



Scottish Funding Council

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# Guidance

## Additional articulation places scheme for partnership between colleges and universities

6 March 2013

This guidance provides information for the new articulation scheme for partnership between colleges and universities for 2013-14.

FAO: Principals and directors of Scotland's colleges and universities

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# Additional articulation places scheme for partnership between colleges and universities

## Overview

- 1 The Scottish Funding Council (SFC) will fund at least an additional 1,020 places for articulation routes in AY 2013-14 among all universities. These places are to be used to support provision based on the '2+2' model of articulation, where the 1<sup>st</sup>/2<sup>nd</sup> years are delivered in a college through Higher National Qualifications (HNQs) and 3<sup>rd</sup>/4<sup>th</sup> years of degree in a university. The SFC has increased the universities' indicative numbers to take account of these additional places.
- 2 This document provides guidance to university and college partnerships in providing and delivering these articulation places. This guidance should be regarded as a minimum expectation for partnership and coordination.
- 3 Since 2008, the SFC has funded the regional articulation hubs and they have been successful in assisting institutions active in articulation to progress articulation developments, regionally and nationally. The hubs have developed significant expertise in articulation planning and development and have established processes to track and report articulation activity against targets. To ensure arrangements and plans for the additional articulation places are coordinated and there is regional coherence with other articulation activity, institutions with additional places are advised to use relevant hub infrastructure and resources to progress arrangements for the additional places offered from 2013-14.

## Key contacts

- North East – Robert Gordon University – James Dunphy ([j.dunphy@rgu.ac.uk](mailto:j.dunphy@rgu.ac.uk))
- Tayside and Fife – University of Abertay Dundee – June Leishman ([j.leishman@abertay.ac.uk](mailto:j.leishman@abertay.ac.uk))
- Edinburgh and Lothians (ELRAH) – Edinburgh Napier University – Andrew Comrie, ([a.comrie@napier.ac.uk](mailto:a.comrie@napier.ac.uk))
- Greater Glasgow Articulation Partnership (GGAP) – Glasgow Caledonian University – Ruth Whittaker ([R.G.Whittaker@gcu.ac.uk](mailto:R.G.Whittaker@gcu.ac.uk))
- South West Articulation Hub (SWAH) – University of the West of Scotland – Anne McGillivray ([Anne.McGillivray@uws.ac.uk](mailto:Anne.McGillivray@uws.ac.uk))

## Funding for Places

- 4 The SFC will allocate the funding for the additional places to the university. The university must pass on 75 per cent of this funding to the college to teach the students on the HN part of the programme. The 25 per cent retained by the university will be used for quality assurance of the degree programme, aligning curriculum to achieve ease of transition, and providing support for associate students.
- 5 The funds that should be passed to the college should be 75 per cent of SFCs subject prices (this includes the SAAS fee of £1,820).

Price Group	Price (gross)
1	£16,796
2	£9,530
3	£8,447
4	£7,353
5	£6,500
6	£5,298

- 6 Students should apply to SAAS for fees and student support in the normal way.

### *Baselines for articulation activity*

- 7 Annex A provides a breakdown of the baselines that will be used by the SFC for measuring growth in articulation activity.
- 8 For the lead universities of the articulation hubs we have used their articulation targets for 2012-13 as their baselines. For the other universities, we used their numbers of new articulating students over the period 2008-09 to 2010-11 to inform the baselines.

### **Pre-entry**

- 9 The college and university partnership will decide which articulation routes will be supported by these additional funded places. If college partners are accepting articulation places from more than one university partner, effort should be made to coordinate planning and development to ensure consistency in the experience of learners and efficiencies and consistencies in marketing, recruitment, guidance and transition support, and reporting.
- 10 The SFC definition of guaranteed articulation is:  
  
A system where a student begins an HN qualification route with the knowledge that in one or two years (depending on HNQ and route)

they will be able to articulate directly onto a named degree at a university if they achieve particular and satisfactory outcomes in the HN. This type of guarantee should include elements such as Associate Student status and be part of a '2+2-type' model of articulation delivery.

### '2+2' model of articulation

- 11 The '2+2' model is shorthand for delivery of guaranteed articulation routes where the 1<sup>st</sup> and/or 2<sup>nd</sup> years of a degree programme are delivered in a college, with guaranteed progression on successful completion into years 2 and/or 3 of the degree at a university.
- 12 This type of programme fully utilises the SCQF and is considered to be the most robust in terms of guarantees. It is also straightforward to understand from the student point of view and provides multiple exit and entry points for the students:  
  
HNC – entry and exit  
HND – entry and exit  
Year 3 – entry and exit  
Year 4 – exit.
- 13 Importantly, for the student, this model provides movement with a cohort, enabling peer support, which could aid retention in years 3 and 4.

### *Establishing course links*

- 14 The college and university partnership must collaborate to ensure both the HNQ course and degree course are appropriately mapped together to ease transition for articulating students. By working within a partnership there is scope to re-configure existing articulation routes for '2+2' delivery and/or develop new routes that have previously been unexplored to meet anticipated demand now or in the future. As well as considering mapping, collaborative teams should explore opportunities to address gaps in provision, embed relevant core and academic skills and align learning, teaching and assessment methods to ensure students are prepared for study at SCQF level 9 and above.
- 15 Entry criteria must be established with any conditions on graded units and other entry requirements being explicit and communicated to the student through marketing and recruitment.
- 16 An articulation agreement should be drawn up between the college and university partnership outlining the subjects that are included in both

institutions in the agreement, the number of guaranteed places available and any entry requirements for the degree. The agreement should also include what benefits the student will receive under Associate Student status and any learning and teaching support the university will provide.

- 17 Should the university decide to make changes to degree courses that would impact on their articulation arrangements the college and university should discuss the implications of this before a final decision is taken by the university.

### ***Quality Assurance of provision***

- 18 Education Scotland is responsible for the quality assurance of provision delivered by the college, even though the student is enrolled with the university. However the partnership is responsible for ensuring the curriculum from HNQ to degree aligns effectively and provides a smooth academic transition from college to university utilising existing internal quality procedures.

### ***Marketing of articulation places***

- 19 It is the responsibility of both the college and university partners to promote and market the guaranteed articulation places. Colleges and universities should work together to agree marketing of routes and guarantees. The marketing must make explicit that students will be on a university route whilst at college and will be entitled to enter the later stages of the degree if they satisfactorily complete their HN studies and meet the published course-level requirements (such as graded units conditions, etc.) at the college.

### ***Information, advice and guidance to students***

- 20 The partnership should co-ordinate all information, advice and guidance (IAG) for the students who declare an interest in using the articulation route to the degree programme.
- 21 IAG should include, but not be limited to, matters such as how the route is structured to provide access to degree programmes and at what level of entry, student financial support, Associate Student status and benefits, and academic support. The IAG should also be explicit regarding any particular outcome of the HNQ that is required for satisfactory completion and entry to the degree.

## Entry to the course

### *Student recruitment*

- 22 Recruitment should be to a guaranteed place on a degree course at the university. The college and university partners are expected to work in close partnership to co-ordinate recruitment activities.
- 23 It is recognised that for 2013-14 entry, applications will be made through the college process. The preferred route for SFC would be that the student applies through UCAS for a place on the degree programme. However, the partners may agree to the applications being processed through the college and this is acceptable as long as the process is clear to the applicant.

### *Recording articulating students*

- 24 Students whose places are supported by the additional funded places should be recorded in the university's returns to the Higher Education Statistics Agency (HESA) throughout their studies at both college and university. While the students are studying at college they should also be included in the college's Further Education Statistics (FES) returns.
- 25 For the purposes of recording individual students, Associate Student Status will be given to eligible HN students at colleges on guaranteed articulation routes. The students should be recorded as **fundable students** in the HESA records and as **non-fundable students** in the FES records up to the individual target numbers for each institution.
- 26 While a student is studying at college, he or she should be recorded in the HESA returns as having one hundred per cent of his or her course year being taught by another institution, with the college being recorded as the other institution.

### *Student support elements*

#### *Associate Student Status*

- 27 Associate Student status will be available to students studying an HNQ as part of an articulation agreement under this scheme. The primary function is to enable the student to become familiar with university life prior to entering the campus. Benefits should include (but are not necessarily restricted to):
  - Ongoing communication with the University whilst attending HNQ at College, including information, advice and guidance relating to university life and study;

- Access to facilities such as library, gym, union, etc. while still at College; and
  - Provision of information on intended degree course requirements (meetings with potential lecturers/tutors, if possible) as part of the planned and guaranteed articulation place.
- 28 Where possible, institutions within the same region should share their individual Associate Student Status guidelines to enable potential alignment, thereby making it a more equitable process for the students who may choose to progress to neighbouring university.

*Access to HE Discretionary and Childcare student support funds*

- 29 Students will be able to apply to the HE discretionary and Childcare student support funds at the college. If the college cannot meet the cost of this from their HE discretionary and childcare fund then they should meet any additional cost incurred by this from the teaching funds transferred to the college from the university. The SFC will adjust its student support policies to reflect this alteration.
- 30 Under this scheme, students studying for their HNQ as part of a guaranteed articulation place will not be eligible to also apply for university discretionary funding. Upon articulation to the degree and studying at the university these funds will then be open to them.

*Deferment of guaranteed articulation place to degree programme*

- 31 There should be some scope for a student who successfully completes an HNQ to defer entry to the later stages of the degree programme at the university. A student should not be returned in the HESA records as having left until the student has indicated that he or she is not continuing with their degree studies. For deferment, the onus is on the student to request this.
- 32 In all other circumstances where places are not filled by college entrants, the default position should be for the university to fill the place with another articulating student from a college.

**Recruitment, retention and attainment of students**

- 33 The partnership is expected to take joint responsibility for the recruitment, support, retention and attainment of students throughout the articulation route. Where existing resources and measures are already in place to maximise retention, these should be applied to students on articulation routes as well – at both college and university.

- 34 The HESA records will indicate which students chose to exit with an HNC or HND. A university will not be penalised for this provided it meets its overall articulation target. If students do drop out early the place can be offered to another suitable applicant.

### **Consequences for universities not honouring articulation places for qualified HNQ students**

- 35 If universities are awarded additional guaranteed places for articulating students, and then subsequently fail to deliver the place or change the degree programme, thus creating a curriculum mismatch between the HNQ and the degree, they will be subject to clawback of the number of places they have failed to deliver.
- 36 Whilst students will not realistically articulate until AY 2015-16 (AY 2014-15 if route is HNC onto year two of degree), it is still expected that activity will take place around managing student expectation to articulate to ensure the intended numbers will be filled at universities. If this is done in time, there is scope to vire places between routes if some students chose not to articulate.

### **Further information**

For further information please contact either Jennifer McGregor, Funding Policy (email: [jmcgregor@sfc.ac.uk](mailto:jmcgregor@sfc.ac.uk)) or Anna Thomson, Coherent Provision (email: [athomson@sfc.ac.uk](mailto:athomson@sfc.ac.uk)).

## Annex A - Baseline information

(Baseline information based on National Articulation Database created using FES, HESA and SQA data)

Institution	Suggested baseline	2012-13 target	Additional places
Aberdeen, University of	15	<i>n/a</i>	10
Abertay Dundee, University of <sup>1</sup>	<i>n/a</i>	191	40
Dundee, University of	45	<i>n/a</i>	50
Edinburgh Napier University <sup>1</sup>	<i>n/a</i>	450	107
Glasgow Caledonian University <sup>1</sup>	<i>n/a</i>	700	157
Glasgow, University of	10	<i>n/a</i>	16
Heriot-Watt University	90	<i>n/a</i>	60
Open University in Scotland <sup>1</sup>	<i>n/a</i>	428 <sup>3</sup>	60
Queen Margaret University, Edinburgh	85	<i>n/a</i>	60
Robert Gordon University <sup>1</sup>	<i>n/a</i>	310	75
SRUC <sup>2</sup>	21	<i>n/a</i>	50
Stirling, University of	35	<i>n/a</i>	55
Strathclyde, University of	55	<i>n/a</i>	80
West of Scotland, University of the <sup>1</sup>	<i>n/a</i>	1,000	200

<sup>1</sup>- Existing targets for hub lead institution are used in place of new baselines

<sup>2</sup>- Baseline calculated using SAC articulation figures

<sup>3</sup>- Refers to target number of credit transfer claims by undergraduate students

**Note: This guidance does not apply to additional articulation places through the Open University in Scotland. Separate guidance will be issued.**

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