

# LEARNING, TEACHING AND STUDENT EXPERIENCE STRATEGY

2026

# INTRODUCTION

**The Learning and Teaching Strategy (2026 to 2030) is intrinsically linked to the College's new Strategic Plan We Are West 2026 to 2030.**

## OUR STRATEGIC PILLARS

The Learning Teaching and Student Experience Strategy aligns to our college mission of "Empowering people and communities to thrive" and our strategic vision of "Unlocking potential and enabling success".

Our college strategic themes focus on a commitment to:

1. **OUR PEOPLE**
2. **OUR PARTNERSHIPS**
3. **OUR PLACE**
4. **OUR PERFORMANCE**

We are working from a position of strength in relation to our talented staff, our connectivity to our diverse communities and industry partners, our geographic reach and most importantly our students who are at the heart of our decision making.

There remain identified and significant opportunities within the context of the National Educational Reform and Skills Agenda. There are collaborative and immersive opportunities in growing our strategic partnerships, opportunities in exploring new technological advances and opportunities in growing our innovative approaches to ensure a pipeline of skilled talent into identified growth industries.

# LEARNING TEACHING AND THE STUDENT EXPERIENCE STRATEGY

## **Vision and Purpose**

To deliver high quality, inclusive, industry first, future-focused learning and teaching which focuses on skills development and empowering students to realise their potential for improved life chances.

## **Student focused exceptional experiences**

**High quality learning and teaching**

**Industry first approach**

**Innovative curriculum provision**

**Regional, national and international reach and alignment**

## **Sectors of Strategic Priority**

Based firmly on labour market intelligence through the WCS Insights Report and UK Industrial Strategy, the following are our sectors of strategic priority:

**STEM:** Advanced Manufacturing, Construction, Engineering, Building Services and Science with specific identified growth in Net Zero, Defence, Pharmacy and Maritime.

**The Foundation Economy:** Tourism, Hospitality, ESOL and CreaTech (digital Creative Industries) with specific identified growth in DigiMeL (Digital skills, MetaSkills, Leadership and Management) Civic Jobs, AI, data/data analytics, financial services, procurement and logistics.

**Health and Social Care:** Health Care services and Social Care with specific identified growth in caring professional services, Counselling and Nursing.

# OUR LEARNING TEACHING AND STUDENT EXPERIENCE STRATEGIC THEMES

## 1. Excellence in Learning, Teaching and Assessment: Delivering innovative, high quality exceptional learning experiences for students

1. Delivering active, student-centred, innovative pedagogical approaches
2. Integrating effective and engaging digital and blended learning approaches using technology to enhance engagement, flexibility, accessibility and collaboration
3. Adopting an Industry First approach, focussing on employability skills, enterprise, and entrepreneurship, as informed by industry partners
4. Ensuring the curriculum planning, design and delivery embraces the student voice, inclusivity, accessibility and sustainability within the context of the Changing learner The Changing Learner - College Development Network.
5. Embracing and utilising the sparqs SLE Model.
6. Ensuring assessment and feedback practices are timely, fair, transparent and bespoke to student needs.

## 2. Enhancement and Quality Culture: Prioritising and promoting a culture and mindset of excellence and pride in our teaching practice

1. Embedding a culture of quality improvement, enhancement, innovation and positive challenge through effective self-evaluation
2. Growing the quality mindset and quality practices through regular CPD including staff upskilling, sharing and peer learning
3. Embracing national and local benchmarking for robust action planning in response to external and internal improvement drivers
4. Recognising and rewarding excellence in teaching and assessment
5. Encouraging innovation of thought in pedagogical and curriculum design
6. Fostering a proactive collaborative approach at a local, national and international level.

### **3. Supporting Student Success: Ensuring excellent support services, successful transitions, effective wellbeing, prioritising a sense of belonging and effective skills development**

- 1.** Delivering supportive, inclusive and engaging experiences which proactively respond to the diverse range of student support needs The Changing Learner - College Development Network
- 2.** Strengthening academic guidance, student association effectiveness, wellbeing and skills development
- 3.** Prioritising mental health, wellbeing and belonging, tackling barriers to participation and achievement
- 4.** Achieving positive outcomes for every learner, mindful of SIMD10/20, Care Experienced gender, age and disability
- 5.** Broadening opportunities for wider learning, industry links, placements and co-curricular activities.

### **4. Student Engagement and Partnership: Students at the heart of decisions as partners ensuring engaging and excellent experiences**

- 1.** Embedding a culture of quality improvement, enhancement, innovation and positive challenge through effective self-evaluation
- 2.** Growing the quality mindset and quality practices through regular CPD including staff upskilling, sharing and peer learning
- 3.** Embracing national and local benchmarking for robust action planning in response to external and internal improvement drivers
- 4.** Recognising and rewarding excellence in teaching and assessment
- 5.** Encouraging innovation of thought in pedagogical and curriculum design
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# OUR MEASURES OF SUCCESS AND IMPACT

These strategic themes can only be achieved through delivering on the above 4 themes and ensuring strong external benchmarking, collaboration, immersion with industry and specialist knowledge exchange. Success will be demonstrated as follows:

1. Student attainment is in the upper quartile in national performance indicators
2. Student Satisfaction is in the upper quartile in national performance indicators
3. Student progression to work or further study is in the upper quartile in national performance indicators
4. Increases in the number of employer and partners that the College engages with year-on-year
5. Continued increase in employer and stakeholder satisfaction
6. External recognition for impact in region and beyond
7. Reduce our overall carbon footprint year on year

## Internal and External benchmarking

Our Learning, teaching and Student Experience Aims will be regularly monitored, tracked and action planning through:

- Individual practitioner self-reflection
- professional dialogue, peer review, self-evaluation and My Conversations
- dialogue with external industry partners and external sector
- fortnightly Course Team Meetings
- biannually through "Portfolio Review: Outcome and Impact" meetings
- annually through "Curriculum Planning Reviews: Outcome and Impact" meetings.

## Data and Evidence Driven decision making

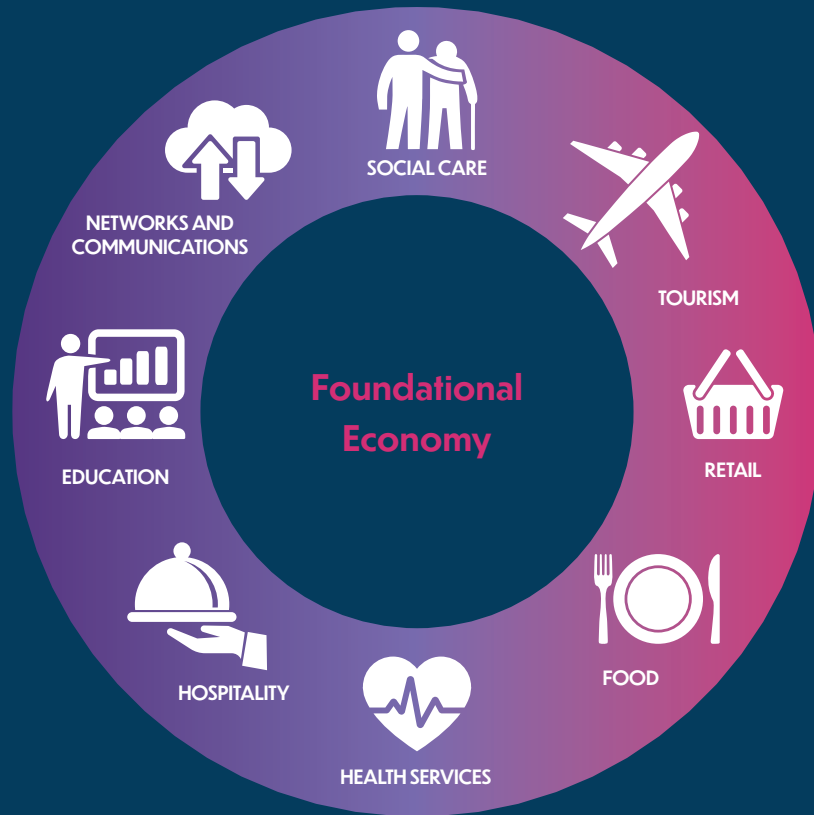
- Student Outcomes: Key Performance Indicators (KPIs) including recruitment, retention, partial success, attainment and progression, both local and nationally benchmarked
- Self-Evaluation: individual, team, course and action planning
- Feedback: stakeholder and student feedback
- Reviews: internal and external feedback
- Action Plans: actively responding regularly.

Data analytics and evidence-based decision making will form the basis of our approach to changes and enhancements in what we do and how we do it. We will elevate our commitment to Student Survey and enhanced completion/participation rates through better integration with curriculum.

# CURRICULUM ROUTE MAP 2026 TO 2030

Based on Government Priorities, external labour market intelligence and regional skills assessments including the Glasgow City Region, the priority subject areas requiring a skills pipeline of talent are:





Furthermore, the UK Industrial Strategy has published “a 10-year plan to drive investment, innovation, and skills development across the UK’s future-facing industries”. The following areas which contribute significantly to the economic prosperity of the country:

1. Advanced Manufacturing
2. CreaTech (digital Creative Industries)
3. Clean Energy Industries
4. Digital and Technologies
5. Life Sciences
6. Defence
7. Financial Services
8. Agri-Tech and Food Security

This robust market intelligence forms our ‘Industry First Approach’.

There are opportunities for our curriculum to flex, at pace, to align with this vital pipeline of skills requirement offering significant opportunities for the employability levels of our students.

# BUSINESS TRANSFORMATION

The skillset of our staff ensures that we have the ability to redeploy some transferrable skills into the areas of growth, but also the opportunity to upskill and retrain staff into those areas of growth and demand, particularly in relation to DigiMeL.

Managing and supporting staff effectively through this change will ensure we are creating a staff skillset which aligns to industry needs to enable the pipeline of talented individuals into the job market and a sustainable future for the college.

Our transformational change and focus revolve around harnessing the desire and collective talent to deliver exceptional experiences for our students and stakeholders. This will lead to financial resilience building our reputation locally, regionally, nationally and globally for our innovation, creativity, collaboration and excellence.



# GET IN TOUCH WITH US

60 60 600 0300

[info@wcs.ac.uk](mailto:info@wcs.ac.uk)

[www.westcollegescotland.ac.uk](http://www.westcollegescotland.ac.uk)



West College Scotland  
Clydebank Campus  
Queens, Quay

Paisley Campus  
Renfrew Road  
Paisley

Greenock Campus  
Finnart Street  
Greenock

Waterfront Campus  
Customhouse Way  
Greenock