

Outcome Agreement 2022-23



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1. Context

Newbattle Abbey College has a proud track record of meeting the needs of adults and young people at points of transition, helping them change their lives for the better. The college operates under a Governing Deed of Trust, the Trustees of which have historically included the Principals and Vice Chancellors of Scotland's ancient universities. We receive core funding from the Scottish Funding Council (SFC) as a specialist college in recognition of our unique nature and contribution, which currently amounts to approximately 55% of our total income. The balance of our income is generated through a portfolio of funding and through commercial activities, the income from which is invested back into our curriculum and infrastructure to support our purpose.

The college makes a significant contribution to its local community and plays a strategic, national role both through its provision and in promoting adult learning through representation and extensive partnership. Many of our students have faced challenges and find our curriculum and special environment create the right place for them to take their next steps towards fulfilling their potential.

We also have a growing international dimension, with new partnerships adding value to our student experience and raising the profile of Newbattle and Scotland with a wider audience. The college has hosted international language school groups for many years, and in 2022 we welcomed the first cohorts of Faculty and students from the University of Wisconsin System. This long-term partnership will see students staying and studying at the college throughout the year on the University of Wisconsin's *Experience Scotland* programme.

Our curriculum is constantly evolving to provide the best possible opportunities for access and progression while staying true to our values. Partnership working and collaboration have always been key strengths, and we work with a range of partners to extend our curriculum and progression pathways.

The college has experienced significant changes in leadership recently. A new Principal was appointed in November 2021 and a new Chair of the Board of Directors took up post at the end of November 2022. A new Depute Principal and Director of Academic Development was appointed in October 2022 and a new Curriculum Manager was appointed in December 2022. Our *Strategic Plan 2023-2026* will be published before the end of 2022, following extensive engagement with staff, students and stakeholders. The refreshed strategic and operational leadership, and the new Strategic Plan, will support the college to face the challenges and make the most of the opportunities throughout the period of this Outcome Agreement.

2. Fair access and transitions

Outcome: Education is accessible to students from all backgrounds and students at all levels are supported through successful pathways.

What we do already:

The college has a focus on providing access to further and higher education. Many of our students have faced barriers and challenges before they find their way to Newbattle, and benefit greatly from the unique learning environment the college offers. Our curriculum is designed to enable access and progression, and partnership working and collaboration have always been key strengths. Many of our students are referred or signposted to us from partner organisations, including Midlothian Council and third-sector organisations.

Inspectors from Education Scotland noted the following during their Progress Visit to the college in January 2022:

“The college offers a range of programmes to meet the needs of those with few or no qualifications, to progress to a positive destination. The curriculum is designed to promote inclusion and access for learners of all abilities and backgrounds.

The current curriculum offer attracts learners who are not motivated or equipped to attend larger colleges or learners who are seeking the high quality support and nurturing approach the college offers. Many learners have been away from learning for some time and are particularly attracted to the Preparation for FE programmes and the SWAP opportunities on offer.”

(Education Scotland, Progress Visit Report, Jan 2022)

The Associate Degree programme delivered via our long-standing partnership with Queen Margaret University (QMU) provides a direct route into second year of a number of the University’s degrees. Our Scottish Wider Access Programmes (SWAP), with strands for Arts and Humanities, Primary Education and Celtic Studies, provide routes into higher education for adults returners. Our Preparation for Further Education course enables people returning to learning or leaving school to find their feet before choosing their next steps. Our Rural Skills course utilises our beautiful estate to provide an outdoor-learning access route and a progression pathway into further learning or employment.

We also offer a number of short courses, including beekeeping and a range of woodland craft and outdoor learning courses, often with a wellbeing focus. We have celebrated and promoted Gaelic language and culture for a number of years and deliver beginner and intermediate Gaelic language courses with support from the Gaelic Language Act Implementation Fund (GLAIF) and Bòrd na Gàidhlig.

Our innovative Forest College delivers Forest and Outdoor Learning Awards (FOLA), providing skills and leadership qualifications across SCQF levels 2 to 8, and a range of other outdoor learning and wellbeing opportunities. The College is the awarding body for FOLA and also for the Adult Achievement Awards (AAA), which enable adults to gain accreditation for their learning and achievements in a range of contexts, including volunteering and the

workplace. AAAs are available from SCQF levels 2 to 6. Both FOLA and AAA are delivered across Scotland by accredited centres, including other colleges, universities, local authorities and third-sector organisations.

In 2021-22 the college delivered 930 core credits against our target of 921, and 130 credits under the Young Persons' Guarantee (YPG) Fund, making 1,060 credits in total. 7.4% of core credits were delivered to learners from the 10% most deprived postcode areas.

We delivered FOLA at SCQF levels 2 to 5 to 91 school pupils across Midlothian with support from the YPG Fund. The awards were aimed at pupils in the senior phase who were at risk of leaving school with no or few qualifications. The college also secured funds from the Flexible Workforce Development Fund (FWDF) in 2022 to deliver Forest and Outdoor Leadership Awards to early years and childcare practitioners. Our Forest College delivered *Prescribe Nature* courses to lone parents in 2021-22, supported by the Community-based Adult Learning (CBAL) Recovery Fund.

The college is a key partner in the Hub for Success, a collaboration between Edinburgh City Council and the colleges and universities in and around the city. The Hub provides a range of support for care experienced students. Due to the nature of our provision and mission, a significant and growing proportion of our students every year are care experienced: 27.3% of credits delivered in 2021-22 were to care experienced students.

What we aim to do in 2022-23:

We have further enhanced access to our programmes in 2022-23 by introducing a National Certificate (NC) in Social Science alongside our SWAP programmes. This has opened-up access for people who do not qualify for the SWAP programmes on the grounds of previous attainment or the number of years spent out of formal education.

A partnership with the University of the Highlands and Islands (UHI), Argyll College, has enabled the college to offer a Higher National Certificate (HNC) in Horticulture. This industry-relevant qualification will be taught online by UHI with practical elements carried out on our campus, supported by our staff. The course will enable progression from our Rural Skills course for those students ready to study at SCQF level 7, as well as offering direct access to higher education. The partnership was agreed in July 2022, and the course will be promoted throughout 2022-23 for enrolment in August/September 2023.

In August 2022 the college signed a Memorandum of Understanding (MOU) with the Open University (OU) in Scotland. The MOU sets out a range of collaborative activity which will open up more curriculum choice and better study progression for adult learners. Shared goals of the partnership include exploring ways to widen access to higher education, collaborating on module delivery and contributing to the Scottish Government's Adult Learning Strategy. A review of the OU's extensive, accessible adult and community learning resources on *OpenLearn* will identify ways to enhance the college's curriculum. New credit transfer arrangements will be established so students from Newbattle can transfer to OU programmes.

As a key member of Scotland's Adult Learning Strategic Forum, the college helped to draft the recently published Adult Learning Strategy for Scotland 2022-2027. The college will host a conference during 2022-23 to review the aims of the Strategy, the actions taken towards them and the progress made.

Work will continue to support and promote our AAAs and FOLAs. AAAs are now delivered by over 20 accredited centres across Scotland, including local authorities, colleges and third-sector organisations. FOLAs are delivered by over 15 accredited centres with a similar, national coverage. These innovative awards utilise the college's SCQF credit-rating powers to provide recognition of and access to learning and qualifications for people of all ages and from all backgrounds and circumstances.

We have applied for further YPG and FWDF funding to continue the work started in 2021-22: at the time of writing, we are still awaiting confirmation of these funds. We plan to utilise the YPG funding to continue our collaboration with Midlothian secondary schools and further establish a senior phase pathway.

We have secured further funding from GLAIF to continue to deliver introductory Gaelic language provision in 2022-23.

We will continue to work with partners and extend our partnerships to connect our unique provision with the people who can benefit the most from it. During 2021-22 we engaged with the Mayfield and Easthouses Youth 2000 Project (Y2K). Y2K work with over 400 disadvantaged local young people every year, providing essential support through a range of services within the heart of the community. The college will develop this relationship throughout 2022-23 to establish a trusted transition pathway for local young people who would benefit from our provision. We have agreed a 'Memorandum of Commitment' with Volunteer Midlothian to create bespoke transition arrangements for volunteers between 15 and 24 years of age on the Transform Project, developing a bridge between volunteering and further education.

3. High quality learning, teaching and support / Learning with impact

Outcome: Students at all levels experience a high-quality, safe and supportive learning experience that enables them to succeed in their studies and they find it easy to participate and engage in their educational experience.

Outcome: Students at all levels are equipped to flourish in employment, further study and to lead fulfilling lives.

What we do already:

The quality of our provision was endorsed by Education Scotland when Inspectors visited the college on 27 January 2022 to conduct a Progress Visit. The outcome of the visit was that Inspectors deemed the college was making satisfactory progress against its enhancement plan. The report highlights that student retention had been improving up to

2019-20 (pre-pandemic) and that student success rates were high. It also noted that withdrawal rates had risen in 2020-21.

These findings evidence the impact that the pandemic has had on our students. However, from their evidence gathering and discussions with students during the visit, Inspectors made the following judgement in relation to 'Outcomes and Impact':

“Almost all learners benefit significantly in relation to their own personal development through attending programmes delivered at Newbattle Abbey College. They experience improvement in self-esteem and increased levels of self-confidence and self-worth.”

(Education Scotland, Progress Visit Report Jan 2022)

A number of areas of positive practice were identified during the visit, including in the curriculum, leadership and quality culture, delivery of learning and services to support learning, and learner engagement. The college has used the findings from the visit to inform its ongoing enhancement plan. The report found that the college, and in particular teaching staff, worked hard to mitigate the impact of the pandemic, including the implementation of blended learning which has informed our Digital Transformation Project.

Overall, 63% of our students on full-time further education (FE) and 62% of those on full-time higher education (HE) programmes successfully completed their programmes in 2021-22. 69% of those on part-time FE programmes completed successfully. Progression for those students who completed successfully remained very good, with almost all going on to further study or into employment. All students who successfully completed the Associate Degree programme articulated to QMU with advanced standing, and all students who completed the SWAP programme gained entry to university.

Student satisfaction remained high in 2021-22, with a overall satisfaction rate of 95.1% returned through the Student Satisfaction and Engagement Survey (SSES), compared to 91% for the college sector as a whole¹. Satisfaction for care experienced students was 100%.

The college used a capital grant from SFC to transform its digital infrastructure during 2021-22. This involved the replacement of hardware throughout the college, moving servers and storage to the cloud and securing back-up and technical services from a third-party provider to release the college from reliance on 'grace and favour' support from Edinburgh College. Support for staff development was provided by the College Development Network, and Dundee and Angus College provided peer-support as the college sought to establish the use of Microsoft Teams as a learning platform. Support from JISC was sought to review our new infrastructure and identify enhancements, including cyber security awareness.

What we aim to do in 2022-23:

We are placing a particular focus on supporting student retention this year, with enhanced student tracking, monitoring and early intervention processes in place.

¹ Student satisfaction and engagement survey 2021-22, SFC, 1 Nov 2022.

We have entered into a shared service arrangement for management Information with Borders College, which should be operational during 2022-23. This will give the college access to a purpose-designed Management Information System (MIS) for the first time, as well as resilience through a shared service. The system will support our enhancement work and improve statistical returns, while providing a secure and stable student data facility.

The post-pandemic environment is proving to be no less challenging for students. The cost of living crisis has placed additional strains on many of our students and prospective students. The college has committed to providing a healthy, nutritious lunch to students free of charge for as long as is necessary to help mitigate the pressure. Any cooked food remaining at the end of each day is made available to students, and staff, at a notional cost to be reheated that evening. All proceeds are donated to local charities and/or used to buy food donations to local food banks. The college already stays open into the evenings, providing a warm and safe place for students.

We have signed up to and fully support the revised Guiding Principles for Discretionary Funds, positively promoting and allocating these funds and taking a proportionate approach to the evidence required from students to demonstrate hardship in the current environment.

We will work with our students and the Student Representative Council (SRC) throughout the year to ensure we continue to respond to need and provide whatever additional support we can to help our students through the current crisis.

More of our students are presenting with a range of needs, many declaring more than one disability and/or health issue. Mental health issues are widespread and increasing. The percentage of our students who are care experienced continues to increase, with 24% of students enrolling in August 2022-23 declaring themselves as care experienced: we see this as a success, and evidence of our inclusive provision and effective partnership working. We are working with the Hub for Success and Edinburgh College to apply for funding from the Robertson Trust to support a mentoring arrangement for care experienced students. It is likely that this will utilise mentors from larger, partner institutions (for example, University of Edinburgh, Queen Margaret University) to support our students, potentially students who have themselves progressed from Newbattle.

The college has a well-earned reputation for being a supportive environment for people who have faced challenges, and we are determined that this continues to be the case as the needs of our students change. Learning from the demands placed on our student support services in 2021-22, we will enhance the range and type of support we provide to better reflect our students' changing needs. This will be a challenge within current and projected financial constraints, and may require greater partnership working with a number of organisations who provide specialist services.

Building on the additional programmes added to our offer already for 2022-23 and 2023-24, we will further review our curriculum to ensure that we continue to deliver our core ethos and purpose while maintaining financial stability in an extremely challenging environment. Working with our partners, we will ensure that we continue to identify those who would

benefit most from the unique experience the college offers, and that we continue to respond to their needs.

We will continue to enhance our digital capability and the digital skills of staff and students, following the successful completion of the Digital Transformation Project. This will include further engagement with JISC through our Account Manager to work through the recommendations from the JISC infrastructure review conducted in 2021-22. We will utilise the JISC Digital Elevation Tool to support our continuous improvement and identify next steps for enhancement. We may also explore further shared/sharing of services with partner organisations to enhance services and staff development, lever out efficiencies and provide resilience.

Staff in the Learning and Teaching Team review their training and development needs regularly, to establish team and individual development priorities. The College Development Network and the Open University's Open Learn team will contribute to staff development during 2022-23. All colleagues have access to a shared training log so that resources can be quickly and effectively shared across the team. Colleagues undertaking externally facilitated development are invited to share their experiences within the bi-monthly learning and teaching team meetings.

4. Student partnerships, participation and student experience

Outcome: Students find it easy to participate, have their voice heard and valued, and influence their educational and student experience.

What we do already:

The Student Representative Council (SRC) remained active throughout the pandemic period. Education Scotland found, during their progress visit in January 2022, that Class Representatives understood their roles and that learners are confident they can approach staff with concerns or raise issues, and that changes are made in response to student feedback. The SRC returned to in-person meetings for the most part throughout 2021-22, attended and supported by college senior management.

The size and nature of the college means that students and staff, including senior staff, meet regularly and communications are positive and natural. Given the nature and small size of the college, this organic approach to student partnership and engagement is particularly important and at the heart of the college's culture and ethos.

A Student Partnership Agreement is in place and revised annually when SRC members are elected to office. The Agreement lays out the roles and responsibilities of SRC members and of the college in supporting the SRC, along with agreed priorities for the year. Class Representatives are elected and supported each year through training provided by sparqs, and through their involvement in the SRC. The Student President plays a full role as a member of the Board of Directors and a member of the Board's Learning and Teaching Committee.

What we aim to do in 2022-23:

We will continue with our successful approaches to student engagement and partnership, including development of the 2022-23 Partnership Agreement and priorities for the year. We will ensure that students continue to be at the heart of the college and that their experiences inform our work.

The Board of Directors have revised their articles and made provision for two student members going forward. This brings the college in line with best practice in the sector and provides support and resilience to ensure that the student voice is heard at governance level.

5. Equalities and inclusion

Outcome: Every student has their individual needs recognised in terms of protected characteristics; and everyone is treated fairly and with respect.

What we do already:

The college is committed to actively promoting diversity and ensuring equality of opportunity, for our students and our staff. Our curriculum and environment cater specifically, though not exclusively, for people who come from disadvantaged backgrounds or who face life challenges. Many of our students declare some form of disability, over half in 2021-22, and a growing number are care experienced, nearly a quarter in 2021-22. Just over a quarter of our students came from the 20% most deprived postcode areas in 2021-22. In terms of our full-time and part-time programmes over 160 hours in duration, 59% of our students in 2021-22 were female (including Trans women) and 40% were male (including Trans men).

Of the 91 school pupils enrolled on FOLA under YPG funding, 58% were male and 32% female. 42% declared a disability.

All students are encouraged to declare any disabilities or concerns, confidentially, throughout the application, enrolment and induction processes. One-to-one appointments with a Support for Learning advisor are arranged to ensure that any support needs or adjustments are made, and ongoing disclosure is encouraged in a highly supportive environment. The effectiveness of support arrangements is monitored regularly to ensure that all students have the best opportunity to succeed.

Beyond bespoke arrangements for individual identified needs, our Support for Learning team plan regular activities to promote wellness for all students. In 2021-22, these activities included yoga and woodland walks.

College policies are impact assessed for equalities when reviewed or introduced, prior to approval by the relevant management committee and the Board of Directors. A member of the SRC is designated each year as the student Equality and Diversity Representative.

What we aim to do in 2022-23:

The shared service MIS with Borders College will greatly improve the college's ability to track and report equalities data, with regard to protected characteristics and key performance indicators such as student recruitment, retention, attainment and progression. This will support our enhanced student tracking, monitoring and early intervention processes, highlighted in Section 3.

As also reported in Section 3, we will review and improve the range and type of support available for students to ensure we continue to support their changing needs. The college's Support and Well-being Framework developed in 2021-22 has been enhanced for 2022-23, to include the Wheel of Life and a calendar of monthly themes and associated activities. The Wheel of Life is a tool that helps balance an individual's wellbeing and different areas of their life; the calendar of themes and activities reflects the student journey throughout the year, based on the pattern of student needs.

Work to further support our care experienced students is described in Section 3. We will also look to further enhance our existing reporting and response processes for gender-based violence, and will implement revised 'residential-life' support for our residential students.

6. Confident and highly capable, work-ready, graduates

Outcome: Work-ready graduates are confident and ready to secure success in their career, meeting employer needs and making a positive contribution to our economy and society: Students are equipped to take up employment and succeed in the job market.

What we do already:

Newbattle Abbey College has a distinct, and in many ways unique, offer. Career and progression opportunities are highlighted throughout our curriculum; wellbeing and confidence are promoted and developed through guidance and learning support. Feedback from the institutions to which our learners progress remains very good: universities have a high regard for the readiness of our graduates for academic study and progression. Progression to further study or employment for learners completing our programmes remains very high, as stated in Section 3 and evidenced by our College Leaver Destination Survey (CLDS) returns (see Annex I).

Our social sciences curriculum, spanning SCQF levels 4 to 7, encourages our learners to think and reflect critically and develop a curiosity about the world they live in, locally and globally. As well as preparing our learners well for further academic study, it expands horizons and gives our learners the courage and confidence to fulfil their potential. The curriculum includes a number of external visits, including to the Scottish Parliament, and guest speakers so our learners can connect theory and practice. Progression planning and UCAS applications provide opportunities to highlight the transferable skills our learners have gained, for further study and for employment.

The Rural Skills curriculum develops a range of vocational and employability skills. Our estate provides rich and varied opportunities for learners to develop rural skills and gain an insight to estate management. Field trips are an integral part of the course, to provide a wider appreciation of employment opportunities and the application of the skills learned. Alongside the specific vocational skills for land-based employment, the unique environment and support we provide ensure that our learners develop and thrive as individuals. Because of this, many of the learners on our Rural Skills programme are referred to us by partner organisation. The small class-group size and nurturing approach, including a dedicated classroom assistant for each group, ensure each learner develops core skills and skills for learning and life alongside vocational skills.

What we aim to do in 2022-23:

We are looking to develop our partnership with Skills development Scotland (SDS) further to ensure our learners can access the range of services and advice on offer, in ways that best suit them. We are also looking to extend the range of field trips and guest speakers to highlight the variety of career and progression pathways available. This includes working with universities and other colleges that provide progression routes for our learners, to better support our learners to make informed choices. We will continue to ensure that our curriculum responds to learner needs and is aligned to progression opportunities and employer demand.

We are engaging with our alumni to capture their journeys that started at Newbattle and share these with our current learners. We aim to do more of this and build a network of alumni who can inspire current and future Newbattle learners.

7. Collaboration/Coherent learning provision

Outcome: There is active collaboration with SFC funded institutions and across the education and skills system.

What we do already:

The college has worked in partnership and collaboration with a range of organisations, including universities and other colleges, for many years. The current curriculum includes the Associate Degree programme, a collaboration with QMU to create a progression pathway with advanced standing to Year 2 of a number of QMU's degrees. Similarly, the SWAP access programmes provide a route into degree level study for adults who have been out of education or some time.

Both routes are effective in providing coherent learning pathways, as evidenced by our progression data referred to in section 3.

The college also works with a range of partners, including Midlothian Council's *Communities, Lifelong Learning and Employability* team, to provide learning pathways and smooth transition. The recent MOU with the Open University in Scotland will further

enhance our work on coherent provision and extending pathways and learning opportunities, as will our partnership with UHI Argyll.

Exploratory discussions have taken place with SRUC on potential progression pathways from our Rural Skills course.

What we aim to do in 2022-23:

Collaboration and partnership working have long been central to our work, ensuring that we provide appropriate access and progression routes for our students. We will use our recent agreements with the OU, UHI Argyll, Y2K and with Volunteer Midlothian to further develop our transition and progression pathways in 2022-23, as described in Section 2.

As part of our curriculum review we will explore further collaborative arrangements to enhance learning pathways.

8. Climate emergency

Outcome: Institutions take urgent action to help reduce or halt climate change, and avoid irreversible damage, and support environmental sustainability measures.

What we do already:

The college continues to make progress in this area, however the shift to net-zero remains challenging due to the nature of the college's historic estate and its classification, ie outwith the public sector for the purposes of net-zero grant funding.

Continued capital and maintenance grant funding from SFC in 2021-22 has enabled the college to effect repairs that contributed, to some extent, to improving energy efficiency. Throughout the year we have sought ways to fund further improvements to the historic Main House and to the residences: installing double glazing throughout these buildings would improve energy efficiency of heating by around 50-70%. The total costs for this work is estimated at c£800k. However, we are unable to access funding from the Scottish Central Government Energy Efficiency Grant Scheme, open to incorporated colleges, due to the college's ONS classification. SFC gave the college permission to access the Universities' Financial Transaction Fund. However, the college cannot afford the annual repayment of the low interest, long-term loan for the installation of double glazing, which would be in excess of the savings made.

We have continued to focus on other ways to address the climate emergency, through the work of the college's Green Team, of staff and students; embedding sustainability in the curriculum, especially through our Rural Skills and Forest College activities; supporting the work of the local voluntary environmental group River Fly on the Esk; hosting Edinburgh Council's Forest Kindergarten; and engaging the community in our 125 acres of mixed woodland through the work of our Community Woodland Ranger.

What we aim to do in 2022-23:

We have committed some of the 2022-23 SFC capital and maintenance grant to installing thermostatic valves in the Main House heating system. The valves will enable greater control of the heating throughout the building, aiding energy efficiency.

We will continue our work to promote and engage students, staff and the local community in environmental sustainability. Sustainability will be a standing item on the agendas of the refreshed college management committees, and a key priority in our curriculum review.

We will focus on the EAUC's Climate Action Roadmap for colleges to ensure that we continue to make progress towards 'Leading' in terms of our approaches to sustainability.

9. Fair work

What we do already:

The college is committed to fair work in line with the principles of the Fair Work Convention and associated Framework. We believe it is our responsibility to offer an effective voice, opportunity, security, fulfilment and respect to our employees. Various initiatives are in place to ensure our working practices have fairness and inclusion for all our staff. These include regular staff meetings, staff consultation on development of our Strategic Plan, regular dialogue with trade unions, paying the Real Living Wage and monitoring pay to ensure fairness, and supporting staff with health and wellbeing.

What we aim to do in 2022-23:

The college is implementing the new hourly rate for Real Living Wage for our staff as from 1st December 2022. This is to ensure support for our staff during the current cost of living crisis.

College Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
A Credits Delivered (Core)	1,220	1,320	833	1,190	1,148	1,237	932	1,060	1,078
Credits Delivered (ESF)	0	0	0	0	0	0	0	0	0
Credits Delivered (Core + ESF)	1,220	1,320	833	1,190	1,148	1,237	932	1,060	1,078
B Volume of Credits Delivered to 10% most deprived postcode areas	40	80	64	50	70	147	55	68	49
Proportion of Credits delivered to 10% most deprived postcode areas	3.3%	6.1%	7.7%	4.2%	6.1%	11.9%	5.9%	6.4%	4.5%
C Volume of credits delivered to care-experienced learners	0	0	0	84	16	189	146	234	327
Proportion of credits delivered to care-experienced learners	0.0%	0.0%	0.0%	7.1%	1.4%	15.3%	15.7%	22.1%	30.0%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	0	0	0	0	0	10	3	0	0
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	78.6%	68.6%	77.4%	52.1%	75.0%	54.3%	66.0%	62.8%	58.0%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	55	48	41	38	54	44	35	27	30
Total number of FTFE students	70	70	53	73	72	81	53	43	51
E2 Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	-	-	100.0%	-	-	-	80.0%	68.5%	67.0%
Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	0	0	12	0	0	0	8	74	8
Total number of PTFE students	0	0	12	0	0	0	10	108	12
E3 Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	82.4%	64.3%	78.9%	66.7%	66.7%	73.7%	80.8%	61.5%	88.0%
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	14	9	15	16	18	14	21	8	16
Total number of FTHE students	17	14	19	24	27	19	26	13	18
E4 Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	-	-	-	-	-	-	-	-	-
Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	0	0	0	0	0	0	0	0	0
Total number of PTHE students	0	0	0	0	0	0	0	0	0
F Number of students achieving an HNC/D qualification articulating to degree level courses	0	7	9	13	16	16	16	8	16
Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	6	8	11	15	12	13	8	16
Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	85.7%	88.9%	84.6%	93.8%	75.0%	81.3%	100.0%	88.0%
G Total number of full-time FE college qualifiers (in confirmed destinations)	42	40	45	36	50	30	55	-	54
Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	41	34	44	36	47	30	48	-	59
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	97.6%	85.0%	97.8%	100.0%	94.0%	100.0%	87.3%	-	93.0%
Total number of full-time HE college qualifiers (in confirmed destinations)	13	9	8	16	18	5	0	-	15
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	13	9	8	16	18	4	0	-	16
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	100.0%	100.0%	100.0%	100.0%	100.0%	80.0%	-	-	93.0%
H Percentage of students overall satisfied with their college experience (SSES survey)	-	-	95.7%	note	94.9%	-	100.0%	95.1%	89.0%

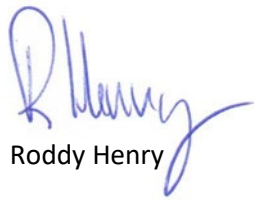
Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years



Outcome Agreement between Newbattle Abbey College and the Scottish Funding Council for AY 2022-23

On behalf of Newbattle Abbey College:

Signed:



Print name:

Roddy Henry

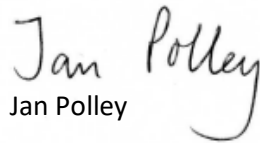
Position:

Principal and Chief Executive

Date:

30.03.23

Signed:



Print name:

Jan Polley

Position:

Chair

Date:

30.03.23

On behalf of the Scottish Funding Council:

Signed:



Print name:

Karen Watt

Position:

Chief Executive

Date:

26 July 2023