

Item	Curriculum delivery plan AY2026/27
Committee	Learning, Teaching and Research Committee
Date paper prepared	25/05/26 Date of committee 03/06/26
Subject	Curriculum delivery plan AY 2026/27 summary
Author	Hannah Ritchie-Muir/Diana MacLeod
Action requested	☒ For Information ☒ For Discussion ☐ For recommendation ☐ For Endorsement ☐ For Approval
Purpose of the paper	To provide committee members with a high-level summary of the curriculum delivery plan for AY2026/27.
Brief summary of the paper	This reports summarises high level plans for curriculum delivery in academic year 2026/27.
Consultation How has consultation with partners been conducted?	With relevant teams and managers.
Resource implications What are the risks with this proposal?	Implications are outlined within the report.
Risk implications	Discussed within paper
Link with strategy	Tertiary curriculum strategy, college strategy, curriculum review, student engagement and wellbeing draft strategy.
Equality, Diversity and Inclusion (EDI)	The analysis here is high level and does not go into detail about specific groups. EDI analysis is carried out at team level.
Island Community Impact	N/A
Paper status	Highlight the paper status in the list below: Open – the paper may be circulated to non-members of the committee and published online without restriction. Restricted– the paper must not be circulated to non-members or published online until after the committee meeting. <u>Prior to publication, pages 4, 5 and 6 should be redacted, as they make reference to other UHI academic partners volumes of delivery.</u> Confidential - the paper must not be circulated beyond the committee members and should not be published online. [Please note papers may still be subject to Freedom of Information requests, as specified in the next section].
Freedom of information (FOI)	Highlight the FOI status in the list below. Refer to North, West and Hebrides Freedom of Information Site for more information: Open ☐ Closed – disclosure would substantially prejudice a programme of research. ☐ Closed – disclosure would substantially prejudice the effective conduct of public affairs. ☐ Closed - Disclosure would substantially prejudice the commercial interests of any person or organisation. ☐ Closed - Disclosure would constitute a breach of confidence actionable in court. ☐ Closed - Disclosure would constitute a breach of the Data Protection Act. ☐ Closed - Other, please specify. It can be open after the Advance HE publishes the report in Autumn
Freedom of information (FOI) disclosure date	If closed/ withheld is selected above, enter the date when this will become 'open': Click or tap to enter a date.

Learning, Teaching and Research Committee

3rd June 2026

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Curriculum Delivery Plan Academic Year 2026/27

Introduction

This paper provides a high-level summary of our curriculum delivery plan for academic year 2026/27.

In academic year 2024/25, UHI North, West and Hebrides delivered its first single, aligned curriculum, as a newly merged college. That delivery plan was the result of large-scale review that took account of curriculum strategy, market demand analysis, performance indicators, key strategic projects in our region, regional skills planning, local authority demands, enrolment trends and in shaping the volume of delivery as we worked towards meeting changes in Scottish Funding Council credit guidance. That plan included wide consultation with staff and students and was the subject of an Islands Community Impact Assessment conducted by UHI as the Regional Strategic Body.

Our curriculum planning operates a three-yearly cycle, with the curriculum delivery plan for academic year 2026/27 influenced by a short form review, including enrolment trends, performance indicators, local employer demands, application of our Tertiary Curriculum Strategy and updates to work towards compliance with changes to SFC funding guidance, related to average credits per full time student and volumes of delivery to senior phase and out with senior phase pupils.

Our curriculum delivery plan is a live document, responsive to ongoing changes in student and employer demand.

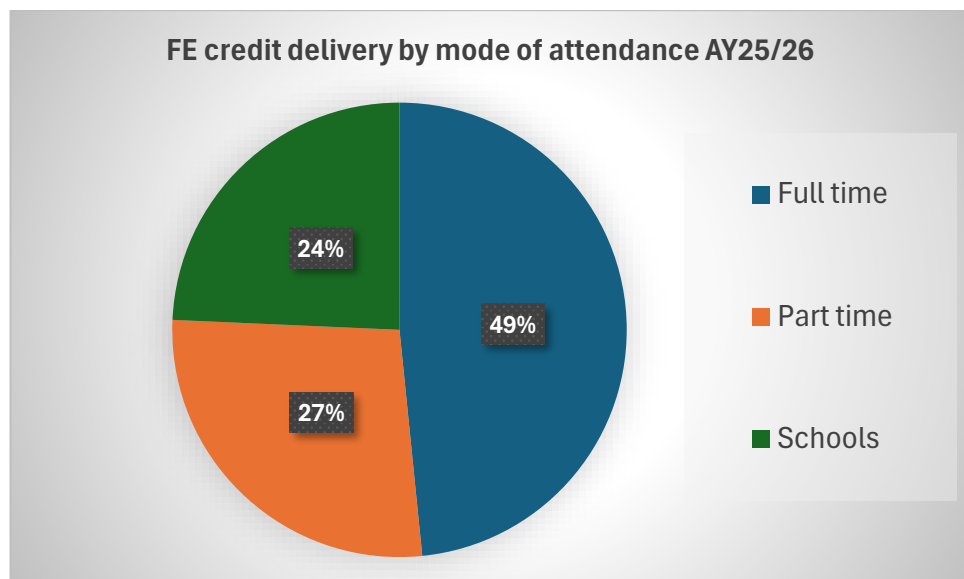
Draft delivery targets for AY2026/27 (with previous academic year comparison)

	Target/threshold AY26/27	Target/ threshold AY25/26	Target/threshold AY24/25
SFC Credits	22,284	22,284	22,284
HE UGT FTE	715	700	752.7
HE PGT FTE	35	55	55
MA	131 (not yet confirmed by UHI)	102	127

Further Education Credit Delivery

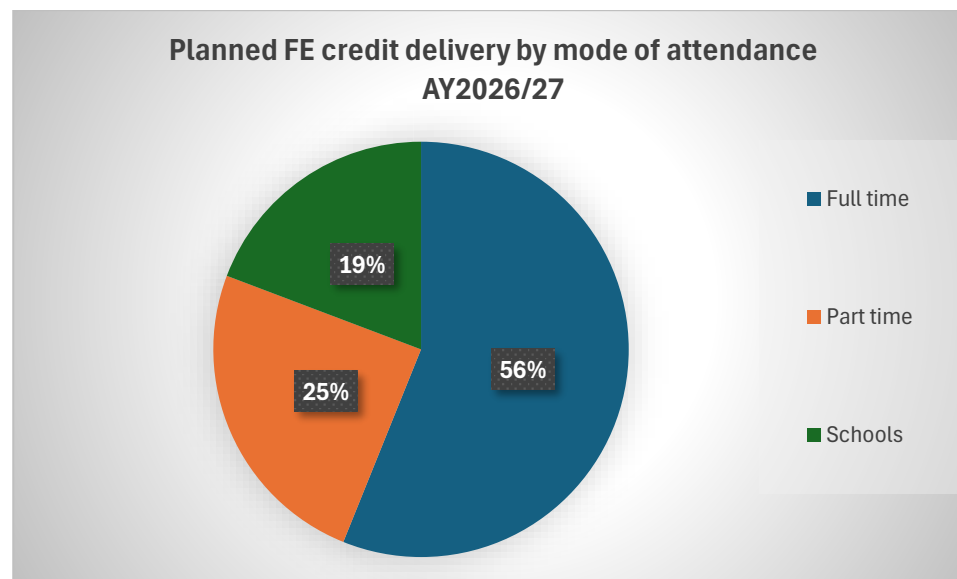
SFC credit delivery actual AY2025/26

Further Education (proportion of SFC credit delivery) by full, part time and schools (which is part time and includes senior phase S4-S6 and BGE S1-S3).



SFC credit delivery planned AY2026/27

Further Education (proportion credit delivery) by full, part time and schools (which is part time and includes senior phase S4-S6 and BGE S1-S3).

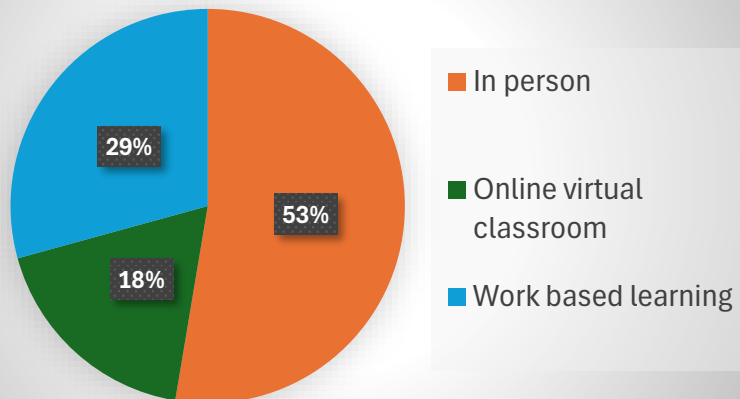


In academic year (AY) 2025/26 we delivered 49% of our SFC credits through full time delivery. This is a slight reduction compared to AY2024/25 when we delivered 52% as full time. In AY2025/26 we delivered 27% of our SFC credits through part time delivery, which is a 3% increase when compared with the previous year. Our SFC credit delivery to school aged pupils in AY2025/26 was 24%, which represents a 0.5% increase on the previous year. We saw a slight increase in school aged pupils undertaking our part time provisions outside the planned senior phase offer. Of particular interest for school aged pupils included our Highers delivered in the evening and our Equine related activities.

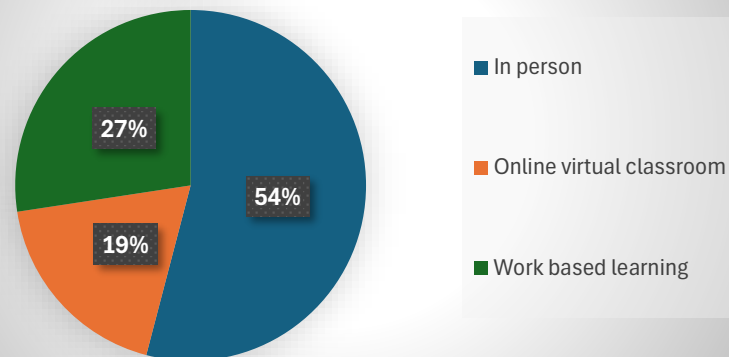
Our planned curriculum for AY2026/27 prioritises credits towards full time study, especially in growth areas including health and social care, engineering and Gaelic. We are planning a slight reduction in part time credit delivery, as we see applications for shorter part time options, which deliver fewer credits. Our planned phased reduction of school related activity continues, with a 5% reduction across out with senior phase and senior phase reporting categories. The targeted reduction is focused on reducing our over delivery to out with senior phase pupils.

FE credits by mode of delivery

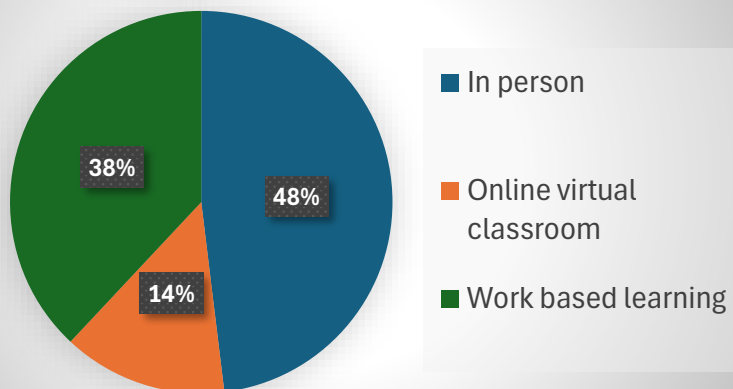
FE credits (full time) by mode of delivery AY2025/26



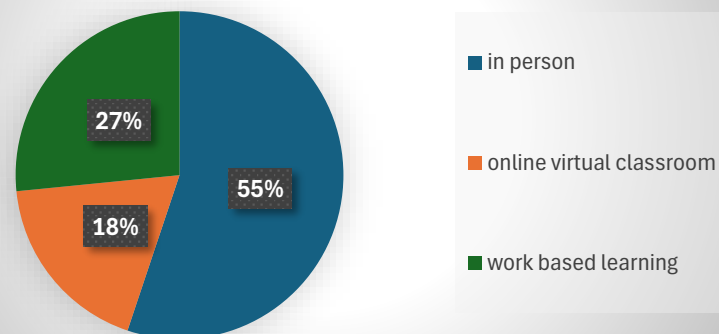
Planned FE credits (full time) by mode of delivery
AY2026/27

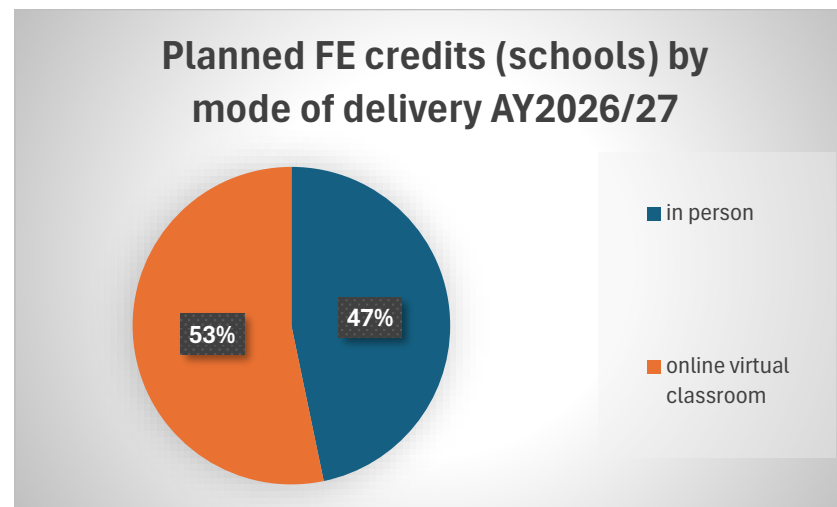
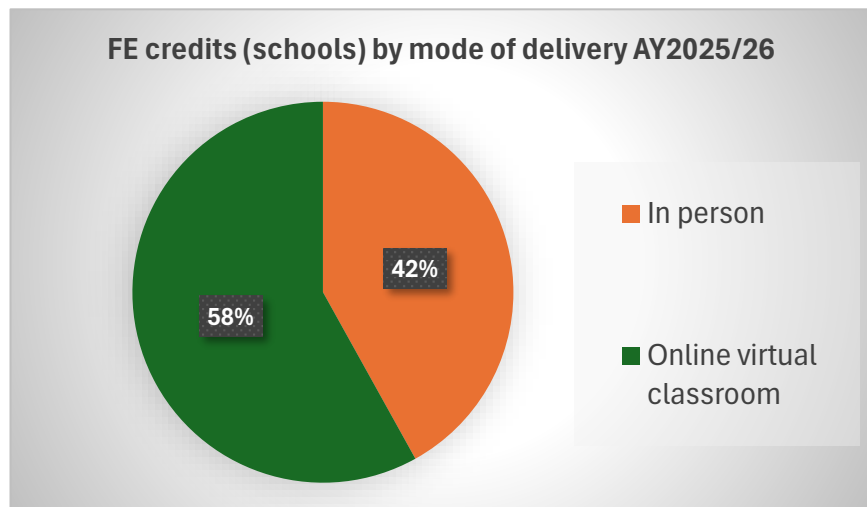


FE credits (part time) by mode of delivery AY2025/26



Planned FE credits (part time) by mode of
delivery AY2026/27





UHI North, West and Hebrides are the leading UHI experts in digital pedagogy, and we have used this mode of delivery successfully for many years across our HE and FE curriculum.

In AY2025/26 we delivered 18% of our full-time credits, 14% of our part time and 58% of our school credits using this mode of delivery. This widens access for many students, especially in our island, rural and remote geographies, enabling them to study subjects not available otherwise and for us to retain a broad further education subject range in a sustainable way.

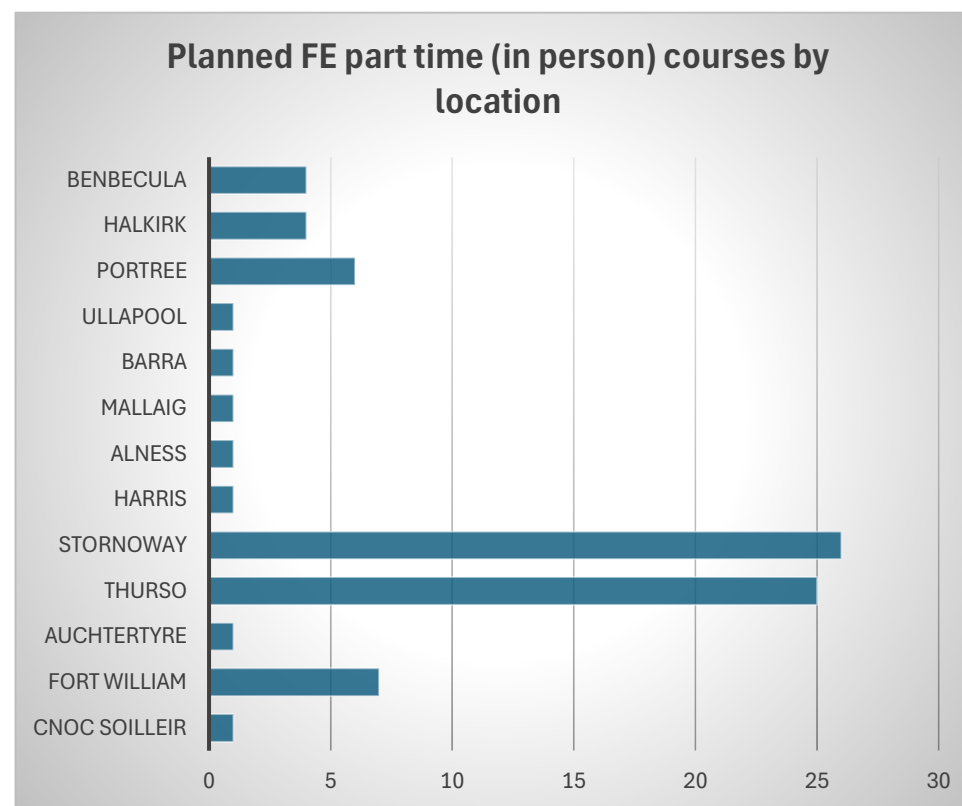
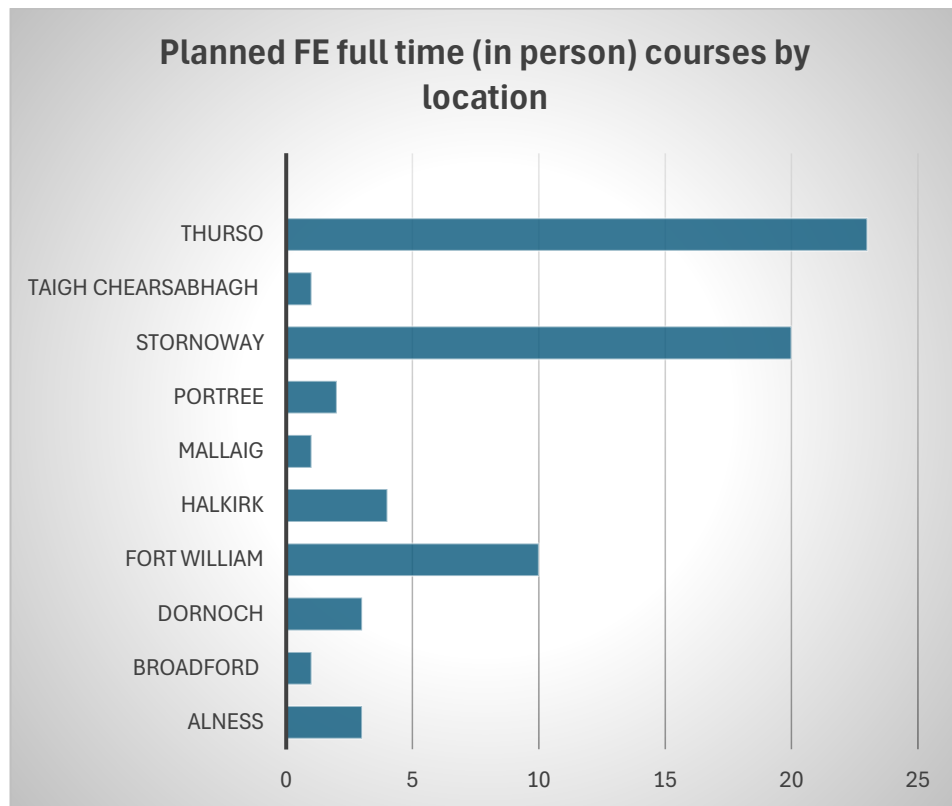
In person delivery remains an important aspect of our FE credit delivery. 53% of our full-time credit generation used in person delivery methods, 48% of our part time and 42% of our schools in AY2025/26.

Work based learning (WBL) in college settings and in the workplace is a growing part of our portfolio. In AY2025/26, we delivered 29% of our full-time credits and 38% of our part time credits through this mode of delivery in AY2025/26.

In AY2026/27, we plan to deliver a similar distribution of credits across our modes of delivery. Variations are expected to align with shifts in application demand. We plan to accommodate increased demand for in person and online virtual classroom study options across full and part time, and school delivery, reducing the volume of credits used within work-based learning, as we increase our number of SDS funded MA places and accommodate a larger number of self-funding SVQ candidates.

Planned SFC credit funded in person courses by location

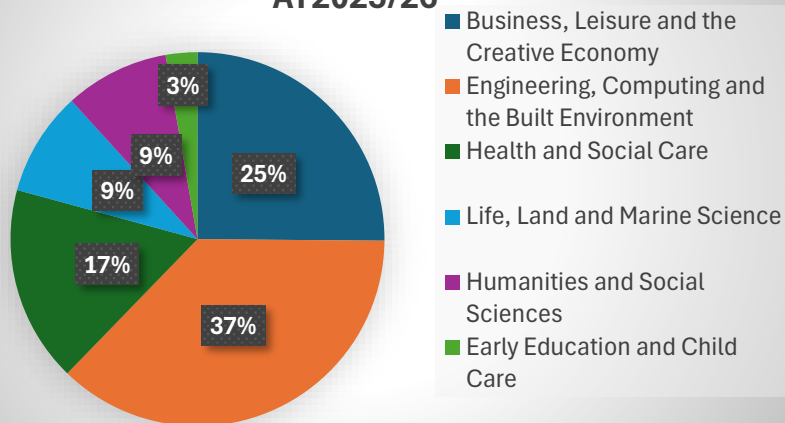
The figures below represent only our SFC core funded delivery. Our short course provisions planned and delivered through our enterprise and engagement department are in addition to these.



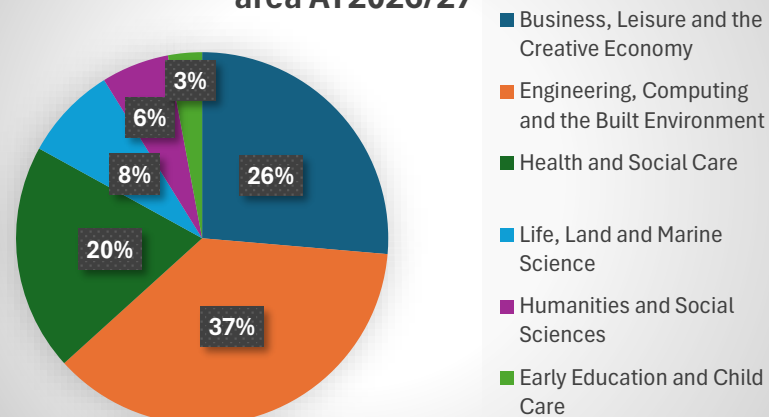
We plan delivery of SFC credit funded in person full time courses across 10 locations, and part time in person courses in 13 locations. Students enrolled on our courses using our online virtual classroom mode of delivery can use any centre they wish to access student support and safe study spaces. We are working with HISA to encourage more students to use our campus and centre locations.

SFC credit delivery by cognate (subject) area

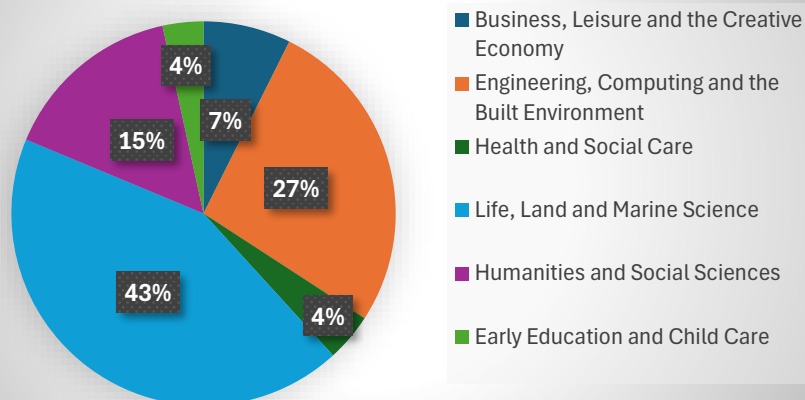
**Full time credit delivery by cognate area
AY2025/26**



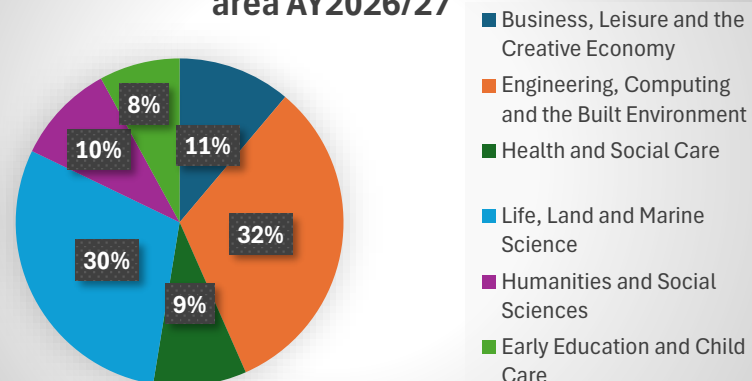
**Planned full time credit delivery by cognate
area AY2026/27**

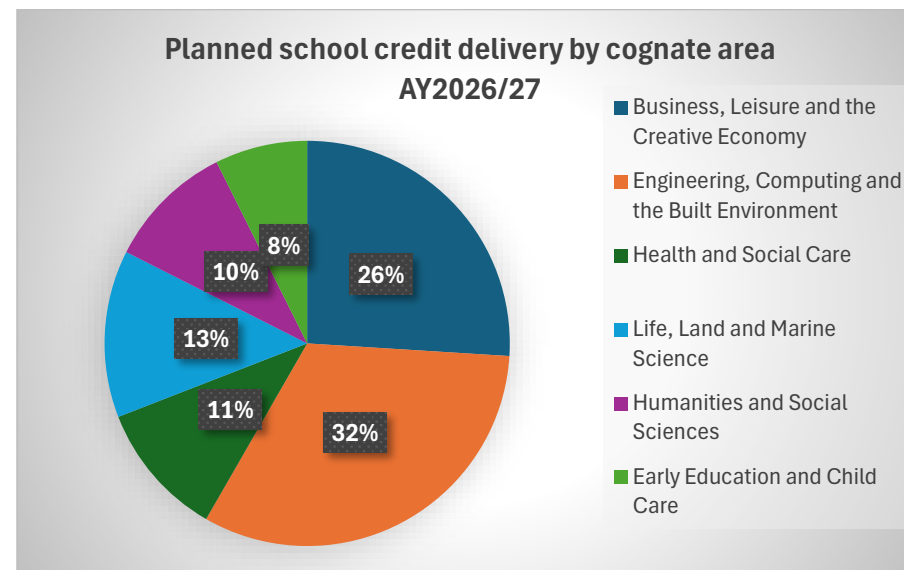
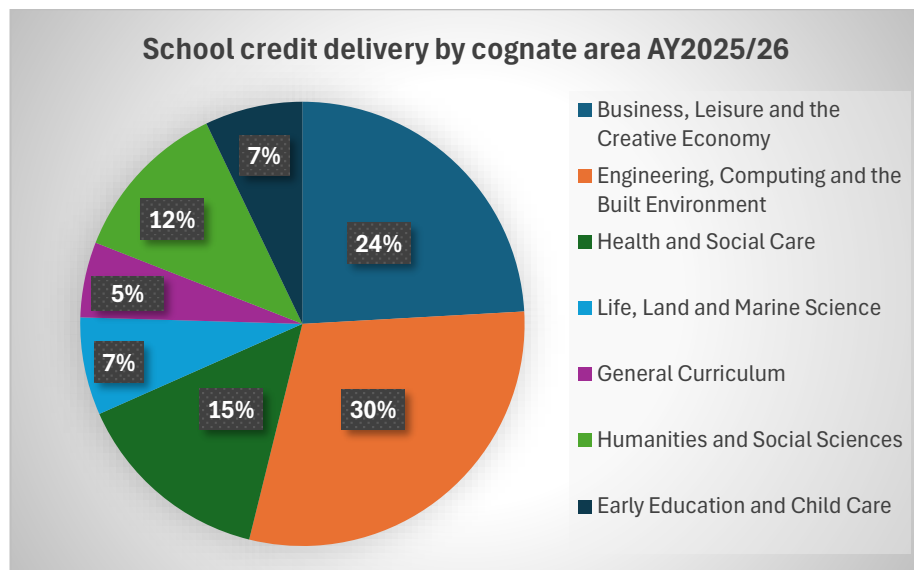


Part time credit delivery by cognate area AY2025/26



**Planned part time credit delivery by cognate
area AY2026/27**





Across full and part time and in senior phase, the largest proportions of credit delivery are in the cognate area of engineering, computing and built environment, with full-time planned to remain stable at 37%, part time increasing by 5% to 32% and in schools increasing by 2% to 32%. Our commitment to STEM related learning is clear, and this portfolio supports key strategic growth areas in our regions. With no additional credit funding available, to support further growth in these areas, credit allocations must be redirected from other cognate areas. We expect a growth in SDS funded MA places to further support this cognate area.

In AY2025/26, a quarter of our full-time school credit delivery supported business, leisure and the creative economy. This provision supports skills development vital to our regions business, tourism and creative sectors. We plan for a 1% increase in full time to 26%, a 4% increase in part time student to 11% and a 2% increase in school activity to 26%.

In our full-time portfolio, these areas are followed by health and social care provision, to support the growing demand for skilled and professionally registered employees across the health and social sectors. Planned growth in both SDS funded MA places and self-funded SVQ opportunities will further strengthen opportunities in this subject area.

In our part-time provision a significant volume of credits is generated by life, land and marine. Our maritime, aquaculture, wildlife and outdoor provisions support these regionally significant sectors.

Our senior phase, whilst delivering more credits in engineering, computing and built environment and in business, leisure and the creative economy, offers a range of subject options across all our cognate areas. This provides the young people in our regions with personalisation and choice in their subjects, that would not be

open to many across our rural, remote and island-based schools. Our curriculum planning for senior phase must include a reduction in credit delivery as we work towards compliance with SFC credit guidance.

Although SFC credit guidance does not state an upper limit on senior phase, our volume of activity has been questioned by SFC. Academic partners in remote, rural and island locations deliver a higher volume of credits to senior phase and out with senior phase compared with partners in more populated and city mainland locations.

We continue to provide strong rationale and justification to SFC through UHI as our RSB. We emphasise the importance of equitable access to subject choice for rural and island pupils, who would otherwise face significant disadvantage. At the same time, there is clear recognition of the need to reduce exposure to funding risk in this area over time. Our planning processes continue with a phased reduction of out with senior phase activity and volume of senior phase activity. We continue to plan for and work towards SFC credit guidance compliance.

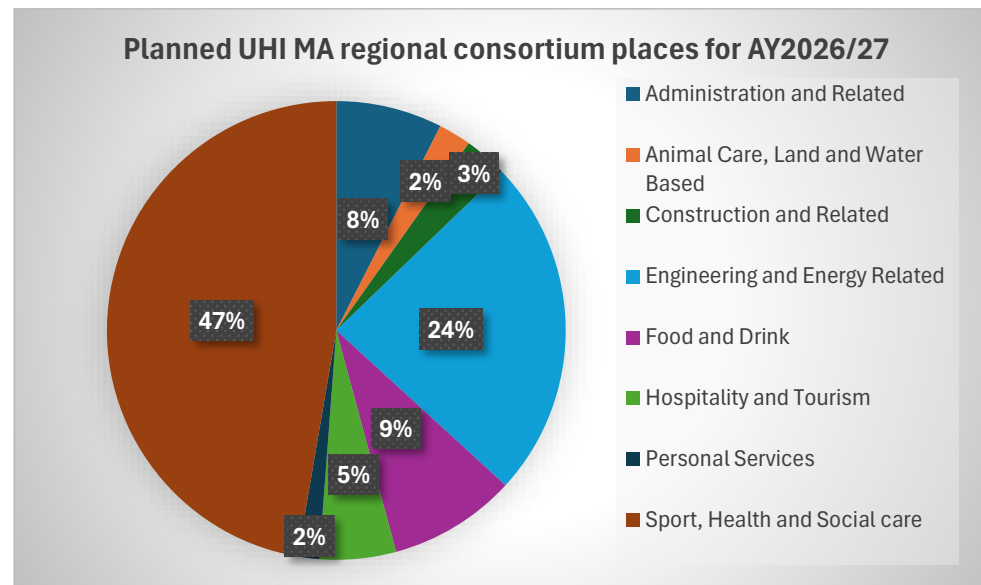
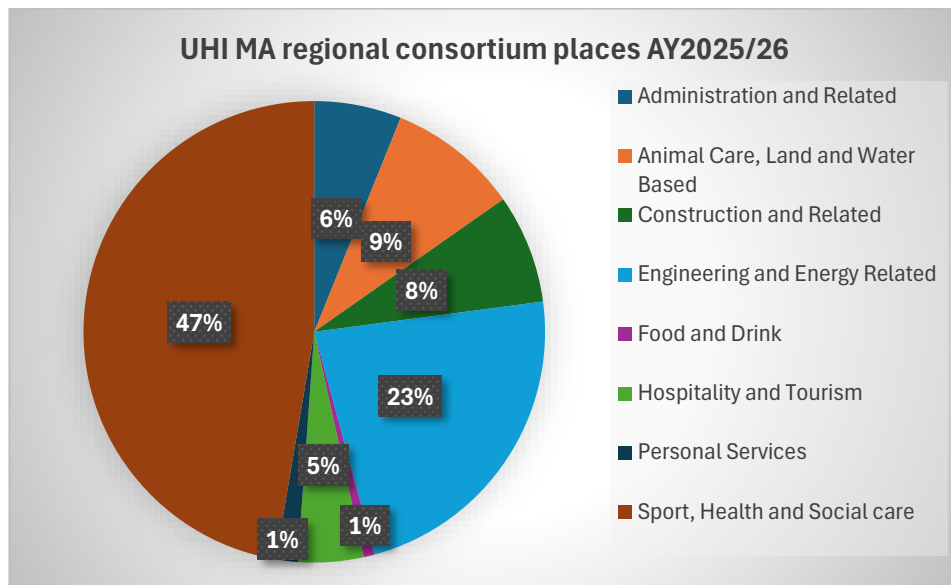
Table 1: Volume of credits delivered to school pupils by senior phase (S4-S6) and out with senior phase AY2025/26

Level	Percentage of credits	SFC guidance
Senior phase (S4-S6)	19%	No set figure
Out with senior phase (BGE: S1-S3 and senior phase school pupils studying non-contracted school provision)	8%	1.5%

Table 2: Maximum target threshold of credits for school pupils by senior phase (S4-S6) and out with senior phase AY2026/27

Level	Percentage of credits	SFC guidance
Senior phase (S4-S6)	18%	No set figure
Out with senior phase (BGE: S1-S3 and senior phase school pupils studying non-contracted school provision)	6%	1.5%

Modern Apprenticeships (UHI SDS regional MA allocations)



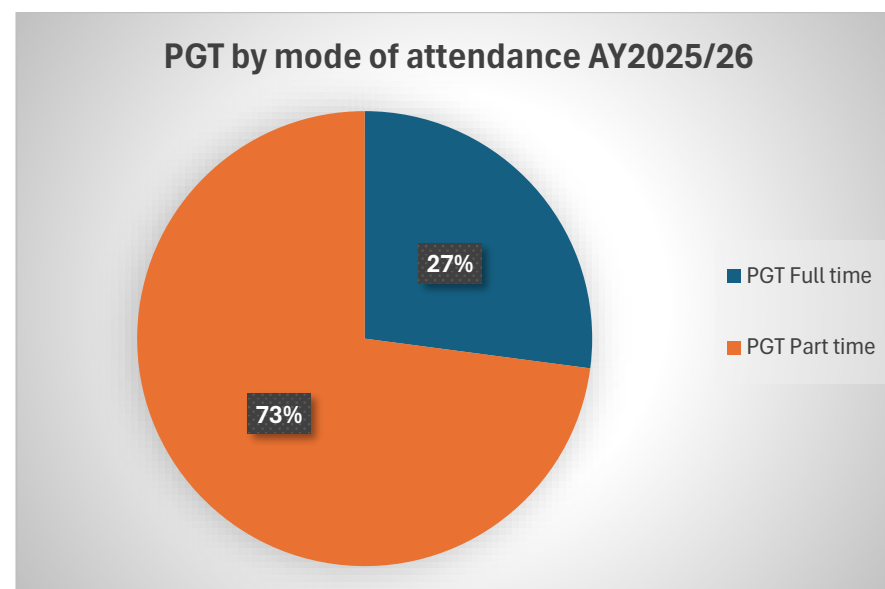
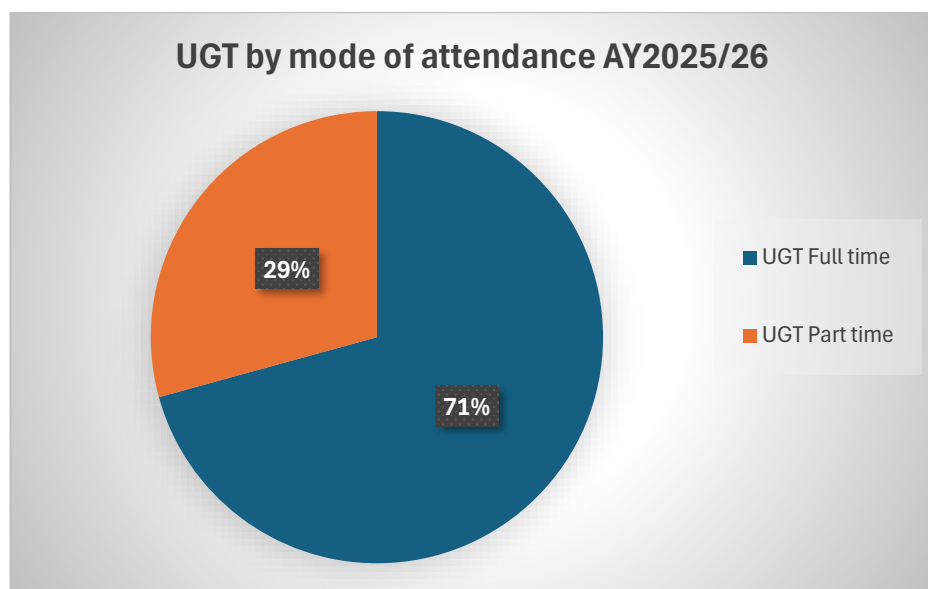
We offer Scottish Vocational Qualifications (SVQs) within our full and part time credit funded and fee-paying delivery. We also have an allocation of SDS funded Modern Apprenticeship places through the UHI MA regional consortium. Consistent with our tertiary curriculum strategy, our key strategic growth areas feature heavily in expected demand for places in AY2026/27. The largest proportion of framework places are anticipated to be in health and social care, and engineering and built environment, followed by administration (business related) and food, drink, hospitality and tourism. We plan to offer a smaller, yet significant number of places in life, land, marine and personal services sectors.

Contracting of MA allocations takes place through UHI executive office on behalf of academic partners. The final allocations have not yet been agreed with UHI or SDS, however, based on our growing numbers of MA starts in AY2026/27 and ongoing intelligence from employers, we are confident our draft allocation and distribution of subject frameworks will meet demand and will be confirmed by UHI soon.

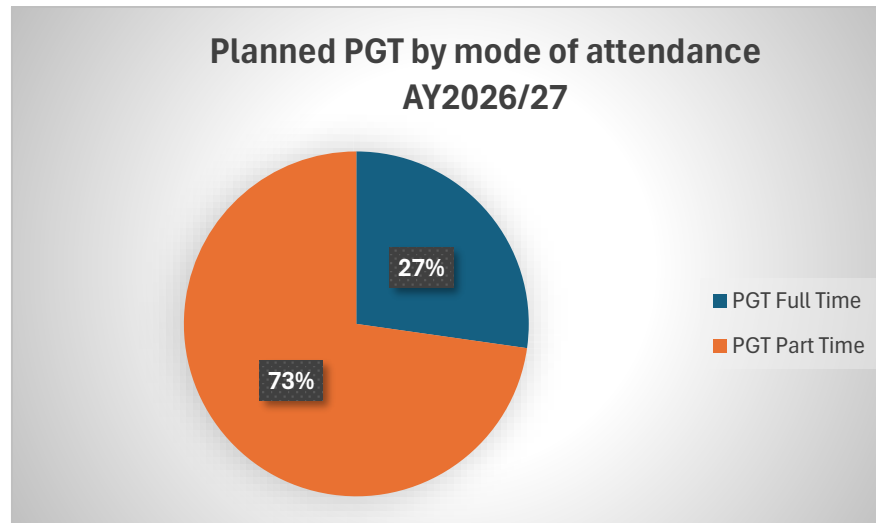
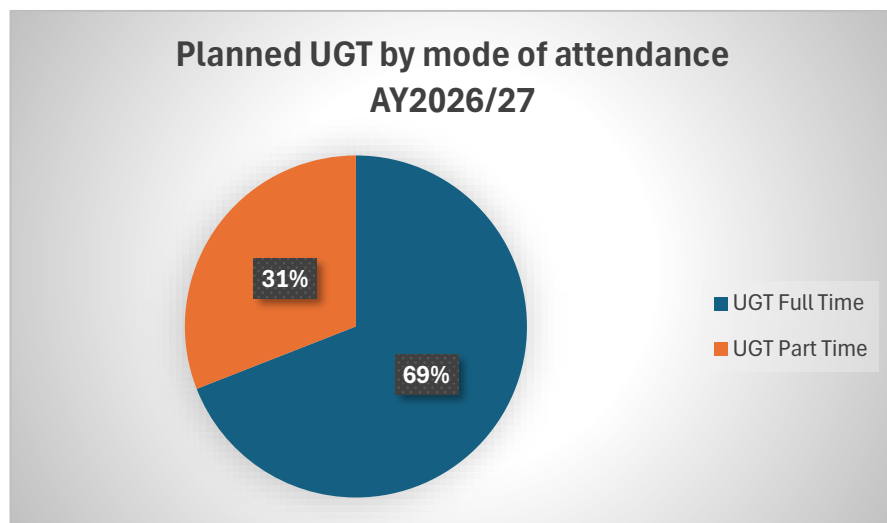
Higher Education FTE delivery plan AY2026/27

Our higher education delivery plan uses non-controlled home funded full time equivalent (FTE) for undergraduate taught (UGT) and postgraduate taught (PGT). The following charts illustrate the proportion of FTEs by cognate areas for UGT and PGT (for non-controlled funded home students), planned for AY2026/27 and actual FTE for AY2025/26. We have a smaller number of “rest of UK” and self-funded students each year. These FTEs are not included in the UHI Key Performance Indicators (KPIs) for HE FTEs and therefore are not included in the following charts.

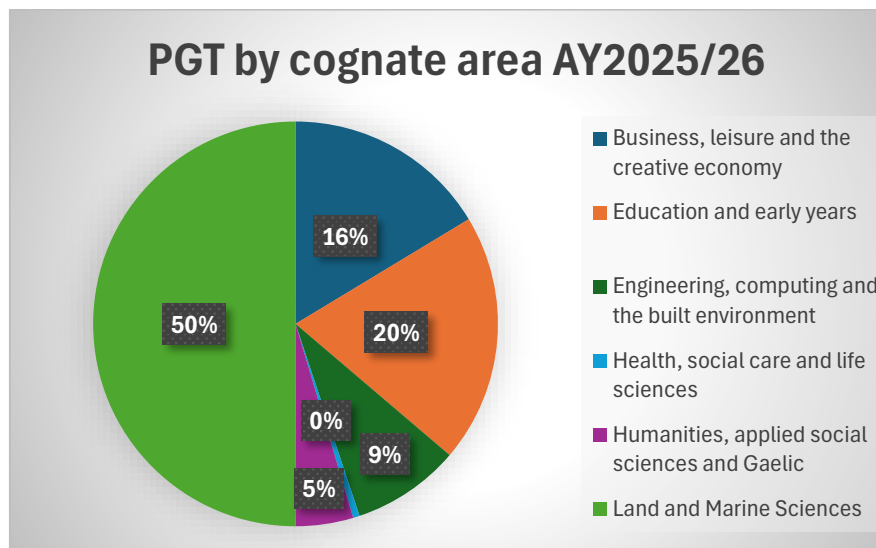
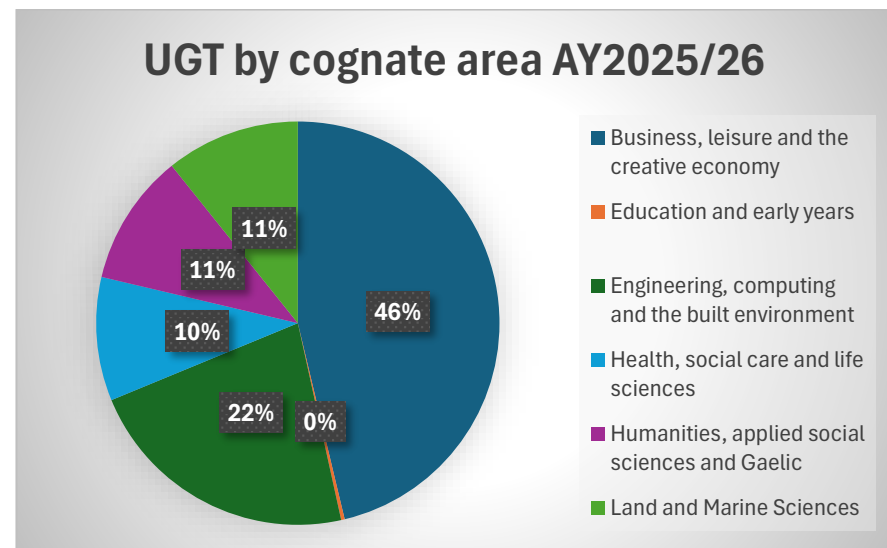
HE non-controlled, funded FTEs by mode of attendance AY2025/26



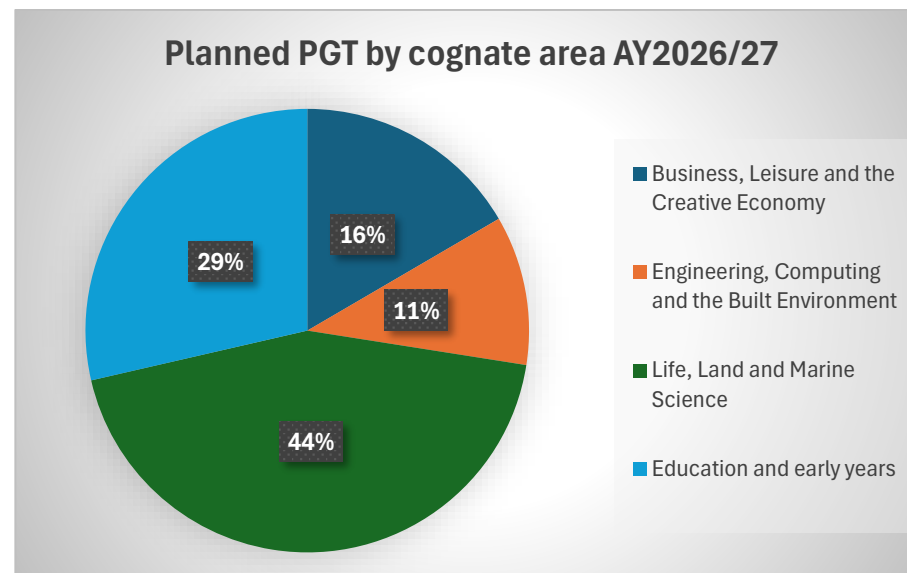
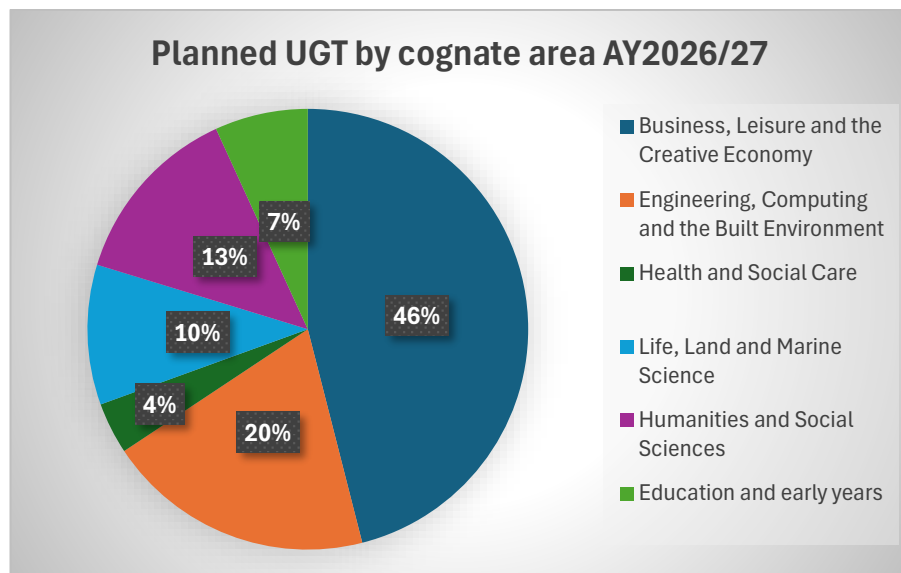
Planned HE non-controlled, funded FTEs by mode of attendance AY2026/27



HE non-controlled, funded FTE by cognate group AY2025/26



Planned HE non-controlled, funded FTE by cognate group AY2026/27



Our planning anticipates a slight shift towards HE UGT part time study options in AY2026/27, with PGT modes of attendance remaining stable.

We anticipate a relatively stable demand for UGT engineering, computing and built environment and business, leisure and the creative economies. These are strategic growth areas, evidencing demand for degree qualified engineers and construction management to support existing business and prepare for the major developments within our regions as well as supporting supply chains. Our creative sector services our tourism sector and we anticipate continuing demand. More modest increases are anticipated across humanities and applied social sciences.

Our FTE target setting for PGT is still in progress, the proportions stated for AY2026/27 are not yet approved by UHI and are subject to change. However, from trends in applications and enrolment data, we do expect to maintain PGT FTE in business, leisure and the creative economy, to grow in engineering and built environment and expect a slight decrease life, land and marine and in humanities, applied social sciences and Gaelic.