

# Newbattle Abbey College



## Evaluative Report 2017-18

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# **1. The college and its operating context**

## **1.1 Background Information**

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 ancient woodland and parkland. The college has a proven track record of meeting the needs of adults and young people at points of transition and of helping people change their lives for the better. The college operates under a Governing Deed of Trust and the Trustees include the Principals and Vice Chancellors of Scotland's ancient universities. Newbattle provides a high standard of education to the local community and the wider communities across Scotland and the UK. The college is committed to achieving the best possible results for students, staff and stakeholders in order to deliver the vision as Scotland's Life-Changing College.

The college continues to capitalise on its strengths in offering extensive support to ensure that students achieve their personal ambitions. 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 students and the local community.

## **1.2. National Role**

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. We are the national accreditation centre for the Adult Achievement Awards and the new Forest and Outdoor Learning Awards.

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 5 national conferences to promote the development of adult learning.

The 5<sup>th</sup> conference took place on 24 April 2018 and Shirley Anne Somerville (former Minister for Further Education, Higher Education and Science) gave the keynote address. The Minister noted the success of the awards in improving access and progression and announced that Newbattle would receive a grant of £50K to extend the awards. Newbattle will now play a strategic national role in developing adult guidance.

Newbattle contributes to national outcomes through engaging with a range of strategic partners to promote inclusion and progression at national level, particularly

for people in areas of deprivation. We also engage with vulnerable young people in school and in the community.

We contribute positively to the National Gaelic Language Plan. Working in partnership with Sabhal Mòr Ostaig, 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. Our funding from the Gaelic Language Act Implementation Fund (GLAIF) was renewed for the seventh year in succession.

### **Adult Achievement Awards**

Supported by Education Scotland and the SCQF Partnership, the college continued to pilot 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. The college was awarded £50K by Education Scotland to roll out the Awards nationally following the pilot phase. A business plan has been developed, with support from Education Scotland. An AAA Co-ordinator has been appointed to implement the plan from 2018-19. A new AAA at Level 2 has also been developed in response to feedback from the adult learning sector.

### **Forest College**

Newbattle worked with key organisations in 2017-18 to develop its role as a Forest College in consultation with a range of local and national partners including: local authorities, colleges, schools, the Forest School Association (FSA), Forest School trainers, Forest Enterprise Scotland and outdoor learning leaders.

The Forest College will provide creative outdoor learning opportunities with national accreditation for adults and young people. The initiative is unique to Scotland. It is socially inclusive and offers multiple learning and training opportunities to people of all ages. It also contributes to important national agendas, such as Developing Scotland's Young Workforce, Learning for Sustainability, Curriculum for Excellence and the Attainment Challenge.

Newbattle will pilot the Forest and Outdoor Learning Awards (FOLAs), a new initiative in outdoor learning as part of the Forest College programme. The awards have been credit-rated at levels 2- 6 and 8 on the Scottish Credit and Qualifications Framework (SCQF) and will run from August 2018.

A p/t Forest College Co-ordinator has been appointed for 2018-19. The remit includes developing a related short course programme and delivering the FOLAs. The Awards offer a learner-centred approach to developing the skills and understanding to work sustainably in forest and outdoor environments.

### **1.3 Regional Role**

The college makes a significant contribution to local community planning to ensure that our curriculum reflects local economic need. We are key members of Midlothian Community Planning Partnership sub groups, including Developing Midlothian's Young Workforce (DYW) and co-chair ELM (Employment and Learning Midlothian). In partnership with Midlothian Social Work Department, we have 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.

In response to DYW, we deliver a successful Rural Skills Course, in partnership with SRUC, and transition programmes for marginalised/disengaged S2-4 pupils in local high schools.

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.

In 2017-18 the college was successful in its bid to the Green Infrastructure Community Engagement Fund. This has allowed us to appoint a Community Woodland Ranger to assist in the management of Lord Ancrum's Wood and to support the Forest College Co-ordinator in extending local community involvement in the woodland. Our Community Woodland Ranger will engage extensively with the local community to involve adults and young people, from areas of deprivation, in outdoor learning,

In collaboration with local partners, including Queen Margaret University, Midlothian Council and the Scottish Mining Museum, we are also planning a literary festival due to take place in April 2019. The festival will focus on engaging and including children, young people, families and individuals living in disadvantaged communities in Midlothian and will enrich the college curriculum by offering volunteer opportunities and supporting employability.

## **1.4 Our Curriculum**

Our 2017-2018 curriculum was designed with partners to promote access and inclusion. We offered the following:

- 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 full-time Preparation for FE Course (SCQF Level 4), delivered in partnership with Midlothian Council
- 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

We also offered a Rural Skills transition programme for S2 and S3 pupils in local high schools. This programme gave us the opportunity to pilot the FOLAs at SCQF Level 3. This will be repeated in 2018/19.

### **1.5 Who Benefits from Our Work?**

The college has a strong focus on quality and a good track record for achievement and progression of learners. We have developed programmes for some of the most marginalised groups in the community: adults with mental health issues, young people outside mainstream education and offenders.

We provide a high standard of education to our local communities and across Scotland and beyond. We offer Access to Higher Education courses, in Arts & Social Sciences and Celtic Studies. These Access courses give adults the opportunity to return to learning and progress to higher education. The majority of our students have few or no qualifications and many have had disrupted lives and poor experiences of formal education. Newbattle offers them a vital second chance to improve their own lives and often those of their families.

### **1.6 Working in Partnership**

Following strategic planning with the Board, teaching staff and stakeholders, we began the process of exploring further partnerships/pathways with several local and national HEIs in 2107-18. Our Board Strategy Day in May resulted in a series of recommendations related to our national role in adult learning, our curriculum and our future financial needs. We are incorporating these recommendations into our planning process for 2018-19. Our strategic planning will be aligned to 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:** Developed 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 quality governance and leadership and balanced risk-taking.

## **2. Measures of Success**

We are committed to regularly monitoring progress towards the delivery of the priorities set out in the Outcome Agreement and aligned to our Strategic Plan and our Equality Outcomes. Our 2017 Evaluative Report and Enhancement Plan gave us foundations to build on. Staff across the college have been fully engaged in implementing the Enhancement Plan. Throughout 2018-19, we will incorporate the activities detailed in the new Enhancement Plan in all aspects of college activity.

Our annual turnover in 2017-18 was £1,450, 902 and we employed 46 members of staff. The Scottish Funding Council provided 48% of this income through recurrent grant support for the development and delivery of the curriculum. In 2017-18 the college also received capital funding from the SFC for the first time. We supplemented 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.

Through our core curriculum and initiatives such as Rural Skills and Forest College, we are helping meet the following Scottish Government key priorities:

- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

## **3 Methodology used to evaluate the quality of provision and services**

### **3.1 Staff**

- As part of the revised Quality Framework, we agreed a programme of external scrutiny with Education Scotland. This included observation of teaching and attendance at Support for Learning meetings and resulted in summarised feedback/observations.
- In addition to engaging with the Enhancement Plan and implementing the areas for development, staff in all teams participated in a range of activities to enhance the quality of learning and teaching 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.
- To improve student retention and attainment, the Learning and Teaching Team analysed methodology, assessment and student progress in weekly meetings.

- A data analysis group was formed to analyse statistical data in relation to retention, attainment and progression. This information was presented and shared at the Learning and Teaching Quality Day in October.
- 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 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.

### **3.2 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. *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.
- 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.

### **3.3 Stakeholders**

- The Rural Skills programme was evaluated with Midlothian Council and SRUC. This extended provision and enhanced transition for participants.
- The L & T team, SMT and students were all actively involved in developing and implementing the 2017-18 Enhancement Plan.
- HNC evaluation with QMU extended learning options and enhanced student engagement.
- Ongoing meetings with SWAP and its partners have resulted in sharing of good practice and enhanced assessment. It has also ensured that SWAP students are fully prepared for HE.
- AAA evaluation, involving stakeholders across Scotland, enhanced the inclusiveness of learning materials.

- ELM events, helped to implement strategic priorities for Midlothian Council and improve transition and employability.  
The college plays a significant and strategic role at this regional level.

### **3.4 Board and Sub Committees**

- The Board and sub committees played a major role in strategic planning and evaluating all aspects of college life. A Board Strategy Planning Day, in May 2018, agreed a range of priorities and a related action plan. This included exploring access routes for adults into education, focussing on areas of multiple deprivation, and reaching out/engaging through social events, networking and partnership development.
- The Learning and Teaching Committee analysed curriculum development and attainment and advised on curriculum marketing and student recruitment strategies.
- A Curriculum Planning Day, involving the Learning and Teaching Committee and SMT, identified further partnership opportunities and reviewed curriculum priorities.
- The Equalities Group monitored the college's adherence to statutory duties and advised on inclusiveness in marketing and programme delivery.

## **4 Quality Indicators**

**Outcomes and Impact - How good are we at ensuring the best outcomes for all our learners?**

### **Quality Indicator 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 resulted in a more inclusive and welcoming college environment for students, staff and partners.
- The Learning and Teaching Team has embedded Equalities across the curriculum and regularly evaluate effectiveness with staff and students.
- Teaching and support staff receive regular updates on students experiencing barriers to learning and respond quickly to student needs.
- In response to the Access and Inclusion Strategy, staff have developed positive partnerships with external specialists such as Dyslexia Scotland and Mental Health specialists to enhance outcomes for students with additional support needs.
- 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.
- Staff commitment to flexible course planning and timetabling has improved access and inclusion for students of all ages by responding to individual student needs/circumstances and tailoring course delivery.
- The Rural Skills programme, the residential Celtic Studies weekends and the Forest College pilots extended outdoor learning opportunities, promoted healthy lifestyles and contributed to the enhanced physical and emotional wellbeing of the students involved.
- Staff success in working with partners to deliver learning opportunities has extended access to care-experienced students and people with multiple barriers to learning.
- The college's national and local role in promoting access, progression and inclusion has been a model of good practice for the sector.
- Our Extended Learning Support strategy, including enhanced support for care-experienced students, contributed to our PIs. 10.3% of our student cohort in 2017-18 were care-experienced. 58% of our students were aged

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

**Area for Development**

A culture of inclusion is not yet fully embedded into all college practice and across all college teams.

## Quality Indicator 3.2 - Equality, attainment and achievement for all learners

### Areas of positive practice

- Our credit target for 2017-18 was 926. We exceeded this target by 23%. We have a range of partnerships, such as the associate degree with Queen Margaret University, which has increased our credit capacity.
- 71% of FT HE enrolled students achieved a recognised qualification, as did 51% of FT FE enrolled students. Of the students that 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.

<b>Success Rates</b> (Courses lasting 160 hours or more)	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b> <b>Sector</b>	<b>2016-17</b>	<b>2017-18</b>
FE full time	78.6%	68.6%	65.3%	77.4%	51.0%
HE full time	82.0%	64.0%	71.6%	77.7%	71.0%

<b>Detailed Breakdown of Success Rates</b>	<b>2014-5</b>	<b>2015-6</b>	<b>2016-7</b>	<b>2017-8</b>
U18 year olds	83%	50%	82%	70%
18-20 year olds	83%	73%	75%	56%
21-24 year olds	73%	69%	75%	42%
25-40 year olds	83%	71%	86%	55%
41+	74%	64%	84%	60%
FE Females	85%	66%	84%	63%
FE Males	74%	71%	80%	44%
HE Females	87%	69%	77%	70%
HE Males	78%	0%	100%	0%
BME Students	100%	70%	100%	80%
Students with declared disability	71%	68%	86%	47%
Care Experienced				38%
SIMD 10 (FE and HE)	80%	50%	100%	33%
SIMD 20 (FE and HE)	90%	54%	83%	44%

- All Learning & Teaching staff engaged in weekly analysis of student retention and attainment.
- A data analysis group was formed to analyse statistical data in relation to retention, attainment and progression. The group produced a report which was presented and shared at the October Quality Day.

- High quality learning and teaching, improved Support for Learning and extended guidance helped students achieve their potential and reach a positive destination.
- Mindfulness programmes and Learning Skills Workshops were extended and helped improve student health and well-being.
- Every student worked closely with a dedicated Guidance Tutor and received an Individual Learning Plan (ILP) to easily identify needs and provide support.
- Students with personal support needs were also given a Personal Learning Support Plan (PLSP) in order to provide additional resource and support.
- Enhanced guidance procedures involved Support for Learning staff and guidance tutors working closely together to identify student needs in both academic and pastoral areas.
- Recruitment for all courses for 2018-19 is very positive and retention on all courses currently remains at 100% (mid-October 18).

### **Areas for Development**

Due to a variety of staff/student-related issues and despite a range of interventions, our withdrawal rate for FE full-time learners was high and our overall success rate for FE full-time learners fell below the sector average for the first time in the last four years (as evidenced by the tables above.)

There is a need to ensure that revised procedures for monitoring attendance, facilitating learning and evaluating student progress are in place and used consistently to reduce withdrawal rates and increase attainment. There is also a need to introduce and implement actions to improve overall attainment/success rates for both FE and HE.

Core skills achievement within FE programmes is currently not sufficiently analysed.

## **Delivery of learning and services to support Learning**

**How good is the quality of the provision and services we deliver?**

### **Quality Indicator 2.2 - Curriculum**

#### **Areas of positive practice**

- In collaboration with strategic partners, the college has developed well designed programmes, which align with local and national priorities.
- 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 on all courses.
- Newbattle plays a sector-leading national role in developing learning pathways which promote access and enhance progression within and beyond college. This includes the Adult Achievement Awards (AAAs) and the Forest & Outdoor Learning Awards (FOLAs). These are particularly valuable for adults facing multiple barriers to learning and align with key government priorities.
- Managers and staff are highly innovative in securing funding to develop curriculum pathways for learners who cannot engage in full-time programmes.
- The HNC Social Sciences has been an excellent example of successful planning and delivery, resulting in an increased curriculum and enhanced professional development for teaching teams at the college and QMU. It has also succeeded in widening participation and improving transition and retention.
- The Preparation for FE Course, co-delivered with Midlothian Council, has significantly improved the learner journey for students with few or no qualifications, resulting in clear progression pathways.
- 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.
- Flexible curriculum design, responding to learners' needs and individual circumstances, have 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.
- Guest speakers from national agencies and employers from the heritage, social care, education and rural skills sectors have extended employability support across the curriculum.

#### **Area for Development**

Opportunities to develop employability across the curriculum are not yet fully embedded in all courses.

## Quality Indicator 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. 90% 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.
- Staff commitment to creative and collaborative course design and assessment across all disciplines has improved outcomes for students and helped to contextualise learning.
- Staff make very good use of high quality ICT services, shared with Edinburgh College. This has 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 delivery.
- Students make very good use of a range of assistive technology, which has enhanced outcomes for students facing multiple barriers to learning and improved assessment methods.
- 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.
- Staff methodology and extensive subject knowledge have increased engagement and motivated students.
- Active student and stakeholder involvement in the cross-college quality cycle has enhanced all aspects of the learning experience by generating a sense of belonging and contributing to the overall college experience.
- 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 and improved engagement.

### Area for Development

College arrangements for meeting learner needs are not yet fully effective in improving attainment, particularly at FE level for all learners.

## Quality Indicator 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 enhanced the overall student experience.
- Staff identify student needs at the point of application and have enhanced recruitment interviews to develop early support for learners.
- Staff have developed effective student ILPs, which have helped foster student 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 and if relevant at transition to HE.
- Staff are fully engaged in collaborative approaches to improving student progress. This ensures a holistic learning approach and avoids duplication of learning and if relevant can result in integrated assessment.
- 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.
- The college's very effective partnerships with external services have extended specialist support for students.
- Regular student evaluation of support services and thorough staff monitoring of related action plans have improved the learning experience.
- Staff offer extensive and sustained support to improve positive destinations for all students. This can be individual or group support and resulted in 100% of those who completed securing a positive destination.
- Peer support through student study groups has developed the college's inclusive community.
- Every student worked closely with a dedicated Guidance Tutor and received an Individual Learning Plan (ILP) to easily identify needs and provide support.
- Students with personal support needs were also given a Personal Learning Support Plan (PLSP) in order to provide additional resource and support.

### Area for Development

Learner attendance and attainment are not monitored sufficiently closely in order to identify support needs and improve retention and attainment.

## **Leadership and Quality Culture**

### **How good is our leadership and approach to improvement?**

#### **Quality Indicator 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.
- Board and committee Planning Days, highlighting self-evaluation and continuous improvement, make a significant contribution to the enhancement of the curriculum, the wider learner experience and the development of strategic partnerships.
- 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 are assured of how the college meets its objectives through 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 and allow regular opportunities for debate.
- Students contribute well to the Board and its committees and to the Student Association and 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 leading and strategic role in delivering adult education in Scotland. Primarily through delivery of the AAAs, hosting the Adult Learning Conference for the sector, membership of the National Strategic Forum for Adult Learning and chairing the Access & Participation Working Group.
- 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 support staff have a clear understanding of the college vision, aims and values and are actively engaged in self-evaluation. This includes regular reviews of strategic planning, curriculum development and support services to ensure sustained improvements for learners in all aspects of college life.

##### **Area for Development**

There remains scope for the college to further plan and develop the curriculum in collaboration with all relevant stakeholders

## Quality Indicator 1.4 – Leadership of 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 experiences of learners and external stakeholders.
- Managers document and track self-evaluation in all college teams and report back regularly to learners. This enhanced the credibility of the college quality programme and increased learner engagement in its processes.
- Managers and teaching staff engage 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.
- 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, which has led to improvements in communication, marketing, learning and teaching and residential facilities.
- 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 improved progression for learners. It has also increased the college's response to local and national priorities as outlined above (2. Measures of Success).

### Areas for Development

Our evaluative processes do not consistently inform our planning procedures. Data should be collated regularly and closely monitored.

Core skills data has to be included as part of this analysis.

## 5. Grading Outcomes

In carrying out the grading exercise for the Evaluative Report for 2017-18, we reflected on the document circulated to the sector by SFC – **Supplementary Guidance for College Evaluative Reports and Enhancement Plans for AY 2017-18**. We ensured that the three high level principles were not graded in isolation of each other and that there were clear linkages between the three areas as outlined in the guidance.

As indicated we started with the judgement for **Outcomes and impact**, followed by **Delivery of learning and services to support learning** and finally **Leadership and quality culture**.

High level principle	Proposed grade
Outcomes and impact	good
Delivery of learning and services to support learning	very good
Leadership and quality culture	very good

## **6.Capacity to Improve**

Newbattle Abbey College has considerable capacity to improve its performance in relation to the Quality Indicators detailed in the Enhancement Plan. All of the proposed planned actions in the plan are achievable over the 3 year Enhancement Plan.

### **Outcomes and Impact**

We can build on the provision that is already in place and ensure that equality and a culture of inclusion is embedded into college practice and staff approach to learners. We also have to ensure that college planning is tailored to the individual needs of different groups of learners in order to improve retention and attainment. We will put procedures in place to ensure that we recover from our poor year for FE PIs.

The vast majority of our students spend only one session at Newbattle. Elections for the Student Association have now taken place and students will participate in the Board, its sub-committees and in other college groups from November 2018. They will also be involved in evaluating the aspects of their learning experience which are outlined in the Enhancement Plan.

### **Delivery of Learning and Services to Support Learning**

We will be putting in place revised procedures for monitoring attendance and evaluating progress to reduce withdrawal rates and increase overall attainment. We will also strive to ensure that the curriculum we offer is relevant, current and aligned to Scottish Government priorities. We will build on our existing Support for Learning provision by enhancing existing documentation and extending the role of Guidance Tutors.

Staff across all disciplines will share pedagogy in peer CPD sessions and we will build on the peer evaluation programme and the internal programme of classroom observation.

### **Leadership and Quality Culture**

The SMT will continue to effectively plan and develop the college curriculum in collaboration with partner organisations and relevant stakeholders. In order to ensure that we improve our future planning, we will review and extend our evaluation methods and our recording of feedback. We recognise the need to be more thorough about our data analysis, including core skills achievement.

The Board and sub-committees have contributed to the production of the Evaluative Report and Enhancement Plan and are fully engaged in the areas of development which relate to their remit.

Signed on behalf of Newbattle Abbey College:

Signed

A handwritten signature in black ink, appearing to read 'Marian Docherty', with a large, stylized flourish at the end.

Print name:

MARIAN DOCHERTY

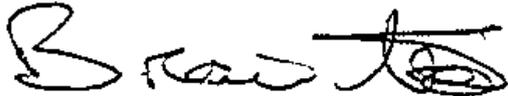
Position:

Principal

Date:

16<sup>th</sup> January 2019

Signed:

A handwritten signature in black ink, appearing to read 'Brian Lister', with a large, stylized flourish at the end.

Print name:

BRIAN LISTER

Position:

Chair

Date:

16<sup>th</sup> January 2019