Student Experience & Quality Enhancement Committee

Wednesday 19 November 2025, 4pm , via Teams

Agenda No: 06.1

Title of Paper	Strategic Plan 2026-2030 (DRAFT)
Presented by:	Anne Campbell, Principal
Recommendation:	Discuss, Approve and Recommend to Board.
Status:	RESTRICTED until approved
Linked To:	
KPI(s)	All
Strategic Themes	All; People, Place, Performance, Partnerships
Strategic Risk	All

Purpose / Executive Summary:

To provide all Committees and Board with a draft of the proposed new Strategic Plan for 2026-2030 which sets out the vision, mission, values and strategic themes and objectives that will ensure a sustainable future in which our students, staff and the communities that we serve can all thrive.

Recommendations:

All Committees are being asked to review and discuss the draft Strategic Plan and provide any comment or feedback, and any additional areas that should be considered for inclusion.

The final Strategic Plan will be submitted to the Board meeting on 15 December 2025 for final approval.

Implications:	
Financial	Consideration of all implications will be considered within the parameters of the underpinning operational frameworks and other subsidiary documents developed under this over-arching Strategic Plan for the organisation.
Student Experience	
People	
Legal	
Reputational	
Community/ Partnership impact	
Environment	
Equalities	

Student Experience & Quality Enhancement Committee

Wednesday 19 November 2025, via Teams

Agenda No: 06.2

Title of Paper	Learning, Teaching and Student Experience (LTSE) Strategy
Presented by:	Angela Pignatelli, Vice Principal Educational Leadership
Recommendation:	Discuss and Approve
Status:	**RESTRICTED**
Linked To:	
KPI(s)	Performance Objectives are clearly framed against all aspects of the student experience.
Strategic Objective	All: Students, Sustainability, Partnerships, People and Future
Strategic Risk	Failure to reinvent our LTSE Strategy to meet changing societal requirements in a sustainable manner could lead to missed opportunities or reputational damage.

Purpose / Executive Summary:

To provide a new Learning, Teaching and Student Experience (LTSE) Strategy which aligns to current, and emergent, labour market intelligence, regarding skills pipelines; meets the needs of The Changing Learner; and aligns robustly with the expectations of the new Tertiary Quality Enhancement Framework (TQEF).

Members are recommended to:

1. **Consider and discuss** the strategic content and the approach being taken to futureproof our learning, teaching and student experience approach to meet the needs of the 21st Century.
2. **Consider and discuss** the implications of the curriculum change required and staff support in upskilling and retraining required.
3. **Provide** strategic direction on any additional areas that should be considered for inclusion.

Implications:	
Financial	There are financial implications associated with this paper.
Student Experience	There are student experience implications directly associated with this paper.
People	There are human resource implications associated with this paper.
Legal	There are no legal implications associated with this paper.
Reputational	There are reputational implications associated with this paper.
Community/ Partnership impact	There are community implications associated with this paper.
Environment	There are no environmental implications associated with this paper.
Equalities	There are no equality implications associated with this paper.

Student Experience & Quality Enhancement Committee

Wednesday 19 November 2025, via Teams

Agenda No: 07.3

Title of Paper	Employer Engagement Strategy (EES)
Presented by:	Jim McAllister, Assistant Principal Enterprise and Skills
Recommendation:	Discuss and Approve
Status:	**RESTRICTED**
Linked To:	
KPI(s)	Performance Measures are clearly framed against all aspects of employer activity.
Strategic Objective	All: Students, Sustainability, Partnerships, People and Future
Strategic Risk	Failure to establish our EES Strategy to meet rapidly changing regional requirements could lead to an unsupported vision and result in reputational damage.

Purpose / Executive Summary:
To provide a new Employer Engagement Strategy which supports enabling of the college overall vision. By exploring, understanding and connecting with our partners to meet their needs flexibly as they wish. Reshaping how we do this in a quality driven way whilst ensuring WCS is truly industry focused and the choice partner in our region.

Members are recommended to:

1. **Consider and discuss** the strategic content and the approaches taken to expand collaborations and connections, meet expectations and be flexible to needs of our partners and our futures together.
2. **Provide** strategic direction on any additional areas that should be considered for inclusion.

Implications:	
Financial	There are financial implications associated with this paper.
Student Experience	There are student experience implications directly associated with this paper.
People	There are human resource implications associated with this paper.
Legal	There are no legal implications associated with this paper.
Reputational	There are reputational implications associated with this paper.
Community/ Partnership impact	There are community implications associated with this paper.
Environment	There are no environmental implications associated with this paper.
Equalities	There are no equality implications associated with this paper.

Student Experience & Quality Enhancement Committee

Wednesday 19th November 2025, via Teams

Agenda No: 7b – 1 Cont.

Title of Paper	Complaints Handling Report August 2024-July 2025
Presented by:	Wendy Sheridan-Price Assistant Principal: Quality & Enhancement
Recommendation:	Note/discuss
Status:	**PUBLIC**
Linked To:	
KPI(s)	Complaints measures/ Scottish Public Services Ombudsman (SPSO) Compliance Quality Assurance Monitoring Please note: SPSO Statement of Complaints Handling Principles attached dated 1st September 2025
Strategic Objective	All: Students, Sustainability, Partners, People and Future
Strategic Risk	Reputational risk – Potential financial claims

Purpose / Executive Summary:

This report provides the Board with an overview of complaints received and handled by the College during session 2024–25. It outlines complaint volumes, outcomes, performance against SPSO timescales, themes emerging from complaint categories, and actions taken to support continuous improvement. The report demonstrates the College's commitment to transparent practice and to using complaints as a driver for service enhancement.

Recommendations:

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

Implications:	
Financial	There are no direct financial implications associated with this paper.
Student Experience	To enhance student experience
People	There are no human resource implications associated with this paper.
Legal	There are no legal implications associated with this paper.
Reputational	Potential reputational damage: Please Note, Complaints now sits within Audit & Risk Committee (ARC)
Community/ Partnership impact	There are no community implications associated with this paper.
Environment	There are no environmental implications associated with this paper.
Equalities	There are no equality implications associated with this paper.

Introduction

The College remains committed to an open, fair, and transparent complaints handling process, aligned to SPSO guidelines and national sector categorisation through the College Complaints Handling Advisory Group (CHAG). Complaints are viewed as an opportunity to improve the learner experience, address stakeholder concerns, and refine operational practices. This report provides an overview of complaint volumes, outcomes, timelines, and improvement actions undertaken during session 2024–25.

High Level Findings

Volume and Stage of Complaints

- Total complaints reduced from Previous year **129 to 97**
- Stage 1 complaints increased from **39 to 54**
- Stage 2 complaints reduced significantly from **90 to 43**

This shift suggests stronger early resolution and improved front-line handling.

Categories of Complaints

- Staff Conduct was the most commonly raised issue (26 complaints)
- Other key categories included Course Management (16) and Assessment and Exams / Certification (10)

Who Raised Complaints

- Current students accounted for most complaints (62)
- Increase in complaints from Parents/Carers (15) indicates continued accessibility of the complaints process

Performance and Timeliness

- Stage 1 responses averaged **2.5 working days**, within the SPSO target of 5 days
- Stage 2 responses averaged **13 working days**, within the SPSO target of 20 days
- Only **7** Stage 2 cases extended beyond 20 days, a significant improvement from **23** the previous year

Outcomes

- At Stage 2, **15 complaints were upheld**, **6 partially upheld**, and **19 not upheld**
- The “Resolved” outcome was used where it provided a better reflection of the outcome through communication or clarification rather than formal judgement

SPSO Referrals

- Three complaints were referred to the SPSO
- SPSO confirmed that all matters were handled appropriately and required no further action

Outcomes and Impact

- Improved Stage 2 resolution timelines reflect better internal coordination and tracking.
- Staff and student awareness of the complaint’s procedure continues to strengthen, evidenced by increased early-stage resolution.

- Remedial actions from complaints led to improved communication practices and clearer internal processes in admissions and service interactions.
- The continued trend of staff conduct related complaints highlights a need to reinforce expectations regarding service culture and communication.

Action Planning

- Reinforce the expectation that complaints are directed through approved complaints handlers to ensure consistency of response.
- Continue to improve Stage 2 resolution timelines, particularly for complex complaints.
- Ensure all investigating managers undertake required training before conducting complaint investigations.
- Deliver College-wide training on complaints handling to strengthen confidence and consistency.
- Finalise and roll out new guidance documents for: Staff involved in complaint investigations (External & Internal workflow)
- General staff responsibilities in responding to complaints.
- Sharing lessons learned.

Annual Complaints Handling Report

(August 2024–July 2025

Report Publication Date:
Autumn 2025

WEST COLLEGE SCOTLAND

Context

The College operates its complaints handling procedures in accordance with the procedure for public bodies administered by the Scottish Public Sector Ombudsman (SPSO). The college regards "expressions of dissatisfaction" as opportunities to review and amend our practices and recognise complaints as key elements of learner, and other stakeholder, feedback. This report is a summary of the complaints received, and actions taken for the academic session 2024-2025. Stage 1 refers to routine complaints usually dealt with and resolved within 5 working days. Stage 2 complaints are more complex and often require a degree of investigation to reach a resolution, with a target maximum closure date of 20 working days.

Performance Indicator 1: Total Number of Complaints received at Stages 1 & 2

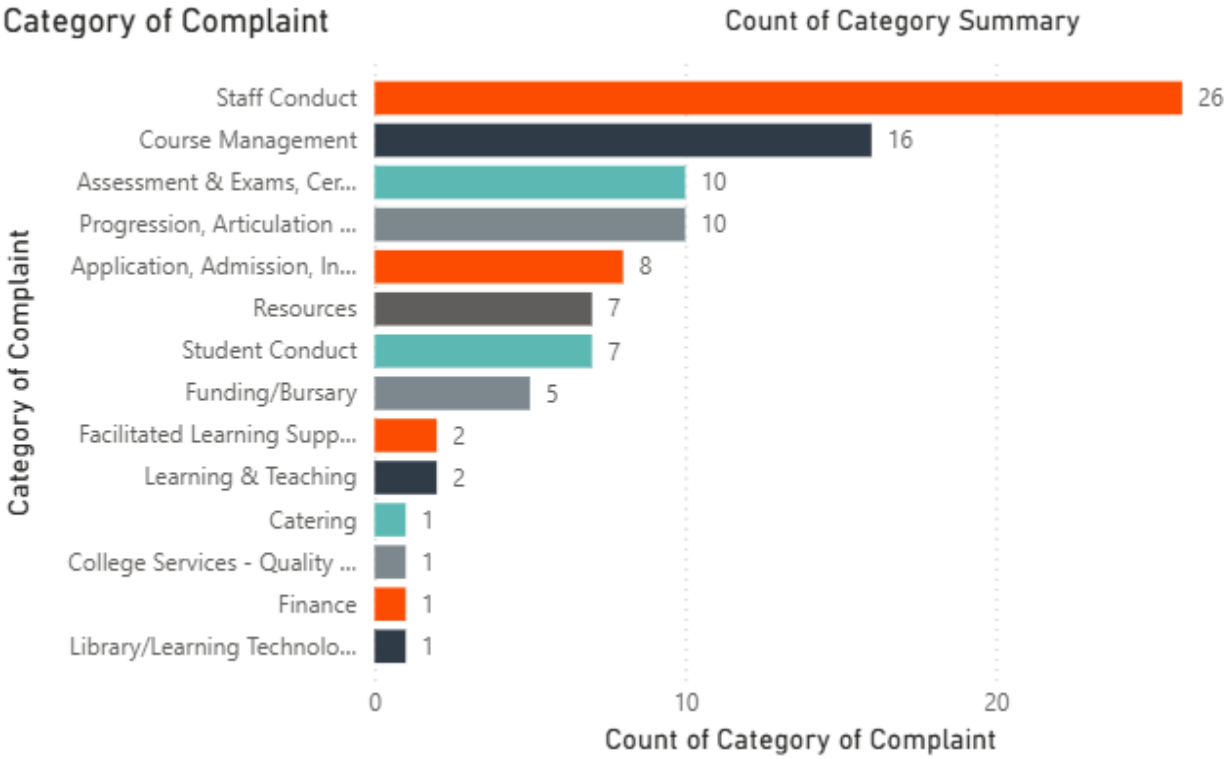
Complainants	2021-2022	2022-23	2023-2024	2024-25
Stage 1	34	24	39	54
Stage 2	47	77	90	43
Total	81	101	129	97

What do our stakeholders complain about?

Complaints are categorised in line with a national college sector agreement with the College Complaints Handling Advisory Group (CHAG) and the SPSO.

Our data highlights that most complaints received in 2024–25 were allocated under Staff Conduct (26). This continues the upward trend seen in previous sessions (Session 22–23 = 24, Session 21–22 = 30). The next most common categories were Course Management (16), Assessment & Exams / Certification (10), and Progression / Articulation (10).

Complaints about Staff Conduct varied in context but generally related to how stakeholders perceived they were treated by staff. Any staff member mentioned in a complaint is notified and offered appropriate support.

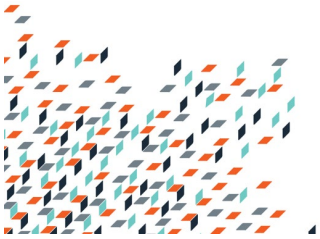


Performance Indicator 2: The number and percentage of complaints at each stage that were closed in full within the set timescales of five and 20 working days

Stage 1 closed within 5 working days	54	56%
Stage 2 closed within 20 working days	36	37%
Stage 2 closed after 20 working days	7	7%

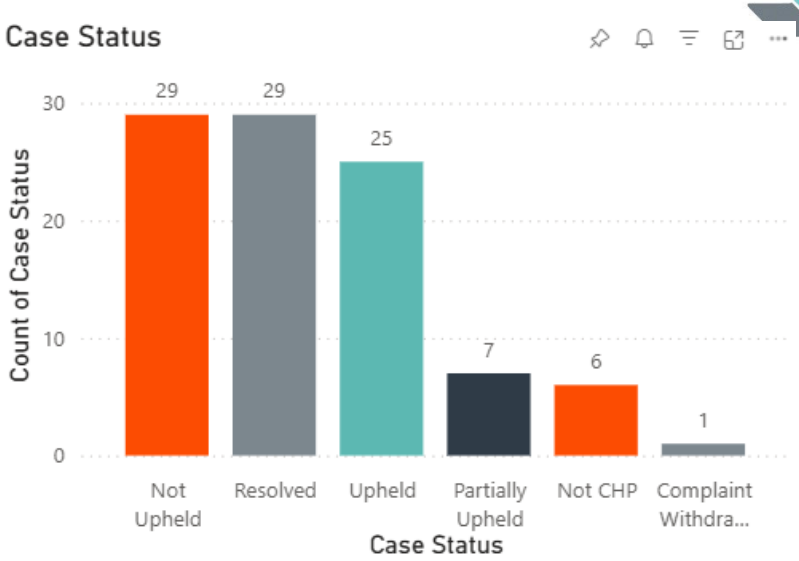
Performance Indicator 3: The average time in working days for a full response to complaints at each stage

	WCS timeline	SPSO timeline
Stage 1	2.5 days	5 days
Stage 2	13 days	20 days
Stage 2 (after 20 working days)	31 days	NA



Performance Indicator 4: The Outcome of Complaints at each Stage

Complaint Outcome	Number of Stage 1 Complaints	Number of Stage 2 Complaints
Upheld	10	15
Partially Upheld	1	6
Not Upheld	10	19
Resolved	26	3
Not CHP	6	0



Complaints are determined in one of three categories. They can be **upheld, not upheld, or resolved**. The resolved category is used in those situations where that response is considered more appropriate.

Complaints By Stage	2022-23	2023-24	2024-2025
Total received	101	**129**	**97**
Met by Stage 1 (5 days)	24	**38**	**54**
Met by Stage 2 (20 days)	38	**68**	**36**
Outwith SPSO Set Timelines	39	**23**	**7**

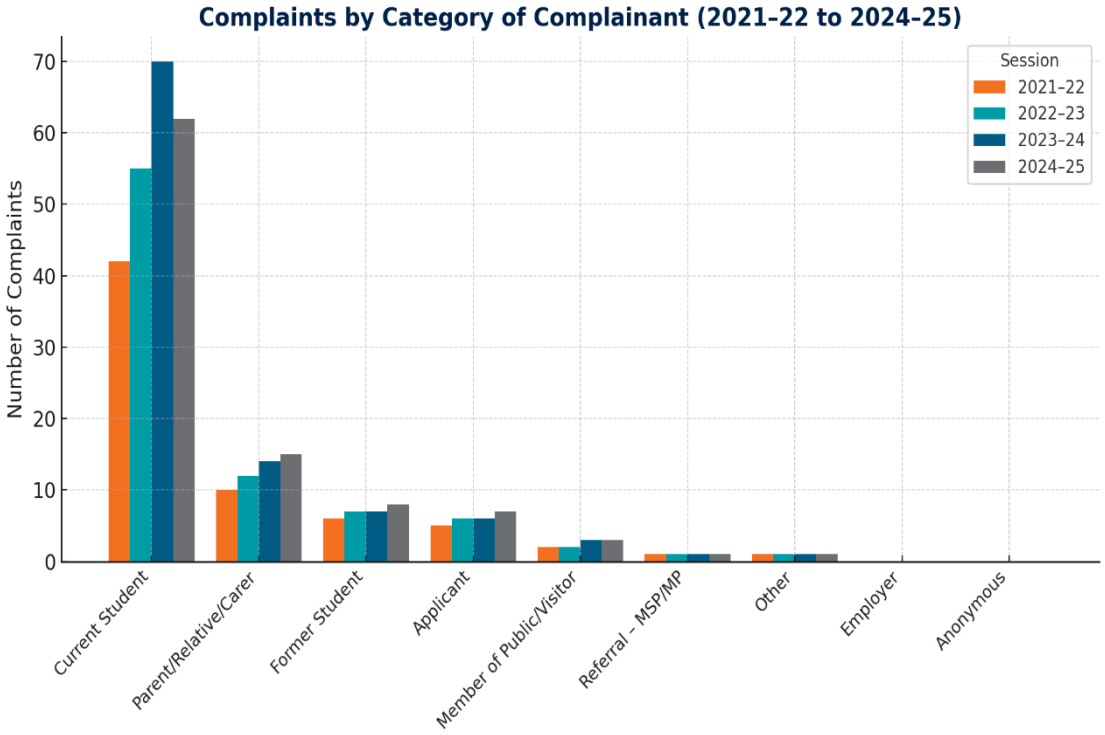
Trends - We are making positive progress towards meeting SPSO timelines for closing off Stage 2 complaints mainly due to more efficient practices internally in following up complaints which have escalated to Stage 2.

Who Complains?

Similar to previous years, most complaints in 2024–25 were submitted by current students (62), continuing the clear trend seen across recent sessions. This represents an increase of nearly 50% since Session 2021–22, highlighting a growing willingness among students to raise concerns and engage with the complaints process.

Other complainant categories included Parents/Relatives/Carers (15), Former Students (8), Applicants (7), and smaller numbers from Members of the Public/Visitors (3), Referrals from MSPs/MPs (1), and Other sources (1).

Overall, the distribution of complainant categories has remained consistent with previous years, with only a slight rise in complaints from Parents/Relatives/Carers, suggesting continued awareness and accessibility of the complaints process across all stakeholder groups.

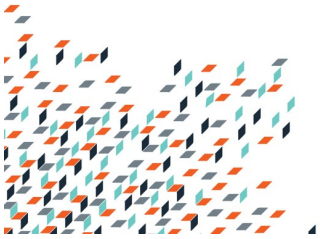


Areas for continued improvement

- Reminder to all staff that complaints offer an opportunity to improve our services and should be directed through the college complaints handlers
- Improve timelines for resolving complex complaints
- Ensure all investigating managers have undertaken appropriate training for the role
- Training for all staff on complaints
- Guidance documents to be drafted on
    - Complaints Handling Guidance and Support for Staff
    - Guidance for Complaints Handlers

SPSO Referrals

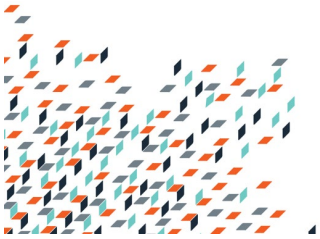
The college had three complaints referred to the SPSO during session 2024-2025. The outcome of this referral was positive with no further action to be taken. SPSO determined that the College's response indicated that the matters had been handled appropriately and had followed our internal procedures.



Lessons Learned from Complaints

The College uses complaints to improve the quality of our service users' experience. Here are some examples of remedial actions taken because a complaint was raised.

Category of complaint	Main substance of the complaint	Remedial action taken
Staff Conduct	Customer care	Guidance given to staff on how to deal with students when payment for services cannot be made
Application, Admission, Interview, Enrolment, Induction	Applications, admission and enrolment	Complaints should be sent to the Quality Department as soon as they are received.



Survey response and satisfaction rates with overall college experience 2024-2025

College	FE Full-Time		HE Full-Time		FE Part-Time		HE Part-Time	
	Response rate	Satisfaction rate	Response rate	Satisfaction rate	Response rate	Satisfaction rate	Response rate	Satisfaction rate
Argyll UHI	72.20%	98.20%	-	-	73.60%	98.10%	-	-
Ayrshire	49.00%	95.20%	48.10%	87.00%	49.00%	93.20%	35.10%	88.30%
Borders	42.60%	97.70%	43.50%	98.80%	27.40%	97.60%	55.30%	92.30%
City of Glasgow	57.80%	94.40%	56.70%	91.50%	56.00%	95.50%	35.20%	86.60%
Dumfries and Galloway	77.20%	98.60%	76.50%	97.50%	57.50%	98.60%	20.80%	100.00%
Dundee and Angus	54.90%	98.00%	55.60%	96.80%	17.70%	99.10%	31.20%	97.10%
Edinburgh	45.70%	97.00%	40.80%	94.40%	14.90%	97.90%	10.40%	93.90%
Fife	80.80%	94.70%	75.90%	92.00%	65.20%	95.30%	74.00%	88.80%
Forth Valley	50.00%	93.60%	42.80%	94.60%	6.20%	90.50%	3.30%	94.10%
Glasgow Clyde	54.70%	97.20%	60.20%	95.60%	48.90%	98.00%	38.50%	94.50%
Glasgow Kelvin	51.80%	95.60%	42.10%	96.00%	11.90%	97.10%	8.60%	100.00%
Inverness UHI	71.30%	94.30%	-	-	57.80%	97.10%	-	-
Moray UHI	49.20%	96.00%	-	-	28.10%	94.90%	-	-
North, West and Hebrides College UHI	49.00%	91.20%	-	-	50.40%	97.70%	-	-
New College Lanarkshire	71.80%	92.90%	57.00%	91.20%	46.20%	96.20%	62.00%	96.40%
Newbattle Abbey	60.70%	82.40%	76.90%	80.00%	54.50%	100.00%	-	-
North East Scotland	81.10%	95.40%	76.50%	95.00%	57.60%	97.20%	68.90%	86.10%
Orkney UHI	3.80%	75.00%	-	-	5.40%	100.00%	-	-
Perth UHI	81.70%	97.50%	-	-	-	-	-	-
Scotland's Rural College	71.10%	92.40%	-	-	52.40%	81.80%	-	-
Shetland UHI	100.00%	92.90%	-	-	100.00%	100.00%	-	-
South Lanarkshire	53.00%	88.10%	44.70%	80.20%	31.90%	92.00%	31.00%	89.20%
West College Scotland	39.00%	94.60%	15.90%	91.10%	15.70%	96.80%	6.70%	94.40%
West Lothian	65.70%	96.00%	66.50%	95.50%	62.70%	98.90%	55.60%	100.00%
Scotland	59.60%	95.20%	54.20%	93.00%	30.30%	96.70%	30.60%	92.30%

Student Satisfaction and Engagement Survey 2024-2025

Report Publication Date:
Autumn 2025

WEST COLLEGE SCOTLAND

Student Satisfaction and Engagement Survey (SSES)

Mode of Attendance FE Full Time

Scottish Funding Council

Student Satisfaction and Engagement Survey (SSES)

Summary Return for 2024-25

Institution	West College Scotland
Contact Name	Fiona Goggins
Telephone	07595413777
E-mail	Fiona.Goggins@wcs.ac.uk

Notes:

1. Please complete all fields highlighted white.
2. Include students with a "current" and appropriate group mode status at your college, at the point of survey, in the Sample Number box.
3. The Survey Response % is calculated from Question 1 Total Responses divided by Survey Sample Number.
4. The completed template should be returned as an Excel attachment, no later than **Friday 06 June 2025** to datareturns@sfc.ac.uk

Mode of Attendance	FE Level
Mode Grouping	Group A - Full-Time
Survey Sample Number	2,631
Survey Response %	39.03%

SSES summary questions results	Strongly Agree 24-25	Agree 24-25	Disagree 24-25	Strongly Disagree 24-25	Don't Know 24-25	Total Question Response 24-25
1. Overall, I am satisfied with my college experience.	390	582	40	15		1027
2. Staff regularly discuss my progress with me.	380	552	77	15		1024
3. Staff encourage students to take responsibility for their learning.	472	509	32	8		1021
4. I am able to influence learning on my course.	327	610	62	17		1016
5. I receive useful feedback which informs my future learning.	426	518	60	13		1017
6. The way I'm taught helps me learn.	368	559	77	15		1019
7. My time at college has helped me develop knowledge and skills for the workplace.	429	525	50	16		1020
8. I believe student suggestions are taken seriously.	295	588	109	25		1017
9. I believe all students at the college are treated equally and fairly by staff.	411	494	87	26		1018
10. Any change in my course or teaching has been communicated well.	338	554	95	28		1015
11. The online learning materials for my course have helped me learn.	318	547	97	44		1006
12 I feel that I am part of the college community.	290	592	104	34		1020
13. The college Students' Association influences change for the better.	190	405	42	17	354	1008

Comparison with SSES for 2023-24

Survey Sample Number				2,841		
Survey Response %				38.47%		
Strongly Agree 23-24	Agree 23-24	Disagree 23-24	Strongly Disagree 23-24	Don't Know 23-24	Total Question Response 23-24
487	550	40	16		1093
432	555	83	16		1086
507	535	35	7		1084
399	595	76	19		1089
490	521	61	20		1092
440	559	74	20		1093
501	507	65	20		1093
361	588	105	37		1091
467	495	93	37		1092
386	552	122	29		1089
367	567	120	37		1091
342	600	109	35		1086
247	423	39	13	338	1060

Mode of Attendance FE Part Time

Mode of Attendance	FE Level												
Mode Grouping	Group B - Part-Time												
Survey Sample Number	3,149												
Survey Response %	15.66%												
SSES summary question results		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response
		24-25	24-25	24-25	24-25	24-25	24-25	23-24	23-24	23-24	23-24	23-24	23-24
1. Overall, I am satisfied with my college experience.		249	228	8	8		493	292	320	30	17		659
2. Staff regularly discuss my progress with me.		196	250	36	8		490	249	341	57	11		658
3. Staff encourage students to take responsibility for their learning.		234	244	10	4		492	309	314	24	6		653
4. I am able to influence learning on my course.		164	286	33	7		490	247	340	58	12		657
5. I receive useful feedback which informs my future learning.		215	243	27	7		492	284	305	54	14		657
6. The way I'm taught helps me learn.		213	246	26	6		491	268	314	54	17		653
7. My time at college has helped me develop knowledge and skills for the workplace.		231	232	18	8		489	299	297	43	14		653
8. I believe student suggestions are taken seriously.		177	268	34	10		489	212	356	63	24		655
9. I believe all students at the college are treated equally and fairly by staff.		231	221	29	9		490	280	304	51	19		654
10. Any change in my course or teaching has been communicated well.		194	274	15	6		489	256	313	61	21		651
11. The online learning materials for my course have helped me learn.		151	281	37	19		488	190	326	86	39		641
12 I feel that I am part of the college community.		147	281	42	19		489	207	349	69	24		649
13. The college Students' Assocation influences change for the better.		111	187	12	9	166	485	147	253	14	6	215	635

Survey Sample Number	2,324
Survey Response %	28.60%

Mode of Attendance FE Distance/Flexible

| Mode of Attendance | FE Level | | |

Mode of Attendance HE Full Time

Scottish Funding Council

Student Satisfaction and Engagement Survey (SSES)

Summary Return for 2024-25

Institution	West College Scotland
Contact Name	Fiona Goggins
Telephone	07595413777
E-mail	Fiona.Goggins@wcs.ac.uk

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4. The completed template should be returned as an Excel attachment, no later than **Friday 06 June** : datareturns@sfc.ac.uk

Mode of Attendance	HE Level
Mode Grouping	Group A - Full-Time
Survey Sample Number	1,407
Survey Response %	15.92%

SSES summary questions results	Strongly Agree 24-25	Agree 24-25	Disagree 24-25	Strongly Disagree 24-25	Don't Know 24-25	Total Question Response 24-25
1. Overall, I am satisfied with my college experience.	76	128	16	4		224
2. Staff regularly discuss my progress with me.	70	120	29	3		222
3. Staff encourage students to take responsibility for their learning.	110	111	2	1		224
4. I am able to influence learning on my course.	55	138	28	2		223
5. I receive useful feedback which informs my future learning.	82	121	15	6		224
6. The way I'm taught helps me learn.	65	127	29	2		223
7. My time at college has helped me develop knowledge and skills for the workplace.	92	113	16	4		225
8. I believe student suggestions are taken seriously.	51	128	37	9		225
9. I believe all students at the college are treated equally and fairly by staff.	88	108	20	9		225
10. Any change in my course or teaching has been communicated well.	81	122	17	4		224
11. The online learning materials for my course have helped me learn.	79	131	11	2		223
12 I feel that I am part of the college community.	51	137	25	12		225
13. The college Students' Assocation influences change for the better.	42	60	13	6	104	225

Comparison with SSES for 2023-24

Survey Sample Number			1559		
Survey Response %			34.38%		
Strongly Agree 23-24	Agree 23-24	Disagree 23-24	Strongly Disagree 23-24	Don't Know 23-24	Total Question Response 23-24
167	300	54	15		536
177	269	76	12		534
263	251	10	10		534
159	286	75	15		535
180	271	64	19		534
157	282	67	28		534
201	272	44	16		533
132	260	103	39		534
188	259	58	28		533
153	272	76	31		532
166	288	57	23		534
129	277	90	34		530
76	170	22	16	250	534

Mode of Attendance HE Part Time

Mode of Attendance	HE Level											
Mode Grouping	Group B - Part-Time											
Survey Sample Number	269											
Survey Response %	6.69%											
SSES summary question results		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response
		24-25	24-25	24-25	24-25	24-25	24-25	23-24	23-24	23-24	23-24	23-24	23-24
1. Overall, I am satisfied with my college experience.		11	6	1	0		18	47	68	12	2		129
2. Staff regularly discuss my progress with me.		8	10	0	0		18	48	68	11	2		129
3. Staff encourage students to take responsibility for their learning.		14	5	0	0		19	61	66	2	0		129
4. I am able to influence learning on my course.		6	12	0	0		18	47	66	12	4		129
5. I receive useful feedback which informs my future learning.		10	9	0	0		19	50	66	9	4		129
6. The way I'm taught helps me learn.		8	9	2	0		19	46	59	20	4		129
7. My time at college has helped me develop knowledge and skills for the workplace.		12	6	0	0		18	52	68	7	2		129
8. I believe student suggestions are taken seriously.		5	11	1	1		18	38	63	24	3		128
9. I believe all students at the college are treated equally and fairly by staff.		11	7	1	0		19	58	60	9	2		129
10. Any change in my course or teaching has been communicated well.		7	8	4	0		19	47	60	16	6		129
11. The online learning materials for my course have helped me learn.		10	8	1	0		19	51	65	12	1		129
12 I feel that I am part of the college community.		7	7	4	0		18	35	59	30	4		128
13. The college Students' Assocation influences change for the better.		5	4	0	0	9	18	30	40	6	3	126	205

Survey Sample Number	438
Survey Response %	29.45%

Mode of Attendance HE Distance/Flexible

Mode of Attendance	HE Level						
Mode Grouping	Group C - Distance/Flexible						
Survey Sample Number	19	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response
Survey Response %	47.37%						
SSES summary question results		23-24	23-24	23-24	23-24	23-24	23-24
1. Overall, I am satisfied with my college experience.		6	3	0	0		9
2. Staff regularly discuss my progress with me.		6	2	1	0		9
3. Staff encourage students to take responsibility for their learning.		7	2	0	0		9
4. I am able to influence learning on my course.		5	3	1	0		9
5. I receive useful feedback which informs my future learning.		6	3	0	0		9
6. The way I'm taught helps me learn.		6	2	0	0		8
7. My time at college has helped me develop knowledge and skills for the workplace.		5	3	1	0		9
8. I believe student suggestions are taken seriously.		5	2	1	0		8
9. I believe all students at the college are treated equally and fairly by staff.		5	3	0	0		8
10. Any change in my course or teaching has been communicated well.		6	2	0	0		8
11. The online learning materials for my course have helped me learn.		6	2	0	0		8
12 I feel that I am part of the college community.		5	3	0	0		8
13. The college Students' Assocation influences change for the better.		3	2	0	0	3	8

Survey Sample Number			34			
Survey Response %			26.47%			
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response	
23-24	23-24	23-24	23-24	23-24	23-24	
5	3	0	1		9	
6	2	0	1		9	
7	1	0	1		9	
4	3	1	1		9	
6	1	1	1		9	
3	4	1	1		9	
5	2	0	1		8	
3	5	0	1		9	
4	4	0	1		9	
4	3	1	1		9	
5	2	1	1		9	
2	5	0	2		9	
2	6	0	0	1	9	

Student Satisfaction and Engagement Survey – Spring 2025

Here is a **summary of the key themes and feedback** drawn from the extensive student comments:

Positive Feedback

- **High Praise for Lecturers**: Many students commended individual lecturers for being supportive, passionate, engaging, and instrumental in boosting student confidence and success.
- **Valuable Learning Experience**: Some students highlighted a strong sense of achievement, including courses like Higher English, Childhood Practice, Business, and Engineering. As the survey is anonymous, the departments above are those mentioned specifically in the comments.
- **Supportive Environment for Some**: A few students, particularly mature or returning learners, felt welcomed and supported in their learning journey.
- **Flexible Online Learning**: Several students appreciated the flexibility of online or hybrid classes, especially for those with work or caregiving responsibilities.

Areas for Improvement

- **Inconsistent Teaching Quality**: Several comments flagged lecturers who were absent, disorganized, or showed favouritism.
- **Lack of Feedback & Delayed Marking**: Many students reported delayed assignment feedback, poor communication, or vague grading, impacting their ability to improve and progress.
- **Course Structure & Communication Issues**: Some students felt the course expectations were not clearly outlined from the start, leading to stress and confusion later.
- **Facilities & Campus Concerns**:
    - **Canteen**: Repeated complaints about it being closed, overpriced vending machines, and no alternatives like microwaves.
    - **Parking and Buildings**: Complaints about potholes in car park, dirty toilets, and poor classroom environments.

- **Mental Health and Inclusion**: Multiple reports of students feeling unsupported, isolated, or discriminated against, with some suggesting more consistent help for neurodiverse or ESOL learners.
- **Student Association**: Widely seen as invisible or ineffective, with many unaware of its existence or role.
- **Class Dynamics & Behaviour**: Concerns about classroom disruptions, bullying by class reps, and inappropriate behaviour from some staff and students.

Suggestions Made

- Improve teaching consistency and ensure all lecturers are engaging and present.
- Provide **ti**mely and constructive feedback on assignments.
- Improve campus facilities, especially dining options and cleanliness.
- Ensure equal treatment of all students, especially those from minority or vulnerable groups.
- Enhance communication and planning, particularly for timetables, assignments, and start dates.
- Revamp Student Association engagement and representation.
- Include more practical, hands-on learning and modernize teaching methods.
- Offer more support for mental health, ESOL learners, and students with additional needs.

SSES

Student Experience & Quality Enhancement Committee

Wednesday 19th November 2025, via Teams

Agenda No: 7b2

Title of Paper	Quality Report: Tertiary Quality Enhancement Framework (TQEF)/Tertiary Quality Enhancement Review (TQER)
Presented by:	Wendy Sheridan-Price Assistant Principal: Quality & Enhancement
Recommendation:	Note/Discuss
Status:	**PUBLIC**
Linked To:	
KPI(s)	Scope of provision SCQF level measures
Strategic Objective	All: Students, Sustainability, Partners, People and Future
Strategic Risk	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:	
Financial	There are no direct financial implications associated with this paper.
Student Experience	To enhance student experience
People	There are no human resource implications associated with this paper.
Legal	There are no legal implications associated with this paper.
Reputational	There is no reputational implications associated with this paper.
Community/ Partnership impact	There are no community implications associated with this paper.
Environment	There are no environmental implications associated with this paper.
Equalities	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 (TQER)

The Tertiary Quality Enhancement Review (TQER) for West College Scotland will take place across two on-campus review phases in March and May 2026, covering all credit-bearing provision delivered at SCQF Levels 2–10, including Modern Apprenticeships, Foundation Apprenticeships, SVQs, and school–college partnership programmes. Non-accredited and franchise provision is out of scope. The review team will consist of five reviewers, including a student representative and at least one reviewer with teaching experience. The College has requested that the team include a reviewer with experience of Modern Apprenticeships, reflecting the continued strategic importance of employer-linked vocational pathways.

The College delivers to a large and diverse learner population of approximately 21,000 students across four campuses and community learning sites. The institutional self-evaluation highlights strong employer partnerships, an agile and responsive curriculum, and a growing emphasis on meta-skills development as current strengths. 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.

The College is an SCQF Credit Rating Body, and credit-rated programmes will be reviewed to ensure they continue to meet SCQF quality and governance requirements. Evidence submission and reporting milestones are scheduled through January to October 2026, with the final action plan due in October. The review will provide an opportunity to reflect progress, validate strengths, and support targeted enhancement in priority areas.

Please see Key Milestones;

Other key milestones	
Upload of evidence base	Monday 19 January 2026
Initial Review Visit	Monday 20 - Tuesday 31 March 2026
Main Review Visit	Monday 11- Thursday 14 May 2026
Provisional Key Outcomes letter	Thursday 28 May 2026
Receipt of draft report	Thursday 25 June 2026
Comments on matters of fact	Thursday 16 July 2026
Publication of report	Thursday 06 August 2026
Response to report (draft action plan)	Thursday 01 October
Response to report (final action plan)	Thursday 29 October 2026

The proposed Review team is as follows:

Name	Institution	Role
Dr Robert Allan	New College Lanarkshire	Reviewer
Dr David Booth	University of Dundee	Reviewer
Dr Claire Carney	Formerly City of Glasgow College	Reviewer
Mrs Amber Crowley	UHI Argyll	Reviewer
Finn McGauley	Glasgow Kelvin College	Student Reviewer

Student Experience & Quality Enhancement Committee

Wednesday 19th November 2025, via Teams

Agenda No: 7b3

Title of Paper	Outcomes Framework & Assurance Model (OFAM) & Professional Learning
Presented by:	Wendy Sheridan-Price Assistant Principal: Quality & Enhancement
Recommendation:	Note/Discussion
Status:	**PUBLIC**
Linked To:	
KPI(s)	CPD Staff participation professional measures, SFC Outcomes and Impact measures
Strategic Objective	All: Students, Sustainability, Partners, People and Future
Strategic Risk	Reputational

Purpose / Executive Summary:

OF & AM - This guidance outlines how the Scottish Funding Council (SFC) will monitor colleges and universities' delivery against the national Outcomes Framework through the Outcomes Framework and Assurance Model (OFAM). The model replaces previous Outcome Agreements and provides a streamlined, evidence-based approach to accountability. It ensures that institutional performance, context and challenges are understood through ongoing engagement and the use of existing data sources. Institutions are required to participate in regular meetings with their Outcome Manager, provide case studies demonstrating impact, and complete an end-of-year shared summary of performance. The Assurance Model supports transparency, identifies where support may be required, and provides a clear framework for demonstrating sector contribution to national priorities.

Recommendations:

Committee is invited to note and discuss

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

Introduction/Update position OF&AM

- SFC gathers evidence of each institution's contributions, impact and delivery against its Outcomes Framework, through the Assurance Model. This guidance sets out how SFC will monitor and engage with each college, college region and university as part of the SFC Assurance Model.
- This guidance also sets out the requirements for end-of-year sign-off, optional contextual commentary, and case studies that form part of the assurance over delivery of the Outcomes Framework.

Outcomes Framework & Assurance Model Guidance Issued 30/10/2025

2025-26 College Technical Guidance on Measures used in OFAM

Introduction/Update position Professional Learning

- Innovation Hub CQL interviews underway at the time of writing: intention of this Hub to drive Innovation in Practices and Quality Standards & Communities of Practice (CoP)
- CDN Trauma Informed journey started with Dr Paula Christie October CQL Development Session. Pedagogy is next with CDN in February CQL Development Session with Sandra Jane Grier (In response to ''The Changing Learner)
- CDN's 'Elevate LT' programme 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. Numbers of participants 10. Staff feedback so far is positive, value from HOW2 pedagogical tools.
- Teaching Qualification in Further Education (TQFE) is the in-service teaching qualification for our lecturers in WCS - Aberdeen University Co - tutor appointments have increased. 21 staff undertaking TQFE this year, two are self-funding on the University of Strathclyde programme. 29 staff meet the TQFE requirements on the waiting list for 2026/27.
- identified need for verifiers and plans
- Credit rating activity underway. New Update - TQER will be the mechanism through which credit rating activity for the SCQF for colleges and universities is tested, replacing existing processes. Through TQER, it will be confirmed that appropriate arrangements are in place for credit rating, vetting and confirmation processes, as well as the ongoing monitoring of credit rated provision and third parties. SCQF will subsequently confirm an institution's status to continue as a credit rating body. To that end we are looking to increase our Vetter's, providing SQA training. All processes and procedures being reviewed. Preparations underway to enable TQER - SCQF desk-based analysis planned for end of January 2026.

  In Summary: A reset on quality standards, processes, and practices is essential to ensure our work remains purposeful and effective. This means not only refining the way we design and deliver our services but also investing in people so they feel confident and prepared. Equipping staff with strong pedagogical skills supports thoughtful decision-making, adaptable instruction, and a deeper understanding of how learners grow. Encouraging peer sharing and peer learning strengthens this even further, creating a culture where colleagues learn from each other, celebrate good practice, and continually improve together. This collective commitment builds consistency, raises expectations, and ensures our standards remain high.

Student Experience and Quality Enhancement Committee

Wednesday 19 November 2025, via Teams

Title of Paper	Risk Register Review
Presented by:	Angela Pignatelli
Recommendation:	Discuss and agree
Status:	Public
Linked To:	
KPI(s)	All KPIs will be closely monitored, any causing major concern will be covered within the Register
Strategic Objective	All: Students, Sustainability, Partnerships, People and Future
Strategic Risk	All strategic risks to be identified and monitored

Purpose / Executive Summary:
The purpose of the paper is to review the Strategic Risk Register to ensure that the Learning, Teaching and Student Experience risks are identified and that suggested mitigations/actions are appropriate.

The Committee should also consider the mitigations for the key strategic risks, in line with the agenda discussions at the Committee and recommend any amendments to be submitted for the next Risk Register update.

Recommendations:
Members of the committee are recommended to:

- Note the Strategic Risk Register
- Recommend amendments to the key strategic risks/ controls and mitigations if required

Implications:	
Financial	All implications have been considered across all risks on the register.
Student Experience	All implications have been considered across all risks on the register.
People	All implications have been considered across all risks on the register.
Legal	All implications have been considered across all risks on the register.
Reputational	All implications have been considered across all risks on the register.
Community/ Partnership impact	All implications have been considered across all risks on the register.
Environment	All implications have been considered across all risks on the register.
Equalities	All implications have been considered across all risks on the register.

1. Overview

1.1 The Strategic Risk Register was shared and discussed with the Committee on 10 September 2025.

1.2 The areas directly to be monitored and actioned by the Educational Leadership Team are as follows:

- 1.2.1 Risk 8: Meeting evolving changes to regional, national and student needs
- 1.2.2 Risk 9: Reputational Risk
- 1.2.3 Risk 11: Alternative Income Generation

1.3 The work of the Student and Enterprise Leadership Team Transformation Project continues to address the above.

2. Recommendation

Committee is asked to:

- **Note** the Strategic Risk Register.
- **Recommend** amendments to the key strategic risks/ controls and mitigations if required.

Student Experience & Quality Enhancement

Standing Items at every Meeting	Minutes of Previous Meeting Schedule of Business Quality Report (compliance, assurance, TQEF) High Level Data Summary Student Association Report SELT Update (incl KPI/Performance) IA Reports (relevant to committee) Risk Register Commercial and Alternative Income Activity Update SELT Transformation (SOFT update- incl economic & social wellbeing) Student Services & Experience update Policies (relevant to Committee remit) Performance Reporting

Spring Meeting (March)

	Additional Items
Governance:	**Theme: Student Experience** Mid Year Review
Corporate Reporting	SFC Outcomes Framework, Assurance Model & TQEF
Students	
Learning & Teaching	SFC Outcomes Framework, Assurance Model & TQEF
Finance / Estate/Risk	
People:	SOFT: Curriculum Transformation Project
Annual Updates	
Policies:	
Strategies:	Underpinning Frameworks

Summer Meeting (June)

Governance:	Evaluation of Committee Theme: Quality Enhancement Student Survey Feedback IA Reports
Corporate Reporting	TQER: Feeback and Actions
Student	SA Budget Report SFC College destination report
Learning & Teaching	End of year position
People:	SOFT: Curriculum Transformation Project
Annual Updates	British Council report
Policies:	Safeguarding
Strategies:	Progress on Strategies
Frameworks:	

Autumn

	Review of Remit Membership / Dates of Mtings
	Theme: Alternative Income (incl commercial, international and distance learning)
Governance:	Credit Outturn 24/25 PI Benchmarking 23/24 Recruitment 25/26 Credit position 25/26 Quality Assurance/Compliance update
Student	SA Constitution (5 yrs - 2029) SFC Student Satisfaction & Engagement Survey (Quality Report)
Learning & Teaching	SFC Outcomes Framework, Assurance Model & TQEF

Finance / Estate/Risk	
People:	SOFT: Curriculum Transformation Project
Annual Updates	
Policies:	IT Admin Sec Policy (Sept 27)
Strategies:	

Winter Meeting (Nov / Dec)

	Theme: Performance
Governance:	Self Evaluation: Curriculum PRs and CPRs Student Activity and Enrolment Self Evaluation & Action Plan (SEAP)
Corporate Reporting	
Student	Internal Student Survey Student Liaison Officer
Learning & Teaching	SFC Outcomes Framework, Assurance Model & TQEF
Finance / Estate/Risk	Alternative Income incl commercial, international and distance learning
People:	Professional Learning, Upskilling and Retraining
Annual Updates	SOFT: Curriculum Transformation Project
Policies:	
Strategies:	Progress on Strategies / Frameworks