



SFC Guidance

Annex A

Guidance for the development of College Outcome Agreements: 2020-21

Annex A: Guidance on Evaluation Report and Enhancement Plan reporting covering AY 2018-19

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Promoting further and higher education

Background

1. In Academic Year (AY) 2016-17 the Scottish Funding Council (SFC) and Education Scotland (ES) introduced new quality arrangements focusing on a self-evaluative approach to college quality assurance. This approach also integrated quality arrangements with Outcome Agreement (OA) self-evaluation.
2. As part of the quality arrangements, colleges are required to produce an Evaluative Report and Enhancement Plan (EREP). This provides a snapshot of the college's performance (the ER), and a forward look that sets out actions for improvement (the EP). For AY 2018-19 however, colleges will not be required to produce an EREP and instead ES and SFC will carry out a progress visit to each college to determine progress made against actions set out in the EP AY 2017-18 EREPs. Further information is set out in the [Arrangements for assuring and improving the quality of provision and services in Scotland's colleges \(Updated September 2019\)](#).

Reporting requirements

3. This year, colleges are required to produce an OA self-evaluation report and provide this to SFC by 31 October 2019. The requirements of the OA self-evaluation report are set out below.
4. The report should focus on the following four high-level OA priorities:
 - Recruitment.
 - Retention.
 - Attainment.
 - Progression.
5. For each priority, colleges should provide a self-evaluative statement that answers the following questions:
 - How good is our (for example) recruitment?
 - How do we know?
 - What are our successes?
 - What are our challenges and priorities?
6. OA measures should be used as a source of evidence, both to illustrate successes and to highlight areas where there are concerns. Table 1 below provides a suggested allocation of each measure as a source of evidence for each priority though colleges may also wish to use internal KPIs as an evidence source.

7. As priorities for focus, OA self-evaluation reports should also include an analysis and discussion of the following:
 - The attainment gap between students from deprived areas and the wider student population.
 - Recruitment in relation to gender imbalanced subject areas.
8. We expect that the OA self-evaluation report should be no longer than 5 to 10 pages.

Table 1: Outcome Agreement measures as evidence

How good is our Recruitment?

Measure 1a: Credits delivered.

Measure 1b: Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas (i.e. SIMD10 students).

Measure 1c: The volume and proportion of Credits relating to learners from different protected characteristic groups and care-experienced learners.

Measure 2a: Number of senior phase age pupils studying vocational qualifications delivered by colleges.

Measure 2b: Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges.

Measure 2c: Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision.

Measure 2d: Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education).

Measure 3: Volume and proportion of Credits delivered to learners enrolled on STEM courses.

How good is our Retention?

Measure 4c: Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges.

Measure 4e: Number and proportion of FT FE learners aged 16-19 successfully completing courses.

How good is our Attainment?

Measure 4a: Proportion of enrolled students successfully achieving a recognised qualification (FT & PT).

Measure 4b: Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT).

Measure 4d: Proportion of enrolled care-experienced students successfully achieving a recognised qualification.

How good is our Progression?

Measure 5: The number of starts for contracted apprenticeships (e.g. in CITB, SECTT).

Measure 6: The number and proportion of full-time learners with "work experience" as part of their programme of study.

Measure 7: The number and proportion of successful learners who have achieved HNC (SCQF level 7) or HND (SCQF Level 8) qualifications articulating to degree level courses (SCQF level 9) with advanced standing.

Measure 8: The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying.

Measure 9: Student Satisfaction and Engagement Survey - the percentage of students Overall, satisfied with their college experience.

Further information

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