



SFC Guidance

Credit Guidance: Student Activity Data Guidance for Colleges in AY 2019-20

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Summary: This document sets out guidance for eligibility for credit funding and the programmes and students eligible for credit funding.

FAO: Principals and Directors of Scotland's colleges

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Eligibility for credit funding for colleges

1. SFC provides grants to colleges/regions who undertake to deliver a specified volume of activity measured in credits (1 credit is equivalent to 40 hours of learning). This guidance sets out our core principles for eligibility for credit funding and the programmes and students eligible for credit funding.
2. Funding is provided to colleges/regions to help improve the employment prospects and/or personal progression of students. Students should only be enrolled on programmes that are suitable for their needs and abilities and all programmes should make an appropriate addition to students' ongoing development. Funding is provided for Scottish or European Union students (but not students from the rest of the UK), refugees and asylum seekers who have been properly enrolled with the college/region, whose learning is being supported by the college/region and whose individual educational requirements are being met by the college/region. There should, therefore, be a proper level of engagement with the student which is pro-active, managed by the college/region, and relates to the funding implicitly being claimed in respect of that student from SFC.
3. The number of credits claimed for distance learning provision should be commensurate with the **college** staff time spent on developing and delivering the course. Credits should only be claimed for distance learning students who remain active and fully engaged with the course.
4. Colleges/regions are funded using regional indicators of demand with the assumption being that student recruitment will take place primarily within the respective college region. It is expected that the vast majority of provision is delivered within each college's region. If a college/region wishes to deliver provision outwith its region, e.g. for nationally recognised activity, this must be agreed with the college/region's Outcome Agreement Manager.
5. The flowchart at Annex A sets out the eligibility criteria to determine whether credits can be claimed for a student and/or programme of study.

Programmes fully funded from non-SFC sources

6. Programmes of learning which are fully funded from non-SFC sources are not eligible for funding. For example, where students, or a sponsor (such as their employer or collaborative partner) have paid for the full cost of their programme of study, the students are regarded as non-fundable and credits should not be claimed, regardless of whether the college/region or the employer/collaborative partner received the fee.

Students funded from multiple sources

7. There will be occasions where colleges/regions receive funding for students from SFC and/or other bodies that, put together, fully fund the cost of delivering the programme of study, for example, SFC and/or Skills Development Scotland, employers, other industry bodies, etc. Colleges should ensure the totality of funding they receive for these programmes from the multiple sources is reasonable and justifiable within the audit process.

ESOL provision

8. SFC issued a briefing note to Principals in September 2017 regarding the transfer of £1.45 million from strategic funds to core teaching funds for English for Speakers of Other Languages (ESOL) provision from AY 2018-19. All ESOL provision continues to be funded from core teaching in AY 2019-20.
9. To ensure provision meets the needs of the region, colleges/regions must continue to work with their local Community Planning Partnership (CPP) and discuss the provision and funding of ESOL – whether that be delivered in the college or in the community. To demonstrate this collaborative working, colleges/regions must prepare joint delivery plans with CPPs and share them with the relevant Outcome Agreement Manager. The joint plan should provide detail of:
 - The ESOL need for the region and how local need is being met by the college/region and the CPP.
 - Credit bearing and non-credit bearing activity and funding allocated to each category of activity.
 - How ESOL activity in the region fits into a learner journey/pathway, i.e. the pipeline of provision which supports progression into formal accredited college courses, where that is appropriate.
10. SFC has previously agreed that there could be a small amount of flexibility to use the funds for colleges/regions to continue to work with CPPs on some non-credit bearing activity, however, the majority of activity should remain credit bearing as the activity contributes to the 116,000 FTE target. We have intentionally not quantified the amount of non-credit bearing activity as this will vary from region to region but should be a marginal amount. If colleges/regions are unsure of what is an acceptable amount of non-credit activity they should approach their Outcome Agreement Manager.
11. SFC will monitor the levels of uptake of courses through the data returns from colleges/regions. For provision that is agreed and delivered in the community using credit funding, the learner must be enrolled at the college. Colleges/regions must ensure their data returns comply to the [FES 1 Guidance notes for AY 2019-20](#) with regard to ESOL courses that are delivered as part of a collaboration between colleges/regions and CPPs. The levels of ESOL activity and its impact will also be reviewed as part of the Outcome Agreement process.

School/college engagement

12. Colleges/regions work closely with schools across the whole curriculum and all levels. A key element of the Government's Developing the Young Workforce (DYW) programme is to provide vocational education to pupils in the senior phase of secondary school. Our Outcome Agreement measures include credits delivered to senior phase pupils studying vocational qualifications and credits delivered to learners at S3 and above.
13. Colleges/regions also work with school pupils at other levels and deliver credit bearing activity. This activity helps to address gender imbalance in learning and the needs of STEM.
14. STEM is an integral part of Scotland's future economic and social development and as a provider of STEM courses, colleges/regions will have a significant role to play in building a strong base of STEM skills and knowledge. Colleges/regions are expected to increase their STEM provision and number of placement opportunities with employers within the STEM curriculum areas. More detail is available in the College Outcome Agreement Guidance 2019-20 and the definitions of STEM are included in the accompanying outcome measure technical guidance.
15. Credits used for STEM activity in schools must meet the aspirations of the STEM Strategy published in October 2017 and should aim to meet the key aims of Excellence, Equity, Inspiration and Connection.
16. Activity should aim to:
 - Build the capacity of the education and training system to deliver excellent STEM learning so that employers have access to the workforce they need.
 - Close equity gaps in participation and attainment in STEM so that everyone has the opportunity to fulfil their potential and contribute to Scotland's economic prosperity.
 - Inspire children, young people and adults to study STEM and to continue their studies to obtain more specialist skills.
 - Connect the STEM education and training offer with labour market need – both now and in the future – to support improved productivity and inclusive economic growth.
17. All credited activity must be detailed in the Regional STEM Hubs baseline and action plans.
18. We expect, therefore, that credits claimed for school college activity will either be for senior phase or addressing STEM and/or gender balance.

Assessing how many credits can be claimed for SFC funded programmes

19. Where SFC is the sole source of funding (excluding tuition fees), the credits to be claimed will be equal to the number of planned Scottish Qualification

Authority (or other awarding body) credits to be delivered, except for students enrolled on programmes designed for students with educational support needs. For example, a Higher National Certificate (HNC) is worth 12 Credits (over one year) and a Higher National Diploma (HND) is worth 30 Credits (over two years). A National Certificate (NC) is typically worth 12 Credits but colleges often choose to deliver additional units on these programmes.

20. In cases where colleges enrol students on programmes that lead to multiple awards, the SFC credits claimed should be based on the planned learning hours and the claim reduced to take account of teaching overlap across the awards.
21. In cases where the units delivered do not have a credit value, the fundable credits should be derived on the basis of the planned learning hours divided by 40 (1 Credit = 40 hours of learning).
22. If a student has greater difficulty in learning than the majority of other students and they have been assessed by the college or an external agency as requiring additional support, they should be enrolled on a programme designed to meet their educational support needs. These students were previously claimed under Dominant Programme Group 18 (DPG18), now price group 5. Credit claims for these programmes should always be calculated on the basis of planned learning hours divided by 40, irrespective of whether the units delivered have a credit value or not. colleges are no longer required to report Extended Learning Support (ELS) activity through FES, although they may wish to continue to record Personal Learning and Support Plans (PLSPs) for students within price group 5 or students in receipt of ELS for their own records.
23. For programmes containing a mix of credits and other activity, the credit claim should be based on the total credits plus the planned learning hours divided by 40 (1 Credit = 40 learning hours) for the non-credited units.
24. Planned learning hours should represent a realistic and sensible estimation of the number of hours that students will normally be required to undertake in their programme of learning. Examples of what may be counted as planned learning hours include:
 - Class contact time.
 - Supported study time.
 - Supported learning (online learning, blended learning, e-assessment and open learning).
 - Tutorial time.
 - Any additional time which the college requires for delivering the course and/or supporting the student (e.g. assessment time).
25. For work experience that is not accredited, colleges/regions can claim 1 Credit for every 80 hours of work experience. The hours claimed for non-accredited work experience/placement should be reasonable and justifiable within the audit process. For programmes of study where SFC is not the sole source of

funding, the credits to be claimed should be calculated as above but then reduced to take account of the non-SFC income. Total funding (from all sources) received for such programmes should be reasonable and justifiable within the audit process.

Price groups

26. SFC recognises that some subject areas are more expensive to deliver than others. For example, an engineering course may cost more to deliver than a business course as it requires specialist equipment and can only be safely delivered to small classes because of health and safety considerations.
27. For this reason SFC has worked with the sector to categorise all programmes across five individual price groups, based on the course subject classification (superclass). The price for each price group is shown below:

Price group 1	Price group 2	Price group 3	Price group 4	Price group 5
£222.57	£255.09	£299.54	£388.82	£402.16

28. A mapping from superclass subject areas to price group is provided as Annex A. The mapping is based on the superclass coding for the course which should best describe the academic subject area.
29. Table 1 below provides three examples of the price group profile for 'Region A' that has been targeted to deliver 100,000 Credits. The credits for each price group multiplied by the price of that group derive the total credit funding.

Price group	1	2	3	4	5	Credits delivered	Gross Credit funding	Average funding per Credit
Price per Credit	£222.57	£255.09	£299.54	£388.82	£402.16			
Profile A	20,000	35,000	22,000	1,000	22,000	100,000	£29,205,770	£292.06
Profile B	19,000	30,000	28,000	0	23,000	100,000	£29,518,330	£295.18
Profile C	26,000	31,000	26,000	2,000	15,000	100,000	£28,292,690	£282.93

Definition of full-time

30. Any student who undertakes 15 Credits or more, on a single programme of study, in a single AY (including spanning courses) should be considered full-time. In addition, HNC students undertaking 12 Credits on a single programme in a single AY should also be considered full-time.

Credits per student and monitoring of college level activity

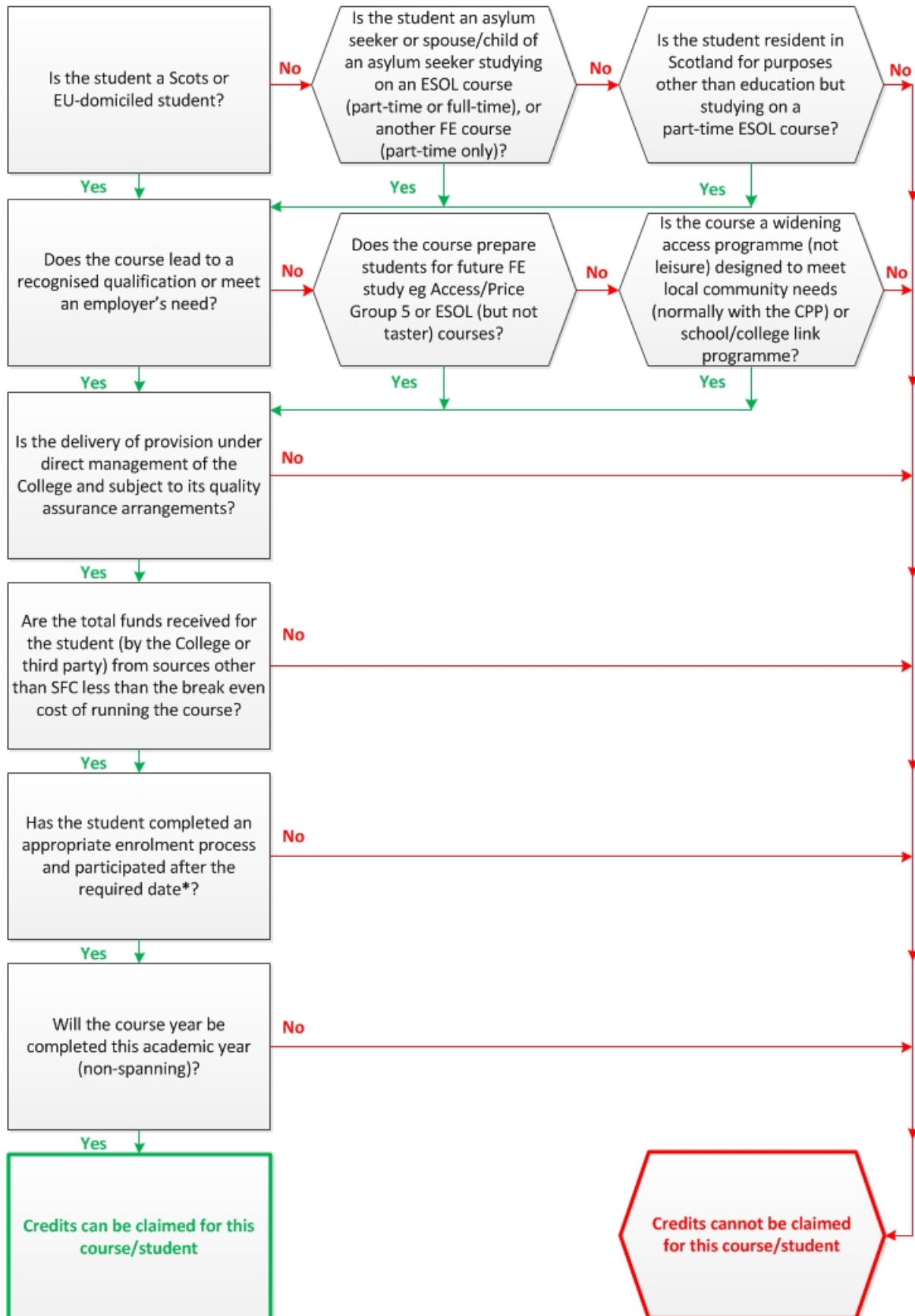
31. Colleges/regions should only claim a maximum of one full-time course/programme per year per student. Students are able to achieve full-time further education (FE) or higher education (HE) qualifications, such as an NC or HNC, by completing 12 Credits. However, a student's employment prospects are often improved if they complete additional units that better prepare them for the workplace (otherwise known as one plus activity).
32. In AY 2016-17 the tolerance threshold for one plus activity was originally set at 1% of a college's total activity with some further flexibility through Outcome Agreement discussions. This was changed in AY 2017-18 and the tolerance was set at 2.5% for colleges (or the region in the case of multi-college regions). This tolerance will continue until further notice.
33. The 2.5% tolerance excludes a number of courses where industry requires a higher level of engagement. A list of the excluded industry courses can be found in Annex C. Colleges/regions can request other courses to be added to the exclusion list before the academic year commences and can do so by following the guidance and completing the form at Annex D.
34. The need for one plus activity and its educational benefits **must** be clearly demonstrable and agreed with the college/region's Outcome Agreement Manager. It is not acceptable to deliver extended programmes (beyond full-time) to particular groups of students if the result is that the college/region is then unable to meet demand from other priority groups and prospective students.
35. Colleges/regions should determine at the start of a course the number of planned credits and this should represent a realistic and sensible estimation of the number of hours that students will normally undertake in their programme of learning. SFC does not expect the number of planned credits to increase in-year. If students undertake additional units that were not planned at the course outset then these should be reported under a separate programme for which the students should complete a separate enrolment form.
36. SFC will monitor the total number of credits delivered to individual students across all programmes on which they are enrolled. Colleges/regions must be able to justify claims for these credits, whether they are delivered over single or multiple programmes of study, as part of the audit process.
37. If a college/region's one plus activity exceeds 2.5%, there will be no additional flexibility beyond the exceptions list and activity may not be considered fundable, which could mean colleges/regions falling short of their activity target. SFC will also consider the clawback of grant and will take this into consideration when setting future activity targets and funding.

38. With the exception of these agreed courses, any activity delivered beyond 18 Credits to an FE student or 15 Credits to an HE student will be counted towards the college one plus total.

Fee waivers and tuition fees

39. Although SFC will not cap the number of credits that can be claimed for an individual, each student will only be eligible to have the equivalent of one full-time fee waiver per year irrespective of whether the tuition fee is payable by SFC, the Student Awards Agency for Scotland (SAAS), or another government body.

2019-20 Credit eligibility



*The required date is 1 November for full-time programmes starting at the summer term. For other programmes the date will be the day on which 25% of the total calendar days between the course start and end have passed.

Superclasses mapped to price groups

Superclass		Price group
	Dominant Programme Group 18	Price group 5
AA	Business (General)	Price group 1
AB	Management (General)	Price group 1
AC	Public Administration	Price group 1
AD	International Business Studies/Briefings	Price group 1
AE	Enterprises	Price group 1
AF	Management Skills (Specific)	Price group 1
AG	Management Planning and Control Systems	Price group 1
AJ	Human Resources Management	Price group 1
AK	Financial Management/Accounting	Price group 1
AL	Financial Services	Price group 1
AM	Call Centres	Price group 1
AY	Administration/Office Skills	Price group 2
AZ	Typing/Shorthand/Secretarial Skills	Price group 2
BA	Marketing/PR	Price group 1
BB	Export/Import/European Sales	Price group 1
BC	Retailing/Wholesaling/Distributive Trades	Price group 1
BD	Retailing: Specific Types	Price group 1
BE	Sales Work	Price group 1
BF	E-Commerce	Price group 1
CA	Information and Communications Technology (General)	Price group 2
CB	Computer Science	Price group 2
CC	Using Software	Price group 2
CD	Information Work/Information Use	Price group 2
CE	Libraries/Librarianship	Price group 2
DA	Humanities/General Studies/Combined Studies	Price group 1
DB	History	Price group 1
DC	Archaeology	Price group 1
DD	Religion	Price group 1
DE	Philosophy	Price group 1
DF	Classics	Price group 1
EA	Government/Politics	Price group 1
EB	Economics	Price group 1
EC	Law	Price group 1
ED	Social Sciences	Price group 1
EE	Social Studies	Price group 1
FB	Culture/Gender/Folklore	Price group 1
FC	Literature	Price group 1

FJ	Linguistic Studies	Price group 1
FM	Area/Diaspora Studies	Price group 1
FN	Languages	Price group 2
GA	Education/Training/Learning (Theory)	Price group 1
GB	Teaching/Training	Price group 1
GC	Teaching/Training: Specific Subjects	Price group 1
GD	Education/School Administration	Price group 1
GF	Careers/Education Guidance Work	Price group 1
HB	Personal and Self Development	Price group 1
HC	Career Change/Access	Price group 1
HD	Basic Skills	Price group 1
HE	Personal Finance/Consumerism/Rights	Price group 1
HF	Parenting/Carers	Price group 1
HG	People with Disabilities: Skills/Facilities	Price group 1
HH	Crisis/Illness Self Help	Price group 1
HJ	Personal Health/Fitness/Appearance	Price group 2
HK	Therapeutic Personal Care	Price group 2
HL	Hair/Personal Care Services	Price group 3
JA	Art Studies	Price group 2
JB	Art Techniques/Practical Art	Price group 2
JC	Design (Non-industrial)	Price group 2
JD	Museum/Gallery/Conservation Skills and Studies	Price group 2
JE	Collecting/Antiques	Price group 2
JF	Arts and Crafts Leisure/Combined	Price group 2
JG	Decorative Crafts	Price group 2
JH	Decorative Metal Crafts/Jewellery	Price group 2
JK	Fashion/Textiles/Clothing (Craft)	Price group 2
JL	Fabric Crafts/Soft Furnishings	Price group 2
JP	Wood Cane and Furniture Crafts	Price group 2
JR	Glass/Ceramics/Stone Crafts	Price group 2
KA	Communication/Media	Price group 1
KB	Communication Skills	Price group 1
KC	Writing (Authorship)	Price group 1
KD	Journalism	Price group 1
KH	Print and Publishing	Price group 3
KJ	Moving Image/Photography/Media Production	Price group 2
LA	Performing Arts (General)	Price group 2
LB	Dance	Price group 2
LC	Theatre and Dramatic Arts	Price group 2
LD	Variety Circus and Modelling	Price group 2
LE	Theatre Production	Price group 2
LF	Music Studies	Price group 2
LG	Music of Specific Kinds/Cultures	Price group 2
LH	Music Performance/Playing	Price group 2
LJ	Musical Instrument Making/Repair	Price group 2

LK	Music Technology/Production	Price group 2
MA	Sports Studies/Combined Sports	Price group 2
MB	Air Sports	Price group 2
MC	Water Sports	Price group 2
MD	Athletics Gymnastics and Combat Sports	Price group 2
ME	Wheeled Sports	Price group 2
MF	Winter Sports	Price group 2
MG	Ball and Related Games	Price group 2
MH	Country/Animal Sports	Price group 2
MJ	Indoor Games	Price group 2
NA	Hospitality/Catering	Price group 3
NB	Food/Drink Services	Price group 3
NC	Catering Services	Price group 3
ND	Hospitality Operations	Price group 3
NE	Baking/Dairy/Food and Drink Processing	Price group 3
NF	Cookery	Price group 3
NG	Home Economics	Price group 3
NH	Food Sciences/Technology	Price group 2
NK	Tourism/Travel	Price group 2
NL	Leisure/Sports Facilities Work	Price group 2
NM	Country Leisure Facilities Work	Price group 2
NN	Arts/Culture/Heritage Administration	Price group 1
PA	Health Care Management/Health Studies	Price group 2
PB	Medical Sciences	Price group 2
PC	Complementary Medicine	Price group 2
PD	Paramedical Services/Supplementary Medicine	Price group 2
PE	Medical Technology/Pharmacology	Price group 2
PF	Dental Services	Price group 2
PG	Ophthalmic Services	Price group 2
PH	Nursing	Price group 2
PJ	Semi-medical/Physical/Psycho/Therapies	Price group 2
PK	Psychology	Price group 1
PL	Health and Safety	Price group 1
PR	Social/Family/Community Work	Price group 2
PS	Counselling/Advice Work/Crisis Support	Price group 2
PT	Caring Skills	Price group 2
PV	First Aid	Price group 2
QA	Environmental Protection/Conservation	Price group 1
QB	Energy Economics/Management/Conservation	Price group 1
QC	Pollution/Pollution Control	Price group 1
QD	Environmental Health/Safety	Price group 1
QE	Cleansing	Price group 1
QG	Funerary Services	Price group 2
QH	Security/Police/Armed Forces	Price group 1
QJ	Fire and Rescue Services	Price group 2

RA	Science	Price group 2
RB	Mathematics	Price group 1
RC	Physics	Price group 2
RD	Chemistry	Price group 2
RE	Astronomy/Space Science	Price group 2
RF	Earth Sciences	Price group 2
RG	Land and Sea Surveying/Cartography	Price group 2
RH	Life Sciences	Price group 2
RJ	Materials Science	Price group 2
RK	Agricultural Science	Price group 4
SA	Agriculture/Horticulture (General)	Price group 4
SC	Crop Protection/Fertilisers/By products	Price group 4
SD	Crop Husbandry	Price group 4
SE	Gardening/Floristry	Price group 2
SF	Amenity Horticulture	Price group 2
SG	Forestry/Timber Production	Price group 4
SH	Animal Husbandry	Price group 4
SJ	Fish Production/Fisheries	Price group 4
SK	Agricultural/Horticultural Engineering/Farm Machinery	Price group 4
SL	Agricultural/Horticultural Maintenance	Price group 4
SM	Rural/Agricultural Business Organisation	Price group 1
SN	Veterinary Services	Price group 4
SP	Pets/Domestic Animal Care	Price group 2
SQ	Land Based Studies	Price group 4
TA	Built Environment (General)	Price group 3
TC	Property: Surveying/Planning/Development	Price group 3
TD	Building Design/Architecture	Price group 3
TE	Construction	Price group 3
TF	Construction Management	Price group 1
TG	Building/Construction Operations	Price group 3
TH	Building Maintenance/Services	Price group 3
TJ	Interior/Fitting/Decoration	Price group 3
TK	Construction Site Work	Price group 3
TL	Civil Engineering	Price group 3
TM	Structural Engineering	Price group 3
VD	Quality and Reliability Management	Price group 1
VE	Industrial Control/Monitoring	Price group 1
VF	Industrial Design/Research and Development	Price group 1
VG	Engineering Services	Price group 3
VH	Facilities Management	Price group 1
VJ	Contracting (Business/Industry)	Price group 1
WA	Manufacturing (General)	Price group 2
WB	Manufacturing/Assembly	Price group 2
WC	Instrument Making/Repair	Price group 2
WD	Testing Measurement and Inspection	Price group 2

WE	Chemical Products	Price group 2
WF	Glass/Ceramics/Concretes Manufacture	Price group 2
WG	Polymer Processing	Price group 2
WH	Textiles/Fabrics (Industrial)	Price group 2
WJ	Leather Footwear and Fur	Price group 2
WK	Woodworking/Furniture Manufacture	Price group 2
WL	Paper Manufacture	Price group 2
WM	Food/Drink/Tobacco (Industrial)	Price group 2
XA	Engineering/Technology (General)	Price group 3
XD	Metals Working/Finishing	Price group 3
XE	Welding/Joining	Price group 3
XF	Tools/Machining	Price group 3
XH	Mechanical Engineering	Price group 3
XJ	Electrical Engineering	Price group 3
XK	Power/Energy Engineering	Price group 3
XL	Electronic Engineering	Price group 3
XM	Telecommunications	Price group 3
XN	Electrical/Electronic Servicing	Price group 3
XP	Aerospace/Defence Engineering	Price group 3
XQ	Ship and Boat Building/Marine/Offshore Engineering and Maintenance	Price group 3
XR	Road Vehicle Engineering	Price group 3
XS	Vehicle Maintenance/Repair/Servicing	Price group 3
XT	Rail Vehicle Engineering	Price group 3
YA	Mining/Quarrying/Extraction	Price group 2
YB	Oil and Gas Operations	Price group 3
YC	Chemicals/Materials Engineering	Price group 3
YD	Metallurgy/Metals Production	Price group 3
YE	Polymer Science/Technology	Price group 2
ZM	Logistics	Price group 3
ZN	Purchasing/Procurement and Sourcing	Price group 1
ZP	Distribution	Price group 3
ZQ	Transport Services	Price group 3
ZR	Aviation	Price group 3
ZS	Marine Transport	Price group 3
ZT	Rail Transport	Price group 3
ZV	Road Transport	Price group 3
ZX	Driving/Road Safety	Price group 3

SFC Industry-led course exclusions

1. College activity delivered beyond 18 credits to FE students or 15 credits to HE students, referred to as one plus activity, can be justified if a student's employment prospects can be improved by completing additional units that better prepare them for the workplace.
2. The tolerance level for one plus activity remains at 2.5% for colleges/regions in AY 2019-20. However, SFC has agreed that some industry-led courses that consistently require substantial credits for work placements or additional modules can be excluded from a college's/region's one plus activity count if there is evidence of need.
3. The need for one plus activity and its educational/employment benefits **must** be clearly demonstrable and evidenced, and agreed with the college/region's Outcome Agreement Manager.
4. If, after discussing with the college/region's Outcome Agreement Manager, a course is deemed to be an industry-led course justifiably requiring a higher level of engagement then an application can be submitted to SFC to have the course considered for one-plus activity exclusion.
5. For AY 2019-20 activity colleges/regions must complete in full the SFC Industry-led course exclusion form as detailed in Annex D and submit this to SFC for consideration by **30 September 2019**. Additional exclusion requests will only be accepted after this date in exceptional circumstances.
6. Courses that are on the one plus activity exclusion list and courses that colleges/regions are granted approval for on the submission of the Industry-led course exclusion form - colleges/regions must flag the course on FES 1 as an approved One Plus course. See [SFC/GD/01/2019 – FES Guidance 2019-20](#).
7. This list will be updated on SFC's website when any additional national courses are added.
8. Currently, the following courses excluded from the one plus count are:
 - City and Guilds Extended Diploma Courses (applicable **only** to Bricklaying, Plastering, Bench Joinery, and Paint/Decorating courses).
 - HNC Care and Administrative Practice (applicable **only** to students who are articulating to year 2 of a Nursing Degree programme).
 - Oil and Gas Industry training (OPITO) – as agreed with relevant institutions
 - Engineering Construction Industry training (ECITB) – as agreed with relevant institutions.

- Access to higher education for adult learners (SWAP) – individual course credit activity levels will be agreed with SWAP within institutional frameworks.
- City and Guilds Wind Turbine Technician Diploma.
- SVQ Electrical Installation at SCQF level 7 (SECTT) – first year of course only and up to a maximum of 20 credits.

9. The following courses are still under review:

- HNC and HND Childhood Practice up to a maximum of 18 credits for each full-time year.

SFC Industry-led course exclusion form

College:	
Title of Programme:	
Course ID:	
Duration of course:	
Mode of attendance:	
Industry that this course supports:	
Is there a Framework agreement between the college and industry body for the delivery of this course:	<i>Please include here or provide separately details of the agreement and/or provide details of the course programme content</i>
Is the course part of a Modern Apprenticeship:	<i>Yes/No</i>
How many Credits per student are being claimed for this course:	
How many students are projected to undertake the course in this academic year:	

Please provide a short statement on why this course should be added to the exclusion list. This should include evidence for the industry-led requirements and/or evidence of added value to the student of specific units/college subjects:

Name, job title, and contact number of requestor:	
Date of request:	
Outcome Agreement Manager discussion:	<i>Please include date the course exclusion application was discussed and agreed with the SFC college/region's Outcome Agreement Manager</i>

Date request received by SFC:	
Date of SFC exclusion approval panel:	
SFC approval panel decision (approval/rejection/no decision):	

SFC justification for approval (plus any exclusion approval expiry date), rejection or where no decision made the additional requirements:

Colleges must complete this form with details of the course to be excluded for consideration by SFC by **30 September 2019**.

The form should be sent electronically to:

- Sharon Drysdale, Assistant Director (Skills Policy Lead), email: sdrysdale@sfc.ac.uk **and**
- Kenny Wilson, Senior Policy/Analysis Officer (Data Collections), kwilson@sfc.ac.uk.