25 the College embarked on a transformation programme, Shaping Our Future Together (SOFT), based around three projects: curriculum transformation; digital transformation; and reshaping the student experience. This has been accompanied by an organisational restructure, and between April and August 2025 the College recruited a full new Executive Leadership Team.

6 The College published a new Strategic Plan 2026-2030 in February 2026 based around four strategic themes: People, Partnerships, Place, and Performance. The Strategic Plan articulates the College's commitment to delivering high quality education to a diverse range of learners and working in partnership with local stakeholders. The Strategic Plan will be delivered through four underpinning strategies: Learning Teaching and Student Experience Strategy, People Strategy, Infrastructure Strategy, and Employer Engagement Strategy.

5 Qualifications Scotland replaced the Scottish Qualifications Authority (SQA) on 1 February 2026.

Excellence in learning, teaching and assessment

7 The TQER team found that West College Scotland is **effective** in achieving excellence in learning, teaching and assessment. The institution has appropriate and systematically applied practices in line with sector expectations for achieving excellence in learning, teaching and assessment, including assuring and maintaining academic standards. The institution's practices make effective use of data, evidence and externality to demonstrate impact.

8 The TQER team's evaluation was informed by a range of evidence including the College's Strategic Plan and underpinning strategies, minutes of the College's Quality and Standards Committee, policies and processes for the assuring of academic standards, examples of completed quality documentation, external review reports and the College's Self-Evaluation and Action Plan (SEAP) for 2024-25. In addition, the TQER team met with a range of key stakeholders, including senior management, teaching and professional services staff, students and class representatives.

Strategic approach

ELT 3: How does the leadership enable and support a culture for excellence in learning, teaching and assessment that positively impacts at all levels and across all areas that support the student learning experience?

9 The TQER team found that the College is currently operating within a period of significant organisational transition and financial challenge, described internally as a 'reset phase', while delivering provision across four sites serving areas of socio-economic deprivation and distinct local economic contexts. The College has recruited an entirely new Executive Leadership Team (ELT) over the past 12 months through the appointment of a new Principal, a new Vice Principal for Educational Leadership, and a new Vice Principal for Operations. The two Vice Principals have distinct but complementary responsibilities: one focused on Learning and Teaching and the student experience, and the other on operational delivery and institutional support functions.

10 Further changes have been made across the Senior Leadership Team (SLT- comprised of ELT plus Assistant Principals and Directors) and the Curriculum Leadership Team (CLT- comprised of SLT plus Heads of Sector and Heads of Professional Services). There has been a restructuring of the teams and curriculum areas reporting to the Vice Principal for Educational Leadership with the creation of the Assistant Principal for Quality Enhancement role to strengthen institutional oversight, clarify accountability, and support greater consistency in quality enhancement activity across the College. The role intends to address variability in academic practice and to support the dissemination of effective learning and teaching approaches across curriculum areas. The TQER team recognised the creation of this role as a positive development to assuring academic standards and to enable the sharing of practice. At the time of review, recruitment was underway for an Assistant Principal for Technology and Skills, a role intended to strengthen engagement with key industry sectors, including Net Zero and emerging technologies.

11 Staffing changes sit alongside the College's wider transformation programme- Shaping Our Future Together (SOFT), which is structured around three principal themes: curriculum transformation, digital transformation, and the reshaping of the student experience. The TQER team reviewed evidence of ongoing communication and consultation with staff and the Board of Management (the College's governing body, responsible for overseeing the College's activities and determining its future direction) regarding the development and implementation of SOFT which is intended to support delivery of the new and recently published Strategic Plan 2026-2030. As part of the SOFT programme, the College has

initiated curriculum and wider organisational restructuring aligned to three broad curricular groupings: Enterprise and Science, Technology, Engineering and Mathematics (STEM) Economy; Innovation, and Foundational Economy; and Wellbeing and Care Economy, each led by an Assistant Principal (AP) with Heads of Sector responsible for curriculum Sectors within this, supported by Curriculum Quality Leaders (CQLs) at narrower curriculum level.

12 National benchmarking data published between 2019 and 2024 shows a decline in student success outcomes for the College with falling FE completion rates and below sector HE student completions. Over the four-year period, outcomes remain consistently below the national average, placing the College near the bottom of national benchmarking. In response to poor outcomes against Key Performance Indicators (KPIs) there is a clear strategic drive from the Executive Leadership Team (ELT) to establish a performance-improvement culture, supported by the introduction of high-level data reports (using a data visualisation tool), benchmarking against sector comparators, strengthened governance reporting arrangements and a notable shift towards more data-informed self-evaluation and curriculum management.

13 The College's Strategic Plan, formally launched in February 2026, is based around four strategic priorities: People, Partnerships, Place and Performance. The TQER team heard that these strategic priorities are in the process of being embedded within quality processes, including Curriculum Planning Reviews (CPRs- annual curriculum review led by Heads of Sector, see also paragraph 125), and individual objectives, ensuring alignment across institutional activity. The TQER team heard of cross-college engagement and consultation activities during the development of the Strategic Plan. CQLs were well informed and clearly included in the strategy's development. The TQER team found widespread staff awareness of the Plan through clear and frequent communications, although limited evidence that staff at all levels were consulted during its formulation. At the time of the review, the Strategic Plan had been in existence for approximately nine months, with SLT reports produced monthly and presented to the Board on a quarterly basis. While it is too early to fully evaluate any impact, the TQER team found clear evidence of an increasingly systematic approach to the ongoing monitoring and evaluation of the Strategic Plan, which the TQER team encourages the College to sustain.

14 The Strategic Plan's four priorities will be delivered through four underpinning strategies: Learning, Teaching and Student Experience Strategy, People Strategy, Infrastructure Strategy, and Employer Engagement Strategy. The new Learning, Teaching and Student Experience Strategy is aligned to the principles of the Tertiary Quality Enhancement Framework (TQEF) and has recently been approved by the Board. Responsibility for the delivery of the Learning, Teaching and Student Experience Strategy sits with the Vice Principal for Educational Leadership, supported by the Assistant Principals and the Director of Student Experience. The TQER team heard that while strategic priorities and actions have been identified for the Learning, Teaching and Student Experience Strategy, further work is underway to clarify timelines, individual responsibility for actions, and measures of impact. The TQER team also found there to be limited awareness of consultation activities for this strategy.

15 The TQER team heard that there is an intention to update College policies and procedures in line with the new Strategic Plan and the four enabling strategies. The TQER team found that there is a clear and structured policy for the development and review of institutional policies and procedures, supported by a user-friendly flowchart to guide staff through the process. In addition, and more substantially, the TQER team heard that the range of existing legacy strategies (for example, Digital strategy, IT strategy, Student Health and Wellbeing Strategy, Sustainability Strategy Wellbeing Strategy) will be reviewed and redeveloped into frameworks as part of a 'decluttering' process. The TQER team were of the view that this would be beneficial for staff given the plethora of strategies and frameworks in

place and encourages the College to continue with this work.

16 The TQER team found that the College has established, and is implementing, an extensive programme of strategic and organisational change to support a culture for excellence in learning, teaching and assessment that positively impacts at all levels and across all areas that support the student learning experience. However, the underpinning enabling strategies, particularly the Learning, Teaching and Student Experience Strategy, remain at an early stage of implementation. Consequently, it is not yet possible to evaluate the effectiveness of these approaches in delivering intended outcomes. The TQER team therefore **recommends** that the College continue to manage the pace and prioritisation of change, taking account of staff capacity to engage effectively with new developments, and further monitor the implementation of the Strategic Plan 2026-2030 and underpinning strategies to ensure that changes are embedded consistently across all campuses and that their impact is systematically evaluated.

Academic standards

17 The TQER team found that the College's governance arrangements support the maintenance of academic standards through a clearly defined Board and committee structure, with dedicated scrutiny of learning, teaching, quality, and standards. The College's Quality Standards Committee (QSC) provides oversight of learning, teaching, quality and standards, ensuring that quality assurance and enhancement activities are monitored and that issues are escalated appropriately. QSC Terms of Reference define its role as advising, monitoring, and reviewing all aspects of the quality of the learning experience and maintaining standards across all qualifications delivered by the College. QSC reports to the Board's Student Experience and Quality Enhancement Committee (SEQEC) which is chaired by the Assistant Principal for Quality Enhancement. QSC minutes were considered by the TQER team who concluded that the activities of the committee demonstrate comprehensive oversight of academic standards, including internal approvals for courses and units, outcomes of awarding body audits, external verification (EV) visits and outcomes, the Scottish Credit and Qualifications Framework Partnership (SCQFP) audit activity, complaints, Students' Association (SA) updates, and student survey results. The committee has also maintained visibility of TQEF developments from the outset.

18 Heads of Sector, supported by CQLs, are responsible for academic standards in their curriculum areas and ensure compliance with awarding body expectations around quality assurance through standardisation and internal and external verification activities. The EV reports reviewed by the TQER team indicated consistent positive feedback regarding robust standardisation practices and effective internal verification (IV) and malpractice procedures. All external assessors and internal verifiers have access to centrally stored documentation, supporting consistency and compliance. IV feedback is collated and discussed at fortnightly standardisation meetings within curriculum teams. Concerns are escalated to the Quality Team and, where appropriate, linked to Intervention and Improvement Plans (IIPs) at course level (see paragraphs 21 and 122). IV activity also includes review of assessment arrangements and informs EV processes. EV feedback is tracked through a centralised system, enabling analysis of longitudinal trends and application of RAG ratings. This information feeds into QSC via an Annual Quality Report ensuring that required actions are monitored and implemented. Teaching staff, CQLs and Heads of Sector described robust IV processes, standardisation meetings and close engagement with awarding bodies and employers to ensure consistency in assessment practice and the continuing relevance of programmes. The TQER team considered the IV and EV process as robust with evidence from meetings that the process is well understood and consistently implemented.

19 The TQER team found that recent Qualifications Scotland student malpractice cases are documented within QSC minutes alongside identified lessons learned. Actions taken in

response include enhanced staff training and improved communication with students regarding malpractice definitions and expectations. All malpractice incidents are centrally recorded, and evidence indicates that each case is managed, with learning disseminated to both staff and students. The College's Self-Evaluation and Action Plan (SEAP) submitted to the Scottish Funding Council (SFC) identifies that staff and student awareness of malpractice across the College community could be further enhanced, indicating that this is a priority area for the College, and the TQER team would encourage the College to continue to address this action.

20 The College Quality Team maintains a suite of guidance covering areas such as new programme proposals, SCQF requirements, IV and EV processes, and assessment policy which the TQER team considered to be comprehensive and accessible. An induction to quality processes is in place for new staff as part of a one-day induction event, and the TQER team heard that the College is developing an online short course to supplement this. The TQER team heard that there is an ambition to formalise this as a mandatory requirement to support ongoing staff upskilling beyond induction. Staff who met with the TQER team reported that their induction experience was of a high quality and highly beneficial (see also paragraph 59).

21 The College has a clearly defined quality cycle in place, providing a structured, month-by-month approach to monitoring and review of learning, teaching and curriculum. The processes for biannual PRs at curriculum level (led by CQLs), and annual CPRs (led by Heads of Sector) have been updated since the College's last external review (Education Scotland, May 2024) to place a stronger emphasis on outcomes, impact, and action planning. Formal decision-making points are aligned to key considerations including performance, staffing, finance, credit allocation and student demand (see also paragraph 122).

22 The College's assessment policy provides clear expectations, including a requirement for delivering feedback to students within three working weeks and adherence to principles of fairness, validity, reliability, and inclusivity. The policy is accessible to staff through a central repository for all quality-related documentation, and to students via the MyWest application. The College's Procedure for Alternative Assessment and Special Consideration Arrangements provides clear guidance on how to offer alternative assessments to accommodate students' recognised needs to ensure equality within assessments (see also paragraph 78).

23 The TQER team met with students from a wide range of courses at levels over the two review visits who described their learning and teaching experiences as of high quality. They described experiencing a range of assessments (open, closed books, presentations) and they welcomed this variety and praised the support and guidance of lecturers to prepare for assessments. Quality in learning, teaching and assessment at the College is further evidenced in student survey results: over 90% of respondents to the 2024-25 Student Satisfaction and Engagement Survey (SSES) agreed with the statements: 'I receive useful feedback which informs my future learning' and 'The way I'm taught helps me learn'. Analysis of the free text comments in the College's most recent student survey (autumn 2025) also identify teaching quality, clear guidance and reassurance around assessment expectations, and inclusive and responsive teaching practices as positive themes.

Use of frameworks

24 The College demonstrates consistent application of sector frameworks, including the SCQF, to support clarity and consistency in the allocation of level and credit to qualifications. The TQER team found that established procedures are in place, including a formal Credit Rating Procedure, supported by a suite of documentation, guidance, descriptors, and

templates. All staff involved in credit rating are required to complete SCQF vetting training, with recent training delivered on-site by SCQF Partnership (SCQFP).

25 The College currently delivers 20 internally credit-rated units from SCQF levels 2-6, and credit rating activity is supported by a structured process. Submissions for credit-rated units are completed by programme teams using standard forms, endorsed by Heads of Sector and reviewed by college quality staff, and subject to oversight and endorsement by the QSC prior to inclusion on the SCQF register. Documentation is centrally managed through an online hub, with dedicated folders for each programme. A SCQFP desk-based review of the College's credit rating activity in May 2024 concluded that the College has satisfactory procedures and processes in place, and the most recent SCQFP report considered by the TQER team (March 2026) confirmed that the College operates defined procedures, internal vetting arrangements, external input, and governance oversight through the QSC, reflecting a clear framework for operational management. However, both reports identified two areas requiring further strengthening. Firstly, the reports suggested the College develop more detailed documentation of the rationale for the allocation of level and credit points which clearly references SCQF level descriptors and evidences the independent scrutiny of these decisions. Secondly, while end-of-cycle review processes are in place for credit-rated provision, the SCQFP reports found insufficient evidence of systematic annual monitoring to confirm the continued appropriateness of SCQF levels and credit.

26 The TQER team reviewed documentation that confirmed that the College had responded to the reports and revised their document templates relating to the allocation of SCQF level and credit points. In reviewing completed versions of the revised templates the TQER team found that they included a clear rationale from the proposer for the allocation of level and credit which referenced SCQF level descriptors, characteristics and skill areas, and that they evidenced appropriate independent scrutiny by a SCQF-trained vetter from a different curriculum area within the College, in alignment with the College's stated vetting process. The TQER team considers that the College has responded to the first area identified for strengthening within the reports. In relation to the review of credit-rated provision, the TQER team found that the College intends to enhance its annual review process by including credit rated provision within Internal Verification procedures and have created a template for this which they intend to implement in 2026-27. A time-bound action plan is also in place to support the continued enhancement of credit rated activity.

27 The TQER team acknowledges the College's intention and therefore **recommends** that the College should, within the next academic year, strengthen processes for the monitoring of credit rated provision to evidence alignment with SCQF principles and to ensure the ongoing currency and sufficiency of this provision.

Curriculum planning, design and delivery

28 The TQER found that the College employs an outward-facing industry-led approach to the planning, delivery, review and enhancement of its curriculum ensuring that programmes of study are current, meet student needs and reflect changes in demand for workforce skills. The College engages actively with employers and local authorities, participates in local and regional forums, and professional networks, and draws on a range of external data to ensure alignment between the College's curriculum provision and labour market demand, industry skills needs and regional economic priorities.

29 One of the four pillars within the College's Strategic Plan, 'Partnerships', outlines the College's ambition to collaborate with industry to offer a dynamic curriculum that meets the needs of learners, industry, stakeholders and the regional economy. The recently introduced Employer Engagement Strategy 2026-2030, shaped by employer feedback, reinforces this

direction, positioning the College as having an 'industry first' approach through an improved understanding of priority sectors within local economic contexts and dynamics, establishing partnerships with key stakeholders and delivering excellent courses that meet employer and regional skills needs. Institutional responsibility for delivering on the Strategy sits with the AP Enterprise and the STEM Economy. The College has specified performance measures for the Employer Engagement Strategy including the number of new sector connections, number of Modern Apprenticeship (MA) candidates, and employer and stakeholder satisfaction, which align to measures of success within the Strategic Plan.

30 The TQER team found that institutionally, curriculum planning has been informed through external intelligence through the development of the College Skills Insight Report, which considered a range of external evidence sources, including the UK Industrial Strategy, Skills Development Scotland (SDS), Regional Skills Assessments (RSAs), the Organisation for Economic Co-operation and Development (OECD) report *Future-Proofing the Skills System in the Glasgow City Region*, and the Glasgow City Region briefing - Economic Briefing (October 2024). The TQER team found use of labour market intelligence (including from SDS, and the Construction Industry Training Board (CITB)), regional reports, liaison with managing agents, and holding employer events to fully understand their needs and inform curriculum planning and development at the College.

31 The TQER team considered that the College has a strategic and coordinated approach to employer engagement. Informed by the industry first approach, the College has started to work proactively with industry and employers, sending staff out to engage with external stakeholders rather than inviting them into the College. The Enterprise Team co-ordinates and records employer engagement activity across the College, working with Heads of Sector who undertake employer engagement within their area and meet with relevant employers on a regular basis. Staff from the Enterprise team are allocated to specific curriculum areas and attend monthly CQL meetings to share information. Intelligence is fed back at college level via a regular Partnership and Income meeting chaired by the AP Enterprise and the STEM Economy which is also attended by staff from the Enterprise team who share updates from the external industry advisory and strategic groups that they attend. The meetings are used to co-ordinate cross-curricular work with employers to bring greater benefit to the College than working in disciplinary silos- for example, beginning to plan the delivery of MAs in Business for employers that are currently delivering Engineering MAs.

32 The TQER team also found an external focus within the College's approach to curriculum review. This occurs annually through the Curriculum Planning Review (CPR) to focus on both long- and short- term curriculum change at Sector level, guided by the 'four R's' of Remove, Refine, Retain Replace for current programmes, and a vision for each sector based around employer and industry needs and identified specific growth areas for future provision. The CPR process is supported by a self-evaluation document completed by each Head of Sector and which is further informed by: the outcome of Portfolio Reviews, KPIs, relevant sector industry reports and College priorities which are set on an annual basis by SLT. The CPR meetings involve a panel comprising all Assistant Principals, and the Director of Communications, Engagement and Student Experience who collate the outcomes at Sector level into a curriculum plan for the following academic year. In reviewing the documentation relating to CPRs, and meeting with college staff, the TQER team concluded that this is a robust and well-managed process. At the time of review, curriculum implementation activity was being progressed through these processes to support the development of the 2026-27 prospectus. Priority curriculum areas identified include Defence, Net Zero, Maritime, Logistics, Leadership and Management, Advanced Manufacturing, Procurement, Counselling, Nursing, and Digital Healthcare.

33 The TQER team found that the College has wide-ranging links with a range of employers and other external stakeholders such as local authorities, sector agencies and

professional bodies in curriculum development. Close collaboration with key employers in the engineering sector has forged programmes and pathways for upskilling. Examples include a newly devised Skills Accelerator Programme requested by an existing employer partner to assist them in workforce upskilling. Using Recognition of Prior Learning (RPL) and gap analysis, the College identified specific engineering units and micro credentials that will enable candidates to progress into high value employment. The impact of co-created provision can be seen in the Babcock Pre-Apprenticeship National Progression Award (NPA), developed in partnership with Babcock International Group. This initiative has successfully supported access to skilled employment for learners in areas of high deprivation, achieving a 95% positive outcome rate. The TQER team heard further examples of close work with external partners such as courses being reviewed and updated to respond to industry needs in the areas of pharmacy, health care and beauty. The MOYA (Minds of Young Artists) innovation is used to develop students' entrepreneurial and networking skills by creating artistic outputs for local businesses. This is embedded within delivery in several units in design and media courses with MOYA tasks assessed against the learning outcomes for these units and the TQER team regarded this as a particularly innovative example of external engagement, suited to a discipline area where apprenticeship and work experience opportunities are less available.

34 The TQER team found that employer collaboration has had a positive impact on curriculum enhancement, delivery and work-based learning. Staff and students described industry-informed curriculum including placements, workplace assessment, employer events and employer-led curriculum changes. Students particularly valued the relevance of practical learning and lecturers' industry experience, and apprentices and work-based learners highlighted strong links between college learning and workplace practice. Staff also described how employer engagement has informed student support initiatives such as dyslexia screening within engineering apprenticeships, tailored support for apprentices and strengthened Personal Learning Support Plan arrangements.

35 The College has several collaborative partnerships which further strengthen progression pathways. Work with University of the West of Scotland (UWS) supports articulation across Modern, Foundation, and Graduate Apprenticeships in engineering, and psychology degree courses, through aligned curriculum design, and co-delivery. Additional strategic partnership agreements with NHS Golden Jubilee and City College Plymouth demonstrate commitment to collaborative provision, particularly in what the College has identified as key growth sectors. The TQER team also heard numerous examples of courses being redeveloped to provide progression routes into employment or further study for students including travel and tourism courses.

36 The TQER team concluded that the College's approach to external engagement, including collaboration with regional employers and surrounding local authorities, and commitment to designing provision that responds to regional skills priorities results in curricula that align with labour market needs, and prepares students for successful transition to the workplace, and regard this as a **feature of good practice**.

Work-based learning

37 The College's work-based learning (WBL) provision largely consists of apprenticeship awards (MA and FA) but also includes work experience and placement provision for students on a range of programmes. The College works with around 180 employers to deliver MA frameworks in Social Services and Healthcare, Water Industry, Process Manufacturing, Pharmacy Services, Hairdressing & Barbering, Engineering and Automotive, and the apprenticeship portfolio has been through successful published audits by key stakeholders such as SDS.

38 The College's work-based programmes participate in college-wide processes to ensure the quality of the provision. These include internal and external verification, fortnightly course team meetings; biannual review through PR meetings; and annual review through CPRs, supplemented with regular dialogue with external industry partners. In addition, Work Based Assessors are supported to undertake their role with CPD. The TQER team found the College had effective mechanisms for monitoring the progress of students undertaking WBL. These included the use of e-portfolios and virtual learning environments (VLEs) which are shared with employers to ensure visibility of the work and college-based progress of students, the use of traffic light frameworks to provide structured oversight for establishment and monitoring of students on placement and performance reviews involving employers and College staff for student on National Progression Awards (NPAs). Work-based students who met with the TQER team described periodic milestone check-in meetings as well as a clear understanding of course content, what is required to achieve and, in some cases, long term (four year) individual progression guides.

39 The TQER team found that the College provides multi-layered and targeted support for MA students starting with a structured and inclusive onboarding process. Individualised Additional Learning Plans and Service Level Agreements with employers ensure expectations are clear between employers and apprentices. The Student Wellbeing Manager works in partnership with some employers, including CITB and BAE Systems, to inform employers about, and support students with, additional support needs (ASN). SDS monitoring of the College's MA provision confirmed strong provision for students with ASN, and employer feedback confirms high satisfaction with students' communication development. Through self-evaluation, the College has identified areas for development in support for MA students including the use of real time dashboards for referral tracking. The Lucid Adult Dyslexia Screening test has been used widely with engineering apprentices to direct students to support provided by the College's Enabling Services. Students acknowledged the benefits of this testing describing how they triggered supportive measures such as the provision of course material on coloured paper. The TQER team noted the extensive support received by students in college and fully embedded experience of the workplace as an example of a particularly positive learning experience.

40 Staff and students described a range of opportunities to engage with employers, universities and community partners through placements and work-based learning. Students who met with the TQER team valued placements, practical work, employer engagement and lecturers' industry expertise and described them as important contributions to employability and progression. Students also reported opportunities to engage with digital tools and technologies relevant to their future employment. These experiences help students develop the skills, knowledge and confidence needed to progress successfully into employment or further study and students reported that they felt well prepared to take these next steps. Students that met with the TQER team stated that induction and course aims for WBL are clear. Work-based learners highlighted strong integration between classroom learning and workplace practice. For example, in Hairdressing there is one-to-one learning and client work linked to the assessor visiting the salon which students described as 'joined up'. Some students did, however, raise some issues with the relevance of some work-based learning curriculum, such as advice from placement providers about areas of the curriculum that were not required or outdated curriculum content.

41 Further impact of the College's work-based provision can be seen in MA achievement rates which have increased from 60% to 80%, with multiple apprenticeship frameworks achieving 100% success. In addition, the College's most recently published MA Annual Report (2024-25) from SDS evidences Good and Excellent ratings for service delivery alongside excellent leadership and quality culture, with no remedial actions identified.

42 The TQER team considered that learning and teaching standards in WBL were strong,

involving lecturer led and self-directed elements. Lecturers who are experienced in industry relay this experience to students when relevant and appropriate. Overall, evidence considered by the TQER team demonstrated that the College has industry-informed approaches to assuring the quality of learning, teaching, assessment and student support within work-based learning.

Student data management

43 The College invested in a new student records system in spring 2024. The system is used for core College operations to support accurate collation, monitoring and reporting of student data including data on applications and admissions; student enrolment; student attendance, results, and student outcomes. The system is used for a variety of purposes including recording student data in line with Scottish Funding Council (SFC), Further Education Statistics (FES), and audit requirements; credit calculation and monitoring; curriculum and class management; attendance monitoring; the reporting and management of student support needs and interventions; statutory reporting (for example, to SFC, SDS, Student Awards Agency Scotland). The student records system also integrates with college finance, IT and library systems, and the data is used for real-time reporting to support operational activities.

44 The TQER team found, through documentary evidence and meetings with staff, that migration to the new system has presented significant challenges to core business processes. For example, evidence reviewed by the TQER team indicated that the EV process during the 2024-25 session was notably more complex than in previous years due to the introduction of the new system. Other processes were also impacted and described by staff to the TQER team as becoming inefficient and time-consuming, for example some tasks undertaken within the Enabling Services team (who support students with additional needs, see also paragraph 71) required multiple inputs of the same data, and paper registers had to be used when attendance monitoring was not available within the system. The TQER team found that limitations within the student records system had impacted the reliability and accessibility of data, with significant gaps in reporting functionality requiring extensive manual workarounds.

45 An internal audit of the system took place in 2024-25 resulting in a rolling action plan that is progressing through the SOFT programme, with oversight and monitoring provided by the Audit Committee. Recent staff communications issued in October 2025 noted that, although the system was implemented 18 months earlier, it was not yet operating as 'business as usual' across the College following the reset phase (April-August 2025). Ongoing challenges remain in relation to functionality, reporting, and system integration. Recurring themes highlight the need for integrated reporting, system upgrades and fixes required, accountability gaps and end-to-end process reviews.

46 On meeting with College staff, the TQER team heard that, although the implementation and operation of the new student records system had presented a number of significant challenges, there was now increased confidence that many of the issues previously experienced had been addressed and resolved, and that core functions such as recruitment and admissions were fully operational. The TQER team viewed data dashboards that draw on data from the student records system to monitor key student metrics such as application, enrolment, withdrawal, attendance and success which gave them further assurance that reporting and use of these core data sets was fully functional. Senior leaders who met with the TQER team emphasised that the use of structured change management methodologies had been effective to support the system's further implementation and staff engagement. The College has also implemented mitigating actions, including a fortnightly user forum (26 members) led by the Director of IT and Digital Transformation, an issues tracker, and the development of a reporting framework and staff training matrix. The TQER

team was further assured that the College had successfully completed two rounds of results processing and was currently progressing through the admissions cycle without disruption. The user forum was identified by College staff as a particularly positive intervention, enabling immediate issues to be identified and resolved promptly. In addition, the forum had generated the added benefit of enhanced collaborative working across curriculum areas and professional services to address and resolve operational challenges collectively. The TQER team also heard from teaching staff who highlighted the positive impact of the system such as in the areas of ASN identification, absence monitoring, and the reporting of student achievement

47 The TQER team acknowledges the significant progress made in addressing the issues with the student records system, and the structured approach that the College is taking to the further development and implementation of the system through the SOFT programme. The TQER team **recommends** that the College should continue to prioritise the stabilisation, optimisation, and full implementation of the student records system, including staff training, and ensure that robust arrangements are in place to maintain and verify the integrity, reliability, and validity of data, to support accurate reporting and evidence-informed decision-making across the College, before the end of the calendar year.

Learning environments and resources

48 The TQER team found that the College's estate remains a significant challenge to its strategic ambition. The College reports that significant financial investment is required to carry out necessary repairs for buildings to remain viable although ELT are exploring options with key stakeholders and possible funders. The College's deteriorating infrastructure impacted students in 2025-26 when the Greenock campus was closed for six weeks for most students. The TQER team found that a Business Continuity Plan was in place and activated, and the College confirmed that reflection on the incident has informed further refinements to the College's continuity planning and preparedness arrangements should similar situations arise in the future.

49 The TQER team found that the College takes a proactive and student-centred approach to estates. The College's infrastructure strategy is data-led, and a Capital Priority Plan has been created to identify priority areas, culminating in a five-year plan for estate, which the TQER team considered to have an appropriate focus on learning and teaching space improvement planning. The College's Estates department works in collaboration with students, meeting regularly with the SA, with capital projects such as 'The Cave' as a meeting space for students and refectory improvements resulting from this.

50 The TQER team found that high quality and realistic simulated learning environments can be found in some curriculum areas such as Early Education and Travel and Tourism which students who met with the TQER team highlighted as very beneficial to their learning experience. The TQER team noted examples of cross-departmental collaborative activity including hospitality students providing catering for practical activities undertaken by Travel and Tourism students within a mock aircraft setting. The TQER team also heard from students about the positive experience of using both classrooms and workshops. However, the TQER team also heard of challenges for students, such as academic departments lacking the required resources for the learning environment due to prioritisation towards repair work. Students from some areas reported a lack of resources, or old or broken resources, for example, in engineering and hairdressing. Other students reported a lack of changing facilities for female engineers within the Greenock campus partly due to the lack of a specific area for engineers and not feeling welcomed within the changing room for an alternative vocational area.

51 The College has both a Digital Strategy and an IT Strategy although the TQER team

understood that these are both to be replaced through a strategy 'decluttering' process (see also paragraph 15). A newly created group for 2026, the IT, Digital and Data Group (replacing the Digital Strategy Group) has oversight of IT, digital and data transformation across the College, and responsibilities include maximisation of IT resources, alignment of college digital practices with sector standards, and staff communication, training and upskilling. The Group also has ownership of policies and procedures including the AI Framework (see paragraph 54). The TQER team noted that, strategically, the Jisc Digital Elevation Tool Report and action plan are used to shape cross-College digital developments, although noted that progress against this is not very advanced.

52 The TQER team met with a range of students who provided mixed feedback on their experience of IT facilities, with some reporting that facilities are good, while access to personal computers in computer clusters and Wi-Fi connectivity for some students was a barrier. However, the TQER team also heard that access to digital devices has increased with the addition and planned further increase of self-service laptop lockers, the provision of one-to-one and group digital support by library services. Motor vehicle students within the Clydebank Campus were given laptops to access learning at home and found this to be helpful. The TQER team also heard of the College responding to identified needs for digital skills support for ESOL at Greenock campus, with Student Advisory Services providing additional IT classes for these students.

53 The College has an agreed core VLE platform with a small number of other platforms used across vocational areas where they are industry-relevant—for example, within Motor Vehicle programmes, with these students able to access laptops to use the software at home. The College reported that there is substantive use of the core VLE across the institution, although the TQER team found that only 3,459 students and 230 staff members are actively engaging with 281 programmes delivered through 1,479 individual course pages. The TQER team also heard in meetings with teaching staff and students that many are delivering and accessing teaching and learning through an alternative digital platform, which staff were encouraged to utilise during the COVID-19 pandemic to assist with communications. Staff and students noted that VLEs are used inconsistently, and that while accessibility audit and tracking are in place for the main VLE, the communications software being used for much of the learning and teaching activity does not support this. Senior leaders acknowledged that the College is reviewing the future strategy for the use of VLEs to support a more consistent digital learning experience. The TQER team therefore **recommends** that the College review and monitor the use of digital platforms that support learning and teaching to provide students with a more consistent and accessible online experience and to allow greater institutional oversight of learning materials and student engagement.

54 The TQER team found that the College is still working towards embedding a coherent structured approach to the use of AI in learning, teaching and assessment. While the College has recently published an AI Framework based on Jisc's principles for the use of AI in FE Colleges, there is limited awareness of this among staff, and the TQER team identified a lack of clarity among both staff and students regarding the acceptable use of AI within the College. Consequently, students with whom the TQER team met described being guided by individual lecturers on AI use, resulting in inconsistent practice across curriculum areas. The TQER team heard that there are plans for the IT, Digital and Data Group to introduce the Framework to CQLs and thereafter to the wider staff and student body, as well as for the College to undertake specific work on the use of AI in assessment although, at the time of review, these had not yet been documented. The TQER team recognise that AI is a rapidly evolving area however, they were of the view that it is important that the College ensures that both staff and students are fully informed of the institutional approach to the use of AI in learning, teaching and assessment. The TQER team therefore **recommends** that the College should, within the next academic year, implement and monitor its AI Framework

including improved communications to ensure clear staff and student understanding and consistency of student experience.

55 Overall, the TQER team found that, despite significant challenges to the Greenock and Paisley Campus Estates, the College offers a broad and well-designed range of learning tools, environments and experiences, that provide learners with authentic, engaging opportunities and an effective student learning experience.

Professional development

56 The TQER team found that teaching and student facing staff at the College are supported strategically in their professional development with 'People' denoted as the first pillar within its Strategic Plan 2026-2030. The College has committed itself to ensuring that staff are empowered, supported, and engaged through robust professional development, and wellbeing initiatives, and through celebrating staff success. The College states that the Student and Staff Wellbeing Framework underpins professional development by supporting a culture of connection across the College community where every individual can thrive. The principal demonstrates a personal commitment to staff CPD and has hosted several online presentations to mark the launch of key initiatives such as the Innovation Hub (see paragraph 65), the Strategic Plan, and the TQEF.

57 The TQER team found that all College staff are encouraged to identify skills gaps record CPD requirements as part of the College's 'My Conversations' annual review process. This process is modelled on the 'OSCAR' (outcome, situation, choices, actions, and review) coaching system and involves periodic line management meetings available to all staff. The TQER team heard of a range of individual CPD opportunities provided to staff through My Conversations such as Masters programmes, AI and Ethical Hacking courses, and nurse practitioner training to enable staff to retain Registered Nurse status. The College's People Team use the data from My Conversations to inform College-wide development sessions such as CPD days, staff development sessions, standalone digital resources or information within monthly newsletters to staff. For example, Trauma Informed Practice training was delivered by Who Cares Scotland having been identified within My Conversations as a priority area for many staff. Teaching staff noted the positive impact of CPD opportunities on their professional development and self-motivation including the twice-yearly College CPD events, online modules and work shadowing opportunities. The College's CPD structure has enabled CQLs within academic sectors to enhance learning and teaching using My Conversations with teaching staff, and the TQER team noted a thematic approach in ESOL where this was discussed as particularly effective because the needs of ESOL lecturers were individually and collectively considered and supported. The TQER team also heard that participation in CPD days was extended to professional services for the first time in 2025-26 which they regarded as a positive development.

58 The TQER team found that the College has embedded structured opportunities for staff to develop professionally which are available both online and face to face. The College uses an online platform (Evolve) as the main resource for online professional development and learning and it is here that a wide range of CPD units and micro credentials are made available to staff which align with college strategy and priorities such as digital infrastructure and student wellbeing. There is continuous evaluation of the system which is monitored by the People Experience team who respond to feedback, and staff are expected to record a minimum of five days' CPD activity each year. Senior staff reported that managers can monitor completion of mandatory training and engagement with wider professional development opportunities, with compliance rates for mandatory training at 92%. Informal staff development is also available through Teaching Enhancement Lecturers and learning technology staff which was found to be beneficial (see also paragraph 60).

59 The College provides a centralised induction for all new staff which includes presentations from the Quality Team and other departments during a full staff development day. This is supported by localised induction activities within programme teams and professional services such as online programmes, regular meetings with CQLs, shadowing members of teaching staff, campus and facilities tours, and being buddied with an experienced member of staff. Staff with whom the TQER met highlighted how thorough and supportive their induction was. The TQER team noted that a large proportion of staff induction activities take place locally within course and curriculum teams, or individual professional services, and encourage the College to share practice across curriculum and service areas to enhance the staff induction experience.

60 The TQER team considered the promotion routes for student facing staff and noted 82 promoted lecturers in the shape of CQLs, CEL (Curriculum Enhancement Lecturer), QEL (Quality Enhancement Lecturer) and TEL (Teaching Enhancement Lecturer) roles across the curriculum. As well as providing promotion opportunities, the TQER team noted the pivotal contribution these staff members make toward robust internal verification processes by supporting lecturing staff in their own quality enhancement development to ensure standardised and verified assessment activity. Formal professional development was noted including Teaching Qualification for Further Education (TQFE) with 71% (336 of 473 teaching staff) holding a TQFE or equivalent qualification. The College encourages professional registration with 26% of teaching staff registered with the General Teaching Council for Scotland (GTCS).

Supporting innovation

61 The Learning Teaching and Student Experience Strategy 2026-2030 provides the main architecture for the College's efforts to innovate and enhance learning, teaching and assessment and the TQER team found that it clearly aligned with TQEF. The TQER team regard the Strategy as ambitious and it includes the aims to provide student-focused exceptional experiences, high quality learning and teaching and innovative curriculum provision, also noting that the Strategy was only formally launched in February 2026 (see also paragraphs 13-14).

62 The TQER team found that partnerships with industry, public and third sector organisations are a driver for innovation within learning and teaching as well as being central to the College's overarching strategic aims. The TQER team heard about a wide range of successful, innovative and engaging teaching methods and curriculum opportunities from staff and students. These included the use of song in Healthcare Practice as well as hospital ward placement opportunities; lecturers writing on mirrors in Beauty Care to ensure complete engagement with exposition; preparation for summer internship opportunities in Graphic Design and live client projects through the MOYA project. In its BA (Hons) Drama, Theatre and Performance programme an Enterprise unit was highlighted by students as very useful for freelance work in the industry, and practical skills development has also been found with third sector charities to provide experience. An employability unit brings in 'industry friends' (for example, cabin crew, representatives) to provide advice and tips while a Customer Care unit has been valued by students as relevant to the workplace within Travel and Tourism. Students that met with the TQER team valued the choice they were offered in relation to learning approaches and assessment options. The TQER also heard that a diverse range of digital technologies are used innovatively in the classroom for students, including those with ASN, such as ASN-specific software, communication and e-learning platforms, interactive quizzes as well as Artificial Intelligence (AI) tools for lesson planning by lecturers. Results from the College's most recent student survey (autumn 2025) showed that 97% of respondents agreed that course lessons are interesting and engaging and 91% use a variety of digital tools.

63 The College's good practice has been recognised in national awards including the Herald Education Awards 2025 where the College was shortlisted in three categories (and the College nominated 13 areas of strength for the 2026 awards). The college received a CDN 'Highly Commended' award for its partnership working with Babcock International: a pre-apprenticeship programme for S5 and S6 pupils in the deprived areas of West Dunbartonshire and Inverclyde, providing direct pathway opportunities into apprenticeship programmes. The college was outright winner of the CDN 'Inclusive College Award' for its student led 'A West Fashion Show'. This event involved over 100 students from 15 departments designing and modelling outfits from donated clothing. The TQER team noted that cross departmental collaboration was evident and, where this took place, highly innovative, industry-relevant experiences were achieved including the example of hospitality students working with travel students within the simulated aircraft. In Creative Industries, theory and project units have been redesigned and standardised to allow students from four separate programmes to collaborate on single projects involving multiple creative specialisms. This has fostered community working across areas, aiding transition to HNC and leading to further partnership working.

64 The TQER team found that the sharing of good practice among teaching staff peers is facilitated by self-evaluation processes, such as Portfolio Review (see paragraphs 126-127), which often include positive examples of curriculum development; learning, teaching and assessment approaches and innovation. Fortnightly Course Team Meetings, biannual PR meetings, weekly CQL meetings (which contain a 'what's new' rolling agenda item), and annual CPR meetings create spaces for collegiate knowledge transfer and enhancement. Within its evaluation cycle, the College teaching teams consider results, student feedback, benchmarking of student outcomes to colleges in the sector, employability and various other elements relevant to a high-quality curriculum. Annual CPD days were also identified as a further mechanism for sharing practice and the TQER team also noted examples of informal cross-college peer support, such as the Essential Skills team supporting staff studying TQFE programmes.

65 The TQER team found that important cross department sharing is being prioritised by the College and the newly created Innovation Hub led by the CQL for Innovation and Quality Enhancement will be the main conduit for this in its next steps towards this aim. The aim is for the Hub to be both digital, and physically present across all campus locations as a space for professional services staff and teaching staff to create and collaborate on sector-leading learning and teaching. An assessment reform project and a Festival of Learning will provide opportunities for staff to enhance their learning, teaching and assessment approaches by listening to others, critically reflecting and developing practice.

66 Although the College does not have a formal peer observation process, the TQER team heard of staff engaging in informal peer observation within some curriculum areas along with peer review activities such as TELs mentoring new assessors, staff jointly delivering lessons alongside colleagues from different curriculum areas, and staff arranging reflective sessions within their curriculum areas. It is the College's intention to grow peer review activity by delivering workshops, sharing good practice, highlighting TQEF principles and promoting GTCS professional standards. The College identified professional development qualifications such as TQFE as important to its development of peer review and evaluation processes with 35 staff formally observed as part of TQFE in 2023-24. A number of college lecturers are undertaking the CDN Elevate LT programme with the aim that they will form part of the Innovation Hub as champions of peer review in order to broaden and enhance peer review activity.

Supporting student success

67 The TQER team found that West College Scotland's arrangements for supporting student success are **effective**. The institution has appropriate and systematically applied practices in line with sector expectations for supporting student success that use data, evidence and externality, demonstrate impact and are effective in supporting student success.

68 The TQER team's evaluation was informed by a range of evidence including the College's Student and Staff Wellbeing Framework, student support policies and action plans, annual student services reports, student survey results and the College's Self-Evaluation and Action Plan (SEAP) for 2024-25. In addition, the TQER team met with a range of key stakeholders, including staff from the College's professional services, teaching staff, students and Students' Association sabbatical officers.

Enabling student success

69 The TQER team found that the College is effective in supporting students in a challenging context with its campuses being situated in the top ten regions on the Scottish Index of Multiple Deprivation (SIMD10). The College has below sector average outcomes for SIMD10, SIMD20, disability, care experienced and ethnicity as well as for FE females, HE females and HE males. However, success rates for learners from the lower SIMD deciles, learners from an ethnic minority and learners with a declared disability improved in 2023-24.

70 Supporting student success features as one of the strategic aims in the College's Learning, Teaching and Student Experience Strategy with support services, successful transitions, effective wellbeing, prioritising a sense of belonging and effective skills development identified as key features of this. The Student and Staff Wellbeing Framework 2025-2028, which was developed using staff feedback, sits as an enabling framework underneath the Strategy, and articulates five strategic objectives, (Purpose-Led Leadership; Moving from Reactive to Proactive; One College, One Culture, Insight-Led Action; Stronger Together) along with detailed ambitions and measures of achievement against these, to enable a culture that prioritises and protects staff and student wellbeing. In addition, the Equality Diversity and Inclusion Committee meets four times per year, and their 2024 action plan focused on providing wellbeing support including enhanced counselling- which was actioned by redeployment of support staff with counselling qualifications- and improved outcomes for care-experienced learners. The College's SEAP noted that the impact of these actions on student outcomes will not yet emerge in the data. The College's high number (1000+) of care experienced students are supported one-to-one from application stage by wellbeing staff and three Student Advisory Co-ordinators who are the designated named contacts, and the College is working towards reaccreditation with the Carers Federation and is in year three of the implementation of the College's Corporate Parenting Plan.

71 The College has well-established student support services in place across all campuses including Student Advisory Services, Enabling Services, libraries, reception, Active Campus (a Scotland-wide initiative to deliver sport and physical activity to college students), Wellbeing and Safeguarding, Counselling and Recruitment and Admissions. Student Advisory Services (SAS) provides a first point of contact for enquiries for current and prospective students with other services providing more targeted support. Enabling Services support students with additional needs such as providing dyslexia screening, assisting with Disabled Students' Allowance and developing Individual Personalised Learning Support Plans (PLSPs), which are updated if required in-year, or otherwise annually when students progress. The College has demonstrated a more integrated and student-centred approach to support by bringing these services together within a new Student Experience Directorate in autumn 2025 This is led by a Head of Student Experience, reporting up to the Director of

Communications and Engagement and on to Student Experience and Quality Enhancement Committee (SEQEC). The TQER team heard of the positive impact of this departmental reshaping from professional services staff who described increased team working and more coordinated approaches to supporting progression, retention and wellbeing with closer liaison between curriculum and support teams resulting in smoother student pathways through the different services and reduction in duplication of work.

72 The College's last external review (Education Scotland, May 2024) highlighted that some staff were unaware of individual learner needs unless prompted by CQLs regarding learner PLSP information. The TQER team explored this in their meetings with college staff and found that there is an effective and proactive process operating between Enabling Services, and academic staff in which new and updated PLSPs were flagged to CQLs via the student records system and then disseminated to teaching staff. The TQER team found that CQLs undertook the task regularly, and that teaching staff were aware of any student needs as a result. The TQER team found further evidence of effective team working between professional services and curriculum teams through Enabling Services staff attending every course team meeting and Communications staff attending monthly CQL meetings.

73 The College has a Student Safeguarding Policy and mandatory safeguarding training is provided to all student-facing staff. The College has seen an increase in safeguarding referrals/interventions demonstrating a critical need for effective wellbeing support; most referrals are responded to within two hours against the stated policy response time of within 24 hours. To reduce incidents of referral to Wellbeing and Safeguarding for non-safeguarding issues, training was offered in a continuing professional development (CPD) day for lecturers, and wellbeing staff have attended curriculum team meetings to provide training to develop lecturer understanding of referral to the correct service. Wellbeing and Safeguarding also offer personalised one-to-one support for students referred to them, through three wellbeing advisors and six counsellors located across all campuses. Increased caseloads have been managed by deploying the wellbeing advisors, who are all trained counsellors, to reduce the waiting lists for the counselling service. Staff and students described the attendance of wellbeing staff at student inductions and pre-application open days, and Education Scotland (May 2024) recognised this leading to increased uptake of learning support services and a positive impact on learner outcomes.

74 The College has responded to increasing student need for support and, informed by Changing Learner training provided by the College Development Network (CDN), has trained 26 Staff Wellbeing Ambassadors, delivered Wellbeing Agency Days and training in Trauma Informed Practice, autism and supporting care-experienced students. Students' Association (SA) Officers and some class representatives are trained in Mental Health First Aid (see also paragraph 105). Three Student Advisory Services Coordinators are designated named contacts for care-experienced students and SA Liberation Officers serve as dedicated representatives for specific student communities including those who may face systematic barriers or underrepresentation in the College. An online wellbeing platform provides services to professional and lecturing staff, supporting staff to support students through counselling, coaching and therapy. The MyWest app contains information about support services and was found to be well used by students, providing support services communications, reducing query burden on support staff and enabling instant communications to students in the event of emergency.

75 The TQER team found that referral to student support services is effective and students reported that support staff were accessible, discreet and responsive to support needs at every campus. Students are referred to student support teams through declaration of additional support needs at application, self-referral or referral by student-facing staff and are directed to, or contacted by, the appropriate student services team. Staff reported that

lecturer referral is commonplace when support requirements are identified in class. The TQER team heard from staff that it is difficult to access additional support needs (ASN) information from schools which can delay or prevent appropriate support being put in place, but when school students self-refer, Enabling Services are quick to respond. While some challenges remain in language-related accessibility for student support services, translated application information has improved accessibility for English for Speakers of Other Language (ESOL) students. Students that met with the TQER confirmed the effectiveness and availability of additional support arrangements such as additional time and assistive technology. Students also described examples of early referral to specialist support, dyslexia screening and adjustments, lecturer follow-up where students were struggling, and support with progression and university applications. Student survey results for 2025-26 show that students are aware of the support available to them and found support services easy to access and the TQER team heard from students that they were almost all confident to approach curriculum or support staff if they needed additional support, and that they felt that their support requirements were met. Data gathered by the Enabling Services team showed that 83% of students that engaged with their service in 2024 went on to successfully complete their programme or progress to the next year of study/another programme.

76 The TQER team found that the College is increasing its effectiveness of support for work-based students with a Student Wellbeing Manager and Enabling Services staff collaborating with employers and regional agencies who provide apprenticeships and work placements. The creation of an Additional Support Needs directory for assessors employed by industry partners to improve referral of work-based learners to support services by employers is planned. The Modern Apprenticeship (MA) programme has Disability Confident accreditation and exceeds national averages for female apprentices and care-experienced learners and Skills Development Scotland (SDS) monitoring confirmed strong ASN support. Having recognised the high incidence of dyslexic tendencies in engineering apprentices all apprentices were screened using the Lucid Adult Dyslexia Screening in a pilot allowing appropriate support to be provided, the College plans to extend this to some other curriculum areas (see also paragraph 38).

77 The TQER team found that curriculum and professional services staff work effectively and collaboratively to support student wellbeing and deliver individualised interventions for students at risk, and regard this as a **feature of good practice**.

78 Responsibility to promote equality in teaching and assessment lies with all teaching staff and their managers. The College's Policy on Assessment requires that assessment accessibility is considered at team meetings and internal verification standardisation events, and assessment instruments are reviewed to ensure they are available in a variety of formats including electronic. Equality is further supported by the Equality Audit Tool used to audit accessibility standards for learning and teaching materials and assessments. The Procedure for Alternative Assessment and Special Consideration Arrangements provides teaching staff with guidance on assessment adaptation which is tracked using the Alternative Assessment Arrangements Form. The TQER team found that the majority of curriculum teams design new ways to deliver programmes which are appropriate for learner groups and students reported to the TQER team that lecturers are approachable and responsive to suggestions for learning and teaching changes, for example, changing timetables to suit parents or changing the units on a course in response to feedback.

79 Students that met with the TQER team highlighted the importance of academic and personal support, often referencing the role of individual staff in providing guidance and reassurance. As well as the internal wellbeing services, the College supports the specific needs of its students through established partnerships with external agencies which have a part time on-campus presence including The Anchor supporting students with autism, Women's Aid supporting those affected by domestic and sexual abuse and Your Voice who

connect students with community services and initiatives.

80 In the context of the College campuses being situated in the top ten regions on the Scottish Index of Multiple Deprivation (SIMD) the College recognises the importance of timely allocation of student funding, however student survey feedback shows many students have experienced difficulties in the funding application process. Staff reported that some vulnerable students such as estranged or homeless students find it challenging to produce evidence required for funding applications which has delayed some applications, but that recent changes in Scottish Funding Council requirements has reduced this issue. Processing of funding has a fast turnaround time from receipt of application to award, and plans are in place to improve this further through automation and coordination between Finance, Student Funding and Digital Services. HE students who have experienced a delay in their Student Awards Agency Scotland funding have been provided with an interim loan to assist their transition into college. In addition, there is a reduced evidence requirement for funding applications for students who are homeless or estranged. The College has a Disabled Student Allowance Needs Assessment process in place to allocate appropriate levels of funding on a needs-basis. Student Funding staff are located in SAS offices during relevant periods to provide face-to-face funding support. The TQER team encourages the College to continue to improve funding allocation systems to ensure students are not disadvantaged by the funding application process and consequent delays in receiving funding.

81 An Active Schools Coordinator role facilitates improvement of physical and mental wellbeing and students reported this helps create a sense of community. This activity is supported by the SA contributing to transport costs and the College's Active Campus programme includes ESOL Sports Teams to improve inclusion. Staff and students gave examples of the SA working to promote inclusivity including respecting cultural needs with the introduction of halal food options in canteens, arranging clubs and events including LGBTQ+ inclusive events.

82 The College uses data effectively in identifying, tracking and evaluation of student support services. SEAP progress monitoring of the Equality, Diversity and Inclusion Committee measure actions against success using data from student engagement with Enabling Services, equality indicator success rates, number of safeguarding incidents, student outcome Performance Indicator (PI) trends for care experienced, disability, ethnicity, carers, gender and age and student complaints. Enabling Services track engagement and student outcomes of service users.

Transitions

83 The TQER team found that collaboration between student support services teams and curriculum teams, and the improved use of data through recent software introductions to identify and evaluate student support ensures the College is effective in supporting students through the full student lifecycle.

84 Application accessibility has been improved to widen access to the College. For example, paper applications have been provided to prisoners who do not have internet access. Some students applying through job centre referral or identified as care-experienced are offered an individualised pre-induction experience which might include one-to-one meetings with wellbeing staff or individual College tours. The College also offers 'Keep It Warm' micro credentials to aid students' transitions into college, including specific courses for ESOL students. The TQER team heard from students of some issues with the online application process, although all reported that these challenges had been resolved and that they felt well supported by staff during application.

85 The TQER team found that the College induction is delivered at course level, supplemented by college-wide freshers' events to introduce students to campus facilities and the SA. The TQER team found that there was no standard approach to induction, although most lecturers reported using a centrally produced induction presentation, which provides students with essential information including contact information for support services. Members of support services also attend some course inductions to ensure students know about the range of support available and provide video resources for staff to share with students where they do not attend. Through the College's Marketing and Communications department, all new students receive an email containing key College information to support the induction process. The TQER team heard that induction is overseen at college level by an induction group comprising members of curriculum and professional services staff, although it was not evidenced that this group had been meeting systematically and it is only recently that the group has started to take a more strategic approach, moving from a focus on digital induction information to face-to-face activity.

86 Most students that met with the TQER team reported having attended an induction and most who attended said that the induction was beneficial however some student feedback showed that not all students received induction invitations. Some staff described providing students with course handbooks, but many students were not aware of these with students reporting that they were accessing the MyWest app instead for a wide range of information including support services, timetables and college systems information. The College produces an induction magazine (Shout) which provides key information including key dates, the code of conduct and SA information however, there was no awareness of this among staff or students that met with the TQER team. Curriculum staff are responsible for the completion of induction, but no evidence was provided to demonstrate that student completion of induction is being consistently monitored and evaluated. The TQER team therefore **recommends** that the College develop a more coordinated approach to student induction and embeds a systematic planning and evaluative structure to ensure all students receive a consistent experience and essential College, student services and course information.

87 The TQER team found that the College provides support for school students attending College or transitioning from school into college. Informed by Scottish Government reports on qualifications and skills the College has broadened curricular choices for Senior Phase schools' activity and is working towards facilitating a personalised timetable for every pupil. The College has identified that renewed formal agreements are required for school-college partnerships in response to the CDN's *The Changing Learner* Report and issues with attendance and engagement of school students. The College has responded to engagement issues with implementation of the Trauma Informed Training Programme, closer working with Developing the Young Workforce and improved communication with local authorities and the College recognises that more collaborative work with the schools is required to improve attendance and engagement. The TQER team heard from teaching staff of an enhanced transition programme which is designed to allow students experiencing difficulties in school (for example, due to neurodivergence) to attend college in increasing increments to increase engagement with college studies.

88 The TQER considered how the College supports students to transition from the College into employment or further study. Students and staff reported to the TQER team that staff discuss with students their learning and employment goals and pathways as part of vocational class delivery and students widely reported that they felt prepared for and supported in their progression to further study or employment. Some students, however, reported that support to complete their UCAS applications was provided too late for them to be able to prepare sufficiently. The College provides students with progression information through the website and on the MyWest app and through collaborative communications with universities, and students reported that they found the communications effective in providing

progression options and almost all students reported that they understood their progression pathway.

Employability, skills development and lifelong learning

89 The TQER team were of the view that the College has strong employer engagement which supports employability and skills development in many curriculum areas. The College's Strategic Plan and Employer Engagement Strategy 2026-2030 outline the College's ambition to provide a curriculum that meets employer and regional skills needs. The College has used the UK Industrial Strategy and partnership working with local authorities and the Regional Skills Hub Scotland to inform adjustment of provision to align more closely with growth sectors. Key industry partnerships are in place with BAE Systems, Babcock, Ferguson Marine, the Civil Engineering Contractors Association (CECA) and Advanced Manufacturing District Scotland (AMIDS). The Science, Technology, Engineering and Mathematics (STEM) Manifesto and Learning Teaching and Student Experience Strategy set out the intention to embed STEM into all curriculum areas to improve employability skills development.

90 The TQER team found examples of micro credential development and assessment adaptation in response to employer feedback including NHS Trusts to ensure assessment matches the employability skills required in this sector. The TQER team consider that the College effectively embeds industry links into curriculum, some examples being work-based learning in engineering and construction, work placements in hospitality and learner development and employer mentorships in sport. (see also paragraphs 29-35)

91 Students described employability-focused course activities and placements including industry visits of cabin crew, placements in hospitals, charity work and industry partners providing interview preparation, mock interviews, support with CV writing and careers advice. Events such as 'Meet, Match, Hire' expose students to a range of employment opportunities. Widening access courses such as 'Steps to Work' are effective in preparing students for employment and include substantive work experience opportunities and employability skills development units. The College provides career guidance through industry collaboration and lecturer support of this, and SDS are located part-time on at least one college campus and provide a drop in one-to-one career advisory service which some students reported using. Students reported that class representatives met regularly with lecturers to feedback about placements and the pattern of work and course hours (see also paragraph 110). The TQER team found that students appreciated efforts to develop career management skills using mock interviews, CV and portfolio creation and industry leaders being invited in by lecturers to provide interview preparation advice and future career planning. The effectiveness of college activity in support of employability is further evidenced in wider student feedback with 2024-25 Student Satisfaction and Engagement Survey results showing that 94% of FE full time, 95% of FE part time and 91% of HE full time respondents felt that their time at college had helped them to develop knowledge and skills for the workplace.

92 The College has developed a meta performance tracker which is used by staff and students to monitor students' progress, achievements, attendance, results and other performance related information. It provides a record of personal development and authentic examples of transition that can be used to support job applications, interviews and self-understanding of strengths and weaknesses. Staff training in using the meta tracker was offered in a 2024 CPD day. The TQER team noted that students' experience of meta skills development and use of the tracker was variable: some students described engagement with meta skills as part of their required course work; some students have started using the tracker and not returned to it; some students have only discussed meta skills within two review meetings and others reported that they were not aware of meta skills or that the meta

tracker was difficult to access. Where students were found to use the tracker, along with curriculum content and signposting by lecturers and assessors, the TQER team found these meta skills to be well developed and articulated. The TQER team encourages the College to continue to improve its coordinated approach to the delivery, tracking and evaluation of meta skills.

93 Most courses include guidance classes which provide group and one-to-one support for students in a range of areas including meta skills, careers advice, academic skills and course progression and staff provided some good practice examples of skills development recording being used in some areas. Staff reported a wide variety of activity carried out but no standardisation of requirements or structure and the College is encouraged to consider a more coordinated approach to ensure students receive an equitable experience of guidance classes.

Complaints and concerns

94 The College's complaints handling process is modelled on Scottish Public Services Ombudsman (SPSO) requirements and the TQER team found that complaints handling is strategically embedded and effective. Complaints are received, logged and tracked by the Quality Team who use data dashboards to monitor the status and nature of complaints. These are reported regularly to Quality Standards Committee (QSC), including through annual summary reports for institutional oversight and then on to Audit and Risk Committee. This is a change from previous practice where complaints were reported to SEQEC and reflects the College's reconceptualisation of complaints as potential risks which are to be considered within business improvement planning. Themes arising from student complaints are also analysed and used to identify topics for staff development, such as de-escalation training.

95 A complaints procedure guide is provided to students, which has been recently updated to be more student friendly and to encourage constructive complaints. However, the TQER team heard that students are more likely to speak to their class representatives, lecturing staff, or course manager should they have a complaint rather than follow a formal procedure. Students reported that their lecturers and other staff were approachable, and staff and students felt that student complaints were handled appropriately, taken seriously and acted upon. The TQER team encourages the College to ensure the complaints procedure is communicated effectively to staff and students, reducing the reliance on lecturing staff to report, resolve or escalate student issues and improving the use of the complaints procedure and resulting data accuracy. Academic appeals are tracked and are very few in number. Students that met with the TQER team reported that they felt confident to raise appeals with their lecturers, or course managers.

96 The TQER team heard that students are also able to channel any concerns through the SA. Liberation officers capture issues within their respective demographics and discuss these with the Student Presidents. These issues, as well as issues raised directly by students with the SA, or captured during the SA 'Chat and Chill' sessions are discussed during regular meetings between the SA and Curriculum Quality Leaders.

Student engagement and partnership

97 The TQER team found that West College Scotland is **effective** in student engagement and partnership. The institution ensures the quality of the student learning experience is continuously improved based on the voice of students in line with sector expectations. The institution works in partnership with students to use data, evidence and externality to develop, implement and evaluate the student learning experience. The TQER team's evaluation was informed by a range of evidence including the Student Partnership Agreement, student survey results, class representative data, course team meeting minutes, and Portfolio Review documentation. In addition, the TQER team met with a range of key stakeholders, including senior management, teaching and professional services staff, class representatives, students, Students' Association (SA) sabbatical officers and SA members of staff.

A culture of partnership

98 The TQER team found an emerging culture of student partnership at the College, with significant improvements made since the renewed focus set by the new Principal on putting students at the heart of the work of the College. The College's approach to learner engagement was considered at its last external review (Education Scotland, May 2024). Areas for development identified included: recruitment and retention of sabbatical officers, increasing participation in Student Satisfaction and Engagement Survey (SSES), increasing training of class representatives, and increasing student awareness of the SA. One of the two main points of action was to ensure that plans for improved support for the SA were delivered and monitored. The TQER team are of the view that the College has made good progress at addressing all these areas.

99 The College Principal demonstrates the commitment to student partnership at senior management level by visiting ten classes each block to ask students about their learning experience, and meeting formally with the SA three times per year. The SA Presidents also meet with the College's Senior Leadership Team (SLT) twice each year and are members of the College Board of Management and Student Experience and Quality Enhancement Committee (SEQEC) to ensure that the student voice impacts decisions and priority setting.

100 The College's strategic commitment to student partnership is articulated in its recently developed Student Partnership Agreement 2025-2030 (SPA). The TQER team heard that SA Presidents provided feedback on the SPA as members of SEQEC but were not actively involved in its creation. SA Presidents were also consulted in the creation of the College's Strategic Plan 2026-2030, and they facilitated the opportunity for engagement from the wider student body although the TQER team heard that there was low uptake of this opportunity. The College has also begun to map its activities against student partnerships in quality Scotland's (sparqs) Scotland's Ambition for Student Partnership although the TQER team noted that this work is still at an early stage.

101 A restructuring of the SA for 2025-26 moved from a model of two full-time SA Presidents to three part-time roles. This change was in response to student feedback that taking on a full-time role was not feasible for students with caring responsibilities, and to allocate one President to each campus, reducing the need for intercampus travel. The College reports that the new model has resulted in increased awareness of the SA within the College. This raised awareness is also reflected in recent College survey results where the percentage of respondents agreeing with the statement 'I am aware that the College has a Students' Association, and I know where to find them' has risen from 78% in the 2024-25 survey, to 85% in the 2025-26 survey, although not all students that met with the TQER team were aware of the role of the SA or the wider opportunities for student engagement.

102 In addition to the three Student Presidents, the SA currently has five Liberation Officers in post, each representing a specific student demographic: Black and Minority Ethnic (BAME), Disabled, LGBTQ+, Mature Students and Women, and all democratically elected by the student body. Each class also appoints their own class representative whose role is to represent students on matters relating to learning and teaching, and to provide a channel for feedback and communication between staff and the student body. The College created the employed staff role of Students' Association Liaison Officer (SALO) in autumn 2024 to provide continuity and professional support for SA activities and enhance student engagement, tasks which had previously been undertaken informally by a member of college staff. The College now has two SALOs, one full-time and one part-time, who are line managed by the Stakeholder Experience Coordinator who is based within the Quality Team.

103 The TQER team heard that the introduction of SALOs and the move to three campus-based SA Presidents has strengthened the capacity of the SA to engage with students, support class representatives, work in partnership with curriculum and professional service teams and engage in sector networks. Professional services staff provided examples of working with the SA on wellbeing events, social activities, student support and reshaping activity and partnership working has additionally informed developments in wellbeing support, student engagement and communication. At the time of the review, there was ongoing campaigning for the election of SA Presidents for 2026-27, and the TQER team heard that there were an increased number of candidates for each position, and increased engagement with candidate briefings in comparison to previous years.

Student representation

104 The SA constitution outlines the SA President role as involving developing and implementing policies; supporting student groups; running campaigns; and working with college officials. The current SA Presidents described undertaking other activities such as providing one-to-one support for students navigating academic and personal challenges and collaborating with other colleges to exchange best practice. The SALO's role is to assist the SA Presidents primarily by supporting and engaging the community of class representatives. SALOs also provide continuity for the SA, supporting the handover between incoming and outgoing SA officers by delivering inductions and end of year briefings.

105 Currently, 48% of class representative roles are filled (although the TQER team understand that this is based on the overall target of larger programmes having more than one representative), with a considerable proportion of those not represented being within engineering and Modern Apprenticeship programmes. The TQER team heard that the SA Presidents have been collaborating with staff in relevant departments to increase representative recruitment. Face-to-face class representative training is delivered by SALOs, and additional optional Mental Health First Aid Training is also offered. Slides are made available for those not able to attend the training, and multiple sessions are run each year to maximise engagement. The impact of the SALO role on the uptake of training is clear; prior to their introduction only 25% of class representatives had participated in training which has now increased to 50%.

106 The TQER team met with several class representatives who described formal and informal methods for engaging with both their class cohorts and teaching staff, and differing levels of engagement with the role. Some representatives reported a more passive role of being available to receive feedback or aid peers when asked, whereas others described creating online spaces to proactively engage with their class cohorts. All class representatives reported that they were able to take issues to teaching staff. Class representatives also felt adequately supported by the SA and there is an online communication platform for class representatives through which the SA disseminates information that many class representatives found effective. Nearly all students that met with

the TQER team were aware of their class representative and their role, and many could give examples of representatives successfully escalating and resolving feedback and concerns.

107 The TQER team recognise the improvements that have been made in student representation and engagement since the College's last external review and consider the introduction of the SALO role and the restructured SA with a full complement of sabbatical officers to have had a pivotal role in this. The TQER team conclude that there remains progress to be made to ensure representation and engagement from a greater proportion of the student body. Therefore, the TQER team **recommends** that the College should sustain and embed effective support for student representation and engagement through the Students' Association to engage the wider student body.

Student voice

108 The College gathers the views of its students through a variety of mechanisms. There are two College-wide surveys each year: an internally devised survey in the autumn, which gathers feedback on students' early experiences, followed by the Scottish Funding Council's Student Satisfaction and Engagement Survey (SSES) in April-May. Day-to-day management of college surveys is the responsibility of the Quality Team, and survey results are collated and shared via reports to the College's Quality Standards Committee (QSC), data spreadsheets, and more recently via a data dashboard to CQLs, teaching and professional services staff. This data includes students' free text comments summarised by theme, and which from 2025-26, have been mapped to sparqs' Student Learning Experience Model.

109 SSES results show that students have a high level of satisfaction with the College experience. For the 2024-25 survey overall satisfaction was 94.8%, equalling the sector average, with part-time students (both HE and FE) having slightly higher levels of satisfaction than those studying full-time. The TQER team noted that the College has started to focus on satisfaction levels for its full-time students undertaking benchmarking to the SSES results of other colleges for these student groups. The survey also shows that students feel they are treated equally and fairly by staff and feel part of the College community. However, response rates are low (15-40% below the sector average, depending on level and mode of study) particularly in Construction and Building Services and Distance Learning Courses. The College has improved accessibility of the two College-wide surveys by providing QR codes and allowing students to complete surveys in class using their mobile phones and an increased focus on survey completion is led by the CQLs and monitored through weekly CQL meetings. This has led to an increase in response rates to the autumn survey (from 29% in 2024-25 to 45% in 2025-26) although it is too early to observe any effect on SSES response rates as 2025-26 SSES results were not available at the time of the review.

110 The TQER team heard that, in addition to the two College-wide surveys, different approaches to surveys are taken at course and unit level across the College with course or unit-level surveys being issued by some, but not all, teaching staff. Further surveys are also offered to students post-application and following provision of student support with some students reporting that there were too many surveys as a result. Some staff did not have confidence in the College survey results, reporting that they had received incorrect data for their courses, and some students did not trust the anonymity of these surveys owing to small class sizes. The College Quality Team were aware of these issues and the TQER team heard that they were working to address these. While there was not yet an institutional position on the consistency and coordination of surveys, a group was being convened to address this issue.

111 The TQER team found that course teams regularly engage with class representatives to gather student feedback using a variety of methods. In some courses, there are regular

meetings between class representatives and lecturing staff; in others there is a dedicated session at the end of each teaching block for the class to provide feedback to the class representative (some of these using sparqs' Student Learning Experience Model to prompt student responses) that is then passed on to teaching staff either in writing, or verbally through the class representatives' attendance at the course team meeting. The TQER team regards the approach recently adopted within Health and Social Care-using a template to record class representative responses to standardised questions, alongside actions taken in response to feedback and records progress on ongoing activity- as an example of a particularly effective approach to responding to the student voice. The TQER team heard of further examples of staff engaging with students directly for feedback, such as undertaking Strengths Weakness Opportunities Threats (SWOT) analyses with their class to determine how best to proceed with the teaching of that class. Within the range of approaches, not all recorded and monitored actions in response to student feedback, and the TQER team did not find evidence of these course level actions being routinely recorded or monitored within annual quality processes, such as Portfolio Review (PR) (see paragraph 114).

112 Whilst the TQER team heard many examples from students of their feedback being responded to, the lack of consistent recording and oversight of these means that the College may be missing opportunities to identify common themes or share effective practice more widely. The TQER team therefore **recommends** that, within the next academic year, the College should develop a more coordinated approach to the gathering, recording and consideration of student feedback, through student surveys and from class representatives, to consistently capture and respond to the diverse student voice.

113 The TQER team heard several examples of the College's responsiveness to student feedback: students have fed back to the institution regarding concerns about their studies, and the College has evidenced tangible response to these concerns. For example, this had led to facilitation of class scheduling changes at the request of students; extra support for numeracy for classes and the introduction of an English language club to enhance English language conversation. Additionally, pending a course cancellation, students were consulted by SLT which resulted in the course's reinstatement, and when students voiced concerns over limited IT skills, the College facilitated two classes weekly to support IT learning. Professional services teams also reported using student survey feedback to inform changes to their services, for example in using results from the autumn survey to provide additional face-to-face activities during student induction, as student feedback had indicated that they preferred this to written content or emails. In 2025-26, the SA and the College's Curriculum Quality Leaders (CQLs) worked together to create a report based on the autumn survey results, and a 'You Said We Did' report for each curriculum area, demonstrating how student feedback had been responded to. Heads of Sector and curriculum staff also provided examples of changes to courses and assessment arrangements in response to student views. The TQER team heard from students and class representatives that feedback informed change in practice, including adjustments to timetables, revisions to overlapping units, improvements to placement preparation, changes to teaching approaches and additional revision support. This indicates that student voice is actively contributing to enhancement

114 The TQER team found that the College actively seeks the views of its students and has created a range of mechanisms for student voices to be heard. However, there was less evidence of the systematic recording, analysis, and response to that feedback. The TQER team found that student survey results were not routinely considered within annual Portfolio Review (PR) and that students, including class representatives, do not always participate in this process, or attend course team meetings. The TQER team reviewed completed PR documentation and found that some documents acknowledged student representative contribution, although it was not clear what form that contribution took, whereas other documentation noted that student contribution to PR came through class representatives

collating evidence at the end of each block (see also paragraph 110). The TQER team note that a revised self-evaluation template for PR has been in use for 2025-26 which includes reflection on Student Engagement and Partnership and found that some curriculum teams have included student survey and other student feedback as part of this, although this is not explicitly required. The TQER team acknowledges that the inclusion of course reps at course team meetings and PRs was identified as an action during the monitoring of the College's SEAP (in 2024-25) and that senior management have continued to encourage CQLs to promote class representative attendance at course team meetings within their curriculum areas but considers that consistent student engagement in quality processes should be a priority for the College, particularly as it develops and implements an approach to Institution-Led Quality Review (ILQR- see paragraph 130). The TQER team therefore **recommends** that the College should, within the next academic year, integrate student engagement into its annual and periodic quality processes through the systematic consideration of student feedback and student involvement in these processes.

Enhancement and quality culture

115 The TQER team found that West College Scotland is **effective** in embedding an enhancement and quality culture across the institution. The institution has clearly identified strategic leadership and governance approaches to quality assurance and enhancement with the capacity and commitment to identify and address situations that have the potential to pose risk to academic standards, the quality of the learning experience and enabling student success. The institution's strategic approach accurately uses data, evidence and externality in line with sector expectations and promotes an embedded enhancement quality culture for developing, implementing and evaluating strategies. The institution has made timely and effective progress in formulating, implementing and reviewing actions in response to the findings of last external review.

116 The TQER team's evaluation was informed by a wide range of evidence, including the Strategic Plan 2026-2030, Shaping Our Future Together, the Evaluation Cycle and Quality Cycle documentation, College's the Self-Evaluation Action Plan (SEAP), Education Scotland Annual Engagement Visit report, Qualifications Scotland Systems Verification outcomes, student support KPI analysis and institutional committee papers. In addition, the TQER team met with a broad range of stakeholders, including senior leaders, managers, curriculum and professional services staff, Students' Association (SA) representatives, student representatives, students from a range of curriculum areas including work-based learning provision, and employer-facing staff.

A culture of enhancement

117 Since the last external review (Education Scotland, May 2024), the College has undertaken a significant strategic and organisational reset, including strengthened leadership arrangements, enhanced quality processes and more integrated student support structures supporting the development of a more mature quality culture. The TQER team found evidence of an increasingly enhancement-led culture characterised by stronger institutional oversight, distributed leadership, effective use of sector benchmarking and evaluative analysis, and closer alignment between curriculum planning, student support and regional economic priorities.

118 The Strategic Plan 2026-2030 and Shaping Our Future Together (SOFT) programme provide a framework for enhancement activity and institutional improvement. Staff across the College described the new Strategic Plan as concise, accessible and easy to translate into practice through the four strategic priorities: People, Partnerships, Place and Performance and four underpinning strategies: Learning, Teaching and Student Experience Strategy; People Strategy; Employer Engagement Strategy; and the Infrastructure Strategy. The TQER team heard that Heads of Sector and Curriculum Quality Leaders (CQLs) had been provided with opportunities to engage in consultation workshops with the Principal and Senior Leadership Team (SLT) during the development of the Strategic Plan and that there had been effective and frequent wider communication about the Plan since its launch at the all-staff CPD day such as through regular Heads of Sector meetings and monthly communications from the principal. This approach was viewed positively by staff, who reported a strong understanding of the rationale underpinning strategic priorities and emphasised the visibility of the new principal in communicating a clear sense of direction and shared purpose.

119 The revised SLT structure aligns leadership responsibilities more closely with learning and teaching, quality enhancement and student experience priorities. Staff reported that there is now clearer accountability, and stronger alignment between strategic priorities, operational planning and quality processes, with staff in some areas able to articulate how the Strategic Plan and relevant enabling strategy translated into local operational plans that

were monitored and reported back up to Vice Principal level.

120 Governance arrangements support a culture of enhancement through clear committee structures with oversight for learning, teaching and student outcomes. Senior leaders described enhanced Board engagement with learner outcomes and strategic priorities through revised institutional reporting arrangements. The Student Experience and Quality Enhancement Committee (SEQEC) and Quality Standards Committee (QSC) provide structured oversight of enhancement activity, while external scrutiny from Education Scotland and Qualifications Scotland provides additional assurance regarding governance effectiveness and academic standards. Senior staff confirmed that 31 strategies and policies had been reviewed over the last year, with each strategy or policy assigned to a member of the SLT.

121 The TQER team heard of an emerging enhancement-led culture characterised by collaboration and distributed leadership. Staff consistently described a more positive and inclusive environment in which they feel consulted, empowered and encouraged to innovate following the appointment of the new Principal. Staff at all levels report that leadership communication has improved through regular staff briefings, catch-up sessions and direct engagement by the principal and senior leaders. Distributed leadership is further supported through the promoted roles of Quality Enhancement Lecturers (QELs), Curriculum Enhancement Lecturers (CELs) and Teaching Enhancement Lecturers (TELs). The TQER team regard the Innovation Hub as a significant positive development that plans to bring together TELs, learning technology and staff development colleagues to support peer learning, pedagogic innovation and the sharing of effective practice across campuses (see also paragraph 65).

122 The College's last external review (Education Scotland, May 2024) identified the need for more consistent arrangements for the review of learning and teaching, and the TQER team consider that the College has made positive progress in this area. The College's quality and evaluation cycle details how enhancement is embedded across curriculum and professional service areas through annual monitoring, reflection and action planning through Portfolio Reviews (PRs), Curriculum Planning Reviews (CPRs), and Intervention and Improvement Plans (IIPs), and the TQER team noted that all of these processes have been enhanced over the last three years. Staff described these processes as increasingly evaluative and focused on improvement rather than compliance. Institutional oversight of the processes by Senior Leadership and QSC is also effective in surfacing themes and trends that are used to make enhancements, for example, the CPR meetings in 2023 highlighted inconsistencies in course design, set up and content which led to the creation of the course design principle checklist that is now included in each Portfolio Review (see also paragraphs 125-130).

123 The TQER team found that data is being used effectively to support enhancement at the College. Staff reported that, while the implementation of the new student records system initially presented significant challenges particularly in relation to functionality, reporting and staff confidence in using the system, the introduction of the student system forum has quickly addressed issues, and enhanced reporting and additional technical support has significantly improved data availability and usability for staff (see also paragraphs 43-47). Enhanced access to student performance data, through the integration of the student records system and the data visualisation tool, has improved data visibility for staff and supported more consistent use of benchmarking, trend analysis, and diagnostic tools such as heat maps to monitor retention, attainment and student engagement at curriculum, senior leadership and Board level. Staff also described using the data proactively to identify at-risk students and provide timely interventions such as referral to support services and early follow up with students with poor attendance. The TQER team were of the view that these developments indicate the emergence of a more structured, data-driven, enhancement-led

culture, supported by redesigned evaluation cycles and standardised reporting.

124 The TQER team concluded that the College has established a robust framework in which effective leadership, revised governance and quality arrangements are beginning to contribute positively to student learning, student engagement, institutional improvement and the maintenance of academic standards. The TQER team recognise the College's clear strategic direction articulated through a well-communicated strategic plan, which has fostered strong staff ownership and contributed to a culture of improvement as a **feature of good practice**.

Monitoring and review

125 The TQER team found that the College demonstrates an effective approach to monitoring and reviewing its academic provision through an annual quality cycle comprising Portfolio Reviews (PRs), Curriculum Planning Reviews (CPRs), Intervention and Improvement Plans (IIPs) and operational planning. Monitoring activity is evidence-based and clearly linked to enhancement of the student learning experience and the maintenance of academic standards. Staff in the Quality Team described standardised processes operating across campuses and curriculum areas, supported through common reporting arrangements and stronger use of benchmarking and trend analysis. Heads of Sector, CQLs and teaching staff provided examples of how these processes use employer engagement, performance indicators and external verification outcomes to inform curriculum design, assessment changes and increased practical activities.

126 PRs are led by CQLs and take place twice per year- at the end of the academic year (June-August) to reflect on delivery over the previous academic year and plan for the following year, and in January to review these plans mid-year. Heads of Sector and CQLs also identify courses that will require IIPs for the following academic year at this end of year review (see also paragraph 128). At the mid-year review point curriculum teams monitor action plans, reflect and comment on current student KPIs (success outcomes from the previous year and withdrawal rates for the current year), undertake a review of course content against a course design principle checklist, and note further in-year actions that they will undertake to improve student success. Outcomes from Portfolio Reviews feed into CPRs (see paragraph 32) and progress on PRs are reported to QSC.

127 The TQER team learned that the PR self-evaluation template was revised for 2025-26 with reflection and action planning now framed around the aims of the College's Learning, Teaching and Student Experience Strategy (LTSES), and aligned with the principles of the TQEF. The TQER team were able to review two partially completed templates for this academic year which demonstrate that curriculum teams have undertaken reflection around specific Strategy objectives (e.g. Delivering active, student-centred, innovative pedagogical approaches, Embedding a culture of quality improvement, enhancement, innovation and positive challenge through effective self-evaluation) as well as providing an update on the previous year's action plan, and commenting on KPIs, as with the previous template. Student Engagement and Partnership is one of the Strategic Themes within the LTSES, and as a result, the revised template has prompted inclusion of student survey and other student feedback from curriculum teams, which the TQER team observed was missing from the previous approach (see also paragraph 114). However, the TQER team did note different approaches to the self-evaluation in the examples they reviewed, resulting in the inclusion of some actions that were not targeted or measurable and encourage the College to develop further guidance and support for teams in completing review documentation to ensure greater consistency, focus of actions, clarity, and alignment with strategic priorities, particularly given the College's context of significant change.

128 The TQER team found that the College introduced an annual review process for

professional services in 2025-26 using the revised PR template with services within People and Campus Operations (Management Systems, Estates, IT, and Management Accounts) participating this year while other services undergo reshaping. The TQER team was able to review partially completed templates and observed that reflection against all Learning, Teaching and Student Experience Strategy objectives was not always completed. As with the curriculum teams, the TQER team is of the view that clear guidance on completion of these templates should be provided to staff and may be more necessary for professional services teams who may need guidance on translating learning and teaching priorities into actions relevant to their services. The TQER team were assured of adequate oversight for professional services through existing processes such as annual operational planning, gathering user feedback and engagement statistics and reporting against KPIs with ultimate oversight from SEQEC and encourages the College to embed and fully implement the annual review process across all professional services for next academic year.

129 At operational level, regular monitoring is embedded through fortnightly course team meetings and monthly curriculum quality team meetings. Intervention and Improvement Plans (IIPs) are required for courses that require additional measures to address performance issues and include improvement actions which are monitored at the end of the year. This reflects the College's renewed focus on performance as a response to the College's below sector PIs for student outcomes, and actions from its last external review (Education Scotland, May 2024). IIPs usually operate at course level but can be applied at unit level to support targeted adjustments. Inclusion of programmes in the IIP process is triggered by below threshold data for College KPIs (student recruitment, retention, success and progression), or other relevant factors such as negative student feedback, quality assurance remedial measures being applied by an awarding body; high levels of negative student feedback and high levels of resource investment which impact on the financial viability of the programme. Programme KPIs are RAG rated (red- below 60%, amber 60-69%, green 70% and above) and from this academic year (2025-26) all programmes with a red or amber ratings for any KPI have been required to complete an IIP. The TQER team found that 19% of current programmes had IIPs in place reflecting the College's renewed focus on performance and as a response to the College's below sector PIs for student outcomes. The College has recently undertaken analysis of all IIPs to identify the primary factor which triggered the IIP (such as low success or high withdrawal), and identify common themes within the self-evaluation narrative, and the action plans. The TQER team regard this as a positive development and as further evidence of the College taking a more focused and strategic approach to enhancement. The TQER team noted, however that many of the processes described above have been revised in academic year 2025-26 and there is currently limited evidence of their sustained impact. While the direction of travel is positive, the TQER team concluded that effectiveness of these revised processes in delivering consistent, embedded improvement across the College remains to be demonstrated.

130 While the TQER team found evidence of the annual review processes outlined above, there was no reference within the evidence to periodic Institution-Led Quality Review (ILQR), nor any identified plans for implementation in line with the requirements of the Scottish Funding Council's (SFC) guidance. The TQER team heard that, although the quality team had engaged in discussions with the Quality Assurance Agency (QAA) to develop an understanding of the ILQR process, there was currently no evident process or cyclical plan for implementation. The TQER team therefore **recommends** that the College should, within the next academic year, develop its approach to Institution-Led Quality Review in line with the requirements set out in the Scottish Funding Council's guidance.

131 The TQER team found that engagement with external institutional peer review has had a positive impact on strategic direction, self-evaluation practice and enhancement activity at West College Scotland. External review findings (for example, from Education Scotland and Qualifications Scotland) are used constructively and systematically to inform institutional

improvement, strengthen academic standards and support learner outcomes.

132 Feedback from the College's last external review (Education Scotland, May 2024) has informed strategic planning, curriculum review and improvement activity, particularly in relation to learner outcomes, learning and teaching and institutional leadership. Senior leaders described how external feedback, sector benchmarking and analysis of performance data informed the College's strategic reset, revised leadership structure and strengthened focus on learner outcomes and student experience through the integration of external review findings into the Self-Evaluation Action Plan and monitored through institutional reporting arrangements. Heads of Sector and senior staff referred to the use of sector expectations to shape curriculum planning and enhancement priorities. The College's new Strategic Plan and SOFT programme reflect a clear institutional response to external evidence and sector expectations as evident by the use of labour market intelligence and regional skills priorities to strengthen provision in engineering and health care. Education Scotland confirmed that the College has made progress against identified areas for improvement and strengthened institutional monitoring and leadership oversight and noted that the College had recognised issues with the SA and had put plans in place to address this. Staff described closer alignment between institution-led evaluation, external review findings and operational planning processes. External review findings have contributed to revised intervention arrangements, strengthened reporting processes and increased consistency of quality activity across campuses. Heads of Sector and CQLs described the review processes (PR, CPR) as more evaluative and that IIPs informed by performance data, student feedback and external verification findings are prompting targeted interventions.

133 Engagement with Qualifications Scotland Systems Verification and External Verification activity has strengthened institutional approaches to academic standards and quality assurance ensuring that there are no significant concerns requiring formal action. Teaching staff, Curriculum Quality Leaders and Heads of Sector highlighted improved standardisation arrangements, stronger monitoring of external verifier recommendations and clearer institutional oversight of verification processes. External review findings are integrated into SEAP planning and monitored systematically through institutional reporting arrangements, overseen by the College's Quality and Standards Committee (QSC). Staff demonstrated strong awareness of Education Scotland findings, Qualifications Scotland Systems Verification outcomes and sector benchmarking.

134 Learning from review activity has contributed to strengthened wellbeing provision, enhanced support for care-experienced learners and closer alignment between curriculum and student support services. Staff highlighted more coordinated approaches to learner support, safeguarding and additional support needs (ASN), including dyslexia screening within engineering apprenticeships, six-week support reviews and enhanced use of Personal Learning Support Plans (PLSPs). KPI analysis relating to enabling services demonstrates positive learner outcomes associated with targeted support interventions.

135 Opportunities remain to strengthen dissemination of learning from external review and wider externality across all curriculum areas and campuses. Nevertheless, the TQER team conclude that the College demonstrates increasingly mature engagement with external institutional peer review, and this is contributing positively to enhancement of the student learning experience and the maintenance of academic standards.

External outlook

136 The TQER team considered that collaborations with employers, professional bodies, and universities, and strong external outlook have had positively impacted on curriculum enhancement, student support and the development of the College's enhancement and quality culture. Employer engagement, sector priorities and peer review activity inform

strategy, curriculum development and enhancement activity across the College.

137 The TQER team found that collaboration is embedded within the Strategic Plan 2026-2030 and the College Vision 'unlocking potential and enabling success' is central to the Employer Engagement Strategy. Senior leaders described strengthened relationships with employers, local authorities and regional stakeholders to support workforce development, apprenticeships and curriculum planning. The Employer Engagement Strategy 2026-2030 positions the College as an industry first partner across priority sectors. Collaborative employer and stakeholder engagement is further embedded within the Curriculum Transformation Project through dedicated workstreams focused on skills, economic alignment and industry co-creation. Heads of Sector and teaching staff provided examples of employer-informed curriculum development in pharmacy provision informed by the General Pharmaceutical Council and specialist engineering developed jointly with BAE Systems, Babcock and the Naval Base Clyde. External analysis informed development of the Strategic Plan 2026-2030 and associated curriculum priorities. Senior leaders described extensive engagement with employers, regional stakeholders, sector bodies and staff to inform institutional reset and strategic planning following the appointment of the new Principal and explained that this has contributed to stronger alignment between curriculum planning, employment market demand and regional economic priorities. Staff also described good engagement with employers, professional bodies and awarding organisations to ensure programmes remain current and assessment practices are consistent and robust.

138 Sector comparison and benchmarking activity is integrated into institutional monitoring and planning arrangements, including PR, CPRs and self-evaluation processes. Staff described use of sector benchmarking and comparative analysis to inform enhancement priorities and intervention planning. Heads of Sector highlighted participation in national initiatives, employer forums and professional networks to shape curriculum and to identify opportunities for innovation and development.

139 The Our Changing World of Work analysis- an insights and industrial report authored by the Head of Enterprise & Employability- has informed curriculum innovation across areas including engineering, advanced manufacturing, sustainable technologies and digital skills. Staff provided examples of new and revised programmes developed in response to external engagement, including specialist engineering pathways, acute and community care programmes and bespoke upskilling provision for employers. The curriculum transformation work within SOFT demonstrates a structured long-term approach to curriculum redesign, inclusive curriculum development, digital learning and future skills planning.

140 The College's external outlook has also informed developments in professional learning and pedagogic innovation. Staff described engagement with College Development Network (CDN), the Elevate programme, Microsoft Educator programmes, student partnerships in quality Scotland (sparqs) and other sector initiatives to support teaching enhancement and digital capability. The Innovation Hub will further strengthen the College's capacity to draw on external practice and support staff in sharing new approaches to teaching, assessment and educational technology. The College also engages with external agencies to support professional learning and digital development. Staff referred to the use of sparqs, CDN and Skills Development Scotland (SDS) support to build staff capability and enhance student learning.

141 The College's external outlook has additionally informed developments in student support, digital transformation and inclusive practice. Examples include employer-informed support for apprentices, stronger partnerships with schools and local authorities, and improved progression routes for care-experienced students, learners with ASN and under-represented groups. The TQER team conclude that the evidence demonstrates that the College's external outlook is contributing positively to innovation, curriculum relevance,

student experience and enhancement of academic provision.

142 The College engages in sector enhancement activity and uses this engagement effectively to support institutional improvement, curriculum enhancement and the student experience. Sector engagement has led to developments in engineering and care provision priorities. Participation in Scotland's Tertiary Enhancement Programme (STEP) has supported structured enhancement activity focused on student engagement and curriculum improvement. The College is embedding STEP internally through active engagement by Curriculum and Quality Leaders and Heads of Sector in STEP training and development activity including in-person Discovery Days, online Navigation and update sessions. The absence of student representation in year 1 of STEP (2024-25) was recognised by the College and planned as a key focus for year 2 (2025-26).

143 The TQER conclude that while implementation of some enhancement initiatives remains variable across campuses and curriculum areas, the overall evidence demonstrates that the College engages positively and effectively with sector enhancement activity and uses this engagement to support curriculum relevance, staff development and enhancement of the student learning experience.

QAA3120 - R14911 - August 26

© The Quality Assurance Agency for Higher Education 2026
Registered charity numbers 1062746 and SC037786

www.qaa.ac.uk/scotland