

<b>Title of Paper</b>	Quality Report: Tertiary Quality Enhancement Review (TQER) and Enhancement Update
<b>Presented by:</b>	Wendy Sheridan-Price Assistant Principal: Quality, Enhancement and Wellbeing
<b>Recommendation:</b>	Note/Discuss
<b>Status:</b>	<b>PUBLIC</b>
<b>Linked To:</b>	
<b>KPI(s)</b>	Advanced Information Set (AIS) Strategic Impact Analysis (SIA)
<b>Strategic Objective</b>	All: Students, Sustainability, Partners, People and Future
<b>Strategic Risk</b>	None

**Purpose/Executive Summary:**

The purpose of this document is to outline the key arrangements and focus areas for the 2026 Tertiary Quality Enhancement Review (TQER) of West College Scotland. The review will provide external assurance of the quality of the College's credit-bearing provision and evaluate the effectiveness of learning, teaching, and the overall learner experience. It will also support the College in identifying strengths and opportunities for enhancement. The scope of the review includes provision from SCQF Levels 2–10 across all campuses, with particular attention to work-based learning and employer partnerships. Early self-evaluation highlights strong curriculum responsiveness and meta-skills development, alongside identified enhancement priorities in learning and teaching practice, performance consistency, and student engagement. The review process and timeline provide a structured opportunity for reflection, validation, and continuous improvement.

**Recommendations:**

For noting and the Committee is invited to request clarification on the content.

**Implications:**

<b>Financial</b>	There are no direct financial implications associated with this paper.
<b>Student Experience</b>	To enhance student experience
<b>People</b>	There are no human resource implications associated with this paper.
<b>Legal</b>	There are no legal implications associated with this paper.
<b>Reputational</b>	There is no reputational implications associated with this paper.
<b>Community/ Partnership impact</b>	There are no community implications associated with this paper.
<b>Environment</b>	There are no environmental implications associated with this paper.
<b>Equalities</b>	There are no equality implications associated with this paper.

## Introduction

This document provides an overview of the planned Tertiary Quality Enhancement Review (TQER) for West College Scotland in 2026. The review is part of the national quality arrangements for Scotland's tertiary education system and is designed to provide independent assurance of the quality of learning, teaching, and learner experience across the College's credit-bearing provision. It also aims to support continuous improvement by highlighting strengths and identifying areas for further enhancement. The College has engaged with the preparatory stages of the review process and has provided institutional information to help shape the scope, focus, and review team composition. The findings and preparation activities outlined will guide the College's next steps as it moves toward the initial and main review visits.

## High Level Findings

### Tertiary Quality Enhancement Review (TQER)

TQER, for West College Scotland will take place across two on-campus review phases. The initial review visit (IRV) Planned 30<sup>th</sup> & 31<sup>st</sup> March. The main focus of discussions will be with the senior leadership teams and students. IRV held within the Paisley Campus. The Main Review Visit over four days from 11<sup>th</sup> May until 14<sup>th</sup>. The review team will consist of five reviewers, including a student representative, at least two of the reviewers will be from a further education background. Set within our strategic impact analysis - Key challenges include variability in performance indicators across some curriculum areas and the need to further strengthen learning and teaching practice and student engagement, including the role and influence of the Students' Association.

Our Advanced Information Set (AIS) and Strategic Impact Analysis (SIA) Evidence submissions have been sent to QAA on the 19th of January. The review will provide an opportunity to reflect progress, validate strengths, and support targeted enhancement in priority areas. The College is a Scottish Credit and Qualifications Framework (SCQF) Credit Rating Body. Our credit-rated programmes and processes will be reviewed as part of our AIS to ensure we continue to meet SCQF quality and governance requirements and remain an approved centre. Communications - to all staff our in the form of [Newsletters](#), all staff CPD days and staff readiness workshops underway.

The proposed Review team is as follows: **One change made.** No conflict of interest.

<b>Name</b>	<b>Institution</b>	<b>Role</b>
Dr Robert Allan	New College Lanarkshire	Reviewer
<b>Professor Dr Richard Tong (Replaced David Booth)</b>	NPTC (Neath Port Talbot College)	Reviewer
Dr Claire Carney	Formerly City of Glasgow College	Reviewer
Mrs Amber Crowley	UHI Argyll	Reviewer
Finn McGauley	Glasgow Kelvin College	Student Reviewer
Pam Sinclair	QAA Quality assurance Manager	Observer

Details of the role of Reviewers and information on selection and training are given within the, [Tertiary Quality Enhancement Review \(TQER\) Guide for institutions](#) in Annexes F and G

### Scotland's Tertiary Enhancement Programme (STEP)

STEP is a national enhancement programme for the Scotland's colleges and universities. It is designed to enable Scotland's colleges and universities to work together to improve and enhance learning, teaching, the student experience, and staff development across tertiary provision. It is one of the delivery mechanisms of Scotland's Tertiary Quality Enhancement Framework (TQEF) and is underpinned by the TQEF principles. At the heart of the programme are collaborative enhancement projects that will produce outcomes and outputs of value to the entire tertiary sector. The programme is sector-owned and jointly managed by the Quality Assurance Agency (QAA) and the College Development Network (CDN). WCS is in year two participating in a project – for diverse learner journeys with the focus on - Supporting access, progression and successful outcomes in diverse student communities. (SAPSO)

### REACTS - Regional Enhancement and Collaboration in Tertiary Scotland

REACT is a new project within the Scottish Tertiary Enhancement Programme (STEP). REACTS is establishing pilot regional networks, and one of the first networks will focus on Glasgow and South-West Scotland.

#### Purpose

REACTS will develop, test and evaluate a scalable framework for regional collaboration across Scotland's tertiary system. Through co-designed pilot networks (South-West and North-East), the project will bring together FE/HE institutions, employer partners, careers services, and students to strengthen coherence in pathways, improve learner mobility and access, and ensure locally responsive enhancement activity. This approach aligns with the recommendations of Withers' and subsequent reports that call on the tertiary sector to work with local employers to take a regional approach to address skills supply and demand. WCS has nominated two senior leaders to represent them within the project.

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<b>Strategic Objective</b>	All: Students, Sustainability, Partners, People and Future
<b>Strategic Risk</b>	None

**Purpose/Executive Summary:**

This paper provides assurance and oversight to the Committee on the college's strategic approach to professional learning, quality enhancement, and innovation. It highlights the establishment of the Innovation Hub and the appointment of the Curriculum Quality Leader, alongside progress in meeting national professional requirements (GTCS registration), supporting staff undertaking TQFE, delivering TiCT, and strengthening Communities of Practice.

Collectively, these developments aim to strengthen staff capability, enhance the quality of teaching and services, and improve the student experience, while ensuring the college remains compliant, future-focused, and sector-leading.

**Recommendations:**

For noting and the Committee is invited to request clarification on the content.

**Implications:**

<b>Financial</b>	There are no direct financial implications associated with this paper.
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## **Introduction**

This paper provides an update on key strategic developments in professional learning, quality enhancement, and innovation across the college. It outlines the establishment of the Innovation Hub and the appointment of the Curriculum Quality Leader (CQL), alongside progress in sector-wide professional requirements including GTCS registration, TQFE support, Teaching in Colleges Today (TiCT), and the strengthening of Communities of Practice (CoPs). Together, these developments reflect a coherent, college-wide approach to enhancing teaching quality, staff capability, professional recognition, and ultimately the student experience.

## **High Level Findings/Update**

### **Innovation Hub (In Development, formal Launch planned for February CPD week)**

Our new appointment – Curriculum Quality Leader in place. This exciting and progressive role marks a bold step forward in our college commitment to driving high-quality standards across the college. The appointed CQL will lead our Innovation Hub: an inspiring space where our people, technology, innovation, sharing of practice and pedagogical advances come together to reimagine the very best experience for our students! The Innovation Hub is for our Professional Services staff and Teaching staff to encourage an integrated approach to support a dynamic culture of creativity, collaboration and continuous improvement, ensuring we remain future-focused and sector-leading in our approach.

The Innovations Hub will champion Communities of Practice, strengthen digital confidence, and enhance the quality of our service and our teaching through evidence-informed innovation and reflective practice. The CQL for Innovation will work closely with teams across the college to provide supportive professional development opportunities, promote inclusive and forward-thinking approaches, and build the conditions for staff to experiment, share, and grow.

This appointment represents an exciting new chapter, one that elevates practice, empowers our staff community, and places innovation at the heart of all we do with the focus being on enhancing our students experience. In person workshops underway, all staff CPD days planned as well as the development of the Virtual Innovation Hub is now underway.

The Innovation Hub logo has now been developed, reflecting connectivity, shared thinking, growth and ideas. This work is at an early but active stage, with momentum building.



**GTCS Registration** now forms part of the contractual terms for College Lecturers across Scotland. Registration provides lecturers with professional recognition and the acknowledgement that teaching in a college requires a body of knowledge and the development of skills and experience to deliver vocational and academic qualifications to a wide range of learners.

The first deadline for registration is 31st December 2025 which makes it a requirement for those who began working in the sector between 1st January 1979 and 31st December 2004 inclusive and hold a Teaching Qualification in Further Education (TQFE); a GTC Scotland recognised primary or secondary teaching qualification gained in Scotland; or an equivalent teaching qualification gained outside of Scotland to be fully registered with GTC Scotland. WCS currently has 152 staff registered with GTCS, which accounts for around 30% of lecturers. WCS are working with GTCS with regards to our revalidation submission. We have until the end of February to submit our Professional Update (PU) Self-Evaluation Update.

#### TQFE (Teaching Qualification in Further Education)

Support for staff undertaking TQFE continues to be proactive and structured. Current activity includes:

- All staff currently undertaking TQFE have been contacted and offered ongoing support.
- Direct engagement has already taken place with individual staff to discuss project development.
- Further engagement is planned through, observations, mentor training, and liaison with partner university. (Aberdeen)
- The college is currently hosting: 18 staff actively completing TQFE

This ensures both staff and placement students receive consistent, high-quality mentoring and support.

#### TiCT (Teaching in Colleges Today)

Our Teaching Enhancement Lecturers (TEs) support staff in developing their understanding of learning, teaching, delivery, and assessment practices. TEs also coordinate and arrange teaching observations in line with college requirements. Presently we have six staff undertaking TiCT. New staff, and staff who are waiting to undertake their TQFE, are encouraged to engage in this professional development activity. This is supported through structured professional development discussions with their line managers via the activity called "My Conversation." All Continuing Professional Development (CPD) activity is recorded and managed through EVOLVE, our digital CPD platform.

#### CDN Elevate LT'

WCS is part of a new CDN 'Elevate LT' programme that offers a practical and evidence-based professional learning solution to embedding transformative pedagogies and instructional techniques, supported by innovative digital tools, including AI-enhanced resources, to enhance the impact of learning and teaching practice. In partnership with TeachingHOW2s. We have 10 staff participating presently. The intentions if for these staff to join our Communities of Practice (CoP) within our Innovation Hub.