

1. Introduction

College: Sabhal Mòr Ostaig

College regional grouping: Highlands and Islands

Funding

Sabhal Mòr Ostaig will receive a total of £806,616 from the Scottish Funding Council for academic year 2022/23 to enhance and develop the rate of Gaelic language acquisition through further education for a total of 799 credits to be delivered.

The College's Higher Education provision is funded by the Scottish Government and SFC and distributed to SMO through the University of the Highlands and Islands (UHI) and this is detailed within the UHI Tertiary Regional Outcome Agreement. This includes £146,305 strategic funding which the College receives in recognition of its unique mission and activities in the delivery of HE provision through the medium of Gaelic.

The College will also receive £1.18m provided to the Scottish Funding Council by the Scottish Government under the National Heritage (Scotland) Act 1985 and is expected to deliver on the outcomes and targets of the grant as specified by the Scottish Government.

It is also important to note that SMO currently shadows the NRPA to the extent that Lecturers' pay is harmonised and Support staff receive the same increases as Support staff across the sector. SMO is not, however, a signatory to the NRPA and the above grant excludes all but the lecturers' pay harmonisation element of NRPA.

This funding is on the condition that the College Board of Directors signs and commits to deliver the outcomes detailed below.

Priority Outcomes to be delivered through the period AY 2022/23.

By the end of AY 2022/23 the College will deliver the following priority outcomes, which align with SMO's Strategic Plan 2017-2022:

There will be increased levels of usage and quality, status and appreciation of, and for, Gaelic language and culture in the life of the Scottish nation by:

1. increased access to language acquisition and opportunities for usage; supported corpus development; and raised status of the language; thereby contributing to the National Gaelic Language Plan (NGLP) 2018-2023 (*Ref SMO Strategic Objective 1*)

2. delivering excellent research and knowledge transfer to support Gaelic language and culture (*Ref SMO Strategic Objective 2*)
3. having enabled more people to access Gaelic culture, enhanced its development across a wide spectrum of artistic activity and fostered a philosophy of innovation and enterprise leading to increased creativity in Gaelic-related culture in Scotland and internationally through the implementation of our arts strategy (*Ref SMO Strategic Objective 3*)
4. fostering education, culture, and economic and community activity, having implemented a major part of the Kilbeg development (*Ref SMO Strategic Objective 4*)
5. supporting the development of a thriving local, and a wider Gaelic economy, based on delivery of skills development, business creation, employer engagement and creating value from knowledge exchange, demonstrated locally by increased income, jobs created and sustained and other economic KPIs; regionally by collaborative working with UHI partners; and nationally by collaborative working with other institutions. (*Ref SMO Strategic Objective 5*).

Priority Outputs to be delivered in AY 2022/23

In AY 2022/23 the College will deliver the following priority outputs:

- maintain the number of learners undertaking SMO FE programmes at 910 credits in AY 2022/23 (actual budgeted 799 credits);
- drive forward the delivery of relevant NGLP outcome areas related to Education, Communities and Workplace through activity with schools, adult learners, UHI partners, other public sector organisations regionally and nationally to increase coherence in learning provision;
- increase engagement with schools at local, regional and national level through the further development of information, advice and guidance services, clarifying the learner journey, and leading to increased student recruitment and awareness of tertiary Gaelic education and employment opportunities;
- maintain the number of Gaelic-language FE short courses provided by the College to provide more opportunities to gain fluency and increased access to learning;
- continue to develop research activities, the continues development of a research environment and commence preparations for the the next Research Excellence Framework (REF).
- ensure the continued sustainability of the College by sustaining commercial income and increasing non-Gaelic speakers' exposure to Gaelic language and culture.
[Covid restrictions continued to have an impact on this for 2021-22].

Signed by SMO

Gillian Rothach

Date 05/04/2023

Signed by SFC

KWatt

Date 26 July 2023

2. Context Statement

Background

Sabhal Mòr Ostaig (SMO) was founded in 1973. Located in the Sleat peninsula of the Isle of Skye, it is a unique institution fulfilling a number of distinct functions. It is a national and international centre of excellence for the development of the Gaelic language, culture and the arts. SMO is unique in the United Kingdom, offering access, advanced and degree level courses solely through the medium of Scottish Gaelic. In fulfilling its mission, the courses offered are relevant to the specific socio-economic and cultural needs of the Scottish Gàidhealtachd and of the wider Gaelic community.

It has an international reach and reputation as the National Centre for Gaelic Language and Culture and is a specialist Academic Partner within the University of the Highlands and Islands (UHI).

SMO has been instrumental since its inception in the revitalisation of Gaelic language acquisition and is committed to working in partnership with the Scottish Government, Bòrd na Gàidhlig, and other partners, towards achieving the aims of the NGLP 2018-23. SMO is committed to supporting the Scottish Government's Faster Rate of Progress initiative for Gaelic, the outcomes of the Gaelic Ministerial Summits, and SMO has a role to play across a range of other strategic areas.

SMO has a key role to play in Post-school Gaelic Learning and Gaelic Teaching, and the College will continue to work with Bòrd na Gàidhlig to ensure that its Gaelic courses are provided through UHI partners and through partner institutions across Scotland. The College is working closely with the Scottish Government and Bòrd na Gàidhlig to develop opportunities for adult learners of Gaelic, recognising the important role that the College can play in supporting this key area of delivery.

SMO is actively involved in creating more opportunities for communities and networks of Gaelic speakers to use Gaelic and increasing access to the language in community activities and services. The College works closely with Local Authorities and other community planning partners to take forward locality plans, providing advice and support in the delivery of relevant outcomes as well as supporting local authorities in the delivery of their Gaelic Language Plans.

The College also recognises the importance of the use of Gaelic in the workplace and continues to work with Bòrd na Gàidhlig to create a positive attitude to Gaelic through awareness-raising and increasing opportunities for staff to learn Gaelic and develop their language skills. The College continues to build on its community links and work in partnership with local, regional and national bodies to increase the number of learning opportunities created in our communities.

The College is actively involved in the Gaelic Arts and Media and will continue to develop activities in this important area in partnership with Scottish Government, Bòrd na Gàidhlig, MG Alba and Creative Scotland to raise awareness of the language, supporting opportunities to showcase the Gaelic language and extending participation in the arts and media to support Gaelic language learning.

This Outcome Agreement, compiled in association with the Scottish Funding Council, encapsulates the many facets of the College's mission and sets out what SMO's specific objectives will be in each sphere of activity in AY 2022/23 and the Priority Outcomes to be delivered by the end of the academic year.

National and International Context

The College's specialist role as a provider of Gaelic-medium education has been recognised by successive Scottish Governments and its status as the National Centre for Gaelic Language and Culture has been acknowledged with the creation of a direct funding mechanism. This status means that the College has been and is an important player in the delivery and achievement of the targets set out in the NGLP, and the College has focused much of its educational development on those targets.

Since its inception, the College has adopted an international outlook and has established a range of links with the wider Gaelic diaspora. It has 5 MOUs with universities in Canada and Ireland and continues to develop links with a wide range of colleges and universities overseas. The College has recently established closer links with the Gaelic College, in St. Anns, Cape Breton. SMO will build on these links to create further opportunities to enhance the Gaelic language and culture and further develop its international impact. In 2017, the College launched its Alumni Association *Caidreamh an t-Sabhail*, with the aim of increasing engagement with SMO alumni all over the world, and this work is being taken forward by our Alumni Officer who took up post in session 2020-21.

Regional Context

SMO contributes to regional outcomes through strategic partnerships with other colleges and within UHI. The College works with partner Colleges to further develop access to Gaelic learning opportunities across the region and has close links with The Highland Council, with which it has a Memorandum of Understanding to work in partnership to deliver a wide range of projects and initiatives, and with HIE, which has played a significant part in the development of the College campus and projects. The College is a member of Developing the Young Workforce (DYW) West Highland and sees this as an important forum for taking forward its priorities in relation to this important area of operation.

The College is constantly developing its links with communities in other parts of the Highlands and Islands, most notably with the Staffin area of north Skye at Flodigarry, and with the Islay community, by working closely with Ionad Chaluim Chille Ìle (ICCI) to create Gaelic learning opportunities. SMO also has links with the community of Gairloch through the Gairloch Heritage Museum, with which it has a Memorandum of Understanding (MOU). The College is also building links with the Uist community through Taigh Chearsabhaigh Arts Centre which entered into an MOU with SMO in 2017. SMO has also agreed an MOU with Comunn Eachdraidh Uibhist a Tuath (CEUT), the North Uist Historical Society, which is working towards the establishment of a Gaelic Heritage Centre at Carinish, based at the former Sgoil Chàirinis.

Local Context

The College has very good links with the local community and has representation on bodies such as Seall Arts, Sleat Community Trust, and Sleat Renewables. Like a number of other local organisations, Seall Arts uses the College as an award-winning venue for its many events and, prior to Covid, ran a series of weekly ceilidhs during the summer to coincide with the College's short courses in July and August. Gaelic awareness sessions and Gaelic language classes, now using the newly developed

SpeakGaelic language course, are delivered on a regular basis for the benefit of the local community and are very well attended.

3. Sabhal Mòr Ostaig – Strategic Priorities 2017-2022

Sabhal Mòr Ostaig Strategic Plan 2017-2022

The College links its Outcome Agreement for 2022/23 to its aims and objectives as outlined in its Strategic Plan for 2017-2022 and describes how we will progress the delivery of these objectives, based on the shared values and wider aims of the College. It should be noted that a new Strategic Plan for 2023-28 is currently being developed and will be launched early in 2023, to coincide with the College's 50th year since its founding.

Strategic Objective 1 - Learning and Teaching

Promoting the College as a national and international centre of excellence by delivering education at the highest level and increasing student numbers on courses on campus, via distance learning and on short courses. We will do this in conjunction with partners such as UHI, by developing the College's curriculum and by creating new learning opportunities of the highest quality. *(Linked to Priority Outcome 1)*

Strategic Objective 2 - Research, Scholarship and Knowledge Transfer

Raising the College's profile as a national and international centre of excellence by conducting the highest levels of research and scholarship and utilising knowledge gained from that research creatively in order to build upon development opportunities. *(Linked to Priority Outcome 2)*

Strategic Objective 3 - Cultural, Creative and Community Development

Raising the College's standing as a national and international centre of excellence by creating attractive projects and ventures with the Gaelic community through language and work skills development, through development of the opportunities available for co-operation and through the strengthening of links between education and the community. *(Linked to Priority Outcome 3)*

Strategic Objective 4 - Estates and Services

Raising the College's standing as a national and international centre of excellence by creating a Gaelic environment where Gaelic is established as the language of everyday use on campus and where facilities and buildings, services and accommodation maintain and support that philosophy. *(Linked to Priority Outcome 4)*

Strategic Objective 5 - Sustainability and Governance

Raising the College's standing as a national and international centre of excellence by contributing to infrastructure and governance structures that are robust and sustainable and that adhere to the philosophy of the College. *(Linked to Priority Outcome 5)*

Outcomes for Students

Fair access and transitions - Education is accessible to students from all backgrounds and students at all levels are supported through successful pathways.

As a National Centre, SMO recruits students from across Scotland and further afield and so delineated areas of deprivation are not distinct targets for the College. Recognising the changing demographic of Gaelic speakers, it is important to the College that it ensures equality of access and inclusion. However, in common with other island and remote rural locations, it is recognised that there are fewer public services where the College is located, that the rural cost of living is higher than urban living, and that these can cause barriers to access. Our supported distance learning provision is geared towards both reducing barriers to access for rural students and increasing access for students throughout Scotland and beyond to Gaelic language learning. This creates opportunities for progression into Further and Higher Education.

The College looks to increase participation from the most deprived areas, where possible. However, it is important to recognise that there are significant challenges in terms of providing access to Gaelic language learning opportunities, particularly in remote rural areas and that the College has utilised a range of strategies, including scholarships, to overcome these challenges. The College will continue to develop programmes which are appropriate to its learner community and to investigate the most appropriate methods of delivery of these programmes. It will also seek to establish a scholarship scheme to support learners from deprived areas.

Priority Outcomes related to Fair Access and Transitions to be delivered through the period AY 2022/23 include:

- increased access to language acquisition and opportunities for usage and increasing the number of learners undertaking SMO FE programmes
- increased activity with schools, adult learners, UHI partners, other organisations regionally and nationally to increase coherence in learning provision, specifically working with the BBC and other bodies on the development of *SpeakGaelic*.
- increase the number and location of Gaelic-language FE short courses provided by the College to provide more opportunities to gain fluency and increased access to learning
- continue the delivery of *Seachdainn nan Teaghlach* (Family Learning Week) in partnership with local authorities through Community Learning and Development (CLAD)

Mental Health and Wellbeing

Mental health is one of the most challenging public health issues of our time. Approximately one in four people in the UK will experience a mental health problem each year, and around three quarters of adults with mental illness first experience symptoms before the age of 25. The Institute for Public Policy Research has found that *'over the past five years, 94% of universities have experienced a sharp increase in the number of people trying to access support services, with some institutions noticing a threefold increase'* (BBC, 2018).

Sabhal Mòr Ostaig is acutely aware of the need to address this issue and to provide every possible support to students and staff suffering mental health issues. It has recently expanded its Counselling

Service, with the appointment of a new member of staff. It has adopted the UHI Mental Health Strategy 2019-22 and has produced its first Mental Health Strategy for SMO staff and students.

SMO has also subscribed to The Big White Wall (BWW) for students and staff. The BWW is a multi-award winning digital mental health and wellbeing service, offering safe, anonymous online support available 24/7. It offers a range of therapeutic pathways, including peer and professional support and creative self-expression.

The College also utilises Togetherall, which is a clinically managed, online community designed to improve mental health. This online resource provides anonymous, peer-to-peer interactions and easy-access to round-the-clock support.

Public health emergency - Coronavirus (COVID-19)

Sabhal Mòr Ostaig has worked hard to ensure the safety of its students and staff during the COVID-19 pandemic and is making every effort to ensure their well-being over the duration of the pandemic and the following period, in partnership with local, regional and national agencies.

Student Safety (Quality, learning, teaching and participation)

Sabhal Mòr Ostaig works closely with its staff and with *Comunn nan Oileanach (CnO)*, its Student Association to ensure that there is a common understanding of acceptable behaviours and that effective mechanisms are in place to respond to allegations of harassment or behaviours that do not meet the values of the institution.

The United Nations Convention on the Rights of the Child (UNCRC)

The College is aware of its obligations under this important Convention and will continue to raise awareness amongst staff regarding the rights of the child. During the period of this Outcome Agreement, the College will complete an audit of all relevant policies and procedures to ensure that they are consistent with the requirements of the Convention.

Cyber Resilience

The College is aware of the need for cyber resilience and has, along with UHI partners, gained accreditation under the Scottish Government's Cyber Resilience Strategy. In March 2021, a major cyber-attack caused widespread disruption to services at UHI, with some partners having to close down completely for some days. IT staff were able to minimise the impact of the attack and have now updated their systems and improved network security in order to avoid, or minimise the impact of future cyber-attacks.

Gender-based Violence (GBV)

The College is aware of the need to tackle gender-based violence on campus and has encouraged staff and students to report unacceptable behaviour. We note the publication by the Scottish Government of guidance for colleges and universities to tackle GBV and have incorporated this guidance into our policies and procedures, as appropriate. The College has recently translated and published a bilingual guidance note on GBV with a list of resources for students and staff who may be affected by GBV. Student Support staff have undergone training in GBV over the past session.

Outcomes for Students

Partnership, participation and student experience

SMO is committed to working with all students, either as individuals and/or as groups, to help them develop the skills and confidence to be actively involved in the organisation of their own learning and student experience, regardless of their mode of study, age, disability, gender, race, religion, sexuality or transgender status. CnO operates entirely in Gaelic, is actively engaged in the governance of Sabhal Mòr Ostaig and is consulted on draft policies and key educational and strategic developments.

The College Strategic Plan 2017-2022 and this Outcome Agreement have been developed in consultation with learners with a view to ensuring that they are actively engaged in enhancing their own learning and in the work and life of the College. Student representatives are actively participating in the development of our new Strategic Plan. All students are actively encouraged and supported to be involved in student engagement activities to improve quality processes in a manner and at a level that is appropriate to them.

The College has an active Student Consultative Committee / *Comataidh Co-chomhairleachaidh nan Oileanach*, which meets on a regular basis. There are regular consultative sessions with students and staff to develop collaborative actions for recruitment and promotion, and for improvements to student life at SMO. Students were involved in our virtual open-week sessions in session 2020-21, and also took part in Latha nan Tagraichean which was held online in May 2021. Further recruitment events are taking place in the current session, with student participation.

The College will continue to provide student engagement opportunities, which ensure equality of access for our student community, both collectively and as individuals.

This includes:

- student representation on the College Board of Directors and other committees
- support for *Comann nan Oileanach*
- course representation
- cross College Student Voice
- online student surveys

Further to SMO's appointment of an alumni Board Member in 2020, the College now has an Alumni Officer in post, a development which is creating further opportunities for graduates to feed into College activity.

The College will continue to deliver its Learner Engagement Policy, with the aim of:

- further enhancing learner engagement and responding to learner needs
- continuing to work with HISA (Highlands and Islands Student Association) to facilitate opportunities for Gaelic speakers in other Academic Partners to participate in Gaelic medium CnO events and to build working relationships with student groups which support the objectives of CnO
- working with regional and national partners to identify best practice and to further develop learner engagement.

Outcomes For Students

Equalities and Inclusion.

Every student has their individual needs recognised in terms of protected characteristics; and everyone is treated fairly and with respect. Sabhal Mòr Ostaig was established in order to address a significant inequality within Scottish society – the complete lack of opportunity to study at FE/HE level through the medium of Gaelic at that time. It is, therefore, acutely aware of the need to be alert to, and to provide for, the needs of learners from different protected characteristic groups. Equalities is key to all College activities and participation from the different protected characteristic groups is monitored and analysed to identify strategies, where appropriate, to engage further with learners from these groups.

The College continues to promote Equalities across its range of activities and is further developing its curriculum, its learning and teaching strategies, learning resources and marketing materials to reflect this commitment. The College is aware of the positive nature of Equality duties and is committed to being proactive in producing Equality Impact Assessments (EIAs) which thoroughly analyse its practices and establishes whether practices affect different groups in different ways.

This is demonstrated, for example, by its Equality Outcomes 2 and 3, namely:

2. Staff and students with all protected characteristics find that the College has a visible promotion of equality and diversity and that it celebrates its strengths and achievements in this regard; and
3. All students with relevant protected characteristics have equality of opportunity to participate in college life and achieve positive outcomes.

The College will continue to explore ways to meet the needs of vulnerable learners and is aware of its responsibilities with regard to supporting care experienced learners.

The College's commitment to achieving these Equality Outcomes is also evidenced within its Strategic Plan and will inform its strategic thinking going forward. The College has also carried out an EIA of this Outcome Agreement.

Mainstreaming Report

The College has updated and published its Mainstreaming Report and Equality Outcomes, available here: http://www.smo.uhi.ac.uk/files/PDFs/Equalities_Mainstreaming_Report_2019_FINAL.pdf

These will be updated in April 2023.

Care-experienced students

The College is a Corporate Parent and its Corporate Parenting Action Plan has recently been updated.

Carers and Estranged Students

The College is committed to supporting estranged students and has signed the Stand Alone pledge to demonstrate this commitment.

Outcomes for Students

High quality, learning, teaching and support

Students at all levels experience a high-quality, safe and supportive learning experience that enables them to succeed in their studies and they find it easy to participate and engage in their educational experience

Skills alignment

Sabhal Mòr Ostaig's objective is to increase the range of programmes at FE level in line with local and regional priorities and to continue to widen access to our learning opportunities as described in the Scottish Government's Post-16 priorities to *"improve life chances for young people, support economic growth and increase the number of jobs....so that more people are able to access the right learning for them, increasing their qualifications and leading them into work"*.

Current provision

The College's Further Education provision currently consists of the supported distance learning programme *An Cùrsa Inntrigidh*, the FA in Social Services – Children and Young People, the FA in Creative and Digital Media, and a programme of short courses delivered mainly during the Easter and Summer breaks.

Re-alignment of provision

The College will further build on *An Cùrsa Inntrigidh* as a learning model for communities and schools, exploring opportunities being created by emerging technologies and sharing best practice. The need has been recognised for a structured course for face-to-face delivery, taken forward in the current session in partnership with LearnGaelic, <https://www.learnghaelic.scot/> through the *SpeakGaelic* project, which is establishing a national curriculum for Gaelic Learners. SMO is the lead academic partner in this initiative, and is authoring the curriculum which underpins the media-rich content of the programme.

Building on recommendations made in the College's Evaluative Report and Enhancement Plan (EREP), SMO has been working in partnership with Education Scotland to further develop CPD opportunities for teachers working in Gaelic Medium Education (GME). This articulates with and complements existing development pathways for teachers such as STREAP and GiFT. The College has also, in collaboration with partners, explored opportunities to meet the national demand for teacher education across the UHI network and beyond, with the BA(Hons) Gaelic and Education which was delivered for the first time in 2017/18, and re-approved in 2021/22. The College is the responsible partner for the PGDE (Gaelic Medium) within UHI, and has also approved an MED programme in Gaelic Education which is being delivered for the first time in the current session.

Current provision

There are ten levels of language courses available through the College's Short Courses Programme, increasing choice for learners. A significant development has been the provision of tailor-made courses and other short courses in communities such as Flodigarry in North West Skye. The learner support provided for our distance learning programmes has been recognised as an example of best practice and continues to be a major strength and is highly valued by learners.

The College is exploring ways to increase vocational provision for schools, recognising the increased need for suitably qualified young people across a range of professions such as early learning and childcare, GME, Gaelic development and Gaelic Media. This provision has been further extended with the delivery of the FA in Social Services: Children and Young People from AY 2018/19, and the

FA in Creative and Digital Media from AY 2019/20. It is also planned to take forward the delivery of the SVQ2 and 3 in Childcare through the medium of Gaelic.

Quality Reporting

In 2017, the College published its first Evaluative Report and Enhancement Plan (EREP), for 2016/17, which was endorsed by Education Scotland.

Sabhal Mòr Ostaig's Progress Visit by Education Scotland in March 2020 confirmed that the College has made satisfactory progress towards the achievement of targets identified in its EREP. HMLe conducted a Progress Visit to SMO in May 2022 and an Annual Engagement Visit in January 2023.

SMO continues to provide a high-quality learning experience, supported by well-established quality assurance systems and procedures. Active engagement by staff in quality processes continues to contribute to the development of a quality culture, with action points being fed into internal College committees and to external bodies as appropriate. The College will continue to build on this track record through continuous enhancement and improvement, particularly in the systematic review of student support services, engagement with the learner and representation of the learner in quality enhancement processes.

Existing learning facilities for students are of a high standard and are further enhanced by the new College campus development. The College has a high level of ICT resource and access to ICT facilities. It also has a team of highly qualified and committed staff which are key to its success, and the College believes in supporting its staff through its CPD programme and in sharing best practice, particularly in the development of skills in immersion teaching methodologies, language intensive pedagogies and the use of ICT in teaching and learning.

Outcomes for Students

Learning with impact - Students at all levels are equipped to flourish in employment, further study and to lead fulfilling lives.

The College is a member of DYW West Highland and is actively exploring opportunities to work more closely with young people to prepare them for the world of work. This activity is also being taken forward in partnership with SDS, with which the College has formed a close working relationship, to develop relevant qualifications, such as the Foundation Apprenticeship in Social Services: Children and Young People and the FA in Creative and Digital Media.

The College is committed to working in partnership with schools, with Bòrd na Gàidhlig, with SDS and with local authorities to provide increased access to a range of Gaelic medium learning opportunities. This will be carried out utilising data collated from a wide range of sources to make informed judgements as to the way ahead. It will also be carried out in line with the objectives of Developing the Young Workforce (DYW), such as those outlined in *Preparing Young People For the World of Work*, and *Schools and Colleges Working in Partnership - Recommendation 6* - "... supporting the development of Scotland's young workforce through the enhancement of vocational education pathways."

This will allow a more focussed targeted approach to this activity which will have maximum impact across the sector. It will also build upon work being taken forward at Subject Network and Faculty level within UHI to more closely liaise with schools across the region.

The College will continue to work with the Scottish Government and other partners to support the development of E-schools, initial discussions have taken place with e-Sgoil, <http://www.e-sgoil.com> recognising the potential for the College to provide CPD and other training and learning opportunities. This will include support for teachers and classroom assistants and utilise College expertise in distance learning and the development of digital skills within the College workforce.

Skills Action Plan for Rural Scotland

“The Skills Action Plan for Rural Scotland looks to upskill and reskill the rural workforce through the identification and provision of accessible education and skills provision to secure, sustain and progress individuals in their careers while contributing to the skills needs of rural businesses.”

Sabhal Mòr Ostaig’s provision is very much aligned with the principles and priorities of the Skills Action Plan for Rural Scotland. A significant number of learners studying at FE level are enrolled on *An Cùrsa Inntrigidh*, our supported distance learning programme and are, therefore, able to study from home. The College has seen an increase in the numbers of learners studying at a distance both at FE and HE levels and it is envisaged that this market will continue to grow over the duration of the OA.

Learners have the opportunity to attend weekend schools at the College to reinforce their learning but the College’s location within a rural area can, at times, be a barrier to attendance at these, particularly during the winter months when travel by public transport can be problematic.

Climate emergency - Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.

Sabhal Mòr Ostaig has recognised the Climate change emergency and has been involved in a range of awareness-raising events involving staff and students over the past session. An environmental day, conceived through Freshers’ week, was held in the current session and resulted in an engaging event which brought staff and students (from different countries) together to consider environmental issues. This was seen as being highly effective practice by Education Scotland during its Progress Visit to SMO in session 2020/21.

The work to reduce the College’s carbon footprint continues. In line with other public bodies, the College has published a Carbon Management Plan which identifies a range of measures to reduce its Gross Carbon Footprint.

Fair Work

Employee Voice

SMO has a range of channels to encourage employee voice. Whilst we do not recognise any trade unions, we have a member of staff who sits as a staff representative on our Board. We have quarterly staff briefing sessions where we bring all staff together to ensure they are kept up to date on what is happening across the College and to hear their views and questions. The College

Principal has also introduced a staff 'drop in' session where staff will have the opportunity to speak with her on an informal basis.

Investment in workforce development

The Head of HR is reviewing our appraisal process for 2023 to ensure that the process is a meaningful one for staff and managers. This will link in with a review of learning and development requirements across the College to inform how we ensure our staff are given the appropriate development to do their jobs effectively. Once the next strategic plan has been signed off, work will commence on a People Strategy for the College which will focus on workforce development amongst other areas.

No appropriate use of zero hours contracts

The Head of HR is responsible for the issuing of all staff contracts across the College and ensures that zero hours contracts are only used in the appropriate circumstances i.e. to cover short term staffing requirements in areas such as Hospitality and Estates.

Tackling the gender pay gap and creating a more diverse and inclusive workplace

SMO has made substantial progress in reducing the gender pay gap over the last few years and continues to encourage a diverse and inclusive workplace.

Payment of the real Living Wage.

Sabhal Mòr Ostaig is a Living Wage Employer and is registered as such with the Living Wage Foundation.

Outcomes for Research

The REF 2021 submission was completed in March 2021. It submitted published work from ten different members of staff, dealing with a wide range of subject areas ranging from sociolinguistics and linguistics, to literature, to Gaelic historical and cultural studies and musicology, an Environment Statement drawing on a wide range of our research and knowledge exchange activity, and two case studies. One, 'Addressing Gaelic linguistic fragility in the Gaelic-speaking communities of Scotland and Ireland' explored the impact of our sociolinguistic work on public and political attitudes regarding the importance of supporting traditional speech communities, and on identifying and influencing the strategies and interventions necessary to support them. The other, 'Moving beyond token words: establishing new approaches to Gaelic in Scotland's National Museum' drew on the collaborative work undertaken by SMO colleagues and the National Museums of Scotland on the 2019 exhibition '*Wild and Majestic / Fìadhaich Glòrmhor*', exploring the Gaelic background and contribution to the development of Romanticism in Scotland in the eighteenth century and beyond, and on its impact in changing museum policy on the use of Gaelic language and perspectives in interpretation and exhibition design.

The SMO seminar series continued to be held on a digital platform and to draw in a wide national and international audience (attendance ranging between 70 and 110 per seminar, including academic colleagues and community participants from Europe and North America as well as Scotland and the UK), delivering 14 sessions over the autumn and spring semesters; the final session offered our postgraduate community the opportunity to present their work in a very well-received 'mini-conference'.

SMO staff have completed a number of important publications over the lockdown period, among them Meg Bateman and John Purser's magnum opus 'Window to the West'; musicological papers by both John Purser and Hugh Cheape in the new Musica Scotica volume; Hugh Cheape's study of the 'Old Ways' in Gaelic Scotland in his contribution to the Hunterian Museum's exhibition and volume on travel in eighteenth-century Scotland, 'Old Ways New Roads', and Domhnall Uilleam Stiùbhart's study of the Invention of Highland Second Sight in a new volume on 'The Supernatural in Early Modern Scotland'.

Effective knowledge exchange and innovation (Heritage Act Outcome 4: *Deliver excellent research and knowledge transfer to support Gaelic language and culture*)

Sabhal Mòr Ostaig is committed to building on the positive attitude to the language across Scotland to providing more opportunities to engage with, learn and use the language, in partnership with UHI colleges and others, such as Newbattle Abbey College, across Scotland. These opportunities will be provided through delivery of learning, increasing research and creating and sustaining employment opportunities where Gaelic is desirable or essential. This work will be informed by the Ekosgen Report, as referred to above. We will increase our understanding of the different Gaelic communities' aspirations, from learners of the language to those seeking CPD opportunities to increase skills and employability by working closely with SDS, Bòrd na Gàidhlig, and other relevant agencies.

The College has also been successful in gaining support under SFCs College Innovation Accelerator Fund (CIAF) and will identify relevant activities to more closely align its provision with the needs of employers and SMEs in particular. This work will be carried out in line with the College's EHRIA commitments and in compliance with all legislative requirements. The engagement is based on a partnership approach, ensuring that regional partners, such as Lews Castle College, and others, such as the universities with which SMO has Memoranda of Understanding, are appropriately engaged with developments in vocational and professional provision.

The College will continue to work with local authorities, Bòrd na Gàidhlig, Education Scotland, SDS, SQA, and other partners, to further develop its provision to more closely match the fast-changing needs of employers and the wider Gaelic community on a national basis. The College recognises that employer needs in relation to Gaelic are diverse, ranging from Childcare to Media, and that we need to work closely in partnership with employer groups when developing and designing new provision. This work has been evidenced in the past, for example, with the development of the PDA Diploma in Gaelic Media, and this model will be further developed for new course provision.

The College also intends to create and operate a new Cultural Heritage Resource and Knowledge Exchange Centre at Arainn Ostaig, utilising advance digital technologies e.g. Augmented Virtual Reality (AVR) for the benefit of educational research and scholarship and as a national and international cultural heritage resource.

Economic/employer profile

In the course of recruitment activities and visits to schools, it is clear that there is significant interest/demand for Gaelic language learning programmes in general, with a growing interest in vocational programmes. Taking cognisance of the HIE employer engagement strategy and in consultation with employers and stakeholders, particularly those involved with Gaelic development, such as Bòrd na Gàidhlig, Comunn na Gàidhlig and HIE, it is clear that there is demand for bespoke Gaelic language programmes, for Gaelic Medium teachers for example, as well as

subject areas related to Gaelic planning and policy and community development. Employers are closely involved in the development of programmes – this has been particularly evident in relation to the development of media-related provision, where the programme development team has included representatives from the BBC and MG ALBA, as well as independent production companies.

Contribution to Economic Recovery and Social Renewal

As a National Centre, SMO acts as a significant economic driver across a wide range of national activity particularly in the areas of education, training and skills and in the creative and cultural industries. The Centre currently accounts for approximately £4 million of annual investment into the Scottish economy. SMO's work is very much aligned to the Scottish Government's strategy for the development of the language and culture and to ensuring that the supporting network of business enterprise and innovation and economic and cultural activity is in place to meet the growing demands of the national Scottish language community. The College's work contributes to HIE's priorities in terms of creating regionally distinctive opportunities and strengthening communities.

Sabhal Mor Ostaig continues to act a major stimulus for inward investment in the area through the continuing development of Kilbeg Village, of which Phase 2 with all the associated services and infrastructure, has recently commenced. This will bring further inward investment to the area of more than £5million and will provide an initial 18 new units of 'affordable housing', with more to follow shortly and all achieved through an innovative and creative investment partnership featuring both public and private investors, all initiated, brokered and facilitated, by SMO.

The new Kilbeg Village is an exemplar of sustainable rural development, creating an economically active community with Gaelic language 'at its heart'. Additionally, SMO is also working in partnership with Sleat Community Trust, Sports Scotland, Highland Council, Highlife Highland and Highland Health Board, to deliver badly needed Sports, Health, Fitness, Recreation and Well-being facilities for our students and staff and for the local and visitor community alike. This exemplifies the extent to which Sabhal Mòr Ostaig has a critical socio-economic impact in the area and of an educational institution truly 'embedded' in the life and well-being of the community.

Sabhal Mòr Ostaig is the only institution in Scotland which delivers this wide and holistic range of educational and supporting economic and cultural activity through the medium of Gaelic. College provision is informed by Regional Skills Assessments, particularly in relation to Gaelic language and the development of vocational skills in Gaelic. College provision also contributes to implementing aspects of Skills Development Scotland's Skills Investment Plan for Tourism, particularly in relation to developing assets such as Gaelic heritage, culture and the Arts, and raising the skills levels of those involved in the industry.

SMO's commercial activity, which is dependent on being able to utilise the campus for conferencing, concerts and other events, accommodation for Short Course users and other accommodation, provision was badly hit by Covid. 2019/20 and 2020/21 saw losses from cancellations from Easter and all through the Summer, and there was still considerable impact through 2021/22. Also a new Hospitality strategy is in place to capitalise on campus usage post-Covid, whilst still providing an immersive language environment for our campus-based and visiting students.

Employer Engagement

The College works closely with employers across a range of sectors within the Scottish economy. SMO is also aware that more specific data on first destinations is required to inform programme development and more closely align College provision with the needs of employers. The College has identified this as an action within this OA. The College has also been successful in gaining support under SFCs College Innovation Accelerator Fund (CIAF) and will identify relevant activities to more closely align its provision with the needs of employers and SMEs in particular. This work will be carried out in line with the College's EHRIA commitments and in compliance with all legislative requirements. The engagement is based on a partnership approach, ensuring that regional partners, such as UHI Innes Gall, and others, such as the universities with which SMO has Memoranda of Understanding, are appropriately engaged with developments in vocational and professional provision.

Partnerships

As the national and international Centre of Excellence for Gaelic language and culture, the College has a strong track record in delivering regional and national priorities and is a key partner in delivering a wide range of activities contributing to the NGLP.

The College works with a wide range of partner institutions. The College has an MOU with the University of Edinburgh for the delivery of an immersion year for Year 3 students on the 5 year MA Gaelic and Primary Education (Learners). SMO offers a bespoke short course for RCS students and will continue to explore possible partnerships with other HEIs to develop Gaelic learner pathways.

SMO works with UHI partners in the delivery of the Gaelic pathway of the PGDE. This partnership includes Inverness College, Perth College and Moray College. Both West Highland College and SMO have recently been approved as Hosting Academic Partners (HAPs) for the PGDE Gaelic pathway. The College has also worked closely with colleagues at Inverness College and other UHI partners to develop a Gaelic pathway for ELC which commenced delivery in September 2020.

Sabhal Mòr Ostaig - Outcome Progress Table

(NB: As noted above, the current Coronavirus Covid-19 pandemic continues to have a significant impact on the work of SMO in the current session and will continue to affect progress against the achievement of these outcomes)

SFC Priority 1 – High quality learning and teaching - an outstanding system of learning that is accessible and diverse where students progress successfully with the skills, ideas and ambition to make a difference; Other College Specific Measures: Heritage Act Outcome 3: Enhance Language Acquisition.			
Outcomes	Measure of progress: The targets/milestones against which progress in achieving objectives/ expected outcomes shall be monitored:	Measure of progress/Target 2022/23	Note: SMO Strategic Plan 2017-22 Objectives SFC Priority Outcomes
SFC Measure A - Volume of credits delivered Increased student numbers and a wider range of courses available both on-site and at a distance		Deliver 910 credits (799 funded target)	1.1; 1.8 (P.O. 1)
SFC Measure B -Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas (SIMD10).		Target of 3%	1.1; 1.8 (P.O. 1)
SFC Measure C - Volume and proportion of Credits delivered to care-experienced learners		Continue to encourage and support care-experienced learners.	1.1; 1.8 3.7 (P.O. 1)
SFC Measure D – Number of Senior Phase school pupils studying vocational qualifications and Foundation Apprenticeships delivered by colleges		18 – Build on progress made in previous sessions. Foundation Apprenticeship activity. Build on progress with FA in Social Services – Children and Young People, FA in Creative and Digital Media; potential for delivery of other FA frameworks.	1.2; 1.6 3.4 5.5 (P.O. 1)
SFC Measure E - Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)		75% - Continue to build on the success of <i>An Cùrsa Inntrigidh</i>	1.2; 1.6 3.4 5.5

		(P.O. 1)
SFC Measure F - The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	Continue to encourage articulation between HNC/D (Cert HE and Dip HE) and SMO Degree Programmes	1.2; 1.6 3.4 5.5 (P.O. 1)
SFC Measure G - The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	Continue to monitor qualifier destinations from SMO programmes.	1.2; 1.6 3.4 5.5 (P.O. 1)
SFC Measure H - SSES Survey - The percentage of students Overall, satisfied with their college experience	Continue to monitor Student Satisfaction and enhance the student experience.	1.2; 1.6 3.4 5.5 (P.O. 1)
Further develop the use of <i>An Cùrsa Inntrigidh</i> as a learning model for communities and schools; development of <i>An Cùrsa Tòiseachaidh/An Cùrsa Nàiseanta (SpeakGaelic)</i> - Beginners Course for face-to-face delivery	Learning resources developed <i>SpeakGaelic</i> - being taken forward in partnership with LearnGaelic, MG Alba, Bòrd na Gàidhlig and the BBC. Development of levels B1 and B2 in AY 21/22. Further development of B2 in the current session.	1.1; 1.8 3.7 (P.O. 1)
The Student Voice - Further develop learner engagement through the College's Learner Engagement Action Plan. Student Satisfaction.	Engagement with students via CnO and Comataidh Co-chomhairleachaidh nan Oileanach CnO.	1.1; 1.8 3.7 (P.O. 1)
Demonstrate excellence in teaching and learning by achieving the highest standards of quality in our academic provision	Review and implementation of Enhancement Plan for 2021/22. Ongoing communication with HMIE/Education Scotland.	1.1; 1.8 5.5; (P.O. 1)
Continue to improve and develop equality aims and outcomes in line with requirements.	Implementation and review as appropriate.	1.1; 1.8 5.5; (P.O. 1, 3, 5)

Exploring the opportunities through partnerships that exist to meet the National demand for teacher education	Delivery and review of Teacher Education programmes and further development, e.g. MEd programme	1.1; 1.8 (P.O. 1,)
Ensuring effective partnership with Bòrd na Gàidhlig in helping deliver the National Gaelic Language Plan 2018-23	Implementation and review of relevant initiatives from NGLP. Support for <i>SpeakGaelic</i> .	1.1; 1.8 (P.O. 1, 2, 3, 4,5)

SFC Priority – Access		
A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds		
Outcomes	Measure of progress: The targets/milestones against which progress in achieving objectives/ expected outcomes shall be monitored:	Measure of progress/Target 2022/23
		Note: SMO Strategic Plan 2017-22 Objectives SFC Priority Outcomes
Further develop learning opportunities for adults in partnership with Bòrd na Gàidhlig and with other institutions.		Continue the development of <i>SpeakGaelic</i> learning resources and develop outreach.
Further develop learning opportunities for school pupils not previously engaged with Gaelic. This will be carried out in partnership with Bòrd na Gàidhlig.		Implement and review initiatives – build on outcomes of self-evaluations
Identify and develop opportunities to increase recruitment of male students - currently under-represented in our student population		Implementation of 1 initiative and review – ongoing objective to increase the numbers of male students.

SFC Priority – The System - a coherent system of high performing sustainable institutions with modern, transparent and accountable governance arrangements			
Outcomes	Measure of progress: The targets/milestones against which progress in achieving objectives/ expected outcomes shall be monitored:	Measure of progress/Target 2022/23	Note: SMO Strategic Plan 2017-22 SFC Priority Outcomes
Gross carbon footprint		355tns – this was achieved in 2020/21	3.5 (P.O 5)
Other College Specific Measures			
Increase SMO's brand as the largest Gaelic-medium employer by engaging with relevant agencies, reviewing terms and conditions of employment and ensuring staff development and performance are managed and promoted		Review Terms and Conditions. Ongoing priority.	5.5 (P.O. 5)
Appropriate and effective governance structure. Work towards a revised governance relationship with UHI and increased autonomy for SMO as the National Centre for Gaelic Language and Culture.		Ongoing discussions with UHI, with SFC, and with Scottish Government regarding SMO's status as the National Centre for Gaelic Language and Culture.	5.5 (P.O. 5)
Explore further potential for international income and create opportunities to study both in Scotland and internationally		Implementation and review of international recruitment strategy	5.5 (P.O. 5)
Ensure policies, practices and procedures are appropriate, proportionate and, where relevant, aligned with requirements of UNCRC.		Audit of relevant policies and procedures	5.5 (P.O. 5)

SFC Priority – A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas and ambition to make a difference

Other College Specific Measures: Aligned to meeting the needs of the National Plan for Gaelic by providing students and staff with the skills to enable them to play a significant role in Gaelic development.

Outcomes	Measure of progress: The targets/milestones against which progress in achieving objectives/ expected outcomes shall be monitored:	Measure of progress/Target 2022/23	Note: SMO Strategic Plan 2017-22 Objectives SFC Priority Outcomes
Increase the number of Gaelic teachers and students undertaking Sabhal Mòr Ostaig’s teaching related courses		50 credits – Deliver a range of short courses and CPD opportunities being delivered for teachers.	1.1 3.7 (P.O. 1,3)
Create CPD opportunities at FE level for staff working within our schools and in our community organisations		15 – This was achieved for session 2019/20, prior to Covid-19, and continues to be a target in this session. Staff from schools and from community organisations are enrolled on An Cùrsa Inntrigidh and also on short courses.	1.3 (P.O. 1)
Explore options for Graduate apprenticeships in areas such as Business Administration.		Develop provision based on wider consultation with SDS and UHI. SMO is looking at the possibility of delivering the Foundation Apprenticeship in Business Administration in the coming session, with a view to developing Modern Apprenticeships and Graduate Apprenticeships in future years.	1.1; 1.2; 1.3 (P.O. 1)
Create new opportunities for visual artists, dramatists, writers and musicians to be at the heart of the Gaelic creative community		Development of a new arts strategy as part of the new SMO Strategic Plan 2023-28	1.1; 1.2; 1.7 3.1; 3.3 (P.O. 1, 3)

SFC Section 3 - Innovation

Heritage Act Outcome 4: Deliver excellent research and knowledge transfer to support Gaelic language and culture			
Outcome:	Measure: The targets/milestones against which progress in achieving objectives/ expected outcomes shall be monitored are to:	Measure of progress/ Target 2022/23	Note: SMO Strategic Plan 2017-22 Objectives SFC Priority Outcomes
Further develop research and Knowledge Exchange income streams by:		Review success of research funding bids and pursue further research funding opportunities. This has been achieved for session 2021/22 and further research opportunities are being explored in the current session.	2.1; 2.3; 2.5; 2.6 5.6 (P.O. 2,3,5)
Increase published research outputs		Review success of sabbatical scheme and provide further sabbatical opportunities where necessary, in view of REF 2021	2.1; 2.3; 2.5; 2.6 (P.O. 2)
Improve the international reputation of researchers and expand opportunities to increase research activity; commence preparations for a secure strong submission to REF 2026 and implement strategic planning.		Prepare for REF 2026 and produce action plan for strengthening REF contribution.	2.1; 2.2; 2.4; 2.5 (P.O. 2)

Heritage Act Outcome 5: Transforming economic, social and cultural development of the local area.			
SFC Section 3 - Innovation			
Outcome	Measure of progress: The targets/milestones against which progress in achieving objectives/ expected outcomes shall be monitored are: To further expand the positive economic impact of the College on Sleat by:	Measure of progress/ Target 2022/23	Note: SMO Strategic Plan 2017-22 Objectives SFC Priority Outcomes
Expanding the use of the College as a community resource, developing links with the community and supporting community initiatives		Implementation of phase 2 - Ongoing	4.1 5.6

		(P.O 4, 5)
Taking forward the Kilbeg Development Plan	Facilitate the development of 'delivery partnership' and Implementation of phase 2 affordable housing. Work continues on the Kilbeg Development.	4.1 5.6 (P.O. 3, 4, 5)
<p>Creating and operating sporting/recreational facilities for the College and wider community</p> <p>Creating and operating a new Cultural Heritage Resource and Knowledge Exchange Centre at Arainn Ostaig utilising advance digital technologies e.g. Augmented Virtual Reality (AVR) for the benefit of educational research and scholarship and as a national and international cultural heritage resource.</p> <p>Begin a scoping exercise for the development of a new Library Building at Sabhal Mòr which could potentially become a 'national facility' which would seek to house our special collections a number of key national cultural heritage programmes. Build on the current work which SMO has undertaken to act as a 'hub' for a partnership of smaller libraries and centres with specific Gaelic Collections and continue our dialogue with the National Library of Scotland</p>	<p>Development of a delivery partnership with Sleat Community Trust (SCT) Implementation and review of plan</p> <p>First Stage agreement from HLF to proceed to submission of full application</p> <p>The Library Development Committee has drawn up proposals and has entered into discussions with possible key delivery partners e.g. National Library of Scotland and other key stakeholders. This work is ongoing.</p>	<p>4.1 5.6 (P.O. 3, 4, 5)</p>
Further developing economic impact, using the Reference Report as baseline,	Continued review; Publish annual report	3.1; 3.4 4.5 5.1; 5.3 (P.O. 5)

--

SFC Section 3 – Innovation; Heritage Act Outcome 6: Centre of Excellence			
Outcome	Measure of progress: The targets/milestones against which progress in achieving objectives/ expected outcomes shall be monitored are:	Measure of progress/ Target 2022/23	Note: SMO Strategic Plan 2017-22 Objectives SFC Priority Outcomes
To develop the College’s role in the promotion of the arts, heritage and culture by increasing and enhancing creative and cultural activity. To develop outreach to wider community by artists in residence		Creation of new Arts Strategy. Pending successful application to Creative Scotland. This work in ongoing and discussions continue with Creative Scotland.	3.3; 3.8 4.1-4.9 5.5 (P.O. 3)
Working with key partners and stakeholders to ensure the long-term security and accessibility of Tobar an Dualchais-Kist o Riches content, as a national cultural heritage resource for the benefit of education, learning, research and community engagement and enrichment.		The migration of all the digital content, to a new secure, managed and maintained, operating platform, has now been completed, ensuring the future security and accessibility to the archive for years to come. Work has also now been completed to create the exciting new outward facing ‘end-user’ website, which is now ‘live’ and which continues to attract extremely positive feedback.	3.4; 3.7 (P.O. 3)
To develop outreach to wider community by artists in residence (Subject to continued funding by Creative Scotland)		This is subject to continued funding from Creative Scotland.	3.2; 3.4 (P.O. 3)
To secure the continuation of the international Jon Schueler Visual Arts Scholarship through until 2023		Funding secured, programme agreed and artist in residence appointed	

College Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
A Credits Delivered (Core)	1,151	1,192	1,132	1,066	1,242	855	910	938	938
Credits Delivered (ESF)	0	0	0	0	0	0	0	0	0
Credits Delivered (Core + ESF)	1,151	1,192	1,132	1,066	1,242	855	910	938	938
B Volume of Credits Delivered to 10% most deprived postcode areas	17	13	5	20	38	12	8	10	10
Proportion of Credits delivered to 10% most deprived postcode areas	1.5%	1.1%	0.5%	1.9%	3.1%	1.4%	0.9%	1.3%	1.0%
C Volume of credits delivered to care-experienced learners	0	0	0	3	0	0	0	0	0
Proportion of credits delivered to care-experienced learners	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	0	0	0	0	0	0	0	0	18
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	-	-	-	-	-	-	-	0.0%	0.0%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	0	0	0	0	0	0	0	0	0
Total number of FTFE students	0	0	0	0	0	0	0	0	0
E2 Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	100.0%	100.0%	100.0%	-	-	-	-	0.0%	
Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	151	175	270	0	0	0	0	0	0
Total number of PTFE students	151	175	270	0	0	0	0	0	0
E3 Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	-	-	-	-	-	-	-	0.0%	0.0%
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	0	0	0	0	0	0	0	0	0
Total number of FTHE students	0	0	0	0	0	0	0	0	0
E4 Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	-	-	-	-	-	-	-	0.0%	0.0%
Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	0	0	0	0	0	0	0	0	0
Total number of PTHE students	0	0	0	0	0	0	0	0	0
F Number of students achieving an HNC/D qualification articulating to degree level courses	0	0	0	0	0	0	0	0	0
Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	0	0	0	0	0	0	0	0
Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	-	-	-	-	-	-	0.0%	0.0%
G Total number of full-time FE college qualifiers (in confirmed destinations)	0	0	0	0	0	0		0	0
Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	0	0	0	0	0	0		0	0
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	-	-	-	-	-	-		0.0%	0.0%
Total number of full-time HE college qualifiers (in confirmed destinations)	0	0	0	0	0	0		0	0
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	0	0	0	0	0	0		0	0
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	-	-	-	-	-	-		0.0%	0.0%
H Percentage of students overall satisfied with their college experience (SSES survey)	-	-	-	note	100.0%	-	-	-	-

Please note that 2019-20 figures for measures E, G and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years