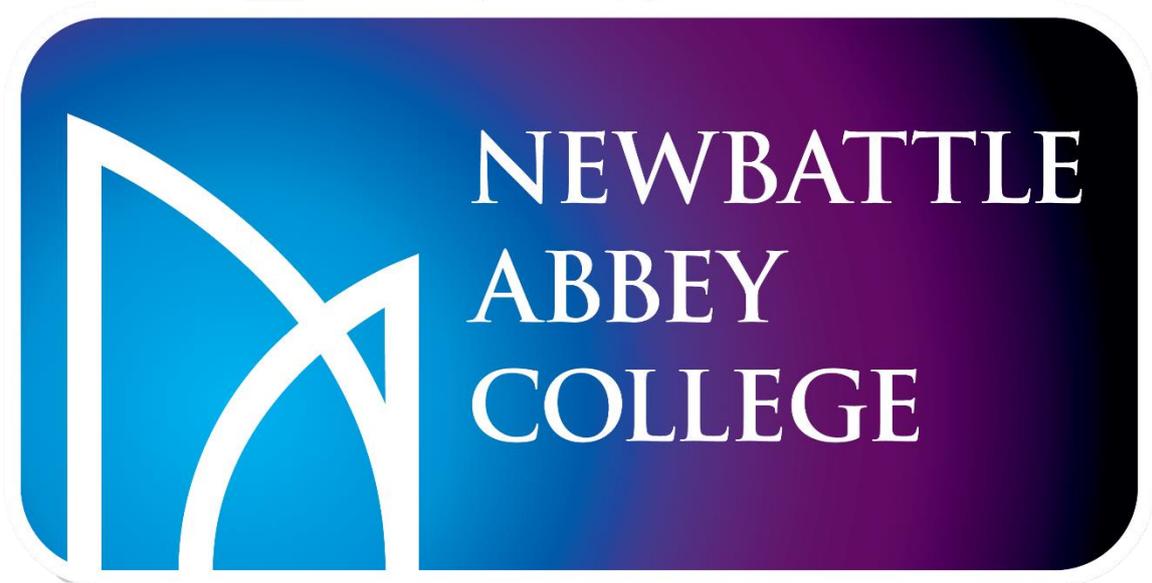


Newbattle Abbey College



Colaiste Abaid a' Bhatail Nuaidh

EVALUATIVE REPORT 2017

Newbattle Abbey College

Evaluative Report 2016-17

1. Background Information

1.1 Newbattle Abbey College is Scotland's national adult education residential college, which operates under a Governing Deed of Trust. Since its inception, Newbattle has offered adults of all ages the chance to re-engage with learning and transform their lives. The college plays a strategic national role in promoting adult learning through extensive collaboration with a wide range of partners. Our curriculum includes opportunities for adults returning to education and for younger learners at points of transition. Many of our students face multiple barriers to learning. [Click here for details of Newbattle's staff profile and financial context.](#)

1.2 The SFC provides 43% of college income. Additional income comes from commercial activities, including conference and training and our Business Park, which houses 40 SMEs. The SFC supports the following courses:

- 1 year full-time Access to HE Arts & Social Sciences (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 Preparation for FE Course (SCQF Level 4), delivered in partnership with Midlothian Council

1.3 In addition, in collaboration with a range of local and national partners, we offer:

- a 1 year full-time HNC Social Sciences Course (SCQF Level 7), an Associate Student Scheme delivered in partnership with Queen Margaret University (QMU)
- Adult Achievement Awards, available at SCQF Levels 3, 4 and 6
- short courses in Rural Skills and Gaelic Language, delivered in partnership with Midlothian Council and City of Edinburgh Council

In 2017-18, recruitment improved in all of our courses. We will continue to develop our inclusive curriculum in ways which reflect Scottish Government ambitions.

1.3 As a national adult education college, Newbattle has developed a range of strategic partnerships with multiple stakeholders to promote inclusion and progression. In recognition of the college's distinctive national role, Newbattle was asked by Education Scotland and SCQF to develop and pilot 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. Newbattle has hosted 4 national conferences to promote the development of adult learning and plays a leading

role in the National Strategic Forum for Adult Learning. The college has also extended its role as a hub for Gaelic language and culture in south-east Scotland.

- 1.4 Newbattle makes a significant contribution to local community planning and our curriculum reflects local economic needs. We are key members of Midlothian Community Planning Partnership sub groups, including Developing Midlothian's Young Workforce, and co-chair ELM (Employment and Learning Midlothian). Partnership with Midlothian Social Work Department has developed accredited vocational pathways for adult offenders. We support the East Lothian Adult Learning Partnership and contribute to the Scottish Historic Building Trust's programme in Edinburgh city centre. In response to DYW, we delivered a second successful Rural Skills Course, in partnership with SRUC, and extended transition programmes for S4 pupils.
- 1.5 Our SFC credit outcome for 2016-17 was 833. In addition, 18 students enrolled on the HNC Course, 7 completed our additional Rural Skills Course, delivered by SRUC at Newbattle, and 353 students completed the Adult Achievement Awards. Our attainment target was 76%. We exceeded this by 2.8%. We improved retention and progression in almost all courses. [Click here for related PIs.](#) Our Extended Learning Support strategy, including enhanced support for care-experienced students, contributed to our improved PIs. [Click here for 2017-18 enrolments.](#)
- 1.6 Newbattle achieved almost all of its 2016-17 OA Outcomes and Targets. 8% of students in SFC-funded courses and 21% of students enrolled in Adult Achievement Awards came from MD10 areas. Newbattle secured £500K from the CEEP Initiative to improve energy efficiency. [Click here for OA PIs.](#)
- 1.7 Following strategic planning with the Board, teaching staff and stakeholders, we plan to offer an additional HNC in Tourism, Heritage and Events, in partnership with QMU. Newbattle will also develop its role as a Forest College, offering a range of accredited options, including Scottish Forest Leadership Awards and Modern Apprenticeships, to learners of all ages. Both developments will enhance access and progression, improve employability and extend employer links.
- 1.8 Our Principal will retire in 2017-18. The risks associated with this change will be managed appropriately. The recruitment process is now underway.

2 Methodology Used

2.1 Staff

- Staff in all teams engaged in a wide range of activities to enhance the quality of learning and teaching, raise attainment and extend the learner voice across the college. All staff reviewed Outcome Agreement processes, Operational Plans, curriculum planning and self-evaluation procedures in 3 cross-college Quality Days, with actions monitored by SMT and Team Leaders. [Click here for the last three reports.](#)
- To improve student retention and attainment the Learning and Teaching Team analysed methodology, assessment and student progress in weekly meetings. [Click here for standardised agenda items.](#)
- Staff across all disciplines shared pedagogy in peer CPD sessions. Students gained from extended use of tutorials and improved assessment feedback.
- To enrich the learning experience and improve student engagement the peer evaluation programme was extended. This involved all teaching staff and issues identified were followed up by the Curriculum Manager. Teaching staff participated in classroom observation, undertaken by the Curriculum Manager, who agreed staff action plans and monitored progress.
- To support learners in making appropriate course choices the college marketing strategy was improved in partnership with students.

2.2 Students

- Students were active partners in evaluating all aspects of college life. Methods included Focus Groups, online surveys, cross-college events, SRC meetings and formal representation on the Board and college committees.
- Student evaluation of the Induction Programme resulted in enhanced student activities and additional study skills support.
- Student response to the SFC Satisfaction and Engagement Survey (SSES) was extremely positive. 96% of students who completed the survey said they were satisfied with their college experience.
- Students evaluated learning and teaching throughout the session. Issues raised were followed up by SMT and action plans were monitored. These plans improved assessment, feedback and online resources and led to a review of guidance.
- The SRC actively engaged with staff in all teams. This resulted in the development of additional teaching areas, improved catering and extended student resources.
- Students advised staff on teaching methodology in a Learning Styles Day. This also resulted in a Mindfulness programme and a College Collaboration Day to enhance staff-student partnership.

2.3 Stakeholders

- Stakeholders evaluated courses and strategic plans and contributed to curriculum planning. Joint evaluation of Preparation for FE with Midlothian Council introduced ILPs and improved retention and attainment.
- Rural Skills, evaluated with Midlothian Council and SRUC, extended provision and enhanced transition.
- HNC evaluation with QMU extended learning options, enhanced student engagement and improved attainment.
- P7/S1 Transition evaluation with Midlothian Council extended employability, developed the Forest College Project and involved Newbattle in QMU's Children's University programme.
- SWAP meetings enhanced college CPD re national assessment and preparation for HE.
- AAA evaluation, involving stakeholders across Scotland, enhanced the inclusiveness of learning materials.
- ELM events, evaluated by providers and employers, improved strategic priorities.

2.4 Board and Sub Committees

- The Board and sub committees played a major role in strategic planning and evaluating all aspects of college life. A Governance Effectiveness Review was completed in March 2017 and its recommendations were acted upon. This has improved Board scrutiny of curriculum planning and increased accountability. [Click here for report.](#)
- The Learning and Teaching Committee analysed curriculum development and attainment and advised on marketing strategies. [Click here for related documents.](#)
- A Curriculum Planning Day involved the Learning and Teaching Committee and SMT. [Click here for report.](#) This provided a sound basis for strategic curriculum planning.
- The Board, teaching staff and students were involved in an International Development Day to review Newbattle's international profile. A related action plan will be prepared in 2017-18.
- The Equalities Group monitored Newbattle's adherence to statutory duties and advised on inclusiveness in marketing and programme delivery.

2.5 Quality Framework Process

- The introduction of the new Quality Framework involved several meetings with SMT, Education Scotland and SFC to plan and implement the new arrangements. The Learning and Teaching Team, SMT and

students from all courses engaged with Education Scotland in discussing quality themes and a draft evaluative report was produced. This effective process enhanced the scale and quality of staff self-evaluation across the college, enriched Quality Day programmes and increased the student role in evaluating all aspects of their learning experience.

2.6 Monitoring Arrangements

- The implementation of the Enhancement Plan relating to the 2016-17 Evaluative Report will be monitored as follows:
 - The Depute Principal will receive regular updates from the Curriculum Manager in relation to the actions to be undertaken by the Learning & Teaching Team.
 - The Enhancement Plan will be a standing item on the SMT meeting agenda.
 - The Depute Principal and Curriculum Manager will report to the Board and the Learning & Teaching Committee on Enhancement Plan progress throughout 2017-18.
 - The Board will monitor progress in relation to student engagement with the Board and its committees.
 - 3 cross-college Quality Days throughout 2017-18 will involve all college teams in monitoring progress with Enhancement Plan timelines. The Depute Principal will oversee any re-scheduling of actions to be undertaken.
 - Students will be involved in this process through their participation in the Board and its committees.

3.Outcomes of Evaluation

Section 1: Leadership and Quality Culture

1.1 Governance and Leadership of Change

Areas of positive practice

- Newbattle's committed Board of Directors and committees offer highly effective support and challenge, leading to continuous improvement and a high quality experience for learners.
- Board and committee Planning Days, highlighting self-evaluation and continuous improvement, make a significant contribution to the enhancement of the curriculum and the wider learner experience.
- The Board and committees ensure that strategic planning reflects Newbattle's mission and values through regular scrutiny and challenge of curriculum development and quality reviews.
- The Board and college managers understand clearly the college's significant national and local role in promoting and developing adult learning and monitor the impact of this on learners and partners.
- Board members understand clearly how the college meets its objectives. They engage in effective analysis of the views of learners, staff and partners to identify areas for improvement.
- Board and committee meetings provide members with accurate and relevant information, allow regular opportunities for debate and focus on improvement.
- Students contribute well to the Board and its committees and to the Student Association. Their evaluation of all aspects of college life has a significant impact on their learning experience.
- College strategies and curriculum align very well with local and national priorities and are reviewed regularly with learners and partners.
- Newbattle plays a sector-leading role in adult education in Scotland. Managers make a significant contribution to local and national strategic planning groups, resulting in improved access and inclusion, particularly for marginalised learners of all ages.
- Managers, teaching staff and all support staff have a clear understanding of the college vision, aims and values and are actively engaged in self-evaluation. They engage collaboratively in regular reviews of strategic planning, curriculum development and support services to ensure sustained improvements for learners in all aspects of college life.

Areas for development

- The student role in cross-college quality review has yet to be fully developed.
- Student engagement in the Board and its committees has scope for development.

Section 1: Leadership and Quality Culture

1.2 Leadership of Learning and Teaching

Areas of positive practice

- All teaching staff understand agreed strategies for improving learning and teaching and are actively involved in their implementation.
- Staff and students have developed a successful learning community, based on mutual respect and support. This contributes to student self-development and enhances engagement.
- All staff engage very well in the annual Quality Cycle and in the weekly review of student progress. This contributes to enhanced retention and attainment.
- Teaching staff across all disciplines collaborate very well in weekly meetings, designed to monitor student progress and share expertise, and participate fully in cross-college Quality Days. This enhances pedagogy and the learning experience.
- Curriculum planning, involving a range of external partners, is very effective and learners gain from a high quality learning experience.
- CLPL arrangements, including peer review and sharing effective practice, have improved learning and teaching and staff capacity.
- The Learning and Teaching Team is led very well and staff are engaged in sharing innovative practice, using formal and informal methods, for the benefit of learners.
- All teaching staff participate in an effective programme of classroom observation, led by management. This supports continuous reflection on pedagogy and enhances student engagement. It has also led to innovative interdisciplinary learning across the team.
- Learners are fully engaged in evaluating all aspects of their learning experience and their views are acted upon. 81% of students who completed the SSES believed their suggestions were taken seriously. Staff response to student evaluation has had a significant impact on the quality of learning and teaching.
- Learners engage actively with staff in discussing their learning styles and in leading learning. This has enhanced motivation and pedagogy.
- Significant stakeholder involvement in curriculum planning and in evaluating the quality of learning and teaching has extended options for learners of all ages and enhanced progression.

Areas for development

- Opportunities for teaching staff to contribute to curriculum planning should be extended.
- There are insufficient opportunities for external CLPL for teaching staff.

Section 1: Leadership and Quality Culture

1.3 Leadership of Services to Support Learning

Areas of positive practice

- Newbattle's integrated Learning and Teaching Team includes teaching staff, Guidance and Support for Learning. This streamlined approach enables early intervention for students experiencing barriers to learning.
- The Curriculum Manager and SMT offer clear and sustained direction to the Learning and Teaching Team to ensure that the needs of all learners are met from the recruitment stage until progression. This has improved the learning experience of all students, particularly those facing multiple barriers to learning.
- Effective weekly meetings, involving teaching and Support for Learning staff, monitor student progress and respond to diverse needs. This contributes to improved retention and attainment.
- Effective planning and partnership with external agencies have enhanced guidance and counselling support. This has contributed to improved student retention and attainment.
- Active student involvement in the quality cycle has identified problems and solutions to all aspects of the learning experience.
- The engagement of the Student Association with managers in all college teams has enhanced learning and teaching and the residential experience.
- Systematic collection and analysis of students' views and regular follow-up with students have had a positive impact on pedagogy and attainment.
- Extensive and productive partnerships with external stakeholders, to plan the curriculum, enhance access, support transition and evaluate provision, have enhanced the learning experience of all students.
- Effective CLPL arrangements, which focus on student needs and improving teaching methodology, have enhanced staff capacity and improved student outcomes. 92% of students who completed the SSES felt that the teaching methodology used by staff helped them learn.

Areas for development

- Additional support from external agencies for care-experienced students has yet to be extended.
- Student involvement in evaluating Safeguarding and Child Protection practice across the college is not fully developed.

Section 1: Leadership and Quality Culture

1.4 Evaluation leading to Improvement

Areas of positive practice

- Managers, teaching staff, Support for Learning and support staff are very clear about their role in continuous assessment in all aspects of college provision through very effective communication and collaborative activities.
- Regular Quality Days, involving SMT, teaching staff and support staff, have developed a quality culture across the college. This has enhanced the experience of learners and external stakeholders.
- Managers document and track self-evaluation in all college teams and report back regularly to learners. This enhances the credibility of the college quality programme and increases learner engagement in its processes.
- Managers and teaching staff engage fully in classroom observation, which places the student at the centre of the evaluation. Staff receive clear guidance on areas for improvement and progress is monitored with students. This has enhanced pedagogy and contributed to improved attainment.
- Cross-college evaluative activities, involving students, teaching and support staff, are well developed and result in positive outcomes for learners. All teams engage in 360 degree evaluation, leading to effective improvement plans in communication, marketing, learning and teaching and residential facilities.
- Staff have improved pedagogy and extended Support for Learning. This contributed to enhanced retention and attainment in almost all courses. 86% of students enrolled on the Access to HE Arts & Social Sciences Course completed the programme, representing an improvement of 16% on the previous year. 100% of students enrolled on the Preparation for FE Course completed the programme, representing a 44% improvement on 2015-16.
- Staff analysis of data and shared intelligence has extended access and inclusion and contributed to improved student attainment and achievement.
- Successful strategic partnerships with external stakeholders have enhanced curriculum planning, evaluation and outcomes for students. This enriched the Celtic Studies curriculum and enhanced Gaelic language skills.
- Significant SMT engagement in strategic local and national planning groups has extended access, improved the quality of provision and enhanced progression for learners. It has also increased the college's response to local and national priorities.

Areas for development

- The involvement of teaching staff in the analysis of statistical data in relation to retention, attainment and progression has yet to be fully developed.
- Employability should feature more prominently in Course Improvement Plans.

Section 2: Delivery of Learning and Services to support Learning

2.1 Safeguarding and Child Protection

Areas of positive practice

- The college has 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.
- The college complies with national guidelines and legislation and engages all staff in the regular review of Safeguarding, Prevent and Child Protection. This has developed robust and effective cross-college arrangements.
- Arrangements for CLPL in Corporate Parenting, enhanced by external advisers, have extended staff expertise and improved support for vulnerable students.
- Newbattle's inclusive college community and supportive residential experience offer life-changing opportunities for students facing multiple barriers to learning.
- 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 individual support plans for care-experienced students have enhanced their learning experience and contributed to improved attainment.
- Newbattle plays a significant national and local role in promoting and implementing access and inclusion across the curriculum. The college's Access and Inclusion Strategy is very well developed and has had a significant impact on learners of all ages.

Areas for development

- Opportunities to update students on college arrangements for Safeguarding, Prevent and Child Protection throughout their learning experience have yet to be developed fully.
- The involvement of alumni in enhancing Safeguarding and Child Protection arrangements could be enhanced.

Section 2: Delivery of Learning and Services to support Learning

2.2 Curriculum

Areas of positive practice

- In collaboration with strategic partners, the college has developed well designed programmes, which align effectively with local and national priorities, particularly in relation to Access and Inclusion.
- Teaching staff contribute well to curriculum planning and bring innovative approaches to course design. This has enhanced the quality of the learning experience for students in all courses.
- Newbattle plays a sector-leading national role in developing learning pathways which promote access and enhance progression within and beyond college. These are particularly valuable for adults facing multiple barriers.
- Managers and staff are highly innovative in securing funding to develop curriculum pathways for learners who cannot engage in full-time programmes. This also has a positive impact on family learning.
- HNC Social Sciences, an Associate Student Scheme with Queen Margaret University, has been an excellent example of successful planning and delivery, resulting in an enhanced curriculum. 79% of students enrolled completed the programme and 95% of these progressed to higher education. Plans to extend this successful HNC partnership are now underway.
- Staff actively engage in collaborative curriculum reviews with a range of partners. These have developed an inclusive curriculum, engaging students of all ages and from diverse backgrounds. The Preparation for FE Course, co-delivered with Midlothian Council, has significantly improved the learner journey for students with few or no qualifications. 92% of students who completed the course progressed to further education.
- Teaching staff have enhanced guidance arrangements and ILPs, which 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.
- Flexible curriculum design, responding to learners' needs and individual circumstances, has extended access and improved student motivation.
- Staff have extended opportunities for learners to lead learning and support peer learning. This has enhanced engagement, self-development and transition to higher education.
- Learners are motivated and keen to learn and make very good use of study support to enhance their attainment.

Areas for development

- The involvement of employers in supporting employability and career management is limited in most college courses.
- The involvement of teaching staff in analysing data to enhance course planning and reporting has yet to be developed fully.

Section 2: Delivery of Learning and Services to Support Learning

2.3 Learning, teaching and assessment

Areas of positive practice

- Students are motivated and engaged in their learning and work collaboratively with staff and other students. 88% of students who completed the SSES felt that they were able to influence learning on their course.
- Students engage very well in enhancing their own learning and make good use of technology and college resources to achieve personal goals.
- Staff have extended Support for Learning and Guidance in response to learners' varied needs. This has improved inclusion, goal-setting, retention and attainment.
- Staff commitment to creative and collaborative course design and assessment across all disciplines has improved student outcomes and helped to contextualise learning.
- Staff make very good use of high quality ICT services, shared with Edinburgh College. These have enriched the learning experience and increased student engagement.
- Staff make extensive use of online learning resources and interactive technology. These have enhanced inclusion and contributed to improved attainment.
- Students make very good use of a range of assistive technology. This has improved outcomes for students facing multiple barriers to learning and enhanced assessment methods. 88% of students who completed the SSES agreed that staff regularly discussed progress with them.
- Staff methodology and extensive subject knowledge have motivated students and contributed to improved attainment.
- Active student and stakeholder involvement in the cross-college quality cycle has enhanced all aspects of the learning experience.
- All staff engage in regular reflection on pedagogy and student performance. This has enhanced the student experience.
- Teaching staff have developed extensive opportunities for feedback and additional support. These helped to improve engagement and attainment.
- Staff are committed to offering additional support and advice to learners, through study clubs and drop-in opportunities. This has strengthened the college's supportive learning community.

Areas for development

- There is scope for teaching staff to extend the use of interactive technology across the curriculum.
- Not all teaching staff have been involved in the new Quality Framework arrangements.

Section 2: Delivery of Learning and Services to support Learning

2.4 Services to support learning

Areas of positive practice

- Support for Learning services are very well managed and are fully integrated in the Learning and Teaching Team. This has contributed to improved student attainment.
- Staff identify student needs at the point of application and have enhanced recruitment interviews to develop early support for learners.
- Staff have developed very effective student ILPs, which have assisted student retention and engagement.
- All teaching and support staff know students very well and are sensitive to their needs. Additional support for learners is sustained throughout their learning experience.
- Staff have a very good knowledge of student learning styles. This has enhanced methodology and contributed to improved attainment.
- Staff are fully engaged in collaborative approaches to improving student progress. This has enhanced staff capacity and pedagogy.
- As 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.
- Sustained and supportive guidance services have enabled students to reflect on learning and monitor progress.
- Newbattle's very effective partnerships with external services have extended specialist support for students and assisted attainment.
- Regular student evaluation of support services and thorough staff monitoring of related action plans have improved the learning experience and assisted attainment.
- Staff offer extensive and sustained support to improve positive destinations for all students. 100% of NC Rural Skills students had a positive destination, progressing to further education, apprenticeships or employment.
- Peer support through student study groups has developed the college's inclusive community and contributed to improved attainment.

Areas for development

- Students are not involved in evaluating the use of Discretionary Funds.
- Career management skills have yet to be fully developed in the delivery of all courses, in partnership with external agencies.

Section 2: Delivery of Learning and Services to support Learning

2.5 Transitions

Areas of positive practice

- Newbattle plays a major strategic role, nationally and locally, in planning and delivering progression routes to and from college. This has extended learning options, particularly for students facing barriers to learning, and offers models of good practice for other providers.
- Staff are committed to flexible course design with partner agencies. This has enhanced access, particularly for vulnerable learners. The 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.
- Newbattle's collaborative planning and delivery of HNC provision with QMU have enhanced transition to HE and provided a model of good practice for partnership working and successful student transition.
- Newbattle's major national role in planning, developing and delivering accredited learning opportunities for adults through the Adult Achievement Awards has been sector-leading.
- Staff provide clear information and advice to prospective students to enhance course choice. This is sustained throughout the learning experience and prior to transition to other learning or employment options.
- Staff have developed very effective transition programmes with partners. These have improved student outcomes, particularly for vulnerable learners, and improved progression pathways.
- Staff and students have developed a range of extra curriculum opportunities and volunteering opportunities. These have enhanced student engagement and personal development.
- Newbattle's effective Induction Programmes, involving a range of stakeholders, have promoted inclusion and assisted retention.
- As part of its DYW strategy, Newbattle plays a highly effective role in developing extensive community outreach and school liaison. This has supported transition, particularly for students facing multiple barriers to learning, and shared innovative practice with school and community colleagues.

Areas for development

- Employer involvement in developing learner pathways is limited.
- Tracking of student progression into and beyond college programmes has not been developed fully.

Section 2: Delivery of Learning and Services to support Learning

2.6 Partnerships

Areas of positive practice

- The college plays a sector-leading role in developing strategies for planning and delivering adult learning, extending access and developing cross-sectoral provision for students facing barriers to learning.
- Newbattle plays a major local role in strategic planning of priorities through the community planning process in Midlothian Council. This has extended accredited learning options and enhanced access and progression for adults and young people.
- Managers are highly effective in the strategic planning and delivery of transition programmes with stakeholders. This has extended learning opportunities for vulnerable learners, including Senior Phase students.
- The college has developed very successful partnerships with stakeholders to evaluate college provision. This has enhanced the quality cycle and improved learner pathways.
- Newbattle's flexible programme of local and national courses to engage disaffected and vulnerable learners has had a significant impact on their attainment and progression.
- Newbattle's sector-leading local and national role in planning and hosting major collaborative events to identify the needs of learners and stakeholders has enhanced learner outcomes and collaborative practice.
- The college's supportive learning community, developed with partners, respects the needs and diversity of students and staff.
- Newbattle's enhanced partnership with SDS has extended careers advice and employability support for students in all courses.
- The development of the Adult Achievement Awards has been a model of good practice in collaborative working across the college sector, with national agencies and with a range of other sectors involved in this national programme. The awards have had a major impact on developing access and progression routes for learners.

Areas for development

- Opportunities to develop Modern Apprenticeships with stakeholders are at an early stage of development.
- Engagement with employers and the Edinburgh Region City Deal IRES Programme in relation to course planning is at an early stage of development.

Section 3: Outcomes and Impact

3.1 Wellbeing, equality and inclusion

Areas of positive practice

- Staff in all teams are committed to implementing Equalities legislation, reporting on progress and enhancing inclusion in all aspects of college life. This is monitored by a college committee, with active student involvement.
- 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.
- In response to the Access and Inclusion Strategy, staff have developed positive partnerships with external specialists to enhance outcomes for students with additional support needs. The success of this collaboration is demonstrated in improved access and attainment.
- Staff and students celebrate diversity and are supportive of students of all ages. This has enriched the curriculum and enhanced inclusion across the college. 90% of students who completed the SSES felt that all students at the college were treated equally and fairly by staff.
- Staff commitment to flexible course planning and timetabling has improved access and inclusion for students of all ages.
- Staff offer very effective and sustained support to learners experiencing mental health issues. This support is well planned and monitored with external agencies and has contributed to improved retention.
- Newbattle's Rural Skills programme and residential Celtic Studies weekends have extended outdoor learning opportunities, promoted healthy lifestyles and contributed to the enhanced physical and emotional wellbeing of students.
- Staff collaborate very well with partners to engage and support care-experienced learners. This programme of early intervention and sustained support has had a positive impact on attainment and wellbeing.
- Newbattle's major national and local role in promoting access, progression and inclusion has been a model of good practice for the sector.

Areas for development

- Staff analysis of data relating to equalities and inclusion has yet to be fully developed. This will include SIMD statistics and gender action plans.
- Opportunities for staff and students to celebrate equality and diversity could be extended.
- Students are not fully involved in reviewing equalities and inclusion in the curriculum and across the college.

Section 3: Outcomes and Impact

3.2 Equality, attainment and achievement for all learners

Areas of positive practice

- The college has diversified its curriculum very effectively while still adhering to its mission and values. Our curriculum responds very well to local needs and Scottish Government ambitions.
- 54% of our students were aged 26 or over. The increase in the number of 16-19 year old enrolments, reaching 27% in 2016-17, reflects the college's response to DYW and the success of the Rural Skills Programme. This figure excludes our HNC students.
- SFC funded activity continued to increase, as did other student activity. The HNC Arts & Social Sciences Course has exceeded its targets for the past two years.
- Newbattle's sector-leading Adult Achievement Awards offer a model of good practice in extending access and progression to adults facing barriers to learning. 352 learners from across Scotland enrolled last session.
- Staff engage fully in thorough weekly analysis of student retention and attainment, which has contributed to improved PIs. 78.8% of enrolled students achieved a recognised qualification. Our outcome Agreement target was 76%.
- High quality learning and teaching, improved Support for Learning and extended guidance helped all students achieve their potential and reach a positive destination. 89% of students across all of our courses who completed the programme had a positive destination.
- Staff use of creative and collaborative approaches to behavioural and study support for vulnerable learners contributed to improved retention and attainment.
- The Learning and Teaching Team has developed effective quality cycle, involving staff, students and external partners. This has helped to improve student attainment and progression.
- Enhanced guidance support, Mindfulness programmes and Learning Skills Workshops helped to improve student health and well-being and attainment.

Areas for development

- Staff analysis of course reviews needs to be developed further.
- Staff need to engage more fully in analysing data to identify issues which would improve student retention and attainment.