



SFC Guidance

Guidance for the development of University Outcome Agreements: 2020-21 to 2022-23

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Summary: Process and framework for developing and negotiating University Outcome Agreements.

FAO: University Principals

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Foreword

Education is the Scottish Government’s defining mission, and, as the national strategic body for colleges and universities, the Scottish Government has charged the Scottish Funding Council (SFC) with driving forward excellence and equity across the education and skills landscape in Scotland. The SFC is committed to working with Scotland’s universities and colleges to make Scotland the best place in the world to learn, to educate, to research, and to innovate.

Outcome Agreements are a mechanism for engagement between SFC and institutions and provide colleges and universities with an opportunity to describe how they contribute towards this mission. Working in partnership with our institutions, we want the almost 490,000 students in our universities and colleges to have a high-quality learning experience, to be supported to succeed in their studies and to be equipped to flourish in employment, further study and fulfilling lives.

Furthermore, we want this opportunity to be available to people from all backgrounds and are therefore committed to working with our institutions to continue to implement the recommendations of the Commission on Widening Access (CoWA) in its ‘A Blueprint for Fairness’.¹

Within the context of the National Performance Framework², where we deliver against each of the 11 National Outcomes, our Strategic Framework³ sets out our core objectives as follows: to invest in accessible education; to invest in excellent research and innovation; to ensure our education system is sustainable and responsive; and to be outcome focused. Through close working with the college and university sectors, and continued alignment with our partner enterprise and skills agencies through the Enterprise and Skills Strategic Board, we commit to continued improvement in productivity, equality, wellbeing and sustainability to deliver the Scottish Government’s ambition for sustained, inclusive growth.

¹ [A Blueprint for Fairness: Final Report of the Commission on Widening Access](#)

² [Scottish Government National Performance Framework](#)

³ [SFC Strategic Framework 2019-2022](#)

Introduction

1. In their Outcome Agreements (OAs) for AY 2020-21, we ask institutions to focus on progress with the refreshed priorities of the Scottish Government as outlined in the Ministerial Letter of Guidance to the SFC⁴. These priorities are listed below, and Table 2 provides a full list of all the areas for reporting this year.
2. As in previous years, we ask that institutions show their ambitions for Scottish Government and SFC priorities over the coming three year period, and to provide baselines, milestones and aspirations for each of the national measures for the same period. A template for national measures reporting is included at [Annex B](#).
3. Reporting on progress for a number of policy areas can be provided in less detail where this can be done with hyperlinks to strategic and other documentation. An example of this would be institutional commitments provided in a Gender Action Plan. Further detail on reporting requirements is included in the Framework for OAs in Table 1 below.
4. The UK's planned departure from the EU will be a key consideration for universities and colleges in the coming years. At the time of writing, the terms on which the UK is expected to leave the EU and the timing of our exit are not yet certain, so we are not able to include specific OA guidance on Brexit at this point. However, we will ask that institutions continue their Brexit preparations, including putting in place contingencies for a 'no deal' Brexit. We will continue to engage with institutions on Brexit and provide guidance to assist preparations⁵.

Key dates

5. We will formally begin 2020-21 OA discussions from October 2019, with a well-developed draft due in December, and final OAs submitted by the end of April 2020. SFC gives its commitment to provide full and timely feedback on submissions received from institutions.
6. The key dates are set out below:

⁴ [SFC Letter of Guidance 2019-20](#)

⁵ [Brexit and Scottish College and Universities](#)

SFC Outcome Agreement process

Key Dates

2 July 2019	Ministerial Letter of Guidance received by SFC
Oct 2019	Outcome Agreement (OA) guidance updated and published National measures OA data template provided Negotiations begin
31 Oct 2019	AY 2018-19 OA self-evaluation reports submitted
6 Dec 2019	SFC Board review OA progress for AY 2018-19
13 Dec 2019	Well-developed draft OA for AY 2020-21 submitted
Feb 2020	Universities provided with National Measures OA table, updated to include 2018-19 data Initial feedback from SFC on draft OAs Indicative funding allocations announced for AY 2020-21
30 Apr 2020	Final OAs submitted
May 2020	Final funding allocations announced for AY 2020-21
June 2020	OAs published

Outcome Agreement Priorities for AY 2020-21

7. In his Letter of Guidance to the SFC of 2 July 2019 the Minister for Further Education, Higher Education and Science set out his expectations and priorities for the coming year. Those relevant to the university sector are summarised below, alongside SFC's continuing priorities, and are set out in the Framework for OAs in Table 1. The Framework for OAs also provides detail of the measures of progress required to clearly illustrate the sector's role in delivering on these priorities.
8. Please note that priorities can be removed, added or amended by SFC if, for example, further guidance is received from the Scottish Government.

Section 1: The Learner

Scottish Government strategic priority: To provide the best student experience, seamlessly connected for learners of all backgrounds

SFC core objective⁶: To invest in education that is accessible to learners from all backgrounds, gives a high-quality learning experience, supports them to succeed in their studies, and equips them to flourish in employment, further study and fulfilling lives.

Letter of Guidance Priorities

Commission on Widening Access

9. We expect continued and rapid progress with the implementation of the recommendations made by the Commission on Widening Access (CoWA). SFC is keen that universities ensure that good progress continues to be made towards achieving the targets set by the Commission and that these are clearly reflected in their OAs. Specifically, for 2020-21 institutions should have in place access thresholds for access students based on the academic requirements to achieve their UG programmes. Institutions should provide a weblink to their published access thresholds.
10. The SFC is grateful to institutions for providing details on how they will implement their CoWA ambitions in their AY 2019-20 OA. Details on the requirements for this reporting are provided [here](#). We are reviewing these sections of the AY 2019-20 OAs in more detail to ensure institutional and sector targets are on track. We will also consider these sections alongside the HESA returns for AY 2018-19. Your Outcome Agreement Manager may therefore

⁶ [Scottish Funding Council Strategic Framework 2019-2022](#)

request that you include more details on how you will achieve your CoWA target in the AY 2020-21 OA. This will be specific to your institution. Where we are requesting more information we will ensure that this is done in a timely and reasonable manner.

Mental health and wellbeing

11. Institutions are asked to report on their progress in implementing their Mental Health Strategy, Student Mental Health Agreement and progress with implementation of the Scottish Government funded mental health counsellors' programme. Institutions should provide a weblink to their Mental Health Strategy.

Student safety

12. Institutions should work with staff and Students' Associations to ensure that there is a common understanding of acceptable behaviours and that effective mechanisms are in place to respond to allegations of harassment or behaviours that do not meet the values of the institution.

Gender

13. Institutions must advance their efforts to tackle gender inequality at subject level. Universities should also seek to address the under-representation of men at under-graduate level within their sector. To evidence a commitment to tackling gender inequality institutions must outline a set of gender related outcomes covering the timeline of this OA period and we expect institutions to discuss progress with their Outcome Agreement Manager. In addition to this, institutions should outline their commitment to supporting and enhancing equality for applicants, students and staff who are trans or gender diverse in their OA, with detail on activity given in their institutional Gender Action Plan (GAP).
14. Institutions should continue to work with their Students' Associations on adopting and working with the Equally Safe in Higher Education Toolkit⁷ (including its adaptation for colleges). Institutions should outline in this OA and in their OA discussions how they are developing and putting in place reporting systems, and data capture arrangements, in respect to gender based violence; and how they are implementing support systems for survivors of gender based violence.

⁷ [Equally Safe in Higher Education \(ESHE\) Toolkit](#)

15. Institutions should report on progress with meeting the requirements of the Gender Representation on Public Boards (Scotland) Act 2018. Institutions should also reflect on progress with achieving gender balance at senior levels and highlight how they are proactively working towards achieving these outcomes.
16. We are currently developing guidance requiring institutions to re-new their institutional GAPs. These plans should outline how the institution will achieve the gender outcomes outlined in their outcome agreement. A weblink to the institution's GAP must be provided in their OA.

Student voice

17. Institutions are asked to enhance engagement of students' association representatives in the development of OAs to ensure the lived experience of students informs, and is embedded in, OAs and their monitoring.

SFC continuing priorities

Widening Access & Retention Fund: reporting requirements

18. The SFC is currently consulting on the purpose and use of WARF⁸.
19. Any changes to the future funding and policy intent of WARF will be outlined in the 2020-21 Funding Allocations and will be embedded in future OA Guidance and funding thereafter. Institutions which have previously received this funding should plan to ensure that this OA adequately reports on their use of this funding. Details of what this should include are provided [here](#).

Articulation

20. The OA must have a target for articulation. The SFC is committed to increasing the proportion of people with HNs entering university with full credit for their prior qualifications to 75% by 2030 - at present this sits at 51.4%. We therefore expect the university sector to outline significant growth in this area over the period of this outcome agreement.

Equality and diversity

21. The Scottish Funding Council is working with the Equality and Human Rights Commission to help Scotland's universities and colleges to improve their performance in meeting the public sector equality duty. The Commission will help SFC to strengthen its efforts to advance equality for all the people who are, or could be, part of Scotland's universities and colleges. The focus of this joint

⁸ [Widening Access Retention Fund \(WARF\) Consultation 2019](#)

initiative will be on helping universities and colleges identify equality outcomes which will tackle the most significant and persistent inequalities in the sector, and take action to achieve these outcomes. We will also be considering how best to ensure that working and reporting on the public sector equality duty is streamlined with existing outcome and reporting systems.

22. Institutions should include a web link to their published Mainstreaming Report and Equality Outcomes (as per the Equality Act) in their OA and to ensure that ambitions for improvements are clearly articulated in their OA document. This should evidence how institutions intend to use the places and funding allocated to them by SFC to advance equality. As part of this universities should continue to seek improvements in the reporting and analysis of equality data. The SFC would also encourage institutions to consider signing up to the Disability Confident Scheme⁹.

School engagement

23. SFC is currently developing a School Engagement Framework to deliver a coherent and co-ordinated national approach to student engagement across the sector. Full implementation of the Framework will take place later in the year and further guidance on reporting progress on this will be shared with the sector at that time.

Care-experienced students

24. SFC has updated the National Ambition for Care-Experienced Students¹⁰ which sets the sector targets for intake and retention until 2022-23, in line with a vision of no difference in outcomes between care-experienced students and their peers by 2030.
25. The survey of care-experienced students in Scottish colleges and universities¹¹, carried out by CELCIS on behalf of SFC, led to eight key learning points and 18 recommendations. We ask institutions to work, where relevant, towards implementation of these recommendations and to focus their reporting on their commitment to the retention and success of these students. Institutions should provide a weblink to their Corporate Parenting Plan.

⁹ [Disability Confident Scheme](#)

¹⁰ [National Ambition for Care-Experienced Students](#)

¹¹ [Being a student with care experience is very daunting: findings from a survey of care-experienced students in Scottish colleges and universities](#)

Carers, veterans and estranged students

26. Institutions should provide a brief update on current activities to support carers, veterans and estranged students¹², including work with: Stand Alone and take up of the Stand Alone Pledge¹³; engagement with the Armed Forces Covenant¹⁴ which includes support to Service children and their families, and participation in the Going Higher Award¹⁵.

Health related outcomes

27. In developing their OA for 2020-21 institutions should summarise progress with each of the agreed health related outcomes agreed by SFC, the Scottish Government and NHS Education Scotland relevant to their institution. The agreed outcomes are:

- To widen and improve access to dental education across all dental schools in Scotland.
- To retain more graduates of Scottish medical schools in Scotland and working for NHS Scotland throughout their careers.
- To encourage more of our young doctors to enter GP and other shortage specialities.
- To simplify and clarify the admissions process across all the medical schools in Scotland.
- To increase the number of Scottish domiciled applicants to medicine.
- To increase the retention and completion rates in nursing and midwifery.
- To improve the gender balance across all fields of nursing.
- To increase regional collaboration between universities across all fields of nursing and midwifery provision.
- To increase collaboration with Scotland's colleges to strengthen access and articulation into pre-registration programmes.

¹² SFC definition: An estranged student is someone who no longer has the support of their family due to a breakdown in their relationship which has led to ceased contact. This might mean biological or adoptive parents or wider family members who have been responsible for supporting a student in the past. Estranged students have no experience of being in care and do not have a corporate parent responsible for them.

¹³ [Stand Alone Pledge](#)

¹⁴ [Armed Forces Covenant](#)

¹⁵ [Going Higher Award](#)

Section 2: The System

Scottish Government strategic priority: To provide high quality learning in a system where institutions work in partnership and demonstrate the highest standards of governance and financial accountability

SFC Core objective: To ensure colleges, universities and specialist institutions form part of a successful, world-leading, coherent and sustainable system of education that responds effectively to the future needs of learners and the skills needs of the economy and society, enhances our rich cultural life, and strengthens Scotland's international connections.

Letter of Guidance Priorities

Skills alignment

28. The impact of investment in skills can be enhanced by increased planning alignment between SFC and SDS. SFC will continue to work with SDS to build upon the work undertaken to date to implement the 5-stage planning model in AY 2021-22. This model seeks to align provision with the needs of learners, employers and the economy. Pilot activity is currently taking place in a few specific areas to test the model and the evidence base. In AY 2020-21 SFC will engage with the sector to inform on progress with the pilot activity and any action required in response to this work.
29. Universities are asked to summarise their engagement with employers and learners to ensure that their curricula remain agile and responsive to industry and learner needs, to more effectively deliver the ambitions set out in the Enterprise and Skills Strategic Board and its Strategic Plan¹⁶.
30. Recognising the importance of apprenticeships to the Scottish Government's Economic and STEM Education and Training strategies, institutions are asked to report in the OAs on progress with the development of Graduate Apprenticeships and other work-based learning opportunities, to ensure that they meet the needs of employers.

Early learning childcare

31. The Scottish Government's expansion in early learning and childcare (ELC) will continue to have a significant impact on the demand for qualified childcare practitioners and managers beyond 2020/21 and institutions will continue to

¹⁶ [Enterprise and Skills Board: strategic plan](#)

support the expansion plans by helping to create a highly skilled, diverse and dedicated workforce.

32. In order to significantly grow the workforce universities will need to draw applicants from a more diverse range of backgrounds. This will include taking steps to significantly reduce gender imbalance and lack of diversity amongst ELC completers, in line with both SFC and Scottish Government commitments in these areas.

Public health

33. Universities are asked to use their OAs to illustrate and assess their current contributions to both Scotland's public health priorities and local priorities identified through Community Planning Partnerships (CPPs).

STEM education and training

34. Institutions should continue to work with partners to drive delivery of the STEM Education and Training Strategy, including: supporting the Innovation Centres to improve links with business, academia and schools; supporting and engaging with college-led STEM hubs; advancing equity in participation in STEM learning; expanding Career Long Professional Learning (CLPL) for teaching and research staff; and supporting work to enhance the understanding and awareness of STEM careers.

Digital

35. Universities should report on how digital skills development has been improved across all subject areas – for staff and students – to enhance industry links in response to digital skills requirements for all sectors. In addition universities should engage with and support the Digital Skills Partnership to enhance links with industry and colleges. This engagement should result in greater provision of industry led CLPL for lecturers to enhance the provision of skills.

Climate change emergency

36. In the light of the First Minister's acknowledgement of the global climate emergency¹⁷, universities are asked to share with SFC their progress in creating strategies and plans to reduce their net carbon emissions. We would hope to see these emerging plans and strategies include your reduction of greenhouse gas emissions, plastic pollution and your contribution to the Sustainable Development Goals¹⁸.

¹⁷ [World Forum on Climate Justice: First Minister's speech](#)

¹⁸ [Sustainable Development Goals](#)

Creative arts

37. Where relevant, institutions should evidence how they support, protect, and develop creative education and ensure its benefits to society.

Skills Action Plan for Rural Scotland

38. Where relevant, institutions are required to illustrate their contribution to the delivery of the objectives of the Action Plan¹⁹ – addressing skills shortages; talent retention and attractions; and demographic challenges – through enhanced work-based learning and access to education provision in rural areas.

SFC Continuing priorities

Gaelic

39. OAs should include reference to the National Gaelic Plan for 2018-23. This should include actions in support of parity of esteem for Gaelic and to encourage its visibility and use by speakers among their staff, students and others with whom they engage, as well as maintenance and development of their provision, where relevant, for Gaelic learners.

Section 3: Research and Innovation

Scottish Government strategic priority: To support Scotland’s global reputation as a Science and Research Nation synonymous with high quality teaching, research, knowledge exchange and innovation.

SFC Core Objective: To invest in excellent research and innovation that adds to current knowledge, delivers economic and societal value, enhances Scotland’s international reputation and attractiveness, and makes the world around us prosperous, healthier and more sustainable

Research excellence

40. Universities should summarise their strategies to enhance the competitiveness and international standing of their research, maximise the impact of their research, and embed a culture where diverse researcher talent is nurtured and developed.

¹⁹ [Skills Action Plan for Rural Scotland: 2019-2021](#)

Effective knowledge exchange and innovation

41. Universities should summarise their strategies for knowledge exchange and attach a submission to their OAs outlining their plans for the use of their UIF allocation in support of the agreed UIF outcomes for AY2017/20 (a satisfactory plan is a condition of grant for UIF). Institutions should also continue to complete the annual Higher Education-Business and Community Interaction (HE-BCI) survey as a condition of grant.

Table 1: SFC’s Framework for Outcome Agreements AY 2020-21: commitments, strategies and evidence of progress

Using the table as a guide, institutions are asked to summarise their commitments and progress in each of the areas listed with a focus on the highlighted priority areas as detailed above.

Section 1: The Learner	
Scottish Government strategic priority: To provide the best student experience, seamlessly connected for learners of all backgrounds	
SFC core objective: To invest in education that is accessible to learners from all backgrounds, gives a high-quality learning experience, supports them to succeed in their studies, and equips them to flourish in employment, further study and fulfilling lives.	
Priorities	Measures of progress
<p>Letter of Guidance:</p> <ul style="list-style-type: none"> • Implement COWA targets in full and demonstrate the institution’s response to the university recommendations outlined in A Blueprint for Fairness – provide full update on recommendations. • Support for the mental health and wellbeing of students and staff – include hyperlinks to Mental Health Strategy and Student Mental Health Agreement. • Outcomes to tackle gender inequality at subject level. • Achieve and maintain gender balanced Boards and Courts. • Develop and put in place reporting systems, and data capture arrangements, in respect to gender based violence. • Student Voice - engagement of students’ association representatives in the development of the Outcome Agreement. <p>SFC continuing priorities:</p> <ul style="list-style-type: none"> • Provide a weblink to the published Equality Outcomes and Mainstream report and address under-representation from protected characteristic and underrepresented socio-economic groups including: 	<p>(1) The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing.</p> <p>(2a) The number and proportion of Scotland-domiciled undergraduate entrants from the 20% most deprived backgrounds.</p> <p>(2b) The number and proportion of Scotland-domiciled undergraduate entrants from the 40% most deprived backgrounds.</p> <p>(2c) The number and proportion of full-time first degree Scotland-domiciled undergraduate entrants from the 20% most deprived backgrounds (CoWA).</p> <p>(3) The number and proportion of Scotland-domiciled undergraduate entrants from the Schools for Higher Education Programme (SHEP).</p> <p>(4) The number and proportion of Scotland-domiciled undergraduate entrants from different protected characteristic groups and care-experienced learners.</p> <p>(5) The number and proportion of full-time</p>

<ul style="list-style-type: none"> - Care-experienced, link to Corporate Parenting Plan. - Estranged students, provide evidence of work with Stand Alone/ uptake of Stand Alone Pledge. - Carers, commitment to participation in Going Higher Award. • Widening Access Retention Funding (WARF). • Commitment to British Sign Language, link to institutions BSL Plan. 	<p>first year Scotland-domiciled entrants from the 20% most deprived backgrounds, from care-experienced backgrounds, and protected characteristic groups, returning to study in year two.</p> <p>(6) The number and proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two</p>
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<p>Section 2: The System</p> <p>Scottish Government strategic priority: To provide high quality learning in a system where institutions work in partnership and demonstrate the highest standards of governance and financial accountability</p> <p>SFC Core objective: To ensure our colleges, universities and specialist institutions form part of a successful, world-leading, coherent and sustainable system of education that responds effectively to the future needs of learners and the skills needs of the economy and society, enhances our rich cultural life, and strengthens Scotland’s international connections.</p>	
<p>Priorities</p>	<p>Measures of progress</p>
<p>Letter of Guidance:</p> <ul style="list-style-type: none"> • Response to employment and skills needs of students, employers and the economy, particularly in: STEM subjects; Early Learning Childcare; Digital; and Creative Arts. • Develop strong links with business and partnerships with employers and industry groups. • Grow Graduate Apprenticeships. • Demonstrate alignment with Scottish Government’s STEM Strategy for Education and Training. • Grow number of students developing foreign language skills, and demonstrate commitment to ESOL. • Progress with the Public Health Outcomes. <p>SFC continuing priorities:</p> <ul style="list-style-type: none"> • Commitments to climate change. • Enhance provision of work related learning opportunities and co-funded models for 	<p>(7) The proportion of students satisfied with the overall quality of their course of study in the National Student Survey.</p> <p>(8) The number and proportion of Scotland-domiciled undergraduate entrants to STEM courses.</p> <p>(9a) and (9b) The Destination of Leavers from HE (DLHE) survey, on which these measures were based, has now been discontinued. SFC will develop new OA measure/s for progression for OA Guidance for AY 2021-22 using the new Graduate Outcomes survey. For AY 2020-21 OAs institutions should not submit commitments for this measure.</p> <p>(10) Gross carbon footprint (3 year period)</p>

<p>employees.</p> <ul style="list-style-type: none"> • Internationalise the student experience. • Steps taken to ensure the uptake of controlled places in teacher education, particularly in those subject areas with low student demand. • Where necessary, institutions should outline plans for any significant changes to their provision. • Ensure uptake of controlled places in teacher education, particularly those in subject areas with low student demand. 	
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<p>Section 3: Research and Innovation</p> <p>Scottish Government priority: To support Scotland’s global reputation as a Science and Research nation synonymous with high quality teaching, research, knowledge exchange and innovation.</p> <p>SFC Core Objective: To invest in excellent research and innovation that adds to current knowledge, delivers economic and societal value, enhances Scotland’s international reputation and attractiveness, and makes the world around us prosperous, healthier and more sustainable.</p>	
<p>Priorities</p>	<p>Measures of progress</p>
<p>Letter of Guidance:</p> <ul style="list-style-type: none"> • Strengthen international research collaboration in response to the UK’s planned departure from the EU. • Work with other universities, colleges, research pools, and other science and research organisations to add value to Scottish research. <p>SFC continuing priorities</p> <ul style="list-style-type: none"> • Use of the SFC Research Excellence Grant (REG) to deliver the institution’s strategy for world-class research and to leverage additional research funding, particularly from UKRI. <i>This should be illustrated by at least one example case study from a previous REG allocation.</i> • Ensure a high-quality environment for researcher training and development, and enhance the development and diversity of its researchers (including use of SFC RPG, ambitions for <i>Athena Swan</i> Charter mark and <i>HR Excellence in Research</i>, and the new <i>Concordat to support the Career Development of Researchers</i>). <i>This should be illustrated by at</i> 	<p>(11) Number of research postgraduate students.</p> <p>(12) Total income from the UK Research Councils.</p> <p>(13) Total research income from all sources.</p> <p>(14) The number of SFC innovation vouchers and Follow-on innovation vouchers.</p> <p>Institutions should also complete the annual HESA Higher Education Business Community Interaction (HE-BCI) survey.</p>

least one case study showing where changes or improvements in policy/practice have had a positive impact.

- Demonstrate institution's research is robust and resilient and is able to respond to international challenges and opportunities.
- Demonstrate a commitment to international collaboration, mobility, and openness, including engagement with national strategic initiatives e.g. Connected Scotland, and the *Scotland is Now* national branding strategy.
- Enhance research collaboration including support for research pools, and promotion of multi / interdisciplinary working including addressing global challenges (e.g. GCRF).
- Drive public and cultural engagement and contribute to public policy and public sector delivery.
- Evidence of compliance with the principles set out in the Universities UK *Concordat to support research integrity*.
- Be active in the innovation landscape in Scotland including Innovation Centres, Interface, Innovation Vouchers, and the Scottish Government's innovation action plan.
- Deliver University Innovation Fund (UIF) outcomes at both an individual and collaborative level.
- Grow commercialisation outcomes, including increasing income from industry and UK and international funding sources – particularly, the UK industrial strategy.
- Be active in growing the entrepreneurial culture in Scotland, focusing on the full spectrum of enterprise/entrepreneurship support from developing enterprising mind-sets right up to business growth and scale-up, including ways to support delivery of action 4 in the Can Do Innovation Action Plan²⁰.
- Support sustained economic development in their local communities, including – where relevant – participation in City Deal projects and Community Planning Partnerships.

²⁰ [Scotland Can Do: Boosting Scotland's Innovation Performance, an innovation action plan for Scotland](#)

Table 2: SFC’s national performance measures for 2020-21

Number	Measure
Measure 1	The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing.
Measure 2a	The number and proportion of Scotland-domiciled undergraduate entrants from the 20% most deprived postcodes.
Measure 2b	The number and proportion of Scotland-domiciled undergraduate entrants from the 20-40% most deprived.
Measure 2c	The number and proportion of Scotland-domiciled full-time first degree entrants from the 20% most deprived postcodes (CoWA).
Measure 3	The number and proportion of Scotland-domiciled undergraduate entrants from the SHEP schools.
Measure 4	The number and proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care-experienced students.
Measure 5	The number and proportion of full-time first year Scotland-domiciled entrants from different protected characteristic groups and care-experienced students returning to study in year two.
Measure 6	The number and proportion of full-time first year Scotland-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.
Measure 8	The number and proportion of Scotland-domiciled undergraduate entrants to STEM programmes.
Measure 9a Measure 9b	The Destination of Leavers from HE (DLHE) survey, on which these measures were based, has now been discontinued. SFC will develop new OA measure/s for progression for OA Guidance for AY 2021-22 using the new Graduate Outcomes survey. For AY 2020-21 OAs institutions should not submit commitments for these measures.
Measure 10	Gross carbon footprint (3 year period).
Measure 11	Number of research postgraduate students.
Measure 12	Amount and percentage share of income from the UK Research Councils.
Measure 13	Total research income.
Measure 14	The number of SFC Innovation Vouchers (IVs), Follow-on IVs and H2020 IVs.

Outcome Agreement national measures data table

42. As in previous years, we ask that institutions share their ambitions towards national priorities over the coming three year period and provide milestones and aspirations for each of the national measures. A data template, populated with available data up to AY 2017-18, will be sent to institutions in October. This data should be included in the initial draft OA submission to SFC in December 2019.
43. This table will be re-issued to institutions in January, updated to include available data for AY 2018-19. This will allow institutions to revise aspirations, if needs be. At this point, SFC will also issue a 'summary' version showing the sector's progress against the national measures.
44. SFC requires institutions to submit both versions of their data with the final OA: the former for analysis of individual projections and for aggregation at sector level; and the latter which will be published as part of their final OAs.

Contact details

45. An up-to-date list of the contact details for the SFC Outcome Agreement teams can be found on the [SFC website](#).