

College: Sabhal Mòr Ostaig

College regional grouping: Highlands and Islands

Funding

Sabhal Mòr Ostaig will receive a total of £1,685,901 from the Scottish Funding Council for academic year 2019/20 to enhance and develop the rate of Gaelic language acquisition through further education for a total of 799 credits to be delivered.

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

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

It is also important to note that SMO currently shadows the NRPA to the extent that Lecturers' pay is harmonised and Support staff receive the same increases as Support staff across the sector. SMO is not, however, a signatory to the NRPA.

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

Priority Outcomes to be delivered through the period AY 2019/20 with longer term aims to AY 2021/22

By the end of AY 2021/22 the College will deliver the following priority outcomes, which align with SMO's Strategic Plan 2017-2022:

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

1. increased access to language acquisition and opportunities for usage; supported corpus development; and raised status of the language; thereby contributing to the National Gaelic Language Plan (NGLP) 2018-2023 (*Ref SMO Strategic Objective 1*)
2. delivering excellent research and knowledge transfer to support Gaelic language and culture (*Ref SMO Strategic Objective 2*)
3. having enabled more people to access Gaelic culture, enhanced its development across a wide spectrum of artistic activity and fostered a philosophy of innovation and enterprise

leading to increased creativity in Gaelic-related culture in Scotland and internationally through the implementation of our arts strategy (*Ref SMO Strategic Objective 3*)

4. fostering education, culture, and economic and community activity, having implemented a major part of the Kilbeg development (*Ref SMO Strategic Objective 4*)
5. developing a thriving local, and a wider Gaelic economy, based on delivery of skills development, business creation, employer engagement and creating value from knowledge exchange, demonstrated locally by increased income, jobs created and sustained and other economic KPIs; regionally by collaborative working with UHI partners in delivery of Gaelic and Related Studies and through the UHI Gaelic Committee and the UHI Gaelic Plan; and nationally by collaborative working with other institutions. (*Ref SMO Strategic Objective 5*).

Priority Outputs to be delivered in AY 2019/20

In AY 2019/20 the College will deliver the following priority outputs:

- increase the number of learners undertaking SMO FE programmes from 951 credits in AY 2014/15 to 1200 credits in AY 2019/20 (actual budgeted 799 credits);
- drive forward the delivery of relevant NGLP outcome areas related to Education, Communities and Workplace through activity with schools, adult learners, UHI partners, other public sector organisations regionally and nationally to increase coherence in learning provision;
- increase engagement with schools at local, regional and national level through the further development of information, advice and guidance services, clarifying the learner journey, and leading to increased student recruitment and awareness of tertiary Gaelic education and employment opportunities;
- increase the number and location of Gaelic-language FE short courses provided by the College by the end of AY 2019/20 to provide more opportunities to gain fluency and increased access to learning;
- ensure the continued sustainability of the College by increasing commercial income by 1% and increasing non-Gaelic speakers' exposure to Gaelic language and culture.

Signed by SMO

Signed by SFC

Date

1. Context Statement

Introduction

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

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

SMO was a key partner in the delivery of the NGLP 2012-17 and has been instrumental since its inception in the revitalisation of Gaelic language acquisition. The College is committed to working in partnership with the Scottish Government, Bòrd na Gàidhlig, and other partners, towards achieving the aims of the NGLP 2018-23 and has a role to play across a range of strategic areas, such as Post-school Gaelic Learning, Gaelic Teaching, and Gaelic in the Home and Community. Of these, Post-school Gaelic learning is the most significant and the College will continue to work with Bòrd na Gàidhlig to ensure that its Gaelic courses are provided through UHI partners and through partner institutions across Scotland. The College is working closely with the Scottish Government and Bòrd na Gàidhlig to develop opportunities for adult learners of Gaelic, recognising the important role that the College can play in supporting this key area of delivery.

In line with Scottish Government guidance and priorities, this OA describes an intensification of activity in key areas such as widening access, articulation, attainment and retention, gender, Developing the Young Workforce (DYW), skills, innovation and apprenticeships.

The College continues to build on and implement recommendations from the Education Scotland (ES) review and works closely with ES and with SFC regarding the implementation of the Quality Arrangements which were introduced in AY 2016/17. The College produced its first Evaluative Report and Enhancement Plan in October 2017, which was endorsed by both ES and SFC. It has since then submitted its Evaluative Report for 2017/18 and its Enhancement Plan for 2018/19-2020/21 and is working closely with ES to implement these plans.

SMO is actively involved in creating more opportunities for communities and networks of Gaelic speakers to use Gaelic and increasing access to the language in community activities and services. The College recognises the opportunities arising from the Community Empowerment (Scotland) Act 2015 and is working closely with Local Authorities and other community planning partners to take forward locality plans, providing advice and support in the delivery of relevant outcomes as well as supporting local authorities in the delivery of their Gaelic Language Plans.

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

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

The College Media Strategy is driving media related activity at the College and aims to make full use of the range of media related resources, companies and initiatives based on campus. A sub-group of the College SMT is taking this work forward, drawing on expertise from the media industry, HIE Creative Industries, and other relevant partners. The College sees this as an important area for potential growth of activity and income generation over the duration of this OA.

This Outcome Agreement, compiled in association with the Scottish Funding Council, encapsulates the many facets of the College's mission and sets out what SMO's specific objectives will be in each sphere of activity in AY 2019/20 and the Priority Outcomes to be delivered by the end of AY 2021/22. As noted above, in AY 2016/17, the College carried out a consultation on its Strategic Plan for 2017-2022, and its longer term objectives are informed by that process. This also coincided with the development of the National Gaelic Language Plan (NGLP). The three-year OA agreed with SFC in 2017 enables the College to support the delivery of national priorities in partnership with the Scottish Government and relevant agencies.

National and International Context

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

The College makes a highly significant contribution to the work of national agencies. Members of College staff are engaged in the work of national Gaelic language agencies such as Comhairle nan Leabhraichean, the Gaelic Books Council and the National Gaelic Education Steering Group. The College is also represented on the National Trust for Scotland and the Scottish Drama Training Network.

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

Regional Context

SMO contributes to regional outcomes through strategic partnerships with other colleges and within UHI. The College is represented on the Further Education Regional Board (FERB) and works with partner Colleges to further develop access to Gaelic learning opportunities across the region. The College has close links with The Highland Council, with which it has a Memorandum of

Understanding to work in partnership to deliver a wide range of projects and initiatives, and with HIE, which has played a significant part in the development of the College campus and projects. The College is a member of Developing the Young Workforce (DYW) West Highland and sees this a vital forum for taking forward its priorities in relation to this important area of operation.

The College is constantly developing its links with communities in other parts of the Highlands and Islands, most notably with the Staffin area of north Skye at Flodigarry, and with the community of Gairloch through the Gairloch Heritage Museum, with which it has a Memorandum of Understanding (MOU). The College is also building links with the Uist community through Taigh Chearsabhagh Arts Centre which entered into an MOU with SMO in 2017, and has developed its own Gaelic Language Plan with support from SMO.

Local Context

The College has very good links with the local community and has representation on bodies such as Seall Arts, Sleat Community Trust, and Sleat Renewables. Like a number of other local organisations, Seall Arts uses the College as an award-winning venue for its many events and runs a series of weekly ceilidhs during the summer to coincide with the College's short courses in July and August. Gaelic awareness sessions and Gaelic language classes are delivered on a regular basis for the benefit of the local community and are usually very well attended.

Social and Economic Environment

Future work to develop College curriculum and support the development of skills in the Gaelic Labour Market is informed by the research undertaken by Ekosgen for Skills Development Scotland (SDS) and Bòrd na Gàidhlig, published in February 2018, into the current and future demand for Gaelic skills and the Labour Market Intelligence (LMI) arising from that research.

Legislative Environment

The College is aware of its responsibilities under section 63 of the Children and Young People (Scotland) Act 2014 regarding Corporate Parenting, which duties came into force on 1 April 2015. SMO is committed to providing all children and young people who have experience of being in care/ looked after with a safe, supportive learning environment which encourages them to fulfil their potential. The College, through its Safeguarding Group and relevant committees, continues to ensure that appropriate support systems are in place for this group of children and young people and has commenced a programme of training and awareness raising for staff in conjunction with UHI partners and with Who Cares? Scotland. Staff have access to online training materials and the aim is to have all staff made aware of what is expected of them as corporate parents. The College has a range of policies in place to support those with caring responsibilities, such as Flexible Working and Parental Leave policies but we are aware of the need to further enhance this support by developing a Student Carers Support policy which will be published in 2019. This will be taken forward through the College Safeguarding Group, which will liaise with Carers Trust Scotland to develop the policy and report to the College's Senior Management Team.

The College is liaising with Who Cares? Scotland and with other key agencies to identify opportunities for collaborative working in order to encourage and support care experienced learners who may wish to engage with Gaelic learning. The College has produced its Corporate Parenting Plan and published its evaluation of progress with the Plan at the end of March 2018.

Prevention of Terrorism

The College is mindful of its duties under Section 26 of the Counter-Terrorism and Security Act 2015, which requires certain bodies, to have, in the exercise of their functions, "due regard to the need to prevent people from being drawn into terrorism." The Prevent strategy, published by the UK Government in 2011, is part of an overall counter-terrorism strategy, CONTEST. The aim of the

Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

The College is represented on the UHI Prevent Group and is working with UHI colleagues to raise awareness and to ensure that Prevent policy and procedures are in place.

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

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

Post 16 Education (Scotland) Act 2013

The College is aware of its obligations in terms of good governance as detailed in this Act and supporting guidance and will continue to comply with the requirements of the Act.

Cyber Resilience

The College is aware of the need for cyber resilience and is currently working with UHI partners to gain accreditation under the Scottish Government's Cyber Resilience Strategy.

Gender-based Violence

The College is aware of the need to tackle gender-based violence on campus and will encourage staff and students to report unacceptable behaviour. We note the publication by the Scottish Government of guidance for colleges and universities to tackle gender-based violence and will incorporate this guidance into our policies and procedures, as appropriate.

Estranged Students

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

Sabhal Mòr Ostaig Strategic Plan 2017-2022

The College links its Outcome Agreement for 2019/20 - 2021/22 to its aims and objectives as outlined in its Strategic Plan for 2017-2022, and describes how we will progress the delivery of these objectives, based on the shared values and wider aims of the College.

Strategic Objective 1 - Learning and Teaching

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

Strategic Objective 2 - Research, Scholarship and Knowledge Transfer

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

Strategic Objective 3 - Cultural, Creative and Community Development

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

Strategic Objective 4 - Estates and Services

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

Strategic Objective 5 - Sustainability and Governance

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

2 Population size/demographic profile

The 2011 Census showed that there had been a slower decline in the number of Gaelic speakers in Scotland since the previous Census conducted in 2001. Just over one per cent (1.1 per cent or 58,000 people) of the population aged 3 and over in Scotland was able to speak Gaelic, a slight fall from 1.2 per cent (59,000) in 2001. *(See Annex 1 for a linguistic map of the UK which includes data on Gaelic from the 2011 census)*. There were decreases in the proportion of people able to speak Gaelic in all age groups apart from those aged under 20 years which showed a 0.1 percentage point increase¹.

The Census results also showed that a higher proportion of Gaelic speakers than previously was now based outwith the traditional Gaelic speaking communities within the Highlands and Islands – some 47% of Gaelic speakers are now based in the “rest of Scotland” as defined by Census statistics.

Other research conducted by TNS-MBRB in 2011 suggests that attitudes to Gaelic across Scotland are very positive:

- 65% thought more should be done to promote Gaelic in Scotland
- 81% feel it is important that Scotland does not lose its Gaelic language traditions
- 70% thought there should be more opportunities to learn Gaelic
- 90% thought pupils should be taught Scottish studies
- 53% would like to see more Gaelic in Scottish life²

Sabhal Mòr Ostaig is committed to building on this positive attitude to the language and to providing more opportunities to engage with, learn and use the language, in partnership with UHI colleges and others, such as Newbattle Abbey College, across Scotland. These opportunities will be provided

¹ Census 2011: Release 2A

²Public Attitudes Towards the Gaelic Language, CATRIONA WEST / ALASTAIR GRAHAM, TNS-BMRB Scottish Government Social Research, August 2011

through delivery of learning, increasing research and creating and sustaining employment opportunities where Gaelic is desirable or essential. This work will be informed by the Ekosgen Report, as referred to above. We will increase our understanding of the different Gaelic communities' aspirations, from learners of the language to those seeking CPD opportunities to increase skills and employability by working closely with SDS, Bòrd na Gàidhlig, and other relevant agencies.

The information from the above, in conjunction with information provided by Bòrd na Gàidhlig on primary and secondary GME and Gaelic schools, and the results of HIE economic research, will all inform our focus for activities. The College plans to extend short course provision to various locations across Scotland, including Inverness, Edinburgh and Glasgow. It is building further links with schools through our Student Recruitment Officer, and with communities through activities at the Royal National Mòd, Celtic Connections and other national events.

3 Population Density

As indicated above, the Gaelic community is dispersed across Scotland, with almost half of all Gaelic speakers now based outwith the traditional Gaelic communities. The College is committed to working with all Gaelic speakers, and to those wishing to learn and be involved in the development of the language, with the aim of reversing the decline in the number of speakers. The College is particularly aware of the growing numbers of Gaelic learners and the need to increase those numbers further in line with the aims of the NGLP.

The dispersed nature of the population and consequently, SMO's market, has implications for learning provision, teaching methodologies as well as class sizes and these factors have a direct influence on the focus of our developments. Over the coming three years, we plan to ensure that we maximise the opportunities both in partnerships and through learning technologies to deliver courses which meets our growing market requirements, in terms of access, range and quality. This represents a close strategic fit with UHI's strategic direction, making greater use of blended learning and new technologies.

We believe that there is an opportunity to increase the number of learners through distance learning and to enhance the quality of provision through developments in virtual learning environments. Quality is demonstrated by the highest standards of teaching and learning, an enhanced learner experience, delivered through supported distance learning utilising up to date virtual learning environments. Pedagogical practices build on those currently deployed on *An Cùrsa Inntigidh* and *An Cùrsa Adhartais*, systematically developing language skills and bringing learners to fluency. The quality of learning and teaching is at the heart of Sabhal Mòr Ostaig's strategic approach and is a priority within its Strategic Plan. The College will continue to work with ES and other partners to build on the high quality of its provision and to enhance its reputation as a Centre of Excellence for Gaelic language and culture.

4 Economic/employer profile

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

Gaelic language programmes, for Gaelic Medium teachers for example, as well as subject areas related to Gaelic planning and policy and community development. Employers are closely involved in the development of programmes – this has been particularly evident in relation to the development of media-related provision, where the programme development team has included representatives from the BBC and MG ALBA, as well as independent production companies. This involvement has continued as part of the College’s Media Strategy which will continue to be implemented over the duration of this OA.

Vocational pathways in areas such as Media, Early Learning and Childcare, Business Administration, and Translation Skills are being developed in partnership with SQA, SDS and through DYW, recognising the current and increasing demand for a highly qualified Gaelic workforce. A Professional Development Award (PDA) in Gaelic Translation was validated in 2017 and will be delivered from September 2019. In the area of Childcare, the College is piloting the delivery of one unit from the HNC in Childhood Practice through the medium of Gaelic, in the current session with planned delivery of the full award from September 2019. The College is currently delivering the Foundation Apprenticeship (FA) in Social Services: Children and Young People and has successfully bid to SDS for support to deliver to a further cohort in 2019/20. This is being delivered in partnership with local Schools and Childcare Facilities. The College has also achieved support from SDS to deliver the FA in Creative and Digital Media and delivery of this programme will commence in August 2019.

5 Levels and areas of unemployment

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

Sabhal Mòr Ostaig is the only institution in Scotland which delivers this wide and holistic range of educational and supporting economic and cultural activity through the medium of Gaelic.

College provision is informed by Regional Skills Assessments, particularly in relation to Gaelic language and the development of vocational skills in Gaelic. College provision also contributes to implementing aspects of Skills Development Scotland’s Skills Investment Plan for Tourism³, particularly in relation to developing assets such as Gaelic heritage, culture and the Arts, and raising the skills levels of those involved in the industry.

6 Areas of multiple deprivation

As a National Centre, the College draws its students from across Scotland and further afield and so delineated areas of deprivation are not distinct targets for the College. Recognising the changing

³ SDS SIP for Tourism, March 2013

demographic of Gaelic speakers, it is important to the College that it ensures equality of access and inclusion. However, in common with other island and remote rural locations, it is recognised that there are fewer public services where the College is located, that the rural cost of living is higher than urban living, and that these can cause barriers to access. Our supported distance learning provision is geared towards both reducing barriers to access for rural students and increasing access for students throughout Scotland and beyond to Gaelic language learning. This creates opportunities for progression into Further and Higher Education.

The College is committed to ensuring that it provides clear guidance to schools regarding learner journeys in Gaelic and works at a number of levels to take this work forward, including the delivery of “bridging” courses in Gaelic, preparing learners for study at HE level in the language. It has been an active participant in the cross-sectoral National Forum for Adult Learning (NFAL), from its formation, and remains alert to any opportunities to support the development of national initiatives and strategies as they develop.

The College will contribute where appropriate to the Schools for Higher Education Programme (SHEP) and will continue to seek opportunities to work with Aspire North at a regional level. The Scottish Government recognises the disproportionate impact that weak economic conditions have on young people, particularly those who are furthest from the labour market. The College seeks to contribute to redressing this challenge through provision of opportunities to participate in a sector with a limited labour pool but growing demand, i.e. employment where Gaelic skills are desirable or essential.

Our Student Recruitment Officer’s programme of school visits includes schools in Central Scotland where there is Gaelic activity and/or interest, whether community or education based. The College also encourages schools to visit its campus and take part in Gaelic-medium activities and events. The College has hosted Gaelic Careers events, organised in partnership with SDS and The Highland Council to raise pupils’ awareness of Gaelic careers. These have proved extremely successful and further events are planned in the future.

The College recognises that Gaelic has the potential to inspire young people who may have had no previous experience of the language and who may wish to follow a Gaelic related career and is therefore committed to engaging with schools who may previously have had no connection with the language. This work has been taken forward in partnership with SDS with case studies being developed for My World of Work. The College website is being updated in AY 2018/19 and a section for schools is being incorporated as part of this update which will link to other relevant websites such as learnGaelic.net, My World of Work and Stòrlann Nàiseanta na Gàidhlig.

7 Patterns of participation (in post-16 education) across the region, identifying towns/communities with particularly low levels of participation

We are aware of the patterns of participation across the local authority areas, as described in the UHI Tertiary Regional Outcome Agreement, and include this context within our planning framework. The varying patterns of provision are addressed through a portfolio of full-time and part-time courses, with residential accommodation, at our campus on Skye, and supported distance learning to address access barriers. We also deliver outreach provision, such as taster sessions at locations throughout Scotland in response to demand from learner groups. This work is being taken forward in the current session and will be further extended during the term of this OA.

8 School leaver destination analysis, and in particular schools with low levels of positive

destinations

We are cognisant of the regional patterns within the Highlands and Islands area and consider it in our strategic and operational planning as well as looking to the national context. Through our work with schools, we have become aware of the need to further analyse destination statistics and utilise this information to further inform our engagement with them, particularly at stages of transition as pupils make choices regarding progression to further and higher education and into employment. This work is being taken forward in partnership with schools, SHEP (AspireNorth), with SDS, Bòrd na Gàidhlig and other relevant partners and will be an important part of developing future strategy.

9 Travel to study patterns

A significant number of learners studying at FE level are enrolled on An Cùrsa Inntigidh, our supported distance learning programme and are, therefore, able to study from home. The College has seen an increase in the numbers of learners studying at a distance both at FE and HE levels and it is envisaged that this market will continue to grow over the duration of the OA.

Learners have the opportunity to attend weekend schools at the College to reinforce their learning but the College's location within a rural area can, at times, be a barrier to attendance at these, particularly during the winter months when travel by public transport can be problematic. The College is actively involved in a range of initiatives to improve transport facilities within the area, including an air service to the Isle of Skye, an improved Winter ferry service between Mallaig and Armadale and a more consistent and fit for purpose Summer ferry service.

10 Articulation/progression patterns

Up to 50% of students completing the An Cùrsa Inntigidh progress to An Cùrsa Adhartais, whilst a further estimated 5% progress to other HE programmes. The College will continue to develop articulation and progression routes which will allow Senior Phase pupils to engage with Gaelic and support them in transition through FE and HE routes, utilising and building upon existing partnerships with schools, local authorities and other networks. The College is aware of the decreasing numbers of school pupils choosing to study Gaelic in the Senior Phase and is actively engaged with schools, local authorities, and other relevant organisations to address the issue, which could have a serious impact on the numbers progressing to SMO HE programmes.

Following on from a recommendation by the Education Scotland Review Team, the College will collate and analyse data to inform its future schools liaison activity, deliver Gaelic taster courses and support for Curriculum for Excellence. The College will continue to encourage and support students to progress to further HE learning opportunities at SMO and elsewhere, again building upon information collated from a range of sources.

11 How the College is meeting the needs of learners

Curriculum Offer - the relationship between assessment of need and curriculum planning at strategic level

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

Current provision

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

Re-alignment of provision - Any identified gaps or over-concentration of provision

The College will further build on An Cùrsa Inntigridh as a learning model for communities and schools, exploring opportunities being created by emerging technologies and sharing best practice. This has been taken forward in partnership with local authorities, with one model piloted in AY 2015/16 – AY 2017. The need has been recognised for a face-to-face model of An Cùrsa Inntigridh, provisionally named as An Cùrsa Tòiseachaidh and this is being developed in the current academic year with delivery planned from 2019 onwards.

Building on recommendations made in the College's Evaluative Report 2016/17, SMO has been working in partnership with Education Scotland to further develop CPD opportunities. This is being taken forward with our distance learning tutors to further enhance their professional practice and build on best practice in distance and blended learning within the sector. This has been identified as a priority by the College in its Enhancement Plan for 2018/19 and in its Strategic Plan 2017-22.

This knowledge and expertise will then be rolled out to teachers working in Gaelic Medium Education (GME) and will articulate with and complement existing development pathways for teachers such as STREAP and GiFT, as well as CPD opportunities already being delivered by the College in partnership with Bòrd na Gàidhlig. The College has also, in collaboration with partners, explored opportunities to meet the national demand for teacher training across the UHI network and beyond, with the BA(Hons) Gaelic and Education being delivered for the first time in 2017/18.

Current provision

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

The College currently delivers a National Progression Award (NPA) in Television Production to a group of S5/S6 pupils from local secondary schools. Access to the NPA has been, and will be further extended, to a wider range of schools during the term of this Outcome Agreement. The College is also exploring ways to increase vocational provision for schools, recognising the increased need for suitably qualified young people across a range of professions such as early learning and childcare, GME, Gaelic development and Gaelic media. This provision has been further extended with the delivery of the FA in Social Services: Children and Young People in the current session, and the FA in Creative and Digital Media from AY 2019/20.

Re-alignment of provision

The College has identified the need for further skills-based provision for schools, such as vocational qualifications in Early learning and Childcare, which are being developed to link with current and planned UHI provision. We are exploring opportunities for collaboration with existing English-medium deliverers of such provision, e.g. West Highland College UHI and Lews Castle College UHI, to create opportunities through the medium of Gaelic. This is aligned with Government priorities to develop skills through DYW. The development of skills-based programmes is being taken forward in partnership with SDS, UHI, Education Scotland, SQA and local authorities.

The College will seek to further re-align provision by:

- taking forward the development and delivery of Early Learning and Childcare (ELC) programmes as described above, in collaboration with UHI partner Colleges, Bòrd na Gàidhlig and Scottish Government
- exploring potential demand for a Business Administration programme delivered through the medium of Gaelic in line with the perceived changing needs of employers and building on labour market intelligence.
- developing and delivering bridging provision in Gaelic language for learners progressing from SCQF level 6 to 7, in order to develop language competences and improve progression opportunities
- working with Scottish Government, Education Scotland and the National Gaelic Education Strategy Steering Group to identify opportunities to enhance provision.

12 Building on Curriculum for Excellence & the Opportunities for All guarantee

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

This will allow a more focussed targeted approach to this activity which will have maximum impact across the sector. It will also build upon work being taken forward at Subject Network and Faculty level within UHI to more closely liaise with schools across the region. SMO is a partner in the UHI Regional Schools Group which is taking forward a range of activities in this area. This work has already commenced and will be further extended over the next three years.

The College will work with Scottish Government and other partners to support the development of E-schools, initial discussions have taken place with e-Sgoil, recognising the potential for the College to provide CPD and other training and learning opportunities. This could include support for teachers and classroom assistants and utilise College expertise in distance learning.

13 Rationale for the College's ambitions in terms of participation and progression for the following groups:

Those who reside in the 10% most deprived postcodes in Scotland

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

Learners from different protected characteristic groups

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

In line with the Public Sector Equalities Duty, the College published its Equality Report in April 2013. It reported on progress made in achieving its Equality Outcomes by 30 April 2015 and renewed its Equality Outcomes in April 2017.

The College has worked closely with the Equalities Challenge Unit (ECU), now Advance HE, to further raise awareness of Equalities issues. The College continues to promote Equalities across its range of activities and will further develop and enhance its curriculum, its learning and teaching strategies, learning resources and marketing materials to reflect this commitment.

The College published its Gender Action Plan in July 2017, recognising that there is a gender imbalance in that males are under-represented in the majority of its programmes, and is looking to develop ways to encourage males to enrol on GME programmes. This has included the development of case studies for My World of Work, in conjunction with SDS, to highlight potential career opportunities for male Gaelic speakers. It is also hoped that the Foundation Apprenticeship in Creative and Digital Media, planned for delivery from September 2019, will attract males onto College programmes. The College will publish a review of progress on its GAP objectives in July 2019.

The College will take every opportunity to celebrate this commitment to Equalities and to build on its achievements in this area.

The College is aware of the positive nature of Equality duties and is committed to being proactive in producing Equality Impact Assessments (EIAs) which thoroughly analyse its practices and establishes whether practices affect different groups in different ways.

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

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

The College will continue to explore ways to meet the needs of vulnerable learners and is aware of

its responsibilities with regard to supporting care experienced learners.

The College's commitment to achieving these Equality Outcomes is also evidenced within its Strategic Plan and will inform its strategic thinking during the span of this OA. The College has also carried out an EIA of this Outcome Agreement which is appended as Annex 2.

14 How the College is meeting the needs of employers - Employer Engagement

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

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

This work will be taken forward based on Labour Market Intelligence and Census Data referred to above. It will also be developed with reference to the principles and objectives of DYW as outlined above in partnership with the Scottish Government, Bòrd na Gàidhlig and SDS.

15 How the College delivers Developing the Young Workforce (DYW)

The College is a member of DYW West Highland and sees this as an invaluable forum in further developing vocational provision, building on programmes already being delivered in media, teaching, Gaelic development, language and community planning. It is actively exploring opportunities to work more closely with young people to prepare them for the world of work. This activity is also being taken forward in partnership with SDS, with which the College has formed a close working relationship, to develop relevant qualifications, such as in Early Learning and Childcare, as outlined above.

Alignment to local authority Single Outcome Agreements and Community Planning Partnerships

Sabhal Mòr Ostaig works closely with local community planning partnerships to identify and implement local priorities as expressed in Single Outcome Agreements. The College will continue to take this work forward during the term of this Outcome Agreement – particularly in relation to working with Skye, Ross and Cromarty Community Planning Partnership. It will also further develop links with other CPPs as it extends provision to other communities across Scotland. As outlined above, the College recognises the opportunities arising from the Community Empowerment (Scotland) Act 2015 and will work closely with Local Authorities and other community planning partners to take forward locality plans, providing advice and support in the delivery of relevant outcomes as well as supporting local authorities in the delivery of their Gaelic Language Plans.

16 College capacity and capability to deliver regional and national priorities

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

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

SMO works in partnership with Argyll College, Lews Castle College and other UHI partners in the delivery of the Gaelic pathway of the PGDE. This partnership includes Inverness College, Perth College and Moray College. Both West Highland College and SMO have recently been approved as Hosting Academic Partners (HAPs) for the PGDE Gaelic pathway. The College has also worked closely with colleagues at Inverness College and other UHI partners to develop a Gaelic pathway for the HNC Childhood Practice which will be delivered from September 2019.

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

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

17 Access and Inclusion

The College is currently developing its Access and Inclusion Strategy through its Safeguarding Group

and the new strategy will be published in July 2019. Priority Outcomes related to Access and Inclusion to be delivered through the period AY 2019/20 to AY 2021/22 include:

- increased access to language acquisition and opportunities for usage and increasing the number of learners undertaking SMO FE programmes
- enabling more people to access Gaelic culture, through the implementation of our new arts strategy
- increased activity with schools, adult learners, UHI partners, other public sector organisations regionally and nationally to increase coherence in learning provision
- increased engagement with schools at local, regional and national level leading to increased student recruitment and awareness of tertiary Gaelic education and employment opportunities
- increase the number and location of Gaelic-language FE short courses provided by the College to provide more opportunities to gain fluency and increased access to learning
- continue the delivery of Seachdain nan Teaghlach (Family Learning Week) in partnership with local authorities through Community Learning and Development (CLAD)
- establish a scholarship scheme to support students from under-represented groups - building on partnerships with SDS and the Royal Conservatoire of Scotland (RCS)

18 Learner Satisfaction and Engagement

SMO is committed to working with all students, either as individuals and/or as groups, to help them develop the skills and confidence to be actively involved in the organisation of their own learning and student experience, regardless of their mode of study, age, disability, gender, race, religion, sexuality or transgender status. The College Strategic Plan 2017-2022 and this Outcome Agreement have been developed in consultation with learners with a view to ensuring that they are actively engaged in enhancing their own learning and in the work and life of the College. All students are actively encouraged and supported to be involved in student engagement activities to improve quality processes in a manner and at a level that is appropriate to them.

The College has an active Student Consultative Committee / Comataidh Co-chomhairleachaidh, which meets on a regular basis. There are regular consultative sessions with students and staff to develop collaborative actions for recruitment and promotion, and for improvements to student life at SMO. Students participate in School visits with the SMO Recruitment Officer and Comunn nan Oileanach and continuing students have been involved in Applicant Day 2019

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

This will include:

- student representation on the College Board of Directors and other committees
- support for Comann nan Oileanach (*The Student Association*)
- course representation

- cross College Student Voice
- online student surveys

The College will continue to deliver its Learner Engagement Action Plan and will seek to:

- further enhance learner engagement and respond to learner needs
- continue to work with SPARQS to ensure effective student representation at all levels. We conducted one training session in the past session for student representatives and will deliver further training opportunities in the coming year
- continue to work with HISA (Highlands and Islands Student Association) to build a closer working relationship with student groups and associations across UHI
- work with regional and national partners to identify best practice and further develop learner engagement.

Sabhal Mòr Ostaig

Outcome Progress Table

| SFC Priority 1 – High quality learning and teaching - an outstanding system of learning that is accessible and diverse where students progress successfully with the skills, ideas and ambition to make a difference Other College Specific Measures: Heritage Act Outcome 3: Enhance Language Acquisition | | | | | | | |
|---|---|------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|
| Outcomes | Measure of progress: The targets/milestones against which progress in achieving objectives/ expected outcomes shall be monitored: | Baseline 2015/16 | Measure of progress/Target 2018/19 | Measure of progress/Target 2019/20 | Measure of progress/Target 2020/21 | Measure of progress/Target 2021/22 | Note: SMO Strategic Plan 2017-22 Objectives SFC Priority Outcomes |
| Increased student numbers and a wider range of courses available both on-site and at a distance - SFC Measure 1(a) - Volume of credits delivered | | 1151 | 1200 | 1250 | 1300 | 1300 | 1.1; 1.8 (P.O. 1) |
| SFC Measure 1(b) - Volume and proportion of credits delivered to learners aged 16-19 and 20-24 | | 11% | 14% | 15% | 18% | 18% | 1.2; 1.6 3.4 5.5 (P.O. 1) |
| SFC Measure 2(a) – Number of Senior Phase school pupils studying vocational qualifications and Foundation Apprenticeships delivered by colleges | | 0 | 10 | 18 | 20 | 22 | 1.2; 1.6 3.4 5.5 (P.O. 1) |
| SFC Measure 2(b) – Volume and proportion of credits delivered to Senior Phase age pupils studying vocational qualifications delivered by colleges | | 0 | 40 5% | 72 9% | 80 10% | 88 11% | 1.2; 1.6 3.4 5.5 |

| | | | | | | |
|--|---|--|--|---|---|------------------------------------|
| | | | | | | (P.O. 1) |
| SFC Measure 2(c) - Volume of credits delivered to learners at S3 and above as part of 'school-college' provision - Pilot and deliver a range of programmes which are relevant to the needs of the Gaelic community | 0 | 50 | 60 | 70 | 80 | 1.1; 1.8 3.4 (P.O. 1) |
| Further develop the use of An Cùrsa Inntigidh as a learning model for communities and schools; development of An Cùrsa Tòiseachaidh - Beginners Course for face-to-face delivery | | Programme development complete and pilot delivered | Review delivery. Deliver the programme in 1 community. | Roll out delivery and review | Roll out delivery and review | 1.1; 1.8 3.7 (P.O. 1) |
| Piloting and developing programmes for adult literacy (GAL) in communities | | Review and evaluation of GAL programmes. Seek further funding to develop resources | Develop learning resources and pilot delivery | Delivery of GAL programme | Delivery and review of programme | 1.1; 1.8 3.4 5.5 (P.O. 1) |
| Support the delivery of GME in secondary schools through initiatives such as e-Sgoil | | Implementation of project(s) arising from AY 17/18 | Evaluation of strategy and further delivery | Evaluation of strategy and further delivery | Evaluation of strategy and further delivery | 1.1; 1.8 3.7 (P.O. 1) |
| Further develop learner engagement through the College's Learner Engagement Action Plan | | Review of Learner Engagement develop new Learner Engagement strategy | Develop new Learner Engagement Action Plan | Delivery and review of Action Plan | Delivery and review of Action Plan | 1.1; 1.8 3.7 (P.O. 1) |
| Demonstrate excellence in teaching and learning by achieving the highest | | Implementation of Enhancement | Review and implementation | Review and implementation | Review and implementation | 1.1; 1.8 5.5; |

| standards of quality in our academic provision | | Plan | of Enhancement Plan for 2019/20 | of Enhancement Plan for 2020/21 | of Enhancement Plan for 2021/22 | (P.O. 1) |
|---|--|---|---|---|---|--|
| Review Equality Outcomes | | Implementation of revised Equality Outcomes by end of AY 2018/19 | Implementation and review | Implementation and review | Implementation and review | 1.1; 1.8 5.5; (P.O. 1, 3, 5) |
| Exploring the opportunities through partnerships that exist to meet the National demand for teacher training across the UHI network and beyond | | Delivery of the BA (Hons) Gaelic and Education; Delivery of CPD programmes | Delivery and review of Teacher Education programmes | Delivery and review of Teacher Education programmes | Delivery and review of Teacher Education programmes. Identify new provision | 1.1; 1.8 (P.O. 1,) |
| Ensuring effective partnership with Bòrd na Gàidhlig in helping deliver the National Gaelic Language Plan 2018-23 | | Implementation of relevant initiatives from the NGLP | Implementation and review of relevant initiatives from NGLP | Implementation and review of relevant initiatives from NGLP | Implementation and review of relevant initiatives from NGLP | 1.1; 1.8 (P.O. 1, 2, 3, 4,5) |
| The development of FE language acquisition courses, taking into account under-represented groups and areas. | | Implementation of revised initiatives by end of AY 2018/19 | Implementation and review | Implementation and review. Bursary Scheme for care-experienced learners | Implementation and review | 1.1; 1.8 3.3 (P.O. 1, 3) |
| Further clarifying the Learner Journey from Access to Post-graduate level so that progression pathways are clear to target groups and to the learners of the future | | Review and identify further opportunities to support progression - 10 learners supported by | Continued delivery - 10 learners supported by end of AY 2019/20 - evaluation of | Review of delivery | Review of delivery | 1.1; 1.8 (P.O. 1) |

| | | | | | | |
|--|--|----------------------|----------|--|--|--|
| | | end of AY 2018/19 | progress | | | |
|--|--|----------------------|----------|--|--|--|

| SFC Priority – Access | | | | | | | |
|--|--|-----------------------------|--|---|--|--|---|
| A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds | | | | | | | |
| Outcomes | Measure of progress: The targets/milestones against which progress in achieving objectives/ expected outcomes shall be monitored: | Baseline 2015/16 | Measure of progress/Target 2018/19 | Measure of progress/Target 2019/20 | Measure of progress/Target 2020/21 | Measure of progress/Target 2021/22 | Note: SMO Strategic Plan 2017-22 Objectives SFC Priority Outcomes |
| Further develop learning opportunities for adults from existing levels to a wider range of types of provision, e.g. through membership of Bòrd na Gàidhlig’s Adult Learning Working Group and partnership with UHI colleges and others such as Newbattle Abbey College | | | Contribute to Bòrd na Gàidhlig priorities for Adult Learning Delivery of Adult Achievement Awards | Implement and review initiatives. Delivery of Adult Achievement Awards | Implement and review initiatives Cùrsa Tòiseachaidh | Implement and review initiatives. Delivery of An Cùrsa Tòiseachaidh and Gaelic Adult Literacy programmes. | 1.1; 1.8 3.7 5.5 (P.O. 1, 3, 5) |
| Further develop learning opportunities for school pupils not previously engaged with Gaelic. This will be carried out in | | | Implementation of revised strategy by end | Implement and review initiatives – build on | Implement and review initiatives | Implement and review initiative | 1.1; 1.8 3.7 5.5 |

| | | | | | | |
|---|--|---|---|---|---|--|
| partnership with Bòrd na Gàidhlig | | of AY 2018/19 | outcomes of self-evaluation | | | (P.O. 1, 3, 5) |
| Identify and develop opportunities to increase recruitment of male students - currently under-represented in our student population | | Implement and review initiative - identify one further initiative | Implementation and review | Implementation and review | Implementation and review | 1.1; 1.8 3.7 5.5 (P.O. 1, 3, 5) |
| Review our Equality Outcomes | | Implementation of revised Equality Outcomes by end of AY 2018/19 | Implement and review initiatives – build on outcomes of self-evaluation | Implement and review initiatives – build on outcomes of self-evaluation | Implement and review initiatives – build on outcomes of self-evaluation | 1.1; 1.8 3.7 5.5 (P.O. 5) |

| SFC Priority – High performing Institutions - a coherent system of high performing sustainable institutions with modern, transparent and accountable governance arrangements | | | | | | | |
|---|--|-------------------------|--|---|---|---|---|
| Outcomes | Measure of progress: The targets/milestones against which progress in achieving objectives/ expected outcomes shall be monitored: | Baseline 2015/16 | Measure of progress/Target 2018/19 | Measure of progress/Target 2019/20 | Measure of progress/Target 2020/21 | Measure of progress/Target 2021/22 | Note: SMO Strategic Plan 2017-22 SFC Priority Outcomes |
| 10 Gross carbon footprint (2010 baseline) | | 442tns | 360tns | 355tns | 350tns | 345tns | 3.5 (P.O 5) |
| Other College Specific Measures | | | | | | | |
| Clear ownership of institutional sustainability | | | Implement recommendations of evaluation by | Implementation and review | Implementation and review | Implementation and review | 5.5 |

| | | | | | | |
|--|--|---|---|---|---|---------------------|
| | | end of AY 2018/19 | | | | (P.O. 5) |
| Appropriate and effective governance structure | | Implement recommendations from evaluation by end of AY 2018/19 | Implementation and review | Implementation and review | Implementation and review | 5.5 (P.O. 5) |
| Robust and coherent plans and processes for performance management and monitoring financial institutional stability | | Implementation and review of operational plans | Implementation and review | Implementation and review | Implementation and review | 5.5 (P.O. 5) |
| Explore further potential for international income and create opportunities to study both in Scotland and internationally | | Alumni Association development; Review international recruitment strategy by end of AY 2018/19 | Implementation and review of international recruitment strategy | Implementation and review of international recruitment strategy | Implementation and review of international recruitment strategy | 5.5 (P.O. 5) |
| Explore and exploit opportunities to improve efficiency and effectiveness through collaborations and shared services and make more prominent as these progress | | Monitor and review initiatives – continued engagement with UHI partners; APUC and PECOS | Implementation and review | Implementation and review | Implementation and review | 5.5 (P.O. 5) |
| Comply with terms of Financial Memorandum of SFC | | Implement Operational Plans by end of AY 2018/19 | Implementation and review | Implementation and review | Implementation and review | 5.5 (P.O. 5) |
| Heritage Act Outcome 1 - Promotion of Fair Working Practices | | | | | | |
| Heritage Act Outcome 2 - Promotion and Protection of the Rights of the Child and Young People | | | | | | |

| Outcomes | Measure of progress: The targets/milestones against which progress in achieving objectives/ expected outcomes shall be monitored: | Baseline 2015/16 | Measure of progress/Target 2018/19 | Measure of progress/Target 2019/20 | Measure of progress/Target 2020/21 | Measure of progress/Target 2021/22 | Note: SMO Strategic Plan 2017-22 Objectives SFC Priority Outcomes |
|---|--|-----------------------------|---|---|---|---|---|
| Being a Living Wage Employer and Registered as such with the Living Wage Foundation | | | Continued implementation and review | 5.5 (P.O. 5) |
| Policies, practices and procedures are aligned with requirements of UNCRC | | | Continued implementation and review | Audit of relevant policies and procedures | Continued implementation and review | Implementation and review | 5.5 (P.O. 5) |

| SFC Priority – A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas and ambition to make a difference | | | | | | | |
|---|--|-----------------------------|---|--|--|--|---|
| Other College Specific Measures: Aligned to meeting the needs of the National Plan for Gaelic by providing students and staff with the skills to enable them to play a significant role in Gaelic development. | | | | | | | |
| Outcomes | Measure of progress: The targets/milestones against which progress in achieving objectives/ expected outcomes shall be monitored: | Baseline 2015/16 | Measure of progress/ Target 2018/19 | Measure of progress/ Target 2019/20 | Measure of progress/ Target 2020/21 | Measure of progress/ Target 2021/22 | Note: SMO Strategic Plan 2017-22 Objectives SFC Priority Outcomes |
| Engage with employers, and with regional and national partners, to identify current and future sector needs. Develop understanding and engagement with labour market intelligence (LMI) in partnership with | | | Build on Gaelic LMI activity in partnership with SDS and Bòrd na Gàidhlig | Facilitate and review activity Implement 1 new initiative | Facilitate and review activity | Facilitate and review activity | 1.1; 1.8 3.4; 3.7 (P.O. 1,3) |

| | | | | | | | |
|--|---------------------|---|---|--|--|--|----------------------------|
| SDS. | | | | | | | |
| Increase the number of Gaelic teachers and students undertaking Sabhal Mòr Ostaig's teaching related courses (STREAP, Short Courses) | | 42 | 50 | 52 | 55 | 1.1 3.7 (P.O. 1,3) | |
| Create CPD opportunities at FE level for staff working within our schools and in our community organisations | | 15 | 15 | 18 | 20 | 1.3 (P.O. 1) | |
| Explore potential demand for a Business Administration programme delivered through the medium of Gaelic in line with the changing needs of employers and building on LMI | | Develop provision subject to findings of LMI. . | Develop provision subject to findings of LMI, based on wider consultation with SDS and UHI. | Deliver relevant programme and review | Deliver and review provision | 1.1; 1.2; 1.3 (P.O. 1) | |
| Explore opportunities to develop vocational programmes based on the needs of the Gaelic community | | 1 course developed based on SIPS, SDS and wider market research | Deliver and review provision | Deliver and review provision | Deliver and review provision | 1.1 (P.O. 1,3) | |
| Create new opportunities for visual artists, dramatists, writers and musicians to be at the heart of the Gaelic creative community | | Implementation of new arts strategy | Implementation of arts strategy and review | Implementation of arts strategy and review | Implementation of arts strategy and review | 1.1; 1.2; 1.7 3.1; 3.3 (P.O. 1, 3) | |
| Heritage Act Outcome 4: Deliver excellent research and knowledge transfer to support Gaelic language and culture | | | | | | | |
| Outcome: | Measure: The | Baseline | Measure of | Measure of | Measure of | Measure of | Note: SMO Strategic |

| | targets/milestones against which progress in achieving objectives/ expected outcomes shall be monitored are to: | 2015/16 | progress/ Target 2018/19 | progress/ Target 2019/20 | progress/ Target 2020/21 | progress/ Target 2021/22 | Plan 2017-22 Objectives SFC Priority Outcomes |
|--|---|---------|---|---|---|---|--|
| Increase research and Knowledge Exchange income by: | | | Deliver phase two of the Soillse research initiative Continue to apply for research funding and research scholarships at SMO | Review success of research funding bids and pursue further research funding opportunities | Review success of research funding bids and pursue further research funding opportunities | Review success of research funding bids and pursue further research funding opportunities | 2.1; 2.3; 2.5; 2.6 5.6 (P.O. 2,3,5) |
| Increase published research outputs on baseline 2014/15 by: | | | Further sabbaticals for research-active/REF appropriate staff Further continuation of the staff research mentoring scheme to encourage publication of research | Review success of sabbatical scheme and provide further sabbatical opportunities where necessary, in view of REF 2021 | Review success of sabbatical scheme and provide further sabbatical opportunities where necessary, in view of REF 2021 | Review success of sabbatical scheme and provide further sabbatical opportunities where necessary, in view of REF 2021 | 2.1; 2.3; 2.5; 2.6 (P.O. 2) |
| Improve the international reputation of researchers and to expand opportunities to increase research activity and prepare for REF 2020/21; | | | Publication of Soillse book(s) of scholarship on the revitalisation | Review readiness for REF and produce action | REF 2020/21 | Build on REF 2020/21 and implement recommendation | 2.1; 2.2; 2.4; 2.5 (P.O. 2) |

| | | | | | | |
|--|--|---|--|--|---|--|
| staff sabbaticals and research opportunities | | <p>of the Gaelic language</p> <p>Publication of two volumes of academic papers from the Rannsachadh na Gàidhlig 2016 conference</p> <p>Support the first joint research conference on the Cù Chulainn and Fenian ballad cycles at SMO</p> <p>Further mock REF to take place</p> | <p>plan for strengthening REF contribution</p> | | s | |
|--|--|---|--|--|---|--|

| | | | | | | | |
|---|--|------------------------|---|---|---|---|---|
| <p>Heritage Act Outcome 5: Transforming economic, social and cultural development of the local area. SFC Outcome 1 - A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas and ambition to make a difference</p> | | | | | | | |
| <p>Outcome</p> | <p>Measure of progress: The targets/milestones against which progress in achieving objectives/ expected outcomes shall be monitored</p> | <p>Baseline</p> | <p>Measure of progress/ Target 2018/19</p> | <p>Measure of progress/ Target 2019/20</p> | <p>Measure of progress/ Target 2020/21</p> | <p>Measure of progress/ Target 2021/22</p> | <p>Note: SMO Strategic Plan 2017-22 Objectives SFC Priority</p> |

| | are: To further expand the positive economic impact of the College on Sleat by: | | | | | | Outcomes |
|--|---|--|--|---|---|--|---|
| Expanding the use of the College as a community resource, developing links with the community and supporting community initiatives | | Implementation of Kilbeg Enterprise Plan | Implementation of phase 2 | Implementation of phase 2 and review | Implementation of phase 2 and review | | 4.1 5.6 (P.O 4, 5) |
| Taking forward the Kilbeg Development Plan | | Identify student accommodation requirements Implementation of phase 2 | Implementation of phase 2 | Implementation of phase 2 | Implementation of phase 2 and review | | 4.1 5.6 (P.O. 3, 4, 5) |
| Creating and operating sporting/recreational facilities for the College and wider community | | Funding and project plan developed for sports facilities | Implementation and review of plan | Implementation and review of plan | Implementation and review of plan | | 4.1 5.6 (P.O. 3, 4, 5) |
| Collaborating with local bodies to increase community capacity | | Resolution/achievement of 1 key issue e.g. housing; transport infrastructure | Resolution/achievement of 1 key issue e.g sport/leisure facilities | Resolution/achievement of 1 key issue | Resolution/achievement of 1 key issue | | 3.6 5.5 (P.O. 3) |
| Further developing economic impact, using the Reference Report as baseline, | | Review economic impact; Publish annual report | Continued review; Publish annual report | Continued review; Publish annual report | Continued review; Publish annual report | | 3.1; 3.4 4.5 5.1; 5.3 (P.O. 5) |

SFC Strategic Objective - An outstanding system of learning where all students are progressing successfully and benefitting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities

Heritage Act Outcome 6: Centre of Excellence

| Outcome | Measure of progress: The targets/milestones against which progress in achieving objectives/ expected outcomes shall be monitored are: | Baseline 2015/16 | Measure of progress/ Target 2018/19 | Measure of progress/ Target 2019/20 | Measure of progress/ Target 2020/21 | Measure of progress/ Target 2021/22 | Note: SMO Strategic Plan 2017-22 Objectives SFC Priority Outcomes |
|--|---|-------------------------|--|--|--|--|--|
| To develop the College's role in the promotion of the arts, heritage and culture by increasing and enhancing creative and cultural activity. | | | Implementation of new Arts Strategy, subject to funding bid to Creative Scotland | Implementation of Strategy and review | Implementation and review | Implementation and review | 3.3; 3.8 4.1-4.9 5.5 (P.O. 3) |
| Continue to seek public and private funding to secure the long-term future of Tobar an Dualchais as a national resource. (Subject to achieving a long-term funding model for TAD). | | | Further engagement with schools and communities; 4 communities visited | Continued engagement with stakeholders | Continued engagement and review | Continued engagement and review | 3.4; 3.7 (P.O. 3) |
| To develop outreach to wider community by artists in residence (Subject to continued funding by Creative Scotland) | | | Implementation of Arts Strategy and review | Implementation and review of activity | Implementation and review of activity | Implementation and review of activity | 3.2; 3.4 (P.O. 3) |
| To continue the development, in partnership with the University of Edinburgh, of a Post-Graduate | | | Masters Programme – review of | Discussion with the University of Edinburgh to | Review of progress | Implementation and review | 1.1; 1.2 5.6 |

| | | | | | | |
|---|--|----------|------------------|--|--|----------|
| programme in Scottish Culture and Heritage Studies utilising TAD as a central core resource | | progress | clarify progress | | | (P.O. 3) |
|---|--|----------|------------------|--|--|----------|

SFC Outcome Agreement Targets for 2019-20 to 2021-22

- * denotes priority measure
- ** denotes successful completion figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

| OA National Measure | Actual 2017-18 | Projection 2019-20 | Projection 2020-21 | Projection 2021-22 |
|---|-------------------|-----------------------|-----------------------|-----------------------|
| 1(a)* The volume of Credits delivered | | | | |
| The volume of Credits delivered (core) | 1,066 | 1,250 | 1,300 | 1,300 |
| Core Credits target (region) | 803 | 799 | 803 | 803 |
| % towards core Credits target (region) | 133.0% | 156.5% | 161.9% | 161.9% |
| The volume of Credits delivered (ESF) | N/A | - | - | - |
| The volume of Credits delivered (core + ESF) | 1,066 | 1,250 | 1,300 | 1,300 |
| 1(b)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas | | | | |
| Proportion of Credits delivered to learners in the most deprived 10% postcode areas | 1.9% | 1.8% | 1.9% | 1.9% |
| 1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced | | | | |
| Gender - | | | | |
| Proportion of Credits delivered to Male learners | 39.8% | 40.0% | 41.0% | 42.0% |
| Proportion of Credits delivered to Female learners | 59.8% | 60.0% | 59.0% | 58.0% |
| Proportion of Credits delivered to Other learners | 0% | 0% | 0% | 0% |
| Ethnicity - | | | | |
| Proportion of Credits delivered to BME learners | 2.9% | 3.8% | 4.2% | 4.3% |
| Disability - | | | | |
| Proportion of Credits delivered to students with a known disability | 10.2% | 9.2% | 9.2% | 9.6% |
| Age | | | | |
| Proportion of Credits delivered to learners aged under 16 | 1.4% | 2.0% | 4.0% | 5.0% |
| Proportion of Credits delivered to learners aged 16-19 | 4.3% | 8.0% | 9.0% | 10.0% |
| Proportion of Credits delivered to learners aged 20-24 | 2.8% | 3.2% | 3.5% | 3.8% |
| Proportion of Credits delivered to learners age 25 and over | 91.5% | 86.8% | 83.5% | 81.2% |
| Care Experience - | | | | |
| Proportion of Credits delivered to students with Care Experience | 0.3% | 0.3% | 0.4% | 0.5% |

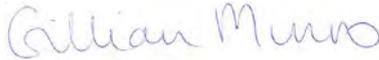
| | | | | |
|---|---|--------|--------|--------|
| 2. The number of senior phase pupils studying vocational qualifications delivered by colleges | | | | |
| Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges | 0.0% | 5.8% | 6.2% | 6.8% |
| The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision | 0.0% | 4.8% | 5.4% | 6.2% |
| Proportion of Credits delivered at HE level to learners from SHEP schools | N/A | N/A | N/A | N/A |
| 3. Volume and proportion of Credits delivered to learners enrolled on STEM courses | | | | |
| Proportion of Credits delivered to learners enrolled on STEM courses | 0.0% | | | |
| 4(a)* Proportion of enrolled students successfully achieving a recognised qualification | | | | |
| The percentage of FT FE enrolled students achieving a recognised qualification | N/A | N/A | N/A | N/A |
| The percentage of PT FE enrolled students achieving a recognised qualification | 0.0% | 100.0% | 100.0% | 100.0% |
| The percentage of FT HE enrolled students achieving a recognised qualification | HE provision is returned through UHI Regional Outcome Agreement | | | |
| The percentage of PT HE enrolled students achieving a recognised qualification | | | | |
| 4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification | | | | |
| The percentage of MD10 FT FE enrolled students achieving a recognised qualification | N/A | N/A | N/A | N/A |
| The percentage of MD10 PT FE enrolled students achieving a recognised qualification | 0.0% | 100.0% | 100.0% | 100.0% |
| The percentage of MD10 FT HE enrolled students achieving a recognised qualification | HE provision is returned through UHI Regional Outcome Agreement | | | |
| The percentage of MD10 PT HE enrolled students achieving a recognised qualification | | | | |
| 4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges | | | | |
| The percentage of senior phase FT FE pupils achieving a vocational qualification | 0.0% | | | |
| The percentage of senior phase PT FE pupils achieving a vocational qualification | 0.0% | 90.0% | 91.7% | 93.3% |
| The percentage of senior phase FT HE pupils achieving a vocational qualification | HE provision is returned through UHI Regional Outcome Agreement | | | |
| The percentage of senior phase PT HE pupils achieving a vocational qualification | | | | |
| 4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification | | | | |
| The percentage of CE FT FE enrolled students achieving a recognised qualification | 0.0% | | | |
| The percentage of CE FT HE enrolled students achieving a recognised qualification | 0.0% | | | |
| 4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification | | | | |
| The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification | N/A | N/A | N/A | N/A |
| 5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT) | 0 | | | |
| 6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study | | | | |
| Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study | 0.0% | | | |
| 7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing | | | | |

| | | | | |
|---|------|-------|-------|-------|
| The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing | 0.0% | | | |
| 8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying | | | | |
| Response rate | | | | |
| The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying | 0.0% | | | |
| The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying | 0.0% | | | |
| 9. The percentage of students overall, satisfied with their college experience (SSES survey) | | | | |
| Response Rate | | | | |
| Full-time | | | | |
| Part-time | | | | |
| Distance Learning | | | | |
| 10 Gross carbon footprint (tCO2e) | | 355.0 | 350.0 | 345.0 |



Outcome Agreement between Sabhal Mòr Ostaig and the Scottish Funding Council for AY 2019-20

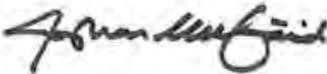
On behalf of Sabhal Mòr Ostaig:

Signed: 

Print name: Dr Gillian Munro

Position: Principal

Date: 07/08/2019

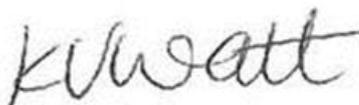
Signed: 

Print name: Angus MacLeod

Position: Chair

Date: 07/08/2019

On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 29 July 2019