



Scottish Funding Council  
Comhairle Maoinachaidh na h-Alba

## Guidance for Interim Outcome Agreements for Colleges and Universities AY 2020-21 Annex C

**SFC Guidance**

Issue Date: 1 December 2020

## Guidance for Interim Outcome Agreements for Colleges and Universities AY 2020-21 Annex C: College Technical Guidance on SFC's measures of progress

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Summary: This guidance outlines the steps required to ensure an agreement is in place between SFC and each university, college or college region during this emergency period which captures, at a high level, contributions, impact and outcomes and provides assurance on use of allocated funding in AY 2020-21.

FAO: Principals and Chairs of Scotland's colleges and regional strategic bodies

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## Guidance for Interim Outcome Agreements for Colleges and Universities AY 2020-21

### Annex C: College Technical Guidance on SFC's measures of progress

#### Introduction

1. This Technical Guidance provides the definitions for each of the measures listed in the *Outcome and Impact framework (AY 2020-21)*.
2. This is an update to the previous Technical Guidance for 2020-21 issued in Summer 2019. This guidance reflects the priority measures of progress for the emergency COVID-19 pandemic period, restricting key measures for both the College and University sectors.
3. SFC has clearly indicated that we will not require targets for this emergency year, however we do expect institutions to commit to maintain, wherever possible, the institutional/regional/sectoral baselines as appropriate. SFC will issue a national measures table to each institution reflecting this condensed Outcome and Impact Framework with 2018-19 being the baseline year, where data are available.
4. SFC will, as a matter of course, continue to monitor all performance measures we currently have in addition to those identified as priority and will be happy to discuss areas of concern with institutions.
5. For each measure the document provides:

<b>Aim:</b> The Scottish Funding Council's strategic aim under which this measure falls		
<b>Measure:</b> The number and description of the measure		
<b>Table:</b>	Provides an overview and coverage of the measure	
<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. code list in FES guidance

<b>Outcome Agreement measures of progress: Revised for 2020-21 Emergency Period</b>	
Measure A	Credits delivered ( all)
Measure B	Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas (SIMD10)
Measure C	The volume and proportion of Credits delivered to care-experienced learners
Measure D	Number of senior phase age pupils studying vocational qualifications delivered by colleges
Measure E	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)
Measure F	The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing
Measure G	The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying
Measure H	SSES Survey - The percentage of students Overall, satisfied with their college experience

## **General Notes - Definition of the metrics used in the measures**

### **Credits**

6. A credit gives a measure of the volume of activity delivered. One credit is equivalent to 40 hours of learning.
7. The eligibility criteria to determine whether credits can be claimed for a student and/or course is set out in the [Credit Guidance: 2020-21 student activity data guidance for colleges.](#)

### **Enrolment**

8. This figure is the number of student enrolments as recorded on the FES 2 return. A student enrolling on more than one course / programme will have more than one enrolment.

### **Scottish Index of Multiple Deprivation**

9. The Scottish Index of Multiple Deprivation (SIMD) is provided by the Scottish Government.
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 web page.
11. Using the student postcode (FES field: pcode) a student is matched to a datazone and then to a SIMD rank. The ranks are divided into deciles.
12. Aspirations set from 2017-18 onwards will be based on SIMD 2016 and will follow the Scottish Government standard method of calculating deciles (rather than a separate SFC population weighted method). Whilst the Scottish Government have since released SIMD 2020, SFC will not be adopting this iteration of the SIMD until the 2021-22 academic year.

13. Details on the SIMD 2016 ranks are detailed below:

<b>Scottish Government – Deciles split the datazones into 10 groups, each containing 10% of Scotland's datazones</b>		
	<b>SIMD2016 Rank</b>	
	<b>From</b>	<b>To</b>
1 - 10% most deprived	1	697
2	698	1,395
3	1,396	2,092
4	2,093	2,790
5	2,791	3,488
6	3,489	4,185
7	4,186	4,883
8	4,884	5,580
9	5,581	6,278
10 - 10 % least deprived	6,279	6,976

14. Senior Phase Vocational Pathways (SPVP) Measure D looks at senior phase school pupils studying vocational qualifications and Foundation Apprenticeships, at SCQF Level 5 and above, delivered by colleges. Without taking away from this focus, a wider view of all SPVP activity will be reflected in analysis relating to these measures. This is intended to show the full picture of SPVP activity across the sector, specifically activity lower than SCQF level 5.

#### **FES Quarterly Return Deadlines 2020-21**

15. The deadlines for the quarterly data returns are as follows:

Data Return 1	6 November 2020
Data Return 2	5 February 2021
Data Return 3	2 July 2021
Data Return 4	1 October 2021

## Measures

**A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds**

<b>Measure A</b>	<b>Credits delivered</b>
<b>Description</b>	The total volume of Credits delivered by the region. Only students who are eligible for credits are included.
<b>Data</b>	FES Data
<b>Term</b>	<b>Definition / Description</b>
<b>Eligible for Credits</b>	Activity for which the course is eligible for Credits.
<b>Extracting data for measure</b>	Include all students where CREDITS GREATER THAN 0



<b>Measure B</b>	<b>Volume and Proportion of Credits delivered to learners in the most deprived 10% postcode areas (SIMD10)</b>	
<b>Description</b>	<p>This measure reports on the volume of all activity measured as Credits, delivered to those Scottish-domiciled students from Scottish Index of Multiple Deprivation 10% most deprived datazones (SIMD10), and this volume as a proportion of the total Credits delivered.</p> <p>Only students for whom Credits are claimed are included in Credit figure.</p>	
<b>Numerator</b>	The volume of Credits delivered to students from SIMD10	
<b>Denominator</b>	The total volume of Credits delivered by the Region	
<b>Data</b>	FES Data National Records of Scotland (NRS) Mid-Year Population Estimates Scottish Index of Multiple Deprivation	
<b>Term</b>	<b>Definition / Description</b>	<b>Notes</b>
<b>SIMD</b>	The 10% most deprived datazones, based on SIMD 2016	See Scottish Index of Multiple Deprivation in General Notes
<b>Scottish-domiciled</b>	Scottish-domiciled students if the students home local authority, as derived using the postcode provided on FES 2 return, is in Scotland. Students with an invalid or missing postcode are included in the "No matching Scottish postcode" figure.	Postcode is valid AND derived home location (domicile of student) is in Scotland
<b>Extracting data for measure</b>	Include students where CREDITS GREATER THAN 0 AND postcode of home location is valid AND in SIMD 10% Most Deprived decile AND derived home location (domicile of student) is in:	
Aberdeen City	100	Midlothian 290
Aberdeenshire	110	Moray 300
Angus	120	North Ayrshire 310
Argyll & Bute	130	North Lanarkshire 320
Clackmannanshire	150	Orkney Islands 330
Dumfries and Galloway	170	Perth and Kinross 340
Dundee City	180	Renfrewshire 350
East Ayrshire	190	Scottish Borders 355
East Dunbartonshire	200	Shetland Islands 360
East Lothian	210	South Ayrshire 370
East Renfrewshire	220	South Lanarkshire 380
Edinburgh, City of	230	Stirling 390
Falkirk	240	West Dunbartonshire 395
Fife	250	West Lothian 400
Glasgow City	260	Na h-Eileanan (Western Isles or Outer Hebrides) 235
Highland	270	
Inverclyde	280	

<b>Measure C</b>	<b>Volume and Proportion of Credits delivered to care-experienced students</b>	
<b>Description</b>	<p>This measure reports on the volume of all activity measured as Credits, delivered to care-experienced learners), and this volume as a proportion of the total Credits delivered.</p> <p>Only students for whom Credits are claimed are included in Credit figure.</p>	
<b>Numerator</b>	The volume of Credits delivered to care-experienced learners.	
<b>Denominator</b>	The total volume of Credits delivered by the Region	
<b>Data</b>	FES Data	
<b>Term</b>	<b>Definition / Description</b>	<b>Notes</b>
<b>Care-experienced</b>	<p>As coded in FES 2: Care-experienced student - code list Y  Care-experienced (previously categorised as care leavers and looked after children). 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.</p>	
<b>Extracting data for measure</b>	Include students where CREDITS GREATER THAN 0 AND who fulfil the criteria for the Care-experienced category as stated in the FES Guidance.	

<b>Measure D</b>	<b>Number of senior phase age pupils studying vocational qualifications delivered by colleges</b>	
<b>Description</b>	This measure reports on the total number of senior phase school pupils studying vocational qualifications and foundation apprenticeships delivered by colleges.	
<b>Measure</b>	Total number of students enrolled on these qualifications	
<b>Data</b>	FES Data	
<b>Term</b>	<b>Definition / Description</b>	
<b>SCQF</b>	<p>There are 12 SCQF (Scottish Credit and Qualifications Framework) levels which provide an indication of the complexity of qualifications and learning programmes. Further details on how programmes are allocated an SCQF level can be found at the <a href="#">SCQF website</a>.</p> <p>Not all programmes offered by colleges are accredited with an SCQF level.</p>	SCQF level recorded in FES2 - SCQF level
<b>Vocational Qualifications</b>	<p>For the purposes of this measure, the following qualifications are defined as vocational:</p> <ul style="list-style-type: none"> <li>• Higher National Qualifications (codes DC,DD)</li> <li>• National Certificates (code 33)</li> <li>• Scottish / National Vocational Qualifications (codes 28 &amp; 31)</li> <li>• SQA National Progression Awards (code 35)</li> <li>• SQA Skills for Work Awards (code 36)</li> <li>• Foundation Level Apprenticeship (code 40)</li> </ul>	The 2019-20 FES 2 guidance contains an update to the Qualification Aim field (code list O)
<b>School Year</b>	S4 S5 (includes FT winter leavers) S6	As coded in FES 2 return: category of student - code list G
<b>Students</b>	Enrolment total includes all students returned on FES	
<b>Extracting data for measure</b>	<p>Include all students where the SCQF level is 5 and above AND their school year is between S4 and S6 AND the qualification aim is one of the following vocational qualification: include winter leavers</p> <p>Higher National Qualifications (codes DC,DD) National Certificates (code 33) Scottish / National Vocational Qualifications (codes 28 &amp; 31) SQA National Progression Awards (code 35) SQA Skills for Work Awards (code 36) Foundation Level Apprenticeship (code 40)</p>	

<b>Measure E (a)</b>	<b>Proportion of enrolled students successfully achieving a recognised qualification (FT &amp; PT)</b>	
<b>Description</b>	The number of enrolments completed successfully for each category of duration of programme, for FE and HE as a proportion of the total number of enrolments (completed successful, completed partial success, further withdrawal, early withdrawal) for each category of duration of programme, for FE and HE.	
<b>Numerator</b>	The total number of enrolments completed successfully for each level of study and duration of programme.	
<b>Denominator</b>	The total number of enrolments for recognised qualifications for each level of study and duration of programme.	
<b>Data</b>	FES Data Further information on the SFC Performance Indicators can be found on the <a href="#">Student and staff performance indicators for Scotland's further education colleges</a> section of the SFC website.	
<b>Term</b>	<b>Definition / Description</b>	<b>Notes</b>
<b>Completed Successful</b>	The student has successfully completed the course year	Using the following codes in FES 2-Student record outcome: "8" Completed programme / course, student assessed and successful "18" Student has progressed to the next year and has achieved 70% of credits undertaken "20" Student has achieved 70% of credits undertaken but has chosen not to progress to the next year "22" Student completed first year of an HND but has chosen to leave with an HNC "25" Student is on an interim year of a multi-year VQ programme and is on-track and is still participating in the college programme
<b>Total enrolments</b>	Completed Successful (see above ) + Partial success + Further withdrawal + Early Withdrawal Partial success- The student completed the programme but did not gain the qualification Further withdrawal- The student attended after the funding	Using the following codes in FES 2-Student record outcome: <b>Partial success</b> "7" Completed programme / course, student assessed but not successful "17" Student has progressed to the next year but did not gain 70% of credits undertaken <b>Further withdrawal</b> "2" Withdrawn from programme / course and commenced employment "3" Withdrawn from programme / course

	qualifying date but withdrew from their studies before the programme ended Early withdrawal- The student has withdrawn from the programme before the funding qualifying date	and now studying in an HEI "4" Withdrawn from programme / course and destination unknown "5" Transferred to another programme / course within the college "10" Withdrawn from programme / course and now studying elsewhere (not an HEI)
<b>Recognised Qualification</b>		Using the following code in FES 1 return: All programmes not coded as Qualification Aim = "PB"
<b>Duration of programme</b>	Duration of programme in hours: for the purposes of OA reporting the hours of duration of programme are grouped as follows. <b>Full-time</b> <b>Part-time:</b> 320 hours but not full-time 160 to 320 hours 80 to 160 hours 40 to 80 hours 10 to 40 hours under 10 hours	
<b>Higher Education (HE)</b> <b>Further Education (FE)</b>	Advanced programme  Non-advanced programme	Coded in <b>FES 1 return: Advanced / Non-advanced programme</b> as: Advanced (HE) = 1, non-advanced (FE) = 2
<b>Extracting data for measure</b>	Information on the data required to construct the PIs is available in the <a href="#">College PI Technical Guidance</a> available on the SFC website:	

<b>Measure F</b>	<b>The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</b>
<b>Description</b>	HN Scottish-domiciled student entry from Scotland's colleges to Scotland's HEIs: HN leaver analysis & HEI advanced standing summary table.
<b>Numerator</b>	The number of Scottish-domiciled HN entrants from college to undergraduate programmes with advanced standing.
<b>Denominator</b>	Scottish-domiciled HN leavers from college in previous year.
<b>Data</b>	National Articulation Database (compiled from data supplied via FES, HESA, SQA). Please see Annex 1 of the ' <a href="#">Articulation from Scottish Colleges to Scottish Universities 2017-18</a> ' report for data definitions.
<b>Term</b>	<b>Definition / Description</b>
<b>Advanced Standing</b>	Articulation with Advanced Standing 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.
<b>Extracting data for measure</b>	Data for this measure is derived from the National Articulation Database and is available from SFC on request.

<b>Measure G</b>	<b>The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</b>	
<b>Description</b>	This measure reports on the number and proportion of full-time qualifiers (excluding senior phase school pupils) who are in positive destinations 3-6 months after they qualify. Separate figures are calculated for Further and Higher Education level course qualifiers.	
<b>Numerator</b>	Number students in a positive destination.	
<b>Denominator</b>	Number of student with confirmed destinations.	
<b>Data</b>	This data is returned on the College Leaver Destinations (CLD) return. Further details are available in the <a href="#">College Data Collections</a> section of the SFC website.	
<b>Term</b>	<b>Definition / Description</b>	<b>Notes</b>
<b>Full-time</b>	Any student who undertakes 15 Credits or more, on a single course, in a single academic year (including spanning courses) should be considered full-time. In addition HNC students undertaking 12 Credits in a single year should also be considered full-time.	Coded in <b>FES 1 return: Mode of attendance of programme – code list G</b> and <b>FES 2: Mode of attendance of student – code list E</b> as: "05" Short full-time, "17" - Full-Time and "18" previously met old full-time criteria
<b>Qualifier</b>	The student has successfully completed the course	Using the following codes in <b>FES 2-Student record outcome</b> : "8" Completed programme / course, student assessed and successful or "22" Student completed first year of an HND but has chosen to leave with an HNC
<b>HE Level</b> <b>FE Level</b>	Student was on an HE level programme Student was on an FE level programme	Coded in <b>FES 1 return: Advanced / Non-advanced programme</b> as: Advanced (HE) = 1, non-advanced (FE) = 2
<b>Positive destination</b>	Destination is counted as a positive destination if "Primary Classification" as recorded on CLD return is in: <ul style="list-style-type: none"> <li>• Working full-time (including self-employed / freelance, voluntary or other unpaid work, developing a professional portfolio / creative practice or on an internship).</li> <li>• Working part-time (including self-employed / freelance, voluntary or other unpaid work, developing a professional portfolio / creative practice or on an internship).</li> <li>• Engaged in full-time further study, training or research.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Engaged in part-time further study, training or research.</li> <li>• Due to start a job by 31 March (in following year).</li> </ul>
<b>Confirmed destination</b>	Destination is counted as a confirmed destination if "Primary Classification" as recorded on CLD return is not "Unconfirmed"

<b>Measure H</b>	<b>SSES Survey - The percentage of students Overall, satisfied with their college experience</b>
<b>Description</b>	This measure reports on the proportion of students overall, satisfied with their college experience.
<b>Numerator</b>	Number of students that 'strongly agree' or 'agree' that they are; Overall, satisfied with their college experience.
<b>Denominator</b>	Total number of responses.
<b>Data</b>	This data is returned on the College Student Satisfaction and Engagement Survey (SSES) return. Further details are available in the latest <a href="#">SSES Guidance</a> on the SFC website.



## **SFC College Sector National Measures Template**

1. We ask that institutions share their ambitions towards the above priorities over the 2020-21 academic session and provide milestones and aspirations for each of the national measures. A data template, populated with available data up to academic year 2018-19, will be sent to institutions on release of this guidance.
2. This table will be re-issued to institutions in January, updated to include available data for AY 2019-20. 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.
3. SFC require 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.