



SFC Guidance

Annex B

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

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

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Promoting further and higher education

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Introduction

This Technical Guidance provides the definitions for each of the measures listed in Table 4 of the document: *Delivering College Outcome Agreements (AY 2020-21)*.

For each measure the document provides:

Aim: The Council’s strategic aim under which this measure falls		
Measure: The number and description of the measure		
Table:	Provides an overview and coverage of the measure	
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. code list in FES guidance

Table 3: SFC’s National Performance Measures for 2020-21

	Outcome Agreement measures of progress: Revised for 2020-21
Measure 1 (a) Measure 1 (b) Measure 1 (c)	Credits delivered (Core / ESF / Core + ESF) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas (SIMD10) The volume and proportion of Credits relating to learners from different protected characteristic groups and care-experienced
Measure 2 (a) Measure 2 (b) Measure 2 (c) Measure 2 (d)	Number of senior phase age pupils studying vocational qualifications delivered by colleges Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision 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	The number and proportion of Credits delivered to learners enrolled on STEM courses
Measure 4 (a) Measure 4 (b) Measure 4 (c) Measure 4 (d) Measure 4 (e)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT) Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges Proportion of full-time enrolled care-experienced students successfully achieving a recognised qualification Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification
Measure 5	The number of starts for contracted apprenticeships (including industry bodies such CITB and SECTT)
Measure 6	Number of full-time learners with “work placement experience” as part of their programme of study
Measure 7	The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses 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	SSES Survey - The percentage of students Overall, satisfied with their college experience
Measure 10	Gross carbon footprint

General Notes - Definition of the metrics used in the measures

Credits

1. A credit gives a measure of the volume of activity delivered. One credit is equivalent to 40 hours of learning.
2. The eligibility criteria to determine whether credits can be claimed for a student and/or course is set out in the [Credit Guidance: 2019-20 student activity data guidance for colleges](#).

Enrolment

3. 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

4. The [Scottish Index of Multiple Deprivation \(SIMD\)](#) is provided by the Scottish Government.
5. 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.
6. 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.
7. 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).
8. Details on the SIMD 2016 ranks are detailed below:

Scottish Government – Deciles split the datazones into 10 groups, each containing 10% of Scotland's datazones

	SIMD2016 Rank	
	From	To
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

9. Senior Phase Vocational Pathways (SPVP) Measure 2(a) and Measure 2(b) 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 2019-20

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

Data Return 1	8 November 2019
Data Return 2	7 February 2020
Data Return 3	3 July 2020
Data Return 4	2 October 2020

Priority 1

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

Measure 1 (a) Credits delivered (Core / ESF / Core + ESF)	
Description	The total volume of Credits delivered by the region. Only students who are eligible for credits are included.
Data	FES Data
Term	Definition / Description
Eligible for Credits	Activity for which the course is eligible for Credits.
Extracting data for measure	Include all students where CREDITS GREATER THAN 0

Measure 1 (b)		Volume and Proportion of Credits delivered to learners in the most deprived 10% postcode areas (SIMD10)	
Description	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. Only students for whom Credits are claimed are included in Credit figure.		
Numerator	The volume of Credits delivered to students from SIMD10		
Denominator	The total volume of Credits delivered by the Region		
Data	FES Data National Records of Scotland (NRS) Mid-Year Population Estimates Scottish Index of Multiple Deprivation		
Term	Definition / Description	Notes	
<i>SIMD</i>	The 10% most deprived datazones, based on SIMD 2016	See Scottish Index of Multiple Deprivation in General Notes	
<i>Scottish-domiciled</i>	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	
Extracting data for measure	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		

Measure 1 (c) Volume and Proportion of Credits related to learners from different protected characteristic groups and care-experienced students		
Description	This measure reports on the volume of all activity measured as Credits, delivered to various categories for each protected characteristic group (ethnicity, disability, sex, sexual orientation, religion), and this volume as a proportion of the total Credits delivered. Only students for whom Credits are claimed are included in Credit figure.	
Numerator	The volume of Credits delivered to each protected characteristic group	
Denominator	The total volume of Credits delivered by the Region	
Data	FES Data	
Term	Definition / Description	Notes
Ethnic Group	Ethnicity categories are those used in Scotland's 2011 Census. As coded in FES 2 return: Ethnic group – code list D	
White	Scottish English Welsh Irish Northern Irish British Gypsy / Traveller Polish Any other white ethnic background	For some analysis aggregated to "White"
Mixed	Any mixed or multiple ethnic background	For some analysis aggregated to "BME" (Black Minority Ethnic)
Asian, Asian Scottish or Asian British	Indian, Indian Scottish or Indian British Pakistani, Pakistani Scottish or Pakistani British Bangladeshi, Bangladeshi Scottish or Bangladeshi British Chinese, Chinese Scottish or Chinese British Any other Asian background	
Black, Black Scottish or Black British	Caribbean, Caribbean Scottish or Caribbean British Other Caribbean or black background Black, Black Scottish or Black British African, African Scottish or African British Other African background	
Other ethnic background	Arab, Arab Scottish or Arab British Any other background	
Information not known / Prefer not to say	Information not known Prefer not to say	

Disability Group	Disability fields as listed in FES 2 return
Not disabled	No known disability
Disabled	A specific learning difficulty such as dyslexia, dyspraxia or ADHD A specific learning disability such as Down's Syndrome A social / communication impairment such as Asperger's syndrome / other autistic spectrum disorder A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy A mental health condition, such as depression, schizophrenia or anxiety disorder A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches D/deaf or hearing impairment Blind or a serious visual impairment uncorrected by glasses A disability, impairment or medical condition that is not listed above
Sex of student	As coded in FES 2 return: Sex of Student - code list P
Male Female Other Prefer not to say	Male(including trans man) Female (including trans woman) In another way Prefer not to say
Sexual Orientation	As coded in FES 2 return: Sexual Orientation of Student - code list Q
Heterosexual Gay man / Homosexual Gay Woman / Lesbian Bisexual Other Prefer not to say	Heterosexual / straight Gay man Gay Woman / Lesbian Bi/Bisexual Other Prefer not to say
Religion	As coded in FES 2: Religion, Religious Denomination or body- code list R
No Religion Christian: Protestant Christian: Roman Catholic Christian: Other Muslim Buddhist Sikh Jewish Hindu Other religion or body Prefer not to say	None Christian: Protestant Christian: Roman Catholic Christian: Other Muslim Buddhist Sikh Jewish Hindu Another religion or body Prefer not to say
Care-experienced	As coded in FES 2: Care-experienced student- code list Y
Care-experienced	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.	
Extracting data for measure	Include students where CREDITS GREATER THAN 0 AND who fulfil the criteria for each protected characteristic / Care-experienced category as stated in the FES Guidance	
Measure 2 (a)		
Number of senior phase age pupils studying vocational qualifications delivered by colleges		
Description	This measure reports on the total number of senior phase school pupils studying vocational qualifications and foundation apprenticeships delivered by colleges.	
Measure	Total number of students enrolled on these qualifications	
Data	FES Data	
Term	Definition / Description	
<i>SCQF</i>	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 SCQF website . Not all programmes offered by colleges are accredited with an SCQF level.	SCQF level recorded in FES2 - SCQF level
<i>Vocational Qualifications</i>	For the purposes of this measure, the following qualifications are defined as vocational: <ul style="list-style-type: none"> • Higher National Qualifications (codes DC,DD) • National Certificates (code 33) • Scottish / National Vocational Qualifications (codes 28 & 31) • SQA National Progression Awards (code 35) • SQA Skills for Work Awards (code 36) • Foundation Level Apprenticeship (code 40) 	The 2019-20 FES 2 guidance contains an update to the Qualification Aim field (code list O)
<i>School Year</i>	S4 S5 (includes FT winter leavers) S6	As coded in FES 2 return: category of student - code list G
<i>Students</i>	Enrolment total includes all students returned on FES	
Extracting data for measure	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	
	Higher National Qualifications (codes DC,DD) National Certificates (code 33) Scottish / National Vocational Qualifications (codes 28 & 31) SQA National Progression Awards (code 35)	

	SQA Skills for Work Awards (code 36) Foundation Level Apprenticeship (code 40)
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Measure 2 (b)		Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges
Description	This measure reports on the volume of Credits delivered to senior phase pupils studying vocational qualifications and Foundation Apprenticeships delivered by colleges, and this volume as a proportion of total Credits delivered. Only students for which Credits are claimed are included in Credit figure (assume 4 credits for pupils on Foundation Apprenticeships).	
Numerator	The volume of Credits delivered to senior phase age pupils studying vocational qualifications and foundation apprenticeships delivered by colleges.	
Denominator	The total volume of Credits delivered by the Region	
Data	FES Data	
Term	Definition / Description	
<i>SCQF</i>	As above (Measure 2a)	
<i>Vocational Qualifications</i>	As above (Measure 2a)	
<i>School Year</i>	As above (Measure 2a)	
<i>Students</i>	As above (Measure 2a)	
Extracting data for measure	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 winters	
	Higher National Qualifications (codes DC,DD) National Certificates (code 33) Scottish Vocational Qualifications (codes 28 & 31) SQA National Progression Awards (code 35) SQA Skills for Work Awards (code 36) Foundation Level Apprenticeship (code 40)	

Measure 2 (c)		Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	
Description	<p>This measure reports on the volume of all activity measured as Credits, delivered as school college partnership activity, and this volume as a proportion of the total Credits delivered.</p> <p>Only students for which Credits are claimed are included in Credit figure (assume 4 credits for pupils on Foundation Apprenticeships).</p>		
Numerator	The volume of Credits delivered to learners at S3 and above taking part in school-college activity.		
Denominator	The total volume of Credits delivered by the Region		
Data	FES Data		
Term	Definition / Description		
<i>School College Activity</i>	School College activity as defined as learning delivered to school pupils S3 and above. <u>Further guidance to be provided.</u>		
<i>School Year</i>	S3 S4 S5 (includes FT winter leavers) S6	As coded in FES 2 return: category of student - code list G	
Extracting data for measure	Include students where CREDITS GREATER THAN 0 AND who are categorised as "School-College" activity as described above, assume 4 credits for pupils on Foundation Apprenticeships. Students who are classed as engaging in "School-College" activity will be from one of the Category of student below:		
	01 - School based S3 02 - School based S4 03 - School based S5 04 - School based S6 21 - Winter leaver		

Measure 2 (d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools				
Description	This measure reports on the volume of all Higher Education (HE) level student activity measured as Credits, delivered to those who attended a SHEP school, and this volume as a proportion of the total HE-level Credits delivered. Only students for which Credits are claimed are included in Credit figure.			
Numerator	The volume of Credits at HE level delivered to learners who attended SHEP schools. Please note that senior phase aged pupils studying vocational qualifications (as defined in measures 2a and 2b) should not be included within the numerator.			
Denominator	The total volume of HE level Credits delivered by the Region			
Data	FES Data			
Term	Definition / Description			
<i>Higher Education (HE)</i>	Advanced programme	Coded in FES 1 return: Advanced / Non-advanced programme as: Advanced (HE) = 1, Non-advanced (FE) = 2		
<i>SHEP</i>	Secondary schools with consistently low rates of progression to Higher Education See list of SHEP schools below. This list has been updated for the 2020-21 Guidance.	As coded for all students under 20 years of age at the point of enrolment in FES 2 return: School code number - code list K		
Extracting data for measure	Include all students where CREDITS GREATER THAN 0 AND level of study is HE (see above definition) AND previous institution attended is a school within the list of SHEP schools below ¹ .			
<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>ASPIRE North</p> <p>Aberdeen City – Bucksburn Academy Aberdeen City - Lochside Academy² 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 – Lochaber High School Highland – Tain Royal Academy Highland - Wick High School Moray - Elgin High School</p> </td> <td style="vertical-align: top; width: 50%;"> <p>LIFT OFF</p> <p>Angus - Arbroath Academy 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 Academy³ Fife - Lochgelly High School Fife – St Columba’s RC High School</p> </td> </tr> </table>			<p>ASPIRE North</p> <p>Aberdeen City – Bucksburn Academy Aberdeen City - Lochside Academy² 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 – Lochaber High School Highland – Tain Royal Academy Highland - Wick High School Moray - Elgin High School</p>	<p>LIFT OFF</p> <p>Angus - Arbroath Academy 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 Academy³ Fife - Lochgelly High School Fife – St Columba’s RC High School</p>
<p>ASPIRE North</p> <p>Aberdeen City – Bucksburn Academy Aberdeen City - Lochside Academy² 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 – Lochaber High School Highland – Tain Royal Academy Highland - Wick High School Moray - Elgin High School</p>	<p>LIFT OFF</p> <p>Angus - Arbroath Academy 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 Academy³ Fife - Lochgelly High School Fife – St Columba’s RC High School</p>			

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

² Merger of Torry Academy and Kincorth Academy

³ Please note that Buckhaven and Kirkland merged to form Levenmouth Academy

<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 - Craigoyston 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 - Liberton High School 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 Stirling Council - Bannockburn High School West Lothian Council - Armadale Academy</p>	<p>Fife – Woodmill High School</p> <p>Focus West</p> <p>Dumfries and Galloway Council - Maxwelltown High⁴ 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 - Castlemilk High Glasgow City Council – Cleveden Secondary School Glasgow City Council - Drumchapel High Glasgow City Council - Eastbank Academy Glasgow City Council - Govan High 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</p>
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⁴ 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

	<p>North Ayrshire Council – St Matthew’s Academy</p> <p>North Lanarkshire Council – Airdrie Academy</p> <p>North Lanarkshire Council - Bellshill Academy</p> <p>North Lanarkshire Council - Braidhurst High School</p> <p>North Lanarkshire Council - Calderhead High</p> <p>North Lanarkshire Council - Clyde Valley High</p> <p>North Lanarkshire Council – Our Lady’s High School, Motherwell</p> <p>North Lanarkshire Council – St Andrew’s High School</p> <p>North Lanarkshire Council – St Margaret’s High School</p> <p>Renfrewshire – Castlehead High School</p> <p>South Ayrshire Council - Ayr Academy</p> <p>South Lanarkshire Council – Calderside Academy</p> <p>South Lanarkshire Council - Larkhall Academy</p> <p>South Lanarkshire Council – St John Ogilvie High School</p> <p>South Lanarkshire Council – Trinity High School</p> <p>West Dunbartonshire Council – Clydebank High School</p> <p>West Dunbartonshire Council – St Peter the Apostle High School</p> <p>West Dunbartonshire Council - Vale of Leven Academy</p>
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Measure 3		Volume and proportion of Credits delivered to learners enrolled on STEM courses	
Description	This measure reports on the volume of all student activity measured as credits delivered to those enrolled on a Science, Technology, Engineering or Mathematics (STEM) course.		
Numerator	The volume of Credits delivered to learners enrolled on a STEM course.		
Denominator	The total volume of Credits delivered by the Region		
Data	FES Data		
Extracting data for measure	Include all students where CREDITS GREATER THAN 0 AND where superclass II is equal to one of the following:		
<p>C: Information Technology and Information</p> <p>CA Information and Communication Technology</p> <p>CB Computer Science</p> <p>CC Using Software</p> <p>CD Information Work / Information Use</p> <p>CE Text / Graphics / Multimedia Presentation Software</p> <p>N: Catering/Food/Leisure Services/Tourism</p> <p>NH Food Sciences/Technology</p> <p>Q: Environment Protection/Energy/Cleansing/Security</p> <p>QA Environmental Protection/Conservation</p> <p>QB Energy Economics/Management/Conservation</p> <p>QC Pollution/Pollution Control</p> <p>QD Environmental Health/Safety</p> <p>R: Sciences and Mathematics</p> <p>RA Science</p> <p>RB Mathematics</p> <p>RC Physics</p> <p>RD Chemistry</p> <p>RE Astronomy / Space Science</p> <p>RF Earth Sciences</p> <p>RG Land and Sea Surveying / Cartography</p> <p>RH Life Sciences</p> <p>RK Agricultural Science</p> <p>T: Construction and Property (Built Environment)</p> <p>TA Built Environment (general)</p> <p>TD Building Design / Architecture</p> <p>TE Construction</p> <p>TF Construction Management</p> <p>TG Building / Construction Operations</p> <p>TL Civil Engineering</p> <p>TM Structural Engineering</p>		<p>X: Engineering</p> <p>XA Engineering / Technology (General)</p> <p>XD Metals Working / Finishing</p> <p>XE Welding / Joining</p> <p>XF Tools / Machining</p> <p>XH Mechanical Engineering</p> <p>XJ Electrical Engineering</p> <p>XK Power / Energy Engineering</p> <p>XL Electronic Engineering</p> <p>XM Telecommunications</p> <p>XN Electrical / Electronic Servicing</p> <p>XP Aerospace / Defence Engineering</p> <p>XQ Ship and Boat Building / Marine/ Offshore Engineering and Maintenance</p> <p>XR Road Vehicle Engineering</p> <p>XS Vehicle Maintenance / Repair / Servicing</p> <p>XT Rail Vehicle Engineering</p> <p>S: Agriculture, Horticulture and Animal Care</p> <p>SK Agricultural Engineering/Farm Technology</p> <p>V: Services to Industry</p> <p>VF Industrial Design/Research and Development</p> <p>VG Engineering Services</p> <p>Y: Oil/Mining/Plastics/Chemicals</p> <p>YA Mining/Quarrying/Extraction</p> <p>YB Oil and Gas Operations</p> <p>YC Chemicals/Materials Engineering</p> <p>YE Polymer Science/Technology</p>	

Measure 4 (a) Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)		
Description	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.	
Numerator	The total number of enrolments completed successfully for each level of study and duration of programme.	
Denominator	The total number of enrolments for recognised qualifications for each level of study and duration of programme.	
Data	FES Data Further information on the SFC Performance Indicators can be found on the Student and staff performance indicators for Scotland's further education colleges section of the SFC website.	
Term	Definition / Description	Notes
<i>Completed Successful</i>	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
<i>Total enrolments</i>	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 qualifying date but withdrew from their studies before the programme ended Early withdrawal- The	Using the following codes in FES 2-Student record outcome: Partial success "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 Further withdrawal "2" Withdrawn from programme / course and commenced employment "3" Withdrawn from programme / course and now studying in an HEI "4" Withdrawn from programme / course and destination unknown "5" Transferred to another programme / course

	student has withdrawn from the programme before the funding qualifying date	within the college "10" Withdrawn from programme / course and now studying elsewhere (not an HEI)
<i>Recognised Qualification</i>		Using the following code in FES 1 return: All programmes not coded as Qualification Aim = "PB"
<i>Duration of programme</i>	Duration of programme in hours: for the purposes of OA reporting the hours of duration of programme are grouped as follows. Full-time Part-time: 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	
<i>Higher Education (HE)</i> <i>Further Education (FE)</i>	Advanced programme Non-advanced programme	Coded in FES 1 return: Advanced / Non-advanced programme as: Advanced (HE) = 1, non-advanced (FE) = 2
Extracting data for measure	Information on the data required to construct the PIs is available in the College PI Technical Guidance available on the SFC website:	

Measure 4 (b) Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT)			
Description	The number of Scottish-domiciled enrolments from Scottish Index of Multiple Deprivation 10% most deprived datazones (SIMD10) 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.		
Numerator	The number of Scottish-domiciled enrolments from Scottish Index of Multiple Deprivation 10% most deprived datazones (SIMD10) completed successfully for each level of study and duration of programme.		
Denominator	The total number of Scottish-domiciled enrolments from Scottish Index of Multiple Deprivation 10% most deprived datazones (SIMD10) for recognised qualifications for each level of study and duration of programme.		
Data	FES Data Scottish Index of Multiple Deprivation		
Term	Definition / Description	Notes	
<i>SIMD</i>	The 10% most deprived datazones, based on SIMD 2016	See Scottish Index of Multiple Deprivation in General Notes	
<i>Scottish-domiciled</i>	Scottish-domiciled students if the student's 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.	Post code valid and derived home location (domicile of student) is in Scotland	
Extracting data for measure	Include students where CREDITS GREATER THAN 0 AND the students home postcode is valid AND in the SIMD 10% Most Deprived decile AND the derived local authority 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 Siar	235
Highland	270	(Western Isles or Outer	
Inverclyde	280	Hebrides)	

Measure 4 (c)		Proportion of senior phase aged pupils successfully achieving a recognised qualification (FT & PT)	
Description	The number of senior phase school pupils studying vocational qualifications and Foundation Apprenticeships delivered by colleges completed successfully 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.		
Numerator	The number of senior phase school pupils studying vocational qualifications delivered by colleges completed successfully for each level of study and duration of programme.		
Denominator	The total number of senior phase school pupils studying vocational qualifications delivered by colleges		
Data	FES Data		
Term	Definition / Description	Notes	
<i>Vocational Qualifications</i>	For the purposes of this measure, the following qualifications are defined as vocational: Higher National Qualifications National Certificates Scottish Vocational Qualifications SQA National Progression Awards SQA Skills for Work Foundation Level Apprenticeship	The 2019-20 FES 2 guidance contains an update to the Qualification Aim field (code list O)	
Extracting data for measure	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		
	Higher National Qualifications (codes DC,DD) National Certificates (code 33) Scottish / National Vocational Qualifications (codes 28 & 31) SQA National Progression Awards (code 35) SQA Skills for Work Awards(code 36) Foundation Level Apprenticeship (code 40)		

Measure 4 (d)	Proportion of full-time enrolled Care-Experienced students successfully achieving a recognised qualification	
Description	The number of full-time enrolled Care-Experienced students completing their course successfully as a proportion of the total number of enrolled Care-Experienced students (completed successful, completed partial success, further withdrawal, early withdrawal) on full-time FE and HE courses.	
Numerator	The number of full-time Care-Experienced students completing their course successfully for each level of study and duration of programme.	
Denominator	The total number of full-time Care-Experienced enrolments	
Data	FES 2 Student Data	
Term	Definition / Description	Notes
<i>Care-Experienced</i>	Where student is defined as Care-experienced.	Care-experienced = 1
<i>Full-time</i>	As in Duration of Programme guidance above, Full-time	
<i>Higher Education (HE)</i>	Advanced programme	Coded in FES 1 return: Advanced / Non-advanced programme as: Advanced (HE) = 1, non-advanced (FE) =2
<i>Further Education (FE)</i>	Non-advanced programme	
Measure 4 (e)	Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification	
Description	The number of full-time FE enrolled students aged 16-19 completing their course successfully as a proportion of the total number of full-time FE enrolments aged 16-19 (completed successful, completed partial success, further withdrawal, early withdrawal).	
Numerator	The number of full-time FE enrolled students aged 16-19 completing their course successfully	
Denominator	The total number of full-time FE enrolled students aged 16-19	
Data	FES 2 Student Data	
Term	Definition/ Description	
<i>Age</i>	Age of student at 31st December of the academic year: 16 - 19	Notes
<i>Full-time</i>	As in Duration of Programme guidance above, Full-time	
<i>Further Education (FE)</i>	Non-advanced programme	Coded in FES 1 return: non-advanced (FE) =2

Measure 5			The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)		
Description			The number of contracted Modern Apprenticeship Starts as reported to Skills Development Scotland (SDS).		
Data			Further information on the reporting requirements and definitions of Modern Apprenticeships are available from the SDS website.		
Measure 6			The number and proportion of full-time learners with “work placement experience” as part of their programme of study		
Description			This measure reports on the number of full-time students who as part of their programme of study undertake "work experience". Only students for which credits are claimed are included.		
Measure			The number of full-time enrolments with a "work experience" element in their programme of study.		
Data			FES data		
Term			Definition / Description		
<i>Full-time</i>			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 FES 1 return: Mode of attendance of programme (code list G) and FES 2: Mode of attendance of student (code list E) as: "17" - Full-Time
<i>Substantial placement in business and industry</i>			A student is deemed to have a "work experience" if it is of 40 hours or more in duration.		“Work experience” is used here as a general term to cover the following activity; work experience, work placement, work simulation (client based), employer project. It can be internal or external, supported or unsupported, assessed or non-assessed.
Extracting data for measure			Include all students where CREDITS GREATER THAN 0 AND Mode of attendance of programme ="17" AND a work placement of 40 hours or more.		

Measure 7	The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing
Description	HN Scottish-domiciled student entry from Scotland's colleges to Scotland's HEIs: HN leaver analysis & HEI advanced standing summary table.
Numerator	The number of Scottish-domiciled HN entrants from college to undergraduate programmes with advanced standing.
Denominator	Scottish-domiciled HN leavers from college in previous year.
Data	National Articulation Database (compiled from data supplied via FES, HESA, SQA). Please see Annex 1 of the ' Articulation from Scottish Colleges to Scottish Universities 2017-18 ' report for data definitions.
Term	Definition / Description
<i>Advanced Standing</i>	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.
Extracting data for measure	Data for this measure is derived from the National Articulation Database and is available from SFC on request.

Measure 8		
The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying		
Description	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.	
Numerator	Number students in a positive destination.	
Denominator	Number of student with confirmed destinations.	
Data	This data is returned on the College Leaver Destinations (CLD) return. Further details are available in the College Data Collections section of the SFC website.	
Term	Definition / Description	Notes
<i>Full-time</i>	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 FES 1 return: Mode of attendance of programme – code list G and FES 2: Mode of attendance of student – code list E as: "05" Short full-time,"17" - Full-Time and "18" previously met old full-time criteria
<i>Qualifier</i>	The student has successfully completed the course	Using the following codes in FES 2- Student record outcome: "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
<i>HE Level</i>	Student was on an HE level programme	Coded in FES 1 return: Advanced / Non-advanced programme as: Advanced (HE) = 1, non-advanced (FE) = 2
<i>FE Level</i>	Student was on an FE level programme	
<i>Positive destination</i>	Destination is counted as a positive destination if "Primary Classification" as recorded on CLD return is in: Working full-time (including self-employed / freelance, voluntary or other unpaid work, developing a professional portfolio / creative practice or on an internship) Working part-time (including self-employed / freelance, voluntary or other unpaid work, developing a professional portfolio / creative practice or on an internship) Engaged in full-time further study, training or research Engaged in part-time further study, training or research Due to start a job by the 31st March (in following year)	
<i>Confirmed destination</i>	Destination is counted as a confirmed destination if "Primary Classification" as recorded on CLD return is not "Unconfirmed"	

Measure 9		SSES Survey - The percentage of students Overall, satisfied with their college experience
Description	This measure reports on the proportion of students overall, satisfied with their college experience.	
Numerator	Number of students that 'strongly agree' or 'agree' that they are; Overall, satisfied with their college experience.	
Denominator	Total number of responses.	
Data	This data is returned on the College Student Satisfaction and Engagement Survey (SSES) return. Further details are available in the latest SSES Guidance on the SFC website.	
Measure 10		Gross carbon footprint
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	
Table	Metrics: Towards Climate Change (Scotland) Act 2009	
Term	Definition / Description	
<i>Gross carbon footprint</i>	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.	

Annex: SFC College Sector National Measures Template

1. 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.
2. 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.
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.

	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	Notes and comments
<i>Will be removed from OA prior to publication</i>	Actual			Ambition				
1(a) The volume of Credits delivered								
The volume of Credits delivered (core)								
info. Core Credits target (region)								
info. % towards core Credits target (region)	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
The volume of Credits delivered (ESF)								
The volume of Credits delivered (core + ESF)								
1(b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas								
Volume of Credits delivered to learners in the most deprived 10% postcode areas								
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and care-experienced students								
Gender -								
Volume of Credits delivered to Male learners								
Proportion of Credits delivered to Male learners	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Volume of Credits delivered to Female learners								
Proportion of Credits delivered to Female learners	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Volume of Credits delivered to Other learners								
Proportion of Credits delivered to Other learners	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	

Ethnicity -								
Volume of Credits delivered to BME learners								
Proportion of Credits delivered to BME learners	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Disability -								
Volume of Credits delivered to students with a known disability								
Proportion of Credits delivered to students with a known disability	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Age -								
Volume of Credits delivered to learners aged under 16								
Proportion of Credits delivered to learners aged under 16	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Volume of Credits delivered to learners aged 16-19								
Proportion of Credits delivered to learners aged 16-19	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Volume of Credits delivered to learners aged 20-24								
Proportion of Credits delivered to learners aged 20-24	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Volume of Credits delivered to learners age 25 and over								
Proportion of Credits delivered to learners age 25 and over	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
Care-Experienced -								
Volume of Credits delivered to care-experienced students								
Proportion of Credits delivered to care-experienced students	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
2(a) The number of senior phase age pupils studying vocational qualifications delivered by colleges								
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges								
Total volume of Credits delivered (including FA Credits)								
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges								
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision								
Total volume of Credits delivered (including FA Credits)								
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision								
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
2(d) 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)								
Volume of Credits delivered at HE level								
Volume of Credits delivered at HE level to learners from SHEP schools								
Proportion of Credits delivered at HE level to learners from SHEP schools	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses								
Volume of Credits delivered to learners enrolled on STEM courses								
Proportion of Credits delivered to learners enrolled on	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	

STEM courses	%	%	%	%	%	%	%	
4(a) Proportion of enrolled students successfully achieving a recognised qualification								
The number of FT FE enrolled students achieving a recognised qualification								
The total number of FT FE enrolled students								
The percentage of FT FE enrolled students achieving a recognised qualification	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
The number of PT FE enrolled students achieving a recognised qualification								
The total number of PT FE enrolled students								
The percentage of PT FE enrolled students achieving a recognised qualification	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
The number of FT HE enrolled students achieving a recognised qualification								
The total number of FT HE enrolled students								
The percentage of FT HE enrolled students achieving a recognised qualification	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
The number of PT HE enrolled students achieving a recognised qualification								
The total number of PT HE enrolled students								
The percentage of PT HE enrolled students achieving a recognised qualification	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
4(b) Proportion of enrolled MD10 students successfully achieving a recognised qualification								
The number of MD10 FT FE enrolled students achieving a recognised qualification								
The total number of MD10 FT FE enrolled students								
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
The number of MD10 PT FE enrolled students achieving a recognised qualification								
The total number of MD10 PT FE enrolled students								
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
The number of MD10 FT HE enrolled students achieving a recognised qualification								
The total number of MD10 FT HE enrolled students								
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
The number of MD10 PT HE enrolled students achieving a recognised qualification								
The total number of MD10 PT HE enrolled students								
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges								
The number of Senior Phase FT FE enrolled students achieving a recognised qualification								
The total number of Senior Phase FT FE enrolled students								
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
The number of Senior Phase PT FE enrolled students achieving a recognised qualification								
The total number of Senior Phase PT FE enrolled students								
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

The number of Senior Phase FT HE enrolled students achieving a recognised qualification								
The total number of Senior Phase FT HE enrolled students								
The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
The number of Senior Phase PT HE enrolled students achieving a recognised qualification								
The total number of Senior Phase PT HE enrolled students								
The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
4(d) Proportion of full-time enrolled Care-Experienced students successfully achieving a recognised qualification								
The number of CE FT FE enrolled students achieving a recognised qualification								
The total number of CE FT FE enrolled students								
The percentage of CE FT FE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
The number of CE FT HE enrolled students achieving a recognised qualification								
The total number of CE FT HE enrolled students								
The percentage of CE FT HE enrolled students achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
4(e) Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification								
The number of FT FE enrolled students aged 16-19 achieving a recognised qualification								
The total number of FT FE enrolled students aged 16-19								
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)								
6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study								
Total number of full-time learners								
Number of full-time learners with substantial 'work placement experience' as part of their programme of study								
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
7. The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing								
The total number of learners who have achieved HNC or HND qualifications progressing to degree level courses								
The number of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing								
The proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying								
The total number of full-time FE college qualifiers (confirmed destinations)								
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying								
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	

The total number of full-time HE college qualifiers (confirmed destinations)								
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying								
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	
9. The percentage of students overall, satisfied with their college experience (SSES survey)								
10. Gross carbon footprint (tonnes CO2e)								