



SFC Guidance

Annex B

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

Annex B: Technical Guidance on SFC's measures of progress

Contents

| | |
|--|----|
| Introduction | 1 |
| General Notes | 4 |
| HESA definitions | 4 |
| Standard Population | 4 |
| Undergraduate level | 4 |
| Institutional Datasets..... | 4 |
| Metric for measures | 4 |
| Scottish Index of Multiple Deprivation..... | 5 |
| Scottish Government strategic priority | 6 |
| To provide the best student experience, seamlessly connected for learners of all backgrounds | 6 |
| SHEP schools for the 2019-20 cycle | 11 |
| Scottish Government strategic priority | 18 |
| To provide high quality learning in a system where institutions work in partnership and demonstrate the highest standards of governance and financial accountability | 18 |
| Scottish Government priority..... | 22 |
| To support Scotland’s global reputation as a Science and Research nation synonymous with high quality teaching, research, knowledge exchange and innovation..... | 22 |
| Annex: SFC University Sector National Measures Template..... | 26 |

Introduction

1. This Technical Guidance provides the definitions for each of the measures of progress listed in Table 2 of the main SFC University OA Guidance 2020-21. It is provided to enable universities to replicate SFC baseline and trend data as the basis for negotiating milestones and targets for improvement.
2. For each measure the document provides:

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

Outcome Agreement measures of progress: REVISIONS for 2020-21

| 2019-20 Outcome Agreement Measures | | 2020-21 Outcome Agreement Measures | | Revision made |
|------------------------------------|--|------------------------------------|--|--|
| Measure 1 | The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing | | | No change |
| Measure 2a | The number and proportion of Scotland-domiciled undergraduate entrants from the 20% most deprived postcodes | | | No change Amendment to title of measure to make clear the deprivation quintiles in scope. No change |
| Measure 2b | The number and proportion of Scotland-domiciled undergraduate entrants from the 0-40% most deprived postcodes | | | |
| Measure 2c | The number and proportion of Scotland-domiciled full-time first degree entrants from the 20% most deprived postcodes | | | |
| Measure 3 | The number and proportion of Scotland-domiciled undergraduate entrants from the SHEP schools | | | List of SHEP schools updated |
| Measure 4 | The number and proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care-experienced students | | | No change |
| 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 | | | No change |
| Measure 6 | The number and proportion of full-time first year Scotland-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 | | | No change |
| Measure 8 | The number and proportion of Scotland-domiciled undergraduate entrants to STEM courses | | | HECOS definition of STEM added |
| Measure 9a | The number and proportion of Scotland-domiciled graduates entering positive destinations | | | Measure under review |
| Measure 9b | The number and proportion of Scotland-domiciled full-time first degree graduates entering professional occupations | | | |
| Measure 10 | Gross carbon footprint (3 year period) | | | No change |
| Measure 11 | Number of research postgraduate students | | | No change |
| Measure 12 | Amount and percentage share of income from the research councils | | | No change |
| Measure 13 | Total research income from all sources | | | No change |
| Measure 14 | The number of SFC Innovation Vouchers (IVs), Follow-on IVs and H2020 IVs | | | No change |
| Measure 14 | Gross carbon footprint (3 year period) | | | No change |
| | | | | |

General Notes

HESA definitions

3. 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 HESA Student data collection documentation available at the time of writing this guidance i.e. **Student Record 2019-20**.
4. [Full details of the field list and HESA definitions](#) are available on the HESA website. Information on the [HESA derived fields used in this guidance](#) will be available on the above webpage under **Derived field specifications**.

Standard Population

5. The SFC dataset used to produce tables for Outcome Agreements previously used an SFC adjusted CORE files to exclude students not counted in our own standard population. This has now changed so that SFC reporting on Outcome Agreement measures uses the HESA standard population, defined as XPSR01 = 1.

Undergraduate level

6. 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) AND Selected Sub-degree: 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.

Institutional Datasets

7. SFC can provide a dataset of your own institution's students included within the SFC Undergraduate Level population in order to allow institutions to easily match their students in the OA population. For further details please contact: Stephen Riddell, Senior Policy/Analysis Officer, sriddell@sfc.ac.uk

Metric for measures

8. 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. 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**.

9. The measures will therefore count 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

10. The [Scottish Index of Multiple Deprivation \(SIMD\)](#) is provided by the Scottish Government (SG). [Postcode files linking postcodes to SIMD rank](#) are available on the National Records of Scotland (NRS) website via NRS Postcode Extracts in the Geography web page. 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.
11. Aspirations set for 2020-21 will be based on **SIMD 2016** and will follow the Scottish Government standard method of calculating quintiles (rather than a separate SFC population weighted method as previously).
12. In this guidance MD20 = Quintile 1 and MD40 = Quintile 1 + Quintile 2.
13. Details on the SIMD 2016 ranks are detailed below.

| SIMD 2016 | | |
|--|----------------------|-----------|
| Quintiles split the datazones into 5 groups, each containing 20% of Scotland's population | | |
| | SIMD2016 Rank | |
| | From | To |
| 1 - 20% most deprived | 1 | 1,395 |
| 2 | 1,396 | 2,790 |
| 3 | 2,791 | 4,185 |
| 4 | 4,186 | 5,580 |
| 5 - 20 % least deprived | 5,581 | 6,976 |

Scottish Government strategic priority

To provide the best student experience, seamlessly connected for learners of all backgrounds

Measure 1: The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing

| | |
|--------------------------|---|
| Table | HN Scotland-domiciled student entry from Scotland's colleges to Scotland's HEIs: HEI summary table. |
| Numerator | The number of Scotland-domiciled HN entrants from Scottish colleges to undergraduate programmes with advanced standing . |
| Denominator | The number of Scotland-domiciled HN entrants from Scottish colleges to undergraduate programmes, irrespective of year of programme. |
| Data | National Articulation Database (compiled from data supplied via FES, HESA, SQA). Data definitions can be found in Annex 1 of the 'Articulation from Scottish Colleges to Scottish Universities 2017-18' report. |
| Term | Definition/Description |
| Advanced Standing | Articulation is defined as a student gaining entry into second year of a degree with a Higher National Certificate (HNC) gained at college, or into third year with a Higher National Diploma (HND) gained at college in the previous three academic years. |

Measure 2a: The number and proportion of Scotland-domiciled undergraduate entrants from the 20% most deprived postcodes (SIMD20)

| | | |
|---------------------------|--|--|
| Numerator | The number of Scotland-domiciled undergraduate entrants from the 20% most deprived SIMD areas. | |
| Denominator | The total number of Scotland-domiciled undergraduate entrants (excluding those with no known/matching postcode). | |
| Data | HESA Standard Population | |
| Term | Definition/Description | Notes |
| Denominator | All Scotland-domiciled undergraduate entrant students in the HESA Standard Population. | HESA Standard Population: XPSR01 = 1 |
| Numerator | All Scotland-domiciled undergraduate entrant students (excluding those as above) with a valid postcode from a SIMD20 area. | SIMD20 - The 20% most deprived areas See Scottish Index of Multiple Deprivation in section General Notes . |
| Scotland-domiciled | Scotland-domiciled as recorded on HESA. | Scotland-domiciled - XDOMHM01 = 2 XDOMHM01 is a HESA derived field. |
| Undergraduate | Any student undertaking an undergraduate course. | See Undergraduate level in General Notes section |
| Entrant | 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 - START DATE OF INSTANCE (COMDATE) IS AFTER OR EQUAL TO '01AUGXXXX' |

Measure 2b: The number and proportion of Scotland-domiciled undergraduate entrants from the 0-40% most deprived postcodes (SIMD0-40)

| | | |
|---------------------------|--|---|
| Numerator | The number of Scotland-domiciled undergraduate entrants from the 40% most deprived SIMD areas. | |
| Denominator | The total number of Scotland-domiciled undergraduate entrants (excluding those with no known/matching postcode). | |
| Data | HESA Standard Population | |
| Term | Definition/Description | Notes |
| Denominator | All Scotland-domiciled undergraduate entrant students in the HESA Standard Population. | HESA Standard Population: XPSR01 = 1 |
| Numerator | All Scotland-domiciled undergraduate entrant students (excluding those as above) with a valid postcode from a SIMD0-40 area. | MD40 - The 40% most deprived areas (including the 20% most deprived areas) See Scottish Index of Multiple Deprivation in section General Notes . |
| Scotland-domiciled | Scotland-domiciled as recorded on HESA. | Scotland-domiciled - XDOMHM01 = 2 XDOMHM01 is a HESA derived field. |
| Undergraduate | Any student undertaking an undergraduate course. | See Undergraduate level in General Notes section |
| Entrant | 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 - START DATE OF INSTANCE (COMDATE) IS AFTER OR EQUAL TO '01AUGXXXX' |

Measure 2c: The number and proportion of Scotland-domiciled full-time first degree entrants from the 20% most deprived postcodes (COWA)

| | | |
|---------------------------|--|--|
| Numerator | The number of Scotland-domiciled full-time first degree entrants from the 20% most deprived SIMD areas. | |
| Denominator | The total number of Scotland-domiciled full-time first degree entrants (excluding those with no known/matching postcode). | |
| Data | HESA Standard Population | |
| Term | Definition/Description | Notes |
| Denominator | All Scotland-domiciled full-time first degree entrant students in the HESA Standard Population. | HESA Standard Population: XPSR01 = 1 |
| Numerator | All Scotland-domiciled undergraduate entrant students (excluding those as above) with a valid postcode from an SIMD 20 area. | SIMD20 - The 20% most deprived areas See Scottish Index of Multiple Deprivation in section General Notes . |
| Scotland-domiciled | Scotland-domiciled as recorded on HESA. | Scotland-domiciled - XDOMHM01 = 2 XDOMHM01 is a HESA derived field. |
| Undergraduate | Any student undertaking a full-time first degree course. | Full-time: xmode01 in (1,2) First degree: xlev501 = 3 |
| Entrant | 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 - START DATE OF INSTANCE (COMDATE) IS AFTER OR EQUAL TO '01AUGXXXX' |

Measure 3: The number and proportion of Scotland-domiciled undergraduate entrants from the SHEP schools

| | | |
|---------------------------|--|--|
| Numerator | The number of Scotland-domiciled undergraduate entrants from the SHEP schools. | |
| Denominator | The total number of Scotland-domiciled undergraduate entrants. | |
| Data | HESA Standard Population | |
| Term | Definition/Description | Notes |
| Denominator | All Scotland-domiciled undergraduate entrant students in the HESA Standard Population. | HESA Standard Population: XPSR01 = 1 |
| Numerator | All Scotland-domiciled undergraduate entrant students from a SHEP school. | See list of SHEP schools below Variable PREVINST used to identify a student from a SHEP school. |
| Scotland-domiciled | Scotland-domiciled as recorded on HESA. | Scotland-domiciled - XDOMHM01 = 2 XDOMHM01 is a HESA derived field. |
| Undergraduate | Any student undertaking an undergraduate course. | See Undergraduate level in General Notes section |
| Entrant | 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 - START DATE OF INSTANCE (COMDATE) IS AFTER OR EQUAL TO '01AUGXXXX' |
| SHEP | Schools were chosen based on a matrix model taking into account measures of deprivation and attainment including; % of pupils claiming free school meals, % of pupils residing in SIMD20/40 areas, % of leavers progressing into Higher Education and % of leavers obtaining 2 or more SCQF level 6 qualifications or above. These factors were each given a value, and together they formed a matrix which indicated the degree of engagement required. | |

SHEP schools for the 2019-20 cycle¹

| | |
|---|---|
| <p>ASPIRE North</p> <p>Aberdeen City – Bucksburn Academy**² Aberdeen City - Lochside Academy³ Aberdeen City - Northfield Academy Aberdeen City - St Machar Academy Aberdeenshire – Banff Academy** Aberdeenshire – Fraserburgh Academy** Aberdeenshire – Peterhead Academy** Highland - Alness Academy Highland – Invergordon Academy** Highland - Inverness High School Highland – Kinlochleven High School* Highland – Lochaber High School** Highland – Tain Royal Academy** Highland - Wick High School Moray - Elgin High School Moray – Lossiemouth High School*</p> <p>LEAPS</p> <p>Clackmannanshire Council - Alloa Academy Clackmannanshire Council - Lornshill Academy East Lothian Council – Ross High School Edinburgh City Council - Castlebrae Community High School Edinburgh City Council - Craigmoynton Community High School Edinburgh City Council - Drummond Community High School Edinburgh City Council - Forrester High School Edinburgh City Council - Gracemount High School Edinburgh City Council – Leith Academy* Edinburgh City Council - Liberton High School</p> | <p>LIFT OFF</p> <p>Angus - Arbroath Academy Angus – Brechin High School* Dundee City - Baldrigon Academy Dundee City - Braeview Academy Dundee City - Craigie High School Dundee City – Morgan Academy** Dundee City – St John’s RC Academy** Dundee City – St Paul’s RC Academy Fife - Beath High School Fife – Glenrothes High School** Fife - Glenwood High School Fife – Kirkcaldy High School** Fife - Levenmouth Academy⁴ Fife - Lochgelly High School Fife – St Columba’s RC High School** Fife – Viewforth High School* Fife – Woodmill High School</p> <p>Focus West</p> <p>Argyll and Bute Council – Islay High School* Dumfries and Galloway Council - Maxwelltown High⁵ Dumfries and Galloway Council – Sanquhar Academy* East Ayrshire Council – Auchinleck Academy** East Ayrshire Council – Cumnock Academy** East Ayrshire Council - Doon Academy East Ayrshire Council – St Joseph’s Academy** East Ayrshire Council – William McIlvanney Campus (Kilmarnock Academy)** Glasgow City Council - All Saints Secondary Glasgow City Council – Bellahouston Academy** Glasgow City Council - Castlemilk High Glasgow City Council – Cleveden Secondary School** Glasgow City Council - Drumchapel High Glasgow City Council - Eastbank Academy Glasgow City Council - Govan High</p> |
|---|---|

¹ Should this list alter, SFC will update it and notify institutions.

² In 2019-20, Bucksburn Academy was classified as a Tier 1 SHEP school using a new selection matrix. However no pupils were worked with in 2019-20 from the school.

³ Merger of Torry Academy and Kincorth Academy

⁴ Please note that Buckhaven and Kirkland merged to form Levenmouth Academy

⁵ For AY2018-19 school attendance, Maxwelltown HS pupils may also show North West Community Campus as their previous school. Due to construction delays at the new Campus, pupils had to return to the old school; institutions are asked to take account of this disruption

* SHEP schools engaged with in AY2018/19 but no engagement in AY2019/20

** New SHEP schools engaged with in AY2019/20 (pupils selected based on contextual criteria – not a whole cohort approach)

Edinburgh City Council - Tynecastle High School
 Edinburgh City Council - Wester Hailes Education Centre
 Falkirk Council - Grangemouth High School
 Midlothian Council - Newbattle Community High School
 Midlothian Council – St David’s High School
 Scottish Borders Council - Eyemouth High School
 Scottish Borders Council – Hawick High School*
 Stirling Council - Bannockburn High School
 West Lothian Council - Armadale Academy
 West Lothian Council – Inveralmond Community High School*
 West Lothian Council – Whitburn Academy*

Glasgow City Council – Hillhead High School**
 Glasgow City Council - Hillpark Secondary School
 Glasgow City Council – Holyrood Secondary School**
 Glasgow City Council - John Paul Academy
 Glasgow City Council – Knightswood Secondary School**
 Glasgow City Council - Lochend Community High School
 Glasgow City Council – Lourdes Secondary School**
 Glasgow City Council – Notre Dame High School for Girls**
 Glasgow City Council - Rosshall Academy
 Glasgow City Council - Smithycroft Secondary
 Glasgow City Council - Springburn Academy
 Glasgow City Council - St Andrew’s Secondary
 Glasgow City Council - St Margaret Mary’s Secondary
 Glasgow City Council - St Mungo’s Academy
 Glasgow City Council - St Paul’s High
 Glasgow City Council - St Roch’s Secondary
 Glasgow City Council – St Thomas Aquinas Secondary School**
 Glasgow City Council - Whitehill Secondary
 Inverclyde Council - Inverclyde Academy
 Inverclyde Council – Notre Dame High School**
 Inverclyde Council - Port Glasgow High School
 Inverclyde Council – St Columba’s High School**
 Inverclyde Council - St Stephen’s High
 North Ayrshire Council – Ardossan Academy**
 North Ayrshire Council - Auchenharvie Academy
 North Ayrshire Council – Greenwood Academy**
 North Ayrshire Council - Irvine Royal Academy
 North Ayrshire Council – Kilwinning Academy**
 North Ayrshire Council – St Matthew’s Academy**
 North Lanarkshire Council – Airdrie Academy**
 North Lanarkshire Council - Bellshill Academy
 North Lanarkshire Council - Braidhurst High School
 North Lanarkshire Council - Calderhead High
 North Lanarkshire Council – Caldervale High School*
 North Lanarkshire Council – Cardinal Newman High School**
 North Lanarkshire Council - Clyde Valley High
 North Lanarkshire Council – Coatbridge High School*
 North Lanarkshire Council – Our Lady’s High School, Motherwell**
 North Lanarkshire Council – St Andrew’s High School**
 North Lanarkshire Council – St Margaret’s High School**
 Renfrewshire – Castlehead High School**
 Renfrewshire – Linwood High School*
 South Ayrshire Council - Ayr Academy

| | |
|--|--|
| | <p>South Lanarkshire Council – Calderside Academy** South Lanarkshire Council – Cathkin High School* South Lanarkshire Council - Larkhall Academy South Lanarkshire Council – St John Ogilvie High School** South Lanarkshire Council – Trinity High School** West Dunbartonshire Council – Clydebank High School** West Dunbartonshire Council – St Peter the Apostle High School** West Dunbartonshire Council - Vale of Leven Academy</p> |
|--|--|

Measure 4: The number and proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care-experienced students

| | | |
|--|--|---|
| Numerator | The number of Scotland-domiciled undergraduate entrants in each protected characteristic category. | |
| Denominator | The number of Scotland-domiciled undergraduate entrants. | |
| Data | HESA Standard Population | |
| Term | Definition/Description | Notes |
| Denominator (for each protected characteristic) | All Scotland-domiciled undergraduate entrant students in the HESA Standard Population. | HESA Standard Population: XPSR01 = 1 |
| Numerator | All Scotland-domiciled undergraduate entrant students (excluding those as above) in each protected characteristic category. | |
| | Gender | For 2012/13 onwards Male - SEX IDENTIFIER (SEXID) = 1 Female - SEX IDENTIFIER (SEXID) = 2 Other - SEX IDENTIFIER (SEXID) = 3 |
| | Age | Under 21 - XAGEA01 LESS THAN 21 21 and over - XAGEA01 GREATER THAN OR EQUAL TO 21 XAGEA01 is a HESA derived field. |
| | Disability | No known disability - DISABILITY (DISABLE) = 00 Disability - DISABILITY (DISABLE) = 01 TO 96 Not known - DISABILITY (DISABLE) = 97,98,99 |
| | Ethnicity | For 2012/13 onwards White - ETHNICITY (ETHNIC) = 10 TO 19 BME - ETHNICITY (ETHNIC) = 21 to 80 Not Known - ETHNICITY (ETHNIC) = 90,98 |
| | Care-experienced students | From 2013-14: Care-experienced in Scotland - CARELEAVER = 02 Care-experienced in the rest of UK - CARELEAVER = 03 UCAS defined care leaver - CARELEAVER = 04 |
| Scotland-domiciled | Scotland-domiciled as recorded on HESA. | Scotland-domiciled - XDOMHM01 = 2 XDOMHM01 is a HESA derived field. |
| Undergraduate | Any student undertaking an undergraduate course. | See Undergraduate level in General Notes section |
| Entrant | 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 - START DATE OF INSTANCE (COMDATE) IS AFTER OR EQUAL TO '01AUGXXXX' |

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

| | | |
|---------------------------|---|--|
| Numerator | The number of Scotland-domiciled full-time undergraduate entrants who are continuing in higher education or have qualified after their first year (in each group of interest). | |
| Denominator | The total number of Scotland-domiciled full-time undergraduate entrants (in each group of interest) in PIT3 population (with duplicates removed). | |
| Data | <p>The SFC dataset (PIT3) used to produce these tables comes from the HESA t3_underlyingdata_XX_XX dataset, used to create their PIs on non-continuation rates (Table T3). <i>This measure only reports on full-time students.</i></p> <p>Information on the HESA PIs is available on their website: Performance Indicators in Higher Education in the UK. Non-continuation rates (including projected outcomes) (tables T3, T4, T5)</p> <p>The field (T3_MARKER) which indicates if the student is a continuing or non-continuing student.</p> <p>SFC links the PIT3 dataset to the AYCOR dataset to obtain information on gender, age, disability, ethnicity and care-experienced students.</p> | |
| Term | Definition/Description | Notes |
| Denominator | Scotland-domiciled full-time undergraduate entrants in each group of interest 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 Population (applicable to T1, T2, T3, T4, T5, T6, T7) in: Definition of Terms |
| Numerator | The number of Scotland-domiciled full-time undergraduate entrants who are continuing in HE or who have qualified. | See section Non-continuation data (applicable to T3, T4, T5) in: Definition of Terms The field T3_MARKER is used to select: Continuing student - T3_MARKER = 1,2 Non-continuing student - T3_MARKER = 3 |
| Full-time | The PIT3 dataset is restricted to full-time students. | See section Mode of study (applicable to tables T1, T2, T3, T4, T5, T6) in: Definition of Terms |
| Undergraduate | Any student undertaking an undergraduate course. | See Undergraduate level in General Notes section |
| Scotland-domiciled | Scotland-domiciled as recorded on HESA. | Scotland-domiciled - XDOMHM01 = 2 XDOMHM01 is a HESA derived field . |
| Entrant | 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 Entrants (applicable to T1, T2, T3a-T3d, T4) in: Definition of Terms . |

| | | |
|--|--|--|
| Numerator – Deprivation | The number of Scotland-domiciled full-time undergraduate entrants who are continuing with a valid postcode from an MD20 or MD 40 area. | MD20 - The 20% most deprived areas MD40 - The 40% most deprived areas (also contains the 20% most deprived areas) See Scottish Index of Multiple Deprivation in section General Notes |
| Numerator - Protected characteristics | The number of Scotland-domiciled full-time undergraduate entrants who are continuing in each protected characteristic category. | |
| | Gender | Male - SEX IDENTIFIER (SEXID) = 1 Female - SEX IDENTIFIER (SEXID) = 2 Other - SEX IDENTIFIER (SEXID) = 3 |
| | Age | Under 21 - XAGEA01 LESS THAN 21 21 and over - XAGEA01 GREATER THAN OR EQUAL TO 21 XAGEA01 is a HESA derived field. |
| | Disability | No known disability - DISABILITY (DISABLE) = 00 Disability - DISABILITY (DISABLE) = 01 TO 96 Not known - DISABILITY (DISABLE) = 97,98,99 |
| | Ethnicity | For 2012/13 onwards White - ETHNICITY (ETHNIC) = 10 TO 19 BME - ETHNICITY (ETHNIC) = 21 to 80 Not Known - ETHNICITY (ETHNIC) = 90,98 |
| | Care-experienced students | Care-experienced in Scotland - CARELEAVER = 02 Care-experienced in the rest of UK - CARELEAVER = 03 UCAS defined care leaver - CARELEAVER = 04 SFC definition: The term care-experienced refers to anyone who has been or is currently in care or from a looked-after background at any stage of their life, no matter how short, including adopted children who were previously looked-after. This care may have been provided in one of many different settings such as in residential care, foster care, kinship care or looked after at home with a supervision requirement. |

Measure 6: The number and proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two

| | | |
|---------------------------|---|---|
| Numerator | The number of Scotland-domiciled full-time undergraduate entrants who are continuing in higher education or have qualified after their first year (in each group of interest). | |
| Denominator | The total number of Scotland-domiciled full-time undergraduate entrants in PIT3 population (with duplicates removed). | |
| Data | <p>The SFC dataset (PIT3) used to produce these tables comes from the HESA t3_underlyingdata_XX_XX dataset, used to create their PIs on non-continuation rates (Table T3). <i>This measure only reports on full-time students.</i></p> <p>Information on the HESA PIs is available on their website: Performance Indicators in Higher Education in the UK. Non-continuation rates (including projected outcomes) (tables T3, T4, T5)</p> <p>SFC links the PIT3 dataset to the AYCOR dataset to obtain information on gender, age, disability and ethnicity.</p> | |
| Denominator | Scotland-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 Population (applicable to T1, T2, T3, T4, T5, T6, T7) in: Definition of Terms |
| Numerator | The number of Scotland-domiciled full-time undergraduate entrants who are continuing or who qualified at the same HEI. | See section Non-continuation data (applicable to T3, T4, T5) in: Definition of Terms The field T3_MARKER is used to select: Continuing student - T3_MARKER = 1,2 Non-continuing student - T3_MARKER = 3 |
| Full-time | The PIT3 dataset is restricted to full-time students. | See section Mode of study (applicable to tables T1, T2, T3, T4, T5, T6) in: Definition of Terms |
| Under-graduate | Any student undertaking an undergraduate course. | See Undergraduate level in General Notes section |
| Scotland-domiciled | Scotland-domiciled as recorded on HESA. | Scotland-domiciled - XDOMHM01 = 2 XDOMHM01 is a HESA derived field . |
| Entrant | 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 Entrants (applicable to T1, T2, T3a-T3d, T4) in: Definition of Terms |

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

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

| | | |
|---|--|--|
| Table | 'Q27 institutions (benchmarked)'. | |
| Data | Table available in ' 2019 National Student Survey summary data ' in the National Student Survey section of the OfS website: https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/get-the-nss-data/ . | |
| Term | Definition/Description | Notes |
| The difference (+/-) between the actual and benchmarked figure | The difference (+/-) between the actual and benchmarked figure for taught students. | Question 27 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 2019 , and previous years surveys, are available on the OfS website. |
| | <p>OfS has produced benchmarks for each UK institution for this question that take into account each HEI's mix of students making for a more reliable and robust comparison between institutions.</p> <p>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.</p> <p>There is no separate data for the Open University Scotland, as all UK OU students were included in a single return.</p> | |

Measure 8: The number and proportion of Scotland-domiciled undergraduate entrants to STEM courses

| | | |
|---------------------------|--|--|
| Numerator | The number of Scotland-domiciled undergraduate entrants to STEM courses. | |
| Denominator | The number of Scotland-domiciled undergraduate entrants. | |
| Data | HESA Standard Population | |
| Term | Definition/Description | Notes |
| Denominator | All Scotland-domiciled undergraduate entrant students in the HESA Standard Population. | HESA Standard Population: XPSR01 = 1 |
| Numerator | All Scotland-domiciled undergraduate entrant students (excluding those as above) undertaking a STEM Subject group course. | |
| Scotland-domiciled | Scotland-domiciled as recorded on HESA. | Scotland-domiciled - XDOMHM01 = 2 XDOMHM01 is a HESA derived field. |
| Undergraduate | Any student undertaking an undergraduate course. | See Undergraduate level in General Notes section |
| Entrant | 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 - START DATE OF INSTANCE (COMDATE) IS AFTER OR EQUAL TO '01AUGXXXX' |

| | | |
|----------------------------------|---|---|
| <p>STEM Subject group</p> | <p>The student is on a course where at least one of the subjects of course aim is a "STEM" subject.</p> | <p>Subject group is derived from the Subject of Course Aim (SBJCA) field.</p> <p>SBJCA 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>STEM</p> <p>C – Biological Sciences. D - Veterinary Sciences, Agriculture and Related Subjects (Excluding D1, D2 – Pre-clinical and Clinical Veterinary Medicine and Dentistry). F - Physical Sciences. G - Mathematical Sciences. H – Engineering. I - Computer Sciences. J – Technologies.</p> <p>From 2019-20, HECOS subject classifications will replace the JACS coding system. A definition of STEM provision which incorporates HECOS coding can be found via the below link:</p> <p>HECoS STEM Codes⁶</p> |
|----------------------------------|---|---|

⁶ <https://www.hesa.ac.uk/innovation/hecos>

Measure 9a: The number and proportion of Scotland-domiciled undergraduates entering positive destinations

Having conducted a review of data collected on graduate outcomes, HESA is in the process of implementing the 'Graduate Outcomes' record, due for publication in Spring 2020. The Destination of Leavers in Higher Education (DLHE) survey - on which this measure was previously based - has now been discontinued.

The methodology and presentation of any related indicators must therefore be considered in light of these changes. The definition and guidance for this measure will be written once the Graduate Outcomes-based National Statistics publication has been released.

Measure 9b: The number and proportion of Scotland-domiciled undergraduates entering professional occupations

Having conducted a review of data collected on graduate outcomes, HESA is in the process of implementing the 'Graduate Outcomes' record, due for publication in Spring 2020. The Destination of Leavers in Higher Education (DLHE) survey - on which this measure was previously based - has now been discontinued.

The methodology and presentation of any related indicators must therefore be considered in light of these changes. The definition and guidance for this measure will be written once the Graduate Outcomes-based National Statistics publication has been released.

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

Measure 10: Gross carbon footprint (3 year period)

| | | |
|------------------------|--|---|
| Table | Metrics: Towards Climate Change (Scotland) Act 2009 | |
| Data | The table is included (Table 3a) in the annual Public Sector Climate Change report submitted to SSN (Sustainable Scotland Network). Guidance and resources are available from the SSN website: https://sustainablesotlandnetwork.org/step-0 . | |
| Term | Definition/Description | Notes |
| Gross carbon footprint | 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. | A copy of the report template and further guidance is available on the EAUC website . |

Measure 11: Number of research postgraduate students (Full-time Equivalent)

| | |
|------------------------------|---|
| Table | Research postgraduate students The table used comes from HESA and can be found on the HEIDI+ portal or from each institution's own HESA return. |
| Definition/descriptor | <u>Select students with the session population of 'The instance is counted within the HE session population. XPSES01 = 1 ('The Instance is counted within the HE session population')</u> . <u>Select students with the level of study 'Higher Degree (Research). XLEV601 = 1 (Higher Degree (research))</u> . |

Measure 12: Amount and percentage share of income from the UK Research Councils

| | | |
|-----------------------|--|---|
| Table | Table 5a: Total Research Grants and Contracts | |
| Numerator | Institution's total income from research council Total Research Grants and Contracts. | |
| Denominator(s) | 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). | |
| Data | The data used to produce these tables come from HESA and can be found on the HEIDI+ portal on the or from each institution's own HESA return. | |
| Term | Definition | Notes |
| Numerator | Sum of: BBSRC, MRC, NERC, EPSRC, ESRC, AHRC and STFC income | Further information on this is available from the HESA website under FSR with HE-BCI Survey collection section. See section: |

| | | |
|---|---|---|
| | | FSR Tables 5a and 5b - Research grants and contracts |
| Denominator | 1. Sum of BBSRC, MRC, NERC, EPSRC, ESRC, AHRC and STFC for all Scottish institutions (% Scottish income) | Further information on this is available from the HESA website under FSR with HE-BCI Survey collection section. |
| | 2. Sum of BBSRC, MRC, NERC, EPSRC, ESRC, AHRC and STFC for all UK institutions (% UK income) | See section: FSR Tables 5a and 5b - Research grants and contracts |
| Measure 13: Total research income from all sources | | |
| Table | The data used to produce these figures comes from HESA and can be found on the HEIDI+ portal, or from each institution's own HESA return. | |

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

| | | |
|-------------------------------|--|---|
| Data | Data is held by Interface | |
| Term | Definition | Notes |
| Innovation vouchers | The Innovation Voucher Scheme provides vouchers worth up to £5k for collaborative projects between HEIs and SMEs. | For further information see the Interface website . |
| 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 the Interface website . |

Annex: SFC University Sector National Measures Template

14. 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.
15. 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.
16. 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 Outcome Agreements.

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2020-21 | 2021-22 | 2022-23 |
|--|----------|----------|----------|----------|----------|----------|----------|
| | Actual | | | | Ambition | | |
| Scottish Government strategic priority: To provide the best student experience, seamlessly connected for learners of all backgrounds | | | | | | | |
| Measure 1: Articulation - The number and proportion of Scottish-domiciled learners articulating from college to degree level courses with advanced standing | | | | | | | |
| Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes | | | | | | | |
| Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with advanced standing | | | | | | | |
| Proportion of Scottish-domiciled HN entrants articulating with Advanced Standing | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| Measure 2: Deprivation - The number and proportion of Scottish-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes | | | | | | | |
| Total number of SDUEs with known postcode | | | | | | | |

| | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|----------|
| SDUEs from 20% most deprived postcodes | | | | | | | |
| SDUEs from 40% most deprived postcodes | | | | | | | |
| Proportion of SDUEs from 20% most deprived postcodes | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| Proportion of SDUEs from 40% most deprived postcodes | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| Additional COWA measure - The proportion of full-time first degree entrants from the 20% most deprived postcodes | | | | | | | |
| Total number of full-time first degree entrants | | | | | | | |
| Number of full-time first degree entrants from 20% most deprived postcodes | | | | | | | |
| Proportion of full-time first degree entrants from 20% most deprived postcodes | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| Measure 3: SHEP Schools - 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) | | | | | | | |
| Total SDUEs | | | | | | | |
| Number of SDUEs from SHEP schools | | | | | | | |
| Proportion of SDUE from SHEP Schools | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| Measure 4: Protected Characteristics - The number and proportion of Scottish-domiciled undergraduate entrants by different protected characteristic groups and care-experienced students | | | | | | | |
| Info: Total SDUEs | | | | | | | |
| Gender | | | | | | | |
| Number of Male SDUEs | | | | | | | |
| Number of Female SDUEs | | | | | | | |
| Number of Other SDUEs | | | | | | | |
| Male Proportion | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| Female Proportion | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| Other Proportion | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| Age | | | | | | | |
| Number of Under 21 SDUEs | | | | | | | |
| Number of 21 and over SDUEs | | | | | | | |
| Under 21 Proportion | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

| | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|
| | % | % | % | % | % | % | % |
| 21 and over Proportion | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | % | % | % | % | % | % | % |
| Ethnicity | | | | | | | |
| Number of Minority Ethnic SDUEs | | | | | | | |
| Proportion - BME | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | % | % | % | % | % | % | % |
| Disability | | | | | | | |
| Number - Disability | | | | | | | |
| Proportion - Disability | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | % | % | % | % | % | % | % |
| Care-experienced | | | | | | | |
| Number – Care-experienced | | | | | | | |
| Proportion – Care-experienced | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | % | % | % | % | % | % | % |
| Measure 5: Retention by Protected Characteristics - The number and proportion of full-time first year Scottish-domiciled undergraduate entrants from different characteristic groups returning to study in year two | | | | | | | |
| Deprivation | | | | | | | |
| MD20 full-time first year SDUE | | | | | | | |
| MD20 full-time first year SDUE Retained | | | | | | | |
| Proportion MD20 retained | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | % | % | % | % | % | % | % |
| MD20/40 full-time first year SDUE | | | | | | | |
| MD20/40 full-time first year SDUE Retained | | | | | | | |
| Proportion MD40 retained | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | % | % | % | % | % | % | % |
| Gender | | | | | | | |
| Male entrants | | | | | | | |
| Males Retained | | | | | | | |
| Proportion of Males retained | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | % | % | % | % | % | % | % |
| Female entrants | | | | | | | |
| Females Retained | | | | | | | |

| | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|----------|
| Proportion of Females retained | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| Age | | | | | | | |
| Under 21 Entrants | | | | | | | |
| Under 21s Retained | | | | | | | |
| Proportion of Under 21s retained | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| 21 and over Entrants | | | | | | | |
| 21 and over Retained | | | | | | | |
| Proportion of 21 and over retained | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| Ethnicity | | | | | | | |
| Entrants - BME | | | | | | | |
| BME - Retained | | | | | | | |
| Proportion retained - BME | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| Disability | | | | | | | |
| Entrants - Disability | | | | | | | |
| Disability - Retained | | | | | | | |
| Proportion retained - Disability | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| Care-experienced | | | | | | | |
| Entrants – Care-experienced | | | | | | | |
| Care-experienced Retained | | | | | | | |
| Proportion retained – Care-experienced | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| Measure 6: Retention - The number and proportion of full-time first year Scottish-domiciled undergraduate entrants returning to study in year two | | | | | | | |
| Total number of full-time first year SDUE | | | | | | | |
| Number of full-time first year SDUE retained | | | | | | | |
| Proportion retained | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| 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 | | | | | | | |

| | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|
| Measure 7: Satisfaction - The % of students satisfied with the overall quality of their course of study in the National Student Survey | | | | | | | |
| % Satisfaction | | | | | | | |
| % Benchmark | | | | | | | |
| Difference +/- | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| Measure 8: STEM - The number and proportion of Scottish-domiciled undergraduate entrants to STEM courses | | | | | | | |
| Proportion of SDUE to STEM courses | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |
| Number of SDUEs to STEM courses | | | | | | | |
| Info: Total SDUEs | | | | | | | |
| Measure 9a: Graduate Destinations - The number and proportion of Scottish-domiciled graduates entering positive destinations | | | | | | | |
| Targets not requested at this time | | | | | | | |
| | | | | | | | |
| Measure 9b: Graduate Destinations - National Measure 9b: The number and proportion of Scottish Domiciled full-time first degree respondents working in professional occupations | | | | | | | |
| Targets not requested at this time | | | | | | | |
| | | | | | | | |
| Measure 10: Gross carbon footprint (3 year period) (tonnes CO2e) | | | | | | | |
| 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 | | | | | | | |
| Measure 11: The number of research postgraduate students (FTE) | | | | | | | |
| Measure 12: Total income from the UK Research Councils | | | | | | | |
| Measure 13: Total research income from all sources | | | | | | | |
| Measure 14: IVs - The number of SFC innovation Vouchers (IVs) and Follow-on IVs | | | | | | | |
| Innovation Vouchers (IVs) | | | | | | | |
| Follow-on IVs | | | | | | | |
| Bespoke additions to sheet (*if required) | | | | | | | |

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|---------|----------|---------|---------|
| | Actual | | | | Ambition | | |
| | | | | | | | |
| Measure new additions relate to: | | | | | | | |
| New measure 1 (input as necessary) | | | | | | | |
| New measure 2 etc. | | | | | | | |