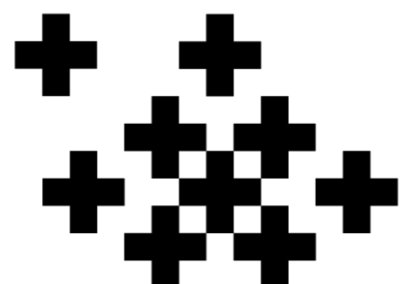
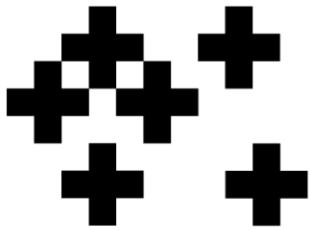


UHI | **NORTH, WEST AND HEBRIDES**
A TUATH, AN IAR IS INNSE GALL

Self-Evaluation Action Plan (SEAP) 2025



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1. Institute details

UHI North, West and Hebrides (UHI NWH)

On the 1st of August 2023, UHI North, West and Hebrides became Scotland’s newest college. The first major milestone of the Rural and Islands College Merger Project, the vesting day, 1st August 2023, marked the culmination of two years of preparation. The vesting joined UHI North Highland, UHI Outer Hebrides and UHI West Highland to create a regional college of unprecedented geographic coverage and significant scale, with the aim of being stronger and better together:

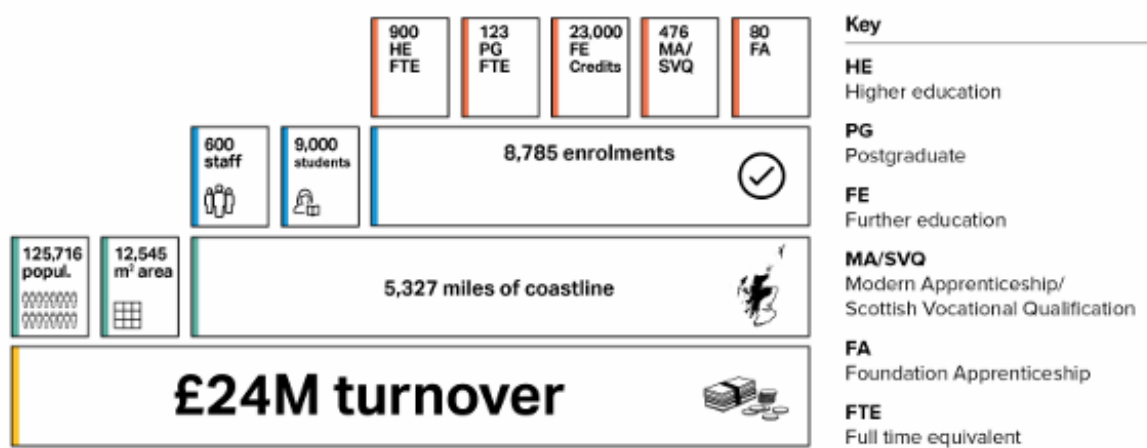


Figure 1: Merged college key metrics

UHI North, West and Hebrides (UHI NWH) is proudly rooted in the culture, location, and landscapes of the North and West Highlands, Skye, and Outer Hebrides. We are connecting our rural and island communities, delivering relevant and distinctive tertiary learning and research opportunities, shaped by our diverse communities’ needs and ambitions.

As an anchor institution in the region, our aim is to have a transformative impact on our communities by encouraging people to live, work and study here by providing opportunities for people to shape their futures in a changing world.

Our flexible delivery model is driven by digital innovation so we can make our curriculum more accessible, operating in geographic area larger than Wales and with a highly dispersed and sparse population, predominantly in remote and highly remote rural and island communities.

The aspiration for the merged college is to be ‘a collaborative, inclusive and a strategic partnership which builds on the excellence, expertise and aspirations of the three legacy colleges’

Our vision

To be an anchor institution for the region – a connected, flexible and sustainable learning organisation, opening doors to a world of opportunities.

Our mission

To connect rural and island Scotland, pioneering distinctive education and research opportunities to enable our students and communities to shape their future in a changing world.

Our values

+ **Trust:** We take pride in what we do. We are highly trusted by our students, staff and partners. We are recognised for our leadership and dedication to deliver more for all whom we serve.

+ **Integrity:** We take responsibility for all that we do, assuring transparency and accountability. We ensure people are at the heart of everything we do and that our organisation operates in collaboration and openness, with an ethos of dignity and respect for everyone.

+ **Excellence:** We are ambitious for our learners, our staff, our college and our communities. We drive innovation, aim to be sector leaders, and benchmark our performance on national and international standards.



Figure 2. Map North, West and Hebrides campus locations

1.1 Name of Institute

UHI North, West and Hebrides (UHI NWH)

1.2 Author(s)

Editing authors

Tracy Kerr – Head of Performance and Planning

Hannah Ritchie-Muir – Vice Principal Academic

Diana MacLeod – Director of Curriculum

Fiona Hamilton – Head of Student Experience

Contributing Authors

Anne Maree Dykes – Student Services Manager

Fiona Hamilton – Head of Student Experience

Debbie Miller – Vice Principal Strategic Developments

Joe MacPhee - Head of Strategic Projects

Vicky Ferguson - Director of People and Culture

1.3 Date of submission

2nd December 2025 via UHI RSB

1.4 Statement of assurance

As the Accountable Officer for UHI North, West and Hebrides, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2024_2025, including the scope and impact of these.

I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision. I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by SFC.

Accountable Officer:

Lydia Rohmer - Principal and Chief Executive, UHI North, West and Hebrides

Signature:



Date: 01/12/2025

2. Institutional Context

2.1 Overview of key areas of Development and Change since last SEAP

Academic year 2024 – 2025 is only the second year of post-merger integration and operations for UHI North, West and Hebrides as a single institution. It has continued to be a year of change for staff, students and stakeholders. Consolidation and further enhancement of the new organisational structure and operations remain the main strategic goal, alongside designing a sustainable curriculum and college course offering.

Due to continued trades union disputes, that did not end until April 2025, there were delays in bringing teams together from the three legacy colleges to continue to develop working practices and processes to create the backbone of UHI North, West and Hebrides. This is the priority for 2025 – 2026 for both academic and professional services teams. Recruitment of some key curriculum support and key professional services staff were delayed during this time impacting on the overall design of our curriculum department.

The college undertook an HSE Workplace Stress and Wellbeing Survey with all staff in May 2025, following the completion of this, Investors in People (IIP) were invited to conduct an independent follow-up survey to gain a deeper understanding of the issues raised by staff. The purpose of this work was to explore the underlying causes of workplace stress, capture the lived experiences of staff across the organisation, and identify practical actions to improve wellbeing, engagement, and organisational culture. The approach focused on listening to staff voices from all parts of UHI North, West and Hebrides to ensure that any subsequent action plan is informed by evidence, representative of the workforce, and aligned with the College's commitment to continuous improvement and staff wellbeing.

It was evident that while staff across the college remain deeply committed to students, colleagues, and the mission of UHI North, West and Hebrides, they are also experiencing significant challenges arising from workload pressures, lack of clarity in roles, cultural fragmentation following the merger and more limited on-campus leadership visibility.

The Scottish Funding Council (SFC) has asked the college to reflect on the merger and our post-merger integration journey so far. Recognising that it is still very early in our college development, SFC has asked us to undertake an initial assessment to what extent the benefits we set out in the original business case are starting to be realised. They have also asked us to reflect on how our merger experience has equipped the college for potential future change through UHI Transformation, including any lessons learned.

Financial context – The SFC's September 2025 report, *The Financial Sustainability of Colleges in Scotland 2022–23 to 2027–28*, describes an 'extremely tight fiscal environment' shaped by rising staff costs, static funding settlements manifesting as real-term cuts, high utility prices and the additional pressures of maintaining an ageing estate, including issues related to reinforced autoclaved aerated concrete (RAAC). The SFC warned that, based on three-year forecasts, 'most colleges are not sustainable.'¹

UHI Transformation Programme² – The programme aims to create a platform for growth, secure financial sustainability and create new opportunities while ensuring that all outcomes provide the greatest possible benefit for students, staff and communities, this links to the UHI Strategic Plan³. This coming so close to our recent college merger is proving unsettling for staff.

¹ Scottish Funding Council (2025). *Financial Sustainability of Colleges in Scotland 2022–23 to 2027–28*. Available at: <https://www.sfc.ac.uk/publications/financial-sustainability-of-colleges-in-scotland-2022-23-to-2027-28>

² [English-Transformation-Engagement-2025-document.pdf](#)

³ [UHI Strategic Plan 2030 - UHI](#)

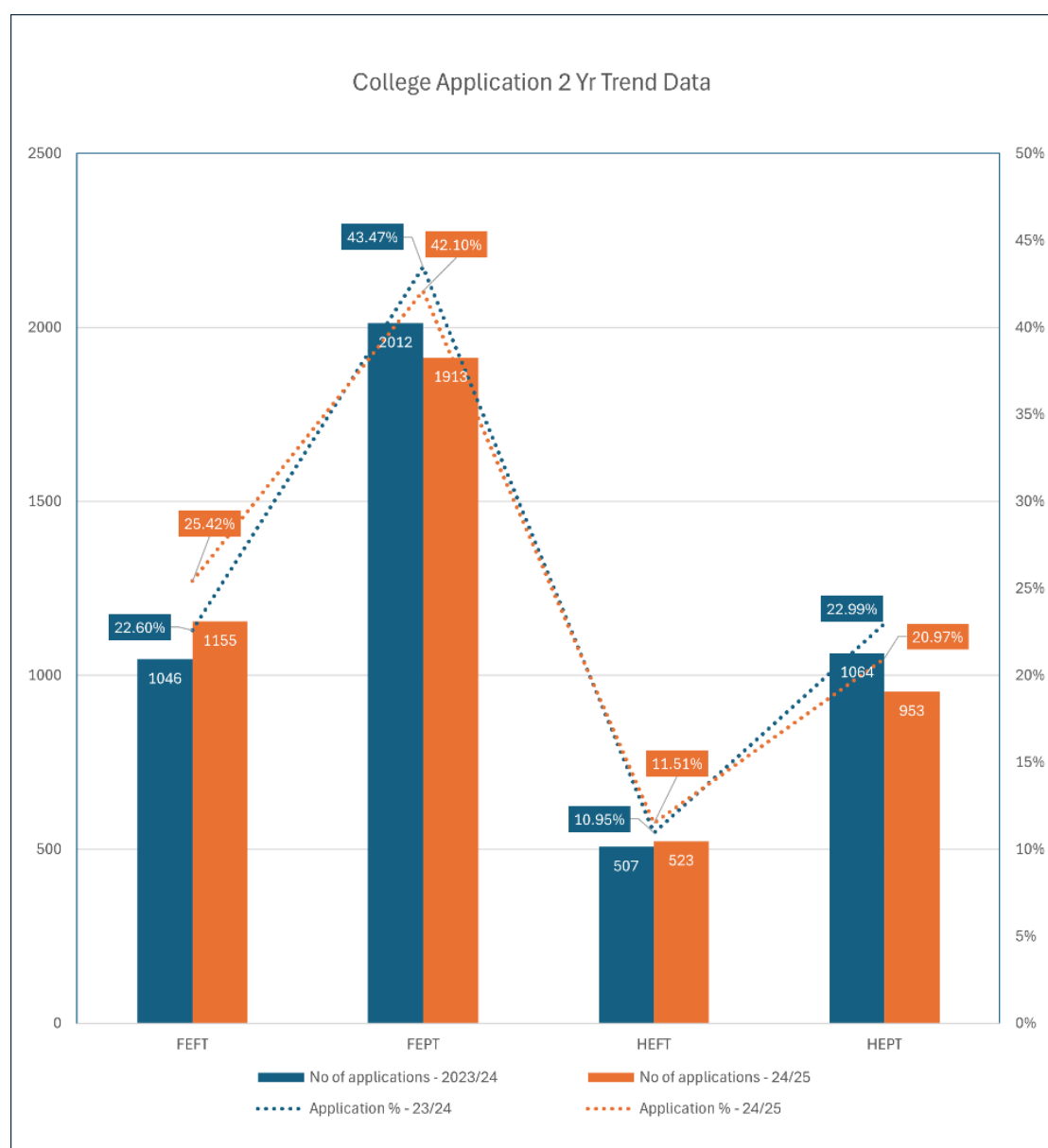
3. Headline Principles

3.1 Excellence in Learning, teaching & assessment

Academic standards and awarding

Applications

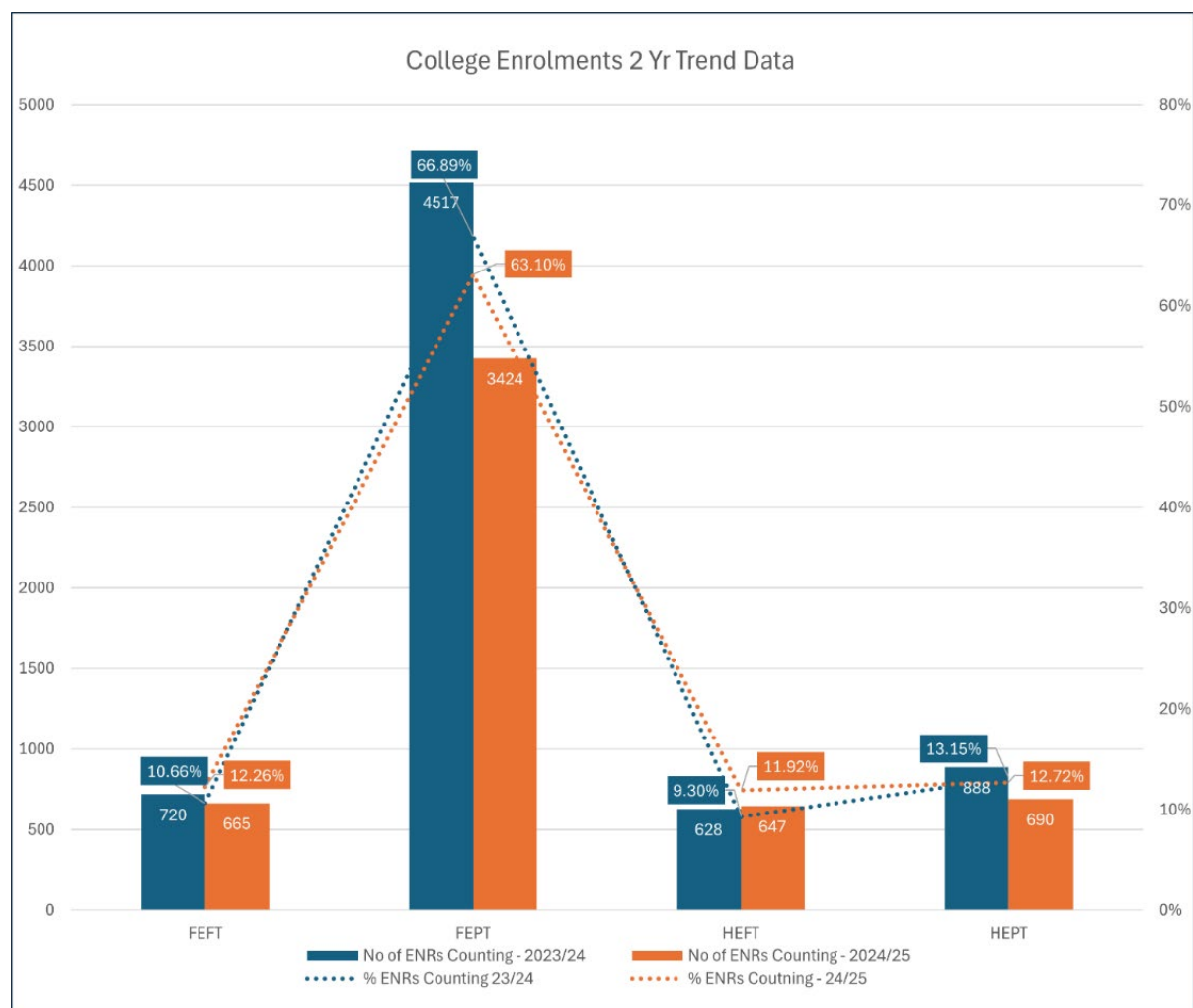
Level of Study	2023/24 Applications	23/24 %	2024/25 Applications	24/25 %	Total
FEFT	1046	23%	1155	25%	2201
FEPT	2012	43%	1913	42%	3925
HEFT	507	11%	523	12%	1030
HEPT	1064	23%	953	21%	2017
					9173



Applications for full time Further Education (FE) and Higher Education (HE) students rose slightly from the previous year, part-time applications show a slight reduction. Marketing campaigns are in place which are aimed at improving the visualisation of all college delivery, to support increasing the number of applications.

Enrolments

Level of Study	No of ENRs 2023/24	No of ENRs 2024/25	No of ENRs Counting - 2023/24	No of ENRs Counting - 2024/25	% ENRs Counting - 23/24	% ENRs Counting - 24/25
FEFT	822	790	720	665	11%	12%
FEPT	4825	3707	4517	3424	67%	63%
HEFT	661	680	628	647	9%	12%
HEPT	929	730	888	690	13%	13%
Total	7237	5907	6753	5426		



Students may apply for more than one course hence application to enrolment data cannot be accurately analysed. The majority of part-time FE courses do not require an online application and therefore only show in the data as enrolment figures.

All full time FE courses are required to apply online, from the data provided 68% of Full-time applicants enrolled on a college course this academic year. It must be noted that multiple full-time applications by one applicant may skew this figure. FE full-time enrolments dropped slightly whereby HE full time enrolments showed a slight increase. With FE enrolments on part-time delivery increasing with a slight reduction in HE part time enrolments.

Although the college has seen slight changes across the two years the college continues to achieve its SFC credit target annually. Achievement of reaching HE full-time equivalent targets remains challenging.

Retention Further Education

The majority of full-time FE students successfully achieved the qualification aim, 71.7%, an increase of 6.5%. The part-time success figure of 73.6% was 8.4% higher than full-time figure, 65.2%. This was down from 81% previously. College Student Outcomes for the last published data ⁴ for FE full-time students was 67.1% the college was 4.6% above this figure, partial success was 1.4% higher and did not complete the course sat at 14.5%, 6.1% down from the sector scores.

All

Academic Year	Enrolments	PI Enrolments	Early WD	% Early WD	Further WD	% Further WD	Partial Success	% Partial Success	Success	% Success
2024/25	3295	3046	141	4.6%	284	9.3%	420	13.8%	2183	71.7%
Total	3295	3046	141	4.6%	284	9.3%	420	13.8%	2183	71.7%

Full-time

Academic Year	Enrolments	PI Enrolments	Early WD	% Early WD	Further WD	% Further WD	Partial Success	% Partial Success	Success	% Success
2024/25	791	705	40	5.7%	113	16.0%	86	12.2%	460	65.2%
Total	791	705	40	5.7%	113	16.0%	86	12.2%	460	65.2%

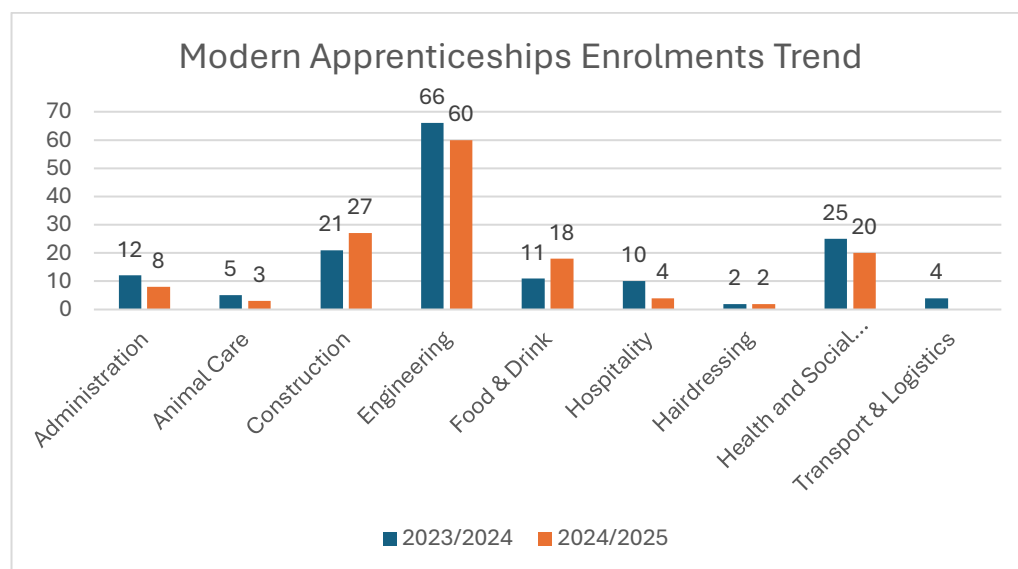
Part-time

Academic Year	Enrolments	PI Enrolments	Early WD	% Early WD	Further WD	% Further WD	Partial Success	% Partial Success	Success	% Success
2024/25	2504	2341	101	4.3%	171	7.3%	334	14.3%	1723	73.6%
Total	2504	2341	101	4.3%	171	7.3%	334	14.3%	1723	73.6%

A breakdown of data by subject is available in the Additional Data Appendix

Numbers of students on placements or work-based programmes.

Modern Apprenticeship Enrolments



Construction and Food and Drink saw an increase in apprenticeship applications and enrolments. With a slight decrease in other key sectors Engineering and Health and Social Care. These are key strategic growth areas for our region, and we are already seeing a further increase in enrolments for 2025/2026 along with Administration as employers engage with the college to express need.

⁴ College Student Outcomes 2023-24 - Scottish Funding Council

Other Further Education Curriculum Courses with work placement elements

Title of programme
NC Childhood Practice SCQF 6
NC Gamekeeping SCQF 5
NC Hairdressing SCQF 5
City & Guilds 2 Diploma Veterinary Care Assistants Level 5
NPA Construction Operations (Ceca Scotland Academy) SCQF Level 5
NQ Outdoor Leadership Level 6
Horticultural And Work Based Life Long Learning Level 3
NQ Countryside Skills with Ranger Training Level 5
Pathway To Health Education and Social Care Level 4
SVQ Level 2 Hospitality Services (Highland Hospitality Training) SCQF 5
MA Lantra Awards Diploma in Veterinary Nursing Small Animal Level 7
Lantra Awards Diploma in Veterinary Nursing Small Animal Level 7
SVQ Level 1 Professional Cookery SCQF 4
SVQ Level 2 Professional Cookery SCQF 5
SVQ Level 2 Social Services and Healthcare SCQF 6

Strategic Leadership of learning and teaching

A cohesive approach is in place to ensure that learning and teaching is of the highest standard and is monitored regularly. We are guided by our key enabling strategies including, Tertiary Curriculum Strategy⁵, Student Experience Strategy⁶ and Gaelic Strategy⁷. The team are strategically led by the Vice Principal Academic and Director of Curriculum. Heads of Faculty lead and manage the Curriculum Managers who have overall responsibility for the lecturers in the college. Regular meetings are held, with key actions tracked and monitored.

Meetings Structure – Curriculum

- Academic Management Group (AMG)
- Curriculum & Student Experience (CSE)
- Curriculum Managers (CM)
- Departmental Delivery Teams

College staff are represented on UHI committees. Collective Curriculum Planning Committee (CCPC), Student Growth and Retention Pathfinder Project, UHI Transformation, Quality Forum (QF), Quality Assurance and Enhancement Committee (QAEC) and Academic Partnership Council (APC) ensuring adherence to key UHI strategies, including the UHI Learning and Teaching Enhancement Strategy⁸. The college have representation on a wide variety of internal and external strategic steering groups.

Curriculum planning, design and delivery

The college achieved establishing one tertiary curriculum delivery plan for 2024/2025, along with new course coding by UHI faculty and cognate grouping being implemented. In 2024/2025 the tertiary curriculum delivery plan was further enhanced to include cost centre department coding to help with planning, alignment to budgets and timetabling. The outcome categories for each course included: continuation; continuation with required amendments (expansion); pause within required timeframe; discontinuation.

⁵ [UHI-NWH-Tertiary-Curriculum-Strategy.pdf](#)

⁶ [UHI-NWH-Student-Experience-Strategy.pdf](#)

⁷ [UHI-NWH-Gaelic-Strategy.pdf](#)

⁸ Learning and Teaching Enhancement Strategy

Our curriculum review, planning and development is an ongoing and evolving process combining input from many different people including our staff, students, employers and stakeholders. All college delivery is in scope for this review and includes further and higher education, all modes and types of delivery. Curriculum Managers review all courses/programmes with their teams, drawing from ongoing previous curriculum review work, supported by the Heads of Faculty.

Virtual delivery was further enhanced with FE consolidation for the start of 2024/2025

Learning environment, resources and technologies

Curriculum teams standardised navigation and layout within Brightspace which was largely completed by the end of 2023/2024. Planning for and migration to one student records system shell (SITS) began from September 2022, to create a common coding system for courses. Curriculum structure and curriculum alignment ran in parallel. SITS information needed to be ready for establishing the website course content system in October 2023, for applications in 2024/2025. Both systems were successfully launched in tandem, ready for 2024/2025 applications.

Online delivery is rising, and Student Brightspace Modules help support and engage all learners but also help online learners feel connected.

Professional development

The college have a professional development team (PLD) that promote and organise a wide range of opportunities for all staff across the college. All staff must undertake a range of mandatory training annually monitored by the PLD team. These include Diversity, GDPR, Health & Safety, Information Security Smart and Safeguarding. Creating a safe place for our students to learn in. Professional development courses have included, HSE Management Standards, Corporate Parenting, Equality Impact Assessment, Fire Awareness, Evacuation Chair, Gender Based Violence, TQFE, GTCS, alongside a wide range of other role related training.

Staff are encouraged to uptake further professional development options offered by the Learning Teaching Academy (LTA) department in UHI. LTA have continued to offer a rich programme of professional development opportunities across the partnership, and with respect to events ran 80 workshops, presentations and symposia.

College staff continue to have the opportunity to apply via PLD to UHI's Staff Development Fund, run by the LTA through a cross-partnership panel. This provides part-time funding for staff to undertake their own further formal studies, to enhance teaching, research and research-teaching linkages. See UHI SEAP 3.1.7.1

Currency of learning and teaching

The college continue to offer the same subjects but there may be different qualifications with different modes of delivery and for some locations new curriculum. Our Tertiary Curriculum Strategy⁹ informs how we review and develop new curriculum.

Both past and current data is used for objectively reviewing courses and curriculum areas against a set of criteria. Review seeks to preserve curriculum subjects, align curriculum qualifications and provide progression pathways. The college established a multi-modal delivery model to help the review of curriculum. Changes were made to our delivery in some subjects whilst aligning modes of delivery in others. Curriculum has become more available and more accessible for people, due to being able to offer subjects through online virtual classroom delivery.

⁹ [UHI-NWH-Tertiary-Curriculum-Strategy.pdf](#)

Innovation in learning, teaching and assessment

The model of flexible and innovative delivery is evident across a range of creative programmes, providing strong examples of effective practice.

At Further Education (FE) level, students across all creative disciplines (including Music, Sound Production, Fashion, Fine Art, and Jewellery) collaborate through shared core modules. These modules focus on developing creative responses to professional briefs and encourage interdisciplinary collaboration. The hybrid mode of delivery, combining on-campus lectures with activities across multiple sites, promotes a broader and a more integrated approach to learning and significantly enhances the sense of belonging within the wider creative community.

Creative Writing delivers regular online writing sessions that are intentionally designed as focused, practical writing periods rather than traditional lectures. These sessions provide dedicated time for students to engage in sustained creative practice, fostering a culture of regular and disciplined writing. As a result, students are producing up to 100,000 words annually. This purposeful and creative use of the online environment has successfully cultivated a supportive and collaborative writing community, aligning closely with the College's strategic ambition to promote inclusive and practice-led creative learning.

Applied Music Higher Education students undertake an intensive online residency in collaboration with a professional film music company. During this residency themes and film clips are shared with students who then work individually or in small groups (either in person or online) to develop creative musical responses. The process culminates in real-time feedback from industry professionals. This approach exemplifies a distributed hybrid model that effectively integrates professional engagement within the curriculum and provides students with authentic, industry-relevant experience.

The college committed to expanding our shared delivery approach by actively seeking partnerships with other colleges and stakeholders. This continues to give people in very remote rural and island areas of the college access to both further and higher education, without having to leave the area.

3.2 Supporting student success

Enabling student success - wellbeing, inclusion, equality, student support

The college ensures learning support provision is available in all main campuses with an online option to meet the increasing demand from students. Team Lead roles have been introduced across student services to coordinate provision at the main campuses and online. Dedicated student engagement and wellbeing officers are also now in post.

Student Support and Wellbeing

The colleges dedicated Student Services Team provide support to all students and support with a wide variety of services including applications, enrolment, accommodation, funding, learner support, accessing learning resources and advice and guidance. Comprehensive support is given to our students through a variety of communication channels and work in partnership with curriculum teams to ensure their success.

A series of Get Ready to Study Sessions ran across our centres and online, using best practice from legacy colleges to further enhance pre course support. By joining, students had the opportunity to connect with their peers, meet our support staff, and explore our campuses. College teams were available to answer questions about student life, funding, support and enrolment.

Support staff and Curriculum teams meet on a regular basis to discuss any low attendance and engagement allowing early intervention for support measures to be implemented. This will be further enhanced in 2025/2026 when Learning Development Workers (LDW) are in post, all full time FE students will have an LDW assigned along with HN's and degree students having a Personal Academic Tutor (PAT).

Students have access to 24/7 Support via Spectrum Life; this is funded via UHI for all students across all Academic Partners ensuring continuity of care for our students. This package plays a crucial role in safeguarding student wellbeing, while also contributing to staff wellbeing by underpinning a more supportive and responsive learning environment. This is complimented with in person or online counselling provision offered locally. All students are enrolled on Brightspace Modules, not just for their course but also for access to support including the college's Student Information and Guidance and Student Wellbeing modules.

The college continues to have a robust Safeguarding reporting system in place and team members are continuing to increase ensuring staff coverage across the college. MS Forms Bookings have been implemented within the learner support and student wellbeing teams, all students who have declared either a wellbeing or support need are contacted and can make an appointment at a time that suits them to have a support plan created for their studies. Follow ups and other opportunities throughout the academic year allow students to disclose. The aim is that by having earlier interventions in place for wellbeing that the number of high-level safeguarding cases will continue to decrease.

Context and community - meeting the needs of students

Additional new roles in curriculum were filled at the end of 2024-2025:

Learning Development Workers (LDW) their role is to support the improvement of student retention and success. The aim of the LDWs is to help equip all FT FE students with meta skills and progression options and help build the student community.

Curriculum Quality Enhancement Workers (CQE) role is to support the quality monitoring processes linked to the student journey ensuring and assuring that there is excellence in student learning and satisfaction.

Students continue to have access to digital support devices for their studies. It's recognised that a longer-term plan will be required for students unable to fund a device for their studies. Further work is planned to encourage students to return to campus to study where possible.

Students across the college continue to have access to free sanitary provision and, in some centres, access to e-bikes, boards games, wellbeing activities and clothing.

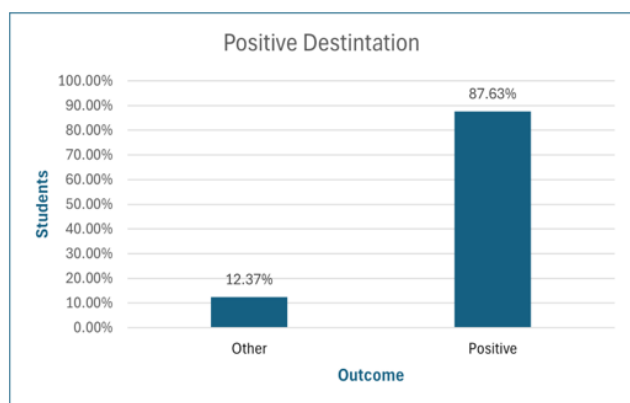
In 2025, the college published its Corporate Parenting Plan¹⁰ which shows either ongoing practice or additional progress made for care experienced students including Care Leavers.

Effective and successful transitions

College Leaver Destination (CLD) data is collated for the previous year; On behalf of the Scottish Funding Council (SFC) the college collates this information annually. The CLD data provided here is for FE delivery and the SFC primary classifications of our 2023/2024 students.

¹⁰ [UHI NWH Corporate Parenting Plan.pdf](#)

Positive Destination Overview



A total of 347 out of 396 students progressed to a 'positive' destination.

Positive destinations are classified as: -

- Studying Full or Part time
- Working Full or Part time

Outcome	
Positive	347
Other	49
Total	396

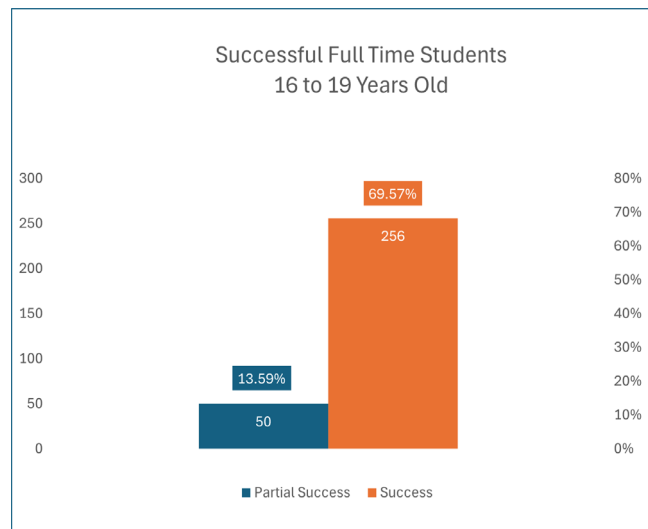
The other data category amalgamates the remaining primary classification data below:

Primary Classification	Students	Percentage
Studying Full-Time	178	44.95%
Working Full-Time	156	39.39%
Unconfirmed	30	7.58%
Unemployed And Looking For Work	16	4.04%
Working Part-Time	12	3.03%
Not Employed But Not Looking For Employment/Study/Training	1	0.25%
Studying Part-Time	1	0.25%
Temp Sick/Unable To Work/Looking After The Home/Family	1	0.25%
Working - Hours Unknown	1	0.25%
TOTAL	396	100.00%

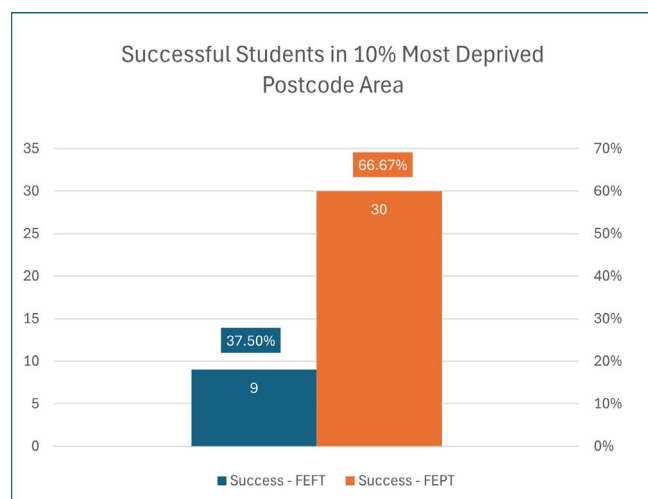
Additional CLD data is provided in the Additional Data Appendix

Achieving positive outcomes for every learner

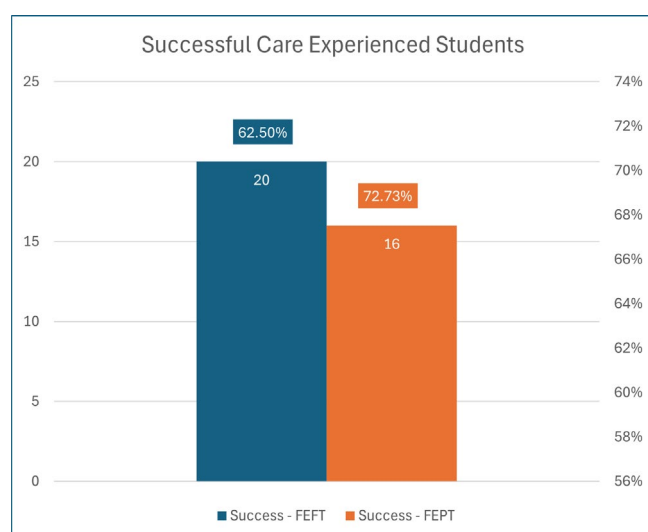
The data provided shows student success for 2024/2025 enabling the college to identify areas that require enhancement or further development. 2 Yr trend data is available in the Additional Data Appendix



There was a slight increase of 5 students in the 16 to 19 years old category increasing to 256 overall. The success rate for full-time students in the category has remained consistent with a slight rise from 2023/2024 of 6.5%.



The number of students in the SIMD10 category reduced overall from 15 to 9 in full-time and slightly from 34 to 30 for part time. The success rate reduced slightly by 9% for full-time students and 6% for part-time students.



There was a slight reduction in the number of students in the care experienced category 22 to 20 in full-time and a reduction of 24 to 16 for part-time students. The success rate increased for both categories of students with full-time success increasing by 16% overall, with a 20 % increase in successful outcomes for part-time students.

The college remain committed to increasing the number of successful outcomes for all students.

Responsiveness to concerns

Students have multiple opportunities to disclose during their student journey and are assigned either a Learning Support Worker or a Wellbeing Officer. Drop-in sessions and 1:1 session are available alongside regular check ins. Student Appointment booking systems have been implemented to allow students the flexibility to book appointments at a time convenient to them.

There are many formal mechanisms for students to raise concerns, Green Button, Red Button, Complaints, and Surveys these allow the college to respond and investigate issues in a timely manner.

Green Button

This is a free confidential online counselling service to all UHI students offered by UHI. Students apply online for this service via the following link, [Support - Online counselling](#). It is positive to see our students using the services on offer.

UHI Green Button Online Counselling Service	
Academic Year	Referrals
2024/2025	9
2023/2024	11

Red Button

UHI administer the Red Button process which is an informal problem resolution and feedback mechanism for students [Support - Red Button](#). UHI report on Red Buttons quarterly and annually. Red Buttons are not complaints, the process and data surrounding them are different. Compliments are occasionally provided via the Red Button process.

Year	Q1	Q2	Q3	Q4	Total
2024_2025	19	14	8	2	43
2023_2024	23	3	3	11	40

Most Red buttons were linked to poor heating in various areas of UHI NWH campuses, closely followed by cleanliness and water filters in the engineering building. All other areas had <2 students linked to them.

Complaints [About us - Complaints](#)

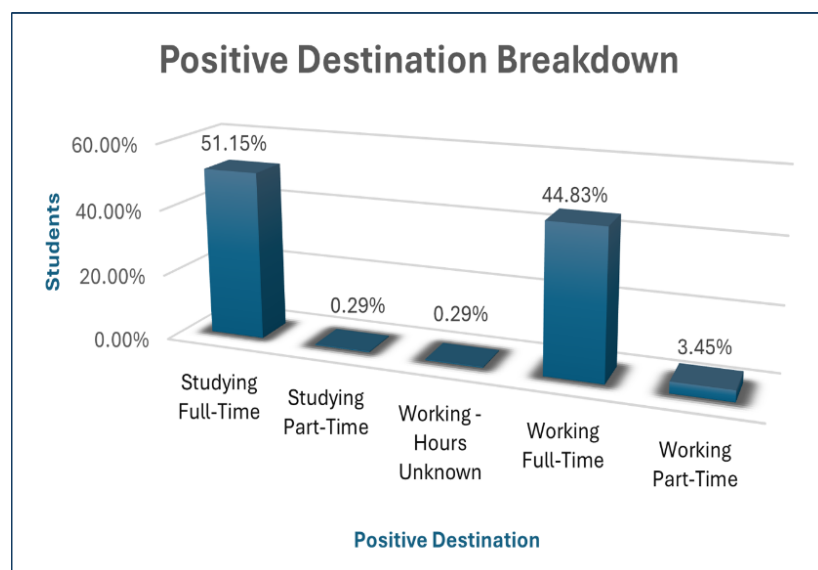
	Annual	Q1	Q2	Q3	Q4
2024/2025					
Total number of complaints considered	31	7	5	10	9
FE	21	5	5	7	4
HE	10	2	0	3	5
2023_2024					
Total number of complaints considered	48	25	7	5	11
FE	17	5	4	3	5
HE	31	20	3	2	6

Additional complaints category data is provided in the Additional Data Appendix

Student Destinations

The CLD data provided here is for FE delivery and the SFC primary classifications of our 2023/2024 students.

Positive Student Destinations Overview - 45% of students continued in education, with 43% of students progressing into employment.



Primary Classification	
Studying Full-Time	178
Studying Part-Time	1
Working - Hours Unknown	1
Working Full-Time	156
Working Part-Time	12
Total	348

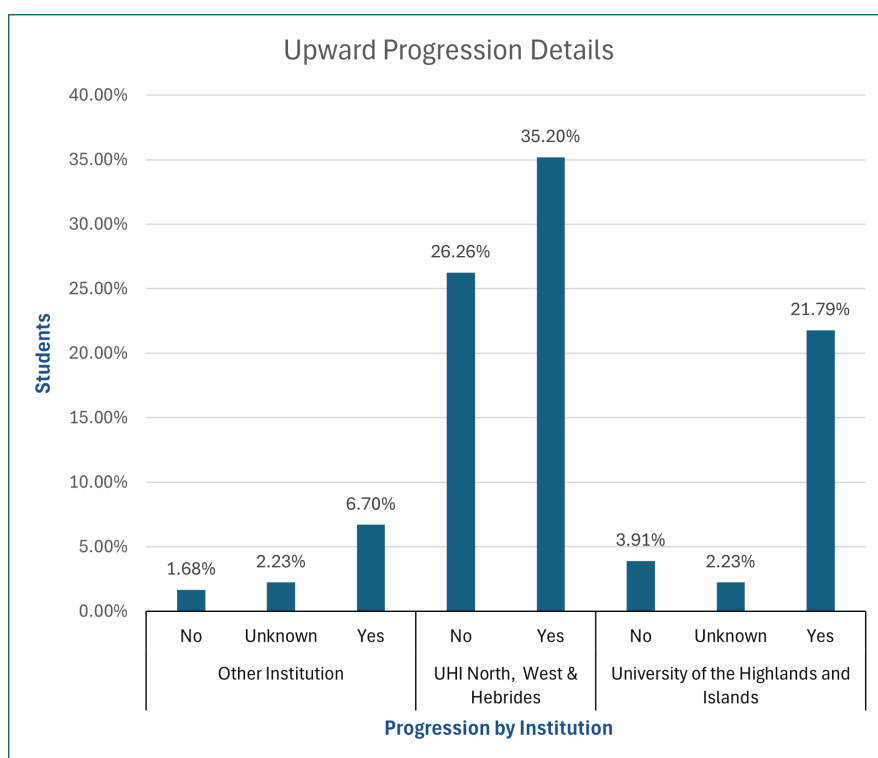
Those students not in a positive destination category, 12% are detailed below

Primary Classification	Students	Percentage
Unconfirmed	30	7.58%
Unemployed And Looking For Work	16	4.04%
Not Employed But Not Looking For Employment/Study/Training	1	0.25%
Temp Sick/Unable To Work/Looking After The Home/Family	1	0.25%
Working - Hours Unknown	1	0.25%
TOTAL	49	12.37%

Continuing in Education

Student Destination	Primary Classification	Total	%
UHI North, West & Hebrides	Studying Full-Time	110	61.45%
University of the Highlands and Islands (UHI)	Studying Full-Time	45	25.14%
City of Glasgow College	Studying Full-Time	11	6.15%
SDS Data	Studying Full-Time	4	2.23%
Inverness College (UHI)	Studying Full-Time	3	1.68%
Glasgow Clyde College	Studying Full-Time	1	0.56%
Glasgow School of Art	Studying Full-Time	1	0.56%
Inverness College (UHI)	Studying Part-Time	1	0.56%
Perth College (UHI)	Studying Full-Time	1	0.56%
The Robert Gordon University	Studying Full-Time	1	0.56%
The University of Stirling	Studying Full-Time	1	0.56%
Total		179	100%

Upward Progression Details



This is the first year of data for UHI NWH, students continuing to study with the college and UHI is higher, with those students progressing to a higher level of qualification remaining positive, a few continue on the same level of qualification.

Additional CLD data is provided in the Additional Data Appendix

3.3 Enhancement and Quality Culture

Institution wide culture of assurance, improvement and enhancement

The Performance and Planning department have oversight and responsibility of all enhancement and quality assurance across the college. Our Quality Manager represents the college on the UHI partnership groups to ensure collaboration with the university and academic partners.

The college are represented on and report into Quality Academic Enhancement Committee via Quality Forum (QF) this is the cross-partnership reporting and discussion group for quality and enhancement related matters. In 2024/25 QF continued to support tertiary-focused quality assurance and enhancement activity with the development of shared approaches to the TQEF being one of the most significant areas. UHI SEAP 3.3.2.1 and 3.3.2.2

External stakeholders are key to the college, our Local Advisory Committees (LAC)– enable and continue strong local voice to oversee the continued implementation of the merger in each region. These committees provide effective ways of ensuring the right learning is in the right place, local accountability for the quality of the learning experience and the delivery of strong outcomes for learners as well ensuring each location is effectively linked into relevant local developments, strategic opportunities, priority projects and partnerships. There are close links between the college and Developing the Young Workforce (DYW) supporting young people in decision-making and development of key employment skills.

The college's Enterprise and Engagement teams alongside Curriculum Management work closely with industry to determine need which is fed into and informs the college growth plans.

Institution-led review / activity and action planning

Both past and current data continues to be used for objectively reviewing courses and curriculum areas against a set of criteria. Review seeks to preserve curriculum subjects, align curriculum qualifications and provide progression pathways. We established a multi-modal delivery model to help us review the curriculum. We made changes to our delivery in some subjects whilst aligning modes of delivery in other subjects. Curriculum has become more available, more accessible for people, due to being able to offer subjects through online virtual classroom delivery.

Progression Boards (PB) are undertaken 3 times a year, early to monitor enrolments and retention; at the end of semester 1 to monitor early success allowing for intervention to enable students to successfully achieve the qualification aim; at the end of the course to evaluate engagement and satisfaction of students.

UHI organise SQA SCQF Levels 7&8 as the SQA awarding centre, for all programmes that have a programme leader in place for the cognate area qualifications delivered by APs. Where an AP is the sole provider of an SCQF Level 7/8 qualification, the responsibility for the PB lies with them. UHI NWH adopted the UHI PB standard template used for SCQF Level 7/8 qualifications ensuring an equivalence of experience for staff.

External institutional peer review

External Verification and other awarding body audits

Summary of Qualification Verification (QV) visits 2024_25

Awarding Body	How many visits were requested	How many visits took place	Visits with actions
EAL	1	1	0
ILM	1	1	0
SQA	42	35	5

Out of the 44 visits requested 37 visits took place, 6 of the requested visits from SQA did not go ahead.

Conclusion and Recommendations

Good Practice:	Recommendations:
• Maintaining CPD records • Highly qualified assessors and IV's • Well-kept standardisation records and IV records • Supportive of candidates with support needs • The use of case studies and assessment instruments	• Completion of IPV forms • Review ASP's and IV paperwork • Tips on assessment paperwork and evidence

Sector enhancement activity

Engagement with incoming Tertiary Quality Enhancement Framework

An Institutional Liaison Meeting (ILM) with our Quality Assurance Manager from QAA was held in June 2024 attended by the Principal and Chief Executive, Vice Principal Curriculum, Director of Curriculum, Head of Performance and Planning, Heads of Faculties and the college HISA Development Manager. It was very positive meeting cementing the new framework and review methodologies to be implemented and followed by the college.

A further collaborative meeting was held with our Quality Assurance Manager alongside other UHI partners to enable us to discuss further some of the key areas of the Internally led Quality Review (ILQR) process. This was attended by UHI Argyll, UHI Perth, UHI Inverness along with UHI North, West and Hebrides.

Scotland's Tertiary Enhancement Programme (STEP)

The college continues to be a collaborative partner in the Transforming Assessment Policy and Practice in Scotland (TAPPS) project proposal.

CONTEXT: *Current policy and practice across the tertiary sector related to student assessment predominantly follows traditional modes assessment which favour students with specific characteristics and demographics (QAA, 2005). This project aims to challenge preconceptions and broadly accepted assumptions about how students learn by revaluating the crucial importance of students' diversity in relation to assessment and how this functions as both an enabler and blocker to students' success and inclusion in learning. The importance of diversity in assessment practices is openly recognised and encouraged by QAA, who in a recent report recommended "the introduction of diverse assessment formats to explicitly address accessibility and concerns about fairness, ensuring access to necessary resources and skills development to prevent the unintentional widening of awarding gaps" (Firth et al., 2023, 17).*

The group are currently working up the project plan to present to QAA/CDN on the 14th of November, the project is being led by Edinburgh Napier University.

College Development Network (CDN) Awards¹¹

The college are proud to have been shortlisted for three college led awards and a further collaborative award with six other colleges.

- Innovation and Research Award - UHI North, West and Hebrides
- Marketing and Communications Award -UHI North, West and Hebrides
- Student of the Year - Adam Hutchison – North, West and Hebrides
- Collaboration Employer Connections Award - UHI Inverness and Fife College

The awards ceremony is on the 4th of December 2025

UHI Sporting Blues Award

Sports Person of the Year was awarded to Taylor Kerr who captained the UHI Golf Team this. Taylor won a Full Blue award when the team won the Scottish University Championships in 2022 and in 2024/25, he became the Scottish University Individual Golf Champion. Taylor graduated this year in BA (Hons) Professional Golf at UHI NWH.

Lantra Award

UHI NWH Senior Phase student and Kingussie High School pupil Ailie MacLeod won the School Pupil Award at the 2025 Awards for Land-based and Aquaculture Skills (ALBAS), run by Lantra Scotland. ALBAS celebrate outstanding achievements in the land-based, aquaculture, and environmental conservation sectors. Ailie was recognised for her dedication and leadership on the Skills for Work – Rural Skills course, where she developed practical skills in estate maintenance, animal care, and business enterprise

Impact of collaboration

The college strengthened the curriculum and student experience structure with the consolidation and alignment of roles and the introduction of new roles to better support the student experience and managers with their work.

The college have established a multi-modal delivery model to help us expand the reach of our curriculum, through our virtual classroom delivery. We made changes to our mode of delivery in some subjects to improve reach and viability. Curriculum has become more available, more accessible for people, due to being able to offer subjects through online virtual classroom delivery. This is particularly important in our remote rural and islands communities.

Shared curriculum delivery in Further Education enables more opportunities for students to study a subject not available to them locally. We continue to work closely with other academic partners in UHI to develop and deliver a wider range of provision.

External outlook – globally responsive

UHI North, West and Hebrides, as a tertiary institution, collaborates with a broad network of international partners, primarily in the field of research. Our four key research themes—energy, pollution, peatlands, and tourism—address issues of global significance.

The urgent need for greener energy lies at the core of the climate change agenda, and at UHI North, West and Hebrides, we are proud to be the only provider of SQA-accredited hydrogen training in Scotland. Furthermore, by expanding our renewable energy-focused training programmes, we aim to continually enhance our educational offerings, equipping future generations with the skills needed to meet evolving global challenges of net zero and climate change.

¹¹ [CDN College Awards 2025 – Interactive Guide](#)

£2.34 million investment in our Stornoway campus creating a Technology Innovation Centre. This includes a Future Energy Lab that will deliver essential skills for renewable energy developments in planning for our islands. New mobile STEM facilities will bring cutting-edge education to young people across the Outer Hebrides.

Our leadership of major Island Growth Deal projects further demonstrates our commitment to regional transformation. Our stewardship of the TalEntEd programme and partnership in the Island Centre for Net Zero is shaping the green energy and skills agendas, ensuring our island communities are at the forefront of this transition.

[News - Blog | Building a sustainable college for the future - reshaping island education for our communities](#)

Gaelic Language Plan

UHI North, West and Hebrides have been working in collaboration with Bòrd na Gàidhlig to produce our first Gaelic Language Plan (GLP)¹². This plan has been prepared within the framework of the Gaelic Language (Scotland) Act 2005. Gaelic has been identified as a key curriculum area of growth within UHI North, West and Hebrides. On writing this report we have received notice that the GLP has been approved, excellent news for the college and its communities.¹³

[Cnoc Soilleir](#)

One of Scotland's leading Gaelic culture, heritage and arts organisations, we have a unique joint venture with our partners [Ceolas at Cnoc Soilleir](#). This includes a new education hub in South Uist for Gaelic language, culture, and heritage, ensuring these essential aspects of island identity continue to thrive alongside technological advancement, supporting Gaelic-speaking communities in the Outer Hebrides and in the Gaeltachd beyond, in line with our Gaelic Language Plan and the College's Gaelic Strategy.

Strategic Collaboration with [Comhairle nan Eilean Siar](#) and partners

To be the academic partner in the Hydrogen Skills and Innovation Centre project at Creed Business Park puts UHI NWH at the forefront of the green energy revolution. As leaders of the industry skills workstream for the Major Developers Forum, we're ensuring our communities can seize the opportunities from multi-billion-pound investment in renewables.

¹² [About us - Gaelic Consultation](#)

¹³ [UHI-NWH-Gaelic-Strategy.pdf](#)

3.4 Student engagement and partnership

Students as partners in their learning experience

Students are at the heart of everything we do. We strive to ensure that all students, regardless of mode of study and location, feel part of the institution, receive an equity of service, and have a voice. These are key to enhancing the student experience and developing a sense of community and belonging wherever they choose to study with us as per the UHI NWH Student Experience Strategy.¹⁴

HISA Officer Manifesto's play a key role in identifying areas of work. Engaging online learners and supporting the cost-of-living crises along with promoting student health and wellbeing was a key focus. Initiatives and awareness raising events are a key theme when preparing the Calendar of Events which both HISA and student engagement and wellbeing officers plan, monitor, promote, implement and review. Further work will be done in 25/26 on student initiatives to support online engagement, student breakfast clubs and the continuation of student counselling provision.

Frequent monitoring of the unique Memorandum of Understanding (MoU) as well as the Student Partnership Agreement is done twice a semester in collaboration with HISA and the College's Student Engagement and Wellbeing Officers who meet fortnightly. The Student Services Team will review student surveys and college wide feedback to strengthen processes. Examples of this include longitudinal inductions, drop-in sessions for online students and a buddy system for HISA deputies. Student Voice Reps (SVR) meet monthly, and the said we done approach is noted ensuring there is a cycle of continuous feedback to issues raised. SEAP is an agenda point for the fortnightly meeting.

Online delivery is rising, and Student Brightspace Modules help support and engage all learners but also help online learners feel connected. As mentioned above, all students are enrolled on support modules. UHI Student Induction and Resource Hub (Essential student skills) provides a wealth of resources and guidance to support and develop student skills through and beyond their studies, an example is Digital competence, this is a cross UHI resource. A refresh of this will take place and will be rolled out in 25/26.

Communicating with students via text messages directly from SITs was implemented and has been received positively by students, students agreed that they are more likely to read a text than an email. This form of communication allows quick and snappy pieces of information to be sent due to the limit in characters of a message.

Students as core of review and enhancement activity

Ongoing collaboration with Students, SVRs and HISA ensures learners are partners in their learner journey. HISA deputies are members of the Board of Management and contribute to strategic discussions. Curriculum Quality Enhancement workers attend course committee meetings with curriculum teams and students. The attending student feeds into the meetings so that any areas of concern can be reviewed and addressed in a timely manner.

HISA aims for every class to have at least one representative, SVRs meet monthly. In 2024/2025, we had 48 registered SVR's and 22 trained, covering 6 locations and online and who were from a combination of FE & HE courses. HISA undertook Induction sessions which included information on SVR's and attended in person and online to 28 classes. 4 SVR meetings were held with attendance consistently dropping. A dedicated MS Teams channel was in place for SVRs to feedback and for those not attending meetings to input feedback via a MS Form.

With the dispersed and geographical nature of UHI North, West and Hebrides, 3 HISA Deputies cover North, West and Islands. Attendance varied at events in 2024/2025, and a key area identified was not having a full complement of HISA deputies across UHI North, West and Hebrides to properly understand the student

¹⁴ [UHI-NWH-Student-Experience-Strategy.pdf](#)

feedback and put proactive measures in place. Work was undertaken throughout the year to promote the Student Voice and to have 3 deutes in place moving forwards into 2025/2026.

Students are actively encouraged to join the digital student ambassador team as content creators for the college. This allows them to work with the college to promote the student voice and share their experiences as students, gaining valuable life skills along the way. The programme has meta-skills embedded throughout, social intelligence, self- management, innovation. They gain knowledge and use the skills from application through to the co creation of digital materials that show what life is really like at college for students.

[Student Content Creators - UHI North, West and Hebrides](#)

This initiative has been shortlisted for the CDN College Development Network College Awards 2025, Student Voices of the Highlands and Islands – a Digital Student Ambassador Programme, [College Awards 2025 - College Development Network](#)

Student Voice - Every student, every place, every level

The student voice is central to the college supporting improvement and actions in a timely manner. See Responsiveness to concerns section for all mechanisms.

- Early Student Experience Survey (ESES) regional UHI – undertaken at the end of the first term with all students. Overall, 96% of students who responded were satisfied with their college experience.
- Student Satisfaction and Engagement Survey (SSES) SFC requirement – undertaken in April with all students, except those selected for the NSS survey. Overall experience remained high at 93%

See UHI SEAP 3.2.6.4 Responding to the national surveys for additional surveys undertaken with Higher Education Students

4. Action Plan

Key enabling strategies guide the work that is undertaken by the college to improve performance across a range of key metrics. Key Performance Indicators from all curriculum, student experience, and research and knowledge exchange are reported quarterly to our Learning Teaching and Research Committee of the Board of Management. The areas for action and improvement detailed in the plan will have subsidiary work plans within them.

Principle	Area for enhancement or development	Action(s) and planned impact/ outcomes	Milestone (s/ target date(s), continuing/ carried forward (c/f)	Responsible/ Lead
2.5, 6.3	Key Performance Indicators	Key enabling strategies will guide the work that is undertaken National Qualifications Create guidance for staff and students to clearly show what the criteria for exam entry is 50% prelim result and good attendance on the delivery of the course. Exceptional circumstances for 40% to 50% to be discussed and agreed with lecturer. This will improve key performance indicator figures for the college Applications/Enrolment/Withdrawals/Success Rates	Improvement in success rates for students on this delivery Improvement in KPI data for the college for these programmes Results day August 2026	Director of Curriculum Curriculum Manager (CM) Head of Student Experience Quality Assurance Manager Student Records Manager
3.3	Standardisation of paperwork for qualification verification	Curriculum Quality Enhancement staff (CQE) are in place to support the quality monitoring of this activity with Curriculum Managers (CM). All areas will be audited early 2026.	January 2026	Curriculum Managers CQE Quality Officer
4.1	Increase the number of SVR's	Continued growth in SVR numbers including in areas of under-recruitment, through expansion of our gap analysis methodology. Increased engagement with training and a review of our training approach and materials. Aim to start engagement in STEP projects and national networking.	C/F from 2023_24 Increased numbers or SVRs in more curriculum areas.	Student Services Manager HISA

Principle	Area for enhancement or development	Action(s) and planned impact/ outcomes	Milestone (s/ target date(s), continuing/ carried forward (c/f)	Responsible/ Lead
2.1	Student initiatives e.g. breakfast club Continuation of student counselling	Source Funding and Implement access to free student breakfasts across college centres during the winter period. Continue to monitor spend and uptake via tracker and report to ELT May 2026. Source Funding and Implement online student counselling provision across the college. Promote to students. Log referrals and report stats to LTR.	October 2025 November 2025	Student Services Manager
5.1	Self-Evaluation enhancements, non-core credit courses with attendees and business stakeholders	Review current practice and enhance to ensure that attendees on the courses, the instructor, employers and businesses experiences are evaluated ILQR 2025_26	End AY 2025/26 and continuing into 2026/27	Director of Enterprise and Engagement Enterprise Manager Engagement Manager
3.1	College Wide Self-Evaluation Approach	Review legacy colleges practice to inform a one UHI NWH approach Link to all college strategies and key objectives and outcomes Involve all teams to assure good input and buy in from wider teams creating true transparency and accountability to approaches. Meets the requirements of TQER/TQEF/ILQR	End AY 2025/26 and continuing into 2026/27	Head of Performance and Planning Director of Curriculum Senior Management Team/s
6.4	Income Growth	Meet the key objectives of the income growth strategy, requiring cross college departmental and action planning. Provides more access to learning for non-credit bearing courses and delivery improving access to external stakeholders	3yr Plan	Director of Enterprise and Engagement Senior Management Team College Managers
3.2 3.3	Rapid Response Group (RRG) – HSE Survey and IIP actions working group	Meet the key actions of the Stress and Wellbeing survey responses: Visible Leadership Engagement, Clarify Key Roles and Responsibilities, Workload Management and Resourcing, Reaffirming Dignity and Respect Standards, Enhance Wellbeing Visibility and Support, Early Steps toward a Wellbeing Strategy, Performance, Accountability and Recognition, Communication Improvements, Review and Refresh Governance, Continuous Monitoring and Learning	Staggered approach with 3-month targets and dates as per the action tracker	HR RRG All Staff

[End]

5. Additional Data Appendix

Key Performance Indicators

Student Success (FE Only)

Curriculum Managers are using the data below to inform evaluation and curriculum review practices working with professional services teams to identify key areas for improvement.

All

Academic Year	Education Scotland Subject	Sum of Enrolments	PI Enrolments	Sum of Early WD	% Early WD	Sum of Further WD	% Further WD	Sum of Partial Success	% Partial Success	Sum of Success	% Success
2024/25	Art and design	58	58	5	8.6%	1	1.7%	4	6.9%	48	82.8%
2024/25	Business, management and administration	122	122	1	0.8%	10	8.2%	29	23.8%	78	63.9%
2024/25	Care	596	520	33	6.3%	66	12.7%	129	24.8%	292	56.2%
2024/25	Computing and ICT	157	156	13	8.3%	17	10.9%	48	30.8%	78	50.0%
2024/25	Construction	261	260	12	4.6%	28	10.8%	18	6.9%	202	77.7%
2024/25	Engineering	388	372	15	4.0%	18	4.8%	18	4.8%	315	84.7%
2024/25	Hairdressing, beauty and complementary therapies	135	134	6	4.5%	16	11.9%	10	7.5%	100	74.6%
2024/25	Hospitality and tourism	156	152	7	4.6%	19	12.5%	12	7.9%	114	75.0%
2024/25	Land-based industries	570	430	13	3.0%	41	9.5%	10	2.3%	360	83.7%
2024/25	Languages and ESOL	98	98	1	1.0%	11	11.2%	20	20.4%	66	67.3%
2024/25	Media	171	171	6	3.5%	9	5.3%	3	1.8%	153	89.5%
2024/25	Nautical studies	157	157	1	0.6%	1	0.6%	9	5.7%	146	93.0%
2024/25	Performing arts	16	16			1	6.3%	3	18.8%	12	75.0%
2024/25	Science	125	125	8	6.4%	4	3.2%	13	10.4%	100	80.0%
2024/25	Social subjects	25	25	2	8.0%	6	24.0%	4	16.0%	13	52.0%
2024/25	Special Programmes	217	207	13	6.3%	29	14.0%	87	42.0%	78	37.7%
2024/25	Sport and leisure	43	43	5	11.6%	7	16.3%	3	7.0%	28	65.1%

Full-time

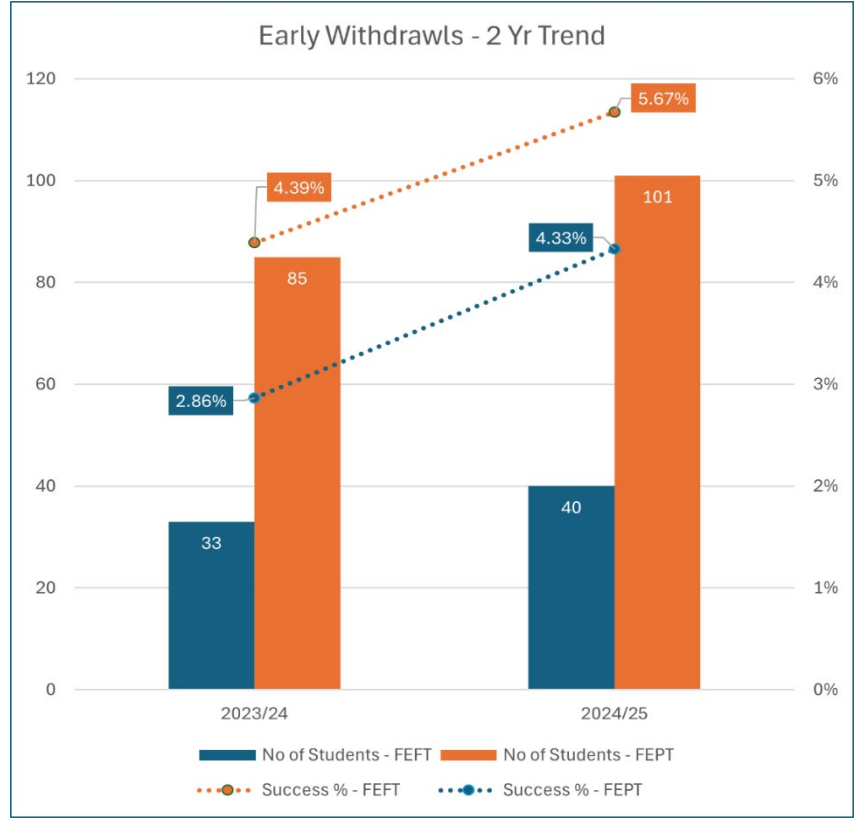
Academic Year	Education Scotland Subject	Sum of Enrolments	PI Enrolments	Sum of Early WD	% Early WD	Sum of Further WD	% Further WD	Sum of Partial Success	% Partial Success	Sum of Success	% Success
2024/25	Art and design	9	9	2	22.2%	1	11.1%			6	66.7%
2024/25	Care	168	121	8	6.6%	31	25.6%	23	19.0%	59	48.8%
2024/25	Computing and ICT	22	22	2	9.1%	9	40.9%	3	13.6%	8	36.4%
2024/25	Construction	88	87	7	8.0%	20	23.0%	6	6.9%	54	62.1%
2024/25	Engineering	160	148	9	6.1%	11	7.4%	8	5.4%	114	77.0%
2024/25	Hairdressing, beauty and complementary therapies	60	60			9	15.0%	5	8.3%	46	76.7%
2024/25	Hospitality and tourism	46	46	2	4.3%	8	17.4%	2	4.3%	34	73.9%
2024/25	Land-based industries	96	70	2	2.9%	5	7.1%	1	1.4%	62	88.6%
2024/25	Media	7	7							7	100.0%
2024/25	Nautical studies	10	10					8	80.0%	2	20.0%
2024/25	Performing arts	12	12			1	8.3%	1	8.3%	10	83.3%
2024/25	Social subjects	8	8			2	25.0%	4	50.0%	2	25.0%
2024/25	Special Programmes	79	79	5	6.3%	14	17.7%	24	30.4%	36	45.6%
2024/25	Sport and leisure	26	26	3	11.5%	2	7.7%	1	3.8%	20	76.9%

Part-time

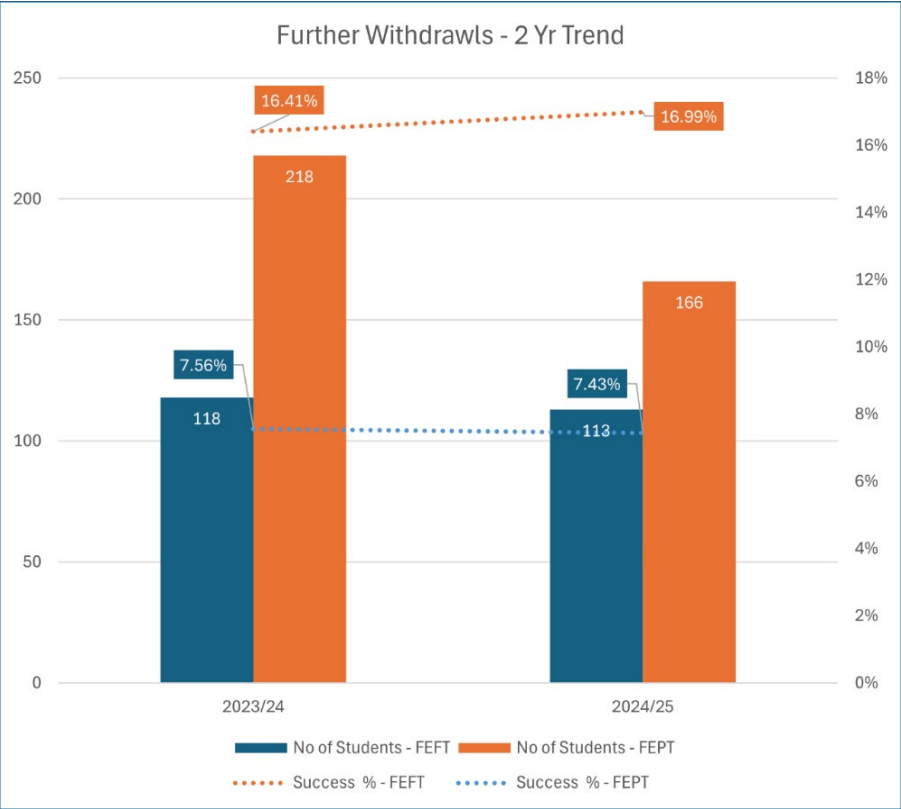
Academic Year	Education Scotland Subject	Sum of Enrolments	PI Enrolments	Sum of Early WD	% Early WD	Sum of Further WD	% Further WD	Sum of Partial Success	% Partial Success	Sum of Success	% Success
2024/25	Art and design	49	49	3	6.1%			4	8.2%	42	85.7%
2024/25	Business, management and administration	122	122	1	0.8%	10	8.2%	29	23.8%	78	63.9%
2024/25	Care	428	399	25	6.3%	35	8.8%	106	26.6%	233	58.4%
2024/25	Computing and ICT	135	134	11	8.2%	8	6.0%	45	33.6%	70	52.2%
2024/25	Construction	173	173	5	2.9%	8	4.6%	12	6.9%	148	85.5%
2024/25	Engineering	228	224	6	2.7%	7	3.1%	10	4.5%	201	89.7%
2024/25	Hairdressing, beauty and complementary therapies	75	74	6	8.1%	7	9.5%	5	6.8%	54	73.0%
2024/25	Hospitality and tourism	110	106	5	4.7%	11	10.4%	10	9.4%	80	75.5%
2024/25	Land-based industries	474	360	11	3.1%	36	10.0%	9	2.5%	298	82.8%
2024/25	Languages and ESOL	98	98	1	1.0%	11	11.2%	20	20.4%	66	67.3%
2024/25	Media	164	164	6	3.7%	9	5.5%	3	1.8%	146	89.0%
2024/25	Nautical studies	147	147	1	0.7%	1	0.7%	1	0.7%	144	98.0%
2024/25	Performing arts	4	4					2	50.0%	2	50.0%
2024/25	Science	125	125	8	6.4%	4	3.2%	13	10.4%	100	80.0%
2024/25	Social subjects	17	17	2	11.8%	4	23.5%			11	64.7%
2024/25	Special Programmes	138	128	8	6.3%	15	11.7%	63	49.2%	42	32.8%
2024/25	Sport and leisure	17	17	2	11.8%	5	29.4%	2	11.8%	8	47.1%

Withdrawal 2 yr Trend Data

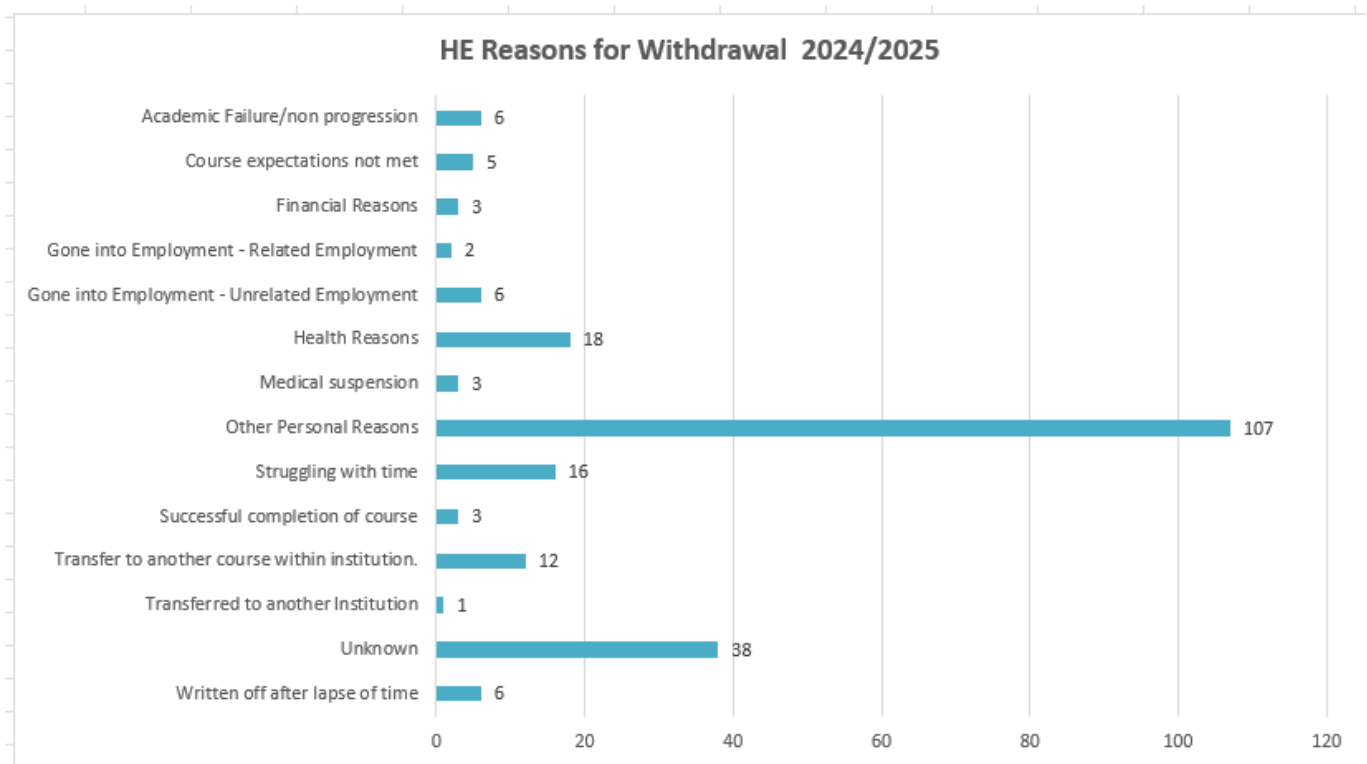
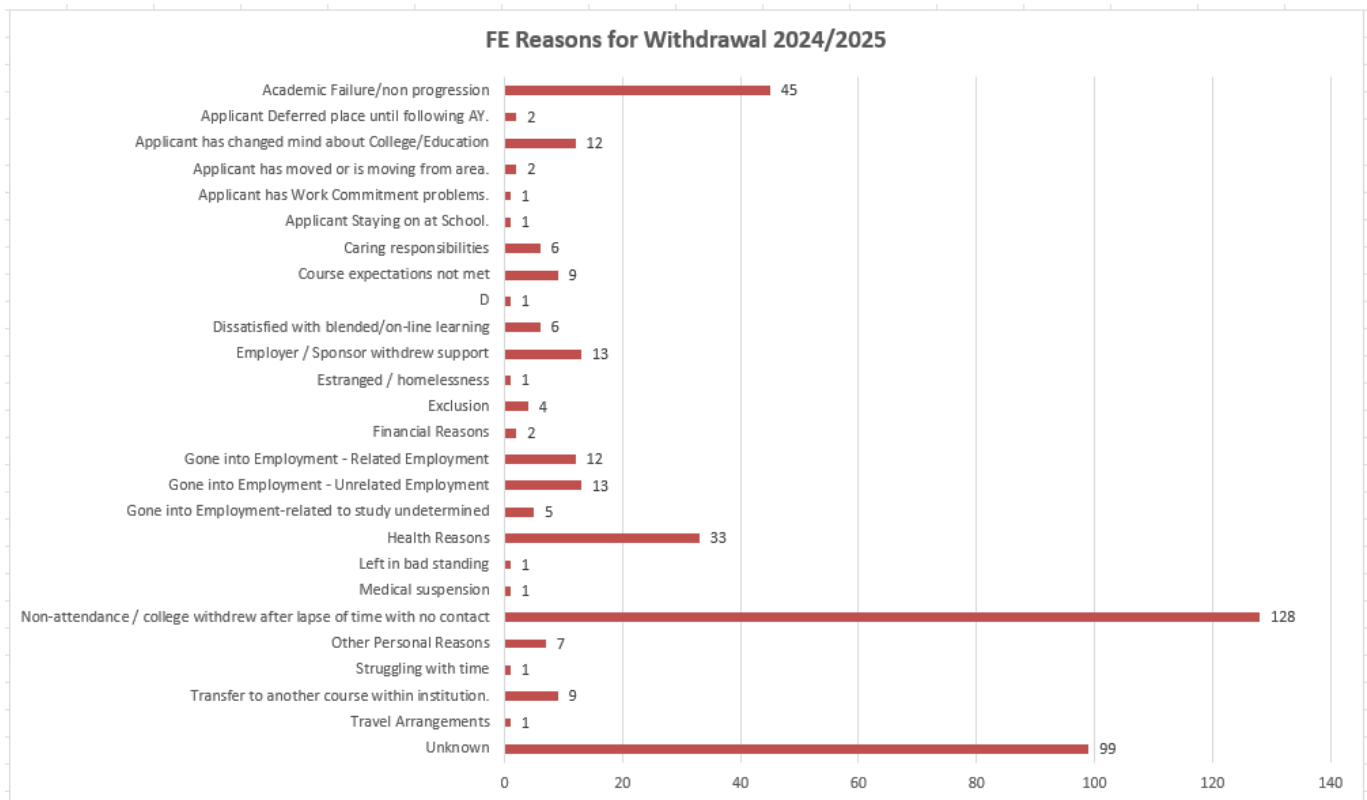
Level of Study	AC Year	Success - No of Students	Success %
FEFT	2023/24	33	4.39%
FEFT	2024/25	40	5.67%
FEPT	2023/24	85	2.86%
FEPT	2024/25	101	4.33%



Level of Study	AC Year	Success - No of Students	Success %
FEFT	2023/24	118	16%
FEFT	2024/25	113	17%
FEPT	2023/24	218	8%
FEPT	2024/25	166	7%

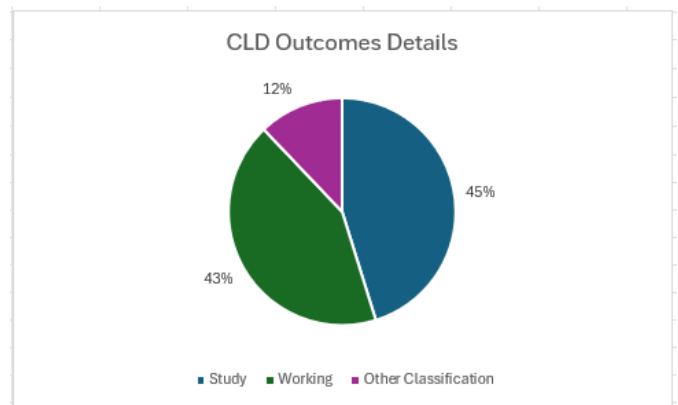


Withdrawal Reasons Data

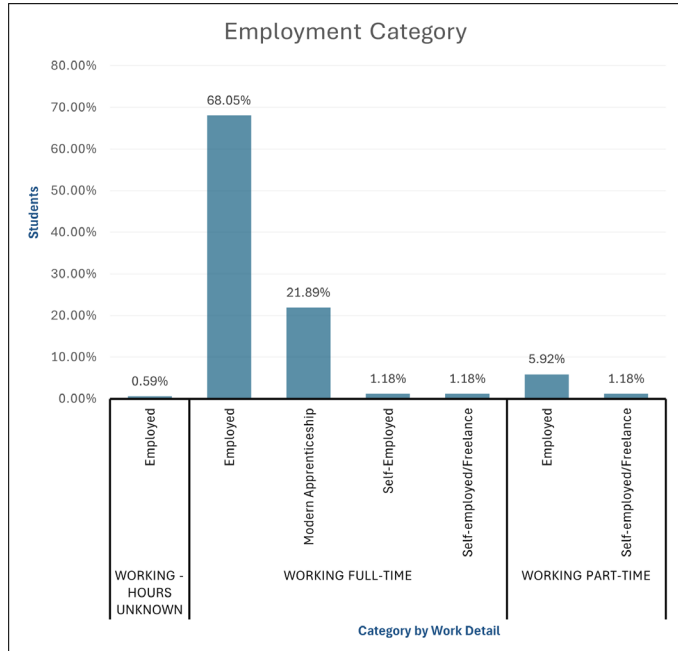


College Leaver Destination Data

CLD Outcome	Students	%
Study	179	45%
Working	169	43%
Other Classification	48	12%
Total	396	



Primary Classification	Work Detail	
WORKING FULL-TIME	Modern Apprenticeship	37
WORKING FULL-TIME	Employed	115
WORKING FULL-TIME	Self-Employed	2
WORKING FULL-TIME	Self-employed/Freelance	2
WORKING PART-TIME	Employed	10
WORKING - HOURS UNKNOWN	Employed	1
WORKING PART-TIME	Self-employed/Freelance	2
Total		169



Demographics Success 16 to 19 Years Old Category

AC Year	Number of Students - Partial Success	Percentage of ENRS Counting - Partial Success	Number of Students - Success	Percentage of Students - Success
2023/24	67	17%	251	63.07%
2024/25	50	14%	256	69.57%

Complaints 2 Yr Trend Data

Total Annual Complaints	2024_25	2023_24
FE	21	17
HE	10	31

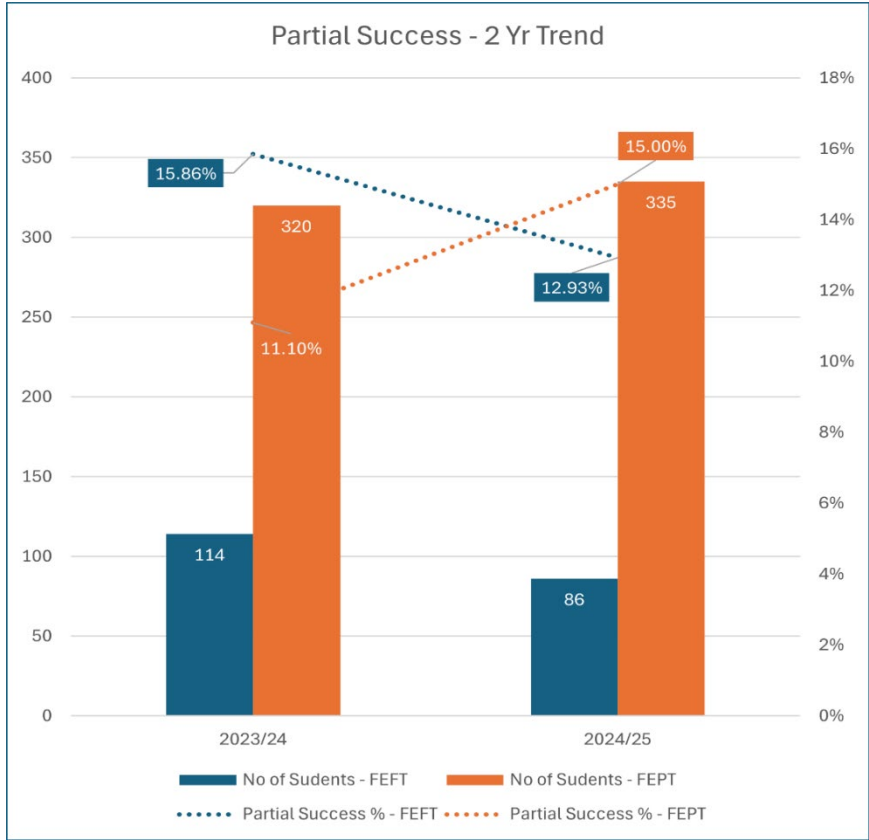
Complaints Categories

Nature of Complaints – Annual			
	Academic Year	2024_25	2023_24
1 Customer Care		10	7
1d Data Protection		0	2
1f Staff Conduct		6	5
1g Student Conduct		4	0
2 Applications, Admission, Progression and Graduation		10	5
2a Marketing		0	1
2b Application, Admission, Interview, Enrolment, Induction		8	2
2c Progression, Articulation, Withdrawal and Graduation		2	2
3 Course Related		5	11
3a Learning and Teaching		2	7
3b Environment/ Resources		0	2
3c Course Management		2	1
3e Assessment, Exams, Certification		1	1
4 Services		2	4
4a Finance		2	3
4b Funding/ Bursary		0	1
5 Facilities		2	20
5b Student Accommodation		0	19
5c Maintenance, Lifts, Car Parking		2	1
6 Other		0	1
6a Dealt with through other college procedure i.e. staff/student disciplinary		0	1

Areas where no complaints have been submitted, 1a Health and Safety, 1b Security, 1c Diversity and Equality, 1e Environmental, 3d Facilitated Learning Support, 4c Student Records, 4d Providing Learning Support, 4e Library/Learning Technology, 4f College Services - Quality etc, Catering, 5a Catering

Success 2Yr Trend Data

Level of Study	AC Year	Success - No of Sudents	Success %
FEFT	2023/24	114	16%
FEFT	2024/25	86	13%
FEPT	2023/24	320	11%
FEPT	2024/25	335	15%



Level of Study	AC Year	Success - No of Students	Success %
FEFT	2023/24	467	65%
FEFT	2024/25	460	69%
FEPT	2023/24	2278	79%
FEPT	2024/25	1726	77%

