



Scottish Funding Council  
Comhairle Maoineachaidh na h-Alba

## Articulation from Scottish Colleges to Scottish Universities 2014-15 to 2018-19 (Experimental Statistics)

**SFC Statistics**

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Issue date: 15 December 2020

Reference: SFC/ST/08/2020

Summary: The purpose of this publication is to provide information on transition from college to university and to provide figures for levels of accreditation for prior learning.

FAO:

Principals / Chairs / College and University Planners / Finance Directors / Students / Parents, Guardians / General Public

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The UK Statistics Authority has designated these statistics as 'Experimental Statistics: data being developed' which are defined in the Code of Practice for Official Statistics as new official statistics undergoing evaluation that are published in order to involve users and stakeholders in their development as a means to build in quality at an early stage. Find out more about the Code of Practice for Official Statistics at [www.statisticsauthority.gov.uk/code-of-practice/](http://www.statisticsauthority.gov.uk/code-of-practice/)



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## Executive Summary

1. This is the second publication on transition from college to university. It reports on academic credit across qualification at SCQF levels 7 & 8 (including internal movement within UHI and SRUC) as well as the articulation of college HNC/HND students. The focus is on levels of academic credit attained on this transition.
2. Measures are based on students who articulate within three years of completion of their college course in order to give a consistent measurement of progress. The key focus is on **Advanced Standing**, where a student gets full academic credit for the prior learning.
3. The headline figures for the Wider Articulation Measure (WAM) for year 2018-19 are as follows:
  - 57.0% gained Advanced Standing (4,926/8,636).
  - 69.7% gained Advanced Standing from SCQF 8 (3,281/4,705).
  - 41.8% gained Advanced Standing from SCQF 7 (1,645/3,931).
  - 27.7% of university first degree entrants arrived via the college route.
  - 41.8% of university first degree entrants from the most deprived SIMD quintile (MD 20) arrived via college route.
4. And for the Main Articulation Measure (MAM) 2018-19 highlights:
  - 55.4% gained Advanced Standing as measured for National Outcome Agreement Measure 7 (4,469/8,060).
  - 68.5% gained Advanced Standing from HNDs (3,027/4,418).
  - 39.6% gained Advanced Standing from HNCs (1,442/3,642).
5. Key observations on transition to university:
  - Academic credit and articulation levels have remained steady across the period.
  - The greatest numbers of Advanced Standing come from the most deprived areas, although the proportions who achieve Advanced Standing are lower for this group in comparison to the less deprived areas.
  - Transition from SCQF8/HND sees the greatest proportions gaining academic credit consistently across the years.

## Articulation from Colleges to Universities 2018-19



**27.7%** of university first degree entrants arrived via the college route.



**41.8%** of university first degree entrants from the most deprived SIMD quintile (MD 20) arrived via the college route.

### Main Articulation Measure (MAM) 2018-19 highlights:



**39.6%** with Advanced Standing from HNCs (1,442)



**68.5%** with Advanced Standing from HNDs (3,027)

## Introduction

6. This publication provides information on the transition of students from Scotland's colleges to universities and is part of the work to map learner journey pathways and widen access to Higher Education Institutions (HEIs). It supports the Scottish Funding Council's (SFC) work with colleges and universities on outcome-based planning through Outcome Agreements<sup>1</sup> as well as the Commission on Widening Access (CoWA)'s recommendations on articulation<sup>2</sup> and the recent Articulation Forum Report<sup>3</sup>.
7. This is the second publication on transition from college to university. It reflects the substantial amount of work carried out within SFC and through on-going collaboration with the university sector to address varying practices in data collection across HEIs which had the effect of limiting (and under-counting) the number of matches captured in last year's data across the sector. The figures for each year have therefore been restated across all years in this publication to reflect the revisions and to allow for comparisons.
8. In addition to the refinements that improve count accuracy, we have worked closely with the University of the Highlands and Islands (UHI) and Scotland's Rural College (SRUC) to establish movement from their HNCs and HNDs internally onto degrees. We also collaborated with The Open University in Scotland to find a way to apply correct levels of articulation to their students.
9. We would welcome feedback on the above and any other aspects of the report in order to improve the quality and usefulness for users – contact details are on the title page.

**Note:** any figures below five have been removed from this publication to protect anonymity.

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<sup>1</sup> [Guidance for Interim Outcome Agreements 2020-21](#)

<sup>2</sup> [A Blueprint for Fairness, CoWA \(2016\)](#) (Recommendations 9 and 10)

<sup>3</sup> <https://www.universities-scotland.ac.uk/wp-content/uploads/2020/08/Final-Report-of-National-Articulation-Forum-2020-1.pdf>

## Definitions: Academic Credit versus Articulation

10. All figures refer only to Scottish-domiciled students. They are divided into two groups:
11. **Wider Articulation Measure (WAM):** covers all qualifications at SCQF 7 & 8 transitioning to first degree (HNC/HND/HE Diploma/Degree and Associate Students<sup>4</sup>), including internal movement<sup>5</sup> from UHI and SRUC<sup>6</sup>. Sections, tables and charts concerning this wider group will be clearly marked with the more general term **Wider Articulation Measure**.
12. **Main Articulation Measure (MAM):** a subgroup of the above and is concerned only with HNC and HND qualifications (and excluding internal movement). Sections, tables and charts concerned with this group are marked with the term **Main Articulation Measure**.
13. We consider both groups because the term articulation is defined by SFC's Access and Inclusion Committee's (AIC) (paragraph 8)<sup>7</sup> 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." The Main Articulation Measure addresses this definition; however, as broader avenues have developed between the sectors and transition is not explicitly limited to HNCs and HNDs, we now must also consider the Wider Articulation Measure.
14. Widening the discussion to cover both groups affords a more comprehensive observation of learner journeys across the sectors where teaching is partially delivered in college before completion at university. Key to both groups is the central notion of learners not repeating a level of learning and instead moving upwards from their successfully achieved levels.

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<sup>4</sup> The term 'Associate Student' describes the situation where a college and an HEI share responsibility for a student, with the HEI acting as the awarding body for a course that is delivered partly by a college and partly by a HEI. Classes in the earlier years may be delivered at the college while the later years may be delivered at the HEI. See also [http://www.sfc.ac.uk/web/FILES/Statistics/Associated\\_Students\\_HESQ.pdf](http://www.sfc.ac.uk/web/FILES/Statistics/Associated_Students_HESQ.pdf).

<sup>5</sup> Internal movement is where a student studying and HNC/HND in an integrated college moves on to a degree course within the umbrella university.

<sup>6</sup> Note: HE-level study is collected by HESA and not FES for UHI and SRUC.

<sup>7</sup> <http://www.sfc.ac.uk/access-inclusion/articulation/articulation.aspx>

## Calculating Levels of Academic Credit

15. Levels of academic credit are calculated based on the level of the college qualification (either SCQF 7 [including HNC] or SCQF 8 [including HND]) and the year of the university programme into which the college student moves. The following tripartite classification of prior learning is the agreed terminology:
- Advanced Standing (AS) - full academic credit for prior study.
  - Advanced Progression (AP) - partial credit for prior study.
  - Progression (P) - no credit for prior learning.
16. Examining these in terms of SCQF levels, the classifications are applied as follows:

Table 1: Academic credit levels by entered university year of programme

	Year 1	Year 2	Year 3
<b>SCQF 7 (inc. HNC)</b>	Progression	Advanced Standing	-
<b>SCQF 8 (inc. HND)</b>	Progression	Advanced Progression	Advanced Standing

17. Advanced Standing is not concerned with absolute placement of students in a given study year but instead identifies where *maximum possible credit for prior learning* has occurred and where there is no duplication of learning level – in other words, where a learner journey is continuously upwards. Advanced Progression is where an SCQF 8/HND student enters year two of university and repeats study at the same SCQF level they have just completed.<sup>8</sup>
18. There are some instances in the data where an individual may articulate to an HEI and then drop out and subsequently start again at another HEI with academic credit. In such cases the appropriate level is counted for each HEI.
19. It should be noted that again this publication is based on experimental data. We made great progress this year (especially considering the difficulties presented by the Coronavirus outbreak) and we will continue to work closely with the university sector to update and quality-assure the data behind articulation

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<sup>8</sup> Note: if a student fails the second year of an SCQF 8/HND and moves to year 2 of study at a university, this would be deemed Advanced Standing since no successful study is being repeated, i.e. they are classified based on the last successful level completed: SCQF7/HNC.



figures moving forward.

## Measuring Academic Credit Levels

20. Measuring articulation levels across academic years employs the following parameters of measurement to give a consistent measure across university academic sessions. Students who are considered countable for university-year comparison must meet the following three criteria:
  - They must be Scottish-domiciled,
  - They must be on articulation pathways<sup>9</sup> and
  - They must articulate within three-years of qualifying at college.
21. Articulation pathways are those pathways between college subjects and university subjects where the data indicates academic credit has been awarded on at least one learner journey. These pathway combinations are then marked across the data on the basis that where it exists for one learner it has the potential to exist for all moving between that subject combination. This limits countable data by removing those from measurement who studied an HN in one subject, e.g. *Business Studies*, and then used the qualification as an entry qualification to university but to a different subject area, e.g. *Computing*. This example would be seen as a non-pathway and would be excluded from year-comparison counting.
22. Keeping a shorter period in the transition to university study also has the benefit of highlighting active subject pathways in contrast to the more individual routes found as the gap increases<sup>10</sup>.
23. On the basis of the above Table 2 examines university entrants across academic years and the proportions arriving via college. Figures and proportions are given for:
  - Wider Articulation Measure overall (Scottish-domiciled limitation only).
  - Wider Articulation Measure countable.
  - Main Articulation Measure countable.

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<sup>9</sup> See Data Definitions section for more detail.

<sup>10</sup> Although it should be noted there are legitimate journeys that sit outwith the three-year window. These are excluded for consistency of measurement but still fall within the aims of lifelong learning in general.

Table 2: Proportions of Scottish-domiciled First Degree Entrants via HE College Routes 2014-15 to 2018-19 (WAM overall and countable, MAM countable)

Academic Year	All Scottish-domiciled degree entrants 2018-19	Wider Articulation Measure (overall)		Wider Articulation Measure (count)		Main Articulation Measure (count)	
		(includes colleges students enrolling at a HEI irrespective of gap in learning between completing college course and enrolling at HEI)		(only includes colleges students who enrolled at a HEI within 3 years of completing their college course)		(only includes colleges students who enrolled at a HEI within 3 years of completing their college course)	
2014-15	33,653	9,322	27.7%	8,198	24.4%	7,540	22.4%
2015-16	34,603	9,265	26.8%	8,059	23.3%	7,445	21.5%
2016-17	35,166	9,339	26.6%	8,031	22.8%	7,636	21.7%
2017-18	36,746	10,727	29.2%	9,046	24.6%	8,402	22.9%
2018-19	37,777	10,450	27.7%	8,636	22.9%	8,060	21.3%

24. Over one in four of first degree entrants come to university through the college route from the overall Wider Articulation Measure (reaching almost three out of every ten in 2017-18).<sup>11</sup> The WAM (countable) account for just under 23% of entrants, while the Main Articulation Measure (countable) range from 22.4% in 2014-15 to 21.3% in 2018-19, which is over one in five.
25. Appendix 2 of this publication gives a breakdown similar to Table 2 for individual HEIs. Internal movement in the UHI and SRUC is clearly observable in the change in figures from the Wider Articulation Measure to the Main Articulation Measure where the results for other HEIs are almost identical across these two measures.

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<sup>11</sup> SFC's College Leaver Destinations 2018-19 (Table 3) indicates that there were also 1,267 students who left college in 2017-18 from SCQF 1-6 (Further Education) qualifications who moved on to university in 2018-19. If this figure were included the overall Wider Articulation Measure is 11,717 with an overall proportion via the college route of 31.0% in 2018-19.

## Wider Articulation Measure (WAM) Analysis

26. The following section gives figures, charts and tables for the Wider Articulation Measure which includes HNC/HND/HE Diploma/Degree/Associate students and internal movement from UHI/SRUC.
27. Table 3 shows the movement from 2014-15 to 2018-19. The figures reflect students moving on to first degree study at an HEI from college study completed within the previous three years<sup>12</sup>.

Table 3: Wider Articulation Measure 2014-15 to 2018-19 (Scottish-domiciled students continuing study within three years of college course completion)

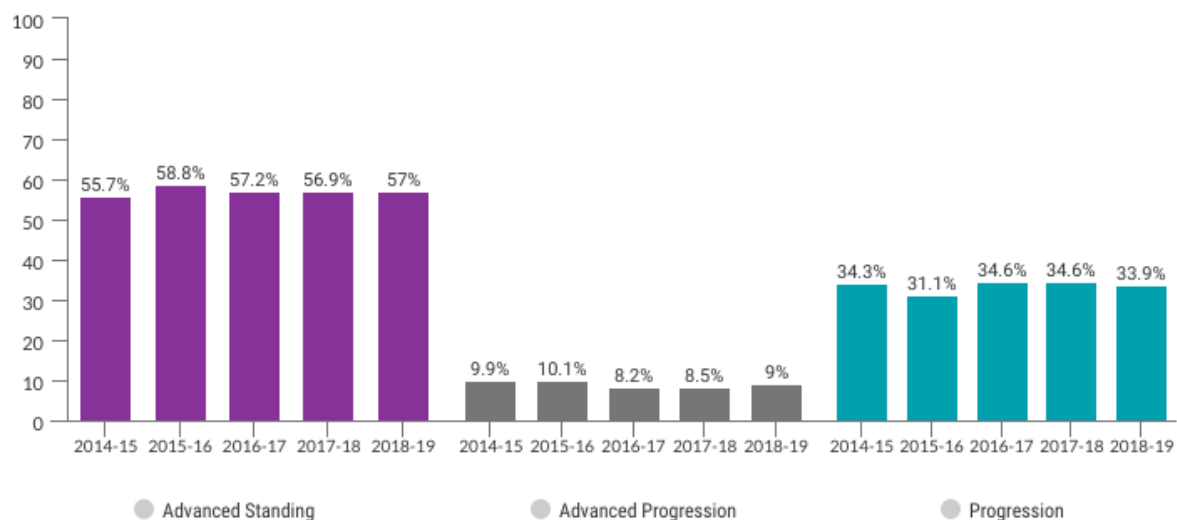
	Advanced Standing	Advanced Progression	Progression	Total
2014-15	4,568	815	2,815	<b>8,198</b>
2015-16	4,736	816	2,507	<b>8,059</b>
2016-17	4,590	660	2,781	<b>8,031</b>
2017-18	5,148	766	3,132	<b>9,046</b>
2018-19	4,926	781	2,929	<b>8,636</b>

28. Figure 1 shows the proportions for these figures, highlighting a steady rate over the past five years, with on average 57.1% gaining Advanced Standing and 9.2% gaining Advanced Progression when moving to university within three years of completing their college course.

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<sup>12</sup> [See Table 5 and associated relationship with COWA targets.](#)

Figure 1: Wider Articulation Measure 2014-15 to 2018-19 (Scottish-domiciled students continuing study within three years of college course completion)



29. Table 4 below shows the Wider Articulation Measure by SCQF-level held on entry to university, again for all countable SCQF 7 and 8 courses including internal movement. There is no clear trend over the period, although there is a high point in Advanced Standing in 2017-18 at both SCQF levels.

Table 4: Wider Articulation Measure 2014-15 to 2018-19 (Scottish-domiciled students continuing study within three years of college course completion)

SCQF 7	Advanced Standing	Advanced Progression	Progression	Total
2014-15	1,565	-	2,233	3,798
2015-16	1,493	-	1,997	3,490
2016-17	1,343	-	2,167	3,510
2017-18	1,754	-	2,464	4,218
2018-19	1,645	-	2,286	3,931
<b>SCQF 8</b>				
2014-15	3,003	815	582	4,400
2015-16	3,243	816	510	4,569
2016-17	3,247	660	614	4,521
2017-18	3,394	766	668	4,828
2018-19	3,281	781	643	4,705

30. Figures 2 and 3 show the same groups as proportions of Advanced Standing, Advanced Progression and Progression.

Figure 2: SCQF 7 Wider Articulation Measure 2014-15 to 2018-19 (Scottish-domiciled students articulating within three years of completion)

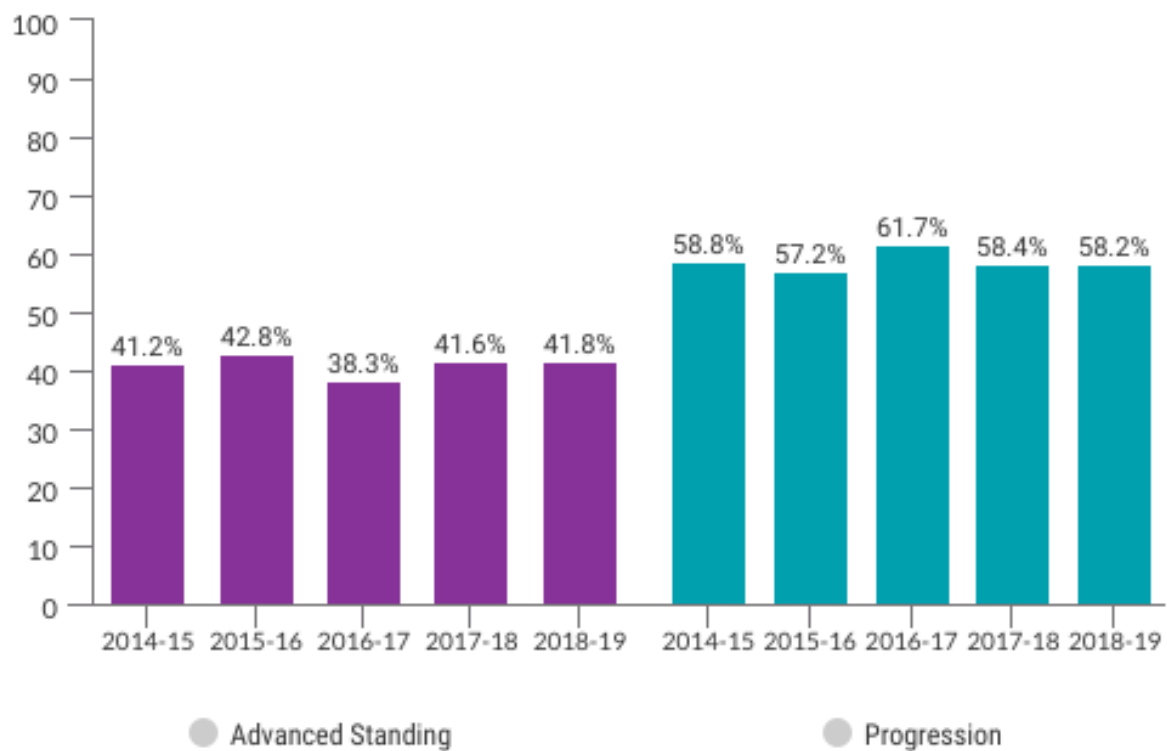
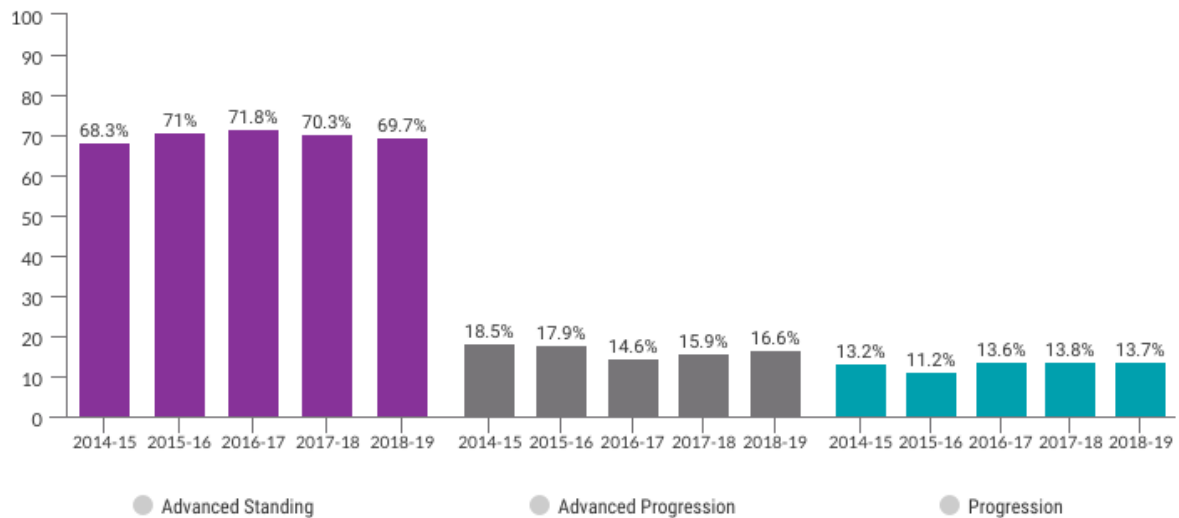


Figure 3: SCQF 8 Wider Articulation Measure 2014-15 to 2018-19 (Scottish-domiciled students articulating within three years of completion)



31. Figures 2 and 3 highlight some interesting differences across the levels. Figure 2 shows that SCQF 7 students gain full credit just under 42% of the time in general and that this proportion is fairly steady across all years. The highest Advanced Standing in the series was 42.8% in 2015-16<sup>13</sup>.
32. Figure 3 highlights steady and robust proportions gaining Advanced Standing from SCQF 8 with over 70% on average gaining full academic credit on moving to university each year. 2016-17 saw the highest proportion at 71.8% but the trend is basically unchanged across the years. When we combine Advanced Standing and Advanced Progression proportions we see that SCQF 8 provides a very high 86.9% average of students gaining full or partial academic credit when continuing their studies – nearing nine in ten students in some years, compared to a high of just over four in ten at SCQF 7. The strong alignment between pathways with a 2+1/2+2<sup>14</sup> design for progress to a degree is clearly demonstrated in these steady proportions.

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<sup>13</sup> This may in part be to do with students being allowed five years of higher education funding, i.e. the students can repeat the first year of the degree as the funding allows this.

<sup>14</sup> 2+1 would be entry to year three of an ordinary degree after successful completion and accreditation of two years of study delivered in college. 2+2 would be entry to year three of an honours degree after successful completion and accreditation of two years of study delivered in college.

## Widening Access: Deprivation (SIMD)

33. A key driver of building routes between college and university is to widen access to education for those from the most-deprived SIMD areas<sup>15</sup>. Examining the full-time most deprived 20% from the Wider Articulation Measure allows us to observe the proportion of all Scottish-domiciled full-time first degree entrants from the 20% most deprived areas<sup>16</sup> who arrive at university via the college route. Table 5 below shows that consistently more than two in five students in the most deprived quintile progress to university through college pathways.

Table 5: Scottish-domiciled Full-time First Degree Entrants from the 20% Most Deprived Areas and Proportions from College Routes 2014-15 to 2018-19

Academic Year	2014-15	2015-16	2016-17	2017-18	2018-19
Total MD20 <sup>17</sup>	3,965	4,015	3,965	4,650	4,900
WAM MD20 <sup>18</sup>	1,632	1,701	1,676	2,133	2,049
<b>% from college route</b>	<b>41.2%</b>	<b>42.4%</b>	<b>42.3%</b>	<b>45.9%</b>	<b>41.8%</b>

34. Table 5 should not be considered in isolation but as related to university entrants in general. In the Report on Widening Access 2020 we can see students entering university directly from MD 20 (Table RoWA 1). There is a rise in the numbers moving to university and the proportion they make up over the years (up from 13.9% in 2014-15 to 15.9% in 2018-19 for Scottish-domiciled full-time first degrees). CoWA Recommendation 30 states that by 2030, students from the 20% most deprived backgrounds should represent 20% of entrants to higher education. Equality of access should be seen in the college and university sectors.
35. It is important to observe that the MD20 population is therefore moving through two routes: direct to university and through the college route and that if one of these routes increases there may be a corresponding reduction in those via the other route since they draw in the same student pool. There is a drop between 2017-18 and 2018-19 from the college route (from 2,133 to 2,049), but the overall number across both routes has increased from 4,650 to

<sup>15</sup> [SFC/ST/06/2020 Report on Widening Access 2018-19.pdf \(Section 4\)](#)

<sup>16</sup> [SFCST062020.aspx Table 1](#)

<sup>17</sup> Note: the data behind this publication utilises SIMD 2016 where the cited publication uses the unweighted SIMD2012 file in all years prior to 2017-18. 2017-18 onwards uses the Scottish Government SIMD 2016 file.

<sup>18</sup> Proportions are derived excluding those with unknown postcodes/SIMD rank.

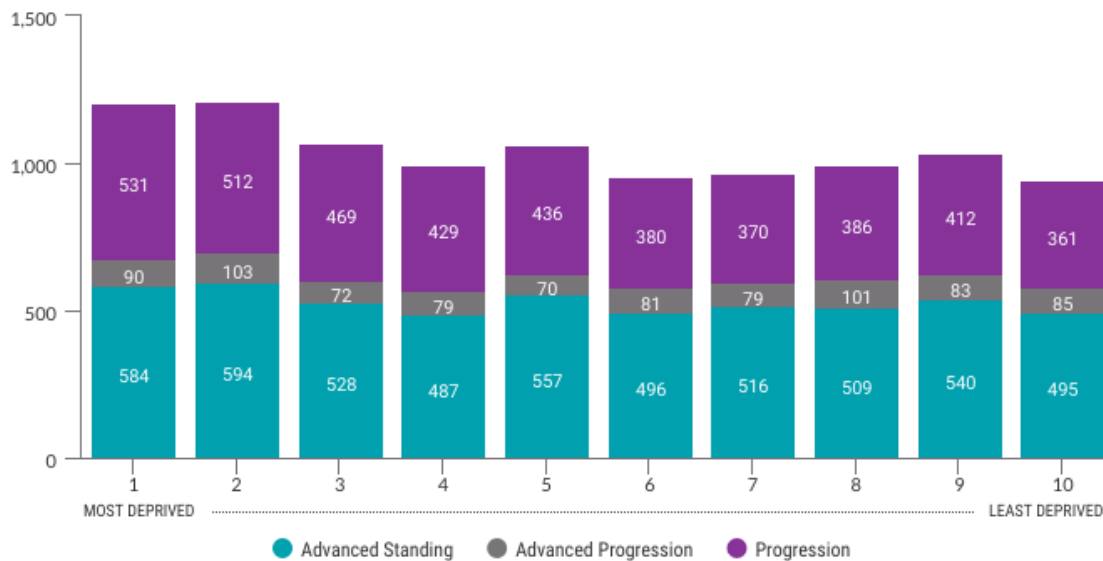
4,900.

Table ROWA 1: Entrants (partial table)

COWA Key Indicator - Entrants	2014-15		2015-16		2016-17		2017-18		2018-19	
	FT First Degree	All UG HE	FT First Degree	All UG HE	FT First Degree	All UG HE	FT First Degree	All UG HE	FT First Degree	All UG HE
<b>Total Entrants</b>	28,640	84,175	28,770	84,600	28,885	86,360	29,880	86,000	31,065	86,205
<b>Entrants from MD20</b>	3,965	14,440	4,015	14,740	3,965	14,920	4,650	15,995	4,900	16,500
<b>% MD20 entrants</b>	13.9%	17.5%	14.0%	17.7%	13.8%	17.7%	15.6%	18.9%	15.9%	19.4%

36. Figure 4 below shows the complete SIMD distribution for all Scottish-domiciled students in 2018-19 who moved on to university for both full-time and part-time study. Here we see the largest numbers of students gaining Advanced Standing come from the two most deprived SIMD deciles (584 and 594 respectively).

Figure 4: Wider Articulation Measure by SIMD Decile 2018-19 Scottish-domiciled (Full-time and Part-time)



37. Table 6 below shows the same data as proportions across the levels. Despite the two most-deprived deciles (one and two) having larger volumes of students with Advanced Standing, neither has as high a proportion of students with Advanced Standing as the two least-deprived deciles (nine and ten): at decile one we have 48.5% with Advanced Standing (584/1,205) and 44.1% with Progression (531/1,205); at decile 10 we have 52.6% (495/941) and 38.4% Progression (361/941).



Table 6: Wider Articulation Measure Proportions by SIMD Decile 2018-19  
 Scottish-domiciled (Full-time and Part-time)

<b>SIMD decile</b>	<b>Advanced Standing</b>	<b>Advanced Progression</b>	<b>Progression</b>
1	48.5%	7.5%	44.1%
2	49.1%	8.5%	42.3%
3	49.4%	6.7%	43.9%
4	48.9%	7.9%	43.1%
5	52.4%	6.6%	41.0%
6	51.8%	8.5%	39.7%
7	53.5%	8.2%	38.3%
8	51.1%	10.1%	38.8%
9	52.2%	8.0%	39.8%
10	52.6%	9.0%	38.4%

## Main Articulation Measure (MAM) Analysis

38. The following section examines the Main Articulation Measure. As observed previously, this group is a sub-group of the wider set but deals only with those transitioning with HNC and HND qualifications. The figures exclude any internal movement which is not covered under the articulation definition. As with the previous section, the parameters for countability<sup>19</sup> apply to provide a comparable observation of articulation across the time-series.
39. Table 7 shows the countable Main Articulation Measure (HNC/HND) figures across the 2014-15 to 2018-19 period based on students moving on to HEIs from college within the previous three years.

Table 7: Main Articulation Measure 2014-15 to 2018-19 (Scottish-domiciled students articulating within three years of HNC/HND completion)

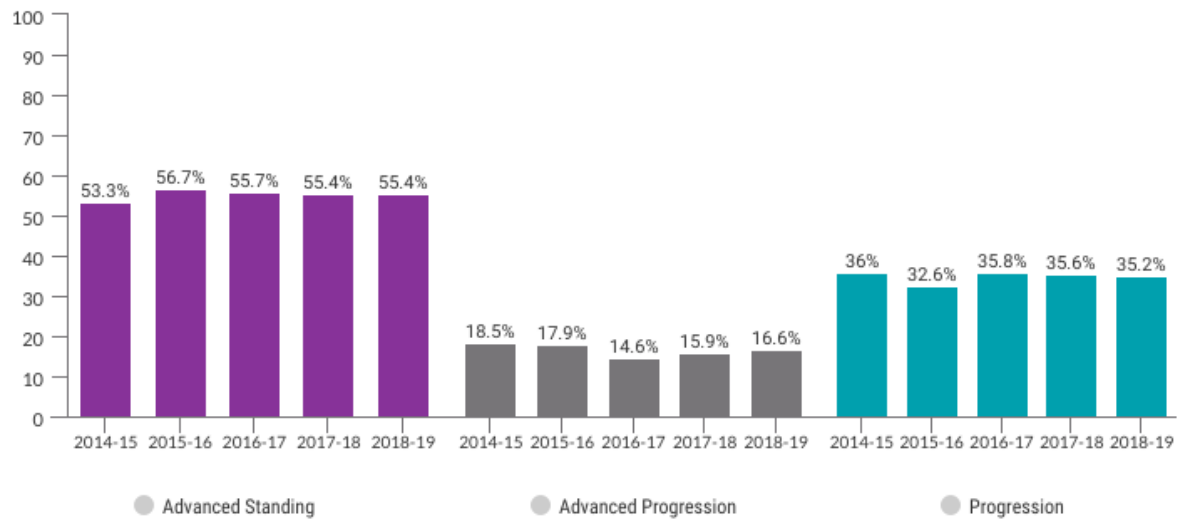
	<b>Advanced Standing</b>	<b>Advanced Progression</b>	<b>Progression</b>	<b>Total</b>
2014-15	4,021	807	2,712	<b>7,540</b>
2015-16	4,220	801	2,424	<b>7,445</b>
2016-17	4,250	650	2,736	<b>7,636</b>
2017-18	4,654	761	2,987	<b>8,402</b>
2018-19	4,469	756	2,835	<b>8,060</b>

40. Overall trends are similar to the wider group with upward but fluctuating movement to university across the years with 2017-18 showing a high of 8,402.
41. Figure 5 shows the same data as proportions across each articulation year providing a clearer observation of relative proportions of the levels of articulation.

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<sup>19</sup> Scottish-domiciled, on articulation pathways, commencing university within three years of qualifying at college.

Figure 5: Main Articulation Measure 2014-15 to 2018-19 (Scottish-domiciled students articulating within three years of HNC/HND completion)



42. On average, over the last five years, 55.3% of students have articulated with Advanced Standing, with the proportions for the last two years stable at 55.4%. The proportion of students articulating with Advanced Progression has reduced over the five year period from 10.7% in 2014-15 to 9.4% in 2018-19, while Progression has been fairly steady over the period at around 35%.
43. Table 8 breaks down articulation by qualification-level held on entry (HNC or HND). There is no clear trend over the period.

Table 8: Main Articulation Measure 2014-15 to 2018-19 (Scottish-domiciled students articulating within three years of HNC/HND completion)

HNC	Advanced Standing	Advanced Progression	Progression	Total
2014-15	1,301	-	2,151	3,452
2015-16	1,262	-	1,921	3,183
2016-17	1,308	-	2,137	3,445
2017-18	1,497	-	2,334	3,831
2018-19	1,442	-	2,200	3,642
HND				
2014-15	2,720	807	561	4,088
2015-16	2,958	801	503	4,262
2016-17	2,942	650	599	4,191
2017-18	3,157	761	653	4,571
2018-19	3,027	756	635	4,418

44. Figures 6 and 7 show the same breakdown as proportions of Advanced Standing, Advanced Progression and Progression.

Figure 6: Main Articulation Measure HNC 2014-15 to 2018-19 (Scottish-domiciled students articulating within three years of HNC completion)

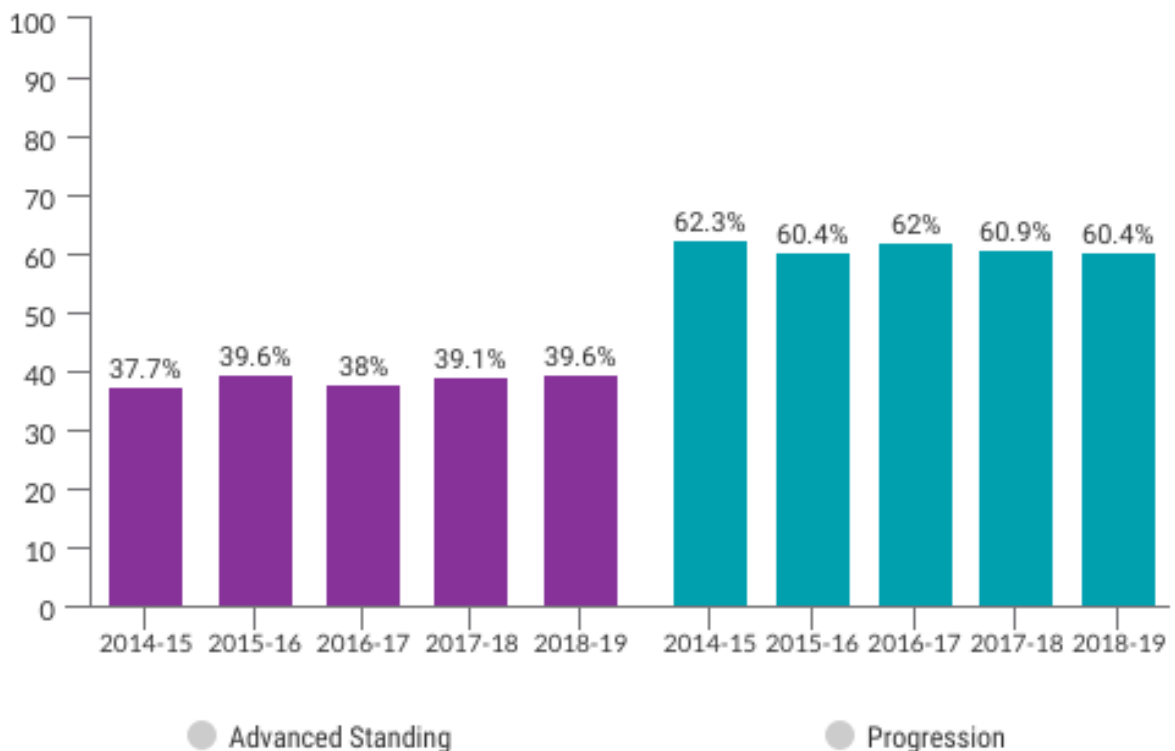
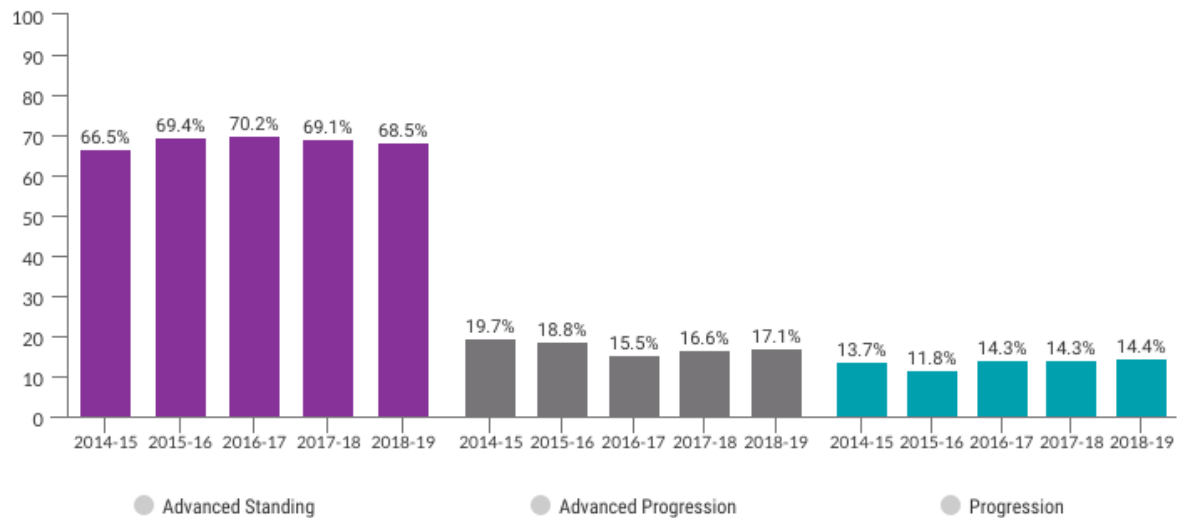


Figure 7: Main Articulation Measure HND 2014-15 to 2018-19 (Scottish-domiciled students articulating within three years of HND completion)



45. Figures 6 and 7 highlight similar differences across the two qualifications as observed at the SCQF levels more widely. Figure 5 shows HNC students gaining full credit a little under 40% of the time and that this proportion is fairly steady across all years. The highest proportion of Advanced Standing in the series (39.6%) was achieved in both 2015-16 and 2018-19.
46. Figure 7 highlights the steady and robust proportions gaining Advanced Standing from HNDs where just under 70% consistently gain full academic credit on moving to university. 2016-17 saw the highest proportion at 70.2% but the trend is solid across the years. As with the SCQF 8 discussion, we see a solid proportion of the remaining students gaining partial academic credit (range: 15.5% to 19.7%); and combining Advanced Standing and Advanced Progression shows that on average 86.3% of HND students gain full or partial academic credit when moving to university – nearing nine in 10 students in some years, compared to a high of just under four in 10 for HNC students. The strong alignment observed for all SCQF 8 qualifications remains true for HNDs here.

## Appendix 1: Additional Data

Table 9: Scottish-domiciled University Transition with AS or AP by College Year

<b>2018-19</b>	<b>AS 5,315</b>	<b>AP 843</b>	<b>AS+AP 6,158</b>	<b>% of Total AS+AP</b>	<b>% within three years</b>
2017-18	4,393	677	5,070	82.7%	92.7%
2016-17	381	75	456	7.2%	
2015-16	152	29	181	2.9%	
2014-15	93	15	108	1.7%	
2013-14	78	12	90	1.5%	
2012-13	67	14	81	1.3%	
2011-12	52	6	58	1.0%	
2010-11	38	5	43	0.7%	
2009-10	33	2	35	0.6%	
2008-09	22	7	29	0.4%	
2007-08	6	1	7	0.1%	

<b>2017-18</b>	<b>AS 5,498</b>	<b>AP 816</b>	<b>AS+AP 6,314</b>	<b>% of Total AS+AP</b>	<b>Running %</b>
2016-17	4,517	678	5,195	82.2%	93.6%
2015-16	474	59	533	8.6%	
2014-15	157	29	186	2.9%	
2013-14	102	14	116	1.9%	
2012-13	100	18	118	1.8%	
2011-12	45	2	47	0.8%	
2010-11	51	9	60	0.9%	
2009-10	21	2	23	0.4%	
2008-09	26	5	31	0.5%	
2007-08	5	0	5	0.1%	

<b>2016-17</b>	<b>AS 4,847</b>	<b>AP 700</b>	<b>AS+AP 5,547</b>	<b>% of Total AS+AP</b>	<b>Running %</b>
2015-16	4,079	564	4,643	84.2%	94.7%
2014-15	401	67	468	8.3%	
2013-14	110	29	139	2.3%	
2012-13	95	10	105	2.0%	
2011-12	54	10	64	1.1%	
2010-11	44	9	53	0.9%	
2009-10	37	5	42	0.8%	
2008-09	21	5	26	0.4%	
2007-08	6	1	7	0.1%	

<b>2015-16</b>	<b>AS 5,033</b>	<b>AP 860</b>	<b>AS+AP 5,893</b>	<b>% of Total AS+AP</b>	<b>Running %</b>
2014-15	4,157	697	4,854	82.6%	94.1%
2013-14	353	79	432	7.0%	
2012-13	226	40	266	4.5%	
2011-12	119	15	134	2.4%	
2010-11	75	11	86	1.5%	
2009-10	61	9	70	1.2%	
2008-09	38	9	47	0.8%	
2007-08	4	0	4	0.1%	

<b>2014-15</b>	<b>AS 4,846</b>	<b>AP 855</b>	<b>AS+AP 5,701</b>	<b>% of Total AS+AP</b>	<b>Running %</b>
2013-14	3,677	715	4,392	75.9%	94.3%
2012-13	706	70	776	14.6%	
2011-12	185	30	215	3.8%	
2010-11	125	22	147	2.6%	
2009-10	93	11	104	1.9%	
2008-09	59	5	64	1.2%	
2007-08	1	2	3	0.0%	

## **Appendix 2: HEI Analysis**

1. Tables 10 and 11 below shows the total number of Degree entrants at each HEI and the numbers of those entrants who have come via the college route. The figures show the differences between the Wider and Main Articulation Measures which are actually the same for most HEIs with the exception of UHI and SRUC. The tables allow observation of which HEIs have high levels of articulation and the proportions achieving Advanced Standing or Advanced Progression at each HEI. They clearly show that some HEIs recruit more students from college with markedly different levels of Advanced Progression across our HEIs.

Table 10: Numbers of Scottish-domiciled First Degree Entrants via HE College Routes by individual HEI 2018-19 (WAM overall and countable, MAM countable and articulation level breakdown for each)

University	All Scottish-domiciled degree entrants 2018-19	Wider Articulation Measure (overall)				Wider Articulation Measure (count)				Main Articulation Measure (count)			
		(includes colleges students enrolling at a HEI irrespective of gap in learning between completing college course and enrolling at HEI)				(only includes colleges students who enrolled at a HEI within 3 years of completing their college course)				(only includes colleges students who enrolled at a HEI within 3 years of completing their college course)			
		degree entrants from college route	gaining Advanced Standing	gaining Advanced Progression	receiving progression only	degree entrants from college route	gaining Advanced Standing	gaining Advanced Progression	receiving progression only	degree entrants from college route	gaining Advanced Standing	gaining Advanced Progression	receiving progression only
Aberdeen University	1,440	244	52	59	133	212	51	59	102	212	51	59	102
Abertay University	1,273	566	337	69	160	509	323	63	123	509	323	63	123
Dundee University	2,153	503	109	85	309	405	97	77	231	405	97	77	231
Edinburgh University	1,793	114	19	28	67	81	12	26	43	81	12	26	43
Glasgow Caledonian University	4,027	1,751	1,076	29	646	1,557	1,042	24	491	1,557	1,042	24	491
Glasgow School of Art	225	87	34	18	35	78	32	17	29	78	32	17	29
Glasgow University	3,102	230	22	5	203	150	16	5	129	149	15	5	129
Heriot-Watt University	1,420	346	181	45	120	308	177	43	88	308	177	43	88
Napier University	2,675	851	569	36	246	743	540	33	170	743	540	33	170
Open University	4,024	407	85	36	286	119	26	16	77	117	26	16	75
Queen Margaret University	766	375	216	38	121	335	211	37	87	335	211	37	87
Royal Conservatoire of Scotland	133	29	*	.	29	24	.	.	24	24	.	.	24
Scotland's Rural College (SRUC)	200	103	75	22	6	90	68	22	*	26	26	*	*
St Andrew's University	728	26	*	.	26	16	*	.	16	16	*	.	16
Stirling University	1,712	426	30	24	372	327	21	24	282	326	21	24	281
Strathclyde University	3,258	594	125	72	397	482	115	70	297	481	114	70	297
The Robert Gordon University	2,374	815	497	73	245	705	457	72	176	705	457	72	176
UHI (Highlands & Islands)	1,076	797	592	30	175	642	505	24	113	135	93	20	22
West of Scotland University	5,398	2,185	1,293	176	716	1,853	1,232	171	450	1,852	1,231	171	450



Table 11: Proportions of Scottish-domiciled First Degree Entrants via HE College Routes by individual HEI 2018-19 (WAM overall and countable, MAM countable and articulation level breakdown for each)

University	All Scottish-domiciled degree entrants 2018-19	Wider Articulation Measure (all years)				Wider Articulation Measure (3 year gap college to HEI)				Main Articulation Measure (3 year gap college to HEI)			
		% of degree entrants from college route	% gaining Advanced Standing	% gaining Advanced Progression	% receiving progression only	% of degree entrants from college route	% gaining Advanced Standing	% gaining Advanced Progression	% receiving progression only	% of degree entrants from college route	% gaining Advanced Standing	% gaining Advanced Progression	% receiving progression only
Aberdeen University	1,440	17%	21%	24%	55%	15%	24%	28%	48%	15%	24%	28%	48%
Abertay University	1,273	44%	60%	12%	28%	40%	63%	12%	24%	40%	63%	12%	24%
Dundee University	2,153	23%	22%	17%	61%	19%	24%	19%	57%	19%	24%	19%	57%
Edinburgh University	1,793	6%	17%	25%	59%	5%	15%	32%	53%	5%	15%	32%	53%
Glasgow Caledonian University	4,027	43%	61%	2%	37%	39%	67%	2%	32%	39%	67%	2%	32%
Glasgow School of Art	225	39%	39%	21%	40%	35%	41%	22%	37%	35%	41%	22%	37%
Glasgow University	3,102	7%	10%	2%	88%	5%	11%	3%	86%	5%	10%	3%	87%
Heriot-Watt University	1,420	24%	52%	13%	35%	22%	57%	14%	29%	22%	57%	14%	29%
Napier University	2,675	32%	67%	4%	29%	28%	73%	4%	23%	28%	73%	4%	23%
Open University	4,024	10%	21%	9%	70%	3%	22%	13%	65%	3%	22%	14%	64%
Queen Margaret University	766	49%	58%	10%	32%	44%	63%	11%	26%	44%	63%	11%	26%
Royal Conservatoire of Scotland	133	22%	-	-	100%	18%	-	-	100%	18%	-	-	100%
Scotland's Rural College (SRUC)	200	52%	73%	21%	6%	45%	76%	24%	-	13%	100%	-	-
St Andrew's University	728	4%	-	-	100%	2%	-	-	100%	2%	-	-	100%
Stirling University	1,712	25%	7%	6%	87%	19%	6%	7%	86%	19%	6%	7%	86%
Strathclyde University	3,258	18%	21%	12%	67%	15%	24%	15%	62%	15%	24%	15%	62%
The Robert Gordon University	2,374	34%	61%	9%	30%	30%	65%	10%	25%	30%	65%	10%	25%
UHI (Highlands & Islands)	1,076	74%	74%	4%	22%	60%	79%	4%	18%	13%	69%	15%	16%
West of Scotland University	5,398	40%	59%	8%	33%	34%	66%	9%	24%	34%	66%	9%	24%

## Appendix 3: Methodology, Data Definitions and Quality Information

### Revised Development Methodology

1. As stated, this report is concerned with establishing where HNC/HND students and the wider SCQF 7 & 8 students go to university and the year of study into which they arrive. This includes college students on degrees, HE Diplomas and any other students flagged as Associate Students. In addition, Further Education Statistics (FES) analogue records were generated from the Higher Education Statistics Authority (HESA) data for those on HNC/HND in UHI and SRUC and these were also tracked internally in those institutions.
2. Records are prepared for matching for each qualification type. The process selects the best and most appropriate record for each individual in Scotland's FES data, in the UK's HESA data (from any year of student) and from the Scottish Qualification Authority (SQA) database.
3. The FES record is first matched with the SQA record to pick up certification and make any modifications to the level of qualification of the student as necessary, e.g. a student who is coded as HND in FES but has a qualification level of HNC in SQA would become an HNC-level student for HESA matching purposes.
4. The combined FES/SQA records are then matched to the HESA records and a series of checks is carried out to identify true matches that relate to the same student.
5. Compilation brings all matches together in the dataset before establishing which matched record is the most valid for each individual student. For the majority, this is the first time they articulate to an institution, but where an individual is found articulating to two institutions in consecutive years, both records of articulation are kept, since monitoring "false starts" is also of interest to better manage future articulation pathways.
6. Once a single record for the appropriate articulation year is established for each student the data is checked to ensure there are no unexpected multiple occurrences of the HESA Student Identifier or the Scottish Candidate number so that analyses of articulation by student can be undertaken.
7. Academic credit assignment is based on the highest confirmed SCQF qualification and the year of programme for the first year of degree study at university. So for example, if the system finds a successful HND student whose first year of study at university is into year two of a programme, they would be assigned Advanced Progression and the relevant flagging assigned for counting.

## **Quality Information: Quality Assurance of the revised NAD**

8. Extensive Quality Assurance of our articulation analysis has been ongoing to obtain an accurate and comprehensive set of records on articulation. Our thanks go to those in the universities this summer who spent time contributing to this work during the pandemic, notably Queen Margaret University, Heriot-Watt University, The Open University and University of the Highlands and Islands.
9. The work carried out included:
  - a. Auditing the original code internally for sense and accuracy.
  - b. Data checking all revisions and additions which were then sent to universities to check accuracy of academic credit assignment and to establish if there were any missing students. The universities returned datasets with queries regarding levels as well as indications of students they felt should be included/excluded but were not.
  - c. Academic credit levels that were queried were re-assessed and underlying coding changed if necessary, while the “missing” students queried by institutions were cross-referenced against:
    - i. FES and SQA datasets.
    - ii. Through all enrolments in FES back to 2008-09.
10. In doing this, we established comprehensively where every queried student sat within our matches and established every possible match between HESA data for the most current four years and FES for the last decade. The process allowed us to establish the accuracy and efficiency of the system since we can state that inclusion in the figures published here reflect only the numbers which meet the requirements of correctly-coded data entries at both university and college.
11. We will continue to work closely with the sectors to ensure improved data accuracy to make these results comprehensive in reflecting all academic credit for programmes going forward. We will also continue to refine the matching process to further improve accuracy.

## **Limitations on Accuracy and Other Considerations**

12. Although every effort has been made to derive a complete picture of all relevant movement between Scotland’s colleges and universities, there remain some omissions from counts because the data simply isn’t robust enough for inclusion.

13. There are also some notable issues in the articulation results worth mentioning and which add limitations to the articulation figures. The main issue comes from the fact that students may be offered Advanced Standing or Advanced Progression by a university but may choose to start at year one (Progression). As there is no field in the HESA data to show that academic credit was offered and refused, potential Advanced Standing and Advanced Progression may be slightly higher than the reported figures.
14. Another consideration is that we do not know from the HESA data whether the highest qualification on entry is the qualification used for entry. This can make excluding inappropriate matches more problematic than it could be.
15. There is also no indication in the data to flag where things other than the college qualification are in play for academic credit purposes, such as relevant work experience or other training beyond the scope of the FES data.

**Example:** an individual has worked for eight years and enters university with Advanced Standing into year three. Their qualification on entry shows they have an HND as their highest qualification on entry but their work experience may actually be the reason for the articulation level.

16. These issues with the qualification on entry and possible work experience/training influencing articulation have been central to the decision to use a three-year trailing period for measurement.
17. All of the above factors should be considered when evaluating the articulation figures as we work towards solutions to resolve these issues.

## Data Definitions

<b>Academic Credit:</b>	The process whereby college qualifications can be seen as equivalent to a year of university study allowing a student to avoid repeating levels of study.
<b>Scottish-Domiciled:</b>	Any student recorded in the HESA Student return as being permanently domiciled in Scotland prior to starting their course.
<b>Articulation Pathways:</b>	Articulation pathways are data-generated relationships between college HE Subject groupings and university subjects. Our articulation system looks for examples where a combination has yielded an instance of AS or AP and then flags all instances of this combination across the database. This allows accurate counting of those where potential articulation could occur driven by data showing prior learning accreditation, and allows us to identify students where the learner has changed direction in studies on the non-pathways.
<b>Trailing period:</b>	The amount of time between completion of the college course and the first year of university study.
<b>Measurable figures:</b>	Articulation is included in the analyses if it meets the following criteria: <ul style="list-style-type: none"><li>• Scottish-domiciled student.</li><li>• On an articulation Pathway.</li><li>• Three-year maximum between HN completion and attending university.</li></ul>