

# Newbattle Abbey College Outcome Agreement

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2019-20 to 2021-22

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## Introduction

This Outcome Agreement covers the three-year period from 2019-2022. It presents the college's ambitions over this period, defines the impact of its priority outcomes and details how they will be measured. It outlines Newbattle Abbey College's contribution to, and positive impact on, the delivery of Scottish Government priorities. It also responds to the priorities of the recent College Sector Statement of Ambition 2018-23. Our targets are both ambitious and challenging and reflect our commitment to continuous improvement.



We will continue to capitalise on past successes and extend these to support the next stage of the college's development, where we will focus on:

- Enhancing the quality of the student experience in all aspects of college life
- Widening access and developing learner pathways, involving articulation with higher education
- Attainment and retention
- Equality, Diversity and Inclusion
- Developing the Young Workforce
- Supporting the mental health and wellbeing of students and staff
- Developing the college's national role in relation to adult learning
- Developing employability across the curriculum

## Executive Summary

Newbattle Abbey College is Scotland's national adult education residential college, set within an historic 16<sup>th</sup> century building and 125 acres of beautiful parkland. We provide a high standard of education to our local community and the wider communities across Scotland and the UK. We are committed to achieving the best possible results for our students, staff and stakeholders. Through our focus on continuous improvement, we are confident that we will deliver our vision as **Scotland's Life-Changing College**.

Our students experience high quality and transformative learning. We will continue to capitalise on our strength in offering extensive support to ensure that our students achieve their personal ambitions. Newbattle Abbey College has a proven track record of meeting the needs of adults of all ages and young people at points of transition.

The college plays a strategic national role in promoting adult learning through extensive collaboration with a wide range of partners to promote inclusion and progression, particularly for marginalised learners in areas of deprivation. We are the national accreditation body for

the Adult Achievement Awards and the Forest and Outdoor Learning Awards and have established ourselves as a hub for Gaelic language and culture in south-east Scotland.

We have also developed very productive partnerships with our local community and are active participants in Midlothian CPP committees. The impact of these partnerships is reflected in our expanding curriculum.

The Board of Directors, in partnership with the College Trustees, is committed to strengthening the financial stability of the college through achieving growth in the curriculum, diversifying income and developing the college estate to best meet the needs of our students and our local business community. By adopting the highest standards of Corporate Governance, we will continue to prioritise financial security to meet future challenges.

Our Strategic Plan ***'Ambitions for the Future'***<sup>1</sup> sets out our intentions to continue our success throughout 2016-2020. Our development priorities recognise the Scottish Funding Council's Regional Outcome Agreement process, Scottish Government priorities and national arrangements for education which deliver value for money from public investment.



Through this Outcome Agreement, we aim to further increase our recruitment numbers and achievement levels. We will continue to develop our inclusive curriculum to reflect Scottish Government ambitions and will strive to meet student demand that would otherwise remain unfulfilled.

## Our Performance in 2017-2018

### Our Students

58% of our students were aged 25 or over. 44% were female and 56% male. 22% of students had a declared disability.

### Credit Target

Our credit activity outcome for 2017-18 was 926. We exceeded this by 23%. In addition to this, a further 18 students enrolled on our HNC Course, 7 completed our additional Rural Skills Course delivered by SRUC, and 400 students completed the Adult Achievement Awards.

SFC Satisfaction and Engagement Survey (SSES) responses were extremely positive:

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<sup>1</sup>[https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/02/NAC\\_Strategic\\_Plan\\_2016-20.pdf](https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/02/NAC_Strategic_Plan_2016-20.pdf)

- 88% of HE students and 71% of FE students responded to the survey. 100% of students who completed the survey said they were satisfied with their college experience.
- Staff and students celebrate diversity and are supportive of students of all ages. This has enriched the curriculum and enhanced inclusion across the college. 94% of students who completed the SSES felt that all students at the college were treated equally and fairly by staff.
- Teaching staff have extended opportunities for learners to plan their own learning and improve attainment. 100% of students who completed the SSES felt that staff encouraged students to take responsibility for their learning.
- Students are motivated and engaged in their learning and work collaboratively with staff and other students. 90% of students who completed the SSES felt that they were able to influence learning on their course.
- 86% of students who completed the SSES agreed that staff regularly discussed progress with them. Plans are in place to extend this to all students in 2018-19.



### Positive destinations

100% of students across all of our courses who completed the programme had a positive destination:

- 71% of full-time HE enrolled students achieved a recognised qualification, as did 51% of full-time FE enrolled students. Attainment figures in 2017-18 were affected by staff absence. In 2019-20, we will improve attainment through a rigorous self-evaluation programme, detailed in our 2018-19 Enhancement Plan. Of the students who achieved a recognised qualification, 100% moved on to a positive destination: 70.4% to HE, 20.4% to FE and 9.2% to full-time employment
- 92% of students who completed the Preparation for FE Course, co-delivered with Midlothian Council, progressed to further education.
- 100% of NC Rural Skills students who completed the course had a positive destination, progressing to further education, apprenticeships or employment.

### Monitoring our performance

We are committed to regularly monitoring progress towards the delivery of the outcomes set out in this Outcome Agreement. Aligned to our Strategic Plan and our Equality Outcomes<sup>2</sup>, we will produce an annual Evaluative Report and Enhancement Plan which highlight progress made. Our 2018 Evaluative Report and Enhancement Plan<sup>3</sup> have been endorsed

<sup>2</sup><https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/06/Equalities-Outcome-Report.pdf>

<sup>3</sup>[https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/03/Evaluative\\_Report\\_17-18\\_Newbattle\\_Abbey\\_College.pdf](https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/03/Evaluative_Report_17-18_Newbattle_Abbey_College.pdf)

by SFC and Education Scotland. Staff across the college are fully engaged in implementing the Enhancement Plan, which is proving to be a valuable quality tool. Throughout 2019-20, we will incorporate the activities detailed in the Enhancement Plan in all aspects of college activity. Our 2019 Evaluative Report will demonstrate college progress in relation to the Enhancement Plan and to the OA National Measures.

## Priority outcomes

**College region** Newbattle Abbey College

### Funding

Newbattle Abbey College will receive £878,754 from the Scottish Funding Council for academic year 2019-20 to plan and deliver further and higher education in the region.

This funding is on the condition that the college Board signs and commits to delivering the outcomes detailed below.

### Priority Outcomes to be delivered

Building on our strengths, our strategic intentions will deliver opportunities through:

- Extending access for adult learners and young people at points of transition who are seeking to improve their life chances and lifelong learning prospects
- Successful delivery of learner destination, growth and diversification of income
- High standards of corporate governance and continuous improvement.

### Our strategic intentions will be achieved through six priorities:

1. **Developing the curriculum:** A vibrant learning organisation that engages and inspires all students and staff and maximises student attainment and employability, enabling individuals to achieve their full potential.
2. **Developing sustainable partnerships:** The college is a prominent partner in support of the local and national economy.
3. **Strengthening financial sustainability:** Maintain long-term financial stability.
4. **Exploring estate preservation and potential:** A superb learning environment maintained and enhanced to meet the aspirations of present and future learners.
5. **Recruiting, retaining and developing staff:** Developing staff, embedding our values, extending our reputation and celebrating success in all areas of college life.
6. **Improving processes and performance:** Maximum effectiveness and efficiency through high quality governance and leadership and balanced risk-taking.



## Priority outputs for 2019-2020

Priority Outputs to be delivered	
<p><b>Developing the curriculum</b></p> <ul style="list-style-type: none"> <li>• Implement the college’s innovative Learning &amp; Teaching strategy to provide a life-changing experience</li> <li>• Extend the student voice in corporate and operational decision-making</li> <li>• Maximise student enrolments to optimise college capacity</li> <li>• Increase student attainment</li> <li>• Increase student satisfaction</li> <li>• Respond to the diverse and evolving needs of all students by providing effective systems of support and guidance</li> <li>• Develop a curriculum relevant to the needs of disadvantaged learners, in collaboration with partner agencies</li> </ul>	<p><b>Exploring estate preservation and potential</b></p> <ul style="list-style-type: none"> <li>• Deliver an estate strategy to meet the aspirations of present and future learners</li> <li>• Provide college facilities and an estate that are attractive to students and the wider community</li> <li>• Ensure that ICT services and infrastructure meet the needs of all learners, staff and clients</li> <li>• Continue to provide effective health and safety management and ensure compliance with relevant legislation</li> </ul>
<p><b>Developing sustainable partnerships</b></p> <ul style="list-style-type: none"> <li>• Develop the strategic national role of the college to promote and develop adult learning and adult guidance</li> <li>• Enhance the quality and impact of local partnerships to enhance our capacity and respond to the needs of learners</li> <li>• Offer transition programmes from community-based options, in partnership with local providers, to enhance access to FE</li> </ul>	<p><b>Recruiting, retaining and developing staff</b></p> <ul style="list-style-type: none"> <li>• Build the capacity of staff at all levels and in all areas of college life</li> <li>• Prioritise and promote professional development reviews</li> <li>• Achieve and retain recognition for a healthy working environment</li> <li>• Ensure actions and behaviours reflect college values</li> </ul>

<ul style="list-style-type: none"> <li>• Extend strategic partnerships with higher education institutions</li> <li>• Develop productive partnerships with international agencies to extend curriculum opportunities</li> <li>• Promote and celebrate cultural heritage within the context of our historic site</li> </ul>	<ul style="list-style-type: none"> <li>• Embed the college's commitment to equality, diversity, inclusiveness, tolerance and respect for individuals</li> </ul>
<p><b>Strengthening financial sustainability</b></p> <ul style="list-style-type: none"> <li>• Achieve a planned annual operating surplus</li> <li>• Achieve optimum teaching and delivery levels</li> <li>• Enhance and implement marketing strategies for curriculum and corporate activities</li> <li>• Increase non SFC grant income</li> <li>• Develop the Alumni Association to widen our college community and enhance its financial sustainability</li> </ul>	<p><b>Improving processes and performance</b></p> <ul style="list-style-type: none"> <li>• Produce an effective Evaluative Report and implement its Enhancement Plan, involving key stakeholders</li> <li>• Achieve a positive Outcome Agreement</li> <li>• Ensure delivery of integrated strategic, operational and Outcome Agreement planning</li> <li>• Ensure a 'student first' culture is maintained across all college services and functions</li> <li>• Embed a culture of ownership and best practice in relation to health &amp; safety monitoring and management</li> <li>• Maintain an effective risk management strategy</li> <li>• Ensure we operate best practice in governance</li> </ul>

## 1. Context statement

Newbattle Abbey College is Scotland's national adult education residential college, which operates under a Governing Deed of Trust. The College Trustees are responsible for maintaining the ownership of Newbattle Abbey College for the Trust purposes. Since its inception, the college has offered adults of all ages the chance to re-engage with learning and transform their lives. We play a strategic national role in promoting adult learning through extensive collaboration with a wide range of partners at national and local level. We are focused on our core function as a national adult education residential college and have extended support for young people at points of transition. In recent years, we have diversified our curriculum and extended income-generating activity.



The Scottish Funding Council provides 48% of the college income to support our core educational activity. In 2018-19, the college also received £97K for essential repairs and upgrading to enhance the learner experience. Additional income is gained through commercial activities, including conference and training facilities, a summer school partnership and rental income from our Business Park, which houses 40 SMEs.

The SFC supports the following courses:

- 1-year full-time Access to HE Arts & Social Sciences, including Access to Primary Education (SCQF Level 6)
- 1-year full-time Access to HE/NC Celtic Studies (SCQF Level 6)
- 1 year full-time National Certificate in Rural Skills (SCQF Level 4)
- 6-month full-time Preparation for FE Course (SCQF Level 4), delivered in partnership with Midlothian Council

In collaboration with a range of local and national partners, we also offer:

- 1-year full-time HNC Social Sciences Course (SCQF Level 7), an Associate Student Scheme, delivered in partnership with Queen Margaret University
- Adult Achievement Awards at SCQF Levels 2, 3, 4 and 6
- Forest and Outdoor Learning Awards at SCQF Levels 2-8
- short courses in Rural Skills, Beekeeping and Gaelic Language, delivered in partnership with Midlothian Council and City of Edinburgh Council
- transition programmes for P7 and S3/4 pupils, in response to DYW

**In 2019-20, we will:**

- develop and deliver a widening participation programme in music in partnership with Edinburgh Napier University and Midlothian high schools

- explore the development of an Access to Journalism Course in partnership with Edinburgh Napier University
- extend Gaelic language and cultural programmes for families, young people at points of transition and staff in further and higher education institutions
- develop and pilot an adult guidance qualification
- develop progression options for Rural Skills in partnership with SRUC

## 2. Our national role

Newbattle plays a significant national role in promoting adult learning and contributing to its strategic development. We contribute to national outcomes through engaging with a range of strategic partners to promote inclusion and progression. Students are recruited from all parts of Scotland to the Access to HE Arts and Social Sciences course. The college is also the national accreditation centre for the Adult Achievement Awards and the Forest and Outdoor Learning Awards. Supported by Education Scotland and SCQF, the college developed and piloted the Adult Achievement Awards, a unique development in Europe. The awards offer accreditation to learners with few or no qualifications. 400 adults across Scotland have been involved to date. We also enjoy productive partnerships with several national agencies to promote adult learning and play a leading role in strategic planning for adult learning at national level.

Newbattle plays a significant strategic role in the National Forum for Adult Learning and co-chairs its Access and Participation sub group. The college has hosted 6 national conferences to promote the development of adult learning. All of these events have had Ministerial support. Newbattle is now playing a strategic national role in the development of adult guidance services in Scotland and will pilot an Adult Guidance Award at SCQF Level 5 in 2019-20.

We make a significant contribution to the National Gaelic Language Plan 2018-23 through our Celtic Studies and Gaelic language programmes. Working in partnership with Sabhal Mòr Ostaig and City of Edinburgh Council, we have extended our existing Gaelic programme and the college is now an established hub for Gaelic language and culture in Edinburgh and south-east Scotland. We offer residential Gaelic language and cultural programmes to a wide range of adult learners. These include family learning programmes and Gaelic immersion opportunities for teaching staff.

Through our innovative Forest and Outdoor Learning Awards, for which we are the national accreditation centre, we have extended national partnerships with voluntary organisations, outdoor learning organisations and Forest Enterprise Scotland. We will disseminate the work of this programme in a national conference in September 2019.

### **In 2019-20, we will:**

- extend our strategic national role by hosting a 7<sup>th</sup> consecutive national conference to promote adult learning and adult guidance

- develop and deliver Career-long Professional Learning (CLPL) opportunities in adult guidance for practitioners in all relevant sectors
- extend our role as a hub for Gaelic language and culture in partnership with FE and HE colleagues in South-East Scotland
- continue to play a strategic role in the National Forum for Adult Learning to promote access and progression
- develop our Forest College programme for learners of all ages and extend employability options in outdoor learning

### 3. Our regional role

We make a significant contribution to local community planning in response to local needs. We are key members of Midlothian CPP sub groups, including Developing Midlothian's Young Workforce and ELM (Employment and Learning Midlothian). In partnership with Midlothian Social Work Department, we offer accredited vocational pathways for adult offenders. We support the East Lothian Adult Learning Partnership and offer Gaelic language training for primary school staff in East Lothian and Midlothian. We contribute to the Scottish Historic Building Trust's educational programme in Edinburgh. Newbattle is also an active member of the Regional Learner Journey Steering Group and the City Region FE Skills Group for SE Scotland.

In response to DYW, we deliver a successful Rural Skills Course, in partnership with SRUC, and transition programmes for S2-4 pupils. Our Preparation for FE Course is an excellent example of sustained and successful collaborative practice with Midlothian Council which has enhanced transition from community-based provision to further education. The course is co-delivered with Midlothian Council staff. In 2019-20 we will also host Midlothian's first literary festival with a range of local and national partners.

#### Regional area profile

Newbattle Abbey College is situated within the boundaries of East Lothian and Midlothian. Midlothian's population in 2015 was estimated as 87,390, an increase of 4,203 on the 2011 Census. Midlothian's population has been enhanced by the Borders Railway development. Its current population is characterised by large young and retired segments. The rate per 1,000 of Looked After Children in Midlothian is 13.8, slightly below the national average.

#### Areas of deprivation

Overall, Midlothian has lower than Scottish average levels of social exclusion. However, geographic pockets of multiple deprivation remain in Dalkeith & Woodburn, Mayfield & Easthouses, and Gorebridge. In addition, individuals and smaller groups who suffer from deprivation are spread throughout the small towns and villages in Midlothian.

SMID analysis:

<https://www2.gov.scot/Resource/0051/00510961.pdf>

Midlothian profile:

[https://www.midlothian.gov.uk/downloads/file/2993/midlothian\\_profile\\_2018](https://www.midlothian.gov.uk/downloads/file/2993/midlothian_profile_2018)

## Economic profile

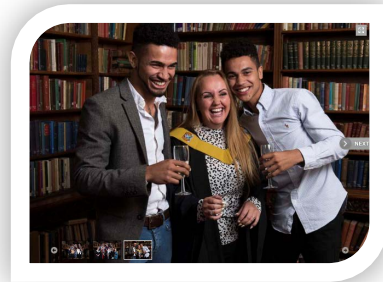
As part of the Edinburgh and South-East Scotland City Deal Region, Midlothian will benefit from this significant investment over the next 20 years. Funding will be used to invest in infrastructure, skills and innovation and improve economic performance.

### In 2019-20, we will:

- extend curriculum and corporate partnerships with local authorities and FE/HE institutions in south-east Scotland
- extend our role in the East Lothian Adult Learning Partnership in response to DYW and the National Gaelic Plan

## 4. Our Student Credit Profile and Analysis

Our SFC credit target for 2017-18 was 926. We exceeded this by 23%. In addition to offering SFC-funded courses, we extended options for young people and adults in partnership with a range of local and national agencies. 18 students enrolled on the HNC Course, 7 completed our additional Rural Skills Course, delivered by SRUC at Newbattle, and 400 students completed the Adult Achievement Awards, available across Scotland.



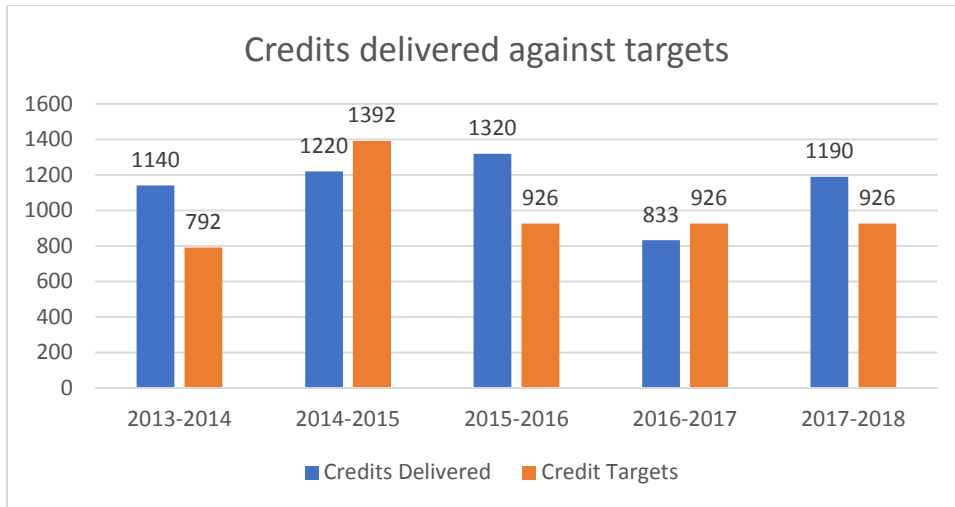
Our Access and Inclusion Strategy<sup>4</sup> has enhanced support for care-experienced students, who constituted 10.3% of the student cohort in 2017-18. 58% of our students were aged 25 or over. 44% were female and 56% male. 22% of students had a declared disability. Newbattle offers extensive support to all of our students and has developed positive strategies to promote mental health and wellbeing. These include 1:1 and group support, counselling services and mindfulness sessions. Opportunities for outdoor learning and leisure activities in our estate and woodlands are also designed to enhance the health and wellbeing of students and staff.

We will continue to work with vulnerable young people in local primary and high schools, mainly through the Rural Skills Programme and Forest and Outdoor Learning Awards. Both offer national accreditation and progression.

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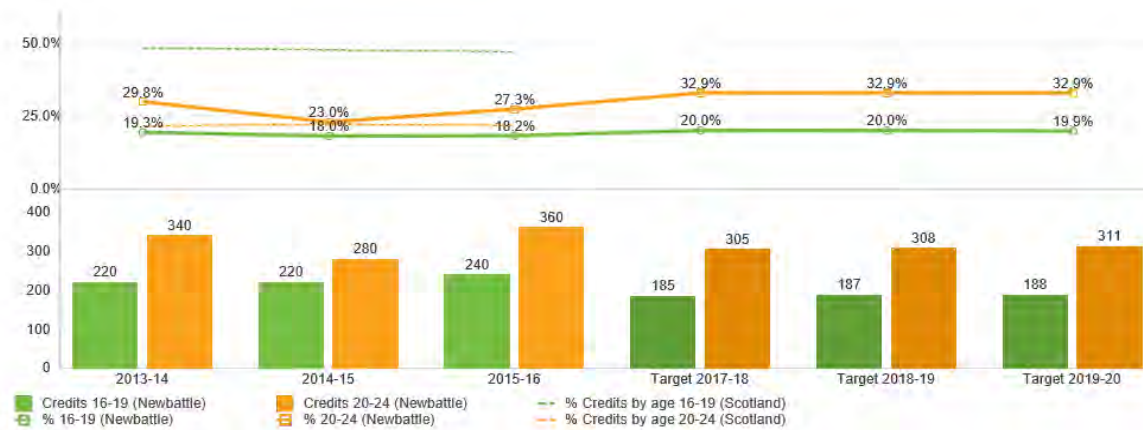
<sup>4</sup> <https://www.newbattleabbeycollege.ac.uk/corporate-governance/>

## Credits delivered against targets

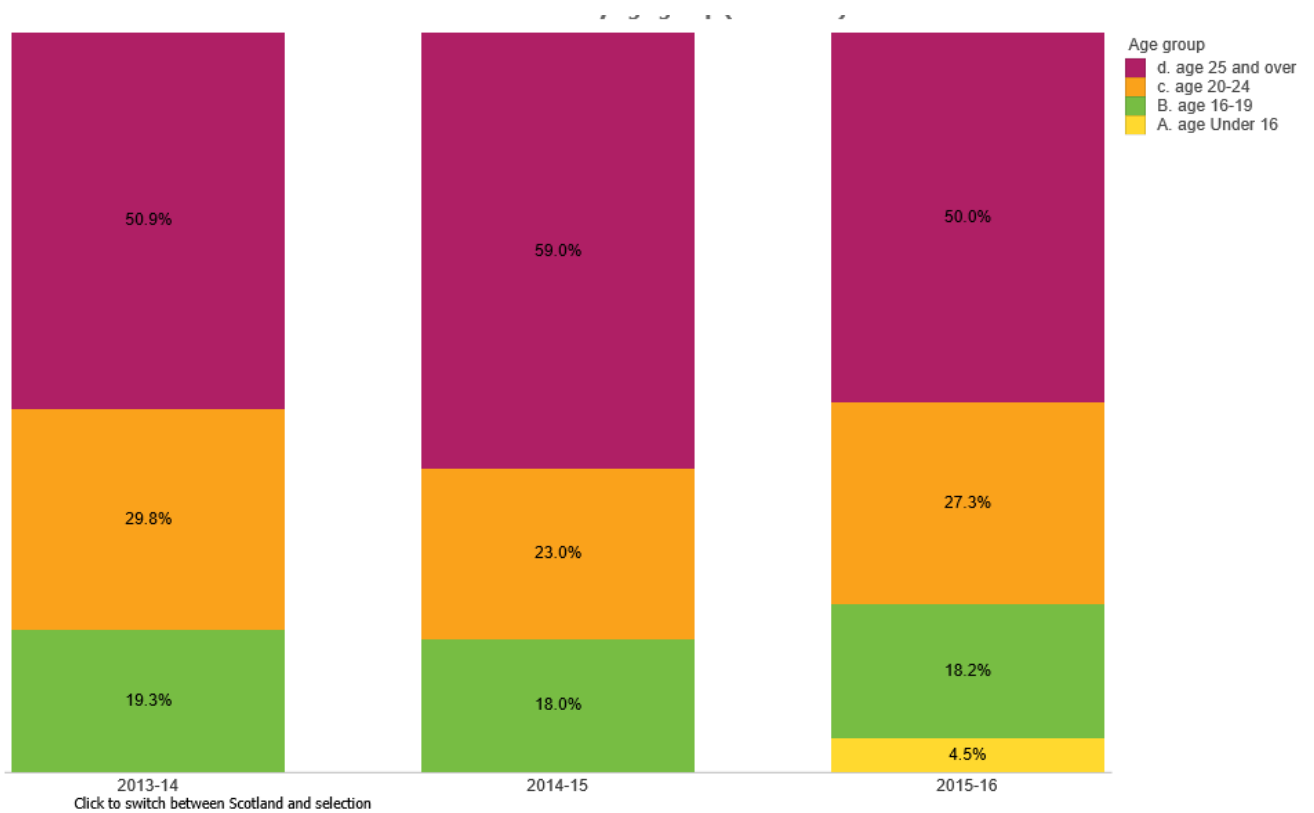


The decrease in the number of credits delivered in 2016-2017 was due to the Preparation for FE (SCQF Level 4) course not being considered a full-time course. This was amended in 2017-2018.

## Volume and proportion of credits delivered to learners aged 16-19 and 20-24

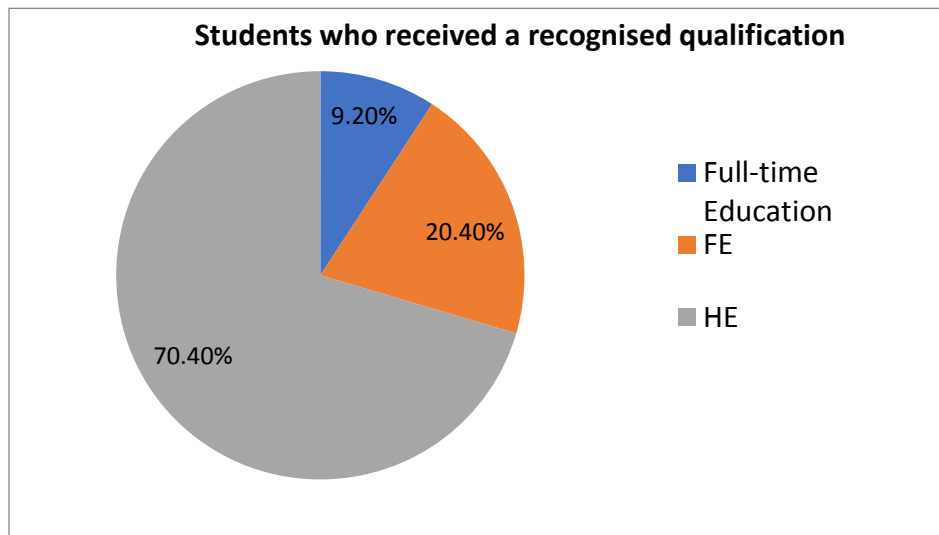


## Credits by age group



## Destination analysis 2017-2018

See below analysis of students who received a recognised qualification in 2017-2018.





## 5. Learner Pathways

Newbattle plays a sector-leading national role in developing learner pathways to promote access and progression, particularly for adults facing multiple barriers to learning. The Adult Achievement Awards are an excellent first step back to education and approximately 20% of learners come from SIMD 10/20 areas. The college is successful in preparing learners for employment and progression to further and higher education. Our staff provide clear information and advice to prospective students to enhance their course choice. This is sustained throughout the learning experience and prior to transition to other learning or employment options. We have developed very effective transition programmes with partners, particularly for vulnerable young people and adults. These have improved student outcomes and extended progression pathways. Our enhanced SDS partnership has extended employability support for learners. Of the students who achieved a recognised qualification, 100% moved on to a positive destination.

The Preparation for FE Course is a positive example of our sustained and successful collaboration with Midlothian Council and has enhanced transition from community-based provision to further education. In 2017-18, 64% of students who completed the course progressed to further education or employment.

Our planning and delivery of HNC provision with QMU has also enhanced transition to HE, providing a model of good practice for partnership working and successful student articulation. 71% of students enrolled achieved a recognised qualification. The success of this partnership led in 2018-2019 to the delivery of an Access to Primary Education Course, run in partnership with QMU. At present, Newbattle receives no funding for HE provision and would welcome support to enable this successful partnership to grow. In January 2019, we will submit a plan to SFC for the expansion of our curriculum, including additional articulation arrangements with higher education institutions. This will include: enhanced learner pathways in Music and Journalism in partnership with Edinburgh Napier University; land-based Modern Apprenticeships in partnership with SRUC; additional Associate Degree options in Childcare and Heritage and Tourism in partnership with Queen Margaret University and Edinburgh Napier University. This is still under discussion. Newbattle is now a partner of South East Scotland Regional Learner Passport Steering Group.

To improve inclusion, goal-setting, retention and attainment, we will develop our tracking of student progression into and beyond college programmes. We will also further develop our analysis of course reviews and engage more fully in analysing data to identify ways to improve retention and attainment. All actions are identified in our Enhancement Plan 2018-19.<sup>5</sup>

Staff identify student needs at the point of application and have enhanced recruitment interviews to develop early support for learners from protected characteristic groups. As

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<sup>5</sup> <https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/05/Enhancement-Plan-2018-2021.pdf>

part of the Access and Inclusion Strategy, staff make very effective use of Discretionary Funds to extend learning opportunities to students facing multiple barriers to learning. Students with personal support needs are also given a Personal Learning Support Plan (PLSP) in addition to an Individual Learning Plan (ILP) in order to provide additional resource and support.

### **Developing the Young Workforce**

In response to Developing the Young Workforce, we have extended partnerships with community learning and development and local schools, particularly in relation to Rural Skills. These part-time courses offer progression to our full-time NC Rural Skills Course. This has greatly supported student transition, particularly those facing multiple barriers to learning. We have shared innovative practice with school and community colleagues. We are active members of The Developing Midlothian's Young Work Force Committee and our Preparation for FE Course (SCQF Level 4) is particularly relevant to younger learners. We are now exploring SCQF Level 5 Work-Based Qualification with SRUC.

Our new Forest and Outdoor Learning Awards target school pupils across Scotland. The awards have been piloted at level 3 with S2/3 pupils at local high schools. We are now running 7 pilots across Scotland, involving schools and local organisations. The pilots include 3 high schools: Dalkeith High School; St David's High School, Dalkeith and St Columba's High School, Dunfermline. From January 2019, the FOLAs will be recognised on the Insight Tool, which will significantly extend their appeal to high schools across Scotland. We are also exploring apprenticeships with local employers in relation to our Forest College programme and exploring a work-based SCQF Level 5 Rural Skills apprenticeship with SRUC.

### **Senior Phase**

The college is an active partner with both Midlothian and East Lothian CPP groups. We will continue to offer vocational pathways for senior phase pupils in part-time and full-time NC Rural Skills courses, NC Celtic Studies and HNC Social Sciences. Forest and Outdoor Learning Awards at SCQF levels 2-8 are available to young people and adults. We are also exploring Modern Apprenticeships with SRUC and will offer a Music Transition course in partnership with Midlothian high schools and Edinburgh Napier University.

### **Curriculum Planning and Review**

We involve a range of stakeholders and partners in planning and reviewing our curriculum. These include colleagues in FE, HE, voluntary organisations, schools and local authorities. The value of this is reflected in our successful HNC partnership with QMU and in our Preparation for FE Course with Midlothian Council. All teaching staff engage fully in this process and involve students through an effective quality cycle. 88% of students who completed the SSES agreed that staff regularly discussed progress with them.

In response to local and national priorities, we engage in strategic local and national planning groups, as detailed above. The college has developed well-designed programmes, which align effectively with local and national priorities, particularly in

relation to Access and Inclusion. Notable examples are our Access courses, Adult Achievement Awards and Forest and Outdoor Learning Awards. Our new Access to Primary Education Course has been developed in partnership with QMU in response to this national priority. It enhances our existing Access to Social Sciences Course.

**In 2019-20 we will:**

- continue to develop the student voice in curriculum review
- maximise student enrolments and increase attainment and student satisfaction
- extend employability in Course Improvement Plans and explore Modern Apprenticeships with SRUC
- extend the use of interactive technology across the curriculum.

## **6. Stakeholders and Partnerships**

Newbattle has an excellent track record in sustaining strategic partnerships at national and local level. Our main stakeholders are our students. All of our partnerships are designed to enhance student access to learning, improve the quality of their learning experience, ease progression to further learning and employment and enrich their lives.

- Our national partnerships reflect our strategic role in promoting adult learning, Gaelic language and culture and outdoor learning. We have played a significant role in the National Forum for Adult Learning since its formation in 2013 and have developed strategic partnerships with several national organisations to extend access and progression. Through these successful partnerships, Newbattle has established itself as the national accreditation centre for the Adult Achievement Awards and the Forest and Outdoor Learning Awards.
- Our local partnerships include colleges, CLD, higher education, high schools and primary schools, local authorities, voluntary organisations, Social Work Services, employers and trade union learning providers. The impact of these partnerships is reflected in our expanding curriculum for adults and young people at points of transition and on the improved learner pathways we have jointly developed. Effective local partnerships have also enhanced the quality of our Support for Learning, particularly in relation to mental health.
- In partnership with a range of local and national agencies, Newbattle will host Midlothian's first literary festival in 2019. The festival is designed to engage people of all ages in celebrating the written and spoken word in English, Scots and Gaelic and will target communities in areas of deprivation. As well as enriching all aspects of the college curriculum, the festival will help to support attainment in schools and will promote community engagement.
- With 3-year funding from Midlothian Council we will offer an outdoor family learning programme, targeting families in areas of deprivation. This will include accredited options through our Adult Achievement Awards and Forest and Outdoor Learning Awards.

## Employability

We have continued to build on our relationship with the local Skills Development Scotland (SDS) offices to ensure that students can access relevant information on pathways into employment.

We are exploring a Work-based Apprenticeship (SCQF Level 5) with Scotland's Rural College (SRUC) as a progression option.

Guest speakers from national agencies and employers from the heritage, social care, education and rural skills sectors have also extended employability support across the curriculum.

We have acknowledged that opportunities to develop employability across the curriculum are not yet fully embedded in all courses and consequently this has been identified as an Area for Development in our Evaluative Report (17-18).

## Gaelic

We continue to contribute to the National Gaelic Language Plan 2019-23 by creating opportunities to increase the number of adults acquiring Gaelic. We offer workplace Gaelic classes for staff and students and for adult learners in Edinburgh. These include beginners and intermediate classes.

Supported by the SFC's Strategic Funds, we work in partnership with Sabhal Mòr Ostaig and are a hub for Gaelic language and culture in Edinburgh and south-east Scotland. We are active members of local and national Gaelic networks. We also offer residential programmes for students enrolled on the Primary Education with Gaelic Course at Edinburgh University. In 2018-19, we expanded our Gaelic programme by offering family learning opportunities and training for staff in GME schools. We will extend this further in 2019-2020 by offering Gaelic language options to college and HE staff in south east Scotland.

## SCQF Credit Rating

The college promotes the SCQF Framework to ensure that staff and students have a greater understanding of the levels. Promoted throughout published student guidance and progression routes, it is disseminated further through staff CPD training and events supported by SDS. Our Adult Achievement Awards and Forest Outdoor Learning Awards are recent examples of our promotion of SCQF.

### **In 2019-20 we will:**

- develop our Rural Skills curriculum with local authorities and SRUC to enhance access and progression for adults and young people at points of transition
- extend our partnership with QMU, including the development of outdoor learning in the Access to Primary Education Course
- deliver the Forest and Outdoor Learning Awards, in partnership with employers, local authorities and national agencies

- deliver the Adult Achievement Awards across Scotland and explore their international potential
- engage proactively with employers and other agencies to enhance employability and career management in all courses
- develop and deliver a widening participation programme in music in partnership with Edinburgh Napier University and Midlothian Council high schools
- extend the college's role as a hub for Gaelic learning and culture in partnership with further and higher education institutions in south-east Scotland
- develop opportunities for family learning, including Gaelic language and culture and outdoor learning

## 7. Equality, Inclusion and Diversity

Newbattle's inclusive college community and supportive residential experience offer life-changing opportunities for students facing multiple barriers to learning. We ensure that staff, learners and visitors are treated equally and fairly.

We are committed to implementing Equalities legislation, reporting on progress and enhancing inclusion in all aspects of college life. The Learning and Teaching Team has embedded equalities across the curriculum and regularly evaluates its effectiveness with staff and students. Teaching and support staff receive regular updates on students experiencing barriers to learning and respond quickly to their needs. We celebrate diversity with our students.

In consultation with the college's Equality and Diversity Committee, in which students actively participate, we continue to conduct impact assessments on all college policies and procedures. Our curriculum, the college website, all course information and all promotional materials are compliant with equality legislation. Our Equality Outcomes and our Equalities Monitoring Report are published on our website.<sup>6</sup>

We have identified two priority equality outcomes which cover curriculum, support for learning, student engagement and attainment and progression:

- The learning and support experience is fair and equitable for all students and reflects cultural diversity.
- Students across all protected characteristic groups progress and achieve high quality learning outcomes.

Working in partnership with the Student Association, staff support a range of student and staff development activities. These include:

- raising awareness of mental health and support for students

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<sup>6</sup><https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/06/Equalities-Outcome-Report.pdf>

- working with SPARQs to improve student engagement
- involving student in reviewing college marketing in relation to equality, inclusion and diversity

### Activity and access profile

#### Ethnicity

- The % of overall credit activity delivered to BME students at 5.76%.

#### Disability

- The % of overall credit activity delivered to disabled students at 44.46%.

#### Gender

- The % of overall credit activity delivered to male students at 53.09%.
- The % of overall credit activity delivered to female students at 46.91%.

Staff make extensive use of online learning resources and interactive technology. These have enhanced inclusion and contributed to improved delivery. Students with identified disabilities make very good use of a range of assistive technology, which has enhanced outcomes for students facing multiple barriers to learning and improved overall assessment methods.

Our Gender Action Plan is available on our website.<sup>7</sup>

#### In 2019-20 we will:

- Focus particularly on improving the gender balance in relation to our HNC Social Sciences and NC Rural Skills students in partnership with QMU and local high schools. Currently we have 17% female students and 83% male student on our NC Rural Skills Course and 26% male students and 74% female students on our HNC Social Sciences Course.
- introduce innovative approaches to course marketing
- extend the involvement of students in the development of our Outcome Agreement

### Gender Pay Gap

Our current mean gender pay gap for all employees is -5.03%. In Scotland the mean gender pay gap for all employees was 6.6% in 2017. In the UK, as a whole, this was recorded by ONS in 2017 as 9.1%.

60% of our staff work part-time; the majority of these are female. This has an effect on our gender pay gap. The college has no concerns in gender imbalance in relation to pay. Although not a partner of National Bargaining, the college is shadowing developments and supports its direction in principle.

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<sup>7</sup><https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/06/Newbattle-Abbey-College-GAP-excerpts-from-the-AY-2019-22-OA.pdf>

## **Gender and Equalities for Staff**

We are committed to developing our staff, embedding our values, extending our reputation and celebrating success in all areas of college life. We have 42 members of staff. Our three senior management are all female; we have 15 academic staff (8 male and 7 female) and 24 support staff (7 male and 17 female).

We continue to address occupational segregation by ensuring that we have robust processes in place in relation to:

- the places and ways in which jobs are advertised
- the recruitment process
- training and development opportunities
- workplace culture
- mentoring and networking.

Our aim is to ensure that staff feel respected and valued at work and experience equality of opportunity to achieve their full potential.

## **Gender Based Violence Toolkit – Equally Safe**

We are engaging with our stakeholders and developing a suitable response to the Equally Safe in Higher Education (ESHE) Toolkit.<sup>8</sup>

## **Gender and Governance and Leadership**

We continue to maximise the effectiveness and efficiency of our governance and leadership. Our 18 Directors are responsible for ensuring that policy and procedures to promote equality, diversity and inclusiveness are in place and working effectively. Our Board of Directors is currently 62% male and 38% female. Both the college and the Board are committed to having a greater gender balance. However, due to the constraints of the Newbattle Abbey Trust Deed and Constitution the college is limited in its influence.

In response to the Gender Balance on Public Boards legislation announced in the Programme for Government (2017), we have undertaken an external review of our governance effectiveness structure. A report and action plan have been submitted to the Scottish Funding Council.

To ensure we promote greater Board diversity, we will:

- define selection criteria more clearly
- aim to reach the widest possible candidate pool
- assess candidates against the role specification in a consistent way

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<sup>8</sup><https://www.strath.ac.uk/humanities/schoolofsocialworksocialpolicy/equallysafeinhighereducation/eshetoolkit/>

- establish clear Board accountability for diversity.

We will ensure that staff and students with protected characteristics find that inequalities are reduced and eliminated. Supported by strong leadership and accountability, we will continue to embed equality, inclusion and diversity throughout college governance and management structures.

### **British Sign Language**

Newbattle Abbey College is developing a BSL Plan to achieve the same long-term goals as the first Scottish BSL national plan, where these are relevant to the work of the college. This plan will be published on the college website in both English and BSL in 2019.

### **Safeguarding and Child Protection**

We have extensive and well-developed arrangements for Safeguarding and Child Protection, which are understood by staff, learners and stakeholders. The cross-college Safeguarding Group ensures that Safeguarding, Prevent and Child Protection arrangements are implemented fully and that all staff are involved in initial and ongoing training. We comply with national guidelines and legislation and engage our staff in regular reviews of Safeguarding, Prevent and Child Protection.

### **Access and Inclusion**

Newbattle Abbey College plays a significant national and local role in promoting and implementing access and inclusion across the curriculum. The college's Access and Inclusion Strategy<sup>9</sup> is very well developed and has had a significant impact on learners of all ages.

In response to strategy, staff have developed positive partnerships with external specialists to enhance outcomes for students with additional support needs. Promoting access and inclusion is core to all of the college's learning and teaching activities and is embedded into all programmes, through differentiated learning, support for learning and flexible timetabling. The impact of this is shown in our destination analysis of student numbers and the proportion of full-time college qualifiers in work, training and further study 36 months after qualifying. The college continues to be significantly above the Scottish average.

Responding to the diverse and evolving needs of students, we adopt a continuous enhancement approach across the college. We target early identification of need at recruitment stage and support is sustained throughout the learning programme and prior to transition to other learning options or employment. When required, we seek support from external specialist staff to ensure that all students have access to specialist equipment, assistive technology, counselling and appropriate learning material to enhance their learning experience. All of our students receive regular reviews of their progress through 1:1 and group Guidance support. Personal Learning Support Plans

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<sup>9</sup><https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/03/Access-and-Inclusion-Strategy-2018-20.pdf>



(PLSPs) are developed for relevant students and all students have Individual Learning Plans (ILPs).

### **Care-Experienced Students**

Thorough staff analysis of the needs of care-experienced students and well-planned Induction Programmes have enhanced the scale and quality of support and improved student outcomes. Effective ILPs for care-experienced students have enhanced their learning experience. Support for care experienced students in all college programmes will continue to be enhanced through effective partnerships with external agencies to ease transition to college, sustain support through learning programmes and plan a smooth transition from Newbattle. The college has a well-developed Corporate Parenting Plan<sup>10</sup> and continues its work with Who Cares? Scotland to ensure future commitments are realised. We also play a leading role in the Hub for Success<sup>11</sup> (support for University and College for care-experienced in south-east Scotland). This has extended sustained support for our care-experienced students.

Regular guidance, drop-in sessions and Professional Development Reviews for staff ensure that the college can identify and respond timeously to students who become carers throughout the year.

Working in partnership with Midlothian Council and Key Workers from other agencies, we will ensure that the planning of transition support for Care-Experienced Students is embedded in all courses. Our approach to enhancing Guidance support will enable Care Experienced Students to manage their study programme and develop life skills. To support positive destinations for Care-Experienced Students we will plan transition support with external agencies.

### **Mental Health and Wellbeing**

In response to the significant rise in the number of students reporting mental health issues. We enhanced our flexible support. We have:

- extended 1:1 and group support
- extended external counselling support
- offered mindfulness workshops for students and staff
- extended staff training in supporting students with mental health issues
- offered drop-in surgeries for students and staff with support from external specialists

### **At Risk Groups**

In recognition of the following groups, the college will review its Access and Inclusion Strategy to ensure they are considered across the curriculum.

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<sup>10</sup> <https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/02/NAC-Corporate-Parenting-Plan.pdf>

<sup>11</sup> <https://www.newbattleabbeycollege.ac.uk/hub/>

- Those with criminal convictions
- Estranged students
- Young people who have gone through the children's panel system
- Veterans/early service leavers
- Children from military families
- Asylum seekers/refugees
- Gypsy, Roma and Traveller communities
- Transgender students

We will also strive to achieve our SIMD 10 measures by targeting provision in relevant areas, in collaboration with local and national partners. All of our programmes are designed to extend access and progression to learners, particularly those in areas of deprivation.

## ESOL

We offer weekly tuition to students in partnership with Midlothian Council. Through the Midlothian ELM Group, we are also exploring the college's role in offering additional pre-access courses, including ESOL, with CLD and voluntary organisations.

### **In 2019-20, we will:**

- develop a mental health strategy for students and staff in partnership with Health and Mind
- develop staff skills in analysing all EDI data and preparing related action plans
- include the Equally Safe in Higher Education Toolkit in our EDI plans

## 8. Governance

The college operates under a Governing Deed of Trust, set up in 1937 by Philip Kerr, 11th Marquis of Lothian. The Trustees include the Principals and Vice Chancellors of the Universities of Aberdeen, Edinburgh, St Andrews and Glasgow. The Trustees have responsibility for maintaining the ownership of Newbattle Abbey College for the Trust purposes. The membership of the Board of Governors is set out in the Memorandum and Articles of Association. As a result, many Board members are nominated by other bodies, including the four ancient universities, Midlothian Council and the local Midlothian and East Lothian chamber of commerce.

Our Board structure consists of 17 members that includes the Principal, two staff members and the Student President. It has four committees – Audit, Learning and Teaching, Planning and Resources and the Chairs' Committee, which has been responsible for advising on remuneration.

The Learning and Teaching Committee continues to analyse curriculum development and attainment and advise on marketing strategies. Our annual Curriculum Planning,

attended by both the Committee and SMT, provides a sound basis for strategic curriculum planning. This committee also receives regular updates on the annual Enhancement Plan and Evaluative Report.

The Board took part in a successful Development Day in May 2018 to plan curriculum developments. The impact of the Development Day is reflected in our expanding curriculum and plans for future partnerships.

Our governance arrangements align with the Code of Good Governance for Scotland's Colleges. The Board commissioned a review of its performance in 2017<sup>12</sup>. This review assessed performance under each section of the Code of Good Governance. Evidence from this review identified that we have a strong Board, with considerable experience in both education and governance. It also stated it works in a close and constructive partnership with the Senior Management Team. The values and ethos reflected in the original Trust Deed remain relevant and central to the current Board. We have agreed a Board Development Plan to monitor progress.<sup>13</sup>

An internal audit, conducted by Edinburgh University in 2018, focused on the quality of information presented by SMT to the Board and its sub-committees. Recommendations will be implemented in 2018-2019.

Students are actively engaged in the Quality Enhancement process throughout the academic session. This leads to significant improvement in the overall quality of both the Learning & Teaching team and the Support for Learning team. It also ensures ongoing improvements to college facilities. The ongoing feedback from students has also been incorporated into this report.

## 9. Student Association

Our student association continues to make a positive impact on the student experience. The Student Representative Council provides opportunities for students to meet college management to discuss issues and share ideas to improve college planning. It exists to represent students' views in order to support them to achieve their potential and to improve the student experience

We encourage involvement in the work and life of the college. Our Staff and Student Liaison Committee creates regular opportunities for teaching staff to meet with class reps to discuss curriculum and course related developments. We will continue to develop this successful learning community that is based on mutual respect and support. This is enhanced by the support students receive from our resident Sub Wardens, who are former students of the college. In partnership with our student association, we have developed a code of conduct to ensure our students are engaged, involved, experience high quality learning and achieve success.

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<sup>12</sup> <https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/02/Effectiveness-Review-Report-2017.pdf>

<sup>13</sup> <https://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2019/02/Board-Development-Plan-2017-18.pdf>

### **In 2019-20, we will:**

- build on the previous induction programme to ensure a positive start and inclusion for all
- appoint an E qualities and Inclusion student representative to review existing provision and advise on possible improvements
- extend the role of the Student Representative Council (SRC) in quality and key college committees
- extend SPARQs training for student representatives
- enhance opportunities for student social activities supported by the sub wardens
- in partnership with the HUB for SUCCESS, provide support and resources for care-experienced students involving care-experienced alumni
- plan with staff and students another Newbattlers' Day to promote team building, enhance staff-student relationships and promote well-being

## **10. Cyber resilience and GDPR**

Along with the benefits of being digitally active, there are now recognised risks, of which all individuals need to be aware. In November 2017 the Scottish Government launched the Scottish Public Sector Action Plan on Cyber Resilience (PSAP). As part of that Plan, the college received a grant from the Scottish Government to undertake a Cyber Essentials Pre-Assessment. The Pre-Assessment report highlighted points which require improvement. This work is ongoing and once completed, the college will gain Cyber Resilience Essentials. During 2018-19, the college will aim to gain the higher standard of Cyber Essentials +.

Our Cyber Resilience Strategy ensures that we:

- map existing cyber resilience skills across learning and working settings to identify gaps
- explore opportunities to embed cyber resilience into our curriculum
- introduce cyber resilience into our learning and development programme for all staff
- New staff to the college are inducted into the strategy and regular training and updates are given on college Quality Days.

The EU General Data Protection Regulation (GDPR) came into effect in May 2018. It is designed to protect individuals' data privacy and reshape the way organisations approach data privacy. A cross-college working group was formed prior to May 2018 to ensure all students and staff were aware of GDPR and create a plan to ensure systems and procedures were in place to comply with the new legislation. A Data Protection Officer was appointed and this role ensures GDPR is embedded into the systems, procedures and culture of the college.

## 11. Climate Change and Sustainability

The Newbattle Abbey College Carbon Management Plan, produced in 2012, is currently under review. The college has a well-developed Sustainability Policy. The college is committed to managing Climate Change by signing up to the College Energy Efficiency Pathfinder (CEEP) Pilot Project with 4 other Colleges. During 2017 we received a £500K CEEP investment to help make the college much more energy efficient. Investment has been made in insulation, LED lighting, gas supply connection and replacement of boiler. The CEEP project has already had a very positive impact on sustainability. Significant savings will flow from the project with an anticipated 50% reduction in heating costs. A financial saving of £35K is anticipated in relation to electricity, insulation and boiler fuel.

The college has an established Green Team Committee which is chaired by a member of SMT and includes representation from students and staff across the college. All Carbon Management actions are monitored by this committee. Climate change also features in various policies and procedures within the college structure.

We have significantly extended sustainability through our Forest College programme, our Rural Skills options and the community engagement plan developed by our Community Woodland Ranger. In 2019-20, we will extend training options, in partnership with EAUC, and develop innovative approaches to managing food waste.

## 12. Estates

The Board and Trustees recognise the importance of planning carefully for the future. We will continue to engage with external stakeholders, including Midlothian Council, Forest Enterprise Scotland (FES), the SFC and Historic Environment Scotland through the development of plans to invest in the college estate and buildings, including student residences.

A business plan and estates strategy have been developed in partnership with the College Trustees and will be implemented from 2019-20. Funding from the Trustees will enable the college to significantly upgrade its residency in 2019-20.

A 5 year Woodland Management Plan is in place for the period 2016-2021, involving the college, Trustees and Forest Enterprise Scotland (FES). This forms the basis of an exit strategy for FES from managing the ancient woodland. The college's Forest College programme will also help to maintain the ancient woodland. This initiative will involve young people and adults. With funding from the Trustees and the Green Infrastructure Community Engagement Fund, we have now appointed two temporary staff: Community Woodland Ranger; Forest College Co-ordinator. Both posts will support the implementation of the Woodland Management Plan and the Forest College Programme. The Forest College will offer a wide range of curriculum and commercial options to adults and younger learners and enhance their employability, particularly through the new Forest and Outdoor Learning Awards. We will also continue to use the estate as a context for outdoor learning and for income generation in relation to Gaelic.

### **13. Finance**

Our annual turnover in 2017-18 was £1.45m. The Scottish Funding Council provided 48% of this income through recurrent grant support for the development and delivery of the curriculum but provides no regular support for the upkeep and maintenance of the college's 125-acre heritage estate and main house. We supplement our income by exploiting the estate for commercial opportunities as a heritage venue for conferences, meetings, international visitors and weddings, as well as maintaining the site of the Newbattle Abbey Business Park, which is home to 40 SMEs with approximately 170 employees. At present, we receive no support from SFC for our Adult Achievement Awards or Forest and Outdoor Learning Awards. We also receive no SFC support in relation to the development of partnerships with HE. We plan to discuss the development of all of these programmes with SFC early in 2019.

## 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
<b>1(a)* The volume of Credits delivered</b>				
The volume of Credits delivered (core)	1,190	935	944	960
Core Credits target (region)	926	921	944	960
% towards core Credits target (region)	90.0%	101.5%	100.0%	100.0%
The volume of Credits delivered (ESF)	0	0	0	0
The volume of Credits delivered (core + ESF)	1,190	935	944	960
<b>1(b)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas</b>				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	4.2%	9.0%	10.0%	9.9%
<b>1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced</b>				
Proportion of Credits delivered to Male learners	57.0%	53.8%	53.8%	54.2%
Proportion of Credits delivered to Female learners	43.0%	46.2%	46.2%	45.8%
Proportion of Credits delivered to Other learners	0.00%	0	0	
Proportion of Credits delivered to BME learners	7.5%	6.6%	6.8%	6.8%
Proportion of Credits delivered to students with a known disability	22.6%	38.7%	38.6%	37.9%
Proportion of Credits delivered to learners aged under 16	0.0%			
Proportion of Credits delivered to learners aged 16-19	23.7%	24.5%	24.4%	24.4%
Proportion of Credits delivered to learners aged 20-24	19.0%	20.1%	20.1%	20.0%
Proportion of Credits delivered to learners age 25 and over	57.0%			
Proportion of Credits delivered to students with Care Experience	7.1%	2.9%	3.1%	3.0%
<b>2* The number of senior phase pupils studying vocational qualifications delivered by colleges</b>	0	0	0	0
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.0%	0.0%	0.0%	0.0%
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	1.3%			
Proportion of Credits delivered at HE level to learners from SHEP schools				
<b>3. Volume and proportion of Credits delivered to learners enrolled on STEM courses</b>				
Proportion of Credits delivered to learners enrolled on STEM courses	0.0%			
<b>4(a)* Proportion of enrolled students successfully achieving a recognised qualification</b>				
The percentage of FT FE enrolled students achieving a recognised qualification	52.1%	80.0%	81.3%	81.3%

The percentage of PT FE enrolled students achieving a recognised qualification	0.0%	0.0%	0.0%	
The percentage of FT HE enrolled students achieving a recognised qualification	66.7%	80.0%	80.0%	82.0%
The percentage of PT HE enrolled students achieving a recognised qualification	0.00%	0.0%	0.0%	
<b>4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification</b>				
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	33.3%	80.0%	80.0%	80.0%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	0%	0	0	
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	0.0%	100.0%	100.0%	100.0%
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	0.00%	0.0%	0.0%	
<b>4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges</b>				
The percentage of senior phase FT FE pupils achieving a vocational qualification	0.00%	0.0%	0.0%	
The percentage of senior phase PT FE pupils achieving a vocational qualification	0.00%	0.0%	0.0%	
The percentage of senior phase FT HE pupils achieving a vocational qualification	0.00%	0.0%	0.0%	
The percentage of senior phase PT HE pupils achieving a vocational qualification	0.00%	0.0%	0.0%	
<b>4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification</b>				
The percentage of CE FT FE enrolled students achieving a recognised qualification	28.6%	100.0%	100.0%	100.0%
The percentage of CE FT HE enrolled students achieving a recognised qualification	100.0%			
<b>4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification</b>				
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	47.1%			
<b>5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>				
<b>6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</b>				
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	0.00%			
<b>7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</b>				
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	0.0%	85.7%	86.4%	87.0%
<b>8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</b>				
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%			
<b>9. The percentage of students overall, satisfied with their college experience (SSES survey)</b>				
Response Rate				
Full-time	96.0%	96.0%	96.0%	96.0%
Part-time	N/A	N/A	N/A	N/A



Distance Learning	N/A	N/A	N/A	N/A
<b>10 Gross carbon footprint (tCO2e)</b>	0			



## Outcome Agreement between Newbattle Abbey College and the Scottish Funding Council for AY 2019-20

### On behalf of Newbattle Abbey College:

Signed:

Print name: Marian Docherty

Position: Principal

Date: 8 July 2019

Signed:

Print name: Brian Lister

Position: Chair

Date: 09/07/19.

### On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 28 June 2019