



## University Outcome Agreement Guidance for AY 2014-15 to 2016-17: Refresh

### Annex C: Technical Guidance on SFC’s national measures

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## Introduction

This Technical Guidance provides the definitions for each of the measures listed in Table 2 of the document: **University Outcome Agreement Guidance for AY 2014-15 to 2016-17: Refresh.**

The Technical Guidance is provided to show how the Scottish Funding Council (SFC) will calculate the national performance measures and to enable universities to calculate the measures for their own institution.

For each measure the document provides:

<b>Aim:</b> The SFC's strategic aim under which this measure falls		
<b>Measure:</b> The number and description of the measure		
<b>Table:</b>	If the figure corresponding to this measure is available in a published table this gives the title of the relevant table.	
<b>Numerator</b>	If the measure is a proportion these specify the numerators and denominators to be used in the calculation	
<b>Denominator</b>		
<b>Data</b>	This provides further information on the data source used to calculate the measure.	
<b>Term</b>	<b>Definition/Description</b>	<b>Notes</b>
A term used that requires further detail	A definition or description of the term	Further information on the term e.g. HESA codes

## Council's National Performance Measures 2016-17

<b>Aim 1: Improve access to higher education for people from the widest possible range of backgrounds</b>	
Measure 1	The number and proportion of Scottish-domiciled learners articulating from college to degree level courses with advanced standing
Measure 2	The number and proportion of Scottish-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes
Measure 3	The number and proportion of Scottish-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education).
Measure 4	The number and proportion of Scottish-domiciled undergraduate entrants by different protected characteristic groups and care leavers
Measure 5	The number and proportion of full-time first year Scottish-domiciled entrants from different protected characteristic groups returning to study in year two
<b>Aim 2: Learner journeys are short, efficient and effective as possible and learners experience the highest quality of learning and teaching and achieve successful outcomes</b>	
Measure 6	The number and proportion of full-time first year Scottish-domiciled undergraduate entrants returning to study in year two
Measure 7	The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey
<b>Aim 3: Right learning in the right place – secure coherent provision of higher education in Scotland in line with SFC's statutory obligation</b>	
Measure 8	The number and proportion of Scottish-domiciled undergraduate entrants to STEM courses
<b>Aim 4: A developed workforce – learners who have the skills, knowledge and entrepreneurial spirit to get a job and progress their career; and institutions that respond to the skills needs of the economy locally and nationally</b>	
Measure 9	The number and proportion of Scottish-domiciled graduates entering positive destinations
<b>Aim 5: A research base that is internationally competitive and improving its reputation and standing in the world</b>	
Measure 10	Ratings of submissions to the Research Excellence Framework relative to UK competitors
Measure 11	Number of research postgraduate students
Measure 12	Amount and percentage share (Scotland and UK) of income from the Research Councils, major research charities and the European Commission

**Aim 6: Deliver a step-change in the engagement of business and industry with universities, removing any barriers to the exploitation of research for economic and wider societal benefit**

Measure 13 Range of established Knowledge Transfer Grant (KTG) metrics and the Higher Education and Business Community Interaction Survey (HEBCI).

Measure 14 The number of SFC Innovation Vouchers (IVs), Follow-on IVs and H2020 IVs

**Aim 7: Sustainable institutions – ensure high quality of governance and management for institutions delivering long-term and financial and environmentally sustainable interactions**

Measure 15 Gross carbon footprint (3 year period)

Measure 16 Annual capital and maintenance spend on estates and buildings as a proportion of value of estate

<b>Council's National Performance Measures - REVISIONS in AY2016-17 Technical Guidance</b>				
<b>2016-17 Outcome Agreement Measures</b>		<b>2015-16 Outcome Agreement Measures</b>		<b>Revision made</b>
<b>Aim 1: Improve access to higher education for people from the widest possible range of backgrounds</b>		<b>Aim 1: Improve access to higher education for people from the widest possible range of backgrounds</b>		
Measure 1	The number and proportion of Scottish-domiciled learners articulating from college to degree level courses with advanced standing	Measure 1	The number and proportion of Scottish-domiciled learners articulating from college to degree level courses with advanced standing	No change
Measure 2	The number and proportion of Scottish-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes	Measure 2	The number and proportion of Scottish-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes	No change
Measure 3	The number and proportion of Scottish-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education).	Measure 3	The number and proportion of Scottish-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education).	No change
Measure 4	The number and proportion of Scottish-domiciled undergraduate entrants by different protected characteristic groups and care leavers	Measure 4	The number and proportion of Scottish-domiciled undergraduate entrants by different protected characteristic groups and care leavers	No change
Measure 5	The number and proportion of <b>full-time</b> first year Scottish-domiciled entrants from different protected characteristic groups returning to study in year two	Measure 5	The number and proportion of <b>full-time</b> first year Scottish-domiciled entrants from different protected characteristic groups returning to study in year two	Care leavers now defined.
<b>Aim 2: Learner journeys are short, efficient and effective as possible and learners experience the highest quality of learning and teaching and achieve successful outcomes</b>		<b>Aim 2: Learner journeys are short, efficient and effective as possible and learners experience the highest quality of learning and teaching and achieve successful outcomes</b>		

Measure 6	The number and proportion of full-time first year Scottish-domiciled undergraduate entrants returning to study in year two	Measure 6	The number and proportion of full-time first year Scottish-domiciled undergraduate entrants returning to study in year two	No change
Measure 7	The difference (+/-) from the individual institution benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey	Measure 7	The difference (+/-) from the individual institution benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey	No change
<b>Aim 3: Right learning in the right place – secure coherent provision of higher education in Scotland in line with SFC’s statutory obligation</b>		<b>Aim 3: Right learning in the right place – secure coherent provision of higher education in Scotland in line with SFC’s statutory obligation</b>		
Measure 8	The number and proportion of Scottish-domiciled undergraduate entrants to STEM courses	Measure 8	The number and proportion of Scottish-domiciled undergraduate entrants to STEM courses	No change
<b>Aim 4: A developed workforce – learners who have the skills, knowledge and entrepreneurial spirit to get a job and progress their career; and institutions that respond to the skills needs of the economy locally and nationally</b>		<b>Aim 4: A developed workforce – learners who have the skills, knowledge and entrepreneurial spirit to get a job and progress their career; and institutions that respond to the skills needs of the economy locally and nationally</b>		
Measure 9	The number and proportion of Scottish-domiciled graduates entering positive destinations	Measure 9	The number and proportion of Scottish-domiciled graduates entering positive destinations	No change
<b>Aim 5: A research base that is internationally competitive and improving its reputation and standing in the world</b>		<b>Aim 5: A research base that is internationally competitive and improving its reputation and standing in the world</b>		
Measure 10	Ratings of submissions to the Research Excellence Framework relative to UK competitors	Measure 10	Ratings of submissions to the Research Excellence Framework relative to UK competitors	Institutions not expected to provide data for 2016-17
Measure 11	Number of research postgraduate students	Measure 11	Number of research postgraduate students	No change
Measure 12	Amount and percentage share (Scotland and UK) of income from the research councils, major research charities and the European Commission	Measure 12	Amount and percentage share (Scotland and UK) of income from the research councils, major research charities and the European Commission	No change

<b>Aim 6: Deliver a step-change in the engagement of business and industry with universities, removing any barriers to the exploitation of research for economic and wider societal benefit</b>		<b>Aim 6: Deliver a step-change in the engagement of business and industry with universities, removing any barriers to the exploitation of research for economic and wider societal benefit</b>		
Measure 13	Range of established Knowledge Transfer Grant (KTG) metrics and the Higher Education and Business Community Interaction Survey (HEBCI).	Measure 13	Range of established Knowledge Transfer Grant (KTG) metrics and the Higher Education and Business Community Interaction Survey (HEBCI).	No change
Measure 14	The number of SFC Innovation Vouchers (IVs), Follow-on IVs and H2020 IVs	Measure 14	The number of SFC Innovation Vouchers (IVs), Follow-on IVs and H2020 IVs	No change
<b>Aim 7: Sustainable institutions – ensure high quality of governance and management for institutions delivering long-term and financial and environmentally sustainable interactions</b>		<b>Aim 7: Sustainable institutions – ensure high quality of governance and management for institutions delivering long-term and financial and environmentally sustainable interactions</b>		
Measure 15	Gross carbon footprint (3 year period)	Measure 15	Gross carbon footprint (3 year period)	No change
Measure 16	Annual capital and maintenance spend on estates and building as a proportion of value of estate	Measure 16	Annual capital and maintenance spend on estates and building as a proportion of value of estate	No change

## General Notes

### HESA definitions

1. In this document where HESA fields have been used, the fields and descriptions have been taken from the Field List and details have been documented in the most current Student data collection documentation available at the time of writing this guidance i.e. **Student Record 2014-15**.
2. Full details of the field list and HESA definitions are available on the HESA website:  
[https://www.hesa.ac.uk/index.php?option=com\\_studrec&Itemid=232&menl=14051](https://www.hesa.ac.uk/index.php?option=com_studrec&Itemid=232&menl=14051)
3. Information on the HESA derived fields used in this guidance will be available on the above webpage under **Derived field specifications**:  
[https://www.hesa.ac.uk/C14051/Derived\\_field\\_specifications](https://www.hesa.ac.uk/C14051/Derived_field_specifications)

### Undergraduate level

4. For Measures 1,2,3,4,5,6,8, and 9 an Undergraduate is defined as a student undertaking a first degree or an HNC/HND/Diploma/Certificate of Higher Education, using the following codes:
  - **Undergraduate** - First degree (**XLEV501=3**) OR HNC/D or Certificate or Diploma of HE (**COURSEAIM** in 'C20','C30','J20','J26','J30')
  - This definition covers courses with **COURSEAIM** in:  
C20, C30  
H00, H11, H16, H18, H22, H23, H50,  
I00, I11, I16  
J20, J26, J30  
M22, M26, M28
  - **XLEV501** is a HESA derived field

### Metric for measures

5. HESA's Student Records use the term '**instance**' to describe a student's engagement within an institution. A student may enrol on more than one course and therefore have more than one instance. It is instances that are used here. This approach is consistent with that of HESA.
6. It is **instances** that are used in the count of the numerator and denominator population for **Measures 1,2,3,4,5,6 and 8**.

7. The measures will therefore count as the number of students all student instances: young, mature, full-time and part-time (unless explicitly stated e.g. **Measure 5** and **Measure 6**), providing the student instance fulfils the criteria as outlined in the definition for the numerator and denominator.

### Scottish Index of Multiple Deprivation

8. SFC uses a population weighted version of the Scottish Index of Multiple Deprivation (SIMD).
9. The Scottish Index of Multiple Deprivation (SIMD) is provided by the Scottish Government (SG). Further information is available at:  
<http://simd.scotland.gov.uk/publication-2012/>
10. Postcode files linking postcodes to SIMD rank are available on the National Records of Scotland (NRS) website via NRS Postcode Extracts in the Geography webpage:  
<http://www.gro-scotland.gov.uk/statistics-and-data/geography/>
11. Aspirations set for 2016-17 established in the 2014-15 OA will be based on **SIMD 2012**. Assessment of the 2016-17 OA (the third year of the proposed three year OA cycle) will also use SIMD2012 to enable comparison across the time period.
12. Using the student postcode (HESA field: **POSTCODE**) a student is matched to a datazone and then to a SIMD rank. The ranks are divided into quintiles.
13. Quintiles are calculated by SFC using a **population weighting** so that each quintile contains **20% of the population** used to derive the SIMD rankings. Therefore these differ slightly from the quintiles given by the Scottish Government (SG) on the SIMD website which each contain **20% of the datazones**. For example the SFC "Most deprived" quintile contains 20% of the population, the corresponding SG quintile contains 19%; a difference of approximately 51,230 people.
14. In this guidance:  
  
MD20 = SFC Quintile 1  
MD40 = SFC Quintile 1 + SFC Quintile 2
15. Details on the SIMD 2012 ranks contained in each of the SFC and SG quintiles are detailed below:

Scottish Funding Council - Quintiles split the datazones into 5 groups, each containing 20% of Scotland's population			Scottish Government - Quintiles split the datazones into 5 groups, each containing 20% of Scotland's datazones		
	SIMD2012 Rank			SIMD2012 Rank	
	From	To		From	To
1 - 20% most deprived (MD20)	1	1,367	1 - 20% most deprived (MD20)	1	1,301
2	1,368	2,704	2	1,302	2,602
3	2,705	3,992	3	2,603	3,903
4	3,993	5,237	4	3,904	5,204
5 - 20 % least deprived	5,238	6,505	5 - 20 % least deprived	5,205	6,505

**Aim 1: Improve access to higher education for people from the widest possible range of backgrounds**

<b>Measure 1</b>	The number and proportion of Scottish-domiciled learners articulating from college to degree level courses with advanced standing
<b>Table</b>	HN Scottish-domiciled student entry from Scotland's colleges to Scotland's HEIs: HEI summary table
<b>Numerator</b>	The number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with advanced standing
<b>Denominator</b>	Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes
<b>Data</b>	National Articulation Database (compiled from data supplied via FES, HESA, SQA)
<b>Term</b>	<b>Definition/Description</b>
<b>Advanced Standing</b>	Entry from HNC/D to degree programme with full academic credit for HN award. Typically entry from HNC to year 2 and HND to year 3 of full-time degree. Includes entry with full credit to part-time courses.

<b>Measure 2 The number and proportion of Scottish-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes</b>		
<b>Numerator</b>	The number of Scottish-domiciled undergraduate entrants from the 20% (MD20) and 40% (MD40) most deprived areas	
<b>Denominator</b>	The number of Scottish-domiciled undergraduate entrants ( <b>excluding those with no known/matching postcode</b> )	
<b>Data</b>	<p>The SFC dataset used to produce this table is derived from the CORE files the institutions receive from HESA. SFC adjust the CORE files to exclude students not counted in our own standard population i.e. <b>EXCLUDING</b> those who are:</p> <ul style="list-style-type: none"> <li>• Incoming exchange students</li> <li>• 'Writing up' students</li> <li>• 'Sabbatical' students</li> <li>• 'Dormant' students</li> <li>• Students for whom the 'date left institution or completed programme of study' is before 1 August of academic year</li> </ul>	
<b>Term</b>	<b>Definition/Description</b>	<b>Notes</b>
<b>Denominator</b>	<p>All Scottish-domiciled undergraduate entrant students <b>EXCLUDING</b> those who are:</p> <ul style="list-style-type: none"> <li>• Incoming exchange students</li> <li>• 'Writing up' students</li> <li>• 'Sabbatical' students</li> <li>• 'Dormant' students</li> <li>• Students for whom the 'date left institution or completed programme of study' is before 1 August of academic year.</li> </ul>	<p>Incoming exchange students - <b>EXCHANGE PROGRAMMES (EXCHANGE) = 4, G, Z</b>  Writing up student - <b>MODE OF STUDY (MODE) = 43, 44</b>  Sabbatical' students - <b>MODE OF STUDY (MODE) = 51</b>  Dormant' students - <b>MODE OF STUDY (MODE) = 63, 64</b>  Students for whom the 'date left institution or completed programme of study' is before 1 August of academic year - <b>END DATE OF INSTANCE (ENDDATE) IS BEFORE '01AUGXXXX'</b></p>
<b>Numerator</b>	All Scottish-domiciled undergraduate entrant students (excluding those as above) with a valid postcode from an MD20 or MD40 area.	<p><b>MD20</b> - The 20% most deprived areas  <b>MD40</b> - The 40% most deprived areas (also contains the 20% most deprived areas)  See <b>Scottish Index of Multiple Deprivation</b> in section <b>General Notes</b></p>
<b>Scottish-domiciled</b>	Scottish-domiciled as recorded on HESA.	Scottish-domiciled - <b>XDOMHM01 = 2</b> <b>XDOMHM01</b> is a HESA derived field.
<b>Undergraduate</b>	Any student undertaking an undergraduate course.	See <b>Undergraduate level</b> in <b>General Notes</b> section
<b>Entrant</b>	An entrant is a student deemed to have started their instance in the academic year. A student may have previously attended the institution but is still considered an entrant if they are starting a new instance.	Entrant - <b>START DATE OF INSTANCE (COMDATE) IS AFTER OR EQUAL TO '01AUGXXXX'</b>

<b>Measure 3</b>		<b>The number and proportion of Scottish-domiciled undergraduate entrants from the SHEP schools</b>
<b>Numerator</b>	The number of Scottish-domiciled undergraduate entrants from the SHEP schools	
<b>Denominator</b>	The number of Scottish-domiciled undergraduate entrants	
<b>Data</b>	<p>The SFC dataset used to produce this table is derived from the CORE files the institutions receive from HESA.</p> <p>SFC adjust the CORE files to exclude students not counted in our own standard population i.e. <b>EXCLUDING</b> those who are:</p> <ul style="list-style-type: none"> <li>• Incoming exchange students</li> <li>• 'Writing up' students</li> <li>• 'Sabbatical' students</li> <li>• 'Dormant' students</li> <li>• Students for whom the 'date left institution or completed programme of study' is before 1 August of academic year</li> </ul>	
<b>Term</b>	<b>Definition/Description</b>	<b>Notes</b>
<b>Denominator</b>	<p>All Scottish-domiciled undergraduate entrant students <b>EXCLUDING</b> those who are:</p> <ul style="list-style-type: none"> <li>• Incoming exchange students</li> <li>• 'Writing up' students</li> <li>• 'Sabbatical' students</li> <li>• 'Dormant' students</li> <li>• Students for whom the 'date left institution or completed programme of study' is before 1 August of academic year.</li> </ul>	<p>Incoming exchange students - <b>EXCHANGE PROGRAMMES (EXCHANGE) = 4, G, Z</b></p> <p>Writing up student - <b>MODE OF STUDY (MODE) = 43, 44</b></p> <p>Sabbatical' students - <b>MODE OF STUDY (MODE) = 51</b></p> <p>Dormant' students - <b>MODE OF STUDY (MODE) = 63, 64</b></p> <p>Students for whom the 'date left institution or completed programme of study' is before 1 August of academic year - <b>END DATE OF INSTANCE (ENDDATE) IS BEFORE '01AUGXXXX'</b></p>
<b>Numerator</b>	All Scottish-domiciled undergraduate entrant students from a SHEP school.	See list of <b>SHEP schools</b> below Variable <b>PREVINST</b> used to identify a student from a SHEP school.
<b>Scottish-domiciled</b>	Scottish-domiciled as recorded on HESA.	Scottish-domiciled - <b>XDOMHM01 = 2</b> <b>XDOMHM01</b> is a HESA derived field.
<b>Undergraduate</b>	Any student undertaking an undergraduate course.	See <b>Undergraduate level</b> in <b>General Notes</b> section
<b>Entrant</b>	An entrant is a student deemed to have started their instance in the academic year. A student may have previously attended the institution but is still considered an entrant if they are starting a new instance.	Entrant - <b>START DATE OF INSTANCE (COMDATE) IS AFTER OR EQUAL TO '01AUGXXXX'</b>

***SHEP schools for the 2013-15 cycle***

<b>SHEP Region: ASPIRE North</b>	
<b>Local Authority</b>	<b>School</b>
Aberdeen City	Kincorth Academy
	Northfield Academy
	St Machar Academy
	Torry Academy
Highland	Alness Academy
	Inverness High School
	Kinlochleven High School
	Wick High School
Moray	Elgin High School
	Lossiemouth High School
<b>SHEP Region: LEAPS</b>	
Clackmannanshire Council	Alloa Academy
	Lornshill Academy
Edinburgh City Council	Castlebrae Community High School
	Craigroyston Community High School
	Drummond Community High School
	Forrester High School
	Gracemount High School
	Leith Academy
	Liberton High School
	Tynecastle High School
Wester Hailes Education Centre	
Falkirk Council	Grangemouth High School
Midlothian Council	Newbattle Community High School
Scottish Borders Council	Eyemouth High School
	Hawick High School
Stirling Council	Bannockburn High School
West Lothian Council	Armadale Academy
	Inveralmond Community HS
	Whitburn Academy
<b>SHEP Region: Focus West</b>	
Argyll and Bute	Islay High School
Dumfries and Galloway Council	Maxwelltown High
	Sanquhar Academy
East Ayrshire Council	Doon Academy
Glasgow City Council	All Saints Secondary
	Castlemilk High
	Drumchapel High
	Eastbank Academy

	Govan High
	Hillpark Secondary School
	John Paul Academy
	Lochend Community High School
	Rosshall Academy
	Smithycroft Secondary
	Springburn Academy
	St Andrew's Secondary
	St Margaret Mary's Secondary
	St Mungo's Academy
	St Paul's High
	St Roch's Secondary
	Whitehill Secondary
Inverclyde Council	Inverclyde Academy
	Port Glasgow High School
	St Stephen's High
North Ayrshire Council	Auchenharvie Academy
	Irvine Royal Academy
North Lanarkshire Council	Bellshill Academy
	Braidhurst High School
	Calderhead High
	Caldervale High
	Clyde Valley High
	Coatbridge High
Renfrewshire Council	Linwood High School
South Ayrshire Council	Ayr Academy
South Lanarkshire Council	Cathkin High
	Larkhall Academy
West Dunbartonshire Council	Vale of Leven Academy
<b>SHEP region: Lift OFF</b>	
Angus	Arbroath Academy
	Brechin High School
Dundee City	Baldrigon Academy
	Braeview Academy
	Craigie High School
	Menziesshill High School
	St Paul's RC Academy
Fife	Beath High School
	Buckhaven High School
	Glenwood High School
	Kirkland High School
	Lochgelly High School
	Viewforth High School
	Woodmill High School

**Measure 4: The number and proportion of Scottish-domiciled undergraduate entrants by different protected characteristic groups and care leavers**

<b>Numerator</b>	The number of Scottish-domiciled undergraduate entrants in each protected characteristic category	
<b>Denominator</b>	The number of Scottish-domiciled undergraduate entrants	
<b>Data</b>	<p>The SFC dataset used to produce this table is derived from the CORE files the institutions receive from HESA. SFC adjust the CORE files to exclude students not counted in our own standard population i.e. <b>EXCLUDING</b> those who are:</p> <ul style="list-style-type: none"> <li>• Incoming exchange students</li> <li>• 'Writing up' students</li> <li>• 'Sabbatical' students</li> <li>• 'Dormant' students</li> <li>• Students for whom the 'date left institution or completed programme of study' is before 1 August of academic year</li> </ul>	
<b>Term</b>	<b>Definition/Description</b>	<b>Notes</b>
<b>Denominator (for each protected characteristic)</b>	<p>All Scottish-domiciled undergraduate entrant students <b>EXCLUDING</b> those who are:</p> <ul style="list-style-type: none"> <li>• Incoming exchange students</li> <li>• 'Writing up' students</li> <li>• 'Sabbatical' students</li> <li>• 'Dormant' students</li> <li>• Students for whom the 'date left institution or completed programme of study' is before 1 August of academic year</li> </ul>	<p>Incoming exchange students - <b>EXCHANGE PROGRAMMES (EXCHANGE) = 4, G, Z</b>            Writing up student - <b>MODE OF STUDY (MODE) = 43, 44</b>            Sabbatical' students - <b>MODE OF STUDY (MODE) = 51</b>            Dormant' students - <b>MODE OF STUDY (MODE) = 63, 64</b>            Students for whom the 'date left institution or completed programme of study' is before 1 August of academic year - <b>END DATE OF INSTANCE (ENDDATE) IS BEFORE '01AUGXXXX'</b></p>
<b>Numerator</b>	All Scottish-domiciled undergraduate entrant students (excluding those as above) in each protected characteristic category.	
	Gender	<p>The field used to record gender was changed for the 2012/13 collection. Further information on the change is available on the HESA website: <a href="http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,12051/href,SummaryOfChanges.html/">http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,12051/href,SummaryOfChanges.html/</a></p> <p><b>For pre-2012/13 data</b>            Male - <b>GENDER (GENDER) = 1</b>            Female - <b>GENDER (GENDER) = 2</b>            Indeterminate - <b>GENDER (GENDER) = 9</b></p> <p><b>For 2012/13 onwards</b>            Male - <b>SEX IDENTIFIER (SEXID) = 1</b>            Female - <b>SEX IDENTIFIER (SEXID) = 2</b></p>

		Other - <b>SEX IDENTIFIER (SEXID) = 3</b>
	Age	Under 21 - <b>XAGEA01 LESS THAN 21</b> 21 and over - <b>XAGEA01 GREATER THAN OR EQUAL TO 21</b> <b>XAGEA01</b> is a HESA derived field.
	Disability	No known disability - <b>DISABILITY (DISABLE) = 00</b> Disability - <b>DISABILITY (DISABLE) = 01 TO 96</b> Not known - <b>DISABILITY (DISABLE) = 97,98,99</b>
	Ethnicity	The codes used to record ethnicity were changed for the 2012/13 collection. Further information on the change is available on the HESA website: <a href="http://www.hesa.ac.uk/component/option,com_stu_drec/task,show_file/Itemid,233/mnl,12051/href,SummaryOfChanges.html/">http://www.hesa.ac.uk/component/option,com_stu_drec/task,show_file/Itemid,233/mnl,12051/href,SummaryOfChanges.html/</a>  <b>For pre-2012/13 data</b> White - <b>ETHNICITY (ETHNIC) = 10 TO 19</b> BME - <b>ETHNICITY (ETHNIC) = 21 to 80</b> Not Known - <b>ETHNICITY (ETHNIC) = 90,98</b>  <b>For 2012/13 onwards</b> White - <b>ETHNICITY (ETHNIC) = 10 TO 19</b> BME - <b>ETHNICITY (ETHNIC) = 21 to 80</b> Not Known - <b>ETHNICITY (ETHNIC) = 90,98</b>
	Care leavers/Looked after status	This field was introduced for the 2013-14 collection. Further information on the change is available on the HESA website: <a href="https://www.hesa.ac.uk/article/Summary_of_changes_since_2012_13_excluding_changes_to_FE_in_England_only">https://www.hesa.ac.uk/article/Summary_of_changes_since_2012_13_excluding_changes_to_FE_in_England_only</a>  Looked after in Scotland - <b>CARELEAVER = 02</b> In care in the rest of UK - <b>CARELEAVER = 03</b> UCAS defined care leaver - <b>CARELEAVER = 04</b>
<b>Scottish-domiciled</b>	Scottish-domiciled as recorded on HESA.	Scottish-domiciled - <b>XDOMHM01 = 2</b> <b>XDOMHM01</b> is a HESA derived field.
<b>Undergraduate</b>	Any student undertaking an undergraduate course.	See <b>Undergraduate level</b> in <b>General Notes</b> section
<b>Entrant</b>	An entrant is a student deemed to have started their instance in the academic year. A student may have previously attended the institution but is still considered an entrant if they are starting a new instance.	Entrant - <b>START DATE OF INSTANCE (COMDATE) IS AFTER OR EQUAL TO '01AUGXXXX'</b>

**Measure 5: The number and proportion of full-time first year Scottish-domiciled entrants from different protected characteristic groups returning to study in year two**

<b>Numerator</b>	The number of Scottish-domiciled full-time undergraduate entrants who are continuing (in each group of interest)	
<b>Denominator</b>	Scottish-domiciled full-time undergraduate entrants in PIT3 population (with duplicates removed)	
<b>Data</b>	<p>The SFC dataset (PIT3) used to produce these tables comes from the HESA <b>t3_underlyingdata_XX_XX</b> dataset, used to create their PIs on non-continuation rates (Table T3).</p> <p><b>t3_underlyingdata_XX_XX</b> contains data on <b>full-time, undergraduate</b> students only, as defined by HESA, see definition below for further information. <b>Therefore this measure only reports on full-time students.</b></p> <p>Information on the HESA PIs is available on their website: <b>Performance Indicators in Higher Education in the UK</b>  <a href="http://www.hesa.ac.uk/content/view/2072/141/">http://www.hesa.ac.uk/content/view/2072/141/</a></p> <p><b>Non-continuation rates (including projected outcomes) (tables T3, T4, T5)</b>  <a href="http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2064&amp;Itemid=141">http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2064&amp;Itemid=141</a></p> <p><b>t3_underlyingdata_XX_XX</b> contains data on <b>full-time, undergraduate</b> students only, as defined by HESA, see definition below for further information</p> <p>The field (<b>T3_MARKER</b>) which indicates if the student is a continuing or non-continuing student</p> <p>SFC link the PIT3 dataset to the AYCOR dataset to obtain information on gender, age, disability and ethnicity</p>	
<b>Term</b>	<b>Definition/Description</b>	<b>Notes</b>
<b>Denominator</b>	Scottish-domiciled full-time undergraduate entrants in PIT3 population, with one record per student instance, i.e. duplicate records relating to the same student instance but relating to the different subject(s) of course aim are removed.	See section <b>Population (applicable to T1, T2, T3, T4, T5, T6, T7)</b> in: <b>Definition of Terms</b> <a href="http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379">http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379</a>
<b>Numerator</b>	The number of Scottish-domiciled full-time undergraduate entrants who are continuing or who qualified at the same HEI.	See section <b>Non-continuation data (applicable to T3, T4, T5)</b> in: <b>Definition of Terms</b> <a href="http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379">http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379</a> The field <b>T3_MARKER</b> is used to select out continuing students, as below: Continuing student - <b>T3_MARKER = 1,2</b> Non-continuing student - <b>T3_MARKER = 3</b>

<b>Full-time</b>	The PIT3 dataset is restricted to full-time students.	See section <b>Mode of study (applicable to tables T1, T2, T3, T4, T5, T6)</b> in: <b>Definition of Terms</b> <a href="http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379">http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379</a>
<b>Undergraduate</b>	Any student undertaking an undergraduate course.	See <b>Undergraduate level</b> in <b>General Notes</b> section
<b>Scottish-domiciled</b>	Scottish-domiciled as recorded on HESA.	Scottish-domiciled - <b>XDOMHM01</b> = 2 <b>XDOMHM01</b> is a HESA derived field. <a href="https://www.hesa.ac.uk/C14051/Derived_field_specifications">https://www.hesa.ac.uk/C14051/Derived_field_specifications</a>
<b>Entrant</b>	An entrant is a student deemed to have started their instance in the academic year. A student may have previously attended the institution but is still considered an entrant if they are starting a new instance.	See section <b>Entrants (applicable to T1, T2, T3a-T3d, T4)</b> in: <b>Definition of Terms</b> <a href="http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379">http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379</a>
<b>Numerator - Deprivation</b>	The number of Scottish-domiciled full-time undergraduate entrants who are continuing with a valid postcode from an MD20 or MD 40 area.	<b>MD20</b> - The 20% most deprived areas <b>MD40</b> - The 40% most deprived areas (also contains the 20% most deprived areas) See <b>Scottish Index of Multiple Deprivation</b> in section <b>General Notes</b>
<b>Numerator - Protected characteristics</b>	The number of Scottish-domiciled full-time undergraduate entrants who are continuing in each protected characteristic category.	
	<b>Gender</b>	The field used to record gender was changed for the 2012/13 collection. Further information on the change is available on the HESA website: <a href="http://www.hesa.ac.uk/component?option=com_content/task/show_file/Itemid,233/mnl,12051/href,SummaryOfChanges.html/">http://www.hesa.ac.uk/component?option=com_content/task/show_file/Itemid,233/mnl,12051/href,SummaryOfChanges.html/</a> <b>For pre-2012/13 data</b> Male - <b>GENDER (GENDER) = 1</b> Female - <b>GENDER (GENDER) = 2</b> Indeterminate - <b>GENDER (GENDER) = 9</b>  <b>For 2012/13 onwards</b> Male - <b>SEX IDENTIFIER (SEXID) = 1</b> Female - <b>SEX IDENTIFIER (SEXID) = 2</b> Other - <b>SEX IDENTIFIER (SEXID) = 3</b>
	<b>Age</b>	Under 21 - <b>XAGEA01 LESS THAN 21</b> 21 and over - <b>XAGEA01 GREATER THAN OR EQUAL TO</b>

	<p><b>21</b>  <b>XAGEA01</b> is a HESA derived field.</p>
<b>Disability</b>	<p>No known disability - <b>DISABILITY (DISABLE) = 00</b>  Disability - <b>DISABILITY (DISABLE) = 01 TO 96</b>  Not known - <b>DISABILITY (DISABLE) = 97,98,99</b></p>
<b>Ethnicity</b>	<p>The codes used to record ethnicity were changed for the 2012/13 collection. Further information on the change is available on the HESA website:  <a href="http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,12051/href,SummaryOfChanges.html/">http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,12051/href,SummaryOfChanges.html/</a></p> <p><b>For pre-2012/13 data</b>  White - <b>ETHNICITY (ETHNIC) = 10 TO 19</b>  BME - <b>ETHNICITY (ETHNIC) = 21 to 80</b>  Not Known - <b>ETHNICITY (ETHNIC) = 90,98</b></p> <p><b>For 2012/13 onwards</b>  White - <b>ETHNICITY (ETHNIC) = 10 TO 19</b>  BME - <b>ETHNICITY (ETHNIC) = 21 to 80</b>  Not Known - <b>ETHNICITY (ETHNIC) = 90,98</b></p>
<b>Care Leavers</b>	<p>This field was introduced for the 2013-14 collection. Further information on the change is available on the HESA website:  <a href="https://www.hesa.ac.uk/article/Summary_of_changes_since_2012_13_excluding_changes_to_FE_in_Engl_and_only">https://www.hesa.ac.uk/article/Summary_of_changes_since_2012_13_excluding_changes_to_FE_in_Engl_and_only</a></p> <p>Looked after in Scotland - <b>CARELEAVER = 02</b>  In care in the rest of UK - <b>CARELEAVER = 03</b>  UCAS defined care leaver - <b>CARELEAVER = 04</b></p>

**Aim 2: Learner journeys are short, efficient and effective as possible and learners experience the highest quality of learning and teaching and achieve successful outcomes**

<b>Measure 6: The number and proportion of full-time first year Scottish-domiciled undergraduate entrants returning to study in year two</b>		
<b>Numerator</b>	The number of Scottish-domiciled full-time undergraduate entrants who are continuing (in each group of interest)	
<b>Denominator</b>	Scottish-domiciled full-time undergraduate entrants in PIT3 population (with duplicates removed)	
<b>Data</b>	<p>The SFC dataset (PIT3) used to produce these tables comes from the HESA <b>t3_underlyingdata_XX_XX</b> dataset, used to create their PIs on non-continuation rates (Table T3).</p> <p><b>t3_underlyingdata_XX_XX</b> contains data on <b>full-time, undergraduate</b> students only, as defined by HESA, see definition below for further information. <b>Therefore this measure only reports on full-time students.</b></p> <p>Information on the HESA PIs is available on their website: <b>Performance Indicators in Higher Education in the UK</b>  <a href="http://www.hesa.ac.uk/content/view/2072/141/">http://www.hesa.ac.uk/content/view/2072/141/</a></p> <p><b>Non-continuation rates (including projected outcomes) (tables T3, T4, T5)</b>  <a href="http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2064&amp;Itemid=141">http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2064&amp;Itemid=141</a></p> <p><b>t3_underlyingdata_XX_XX</b> contains data on <b>full-time, undergraduate</b> students only, as defined by HESA, see definition below for further information</p> <p>The field (<b>T3_MARKER</b>) which indicates if the student is a continuing or non-continuing student.</p> <p>SFC link the PIT3 dataset to the AYCOR dataset to obtain information on gender, age, disability and ethnicity.</p>	
<b>Denominator</b>	Scottish-domiciled full-time undergraduate entrants in PIT3 population, with one record per student instance, i.e. duplicate records relating to the same student instance but relating to the different subject(s) of course aim are removed.	See section <b>Population (applicable to T1, T2, T3, T4, T5, T6, T7)</b> in: <b>Definition of Terms</b> <a href="http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379">http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379</a>
<b>Numerator</b>	The number of Scottish-domiciled full-time undergraduate entrants who are continuing or who	See section <b>Non-continuation data (applicable to T3, T4, T5)</b> in: <b>Definition of Terms</b> <a href="http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379">http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379</a>

	qualified at the same HEI.	<a href="http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379">nt&amp;task=view&amp;id=2379</a> The field <b>T3_MARKER</b> is used to select out continuing students, as below: Continuing student - <b>T3_MARKER = 1,2</b> Non-continuing student - <b>T3_MARKER = 3</b>
<b>Full-time</b>	The PIT3 dataset is restricted to full-time students.	See section <b>Mode of study (applicable to tables T1, T2, T3, T4, T5, T6)</b> in: <b>Definition of Terms</b> <a href="http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379">http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379</a>
<b>Undergraduate</b>	Any student undertaking an undergraduate course.	See <b>Undergraduate level</b> in <b>General Notes</b> section
<b>Scottish-domiciled</b>	Scottish-domiciled as recorded on HESA.	Scottish-domiciled - <b>XDOMHM01 = 2</b> <b>XDOMHM01</b> is a HESA derived field. <a href="https://www.hesa.ac.uk/C14051/Derived_field_specifications">https://www.hesa.ac.uk/C14051/Derived_field_specifications</a>
<b>Entrant</b>	An entrant is a student deemed to have started their instance in the academic year. A student may have previously attended the institution but is still considered an entrant if they are starting a new instance.	See section <b>Entrants (applicable to T1, T2, T3a-T3d, T4)</b> in: <b>Definition of Terms</b> <a href="http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379">http://www.hesa.ac.uk/index.php?option=com_content&amp;task=view&amp;id=2379</a>

**Measure 7: The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey**

<b>Table</b>	'Q22 institutions (benchmarked)'	
<b>Data</b>	Table available in ' <b>2015 National Student Survey summary data</b> ' in the <b>National Student Survey</b> section of the <b>HEFCE</b> website:  <a href="http://www.hefce.ac.uk/lt/nss/results/2015/">http://www.hefce.ac.uk/lt/nss/results/2015/</a>	
<b>Term</b>	<b>Definition/Description</b>	<b>Notes</b>
<b>The difference (+/-) between the actual and benchmarked figure</b>	The difference (+/-) between the actual and benchmarked figure for <b>taught</b> students.	Question 22 in the NSS asks 'Overall, I am satisfied with the quality of the course'. Percentage scores are for respondents who 'definitely' or 'mostly' agreed with this question in the NSS. The full NSS results for 2015, and previous years surveys, are available here: <a href="http://unistats.direct.gov.uk/">http://unistats.direct.gov.uk/</a>
	HEFCE have produced benchmarks for each UK institution for this question that take into account each HEIs mix of students making for a more reliable and robust comparison between institutions.	
	Taught figures show satisfaction for students against the institution at which they spent the majority of their first year, as opposed to the 'Registered' figures which show students against the institution that they are registered with and may differ from the institution providing the teaching.	
There is no separate data for the Open University Scotland, as all UK OU students were included in a single return.		

**Aim 3: Right learning in the right place – secure coherent provision of higher education in Scotland in line with SFC’s statutory obligation**

<b>Measure 8: The number and proportion of Scottish-domiciled undergraduate entrants to STEM courses</b>		
<b>Numerator</b>	The number of Scottish-domiciled undergraduate entrants to STEM courses	
<b>Denominator</b>	The number of Scottish-domiciled undergraduate entrants	
<b>Data</b>	<p>The SFC dataset used to produce this table is derived from the CORE files the institutions receive from HESA. SFC adjust the CORE files to exclude students not counted in our own standard population i.e. <b>EXCLUDING</b> those who are:</p> <ul style="list-style-type: none"> <li>• Incoming exchange students</li> <li>• 'Writing up' students</li> <li>• 'Sabbatical' students</li> <li>• 'Dormant' students</li> <li>• Students for whom the 'date left institution or completed programme of study' is before 1 August of academic year</li> </ul>	
<b>Term</b>	<b>Definition/Description</b>	<b>Notes</b>
<b>Denominator</b>	<p>All Scottish-domiciled undergraduate entrant students <b>EXCLUDING</b> those who are:</p> <ul style="list-style-type: none"> <li>• Incoming exchange students</li> <li>• 'Writing up' students</li> <li>• 'Sabbatical' students</li> <li>• 'Dormant' students</li> <li>• Students for whom the 'date left institution or completed programme of study' is before 1 August of academic year</li> </ul>	<p>Incoming exchange students - <b>EXCHANGE PROGRAMMES (EXCHANGE) = 4, G, Z</b>            Writing up student - <b>MODE OF STUDY (MODE) = 43, 44</b>            Sabbatical' students - <b>MODE OF STUDY (MODE) = 51</b>            Dormant' students - <b>MODE OF STUDY (MODE) = 63, 64</b>            Students for whom the 'date left institution or completed programme of study' is before 1 August of academic year - <b>END DATE OF INSTANCE (ENDDATE) IS BEFORE '01AUGXXXX'</b></p>
<b>Numerator</b>	All Scottish-domiciled undergraduate entrant students (excluding those as above) undertaking a STEM Subject group course.	
<b>Scottish-domiciled</b>	Scottish-domiciled as recorded on HESA.	Scottish-domiciled - <b>XDOMHM01 = 2</b> <b>XDOMHM01</b> is a HESA derived field.
<b>Undergraduate</b>	Any student undertaking an undergraduate course.	See <b>Undergraduate level</b> in <b>General Notes</b> section

<b>Entrant</b>	An entrant is a student deemed to have started their instance in the academic year. A student may have previously attended the institution but is still considered an entrant if they are starting a new instance.	Entrant - <b>START DATE OF INSTANCE (COMDATE) IS AFTER OR EQUAL TO '01AUGXXXX'</b>
<b>STEM Subject group</b>	The student is on a course where at least one of the subjects of course aim is a "STEM" subject.	<p>Subject group is derived from the <b>Subject of Course Aim (SBJCA)</b> field.</p> <p><b>SBJCA</b> uses the Joint Academic Coding System (JACS) code to describe the subject(s) appropriate to the current course. The courses have been categorised using the first letter of the 4-digit JACS code as follows:</p> <p><b>STEM</b></p> <ul style="list-style-type: none"> <li>C – Biological Sciences</li> <li>D - Veterinary Sciences, Agriculture and Related Subjects (Excluding D1, D2 – Pre-clinical and Clinical Veterinary Medicine and Dentistry)</li> <li>F - Physical Sciences</li> <li>G - Mathematical Sciences</li> <li>H - Engineering</li> <li>I - Computer Sciences</li> <li>J - Technologies</li> </ul>

**Aim 4: A developed workforce – learners who have the skills, knowledge and entrepreneurial spirit to get a job and progress their career; and institutions that respond to the skills needs of the economy locally and nationally**

<b>Measure 9: The number and proportion of Scottish-domiciled undergraduates entering positive destinations</b>		
<b>Numerator</b>	The number of Scottish-domiciled respondents who were working or studying	
<b>Denominator</b>	The number of Scottish-domiciled respondents who were studying or unemployed and seeking work	
<b>Data</b>	The SFC dataset used to produce this table is derived from the Destinations of Leavers in Higher Education (DLHE) survey data provided by HESA.	
<b>Term</b>	<b>Definition/Description</b>	<b>Notes</b>
<b>Target population</b>	All Scottish-domiciled undergraduate students, counted within the DLHE Target population	DLHE population - <b>XPDLHE02=1</b> <b>XPDLHE02</b> is a HESA derived field
<b>Scottish-domiciled</b>	Scottish-domiciled as recorded on HESA.	Scottish domiciled - <b>XDOMHM01 = 2</b> <b>XDOMHM01</b> is a HESA derived field.
<b>Undergraduate</b>	Any student obtaining an undergraduate qualification.	Level of qualification in DLHE - 5 way split - <b>XDLEV501= 3</b> or DLHE highest qualification

		obtained - <b>XOBTND01</b> in ( <b>'C20','C30','J20'</b> <b>,'J26','J30'</b> )
<b>Denominator</b>	<p>From <b>Target population</b> those with Employment activity coded as:</p> <p>01 - Full-time work 02 - Part-time work 03 - Primarily in work and also studying 04 - Primarily studying and also in work 05 - Full-time study 06 - Part-time study 07 - Due to start work 08 - Unemployed</p> <p>Students coded as below are <b>EXCLUDED</b>. 09 - Other XX - Ineligibility or explicit refusal If XACTIV02 is blank then - Missing/no response</p>	Employment activity - <b>XACTIV02</b> <b>XACTIV02</b> is a HESA derived field.
<b>Numerator</b>	<p>From <b>Target population</b> those with Employment activity coded as:</p> <p>01 - Full-time work 02 - Part-time work 03 - Primarily in work and also studying 04 - Primarily studying and also in work 05 - Full-time study 06 - Part-time study</p>	Employment activity - <b>XACTIV02</b> <b>XACTIV02</b> is a HESA derived field.

**Aim 5: A research base that is internationally competitive and improving its reputation and standing in the world**

**Measure 10: Ratings of submissions to the Research Excellence Framework (REF) 2014 relative to UK competitors**

<b>Table</b>	The outcome of the Research Excellence Framework (REF) was announced in December 2015.
<b>Data</b>	<p>Institutions are not expected to provide data for 2016-17, but a narrative statement reflecting on their REF2014 should be included in OAs (see main document).</p> <p>REF results by institution and units of assessment are available from the following website: <a href="http://results.ref.ac.uk/">http://results.ref.ac.uk/</a></p>

**Measure 11: Number of research postgraduate students**

<b>Table</b>	<p><b>Research postgraduate students</b></p> <p>The table used comes from HESA and can be found on the HEIDI portal on the <b>Main HEIDI website</b>, via the link below, or from each institution's own HESA return: <a href="http://www.heidi.ac.uk/">http://www.heidi.ac.uk/</a></p> <p>HEIDI File pathway to table:  <b>2013-14/HESA Student/HE Students/Full-time equivalent/Level of Study (6 detailed)/Higher degree (research) (or latest available year)</b></p>
<b>Term</b>	<b>Definition/Description</b>
Research postgraduate students	<p>This figure can be found by using the following HEIDI File pathway to table:  <b>2013-14/HESA Student/HE Students/Full-time equivalent/Level of Study (6 detailed)/Higher degree (research) (or latest available year)</b></p>

**Measure 12: Amount and percentage share (Scotland and UK) of income from the Research Councils (12A), major research charities (12B) and the European Commission (12C)**

**Measure 12A: Amount and percentage share (Scotland and UK) of income from the Research Councils**

<b>Table</b>	Table 5a: Total Research Grants and Contracts	
<b>Numerator</b>	Institution's total income from research council Total Research Grants and Contracts	
<b>Denominator(s)</b>	1. Income from research councils for all Scottish HEIs (% share of Scottish income)	
	2. Income from research councils for all UK HEIs (% share of UK income)	
<b>Data</b>	The data used to produce these tables comes from HESA and can be found on the HEIDI portal on the <b>Main HEIDI website</b> , via the link below, or from each institution's own HESA return: <a href="http://www.heidi.ac.uk/">http://www.heidi.ac.uk/</a> HEIDI File pathway to table: <b>2013-14/HESA finance/Finance Return/Table 5a/Total Research Grants and Contracts</b>	
<b>Term</b>	<b>Definition</b>	<b>Notes</b>
Numerator	Sum of:  <b>BBSRC, MRC, NERC, EPSRC, ESRC, AHRC and STFC income</b>	Further information on this is available from the HESA website under <b>FSR with HE-BCI Survey collection</b> section:  <a href="http://www.hesa.ac.uk/index.php?option=com_collns&amp;task=show_colln&amp;Itemid=232&amp;c=C12031&amp;s=5&amp;wvy=any&amp;wvs=1&amp;isme=1">http://www.hesa.ac.uk/index.php?option=com_collns&amp;task=show_colln&amp;Itemid=232&amp;c=C12031&amp;s=5&amp;wvy=any&amp;wvs=1&amp;isme=1</a>  See section: <b>FSR Tables 5a and 5b - Research grants and contracts</b>
Denominator	<b>1. Sum of BBSRC, MRC, NERC, EPSRC, ESRC, AHRC and STFC for all Scottish institutions (% Scottish income)</b>	Further information on this is available from the HESA website under <b>FSR with HE-BCI Survey collection</b> section:  <a href="http://www.hesa.ac.uk/index.php?option=com_collns&amp;task=show_colln&amp;Itemid=232&amp;c=C12031&amp;s=5&amp;wvy=any&amp;wvs=1&amp;isme=1">http://www.hesa.ac.uk/index.php?option=com_collns&amp;task=show_colln&amp;Itemid=232&amp;c=C12031&amp;s=5&amp;wvy=any&amp;wvs=1&amp;isme=1</a>
	<b>2. Sum of BBSRC, MRC, NERC, EPSRC, ESRC, AHRC and STFC for all UK institutions (% UK income)</b>	See section: <b>FSR Tables 5a and 5b - Research grants and contracts</b>

**Measure 12B: Amount and percentage share (Scotland and UK) of income from the research charities**

<b>Table</b>	Table 5b: Total Research Grants and Contracts	
<b>Numerator</b>	Institution's total income from research charities (open competitive process)	
<b>Denominators</b>	1. Income from research charities for all Scottish HEIs (% share of Scottish income)	
	2. Income from research charities for all UK HEIs (% share of UK income)	
<b>Data</b>	The data used to produce these tables comes from HESA and can be found on the HEIDI portal on the <b>Main HEIDI website</b> , via the link below, or from each institution's own HESA return: <a href="http://www.heidi.ac.uk/">http://www.heidi.ac.uk/</a> HEIDI File pathway to table: <b>2013-14/HESA finance/Finance Return/Table 5b/Total Research Grants and Contracts</b>	
<b>Term</b>	<b>Definition</b>	<b>Notes</b>
<b>Numerator</b>	<b>Sum of UK-based charities (open competitive process), EU-based charities (open competitive process), Non-EU based charities (open competitive process)</b>	Further information on this is available from the HESA website under <b>FSR with HE-BCI Survey collection</b> section:  <a href="http://www.hesa.ac.uk/index.php?option=com_collns&amp;task=show_colln&amp;Itemid=232&amp;c=C12031&amp;s=5&amp;wvy=any&amp;wvs=1&amp;isme=1">http://www.hesa.ac.uk/index.php?option=com_collns&amp;task=show_colln&amp;Itemid=232&amp;c=C12031&amp;s=5&amp;wvy=any&amp;wvs=1&amp;isme=1</a>  See section: <b>FSR Tables 5a and 5b - Research grants and contracts</b>
<b>Denominators</b>	<b>1. Sum of UK-based charities (open competitive process), EU-based charities (open competitive process), Non-EU based charities (open competitive process) income from all Scottish institutions (% Scottish income)</b>	Further information on this is available from the HESA website under <b>FSR with HE-BCI Survey collection</b> section:  <a href="http://www.hesa.ac.uk/index.php?option=com_collns&amp;task=show_colln&amp;Itemid=232&amp;c=C12031&amp;s=5&amp;wvy=any&amp;wvs=1&amp;isme=1">http://www.hesa.ac.uk/index.php?option=com_collns&amp;task=show_colln&amp;Itemid=232&amp;c=C12031&amp;s=5&amp;wvy=any&amp;wvs=1&amp;isme=1</a>  See section: <b>FSR Tables 5a and 5b - Research grants and contracts</b>
	<b>2. Sum of UK-based charities (open competitive process), EU-based charities (open competitive process), Non-EU based charities (open competitive process) income from all UK institutions (% UK income)</b>	

<b>Measure 12C</b>	Amount and percentage share (Scotland and UK) of income from the European Commission	
<b>Table</b>	Table 5b: Total Research Grants and Contracts	
<b>Numerator</b>	Institution's total income from EU government bodies	
<b>Denominators</b>	1. Income from EU government bodies for all Scottish HEIs (% share of Scottish income)	
	2. Income from EU government bodies for all UK HEIs (% share of UK income)	
<b>Data</b>	<p>The data used to produce these tables comes from HESA and can be found on the HEIDI portal on the <b>Main HEIDI website</b>, via the link below, or from each institution's own HESA return:  <a href="http://www.heidi.ac.uk/">http://www.heidi.ac.uk/</a>  HEIDI File pathway to table:  <b>2013-14/HESA finance/Finance Return/Table 5b/Total Research Grants and Contracts</b></p>	
<b>Term</b>	<b>Definition</b>	<b>Notes</b>
Numerator	Sum of:  <b>EU government bodies income</b>	<p>Further information on this is available from the HESA website under <b>FSR with HE-BCI Survey collection</b> section:  <a href="http://www.hesa.ac.uk/index.php?option=com_collns&amp;task=show_colln&amp;Itemid=232&amp;c=C12031&amp;s=5&amp;wvy=any&amp;wvs=1&amp;isme=1">http://www.hesa.ac.uk/index.php?option=com_collns&amp;task=show_colln&amp;Itemid=232&amp;c=C12031&amp;s=5&amp;wvy=any&amp;wvs=1&amp;isme=1</a></p> <p>See section:  <b>FSR Tables 5a and 5b - Research grants and contracts</b></p>
Denominator	<b>1. Sum of EU government bodies income for all Scottish institutions (% Scottish income)</b>	<p>Further information on this is available from the HESA website under <b>FSR with HE-BCI Survey collection</b> section:  <a href="http://www.hesa.ac.uk/index.php?option=com_collns&amp;task=show_colln&amp;Itemid=232&amp;c=C12031&amp;s=5&amp;wvy=any&amp;wvs=1&amp;isme=1">http://www.hesa.ac.uk/index.php?option=com_collns&amp;task=show_colln&amp;Itemid=232&amp;c=C12031&amp;s=5&amp;wvy=any&amp;wvs=1&amp;isme=1</a></p> <p>See section:  <b>FSR Tables 5a and 5b - Research grants and contracts</b></p>
	<b>2. Sum of EU government bodies income for all UK institutions (% UK income)</b>	<p>See section:  <b>FSR Tables 5a and 5b - Research grants and contracts</b></p>

**Aim 6: Deliver a step-change in the engagement of business and industry with universities, removing any barriers to the exploitation of research for economic and wider societal benefit**

**Measure 13: Range of established Knowledge Transfer Grant (KTG) metrics and the Higher Education and Business Community Interaction Survey (HEBCI)**

*Appropriate range to be established with each institution.*

<b>Table</b>	<p><b>Knowledge Transfer Metric Income Data</b></p> <p><b>HE-BCI survey Part A or Part B</b></p>
<b>Data</b>	<p>The <b>Knowledge Transfer Metric Income Data</b> is derived from that submitted by institutions, to SFC, as part of the '<b>Return of information on knowledge exchange activity and outcomes</b>'.</p> <p>SFC is currently undertaking a strategic review of the KTG. Metrics will be collected in Autumn 2015 but the full set may not be collected in future years. Additional targets and measures around innovation and engagement may be introduced. Further guidance will be issued following the consultation period.</p> <p>The consultation can be found online at:  <a href="http://www.sfc.ac.uk/communications/Consultations/2014/SFCCNO12014.aspx">http://www.sfc.ac.uk/communications/Consultations/2014/SFCCNO12014.aspx</a></p>

**Measure 14: The number of SFC Innovation Vouchers (IVs), Follow-on IVs and H2020 IVs**

<b>Data</b>	Data is held by <b>Interface</b>	
	For further information see: <a href="http://www.interface-online.org.uk/">http://www.interface-online.org.uk/</a>	
<b>Term</b>	<b>Definition</b>	<b>Notes</b>
Innovation vouchers	The Innovation Voucher Scheme provides vouchers worth up to £5k for collaborative projects between HEIs and SMEs.	For further information see: <a href="http://www.interface-online.org.uk/">http://www.interface-online.org.uk/</a>
Follow-on Innovation Vouchers	Follow-on vouchers are aimed at building sustained relationships between SMEs and HEIs in Scotland which will lead to new products, services and processes that will benefit the business, the institution and the Scottish economy.	For further information see: <a href="http://www.interface-online.org.uk/">http://www.interface-online.org.uk/</a>
H2020 Innovation Vouchers	The Scottish Funding Council is making up to £400,000 available to universities to support businesses seeking to engage with Horizon 2020 opportunities through a new “European Voucher” scheme. The vouchers provide up to £5,000 worth of support to businesses from universities.  For further information, see <a href="http://www.interface-online.org.uk/how-we-can-help/funding/horizon-2020-sme-engagement-scheme">http://www.interface-online.org.uk/how-we-can-help/funding/horizon-2020-sme-engagement-scheme</a>	

**Aim 7: Sustainable institutions – ensure high quality of governance and management for institutions delivering long-term and financial and environmentally sustainable interactions**

<b>Measure 15: Gross carbon footprint (3 year period)</b>		
<b>Table</b>	Metrics: Towards Climate Change (Scotland) Act 2009	
<b>Data</b>	<p>The table is included in the <b>CCAP Progress Report</b> submitted to EAUC Scotland, under the Carbon Commitment for Scotland.</p> <p>Further details are available in the Climate Change Action Plans section (see link below) of the <b>Universities and Colleges Climate Commitment for Scotland (UCCCFs)</b> website:</p> <p><a href="http://www.eauc.org.uk/ucccf/climate_change_action_plans">http://www.eauc.org.uk/ucccf/climate_change_action_plans</a></p>	
<b>Term</b>	<b>Definition/Description</b>	<b>Notes</b>
Gross carbon footprint	<b>Total of Scope 1, Scope 2 and Scope 3 emissions as recorded under Gross Emissions (tonnes CO2e) section of the report template Metrics: Towards Climate Change (Scotland) Act 2009.</b>	<p>A copy of the report template and further guidance is available on the following webpage:</p> <p><a href="http://www.eauc.org.uk/ucccf/reporting">http://www.eauc.org.uk/ucccf/reporting</a></p>

**Measure 16: Annual capital and maintenance spend on estates and building as a proportion of the value of the estate**

<b>Numerator</b>	Non-residential capital expenditure buildings + Non-residential repairs and maintenance costs total	
<b>Denominator</b>	Non-residential insurance replacement value	
<b>Data</b>	The data used to produce these tables comes from HESA and can be found on the HEIDI portal on the <b>Main HEIDI website</b> , via the link below, <b>or from each institution's own HESA return</b> :  <a href="http://www.heidi.ac.uk/">http://www.heidi.ac.uk/</a>	
<b>Term</b>	<b>Definition</b>	<b>Notes</b>
Numerator	<p><b>FNRCEX - Non-residential capital expenditure buildings:</b> This field contains data about the capital expenditure of buildings on the non-residential estate</p> <p><b>FNRRMCT - Non-residential repairs and maintenance costs total:</b> This field contains data about the total repairs and maintenance costs for the non-residential estate.</p>	<p>These can be accessed via the HEIDI portal (see above) and then by following the relevant file path:</p> <p><b>Non-residential capital expenditure buildings:</b> - 2013-14/Estates Management Record/EMR data/Finance/Item FNRCEX</p> <p><b>Non-residential repairs and maintenance cost total:</b> - 2013-14/Estates Management Record/EMR data/Finance/Item FNRRMCT</p>
Denominator	<p><b>BNRIRV - Non-residential insurance replacement value:</b> This field contains data about the insurance replacement value of non-residential buildings.</p>	<p>These can be accessed via the HEIDI portal (see above) and then by following the file path:</p> <p><b>Non-residential insurance replacement value:</b> - 2013-14/Estates Management Record/EMR data/Buildings and Functionality/Item BNRIRV</p>