
Newbattle Abbey College Outcome Agreement 2017 - 2020

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Introduction

Outcome Agreements were first introduced in 2012-13 and are intended to enable colleges, and the Scottish Funding Council (SFC), to demonstrate the impact of the sector and its contribution to meeting Scottish Government priorities.

This Outcome Agreement covers the three-year period from 2017-20 setting out the college's achievable ambitions over this period. The agreement presents defined outcomes and outputs to demonstrate how impact will be measured.

Our Mission, Vision and Values

Newbattle Abbey College is confident that it will deliver its clear vision to be 'Scotland's Life Changing College' by demonstrating its contribution to the achievement of Scottish Government priorities; responsiveness to key national policy drivers and impact on communities and economies at local, regional, and national levels.

Our mission is focussed. We will continue to build on our reputation and proven track record as a national residential learning community that:

- Promotes lifelong learning
- Raises aspirations
- Supports learners in transition
- Enables learners to change their lives.

We believe that our values should be lived, seen and brought to life by our staff and students. In the delivery of our mission we will:

- Empower individuals
- Enhance quality
- Act with integrity and mutual respect
- Promote equality and diversity.

Our Future

Newbattle Abbey College is focussed on its future. Building on our strengths, we will deliver opportunities through:

- Extending access for adult learners seeking to improve their life chances and lifelong learning prospects
- Successful delivery of learner destination, growth and diversification of income
- High standards of Corporate Governance and continuous improvement.

Our Strategic Plan '***Ambitions for the Future 2016-2020***' sets out our strategic intentions to continue our success throughout 2016-20. These, along with our development priorities, recognise both Scottish Government priorities and the SFC Regional Outcome Agreement process.

This outcome agreement for 2017-2020 further strengthens our commitment to our strategic intentions and will support the achievement of our six priorities:

- | | |
|-------------------|---|
| Priority 1 | Developing the Curriculum <i>to challenge and intellectually stimulate students within a supportive environment.</i> |
| Priority 2 | Developing Sustainable Partnerships <i>that allow us to gain new opportunities, locally, nationally and internationally and achieve positive impacts.</i> |
| Priority 3 | Strengthening Financial Sustainability <i>to preserve our unique position in terms of heritage and the extensive support we give to our students.</i> |
| Priority 4 | Exploring Estate Preservation and Potential <i>to maintain and enhance our historic heritage and grounds.</i> |

Priority 5 Recruiting, Retaining and Developing staff *to promote excellence and innovation in all areas of college life*

Priority 6 Improving Processes and Performance *to maximise effectiveness and efficiency of governance and leadership through balanced risk-taking.*

Strategic Plan 2016-2020 Link:

http://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2014/05/NAC_Strategic_Plan_2016-20_.pdf

Newbattle Abbey College has a proven track record in offering extensive support to adults returning to education and to young learners in transition. We play a major role in developing a national strategy for adult learning.

Our contribution to outcomes, through strategic partnerships at national level, has been enhanced through our membership of the National Strategic Forum for Adult Learning and the National Gaelic Education and Strategy Group.

Session 2015-16

We ran an Adult Achievement Awards pilot programme involving 10 cross-sectoral pilots drawn from across Scotland. A second phase pilot programme is currently running with 20 partners.

Working in partnership with Sabhal Mòr Ostaig, we extended our Gaelic programme to increase the number of adults acquiring Gaelic. We are currently establishing the college as a hub for Gaelic language and culture in Edinburgh and the South-East of Scotland.

We concluded a period of consolidation of our curriculum portfolio. We successfully achieved our activity target exceeding it by 18.6%. Particularly encouraging were increased enrolments in HNC Social Sciences at 40% and NC Rural Skills at 20%.

Of those who completed the 2015-16 full-time Access to HE Arts and Humanities Programme, 89% progressed to university (this includes the HNC Associate Programme), 7% progressed to another FE programme and 4% entered employment.

30% of our Access to HE: Arts & Humanities students progressed to the HNC Social Sciences at Newbattle. In Rural Skills, 47% of students on part-time Rural Skills courses progressed to the full-time NC Rural Skills course.

72% of full-time FE students completed their programme successfully.

78% of full-time HE students completed their programme successfully.

We believe that, on a local, regional and national basis, we will see increased demand yearly to 2020, as detailed in our Strategic Plan. To meet this demand, we request to review future year activity targets in partnership with SFC.

Monitor Progress

Newbattle Abbey College is committed to regularly monitoring its progress towards the delivery of the outcomes set out in this agreement. Aligned to our Strategic Plan and our Equality Outcomes we will provide updates that will help us, the SFC and our stakeholders understand our performance.

Year 2017 will see the introduction of the new quality arrangements that integrate quality arrangements with the outcome agreement evaluation and reporting. We are committed to engage with the SFC throughout this development year and commit to producing an Evaluation Report and an Enhancement Plan by October 2017.

Part 1 - Regional Context Statement

College region: Newbattle Abbey College

Funding

Newbattle Abbey College will receive £691,856 from the Scottish Funding Council for academic year 2017/18 to plan and deliver further and higher education in the region.

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

Priority Outcomes to be delivered by end of AY 2017-2020

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

Maintained 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.

Priority Outputs to be delivered in AY 2017-2020

1. Developing the Curriculum

- Implement the college's innovative Learning & Teaching strategy to provide a life-changing experience
- Champion the student voice in corporate and operational decision-making
- Maximise student enrolments to optimise college capacity
- Increase student attainment
- Increase student satisfaction
- Respond to the diverse and evolving needs of all students by providing effective systems of support and guidance
- Develop a curriculum relevant to the needs of disadvantaged learners, in collaboration with partner agencies.

2. Developing Sustainable Partnerships

- Develop the strategic national and international role of the college to promote and develop adult learning
- Enhance the quality and impact of local partnerships to enhance our capacity and competitiveness and respond to the needs of learners
- Offer transition programmes from community-based options, in partnership with local providers, to enhance access to FE
- Extend strategic partnerships with Higher Education institutions
- Expand productive partnerships with international agencies
- Promote and celebrate cultural heritage within the context of our historic site.

3. Strengthening Financial Sustainability

- Achieve a planned annual operating surplus
- Achieve optimum teaching and delivery levels
- Implement the Business Plan to achieve commercial and international income targets
- Increase non SFC grant income
- Develop the Alumni Association to widen our college community and enhance its financial sustainability.

4. Exploring Estate Preservation and Potential

- Deliver an estate strategy to meet the aspirations of present and future learners
- Provide college facilities and an estate that are attractive to students and the wider community
- Ensure that ICT services and infrastructure meet the needs of all learners, staff and clients
- Continue to provide effective health and safety management and ensure compliance with relevant legislation.

5. Recruiting, Retaining and Developing staff

- Build the capacity of staff at all levels and in all areas of college life
- Prioritise and promote professional development reviews
- Achieve and retain recognition for a healthy working environment
- Ensure actions and behaviours reflect college values
- Embed the college's commitment to equality, diversity, inclusiveness, tolerance and respect for individuals
- Enhance and implement a marketing strategy.

6. Improving Processes and Performance

- Ensure delivery of a prioritised and integrated annual quality cycle
- Achieve positive Outcome Agreement and quality self-evaluation reports
- Ensure delivery of integrated strategic, operational and outcome agreement planning.
- Ensure a 'student first' culture is maintained across all college services and functions
- Embed a culture of ownership and best practice in relation to health & safety monitoring and management
- Maintain an effective risk management strategy
- Ensure we operate best practice in governance.

Signed by College

Date

Signed by SFC

Date

Context Statement

Newbattle Abbey College is Scotland's national adult education residential college. We continue to develop our distinctive national profile whilst also addressing key outcomes. We are part-funded by the Scottish Funding Council as a small national specialist college, in recognition of our distinctive contribution through our partnership arrangements with key stakeholders.

The college operates within a 125-acre heritage estate under a Governing Deed of Trust set up in 1937 by Philip Kerr, 11th Marquis of Lothian. The Trustees include the Principals and Vice Chancellors of the Universities of Aberdeen, Edinburgh, Glasgow and St Andrews. The Trustees have responsibility for maintaining the ownership of Newbattle Abbey College for the Trust purposes.

We are uniquely positioned to provide a challenging and intellectually stimulating curriculum, within a supportive environment, to adult learners and young people at points of transition. We seek to be consistent with Scottish Government priorities.

Our annual turnover in 2015-16 was £1.45m. The Scottish Funding Council provides 45.9% of this income through recurrent grant support for the development and delivery of the curriculum but provides no regular support for the upkeep and maintenance of the college's 125-acre heritage estate and main house. We supplement our income by exploiting the estate for commercial opportunities as a heritage venue for conferences, meetings, international visitors and weddings, as well as maintaining the site of the Newbattle Abbey Business Park, which is home to 38 SMEs with approximately 170 employees.

Our National role

Newbattle Abbey College contributes to national outcomes through engaging with a range of strategic partners, including the National Strategic Forum for Adult Learning and the National Gaelic Education Strategy

Group. We continue to play a strategic role in developing a national strategy for adult learning.

We are members of the National Strategic Forum for Adult Learning and chair the sub group Access and Inclusion. In 2015 we became the national awarding body for the Adult Achievement Awards offered at Scottish Credit Qualifications Framework (SCQF) Partnership Levels 3, 4 and 6. This ground-breaking initiative supports the *Statement of Ambition for Adult Learning* launched on 21 May 2014 and accredits adults for their learning in a range of places, including:

- The community
- Colleges
- Voluntary organisations
- Social Work Departments
- Prison education

Following the success of the 2015-16 Pilot Programme, the Phase 2 Pilot Programme 2016-17 has seen an:

- Increase in the number of cross-sectoral pilots from 10 to 20
- Expansion in geographical spread
- Increase in learner enrolments.

We are currently developing an Adult Achievement Awards business model in partnership with Education Scotland to sustain development from 2016-17 onwards. This will extend across the UK and internationally. In the spring of 2017 the college will host and organise another national dissemination conference.

We continue to contribute to the National Gaelic Language Plan 2012-17 Growth and Improvement by creating opportunities to increase the number of adults acquiring Gaelic. Working in partnership with Sabhal Mòr Ostaig, we are extending the existing Gaelic programme and establishing the college as a hub for Gaelic language and culture in Edinburgh and South-East Scotland.

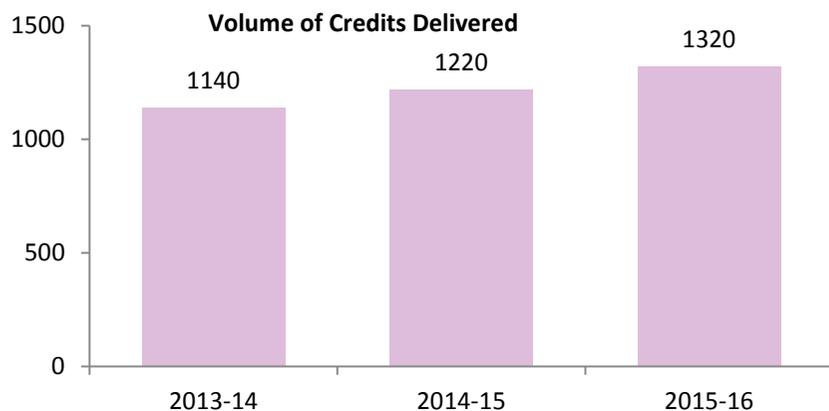
Our Regional role

Newbattle Abbey College continues to make an increasingly significant educational, economic, social and cultural contribution to the local economy. Our partnership with Midlothian Council has led to the delivery of several programmes for marginalised adults and young people at points of transition. The Developing Scotland's Young Workforce (DSYW) – Scotland's Youth Employment Strategy agenda is particularly relevant to this work. We also work in partnership with Midlothian Council Social Work Department through our Rural Skills Programme. This is available to school leavers, adults of all ages and adult offenders.

Newbattle chairs the Employment and Learning in Midlothian (ELM) Group, which seeks to extend access to learning, training and employment for adults.

Credit and Enrolment Trends

Total activity delivered in AY 2015-16 was 1,320 credits, however, we exceeded our target by 29.8% (394 credits). 100% credits were FTFE enrolments. Achievement beyond target has been the trend since 2010.



*Please note that credit data is not available prior to 2013-14 and credit activity targets were introduced in 2015-16

Age Profile 2013-16

| Age | Proportion of learners | | |
|-------------|------------------------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 |
| Under 16 | 0% | 0% | 0% |
| 16-19 | 22% | 28% | 19% |
| 20-25 | 27% | 28% | 36% |
| 26-40 | 30% | 22% | 27% |
| 41 and over | 22% | 23% | 18% |

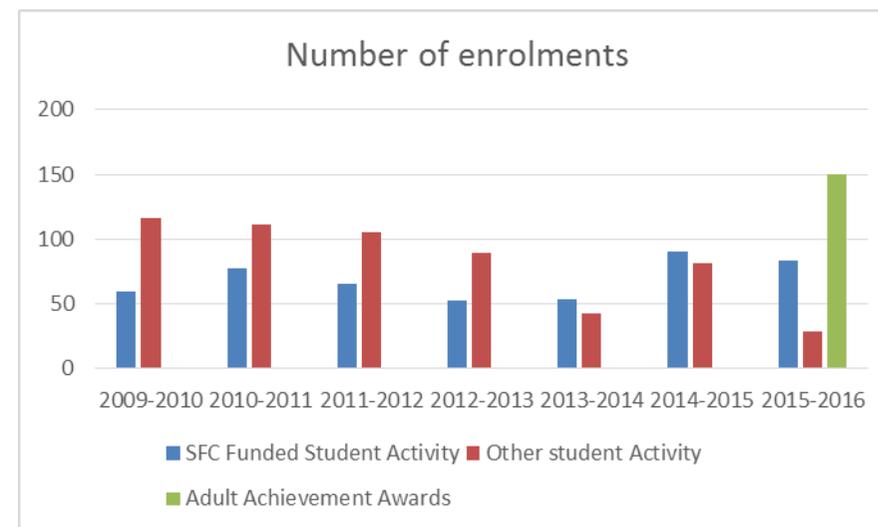
The proportion of students aged 16-19 reflects the college's response to Developing Scotland's Young Workforce and our positive partnerships with local high schools.

National Measure Volume and proportion of Credits delivered to learners aged 16-19 and 20-24

| Year | Credits 16-19 | % 16-19 | Credits 20-24 | % 20-24 | % Credits 16-19 Scotland | % Credits 20-24 Scotland |
|----------------|---------------|---------|---------------|---------|--------------------------|--------------------------|
| 2013-14 | 220 | 19.3% | 340 | 29.8% | 48.4% | 21.6% |
| 2014-15 | 220 | 18.0% | 280 | 23.0% | 47.7% | 22.2% |
| 2015-16 | 240 | 18.2% | 360 | 27.3% | 46.9% | 21.8% |
| Target 2016-17 | 167 | 18.0% | 250 | 27.0% | | |

The table below is based on SFC FES 2 returns and highlights three areas of activity:

- SFC funded student activity
- Student activity funded by other income streams e.g. Trusts and grants
- Adult Achievement Awards student activity – Pilot phase I



The number of student enrolments significantly increased from AY 2013-14 to AY 2014-15. In 2015-16 not all subject targets were achieved, however, high numbers of enrolments in Social Sciences and Rural Skills compensated for this shortfall and development in these areas is encouraging.

Catchment Area Profile

Newbattle Abbey College is situated within the boundaries of two Local Authorities, East Lothian and Midlothian. Based on 2015 figures, East Lothian has a population of approx. 103,050 accounting for 1.9% of Scotland's total population. Midlothian has a smaller population of about 87,390 accounting for 1.6% of Scotland's total population.

Both have approx. 16% of their population aged 16-29 which is 2.25 less than Scotland. For age 45+ the percentage is higher than the total for Scotland.

The population growth, however, is set to significantly increase by 25.7% for Midlothian and 17.8% for East Lothian compared to the population in 2014 by 2039. This growth is considerably higher than Scotland's growth of 7.5% compared to the population in 2014 by 2039.

Population Projections

In both local authorities projected population by age indicates an increase in all age groups 0-75+ with the most significant increase in age group 30+ and 65+

Specifically, to year 2039, the age group to increase the most in size in both Local Authorities is the 75+ age group. This is the same as for Scotland as a whole.

The 2014 mid-year estimate indicates the East Lothian (Table 1) age group 16-29 population to be 15,875, 15.5% of the total population. Midlothian (Table 2) age group 16-29 population to be 13,837, 16% of the total population. The Scottish figure is 11.6%. Both local authorities will have a higher proportion of young people than Scotland by 2039.

Table 1

Percentage change in population in East Lothian and Scotland, 2014-2039 (2014-based projections)

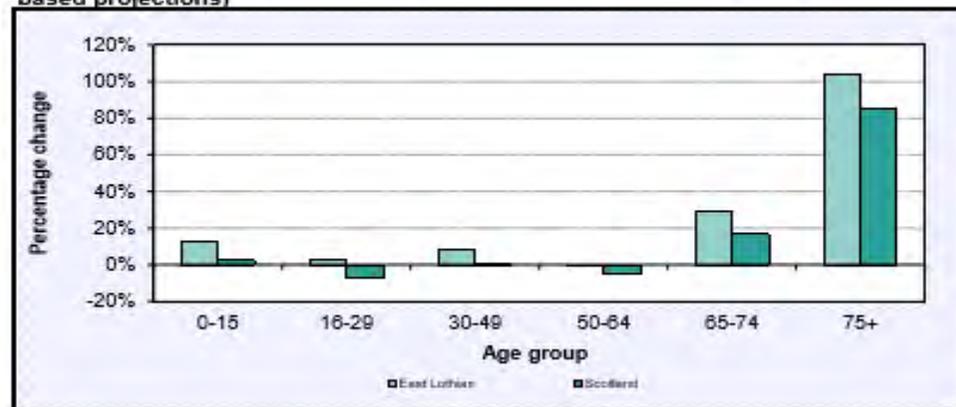
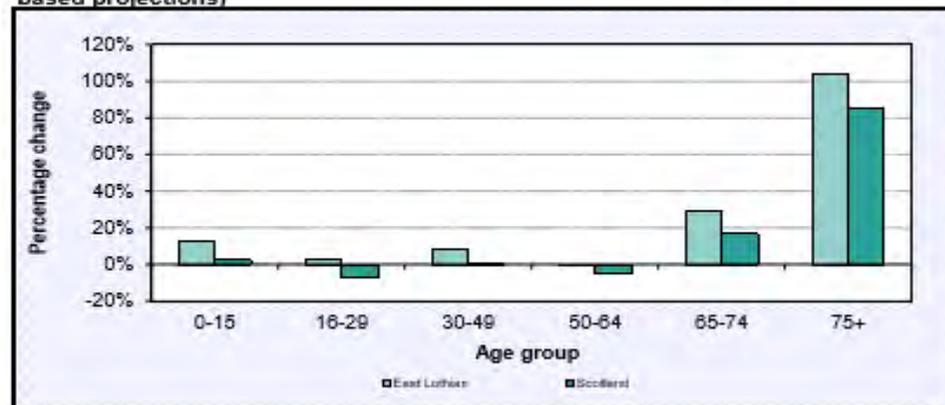


Table 2

Percentage change in population in East Lothian and Scotland, 2014-2039 (2014-based projections)



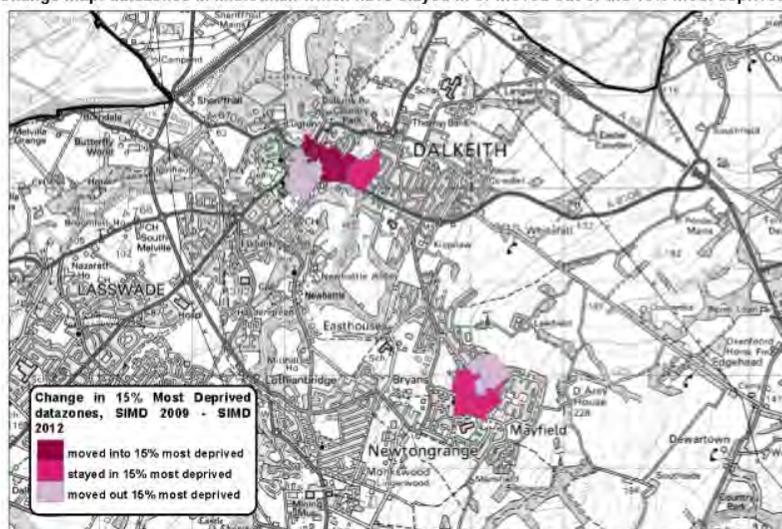
Areas of Multiple Deprivation

Midlothian

The most deprived datazone in Midlothian is found in the immediate zone of Dalkeith and the Scottish Parliament Constituency of Midlothian. It has a rank of 585 meaning that it is amongst the 10% most deprived areas in Scotland. (Scottish Index of Multiple Deprivation 2012)

Data zone movement between SIMD 2009 and SIMD 2012

Change map: datazones in Midlothian which have stayed in or moved out of the 15% most deprived in Scotland



Midlothian has 112 datazones. In 2012 2.7% were found in the 15% most deprived datazones in Scotland. Like East Lothian, the Midlothian level of income deprivation is 12.2% below that of Scotland at 13.4%. This pattern continues for employment where 12% of the population aged 16-60/64 are employment deprived below Scotland at 12.8%

The most health deprived area is Mayfield. It has a rank of 393 meaning that it is amongst the 10% most deprived areas in Scotland.

The most education deprived area is Easthouses. It has a rank of 389 meaning that it is amongst the 10% most deprived areas in Scotland.

Recently released Figures for Midlothian reveal a rise in deprivation, one of only ten local authority areas to see an increase. For the local share of the 20% most deprived data zones in Scotland, Midlothian has gone up to 11% 2016. Datazones in Straiton and Bonnyrigg South now fall into the top 20%. These three areas are identified in the Midlothian Community planning partnership's Single Midlothian Plan.

New investment along the Borders Rail line and Midlothian's membership of the Edinburgh Region 'City Deal' will further support resident's access to work and inward investment in local employment.

Skills Development Scotland and the council are working together with other providers across the college, private and voluntary sector to increase the positive destinations of school leavers and this work has targeted the secondary schools serving these areas.

Midlothian Economic Profile (using most recent data available).

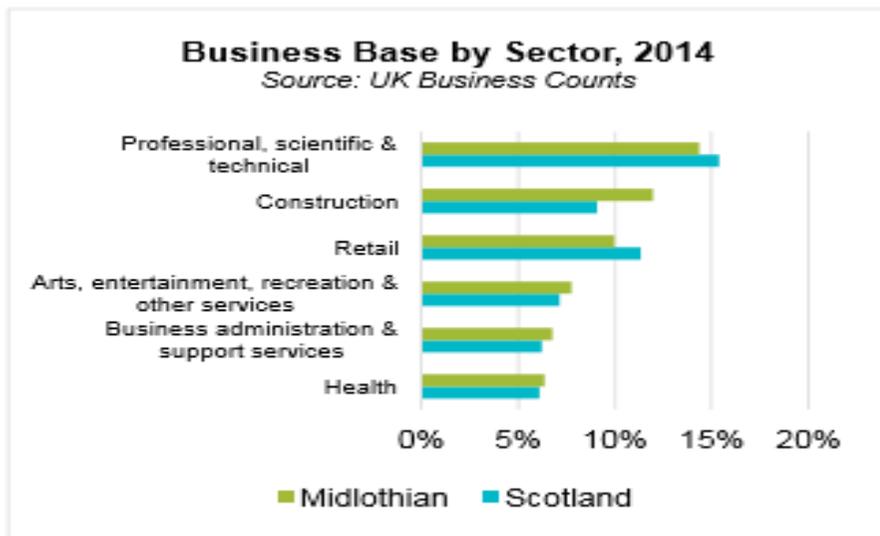
All graphs and data within this section have been extracted from the Data Matrix of the Regional Skills Assessments in Scotland.

Due to its relatively small population Midlothian generated a small proportion of Scotland's economic output in 2013, the latest year for which data is available: 1% in line with the previous year.

Productivity levels in Midlothian are below the Scottish average. GVA per worker in 2013 was 36% below the Scottish average.

Most recent (2014) data shows that full time jobs in Midlothian, pay below the Scottish average.

There were 2,505 registered businesses in 2014, up 2.5% from 2013 to 2014, just below the 2.8% Scotland increase. Since 2010, the base has grown by 6%, above the 5% growth in Scotland.

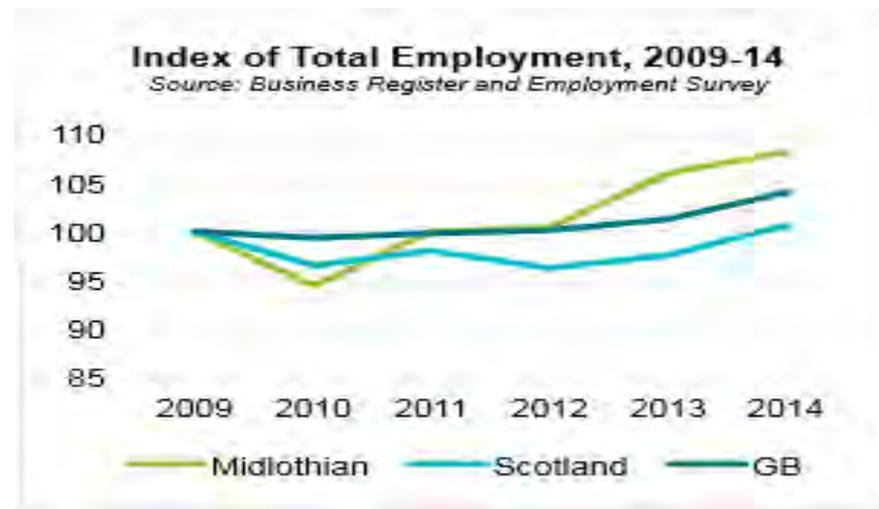


The professional, scientific and technical sector is the largest sector in Midlothian, accounting for 14% of businesses, 1% point below that of Scotland. This is followed by the construction and retail sectors. The arts, entertainment and other service sector, and the business administration and support services sectors are also more represented in the Midlothian than they are on average across Scotland.

Employment and Unemployment

Evidence of total employment in Midlothian suggests strong growth over the period 2010 and 2014, to 29,000. Following an initial loss of jobs following the economic downturn, employment in Midlothian has grown by 8.2% since 2009, well above the 0.7% increase for Scotland.

In 2014/15 there were 2,300 ILO unemployed (those out of work and actively seeking work), a decrease from the previous year. In 2015 there were 207 unemployed young people aged 16 to 24, a dramatic decrease of 49% since 2014.



Retail accounts for the largest share of employment in Midlothian at 14%. Midlothian also has a very high employment concentration in construction and education. Employment in the wholesale, professional, scientific and technical and motor trades sectors are also well-represented.

Population Occupational Profile

19% of Midlothian residents in work are in professional occupations (7,900). This is slightly below the Scottish average of 20%. Midlothian has a smaller proportion of the workforce employed as managers, directors and senior officials at 7% compared to Scotland at 9% but sees a higher share of skilled tradesmen at 13% compared to Scotland at 11%. There are also greater proportions of the population employed in sales and customer occupations, caring, leisure and other services.

Population School Leavers

The proportion of school leavers entering Higher Education in 2014/15 was 27%, down from 29% in 2013/14, and well below the Scotland rate of 38%. The percentage entering Further Education was 26% an increase from the previous year at 23%. 31% entered employment, however, this was down from 33% the previous year.

Population Qualification Levels

Those aged 16-64 years have high level qualifications (39% at SCQF 7-12), compared to 41% in Scotland. 10% have no qualifications, compared to 9% in Scotland.

Amongst 16-24 year-olds, 28% have Higher-level qualifications (SCQF 6) which is marginally above the 27% in Scotland.

Education and Training

In 2014 there were 5,122 pupils enrolled at secondary school across Midlothian. There were 425 SDS-supported MA starts which was an increase on the previous year. 59% of starts were male and female 41%.

Total employment in Midlothian has grown strongly between 2012 and 2014, and overall there are 8% more jobs in the area than there were in 2009 at a time where the increase across Scotland has been less than one per cent. The business base is also growing, although at a slightly slower rate than across Scotland in the two years to 2014. The employment rate was 75% in 2014/2015, above the Scotland rate of 73%, and an increase on the previous year.

Despite strong employment growth, the sector mix of Midlothian is characterised by a large retail sector, and certain public sector employment, notably education and public administration. The construction sector is twice as concentrated in the area as it is across Scotland. Although there is strong representation of jobs in the professional, scientific and technical sector, the employment mix includes several lower paid sectors. Full time jobs in Midlothian pay less than average, and resident based earnings are similar.

The occupational profile reflects the employment sector mix, with the proportion employed in professional occupations close to the Scotland average. There are higher proportions of the population in the skilled trades and in sales and customer services and in caring, leisure and other service occupations. Fewer Midlothian school leavers go in to Higher Education, and more in to employment and Further Education.

Despite strong growth in employment there are challenges for Midlothian. Evidence suggests that there needs to be an increase in employment in higher value added sectors whilst also meeting the needs of the strong local

employment sectors. As indicated in the population projections above Midlothian will see an increase in those of retirement age. This will further increase demand for health and social care jobs, a sector where there is already strong replacement demand for skills.

Articulation/Progression Patterns

The college is successful in preparing learners for employment and progression to Further and Higher Education.

Of those who completed the 2015-16 full time Access to HE Arts and Humanities Programme, 89% progressed to university (this includes the HNC Associate Student Programme in partnership with Queen Margaret University), 7% progressed to another FE programme and 4% entered employment.

In 2015-16, 30% of Newbattle Abbey College Access to HE: Arts & Humanities students progressed to the HNC Social Sciences.

In Rural Skills, 47% of students on part-time Rural Skills courses progressed to the full-time NC Rural Skills course.

In 2015-16:

- 72% of full-time FE students completed their programme successfully
- 78% of full-time HE students completed their programme successfully.

The college is currently developing a further progression route for Rural Skills and 2 new Associate HNC routes with Advanced Standing i.e. guaranteeing progression from year 1 at Newbattle to years 2-4 at Queen Margaret University.

Community Planning

The college is actively working with Midlothian Council to support its Community Planning Partnership priorities to improve the following six national priorities:

- Economic recovery and growth
- Employment
- Early years
- Safer and stronger communities, and reducing offending
- Health inequalities and physical activity
- Outcomes for older people.

The college makes a significant educational, economic, social and cultural contribution to the local economy through its portfolio of activities.

Our partnership with Midlothian Council has led to the delivery of several programmes for marginalised adults and young people at the point of transition. The Developing Scotland's Young Workforce (DSYW) agenda is particularly relevant to this work. We also work in partnership with Midlothian Council Social Work Department through our Rural Skills Programme. This is available to school leavers, adult of all ages and adult offenders.

The college is an active member of several groups linked to Midlothian's CPP. This includes Improving Opportunities for People in Midlothian (IOM) and Employment and Learning in Midlothian (ELM), which Newbattle chairs. These groups seek to extend access to learning and training opportunities for adults and to enhance progression to meaningful learning and employment.

We also work closely with the local community through the ongoing development of the Newbattle Abbey Business Park which currently accommodates 38 SMEs with approximately 170 employees.

Working closely with Queen Margaret University, the college, supports the development and moderation of the Associate Student degree programme in Social Science.

Our learners benefit from our partnerships with other agencies, for example the Forestry Commission Scotland. A Management Agreement established in 2006 offers work experience, careers advice and training support to our learners.

Meeting the Needs of Students

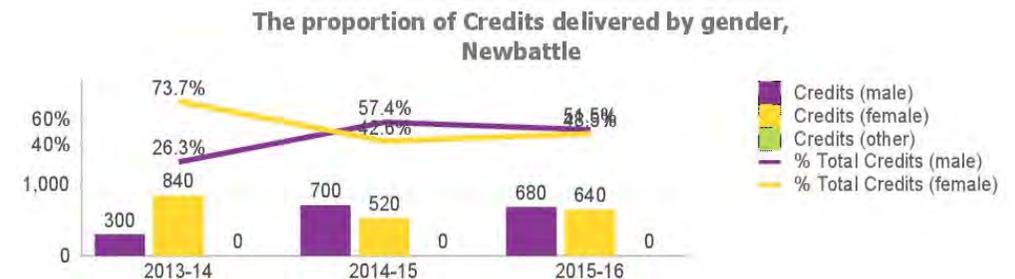
Equalities

Newbattle Abbey College is committed to the provision of equal opportunities in all aspects of college life. In consultation with the colleges Equality and Diversity Committee we continue to conduct impact assessments on all college policies and procedures. Our curriculum, the college website, all course information and all promotional materials are compliant with equality legislation.

We ensure that staff, learners and visitors are treated equally regardless of colour, race, nationality, ethnic or national origin, religion or belief, disability, gender or gender reassignment, age and sexual orientation, pregnancy and maternity, marriage or civil partnership. Our Equality Outcomes and our Equalities Monitoring Report are published on our website:

<http://www.newbattleabbeycollege.ac.uk/wp-content/uploads/2012/05/Review-of-Equality-Outcomes-2015.pdf>

Activity and Access Profile (2015-16 data) Gender



The % of overall credit activity delivered to male students at 51.5% was higher than the sector average at 48.6%. The % of overall credit activity delivered to female students at 48.4% was lower than the sector average at 51.7%.

Disability

The % of overall credit activity delivered to disabled students at 47% was higher than the sector average at 16.8%.

Ethnicity

The % of overall credit activity delivered to BME students at 7.6% was higher than the sector average at 6%.

Gender

a) Student Gender Gap in Enrolment

Since 2014 the college has made great improvements in levelling its gender percentage and remains above or equal to the sector averages for all protected characteristic groups. The Equalities Committee ensures that the college is focussed on responding effectively to the Public Sector Equality Duty, monitoring and developing its action plan and actively promoting widening access, gender and the implementation of its access and inclusion strategy.

Our student numbers reflect our role as a specialist residential provider of adult education. In 2015-16 the percentage of overall credit activity delivered to male students at 57.4% was higher than the sector average at 48.6% and the percentage of overall credit activity delivered to female students at 42.6% was lower than the sector average at 51.4%. The college does not offer any of the current subject areas where the Scottish Funding Council has indicated that there are severe gender imbalances and we are not required to submit a Gender Action Plan. However, analysis of gender gap in our subject areas show that Social Sciences continues to attract high levels of female students and land-based attract significantly higher numbers of males. We are working with CDN to develop and deliver our gender outcomes.

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

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

Working in partnership with the student association, staff support a range of student and staff development activities designed to raise awareness. They include:

- Raising awareness of mental health and support for students
- Promotion of LGBT History Month
- Raising awareness for refugees on support and guidance
- Working with SPARQs to improve student engagement

The college staff development programme includes:

- CDN - Safeguarding Forum and Equality practitioners meeting
- Corporate parenting awareness and development
- Mental health first aid training
- CDN Equalities update.

Newbattle Abbey College has a unique profile compared to that of other colleges in relation to their intake of students, variety of courses on offer, age profile and percentage of disabled students being above average. All of this is considered in relation to how it intersects with gender.

b) Gender Pay Gap

Our mean gender pay gap for all employees is 11.76%. In Scotland the mean gender pay gap for all employees was 14.9% in 2016. In the UK as a whole this was 17.3%. 44% of our staff work part-time, the majority of whom are female, and this has an effect on our gender pay gap.

The college has no concerns in gender imbalance in relation to pay. Although not a partner of National Bargaining, the college is shadowing developments and supports its direction in principle.

c) Gender and Equalities for Staff

We want to develop our staff, embed our values, extend our reputation and celebrate success in all areas of college life.

We have 41 members of staff. Our three senior management are all female; we have 15 academic staff (7 male and 8 Female) and 23 support staff (8 male and 15 female).

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

- The places and ways in which jobs are advertised
- The recruitment process
- Training and development opportunities
- Workplace culture
- Mentoring and networking.
- We will aim to ensure that staff feel respected and valued at work and experience equality of opportunity to achieve their full potential.

Flexible working practices were introduced wef January 2017.

We want to ensure that staff feel respected and valued at work and experience equality of opportunity and reflect cultural diversity.

d) Gender and Governance and Leadership

We want to maximise the effectiveness and efficiency of our governance and leadership.

The Board of Directors is responsible for ensuring that policy and procedures to promote equality, diversity and inclusiveness are in place and working effectively. Our Board of Directors is currently 60% male and 40% female. The college sector as a whole in Scotland has 57% of Board

members who are male and 43% who are female. In terms of Non-Executive Board members our gender split is 72% male and 28% female. In the Scottish college sector this is 61% male and 39% female.

Both the college and the Board are committed to having a greater gender balance, however, due to the constraints of the Newbattle Abbey Trust Deed and Constitution the college is limited in its influence.

Our governance arrangements align with the Code of Good Governance for Scotland's Colleges. In response to the Gender Balance on Public Boards legislation announced in the Programme for Government we have undertaken an external review of our governance effectiveness structure. A report and action plan has been submitted to the Scottish Funding Council.

We will do all we can to promote greater Board diversity. This will include:

- Defining the selection criteria
- Reaching the widest possible candidate pool
- Assessing candidates against the role specification in a consistent way
- Establishing clear board accountability for diversity.

We want to ensure that staff and students with protected characteristics find that inequalities are reduced and eliminated through strong leadership and accountability of equality and diversity being embedded in college governance and management structures.

Access and Inclusion

Access and Inclusion is core to all the college's learning & teaching activities and is embedded into all programmes through differentiated learning, support for learning and the flexibility of timetabling.

The impact of this is shown in our destination analysis of student numbers and the proportion of full-time college qualifiers in work, training and further study 36 months after qualifying. The college continues to be significantly above the Scottish average.

FE Destinations

| Region | Confirmed FE qualifiers | No of positive destinations | % of positive destinations |
|-----------|-------------------------|-----------------------------|----------------------------|
| Newbattle | 42 | 41 | 97.6% |
| Scotland | 29,165 | 27,939 | 95.8% |

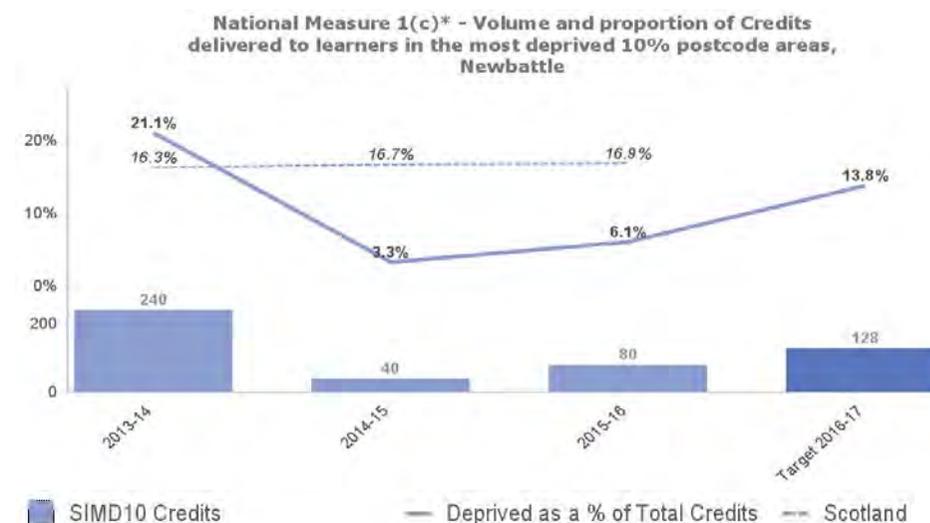
HE Destinations

| Region | Confirmed FE qualifiers | No of positive destinations | % of positive destinations |
|-----------|-------------------------|-----------------------------|----------------------------|
| Newbattle | 13 | 13 | 100% |
| Scotland | 14,222 | 13,531 | 95.1% |

Newbattle Abbey College will continue to enhance support for all learners, responding to the diverse and evolving needs, by providing effective systems of support and guidance. It will use the Access and Inclusion Fund to:

- Early identify need at recruitment stage and sustain support throughout the learning programme and prior to transition to other learning options or employment
- Sustain support from specialist staff in college and from other agencies to ensure that all learners have access to specialist equipment, assistive technology, counselling and appropriate learning material to enhance their learning experience
- Conduct regular review of student progress through 1:1 and group Guidance support
- Enhance CPD opportunities for all Learning & Teaching staff
- Schedule Quality Days for all college staff to highlight access and inclusion issues and offer professional development
- Develop Personal Learning Support plans (PLSPs) for relevant students.

Students from SIMD 10 Postcode Areas



Both the targets and the actual achievement of the proportion of credits delivered to students from SIMD 10 postcode areas has been below the Scottish percentage since 2014-15. However, 2015-16 has shown a 50% increase. We have increased our targets, year on year to 2019-20 to reflect the SFC OA Guidance to meet a 19.5% target by 2019-20. This will be achieved through the Access to Higher education Arts & Humanities and HNC Social Sciences courses. Aligned to this we are aiming to increase both successful completion rates and destinations of our students from the SIMD 10 postcode areas.

Care Experienced Students

Support for care experienced students in all college programmes will continue to be enhanced through effective partnerships with external agencies to ease transition to college, sustain support through learning programmes and plan smooth transition from Newbattle. The college is currently developing its Corporate Parenting Plan and is working with Who Cares? Scotland to develop its future commitments. All staff will undertake training to support students and staff who are carers.

The colleges flexible approach to timetabling and access to the supported learning tutor and counsellor ensure that all staff with caring responsibilities are supported. Regular guidance, drop in sessions and Professional Development Reviews for staff ensure that the college can identify and respond timeously to students and staff who become carers throughout the year.

In particular, this will involve:

- Planning transition support for care experienced students in all programmes, in partnership with Midlothian Council and Key Workers from other agencies
- Enhancing Guidance support in college to enable care experienced students to manage their study programme and develop life skills
- In response to the college's Corporate Parenting responsibilities, supporting positive destinations for care experienced students through planning transition support with external agencies.

Developing the Young Workforce

- Newbattle will continue to respond to this national priority by:
- Being an active participant in Midlothian and East Lothian CPPs and the Developing Midlothian Young Workforce Group
- Chairing the Employment and Learning in Midlothian (ELM) group to enhance strategic planning of learning and employability programmes for adults in Midlothian
- Offering p/t Rural Skills programmes for S3/4 pupils with progression full-time certificated courses
- Continuing to work with P7 pupils in local primary schools to develop their core skills and experience of the college environment

- Offering a part-time Rural Skills programme to young adult offenders, in partnership with Midlothian Social Work Department.

Senior Phase Vocational Pathways

Through its active participation in Midlothian and East Lothian CPP groups, Newbattle will continue to offer vocational pathways in several areas:

- Part-time and full-time NC Rural Skills courses for senior phase pupils
- NC Celtic Studies
- HNC Social Sciences, delivered in partnership with Queen Margaret University

Curriculum Provision

2015-16 was a period of consolidation of the curriculum portfolio. As a result, all courses have been developed in response to national priorities and our strategic ambitions. The college offers a small portfolio of specialised programmes aimed at supporting adult learners to return to learning. Its focus is on providing progression opportunities for adults who have previously experienced limited success in education or have encountered challenges that have affected their learning.

Curriculum Portfolio

We will ensure that we meet the needs of our local population, employers, schools, our National and other stakeholders by ensuring that our strategic decisions on curriculum planning are fully informed.

Our 6 Curriculum guiding principles are aligned to 'Putting learners at the centre'

Principle 1: Leadership, Organisation and Support

The Curriculum is developed in partnership and is aligned to economic need.

Principle 2: Access, Equality and Opportunity

All students have access to educational opportunities, and receive support leading to a positive destination

Principle 3: Alignment and transition

Pathways are available to enable progression and success

Principle 4: Enhanced learning and teaching

Supportive delivery that is aligned to industry recognised standards

Principle 5: Professional preparation and development

Continuous professional development of all staff to enhance retention and enable success

Principle 6: Quality improvement and self-evaluation

Map student progression and improve student outcomes

5 full-time courses and 1 part-time course are currently offered:

- 1 year full-time Access to Higher Education: Arts & Humanities
- 1 year full-time Access to HE/NC: Celtic Studies – combined course
- 1 year full-time HNC Social Sciences – Associate Student Programme with Queen Margaret University
- 1 year full-time NC Rural Skills
- 6 month full-time Preparation for FE Course
- 1 year part-time NC Rural Skills

Throughout 2016-2020 we will develop our curriculum to challenge and intellectually stimulate students within a supportive environment as detailed in our Strategic Plan.

SCQF Credit Rating

The college actively promotes the SCQF framework and greater understanding of the levels. Promoted throughout published student guidance and progression routes it is disseminated further through staff CPD training and events supported by SDS. A Rural Skills SCQF Level 5 is currently being developed.

Curriculum Plan

- Strengthen our position as a national strategic centre for adult learning building on our remit as Scotland’s adult education college and the national awarding body for the Adult Achievement Awards. A business plan will be developed post pilot to sustain the delivery of the awards.
- Enhance the Rural Skills specialism by developing the partnership with SRUC and other external stakeholders.
- Extend access to HE for adults from areas of deprivation by building on the existing Access to Higher Education Arts & Humanities and HNC Social Sciences courses, subject to QMU funding arrangements for 2017-18
- Explore opportunities to develop additional HN courses in partnership with HE institutions
- Actively seek HE partners for long-term development of curriculum.
- Develop provision to meet local needs in collaboration with local agencies and Community Planning Partnerships. This includes programmes to implement the Edinburgh region City Deal in partnership with Midlothian Council.
- Extend access from informal community-based programmes to college courses, in partnership with other agencies.
- Promote and consolidate the Gaelic language and culture agenda in south-east Scotland in partnership with Sabhal Mòr Ostaig and other agencies.
- Explore opportunities to develop Tourism Blue Badge training to enhance our heritage offering.
- Contribute where possible to the Scottish Government research agenda e.g. adult learning.
- Develop international partnerships in support of the Adult Achievement Awards.

Gaelic

We continue to contribute to the National Gaelic Language Plan 2012-17 Growth & Improvement by creating opportunities to increase the number of adults acquiring Gaelic. Supported by the SFC’s Strategic Funds, we are working in partnership with Sabhal Mòr Ostaig, in extending the existing Gaelic programme and establishing the college as a hub for Gaelic language and culture in Edinburgh and South-East Scotland.

The expected outcomes will include:

- An increase in the number of confident and fluent Gaelic speakers in Scotland
- A recognised, well-used and robust, secure and sustainable hub of Gaelic teaching activity in the eastern central belt.

The expected outputs are:

- Three Celtic Studies residential courses delivered for a total of 30 students
- The college will have developed, marketed and delivered four weekend or 2 day residential Gaelic Language and Cultural Programmes.
- The college will have provided marketing, training, assessment and administrative support to extend the Adult Achievement Awards to adults involved in Gaelic language and culture across Scotland.

An annual report will be submitted to the SFC by 30 September 2017.

Student Engagement

Newbattle will extend student engagement in all aspects of college life through:

- Supporting the development of an effective Student Association and Class Representative system
- Involving Student Association Office Bearers in the College Board and its committees and in Course Team Meetings
- In liaison with the Student Association, extending extra-curricular opportunities for all students to enrich their college learning experience
- Engaging students in the evaluation of college policies, plans, Outcome Agreements and promotional material
- Extending student evaluation of Induction programmes, learning and teaching and other cross-college issues

Climate Change and Sustainability

The Newbattle Abbey College Carbon Management plan produced in 2012 is currently under review. To support this, it has a well-developed Sustainability Policy.

The college has made a commitment to managing Climate Change by signing up to the College Energy Efficiency Pathfinder (CEEP) Pilot Project along with 4 other Colleges.

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

Data table template for college outcome agreements

| National Measure | 2014-15 | Target 2017-18 | Target 2018-19 | Target 2019-20 | Notes |
|--|------------|-------------------|-------------------|-------------------|-------|
| 1(a)* The volume of Credits delivered | | | | | |
| The volume of Credits delivered (core) | 1,220 | 926 | 935 | 944 | |
| info. Core Credits target (region) | See Note 1 | | | | |
| info. % towards core Credits target (region) | See Note 1 | | | | |
| The volume of Credits delivered (ESF) | 0 | 0 | 0 | 0 | |
| The volume of Credits delivered (core + ESF) | 0 | 0 | 0 | 0 | |
| info. The volume of wSUMs delivered | 1,509 | | | | |
| info. % towards core wSUMs target | 108.4% | | | | |
| 1(b) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24 | | | | | |
| Volume of Credits delivered to learners aged 16-19 | 220 | 185 | 187 | 188 | |
| Proportion of Credits delivered to learners aged 16-19 | 18.0% | 20% | 20% | 20% | |
| Volume of Credits delivered to learners aged 20-24 | 280 | 305 | 308 | 311 | |
| Proportion of Credits delivered to learners aged 20-24 | 23.0% | 33% | 33% | 33% | |
| info. Volume of Credits delivered to full-time learners | 1,220 | | | | |
| Volume of Credits delivered to full-time learners aged 16-19 | 220 | 185 | 187 | 188 | |
| Proportion of Credits delivered to full-time learners aged 16-19 | 18.0% | 20% | 20% | 20% | |
| Volume of Credits delivered to full-time learners aged 20-24 | 280 | 305 | 308 | 311 | |
| Proportion of Credits delivered to full-time learners aged 20-24 | 23.0% | 33% | 33% | 33% | |
| 1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas | | | | | |
| Volume of Credits delivered to learners in the most deprived 10% postcode areas | 40 | 140 | 159 | 184 | |
| Proportion of Credits delivered to learners in the most deprived 10% postcode areas | 3.3% | 15% | 17% | 19.5% | |
| 1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and care experienced students | | | | | |
| Gender - | | | | | |
| Volume of Credits delivered to Male learners | 700 | 407 | 420 | 434 | |
| Proportion of Credits delivered to Male learners | 57.4% | 44% | 45% | 46% | |
| Volume of Credits delivered to Female learners | 520 | 518 | 514 | 509 | |
| Proportion of Credits delivered to Female learners | 42.6% | 56% | 55% | 54% | |
| Volume of Credits delivered to Other learners | 0 | | | | |
| Proportion of Credits delivered to Other learners | 0.00% | | | | |
| Ethnicity - | | | | | |

| | | | | |
|--|--------------|------------|------------|------------|
| Volume of Credits delivered to BME learners | 60 | 79 | 89 | 100 |
| Proportion of Credits delivered to BME learners | 4.9% | 8.6% | 9.6% | 10.6% |
| Disability - | | | | |
| Volume of Credits delivered to students with a known disability | 340 | 444 | 458 | 472 |
| Proportion of Credits delivered to students with a known disability | 27.9% | 48% | 49% | 50% |
| Care Experience - | | | | |
| Volume of Credits delivered to students with Care Experience | 0 | 18 | 36 | 36 |
| Proportion of Credits delivered to students with Care Experience | 0.00% | 1.9% | 3.8% | 3.8% |
| 2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges | 0 | 0 | 0 | 0 |
| 2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges | | | | |
| Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges | 0 | | | |
| Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges | 0.0% | | | |
| 2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision | | | | |
| The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision | 0 | | | |
| The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision | 0.0% | | | |
| 2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education) | | | | |
| Volume of Credits delivered at HE level | See Note 2 | | | |
| Volume of Credits delivered at HE level to learners from SHEP schools | See Note 2 | | | |
| Proportion of Credits delivered at HE level to learners from SHEP schools | See Note 2 | | | |
| 3. Volume and proportion of Credits delivered to learners enrolled on STEM courses | | | | |
| Volume of Credits delivered to learners enrolled on STEM courses | 0 | | | |
| Proportion of Credits delivered to learners enrolled on STEM courses | 0.0% | | | |
| 4(a)* Proportion of enrolled students successfully achieving a recognised qualification | | | | |
| The number of FT FE enrolled students achieving a recognised qualification | 55 | | | |
| The total number of FT FE enrolled students | 70 | | | |
| The percentage of FT FE enrolled students achieving a recognised qualification | 78.6% | 74% | 75% | 75% |
| The number of PT FE enrolled students achieving a recognised qualification | 0 | | | |
| The total number of PT FE enrolled students | 0 | | | |
| The percentage of PT FE enrolled students achieving a recognised qualification | - | | | |
| The number of FT HE enrolled students achieving a recognised qualification | 14 | | | |
| The total number of FT HE enrolled students | 17 | | | |

| | | | | |
|---|------------|------|------|------|
| The percentage of FT HE enrolled students achieving a recognised qualification | 82.4% | 78% | 79% | 80% |
| The number of PT HE enrolled students achieving a recognised qualification | 0 | | | |
| The total number of PT HE enrolled students | 0 | | | |
| The percentage of PT HE enrolled students achieving a recognised qualification | - | | | |
| 4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification | | | | |
| The number of MD10 FT FE enrolled students achieving a recognised qualification | 2 | 3 | 4 | 4 |
| The total number of MD10 FT FE enrolled students | 3 | 4 | 4 | 5 |
| The percentage of MD10 FT FE enrolled students achieving a recognised qualification | 66.7% | 67% | 68% | 68% |
| The number of MD10 PT FE enrolled students achieving a recognised qualification | 0 | | | |
| The total number of MD10 PT FE enrolled students | 0 | | | |
| The percentage of MD10 PT FE enrolled students achieving a recognised qualification | - | | | |
| The number of MD10 FT HE enrolled students achieving a recognised qualification | 2 | 3 | 4 | 5 |
| The total number of MD10 FT HE enrolled students | 2 | 3 | 4 | 5 |
| The percentage of MD10 FT HE enrolled students achieving a recognised qualification | 100.0% | 100% | 100% | 100% |
| The number of MD10 PT HE enrolled students achieving a recognised qualification | 0 | | | |
| The total number of MD10 PT HE enrolled students | 0 | | | |
| The percentage of MD10 PT HE enrolled students achieving a recognised qualification | - | | | |
| 4(c)* Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges | | | | |
| The number of Senior Phase FT FE enrolled students achieving a recognised qualification | 0 | | | |
| The total number of Senior Phase FT FE enrolled students | 0 | | | |
| The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification | - | | | |
| The number of Senior Phase PT FE enrolled students achieving a recognised qualification | 0 | | | |
| The total number of Senior Phase PT FE enrolled students | 0 | | | |
| The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification | - | | | |
| The number of Senior Phase FT HE enrolled students achieving a recognised qualification | 0 | | | |
| The total number of Senior Phase FT HE enrolled students | 0 | | | |
| The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification | - | | | |
| The number of Senior Phase PT HE enrolled students achieving a recognised qualification | 0 | | | |
| The total number of Senior Phase PT HE enrolled students | 0 | | | |
| The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification | - | | | |
| 5. The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT) | See Note 3 | | | |
| 6. Number of full-time learners with substantial 'work placement experience' as part of their programme of study | See Note 4 | | | |

| | | | | |
|---|---------------|---------------|---------------|---------------|
| 7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing | | | | |
| The total number of students who have achieved HNC or HND qualifications progressing to degree level courses | 0 | | | |
| The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing | 0 | 17 | 35 | 45 |
| The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing | - | 85% | 88% | 90% |
| 8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying | | | | |
| The total number of full-time FE college qualifiers (confirmed destinations) | 42 | 42 | 43 | 43 |
| The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying | 41 | 42 | 43 | 43 |
| The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying | 97.6% | 100.0% | 100.0% | 100.0% |
| The total number of full-time HE college qualifiers (confirmed destinations) | 13 | 14 | 15 | 16 |
| The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying | 13 | 14 | 15 | 16 |
| The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying | 100.0% | 100.0% | 100.0% | 100.0% |
| 9. The percentage of students overall, satisfied with their college experience (SSES survey) | See Note 5 | | | |
| 10 Gross carbon footprint | See Note 6 | | | |

Note 1 - Credits targets introduced in 2015-16

Note 2 - SHEP data currently not available. Previous institution field being added to FES from 2016-17.

Note 3 - Data not available. Colleges to provide.

Note 4 - Data available from 2015-16.

Note 5 - Data available from 2015-16.

Note 6 - The SG passed legislation in 2015 to make reporting mandatory. Data will be available in early 2017. A trial run was held in 2015 and most institutions submitted reports which can be viewed on the Keep Scotland Beautiful website.

Funding

Newbattle Abbey College will receive **£692,081** core teaching funding from the Scottish Funding Council (SFC) for academic year 2017/18 to plan and deliver **926** credits worth of further and higher education.

This includes **£225** additional funding for unmet April 2017 to July 2018 Lecturing Pay, as announced on 10 July 2017.

Core Student Support funding for 2017/18 is **£242,916**.

The funding is on the condition that the Regional Board signs and commits to deliver the outcomes detailed below.



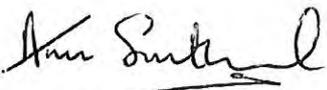
Scottish Funding Council
Promoting further and higher education



Comhairle Maoineachaidh na h-Alba
A' brosnachadh foghlam adhartach agus àrd ìre

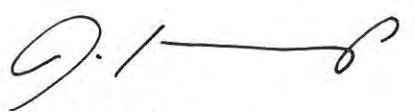
Outcome Agreement between Newbattle Abbey College and the Scottish Funding Council for AY 2017-18

On behalf of Newbattle Abbey College:

Signed: 
Print name: ANN SOUTHWOOD
Position: Principal
Date: 21/6/17

Signed: 
Print name: BRIAN LISTER
Position: Chair of Board
Date: 21/06/17

On behalf of the Scottish Funding Council:

Signed: 
Print name: John Kemp
Position: Interim Chief Executive
Date: 16th July 2017

Scottish Funding Council
Apex 2
97 Haymarket Terrace
Edinburgh
EH12 5HD
T 0131 313 6500
F 0131 313 6501
www.sfc.ac.uk