



Tertiary Curriculum Strategy

2025-2028

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Introduction

UHI North, West and Hebrides is Scotland's newest college, formed in August 2023 following the merger of UHI North Highland, UHI Outer Hebrides and UHI West Highland.

Proudly rooted in the culture and landscapes of the North and West Highlands, Skye and Outer Hebrides, UHI North, West and Hebrides provides relevant and distinctive learning, skills, research and innovation, shaped by the needs and ambitions of our communities, with a reach that extends locally, nationally and internationally.

As one of the largest partners within the University of the Highlands and Islands, we deliver flexible, supportive lifelong learning, from access level to PhD, to suit more people, at more levels, for more reasons.

We serve a diverse population, from school leavers to working adults, from career changers to those entering the workforce.

Through our range of senior phase, further education and higher education courses, world-class research, and flexible place-based, work-based and online study options, we're widening access to education in our rural and island communities, removing barriers to learning, providing relevant progression and career pathways for our students, and creating a personalised experience tailored to their needs.



We're delivering learning, skills, research and innovation to support a talent pipeline for the region's key growth sectors including energy, engineering and construction, net zero and sustainability, creative industries, food and drink, health and social care, land and sea-based industries, and Gaelic.

As an anchor institution in the region, our aim is to have a transformative impact on the people, communities and economies of our regions, by providing opportunities that enable people to live, work and study in the North and West Highlands, Skye and Outer Hebrides.

Strategic framework

A three-year strategic framework was set out in our business case for merger.

+ 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 our work and trusted by our students, staff and partners. We are recognised for our leadership and dedication to deliver more for everyone we serve.
- + **Integrity:** We take responsibility for our actions, ensuring transparency and accountability. People are at the heart of everything we do, and we operate in a culture of collaboration, openness, dignity and respect.
- + **Excellence:** We are ambitious for our learners, our staff, our college, and our communities. We drive innovation, aspire to be sector leaders, and measure our success against national and international benchmarks.

+ Our strategic goals

- + To become a financially sustainable joined-up organisation
- + To grow curriculum, particularly into key areas that link with our research and commercial opportunities
- + To grow research and knowledge exchange through connecting our current specialisms and developing them alongside our region's potential
- + To have cohesive and responsive business development teams who can respond effectively and purposefully to opportunities of scale
- + To enhance the student experience through connecting our sites, resources, communities, and multi-location programmes
- + To have resilient team structures and depth of resource to address changing priorities, opportunities, and economic difficulties.

Tertiary curriculum strategy

Purpose

The Tertiary Curriculum vision is to deliver an accessible, research-informed and student-centred curriculum that is highly prominent, responsive, demand-led and sustainable.

Our progressive strategy places students at the centre, delivering an accessible, research-informed curriculum that is responsive, demand-led and sustainable. “Where learning means more” is our UHI North, West and Hebrides guiding principle and shapes our shared student-centred ethos.

Our tertiary curriculum strategy enables students to succeed, communities to thrive and economies to grow through a stronger, locally connected curriculum that has global attraction. Our strategy harnesses our world leading specialisms and sector leading innovative design and delivery of curriculum. It safeguards a local choice of curriculum right across the rural and island expanse, by combining digital innovations and place-based learning. Our priority is for growth and development of new and existing curriculum in the following areas:

- Green energy, sustainable construction, NET Zero, blue economy and space
- Health and wellbeing and social care
- Gaelic language, rural and island culture

Scope

Our comprehensive tertiary curriculum strategy sets out a framework of priorities at UHI North, West and Hebrides. Cultural diversity, heritage, natural capital, mountains, lochs and coast define and characterise the area and crucially these will shape the development of this curriculum. The focus will be on the continual refresh and advancement of a high-quality curriculum offer, excellent design and creative delivery that will be of local, regional, national and international significance.

Context

Our strategy outlines the shape of the UHI North, West and Hebrides tertiary approach to continually pioneer delivery through systematic curriculum planning and review. Our approach is underpinned by five strategic aims and shares the direction outlined in the UHI Learning and Teaching Enhancement Strategy. Our strategic aims connect staff with students to help personalise learning. They help join staff with stakeholders, schools and employers, and will unite staff together to support learners to succeed.

Each of our five strategic aims are supported by a set of objectives and success criteria. The objectives underpin the strategic aims and define each aim in more detail. Success criteria are set out into 2025 and 2026/27 measures. They illustrate how the objectives are measured and show where success criteria are shared with other departments. Systematic curriculum review and evaluation will provide evidence and examples of impact against each of the five aims. We will establish benchmarks and will set target performance measures.

We will work seamlessly together to enhance and support student success at all points of their journey. Our college-wide evaluative approach will enable this strategy to be achieved and is fundamental to its success.

Curriculum themes and priorities

Curriculum priorities for the next three years are to expand the curriculum, grow Higher Education, extend the reach of delivering curriculum and enhance learning and teaching.

Priority for growth and development of new and existing curriculum are in the following:

- Green energy, sustainable construction, NET Zero, blue economy and space
- Health and wellbeing and social care
- Gaelic language, rural and island culture

Important sectors and curriculum themes that relate to the geographic area served by UHI North, West and Hebrides will continue to feature in our curriculum review and planning.

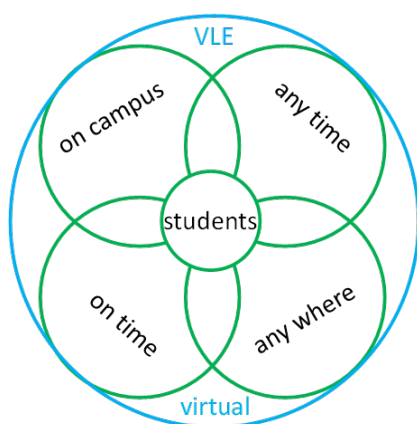
- Rural and island sustainability and Net Zero (renewables, wind energy, green hydrogen, advanced manufacturing)
- Gaelic language
- Health care, social care and early education
- Engineering and advanced manufacturing
- Built environment
- Hospitality, food and drink
- Leisure and adventure tourism
- Land, sea and the environment (mountains, lochs and coast)
- Creative and digital industries

We will build a sense of belonging and community to support both our place based and online curriculum delivery and the student experience across our Highlands and Islands region. We will nurture strong connections between students and our staff and develop enhanced digital pedagogy across all subject areas.

Our multi-modal delivery model will be expanded to ensure maximum reach and equity of available opportunities by making best use of our pedagogical expertise in distributed education. This will require advanced digitisation, (automation, artificial intelligence, virtual reality) to enhance research, learning, teaching, student support, learning resources and assessment.

Our tertiary curriculum strategy will inform decision-making and drive commitment to:

- Increase collaborative partnerships and shared delivery models
- Further develop school-college partnerships and virtual school



- Reflect the outputs from the UHI tertiary curriculum review
- Strengthen collaborative work with research clusters to develop pathways to enable research-active staff
- Increase short course provision and micro-credentials
- Use digital technologies to widen access, promote individualised learning, develop digital expertise, and grow existing distributed learning models

- Enhance delivery by increasing the use of digital tools for learning, and introduce new and emerging digital technologies
- Clearly define progression pathways and transitions across all SCQF levels
- Increase part-time provision, work-based learning, the apprenticeship family, continuing professional development, entrepreneurship, bespoke training for large organisations to micro-businesses and self-employed people, and micro-credential provision
- Collaborate with key economic growth sectors to innovate and grow FE and HE curriculum and business development opportunities
- Embed the systematic use of digital evaluation tools

Success measures

We will use 2023/24 performance measures as our benchmark.

- Student attainment success is at or above the National and UHI average (SHARED with Student Experience).
- Maintain non-continuation rate in first year and work with UHI to establish approach for measuring HE success in future years.
- Student retention rates are maintained in year 1 and improved or above regional and national benchmark by year 2/3 (SHARED with Student Experience).
- Credit delivery and HE FTE delivery to target.
- Benchmark Positive Destinations against 2023/24 and maintain strong positive destinations in comparison to the region and nationally.
- Increase the number of enrolments on courses available across rural and island communities. (benchmark taken from 2023/24)
- Every course or subject area has student voice representation. (SHARED with Student Experience and HISA)
- Maintain high student satisfaction rates, in line with UHI and above the sector average and achieve 50% student survey return rate. (Student Experience SHARED)
- Curriculum three-year planning is commenced in 2024/25 with outline plans followed by establishing curriculum growth plans.
- Adopt (year 1) and embed (year 2) the Learning and Teaching Enhancement values, evidenced in self evaluation.

The Key Performance Indicator (KPI) measures will be an internal referenced document that will reflect the most recent sets of KPIs to compare for monitoring performance and to track our progress. Some success measures are shared with other departments or across the college.

Tertiary Curriculum Evaluation and Review

Curriculum evaluative and review approaches are carried out throughout each year at university, college and team level, by faculty, cognate and subject grouping. These comprehensive approaches include self-evaluation, curriculum review and forward planning, course committee dialogues, curriculum approval, professional review, peer review, quality assurance and enhancement arrangements, UHI and external agencies, research, stakeholder engagement events and audit.

Staff will engage in evaluative and review approaches whilst using extensive data sources. These sources include key performance indicators, the student voice, external stakeholder feedback, labour-market intelligence, sector benchmarks and reports, research output, internal and external best practice and relevant national strategies and reports.

College evaluative and review approaches provide evidence and examples of impact against each of the five aims.

Curriculum Context

Introduction

Building on the combined expertise, self-determination and strengths from within three legacy colleges, our tertiary curriculum strategy responds to local, regional, national and international need. We will create improved equity of opportunity for learning within such an expansive rural and island context. Our tertiary curriculum strategy articulates our UHI North, West and Hebrides strategic framework (vision, mission and values), the regional outcome agreement and the context of [UHI's strategic plan](#). UHI North, West and Hebrides will work closely with UHI to shape the implementation of their framework and to drive best practice.

We will address the Scottish Funding Council's [Coherence and sustainability: A review of tertiary education and research in Scotland](#). The planning and design of curriculum will reflect the [National Discussion](#) about Scottish tertiary education and the outcomes from the purpose and principles review.

We will continue to draw from a range of other key strategic drivers. These include the Scottish Government's [Net Zero: Climate Change Plan 2018-2032](#) and the [Climate Emergency Skills Action Plan 2020-2025](#) and finding solutions that are innovative and flexible. The planned curriculum will support the principles associated with [A Blueprint for Fairness: Commission on Widening Access](#), [DYW: Scotland's Youth Employment Strategy](#), the [National plan for Scotland's islands](#), and Highlands and Islands [Regional Skills Investment Plan](#). We will continue to work strategically with local authority partners (Comhairle nan Eilean Siar and Highland Council), schools, regional employers and other agencies to expand access to a portfolio of broad general education and senior phase opportunities. Responding to the Scotland's Islands Plan and the National Gaelic Language Plan, the college will extend and strengthen its work with key partners, stakeholders and communities.

With a new energy, an increased influence, and a heightened determination, UHI North, West and Hebrides has a pivotal role in the continued social and economic regeneration of the communities it serves. In partnership with stakeholders, and driven forward by progressive strategic leadership, the college will progress the recently published Scottish [Government's National Strategy for Economic Transformation](#) and focus upon its five key bold policy programmes of action.

Curriculum planning and review

This is an unprecedented time of rapid change as the country emerges from the pandemic crisis, and deals with the eastern European conflict, the post-Brexit and home economic landscape. Our curriculum will be bold and offer an exciting, innovative response to the challenges facing Scotland's education sector. The curriculum offer and skills alignment will be coherent, high quality, and sustainable. Curriculum will be aspirational and relevant to the region and beyond. Multi-year planning with key stakeholders will support a culture of lifelong learning to upskill, reskill and to be able to adapt to self-employment, enterprise initiatives and ever-changing labour markets. This will ensure the current and future needs of people and stakeholders are understood and achieved.

We will systematically review and plan our curriculum by using a research-informed and evidence-based approach using past and current data. This will ensure that curriculum is developed, that design is current and that best practice delivery addresses access and inclusion. We review curriculum against measures of demand, optimised delivery, financial viability, key performance indicators and need.

Curriculum design and delivery

We will innovate curriculum design and further develop its multi-modal delivery model to become sector leading. By expanding the curriculum and driving the multi-modal delivery model, more curricula will become more accessible. By harnessing the collective expertise and best practice from the three legacy colleges, a broader range of high-quality education becomes available to further enrich people's lives, their work and their communities. This tertiary curriculum strategy could significantly contribute to the [Islands Growth Deal](#), [Islands Skills Investment Plan](#), and the Skills for Scotland [Accelerating the Recovering and Increasing Sustainable Economic Growth](#) once funding is sufficiently distributed in the region. The tertiary curriculum strategy supports the UHI Strategic Plan 2030.

UHI North, West and Hebrides will continue to revolutionise learning and teaching approaches, delivery methods and content by making best use of digital technology. At the fore is strengthening organisational capability to extend reach and to teach students where they live and work. Curriculum will support the transition to net zero through a strategic shift towards blue and green economies: offshore wind, tidal energy, hydrogen, sustainable farming and forestry, decarbonisation and eco-tourism.

Learning, teaching and assessment

The [UHI Learning and Teaching Enhancement Strategy](#) (LTES) was collectively refreshed by the UHI partnership to further increase best practice and scholarly activity in learning and teaching. The LTES will enable the '[Where learning means more](#)' ethos and enhance the learning experience for all UHI students. The Learning and Teaching Enhancement Strategy presents a shared direction for the further development of creative, student-centred, impactful learning and teaching at UHI, in ways that align with our own ambitions, with what we want our students to experience, and which are contemporary and innovative in relation to how tertiary educational practices are now developing and evolving in the wider sector. UHI North, West and Hebrides adopts this shared direction for student-centred and personalised learning and will embed the values and behaviours holistically through internal processes.

Our tertiary curriculum strategy requires staff commitment for continual quality enhancement through robust self-evaluation, stakeholder collaboration, industry partnerships and organisational learning. Evaluation of learning, teaching, assessment, learning support and professional services will use a digital lens to inform curriculum and service design. We will refresh and modernise learning space, teaching space and facilities for all. The college will harness expertise in digital pedagogy and best practice learning, teaching and assessment approaches. Staff champions who embrace digital technologies and innovative teaching will help to expand digitisation methods across our multi-modal delivery model. By harnessing learning and teaching excellence, pedagogy expertise and research, the college will roll out a coherent development plan for a resilient, digitally empowered organisation, and will share best practice within the sector.

Strategic aims, objectives and outcomes

Strategic aim one

Students: A student-centred curriculum designed using labour market information and personalised learning and teaching approaches

We will achieve this by:

- Creating learning opportunities and services to ensure equality, diversity and inclusion.
- Providing an inclusive curriculum with a comprehensive range of learning contexts, access points, flexible entry points, and exit points.
- Designing a curriculum that will stretch and support students through every stage of their learning journey.
- Ensuring students have meaningful opportunity for intercultural collaboration, developing entrepreneurial and business start-up skills, research, project-based learning and work experience.
- Harnessing the expertise of industry experienced staff using cutting edge pedagogy.
- Embedding and contextualising [UHI Learning and Teaching Enhancement Strategy](#) values within curriculum to best fit the needs of students and employer contexts.

Success criteria: 2025

- Our curriculum is accessible to the widest possible range of students and accommodates different learning needs of students.
Students are effectively supported throughout their learning journey.
- Inspirational curriculum design and delivery principles are established.

Success criteria: 2028

- The design of curriculum increases and enhances positive outcomes for all students.
- All students have access to develop a wide portfolio of career ready skills and experience whilst at college.
- Our curriculum provides flexible entry and exit points, including micro credential availability and actively promote these to prospective and existing students.
- Implementation of curriculum design and delivery principles and UHI learning and teaching enhancement values to ensure new and inclusive modes of delivery.

Strategic aim two

Progression: An innovative, high-quality curriculum that equips students for a modern workforce and society

We will achieve this by:

- Developing a targeted growth plan to strengthen progression pathways to Higher Education, postgraduate and PhD, and into careers.
- Increasing the offer of a flexible curriculum that can be delivered into the workplace and meeting the needs of employers, the workforce and future labour market needs.
- Validating and future-proofing provision by increasing proactive engagement with key stakeholders (employers, community groups) in the design, development and delivery of curriculum.
- Developing intercultural curriculum and pathways by working with partners to further support Gaelic language, tradition and the unique cultural heritage of this region.

- Ensuring that all students are work-ready and able to effectively engage with the career of their choice.
- Be the partner of choice for key areas of economic activity.
- Ensuring that staff continually refresh their sector skills, professional relationships and industry experience whilst aligning to the [professional standards of lecturers](#).

Success criteria: 2025

- Students undertake meaningful work experience as part of their learning.
- Staff and teams analyse and use student feedback, key performance indicators and comprehensive available data sources to improve the student progression into a positive destination.
- Baseline benchmarks and targets within key performance indicators have been set to drive improvement.
- Curriculum planning and review approaches incorporate labour market intelligence, active stakeholder input and insight at college and team level including stakeholder endorsement.

Success criteria: 2028

- Our tertiary curriculum makes a positive contribution to the social and economic development of the communities it serves, evidenced by local employment entry and by attracting new young people to the area.
- Students progress into positive destinations as a result of their college experience.
- Staff are proactive in updating their research, professional skills, sector expertise and experience leading to increased partnership working.
- Staff and teams extend their external connection portfolio to the benefit of the student experience and the ongoing work and development of the college.

Strategic aim three

Sustainability: A sustainable curriculum

We will achieve this by:

- Embedding green efficiency, sustainability and financial viability at each stage in the design and delivery of programmes.
- Developing a sustainable curriculum based on strong labour market intelligence, employer, school and community input and through partnerships.
- Creating sustainable demand for existing and new provision through intelligent marketing, enterprise initiatives, workplace engagements and providing effective partnership arrangements.
- Maximising the expertise in online and distributed education, using digital technology and best practice pedagogy to extend access and the reach of the curriculum.
- Developing the curriculum and learning around the Scottish Government's 'Net zero: climate change plan 2018-2032'.
- Increasing income sources through the growth and influence of the international market and commercial business.
- Sustaining Gaelic curriculum by embedding Gaelic learning opportunities appropriately across curriculum and by increasing Gaelic medium delivery.

Success criteria: 2025

- Resource is maximised and duplication reduced.

- The 'Sustainability Impact Assessment' is established (the financial cost, sourcing of local/national/international materials, carbon footprint and recyclable/non-recyclable materials are considered) including the assessment of new technology and suitable integration within design and delivery of curriculum.
- A plan is implemented to integrate sustainability practice throughout delivery.
- There is an increasing uptake of Gaelic learning opportunities which have been proactively shared with students and stakeholders (SHARED).

Success criteria: 2028

- The 'Sustainability Impact Assessment' is consistently used.
- Collaboration and partnerships are established to increase course viability.
- Co-developed marketing strategies have been instrumental in creating demand for provision, increased initiatives, engagements and international reach, and effective partnership activity (SHARED).
- Increase in sustainability skills development uptake in students and staff.
- International recruitment is actively pursued, and non-SFC/non-core/non-regulated income streams are in place and achieved (SHARED).

Strategic aim four

Equity: An accessible and progressive curriculum renowned for digital innovation

We will achieve this by:

- Cultivating a culture to continually transform and enhance the design and delivering of curriculum by making best use of research 4.0, distributed delivery, digital pedagogy and technology.
- Developing transferrable meta-skill opportunities across all levels of provision to ensure that students can effectively evidence these skills.
- Ensuring that delivery of learning reaches the most rural, island and inaccessible areas of this region and is offered to other isolated parts of the UK and beyond.
- Creating flexibility in curriculum to support the needs of students, whilst innovating curriculum design to accommodate working students.
- Developing innovative approaches to learning, teaching, assessment and research that further inspire, stimulate and challenge students.
- Increasing local, national and international recruitment (SHARED mirrored in Sustainability).

Success criteria: 2025

- Our multi-modal delivery model is established across all delivery plans to ensure equity of opportunity across the area.
- Digital pedagogy and technologies are used to increase inclusivity and accessibility.
- A plan is in place to engage and to enhance the learning experience.
- The adoption of a consistent approach to meta-skills development is established.

Success criteria: 2028

- Meta-skills development has been planned and contextualised effectively to meet the needs of each student.
- Innovative curriculum design and delivery leads to increased rural and island recruitment.
- Our multi-modal delivery model is deployed effectively, and improves reach and increases recruitment of local, national and international students.

- The college has increased dissemination of its knowledge and expertise in digital pedagogy which has had significant impact and recognition.

Strategic aim five

Informed: A responsive and inspirational curriculum co-designed by experts: staff, students and employer and community stakeholders

We will achieve this by:

- Systematically plan and review a tertiary curriculum that is aligned to the economic and social needs of employers, communities, and students.
- Ensuring that the student voice is central to the evaluation and review of curriculum.
- Enhancing existing sector-leading digital pedagogy and actively share practice to benefit college teams, UHI and the sector.
- Engaging with a broad range of key employers and community stakeholders to ensure industry standards and benchmarks are used across curriculum.
- Making effective use of high-quality research output and proactively engage in research opportunities.
- Working with stakeholders and awarding bodies to influence curriculum design and to drive best practice in learning, teaching and assessment.

Success criteria: 2025

- The student voice has been included, listened to and acted upon to drive positive change and improvement.
- Effective employer engagement in curriculum design and delivery will have been evidenced across all subjects.

Success criteria: 2028

- Emerging technologies and industry standards are integral in the design of curriculum.
- An increased range of external engagements, award and competition entries and research activity improves influence, raises standards and celebrates best practice.
- Consistent high standards achieved and evidenced through curriculum approvals, external visits, audits and stakeholder feedback.

Enabling strategies

Our tertiary curriculum strategy takes account of a wide range of national, regional and local drivers and is based on educational and economic policies and initiatives as well as the Scottish Funding Council's Regional Outcome Agreement for the University of the Highlands and Islands.

Our key drivers include, but are not limited to:

- UHI NWH Strategy *Ro-innleachd* 2023-28
- UHI NWH Research and Growth Strategy 2023-28
- UHI NWH Estates and IT Strategy 2023-
- UHI NWH Quality Enhancement Strategy 2023-28
- UHI NWH Student Experience Strategy 2023-28
- UHI NWH Gaelic Language Strategy 2023-28
- [UHI Strategic Plan 2030](#)
- UHI Learning and Teaching Enhancement Strategy 2022-27 [UHI Learning and Teaching Enhancement Strategy - LTES v1.0 SEPT 2022.pdf - All Documents \(sharepoint.com\)](#)
- [LTES on a page for staff](#)
- UHI Curriculum Review
- UHI Environmental Sustainability Strategy to 2030
- GTCS Professional Standards for Lecturers in Scotland's Colleges [Professional Standards for Lecturers in Scotland's Colleges - The General Teaching Council for Scotland \(gtcs.org.uk\)](#)
- United Nations Sustainable Development Goals <https://sdgs.un.org/goals>
- Scottish Government's Net Zero: Climate Change Plan 2018-2032 [Securing a green recovery on a path to net zero: climate change plan 2018-2032 - update - gov.scot \(www.gov.scot\)](#)
- The Climate Emergency Skills Action Plan 2020-2025 [climate-emergency-skills-action-plan-2020-2025.pdf \(skillsdevelopmentscotland.co.uk\)](#)
- Space Scotland was created by space experts and enthusiasts to define and realise a transformative vision for Scotland's burgeoning space sector, Space Scotland's space strategy, space sustainability road map and space sector equality, diversity and inclusion: [Strategic Documents - Space Scotland](#)
- Scottish Government's Blue Economy: Vision for Scotland (2022) [1 Introduction - Scotland's Blue Economy: current status review - gov.scot \(www.gov.scot\)](#)
- Scotland's Blue Economy Review <https://www.gov.scot/publications/blue-economy-vision-scotland/>
- British Marine Skills and Training Survey <https://britishmarine.co.uk/News/2022/March/British-Marine-Scotland-Workforce-Skills-and-Training-Survey>
- Marine Tourism: Giant Strides 2020-2025 <https://scottishtourismalliance.co.uk/marine-tourism/>
- Marine Tourism: Giant Strides Membership <https://mymembership.britishmarine.co.uk/giant-strides/>
- Visit Scotland: Research Insights on Coastal Tourism <https://www.visitscotland.org/research-insights>
- A Blueprint for Fairness: Commission on Widening Access (2016) [Executive Summary - A Blueprint for Fairness: Final Report of the Commission on Widening Access - gov.scot \(www.gov.scot\)](#)
- [Equality and Human Rights Commission Scotland Guidance](#)
- [Tackling persistent inequalities together](#) (2023)
- [Developing the Young Workforce: Scotland's Youth Employment Strategy](#) (2014)
- The National plan for Scotland's islands (2019) [The National Plan for Scotland's Islands - gov.scot \(www.gov.scot\)](#)
- Highlands and Islands Regional Skills Investment Plan (2019) [skills-action-plan-for-highlands-and-islands.pdf \(skillsdevelopmentscotland.co.uk\)](#)
- Islands Growth Deal (2021) [About the Deal – Islands Growth Deal \(islandsdeal.co.uk\)](#)
- Skills Investment Plan for the Highlands and Islands 2019-2023 [skills-action-plan-for-highlands-and-islands.pdf \(skillsdevelopmentscotland.co.uk\)](#)
- Scottish Government's National Strategy for Economic Transformation (2022) [Scotland's National Strategy for Economic Transformation - gov.scot \(www.gov.scot\)](#)
- National Gaelic language plan 2018-23 [BnG-NGLP-18-23-1.pdf \(gaidhlig.scot\)](#)

- Scottish Government's A changing nation: How Scotland will thrive in a digital world (2021) [A changing nation: how Scotland will thrive in a digital world - gov.scot \(www.gov.scot\)](#)
- Putting Learners at the Centre: Towards a Future Vision for Scottish Education (2022)
- Independent Review of Qualifications and Assessment <https://www.gov.scot/groups/independent-review-of-qualifications-and-assessment/>
- The Scottish College of the Future (2020) [The Scottish College of the Future — The College of the Future \(collegecommission.co.uk\)](#)
- Our Digital Ambition for Scotland's Colleges (2020) [Colleges Scotland](#)
- STEM Strategy for Education and Training in Scotland Third Annual Report (2021)
- SFC's Coherence and sustainability: A review of tertiary education and research in Scotland (2020)
- [Review of Coherent Provision and Sustainability - phase 3 \(sfc.ac.uk\)](#)
- Skills Development Scotland: What We Do – Regional Skills Assessments <https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/regional-skills-assessments/>
- Skills Development Scotland: What We Do – Skills Action Plan for Rural Scotland <https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/skills-action-plan-for-rural-scotland/>
- Scottish Government National Planning Framework 4: Revised Draft <https://www.gov.scot/publications/national-planning-framework-4-revised-draft/>
- Argyll & Bute Rural Growth Deal <https://www.argyll-bute.gov.uk/rgd>
- UK Government Island Growth Deal <https://www.gov.uk/government/news/uk-government-signs-islands-growth-deal-worth-393m>



UHI | **NORTH, WEST AND HEBRIDES**
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UHI North, West and Hebrides is a trading name of The Board of Management of UHI North, West and Hebrides which is a registered charity, number SC021215.

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