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Recommendation 002 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.	**02**
Recommendation 003 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.	**03**
Recommendation 004 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.	**04**
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Area of Good Practice 001 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.	**11**
Area of Good Practice 002 The effective and collaborative working between curriculum and professional services staff work to support student wellbeing and deliver individualised interventions for students at risk.	**12**
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Area for development and TQEF principle	Action(s) and planned impact/ outcomes	Milestone(s)/target date(s), continuing/carried forward (c/f)	Responsible/lead
Recommendation 001 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)**	**a.** All managers to ensure that change management risks, impact and mitigations are reflected and monitored within key change proposals. **b.** Continue to monitor and manage the pace and prioritisation of change through Programme Board oversight and regular staff pulse surveys, using the findings to inform implementation of the Strategic Plan 2026–2030 and its underpinning strategies. **c.** Regular programme board communication across college staff to ensure they are kept informed of interdependencies and developments and are consulted at all stages of process. **Planned outcome** The Strategic Plan 2026-2030 and underpinning strategies will be implemented consistently across the College, with clear alignment between strategic priorities and operational delivery. Consistent embedding will be demonstrated through implementation across College areas and campuses, supported by governance oversight, staff engagement and systematic monitoring of change-related risks, impacts and improvement actions. **Success measures** • Staff feedback demonstrates improved understanding of strategic change, communication and implementation. • Change-related risks, impacts and mitigations are consistently identified and monitored through appropriate governance arrangements. • Strategic Plan monitoring provides evidence of implementation and impact across College areas and campuses.	**a.** (i) Change management risk assessment incorporated into all major change proposals. Completed/In place – carried forward through ongoing monitoring **b.** (ii) Evidence of risk, impact and mitigation monitoring reported through Directorate and Programme Board governance arrangements from August 2026 onwards (iii) Annual review of effectiveness of change management approach completed by June 2027 and thereafter carried forward through ongoing monitoring (i) Programme Board receives quarterly implementation, risk and impact reports (August 2026 and carried forward through ongoing monitoring (ii) Staff pulse surveys undertaken as required. The People Survey will be undertaken annually (iii) Survey findings analysed and action plans developed and monitored through Programme Board (December 2026 and carried forward through ongoing monitoring) (iv) Biannual and annual Strategic Plan implementation review completed (mid-year – August 2026 and six monthly onwards) **c.** (i) Communication and engagement plan agreed and implemented (Completed/In place – carried forward through ongoing monitoring) (ii) Regular staff updates issued through team briefings, staff newsletters and engagement events (carried forward through ongoing monitoring) **d.** (iii) Staff consultation opportunities embedded within all major change projects (Completed/In place – carried forward through ongoing monitoring) (iv) Staff feedback on communication effectiveness monitored through pulse surveys and annual staff survey, with results reviewed by SLT (December 2026 and carried forward through ongoing monitoring annually) **Evidence of completion/impact** Programme Board implementation and impact reports; change risk assessments and risk monitoring; staff pulse/People Survey findings and associated actions; Strategic Plan implementation reviews; communication and engagement monitoring.	Principal and Chief Executive VP of Operations VP of Learning, Skills and Students Success Director of People

Area for development and TQEF principle	Action(s) and planned impact/ outcomes	Milestone(s)/target date(s), continuing/carried forward (c/f)	Responsible/lead
Recommendation 002 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)**	**a. Implement an Annual Internal Verification Process for all Credit-Rated Provision** Ensuring systematic review of SCQF level, credit value, learning outcomes, assessment activity and continued alignment with SCQF principles. **b. Introduce Enhanced SCQF Verification Documentation** Implement the revised SCQF Verification Report Form (SCQFV1) to provide a consistent mechanism for evidencing annual review activity, independent scrutiny, curriculum currency and ongoing compliance with SCQF principles. **c. Establish Quality Audit and Oversight Arrangements** Introduce a programme of quality audits of Internal Verification records and SCQF verification activity to assure compliance with revised procedures, identify areas for enhancement and provide institutional assurance regarding the management of credit-rated provision *Implementation of the revised annual monitoring, verification and audit arrangements will provide robust assurance that all internally credit-rated provision remains current, appropriately levelled and aligned to SCQF requirements. The enhanced process will strengthen quality assurance, consistency and compliance across the College, improve the evidencing of credit-rating decisions, support curriculum enhancement and provide clear institutional oversight through regular audit, reporting and review.* **Success measures** • All internally credit-rated provision is included within the annual verification arrangements. • Review and verification activity provides evidence of continuing alignment with SCQF principles. • Quality audit identifies areas of compliance and enhancement, with resulting actions recorded and monitored. • Institutional oversight provides assurance regarding the currency, sufficiency and management of internally credit-rated provision.	**a.** (i) Revised Credit Rating Procedure approved and communicated (ii) Annual IV schedule for all internally credit-rated provision agreed (September 2026) (iii) Annual IV activity completed for all credit-rated programmes and outcomes reported through QSC (October 2026-May 2027) **b.** (i) SCQFV1 documentation finalised and approved, and updates provided to applicable staff. (August/September 2026) (ii) SCQFV1 implemented for all reviews and effectiveness of documentation evaluated **c.** (i) Audit framework and sampling methodology agreed (August 2026) (ii) Quality Team completed first audit cycle, findings reported to QSC and actions identified (December 2026) (iii) Second audit Cycle completed, annual assurance report submitted (May - July 2027) **Evidence of completion/impact** Approved Credit Rating Procedure; annual Internal Verification schedule; completed SCQFV1 documentation and associated guidance; curriculum review/verification documentation demonstrating SCQF alignment; Quality audit reports; QSC reporting/minutes; annual assurance report.	AP Student Experience and Quality Enhancement

Area for development and TQEF principle	Action(s) and planned impact/ outcomes	Milestone(s)/target date(s), continuing/carried forward (c/f)	Responsible/lead
Recommendation 003 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)**	**a.** Continue to identify and address challenges relating to the student records system through the Civica User Forum, including system limitations and faults, process issues, and training requirements **b.** Realign operations involving administration of student records, bringing key processes and roles using the student records system together **c.** Establish a Data Reporting Improvement Group to review and provide governance across the College's reporting landscape **Planned Outcomes** • The student records system is operating effectively and consistently across the College, with identified system issues addressed through an established programme of continuous improvement. Staff have the knowledge, skills, and confidence required to use the system effectively. • Student records administration activities are aligned under a clear operating model, with defined roles, responsibilities, and processes that support consistent data entry, validation, and management across the College. • A formal governance structure is in place to oversee data quality, reporting standards, and management information. Reporting processes are standardised, providing reliable and trusted information to support planning, performance monitoring, and decision-making. **Success Measures** • All critical and high-priority system issues identified through the Civica User Forum have been addressed or have approved action plans in place. • Staff training has been delivered to all relevant user groups, with completion records maintained. • A revised operating model for the administration of student records has been implemented. • Standard operating procedures are established and adopted consistently across relevant teams. • A Data Reporting Improvement Group has been established with approved membership, terms of reference, and a scheduled programme of meetings.	**a.** (i) Ensure that membership and staff avenues into the Civica User Forum cover all areas of use of the student record system Completed/In place – carried forward through ongoing monitoring (ii) Ensure that issues raised are tracked to point of resolution Completed/In place – carried forward through ongoing monitoring (iii) Identify student records system training requirements across the College, targeted at different groups depending on need and use of student records system **b.** (i) Implement an Operational model that moves towards a more integrated MIS model, with clearer ownership of student and curriculum data, stronger governance and accountability and close alignment with Business Intelligence services (December 2027) (ii) Identify training requirements across MIS functions to enhance knowledge spread for key processes (December 2027) **c.** Establish a 'Reporting Governance and Insights Group' with a remit to review current reports and determine reporting standards and governance arrangements - Completed/In place – first group meeting August 2026, fortnightly meeting schedule in place **Evidence of completion/impact** • Improved data quality measures across key student and curriculum datasets. • Reduction in data corrections, reconciliation activity and reporting exceptions. • Increased user satisfaction with the student records system and associated reporting. • Greater confidence from senior leaders in management information used for statutory, operational and strategic reporting.	Director of IT and Digital Transformation Director of People

Area for development and TQEF principle	Action(s) and planned impact/ outcomes	Milestone(s)/target date(s), continuing/carried forward (c/f)	Responsible/lead
Recommendation 004 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)**	**a.** Undertake an institutional review of all learning and teaching platforms currently in use across the College to establish their purpose, usage, effectiveness, accessibility and alignment with the College's digital learning strategy. This includes curriculum, professional services and students. **b.** Develop a Digital Learning Framework and Guidance that establishes institutional expectations for digital delivery, student engagement, communication and use of learning technologies, with a focus on accessibility, inclusive digital practice and creation of accessible learning materials, and platforms. **c.** Ensure we have a programme of regular audits with annual reporting to evaluate accessibility, student engagement, quality and compliance across all approved digital learning platforms. *The College will be able demonstrate institutional oversight and quality assurance of digital learning provision.*	**a.** Carry out platform review across learning & teaching, professional services and students and report findings to SELT (April 2027) **b.** (i) Develop WCS Digital Learning framework and guidance paper for launch (June 2027) (ii) Ensure ongoing staff CPD in place to confirm a necessary baseline skills and knowledge for implementation of framework (iii) Training to be made available ie during staff development day in August 2027, with an expectation this will be an ongoing requirement embedded into annual training cycles **c.** (i) Further to initial platform review ensure these are then embedded into annual review process (September 2027) (ii) Review and share findings and actions for improvement in advance next academic session, by the June of previous session	VP Learning, Skills and Student Success AP Enterprise and Skills Director of IT and Digital Transformation

Area for development and TQEF principle	Action(s) and planned impact/ outcomes	Milestone(s)/target date(s), continuing/carried forward (c/f)	Responsible/lead
Recommendation 005 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)**	**a.** Raise awareness of AI Framework through the key College groups **b.** Re-launch and promote AI Framework **c.** Ensure there is clarity on College group with remit of governance and oversight on use of AI **Planned Outcomes** • Staff and students have a clear understanding of the College's expectations, principles, opportunities, and responsibilities relating to the use of Artificial Intelligence. Communications are consistent across all departments and curriculum areas. • The College regularly reviews the impact, risks, opportunities, and emerging developments in AI, ensuring the Framework remains current and fit for purpose. **Success Measures** • AI Framework promoted through key College committees, forums, staff networks, and student representative groups. • Communications plan delivered, including staff briefings, student communications, intranet content, and awareness campaigns. • A College group with responsibility for AI governance and oversight is formally identified and communicated.	**a.** (i) Include awareness of AI Framework and available training as agenda item in meetings of key College groups including: • SLT - September 2025 Complete • SELT - April 2027 • CLT - April 2027 • CQLs - May 2026 Complete (ii) Raise Action Point, at meetings detailed above, of further dissemination by group members **b.** (i) Post a staff intranet news article on, AI Framework, available AI training, and further support for use of AI (February 2027) (ii) Promote above news article via the staff intranet banner carousel (February 2027) (iii) Include an article in 'WestWorld' reiterating details in staff intranet news article (April 2027) **c.** (i) Establish an 'IT, Digital, and Data Group' with Terms-of-Reference that includes governance and oversight on use of AI - Completed/In place – ToR produced, first group meeting October 2026, monthly meeting schedule in place (ii) Ensure inclusion of 'Use of AI' items on agendas of above group, including Monitoring of AI Framework **Evidence of completion/impact** • Staff awareness of the AI Framework and supporting guidance has increased across the College. • AI-related communications have achieved broad reach through governance groups, the intranet and College publications. • Uptake of AI training and development opportunities has increased.	Director of IT and Digital Transformation Director of People

Area for development and TQEF principle	Action(s) and planned impact/ outcomes	Milestone(s)/target date(s), continuing/carried forward (c/f)	Responsible/lead
Recommendation 006 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)**	**a.** Review and map student journey from application to induction and enrolment and first term/block engagement. Develop an enhanced student journey, experience touch points and onboarding experience **b.** Introduce course-based Induction Module (Professional Services and Support) to be completed by all enrolled students with in-class lecturer-led delivery if required. All students receive consistent essential information. **c.** Introduce Professional Services booking system allowing Curriculum teams to bring support colleagues into classrooms/workshops if required, providing easier access to specialist support at course level **d.** Introduce summer drop-in sessions for applicants to book and access all areas of professional support prior to starting courses, improving transition and early retention. Deliver targeted transitions support for school leavers, ESOL, Care experience, improve equity, sense of belonging. **e.** First Impressions and Induction Evaluation, Launch ''First impressions survey during first weeks/ months, produce ''You said we did'' induction improvement report. *The intended outcome is a seamless, inclusive and student-centred onboarding experience that supports learners from application through to successful engagement in learning, ensuring consistent access to information, timely support, effective transition arrangements and opportunities to influence improvements, resulting in increased student confidence, sense of belonging, early engagement, retention and overall student success.* **Success measures** • Student satisfaction with induction and onboarding is monitored and demonstrates the impact of improvements introduced. • Completion and engagement with the course-based induction module are monitored. • Early student engagement and retention indicators are monitored to evaluate the impact of revised arrangements. • Student feedback identifies the effectiveness and consistency of induction arrangements and informs subsequent improvement activity.	**a.** (i) Comprehensive review of student journey with all key stakeholders. Findings report January 2027. March 2027: New student journey Framework approved (ii) Develop an enhanced Student Journey, Admissions and Induction Process to be fully in place for recruitment for academic year 2027-28, and ensure all staff understand and are briefed on expectations and role in process (June 2027) (ii) Develop data and monitoring reports to support improvements and monitor impact of changes to process. (iii) Begin to implement Student Experience Team reshaping by January 2027 (iv) Plan and deliver robust pre summer keep warm activity and opportunities for early enrolment **b.** (i) Introduced for start of 26/27 academic year via the RISE and Moodle platforms to enable tracking and analysis prior to iteration. Completed (ii) Gather student feedback on First Impressions survey to support evaluation and improvement of induction process. **c.** (i) Agree requirements (November/December 2026) (ii) Booking system piloted (February/March 2027) (iii) Full roll out complete May/June 2027. Ready for August 2027 **d.** (i) Establish a programme of summer induction courses by April / May 2027 (ii) Summer programme developed (May 2027) (iii) Targeted groups identified (May/June 2027) (iV) Summer activity delivered (July/August 2027) **e.** (i) Survey Live (October/November 2026) (ii) Findings analysed, actions implemented (January 2027) Published **Evidence of completion/impact** Approved Student Journey Framework; revised Admissions and Induction processes; induction module participation/completion analytics; First Impressions Survey findings; early engagement and retention data; student feedback; resulting improvement actions/"You Said, We Did" reporting.	VP Learning, Skills and Student Success AP Student Experience and Quality Enhancement

Area for development and TQEF principle	Action(s) and planned impact/ outcomes	Milestone(s)/target date(s), continuing/carried forward (c/f)	Responsible/lead
Recommendation 007 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)**	**a.** Increase **Class representative Coverage** Review class representative recruitment processes at Induction, as well as targeting underrepresented areas. Provide promotional campaigns jointly delivered by SA presidents, SALOs and curriculum teams. **b. Strengthen Representative Training and Support.** Provide online and face to face sessions and create a Class Representative Toolkit. Class representative training mandatory. **c. Enhance student Engagement beyond Representatives** Create targeted engagement activity for underrepresented areas, campus based and online events. Introduce a ''Listening Campaign'' each curriculum block. *Increase student representation with broader and more representative student voice with improved communication between students and curriculum leads. Representatives would be better equipped to gather and escalate feedback. Increase consistency in quality of student representation providing a stronger leadership culture.* **Success measures** • Class representative coverage is baselined and monitored across curriculum areas, with agreed annual improvement targets established following baseline analysis. • Participation and completion of class representative training are monitored. • Engagement with Listening Campaign and wider student engagement activity is monitored across curriculum areas**.** • Feedback received through student representatives and wider engagement activity is recorded alongside resulting actions and communicated outcomes.	**a.** (i) New recruitment campaign launched (September 2026) Completed (ii) Representative established across all curriculum areas. (September 2026) Completed (iii) Mid-year review of class representation levels (January 2027). Review performance against established baseline and agreed target, identify gaps in representation and implement targeted actions. (iv) End of year evaluation (May 2027) **b.** (i) Training materials revised (August 2026) Completed (ii) Training delivered/launched (September 2026) Completed (iii) Refresh Training Delivered (February 2027) **c.** (i) First engagement campaign completed (November 2026) (ii) Second engagement campaign conducted (February 2027) (iii) End of year impact report - annual (May 2027). Evaluate class representation coverage, representative training participation, wider engagement and evidence of actions arising from student voice. **Evidence of completion/impact** Class representative register; representation coverage reports; training attendance/completion records; Listening Campaign records; student engagement reports; feedback/action logs; annual impact report.	AP Student Experience and Quality Enhancement

Area for development and TQEF principle	Action(s) and planned impact/ outcomes	Milestone(s)/target date(s), continuing/carried forward (c/f)	Responsible/lead
Recommendation 008 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)**	**a. Implement a Coordinated Student feedback and Survey Framework.** Quality to work with Digital Services, and Student Services to implement a streamlined College-wide survey process that standardises the collection, analysis and reporting of student feedback across all curriculum and professional service areas. Introduce central reporting mechanisms, including Power BI dashboards, to enable real-time monitoring of feedback themes, response rates and improvement actions. **b. Embed Students Voice within Quality and Enhancement Processes.** Strengthen partnership working with the SA, class/student representatives through a coordinated programme of focus groups, representative meetings and student-led discussions. Ensure student feedback and associated actions are systematically recorded, monitored and incorporated into Portfolio Reviews, Curriculum Planning Reviews and Self-Evaluation Action Plans **c. Develop an Institutional Lessons Learned Process from Complaints, Concerns and Feedback** Develop a college-wide "Lessons Learned" framework that systematically captures, analyses and share's themes emerging from complaints, concerns, surveys, class representative feedback and Students' Association engagement. Introduce Power BI reporting to identify trends, monitor recurring issues and inform improvement planning. *The College will operate a coordinated institutional approach to gathering, recording, analysing and reporting student feedback, enabling diverse student voice to be identified at curriculum, service and College level and used to identify areas for improvement.* **Success measures** • Survey response rates are monitored and evaluated. • Representation within feedback is reviewed to support the capture of diverse student voice. • Feedback themes are systematically identified and reported through agreed institutional arrangements. • Actions arising from student feedback are recorded and monitored. • Evidence demonstrates communication back to students on actions arising from feedback.	**a.** (i)Survey methodology agreed and system configured (October 2026) Completed (ii) First College-wide survey launched October/November 2026 (iii) Power Bi Dashboard operational (November 2026) (iv) First institutional survey analysis report presented to QSC/SLT (January 2027) (v) Annual evaluation complete (June 2027) **b.** (i) Annual student voice engagement plan agreed with SA and engagement schedule implemented (October/November 2026) (ii) Student feedback templates introduced for all curriculum areas (December 2026) (iii) Student voice considered within all PFR and CPRs. (January – June 2027 and ongoing) **c.** (i) Lessons learned Framework agreed (September 2026) (ii) Complaints and feedback dashboard developed (November 2026) Completed (iii) Lessons learned integrated within PR/CPR and SEAP processes (January-June 2027 and beyond) **Evidence of completion/impact** Survey methodology; student survey results and response-rate analysis; Power BI reporting; class representative feedback records; thematic/lessons-learned reports; feedback action logs; evidence of communication back to students.	AP Student Experience and Quality Enhancement

Area for development and TQEF principle	Action(s) and planned impact/ outcomes	Milestone(s)/target date(s), continuing/carried forward (c/f)	Responsible/lead
Recommendation 009 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)**	**a. Embed Student Participation Within Portfolio Reviews and Curriculum Planning Reviews** Introduce a formal requirement for student participation within Portfolio Reviews (PRs) and Curriculum Planning Reviews (CPRs), ensuring that student feedback, survey outcomes, class representative feedback and Students' Association engagement activity are systematically considered and evidenced within all review documentation. **b. Establish Student Partnership within Institutional Quality and Enhancement Structures.** Strengthen student representation and partnership within institutional quality arrangements by embedding Student Association representation and structured learner engagement within CPR discussions and development of future Institution-Led Quality Reviews (ILQR). **c. Develop a College-Wide Student Engagement Evidence Framework** Create a standardised framework for gathering, recording and evidencing student engagement activity across surveys, class representative meetings, focus groups, course reviews, complaints, Students' Association activity and enhancement initiatives. Ensure outcomes are monitored through SEAP, PR and CPR processes *Student engagement will be systematically embedded and evidenced within annual and periodic quality processes, ensuring that student feedback and direct student involvement inform evaluation, enhancement planning and decision-making within PR, CPR, SEAP and future ILQR activity.* **Success measures** • PR and CPR documentation consistently evidences consideration of student feedback and resulting actions. • Student participation within appropriate quality review activity is recorded and evaluated. • SEAP monitoring demonstrates where student evidence has informed enhancement priorities and actions. • ILQR arrangements include clearly defined student participation. • Annual evaluation demonstrates how student engagement has influenced quality enhancement activity.	**a.** (i) PR and CPR templates updated to include mandatory students voice section (September 2026) Completed (ii) student feedback guidance issued to all curriculum and Service teams (September/October 2026) **b.** (i) Student partnership Framework agreed with SA and student Representation arrangements reviewed and strengthened (September 2026) (ii) Student involvement incorporated into ILQR design process (March 2027) (iii) Annual Evaluation of Student Partnership activity (June 2027) **c.** Student Engagement Framework Agreed and standard reporting templated introduced (September – November 2026) **Evidence of completion/impact** Revised PR/CPR templates and completed review documentation; SEAP documentation and monitoring; records of student participation in quality activity; Students' Association involvement; approved student partnership arrangements; ILQR documentation demonstrating student participation; annual evaluation of student partnership activity.	AP Student Experience and Quality Enhancement

Area for development and TQEF principle	Action(s) and planned impact/ outcomes	Milestone(s)/target date(s), continuing/carried forward (c/f)	Responsible/lead
Recommendation 010 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)**	**a. Design and Approve an Institutional-Led Quality Review Framework.** Develop, consult on and approve a college-wide ILQR Framework, including review methodology, scope, review cycle, review team composition, student participation arrangements, reporting requirements and links to existing quality processes (PR, CPR, IIP and SEAP). The ILQR Framework will explicitly map the College's approach against the applicable requirements set out in Scottish Funding Council guidance, demonstrating how the review methodology, evidence requirements, review cycle, student participation, external involvement, reporting and follow-up arrangements address those requirements. **b. Establish a six-year ILQR Schedule covering Curriculum and Professional Services.** Develop and publish a risk-informed six-year review cycle covering all curriculum provision (including apprenticeships, distance learning and HE/FE provision) and all professional services contributing to the student experience, ensuring review activity takes place annually. **c. Pilot ILQR Reviews and embed student & External Participation.** Undertake pilot ILQR reviews in selected curriculum and professional service areas using review panels that include student reviewers and external members and evaluate the effectiveness of the methodology prior to full implementation. **Success measures** • Approved ILQR Framework demonstrates explicit alignment with applicable SFC requirements. • A six-year review schedule is approved and published. • Pilot ILQR reviews are completed and formally evaluated. • Student and external participation is evidenced within pilot activity. • Evaluation of pilot activity informs refinement of the Framework before full implementation.	**a.** (i) Draft ILQR Framework and supporting guidance (November 2026) (ii) Consultation with curriculum teams, professional services and SA (January 2027) (iii)Complete and document mapping of the WCS ILQR Framework against applicable SFC requirements. (v) Approve through QSC/SLT/SELT/SEQEC (March 2027) **b.** (i) Define review areas criteria (December 2026) (ii) Produce draft six-year schedule (February 2027) (iii) Schedule approved and published for implementation from AY 2027-28 (June 2027) **c.** (i) Conduct Pilot curriculum ILQR review (May 2027) (ii) Conduct pilot professional services ILQR review (May 2027) (iii) Evaluate pilot outcomes and refine Framework (August 2027) (iv) Full implementation Commences AY 2027-28 **Evidence of completion /impact** Approved ILQR Framework and supporting guidance; documented SFC requirements mapping; approved six-year ILQR schedule; pilot ILQR reports; records of student and external participation; pilot evaluation report; revised Framework following evaluation.	VP Learning, Skills and Student Success AP Student Experience and Quality Enhancement

Area of good practice and TQEF principle	Next steps and planned impact / outcomes	Milestone(s)/target date(s), continuing/carried forward (c/f)	Responsible/lead
Good Practice 001 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)**	**a.** Select and implement a CRM solution as part of improved business processes and integrated college ERP solution **b.** Develop consistent business communication approaches across WCS utilised by college team ie professional services and curriculum **c.** Standardise partnership information gathering & sharing approaches **d.** Share good practice and models of engagement across all sectors **e.** Focus and commit time to visible external partnership & engagement activities across all college teams **f.** Monitor specific performance targets relating to external engagement activities and regional events. Encourage regional sector analysis and frame expectations of each sector to include: • Standard data gathering approach utilised across college key staff including - which employers, local authorities and regional partners each curriculum area engages with, through what mechanism, at what frequency and how that intelligence reaches curriculum design decisions. • Document regional skills intelligence as a standing input for Portfolio Review, drawing on Regional Skills Assessments, local authority economic strategies, Regional Economic Partnership priorities and direct employer feedback. • Commit all sectors to review how employer and stakeholder input has shaped learning, teaching and assessment. Moving the evidence from partnership activity to classroom impact. • Consider positive destinations and progression to employment as a KPI at both CPR and Portfolio Review, alongside retention and attainment, so that successful transition to the workplace is measured. • Ensure employer and partner links are documented and covered by named roles, so that continuity does not depend on individual post-holders remaining in place.	**a.** This item is being taken forward as part of the SOFT programme currently underway within Partnership & Income reshaping with a project timeline within this process **b.** Actioned within curriculum teams as part of monthly Partnership & Income agendas. We are establishing business methodology information gathering including stakeholder mapping and segmentation analysis within college teams **c.** Actioned within curriculum teams within monthly Partnership & Income meetings In session 27-28 we will look to develop standardisation on a number of external engagement processes and methods including: • Portfolio Review and CPR will include analysis of regional skills intelligence as a formal input to Portfolio Review • Engagement model agreed and implemented across the college teams • Employer and partner input will be evidenced and captured in course design and assessment for provision. • New or revised provision arising from skills intelligence will be identified and discussed ahead of the planning cycle. • partnership & income working with to develop and plan employer events with curriculum areas across session	AP Partnership and Income AP Innovation and Foundational Economy AP Technology and Skills

Area of good practice and TQEF principle	Next steps and planned impact / outcomes	Milestone(s)/target date(s), continuing/carried forward (c/f)	Responsible/lead
Good Practice 002 The effective and collaborative working between curriculum and professional services staff work to support student wellbeing and deliver individualised interventions for students at risk. **(Supporting Student Success)**	**a.** Full redesign of the Student Experience directorate – resolving workflows, procedures, policies, working practices, alignments and physical siting **b.** Revised Student Journey, Admissions and Induction process to result in closer working between curriculum and professional services teams ensuring early interventions and effective identification and monitoring of learners at risk	**a.** Agreement and endorsement by Programme Board in October 26 with rollout through 26/27	AP Student Experience and Quality Enhancement

Area of good practice and TQEF principle	Next steps and planned impact / outcomes	Milestone(s)/target date(s), continuing/carried forward (c/f)	Responsible/lead
Good Practice 003 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)**	**a.** Continue to Embed Strategic Priorities across all levels of the college providing clear sight between strategic priorities and operational delivery. **b.** Sustained staff engagement and strategic communication, maintaining staff awareness and ownership of strategic priorities. **c.** Strengthen distributed leadership and ownership – Leadership and improvement activity embedded across all levels of the organisation. **d.** Monitor and evaluate strategic impact providing clear evidence of progress against strategic objectives. **e.** Celebrate success and share Improvement practice, increasing visibility of successful practice. *Provide greater consistency in decision-making and continuous improvement providing a strong culture of innovation, accountability contributing to institutional effectiveness. Focuses on evidence – informed enhancement activity. Innovation and collaboration encouraged.*	**a.** (i) Strategic priorities reflected within all Faculty and Service Action Plans (October 2026) (ii) Annual planning guidance updated to demonstrate alignment to strategic priorities (November 2026) (iii) Mid-year review of alignment completed (February 2027) (iV) Full evaluation through annual self-evaluation cycle (June 2027) **b.** (i) Strategic communication calendar implemented (September 2026) (ii) Quarterly strategic update sessions delivered (November 2026, February 2027, May 2027) (iii) Staff survey and pulse feedback reviewed to measure awareness and engagement (March 2027) **c.** (i) Cross-college improvement groups established/reviewed (November 2026) (ii) Good practice and improvement activity showcased through enhancement events (January and May 2027) **d.** (i) Strategic performance reporting framework reviewed and refreshed (October 2026) (ii) Progress against strategic objectives evaluated through annual self-evaluation activity (June 2027) **e.** (i) Good practice framework and annual celebration calendar established (November 2026) (ii) Annual Quality and Improvement Showcase event delivered (May/June 2027)	Principal and Chief Executive VP of Operations VP of Learning, Skills and Students Success