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**STUDENTS' EXPERIENCE OF THE
TRANSITION FROM HN TO
DEGREE STUDY
2011-2012**

REPORT TO ELRAH

June 2012

The University *of* Edinburgh

**Students' Experience of the Transition
from HN to Degree Study
2011-2012**

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by

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Contents

Executive Summary		i
Section 1	Conclusions and Recommendations	1
	<i>Evidence of progress</i>	1
	<i>Variation in students' experience of transition</i>	1
	<i>The HN route</i>	1
	<i>Students' experience of transition</i>	2
	<i>Recommendations</i>	4
Section 2	Introduction	6
	<i>Background</i>	6
	<i>Aims and methodology</i>	7
Section 3	Findings of the Student Survey 2011-12	9
	<i>Survey respondents</i>	9
	<i>Progression from HN to degree</i>	10
	<i>Information and advice received when at college</i>	17
	<i>Students' suggestions for developing colleges' transition support</i>	20
	<i>Making the transition from college to university</i>	22
	<i>Students' experience of degree study</i>	31
	<i>Advice and support during the first year of degree study</i>	33
	<i>Students' suggestions for developing university support for HN students</i>	38
	<i>On reflection: the HN route</i>	42
Appendix 1	Student Survey: Additional Tables	45
Appendix 2	Student Questionnaire	56

EXECUTIVE SUMMARY

1. Introduction

- The articulation route to degree level study is a key element of government policy on widening access to degree study and promoting efficient, flexible learner journeys.
- Articulation refers to students with HNCs entering the second year of a degree programme and HND students going into the third year ie entry with advanced standing.
- ELRAH commissioned the Centre for Educational Sociology to investigate HN students' experience of the transition from HN to degree study and the preparation and support received at college and in the first year of their degree. The study is concerned with Scottish domiciled HN qualified students who enter Edinburgh Napier, Heriot Watt, Queen Margaret and Stirling Universities, the most active ELRAH partner universities.

2. The study

- The study covers three cohorts of HN students, the first of which were surveyed in 2010-11. This report deals with the second HN cohort: those who entered their first year of degree study in 2011-13 in the four universities.
- It includes HN students who did not articulate enabling a comparison with the experience of those who did articulate.
- The students were surveyed in November-December 2011 by means of an internet based questionnaire. The survey was completed by 347 students, giving a 34% response rate from the HN qualified students who had entered Edinburgh Napier, Heriot Watt, Queen Margaret and Stirling Universities.
- Almost two thirds of survey respondents had studied for their HN at colleges within the ELRAH partnership.

3. Summary of Findings

3.1 Timing and reasons for progression to degree study

- Three quarters of students had progressed straight from their HN to degree study. The main reasons were that this fitted with their careers plans, was the natural progression from their HN as well as interest in the course or subject.
- The small proportion of students taking a college-based degree (10%) had chosen to do this largely because of the proximity of the college to their home.

- Students taking a college-based degree (10%) had chosen to do this largely because of the proximity of the college to their home.
- While a majority (59%) had started their HN with a serious or definite intention to go on to a degree, the others – a sizeable minority – had only made this decision later. Most of those who had taken a break between their HN and degree had not initially intended to return to take a degree.

3.2 Progression and articulation

- Just over half of students with an HNC articulated compared with almost three quarters of HND students.
- Non-articulating HNC and HND students gave different reasons: for HND students the main reason was that the university would not accept them into 3rd year; for HNC students concerns about the academic demands, making friends and having the full university experience were key reasons.
- About a fifth of non-articulating students did not know that they could have applied for advanced standing.
- For most students, especially those with an HND, there was some continuity in the subject area of their HN and degree.
- Two thirds of articulating students were studying the same subject as their HN but over a quarter of non-articulating students were also continuing with the same subject.
- Most thought they had started at the right year although a number qualified this; it is evident that what is the 'right year' depends on individual circumstances.
- HND students were less likely to think they had started at the right year than HNC students and responses also varied across the four universities.

3.3 Preparation while at college

- A majority of students had received some information and advice about the UCAS application and about choice of degree and university; there was some variation depended on the ELRAH partner college attended.
- Not all colleges across Scotland are raising possibility of moving on to degree study with HN students; this seemed most likely to occur on HN programmes that were focused on direct entry to the labour market.
- While just over half received some information and advice on general study skills, substantial proportions had not received any input on other, more specific areas of study.

- University visits were a key source of information and advice. College lecturers/tutors as well as student support staff played an important role. Preparatory workshops, classes or courses were mentioned by a fifth of students.
- Some students thought their college had done all they could to prepare them for degree study but many made suggestions: more information and preparation about the type and standard of work, assessment, academic writing and the extent of independent study at degree level; the chance to try the “university style”/modification of HN courses and advice on the career implications of degree choice. College was perceived by some as being too easy or too supportive.

3.4 Students’ experience of transition

- Three months into their degree, just under two thirds of students thought they had been quite or well prepared for degree study. Statistical modelling demonstrates that the key factors determining this is their HN qualification (HND students felt less well prepared than HNCs) and the university attended.
- Comparison with the 2010-11 HN cohort shows that a higher proportion of articulating students in the current survey thought that they had been quite/very well prepared for degree study.
- Statistical modelling revealed that articulation (ie entry with advanced standing) is the key factor in how easy or difficult students found the transition from HN to degree: articulating students were twice as likely to think their transition had been quite/very difficult as non-articulating students. The university attended had an additional separate effect; their HN qualification also had a slight impact.

3.5 Students’ experience of degree study

- Sizeable minorities – from a third to under a half – had some or a lot of difficulty in relation to: the extent of independent study; time management; assessment; lack of knowledge of prior course content; level of demand; and finance. Students also commented on difficulties in essay writing and referencing; research methods and ICT systems.
- There was very little difference between articulating and non-articulating students in this but students’ experience varied depending on the university attended and their age.

3.6 Advice and support on their degree programme

- Commonly attended workshops and courses were using the library, referencing and academic essay writing, attended by around a third of students. Levels of

attendance were lower for articulating students. Differences across the universities were not explained by variation in levels of provision.

- On-line and computer based materials on various aspects of degree study were used by a majority of students. Articulating and non-articulating students had similar levels of usage but take-up varied across the universities.
- Students' opinion of the workshops/courses and the on-line support materials was extremely positive with between 79% and 96% rating them as useful.
- A minority of students (14%-18%) were unaware of the workshops and courses; a somewhat higher proportion, over a fifth, did not know about the on-line support provision.
- Some students commented appreciatively on the support from their university but also suggested the need for better publicity of provision.
- Many suggestions for improvement concerned universities making expectations more explicit, providing more exemplification of standards and more opportunities at the start of their degree to try out different aspects of degree study. More attention to reviewing students' progress in the first few months was suggested.
- Another theme was the need for lecturers to be more aware of HN students and their previous learning experience and greater liaison between colleges and universities.

3.7 The HN route

- Most students – whether or not they had articulated – thought that taking the HN route to degree study had been the right decision for them although at one university a lower proportion of students thought so. Students who had taken a college based degree were also positive about this choice.
- The HN route had provided a way to get back into education after a break; given the confidence as well as the qualifications to apply for degree study; acted as a bridge between school and university; offered a more incremental approach and allowed students to test out their subject or career interests. There was a call for universities to maintain, if not increase, their intake of HN students.

SECTION 1: CONCLUSIONS AND RECOMMENDATIONS

Evidence of progress

While many of the issues emerging from this survey are similar to those identified in the 2010-11 student survey, there is some evidence of progress: a higher proportion of articulating students in the current survey thought that they had been quite or very well prepared for degree study compared with their counterparts in the previous survey (up from 41% to 61%). Nevertheless, the extent of the information and support that students received while had college was still variable and under a half of HN students found their transition to be a difficult experience.

Variation in students' experience of transition

The current survey also highlights the impact of students' specific HN qualification and the university attended on their experience of transition. It has been possible to analyse these factors further this year because of the higher response rate to the survey. It is evident that students' experience of transition, including the support accessed, varied not only in relation to whether or not they had articulated; in some instances having an HND rather than an HNC could be an additional factor while the university they attended could also have an impact.

The HN route

The large majority of students were positive about the opportunity that HN route offers individuals to gain access to a degree in a way that meets their particular needs - whether after a break in their education or as a bridge between school and university or providing them with a way to keep their options open with the possibility of certificated intermediate exit points. It should be remembered, however, that the study did not include HN students who had discontinued their degree programme.

It is evident that the decision to use the HN route to degree study is a gradual process for some: a substantial minority of students did not start their HN with this intention and most of the students who had not progressed straight from their HN to a degree course had not initially planned to return at some point and undertake degree study. This has implications for ELRAH and its partner institutions in relation to the planning of articulation numbers and the provision of advice and support for students, for example, some may have missed out on the preparatory activities at college targeted at those HN students planning to progress to degree study and thus may need more support at the beginning of their degree.

The SFC strongly supports the articulation of HN students to degree programmes with “no loss of time” but the study found that just under half of students with HNCs did not articulate, instead applying to the first year of a degree. HND students were more likely to articulate, nevertheless, just over a quarter of them did not do so. Although for some HNC students this was a positive choice, for others it was less positive in that they thought that they would struggle academically if they went directly into second year. While concern about coping with the academic demands of the course was also one of the main reasons given by the HND students who did not articulate, the reason most commonly given by them was that the university would not accept them into 3rd year.

These findings suggest that more needs to be done to prepare HN students for degree study and to further develop articulation routes (eg in terms of curriculum matching) so that students have the confidence to take advantage of the opportunity to articulate and universities will be more likely to offer advanced standing. But the findings also demonstrate that some HN students do not want to articulate and we suggest that this is a valid choice. Students’ responses reveal that what is the ‘right’ year of entry to a degree depends on individual circumstances.

It should also be noted that about a fifth of non-articulating students were unaware that they could have applied for entry with advanced standing and students’ open-ended comments suggest that not all colleges are raising possibility of moving on to degree study with HN students.

Students’ experience of transition

While students were appreciative of the opportunity to progress from HN to a degree, this does not mean that they found their transition to be an easy one: around three months into their degree 45% judged the transition as “quite or very difficult”. Students who had articulated were more likely to have experienced the transition as difficult.

There was consistency in the survey between students’ responses to the closed questions and the comments they made in their own words about the areas that they had difficulty with in their degree: the different modes of study, learning and assessment at university; gaps or lack of match in the formal curriculum; the level of demand and insecurity about standards; unfamiliarity with university environment eg computing and email systems; and lack of social support. These were areas of difficulty for non-articulating entrants as well as for those who had articulated.

There were significant gaps in college provision in respect of a number of specific study skills areas such as the type of assessment on degree courses, using the university library, referencing and use of electronic and online tools. University visits were a key source of information but students also wanted some opportunity to undertake what some referred to as the 'university style' of work and assessment in their HN programme. This and the important role of college tutors (in addition to that of student support staff) in providing information and advice about the transition to degree study suggests the need for more embedding of preparatory activity as well as possible modifications to HN provision. Such changes would require appropriate staff development and support.

ELRAH and its partner institutions have developed a range of workshops and other support activities including on-line materials to help prepare students for degree study. The ELRAH Model for Student Transition Support is designed to provide support at critical points from when students start their HNC/D programme through to graduation. This approach includes pre-exit support activities at college for students likely to articulate and customised induction and academic support at partner universities. Survey respondents were extremely positive about the events and activities they had experienced. The survey findings echo the evaluations of the workshops and support activities carried by the Articulation Support Advisers and other staff (reports of these evaluations are available on the ELRAH website¹). Nevertheless, there remains an issue with students' awareness of workshops, courses and online provision despite institutions' efforts to publicise them.

While students were appreciative of the information, advice and support they had received at college and university, the difficulties they experienced in their degree study indicate that current provision is not fully meeting their needs and further development is required. Students themselves made a range of practical suggestions and these have been taken into account in developing the recommendations. In thinking about how provision might be developed, it needs to be acknowledged that colleges have to balance the dual function of HNs of preparing students for employment as well as entry to degree, the need for them to retain integrity as qualifications in their own right and the distinctive ethos and approach of the college sector compared with that of the university sector. That said, there is scope for colleges as well as universities to develop their information, advice and support for HN students entering degree programmes.

¹ www.elrah.ac.uk - Staff Zone, Student Feedback

Recommendations

1. The possibility of progressing to a degree and doing so with advanced standing should be raised in a consistent way with all HN students. It is important that staff highlight the existence of the agreed articulation routes between their college and partner universities and the possibility of entry with advanced standing. This applies even on HN programmes where most students go directly into employment.
2. ELRAH and its partner HEIs should investigate further the reasons students do not make use of the available articulation routes that offer advanced standing and ensure that all students are able to make informed choices about their options for degree study.
3. Some students are deterred from articulating since they would miss a valuable work placement by doing so; this suggests that the timing of work placements on degree programmes should be reviewed.
4. There is a need to address gaps in the coverage of specific areas of study and academic skills while students are at college. Student feedback indicates that embedding these skills within delivery of HNs would be a way to reach more students and give them the chance to practise these skills.
5. It would be beneficial to extend opportunities within HN courses for students to experience the 'university approach' eg via greater involvement of university staff from relevant subject areas.
6. University visits were identified by students as the key way in which they gained information and an understanding of expectation of degree study; they provide a structured approach with the opportunity of experiencing lectures/tutorials.
7. The extent to which it is possible to include optional elements or units within an HN to allow students to cover certain subject content and/or develop relevant skills should be explored and exploited.
8. HN students should be able to access career advice about the implications of their decision to go on to degree study and their choice of degree and university.
9. When planning preparation and support activities, universities should bear in mind that some HN students had not planned to go on to degree study when at college and are likely to have missed out on preparatory activities at college. In addition, a sizable minority took a break between their HN and degree study and so are likely to need some customised induction support.
10. There is a need for awareness-raising among academic teaching staff in the universities about HN students, their previous learning experience and how they might be supported, especially in the first few months. Academic teaching staff should be encouraged to provide examples that exemplify the standard of work expected.

11. Universities should highlight the essential knowledge and skills covered in the previous year(s) of the degree courses most commonly accessed by HN students and make materials available online.
12. ELRAH and its partner HEIs should assess the possible use of online skills audits or similar tool as a way to identify gaps in HN students' knowledge or skills base and build in appropriate support².
13. Current workshops, courses and online materials are very highly valued by HN students who attend them and should continue to be funded and developed. It would be useful to review how they can be further publicised to students including the role that college and university staff can play in highlighting their importance.
14. The variation across universities in HN students' experience of transition should be reviewed by ELRAH and the relevant HEIs.
15. In line with *Putting Learners at the Centre*, ELRAH should continue to work with its college and university partners to ensure better curricular matching in the main articulation subject areas.
16. It is important to focus on developing the awareness and involvement of teaching staff in colleges and universities and on ensuring that articulation support is embedded in student guidance and support processes and practices within ELRAH partners and can therefore be sustained beyond the life of the ELRAH project.

² The University of Dundee has developed an audit tool for use in its accelerated degree programme.

SECTION 2: INTRODUCTION

Background

The articulation route to degree has been a key element of government policy on widening access to degree study for a number of years³. Articulation refers specifically to students who have a Higher National qualification gaining entry to the second or third year of a degree programme: second year for those who have a Higher National Certificate (HNC) and third year for those with a Higher National Diploma (HND); this is referred to as entry with ‘advanced standing’. In addition to its role in widening access – colleges attract more students from socially disadvantaged backgrounds than do universities⁴ – the articulation route is also seen as cost effective for the public purse since it enables students to complete a four-year degree at lower annual cost during their years at college⁵. Its importance has been reinforced recently in the context of government policy on post-16 education and its aim of achieving more efficient, flexible learner journeys⁶. This policy statement on post-16 learning, *Putting Learners at the Centre*, raises the stakes in terms of articulation by suggesting the possibility of legislation to create a statutory framework that would guarantee articulation from college to university so that students who achieve sufficient qualifications at HNC /D should not be required to repeat these levels if there is a clear curricular fit between their HN and degree.

This is the context within which ELRAH – the Edinburgh, Lothians, Fife and Borders Regional Articulation Hub – is working. ELRAH is one of five Regional Articulation Hubs set up by the Scottish Funding Council (SFC) following the report *Articulation for All?* which led to increased funding being made available to develop and support articulation activity. ELRAH’s three main objectives are to:

- support the development of new and more effective articulation routes between colleges and HEIs which minimise the time it takes students to achieve their goals;
- support the development of HEI and College collaboration and partnership activities;
- support partners to implementation planned systems of articulation and embed student support activities to ensure students can make an effective transition.

ELRAH has made considerable progress in developing and implementing a consistent student support model for articulating students across its partners. Further details can be found on the ELRAH website⁷. The ELRAH Model for Student Transition Support is designed to provide support at critical points from when students start their HNC/D programme

³ Scottish Funding Council (SFC) (2007) *Articulation for All?* Edinburgh: SFC.

⁴ Scottish Funding Council (SFC) (2012) *Learning for All: sixth update report on measures of success*. Edinburgh: SFC.

⁵ *Learning for All: fifth update report on measures of success*. Edinburgh: SFC.

⁶ Scottish Government (2011) *Putting Learners at the Centre*. Edinburgh: Scottish Government.

⁷ www.elrah.ac.uk - Staff Zone

through to graduation. This approach includes pre-exit support activities at college such as university visits and academic skills workshops for students likely to articulate and customised induction and academic support at partner universities as well as a range of online resources.

To support and inform its activities, ELRAH commissioned the Centre for Educational Sociology at the University of Edinburgh to investigate HN students' experience of the transition from HN to degree, the impact of the information, advice and support available to them in making this transition and to identify areas where further development might be needed.

Aims and methodology

The study

The study of HN students' transition to degree study is a three year project which started in the academic year 2010-11. The intention is to survey three cohorts of HN qualified students who enter their degree programme in the most active ELRAH HEIs in 2010-11, 2011-12 and 2012-13. The target sample for each of the surveys is Scottish-domiciled students in their first year of degree study Edinburgh Napier, Queen Margaret, Heriot-Watt and Stirling Universities whose entry qualification was an HNC or HND.

The first HN cohort was surveyed in 2010-11 by means of two internet surveys and the report of the findings is available on the ELRAH website⁸.

This report covers the survey of the second HN cohort: those who entered Edinburgh Napier, Queen Margaret, Heriot-Watt and Stirling Universities in 2011-12. The survey was carried out over November-December 2011.

The surveys aim to investigate HN students' experience and opinion of:

- the preparation for undergraduate study received from their college and HEI before entry to their degree programme;
- their transition from HN to degree and the first months of their degree study;
- the ongoing activities and support received during the early stages of their degree study.

Respondents: progression, advanced progression and articulation

The prime focus of ELRAH is on articulating students ie those who gain advanced standing (HNC students entering year 2 of a degree programme and HNDs entering year 3). There is also a second category of HN student, those who gain a partial credit for their HN such as HND students who gain entry to year 2 and this is referred to as Advanced Progression;

⁸ Howieson C. and Croxford L. (2011) Students' Experience of the Transition from HN to Degree Study, ELRAH: Edinburgh - www.elrah.ac.uk - Staff Zone, Student Feedback

where students use their HN as an entry qualification to a degree but gain no additional credit for it, starting in first year, this is termed Progression.

It was decided at the outset of the study that it would be valuable to include HN students who do not articulate to enable comparison of their transition experience with other HN qualified entrants and to investigate the reasons why some students with HN qualifications do not apply to or succeed in articulating with full advanced standing. This raised the question of how to treat the Advanced Progression students in the analysis. Investigation of the data showed that the responses of Advanced Progression students were very similar to the responses of HN students who had entered first year and differed from those of students who had articulated. It was decided therefore that the analysis would focus on two groups: articulating students (full advanced standing) and non articulating students (Progression and Advanced Progression students).

Survey design and methodology

The student questionnaire was developed in 2010 in collaboration with the Articulation Support Advisers and relevant ELRAH staff; it was amended for use with the second student cohort but with the aim of retaining as much similarity as possible to allow comparison across the cohorts.

While most of the questions are pre-coded lists, the questionnaire also includes a number of open-ended questions to allow respondents to say more in their own words about their own experiences and to raise issues that they perceive to be relevant. It might be noted that a high proportion of respondents took the opportunity to make such open-ended comments, usually more than half wrote in additional comments, some of considerable length. A copy of the questionnaire is contained in Appendix 2.

In the survey students were offered the opportunity to request a contact with support services.

The survey was internet-based, designed using SNAP software and mounted on the CES website. The survey was promoted by the Articulation Support Advisers and other ELRAH staff by a variety of means including direct email of the web link to students, inclusion on plasma screens in public areas in the HEIs; promotion through Web CT; messages on Facebook and Twitter; announcements in relevant classes; and encouraging tutors and lecturers to publicise it to students.

Response rate

The survey was completed by 347 students which is a 34% response rate from the HN student cohort. This is an improvement on the 25% response rate to the 2010-2011 survey and reflects the very considerable efforts of the ELRAH team in promoting the survey.

Additional data from the surveys is contained in Appendix 1.

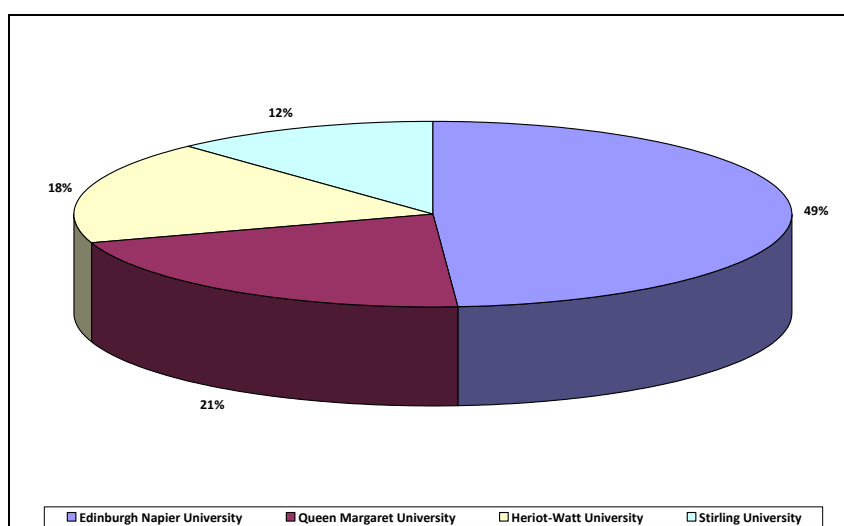
SECTION 3: FINDINGS OF THE STUDENT SURVEY 2011-12

Survey respondents

As noted in the previous section, the survey achieved a 34% response rate, being completed by 347 HN students who had entered their degree programme in the most active ELRAH HEIs in 2011-12.

The institutional distribution of the students who responded is summarised in Figure 3.1. Almost half were students at Edinburgh Napier University with Queen Margaret and Heriot-Watt Universities each accounting for around a fifth, while the remaining 12% were at Stirling University. Ten percent of respondents were studying for their degree at a college campus rather than at the university site; the large majority of these college-based students were taking their degree through Edinburgh Napier University. The overwhelming majority of students were studying for their degree on a full-time basis (97%).

Figure 3.1: Universities attended by respondents (%)



Tables A1.1–A1.8 in Appendix 1 provide the detailed figures about the students who completed the survey. In summary, there were more female than male respondents (59% vs 41%) and while the sample included a wide age-range the majority of respondents were under the age of 25 (61%). The students who responded were almost evenly split between those with HNCs and HNDs (49% and 51% respectively); a higher proportion of HNC students were in the under 20 age group than those who held HNDs (27% vs 10%). Almost two-thirds of students had previously studied for their HN qualifications in a college that was part of the ELRAH partnership (65%), while most of the remainder had attended colleges elsewhere in Scotland. The JACs2⁹ subjects areas that accounted for the majority of

⁹ The Joint Academic Coding System used for subject coding across the UK by UCAS and HESA.

students were: Business and Administration (36%); Biological and Sport Sciences (14%); Creative Arts and Design (9%).

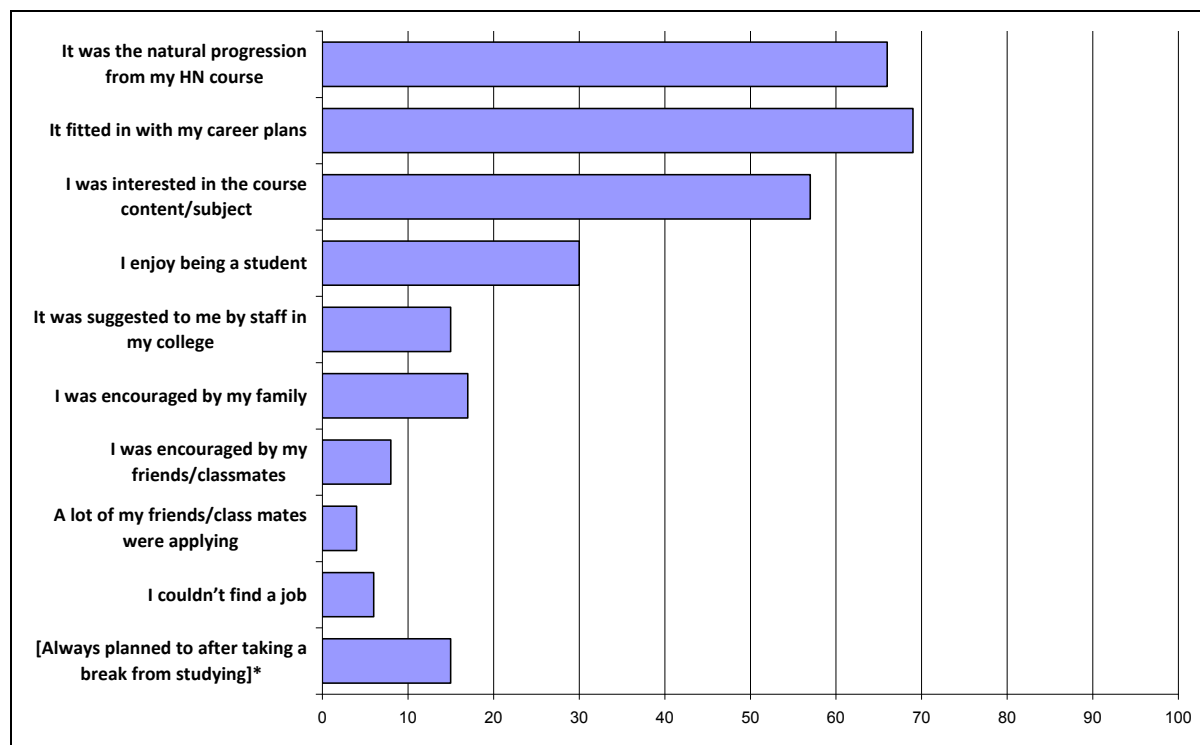
Progression from HN to degree

Students' reasons for going on to degree study

Three quarters of the students had progressed straight from their HN to degree study having gained their HN in 2011 (75%) while the others had had a break in between achieving their HN and starting a degree (also Table A1.9).

Students' reasons for going on to degree study are summarised in Figure 3.2 (also Table A1.10). The most common reasons were that "it fitted in with my career plans" (69%), "it was the natural progression from my HN course" (66%), and "I was interested in the course content/subject" (57%).

Figure 3.2: Reasons for applying to degree study (%)



* only students who had gained HN before 2011

Students who had articulated were more likely to state that applying for degree study was the natural progression from their HN course than were non-articulating students (76% vs 48%). Not being able to find a job was a more common reason for students in the 25-29 age bracket compared with other age groups (14%).

Why take a college-based degree?

The small proportion of students who were taking a degree delivered through college rather than at university were asked why they had chosen to do so; their main reasons were:

- the college is near where I live (68%);
- I thought the teaching methods would suit me better (47%);
- I thought the class sizes would be smaller (32%).

Proximity, the teaching approach and teaching environment were thus the main reason for these students.

When do HN students decide on degree study?

In terms of colleges and universities planning their support for students who may go on to degree study, it is relevant to know at what stage in their HN they make this decision. Table 3.1 shows that for 59% of respondents progressing to a degree had either been their definite plan or a serious possibility when they started their HN course. Nevertheless, this leaves a sizeable minority (41%) who were not thinking about a degree or were only considering this among a number of options.

Table 3.1: Did you plan to go on to degree study when you started your HNC/D?

	All (%)
No, hadn't any plans to do so when I started	15
It was only a vague possibility in my mind	12
I was thinking about it along with other options but wasn't sure	10
I was thinking about it as a serious possibility	16
Yes, it was my definite plan from the start	43
I didn't know then that it was possible to go on to a degree	4
	(n) (347)

Focusing on the group who were not definite or were not thinking seriously about progressing to a degree, 70% stated that they had made their decision by at least part way through their HN course while just under a third had not decided until the end or after their HN (Table 3.2). As noted above, 25% of respondents had taken a break between gaining their HN and applying for a degree; most of these students (85%) had not initially planned to return to education and take a degree and therefore would not have been identified when at college as candidates for specific support activities.

This variation in the timing of the decision poses a challenge to institutions in planning support activities.

Table 3.2: When did you decide to go on to degree study (if not definite or not thinking about it seriously)?

	%
Early on in my HNC/D	13
Part way through my HNC/D	57
At the end of my HNC/D	17
After I got my results	14
<i>(n)</i>	<i>(120)</i>

Extent of articulation

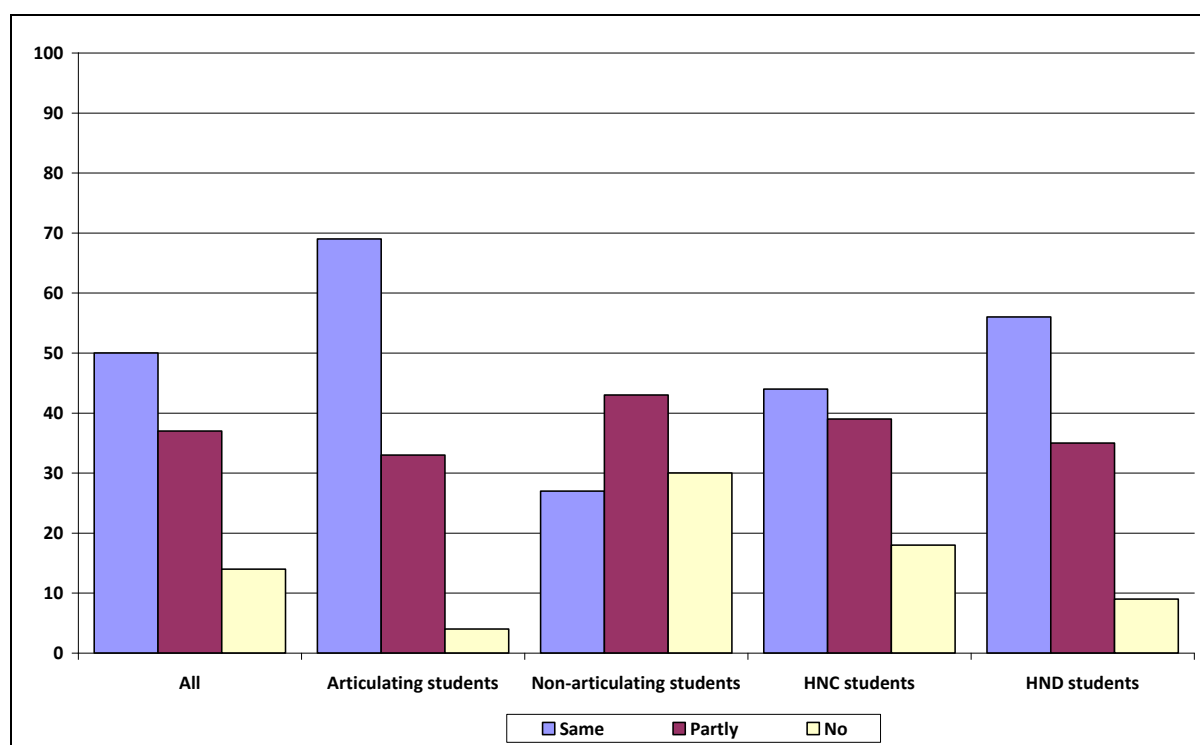
The survey explored the extent to which students with HN qualifications achieved articulation between the levels of their HN qualification and degree course ie students with an HNC entering the second year of a degree and HND students starting at year 3. These results are summarized in Table 3.3. Overall 64% of students articulated but there is a considerable difference between HNC and HND students in the extent of their articulation: just over half of students with HNC qualifications entered the 2nd year of their degree course compared with around three quarters of HND students who entered the 3rd year (52% vs 74%). There were no significant differences in articulation accordingly to students' age; this differs from last year when older students were more likely to have articulated.

Table 3.3: Articulation between HN and degree (%)

	All	HNC students	HND students
	%	%	%
% articulating	64	52	74
<i>Year of entry (all students)</i>			
1 st	28	48	8
2 nd	33	50	18
3 rd	39	2	74
<i>(n)</i>	<i>(342)</i>	<i>(169)</i>	<i>(172)</i>

Overall, for most students, progression from HN to degree study was partly or fully within the same subject area (87% yes/partly, Figure 3.3) and as might be expected a higher proportion of those who articulated were taking a degree in the same subject areas as their HN compared with non-articulating students (articulating: “yes” 69% vs non-articulating: 27% “yes”, Figure 3.3, also Table A1.11). Nevertheless this means that over a quarter of HN students were continuing with the same subject at degree level but starting in first year. Students with an HNC were less likely to be continuing with the same subject than were HND students (44% vs 56%).

Figure 3.3: If HN in same subject as degree (%)



Students' reasons for not articulating

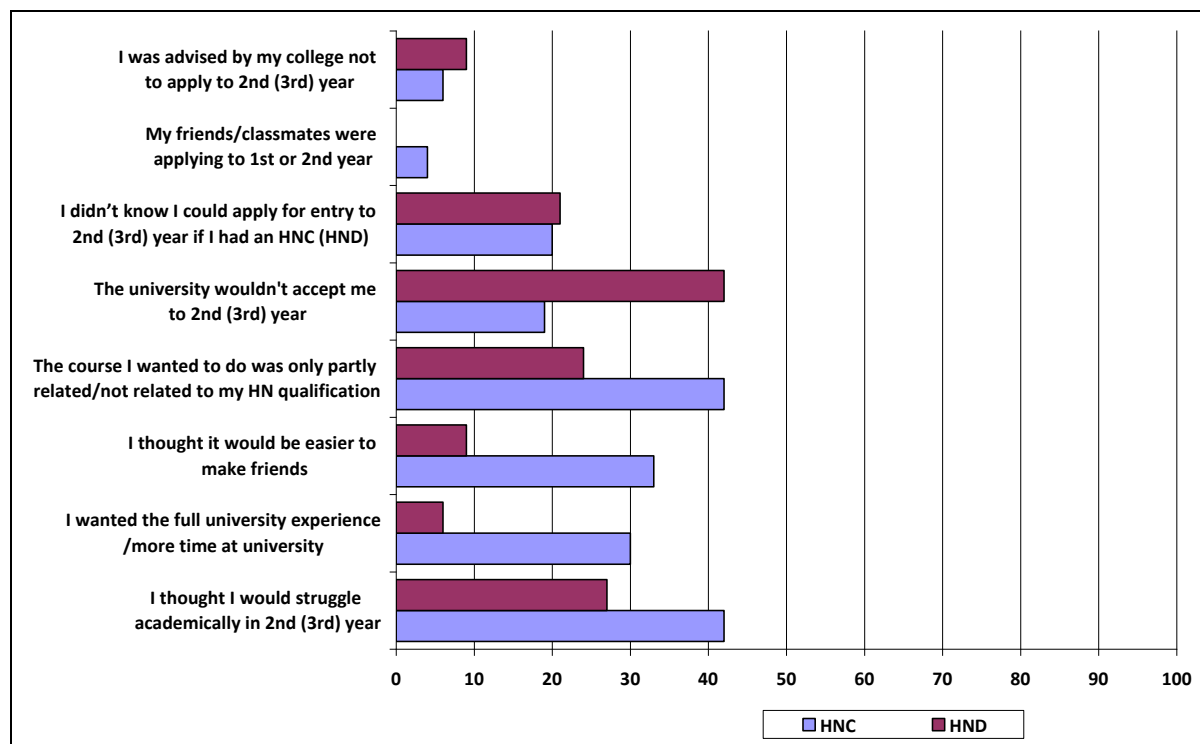
Figure 3.4 summarises the reasons given by HNC and HND students for not articulating ie in the case of HNC students applying to 1st year and for HND students applying to 1st or 2nd year (also Table A1.12). For HNC students the most common reasons were that they thought they would struggle academically in 2nd year and that the degree course they were aiming for was only partly or not related to their HN subject. The view that it would be easier to make friends and the desire to have the full university experience were other common reasons. HNC students' reasons differed by age: those under 25 gave more weight to making friends (under 25 43% vs 18% 25 and over), to having the full university experience (36% vs 18%) and were more likely to say that their degree was not wholly or partly related to their HN than were older students (61% vs 33%).

It is evident from Figure 3.4 that different reasons were given by HND students for their non-articulation: *'the university wouldn't accept me'* was the most common reason; some way behind this the other main reasons were that they thought they would struggle academically in 3rd year or that the degree course was not sufficiently related to their HN subject. In the open ended comments, a reason given by several HND students was that they would have missed out on work experience or work-based learning if they had gone into 3rd year and this was clearly an important consideration for them.

Among both HNC and HND students, around a fifth said that they had not known they could apply for advanced standing.

A small minority responded that they had been advised by their college not to apply for advanced standing (HNC: 6%; HND: 9%). The key question is the reason behind this: was this advice well founded or were some staff not encouraging articulation?

Figure 3.4: Reasons for non-articulating applications (%)



Reflections on year of entry

Students were asked whether, on reflection, they thought the year they had started was the right one for them: over three quarters replied “yes” (78%), with just 10% saying “no” and 13% “not sure” (Table 3.4). Students’ views on whether or not they had started at the right year did not vary by age, gender and whether or not they had articulated. Students with an HND, however, were less likely to think that their year of entry had been the right one for them compared with HNC students (72% vs 83%, Table 3.4).

Table 3.4: If think started at the right year of degree study by HN qualification

	All %	HNC %	HND %
yes	78	83	72
no	10	8	10
not sure	13	9	17
	(n) (347)	(166)	(174)

While not large, there is nevertheless statistically significant variation in responses according to which university students are attending with 82% of students at University 1 thinking they had started at the right year compared with 72% at University 3 and 71% at

University 4 (Table 3.5). University 4 also has the highest proportion stating unequivocally that they had not started at the right year rather than giving a ‘not sure’ response.

Table 3.5: If think started at the right year of degree study by university

	All	Univ 1	Univ 2	Univ 3	Univ 4
yes	78	82	76	72	71
no	10	5	11	11	24
not sure	13	13	13	17	5
	(n) (347)	(168)	(72)	(64)	(41)

Over half of respondents provided further open-ended comments in response to this question. Some were quite clear that their year of entry had been the right one for them:

“Coursework is interesting and seemed to follow on from my college work well. I feel I have coped and understood the coursework well” (HND student entered 3rd year)

“Its challenging, it keeps me excited about the course and subject material rather than taking a step backwards and starting in say second year” (HND student entered 3rd year)

For others, not being able to articulate was a source of frustration:

“I feel as if I have taken a step back and the workload is not as intense as college” (HND student entered 2nd year)

“I’m a mature student and having to do first year at uni has meant that I now have an extra year of loans to pay back. I have also covered, in my first year, a lot of what I did in my HNC the year before” (HNC student entered 1st year)

A number of students, however, qualified their overall response that they had started at the right year for them:

“Although the articulation route is great and has saved me a year I do feel I would have a much greater understanding and base for learning if I’d started in first year” (HNC student entered 2nd year)

“ Less years to earn a low wage as I have financial commitments but feel I have missed out on a lot and find it harder to make friends” (HND student entered 3rd year)

“I feel that having studied the HNC in Business that I have entered the correct year of study due to the fact that the content that people had learned in first year was similar... however I found it difficult to make friends because everyone seemed to have their own group of friends from first year” (HNC student entered 2nd year)

Students’ comments illustrate that what is the ‘right year’ depends on individual circumstances and preferences. Some who had not articulated did not see this as a problem: they considered that they had started at the right year because they thought that their HN had not fully prepared them for the transition to university or because they recognised that they needed more time to adjust to a new environment:

“Going from college to university is a big jump...I wasn’t prepared for university for example wasn’t taught about referencing all the way through my HNC, in fact I never wrote over 1500 words in an essay before starting university. Starting in 1st year maybe easier as everyone is at similar experience as me” (HNC student entered 1st year)

“I have had to move away from home and so going into 2nd year and covering some of the work again has allowed me to be able to settle in without the stress of 3rd year. It has also allowed me to work out how the university works without it having a huge impact on my studies” (HND student entered 2nd year)

“I decided to enter in at first year as my own learning difficulties would of made second year harder. It also allowed me to join in with a new social group and make friends for my university career. Having a year’s experience at college that relates to my degree it makes some aspects of the course easier so I can focus on other areas of my studies. When it comes to second year I will not be worrying about time management or how I can study in the most effective way” (HNC students entered 1st year)

Students’ comments also illustrate that judging whether they had started at the right year was not a straightforward matter, while some aspects might not be difficult others could pose a challenge:

“It has been easy in respect to the workload and making new friends. Where I find it quite difficult is the theory as I don’t have the bases from 1st year which means it takes me longer to get a grasp of what we are being taught” (HNC student entered 2nd year)

Students’ plans

Just over two third of respondents were aiming to graduate with an Honours degree (67%) while 11% planned on gaining an Ordinary degree (Table 3.6). Of the others 18% were still to decide but a very small number of students (4%) were unsure of the difference between an Ordinary and Honours degree. Articulating and non-articulating students had similar intentions and there was also no variation by age or gender. However, college-based students were more likely than those taking their degree at the university campus to be aiming for an ordinary degree (9% vs 36%) and a higher proportion had not yet decided (39% vs 15%).

Table 3.6: Type of degree students aiming for (%)

	%
Ordinary	11
Honours	67
Haven’t decided yet	18
Not sure of the difference	4
	(n) (346)

Students were asked if they were not aiming for an Honours degree, what their main reason was for this. The most common reasons were waiting to see if they would achieve the

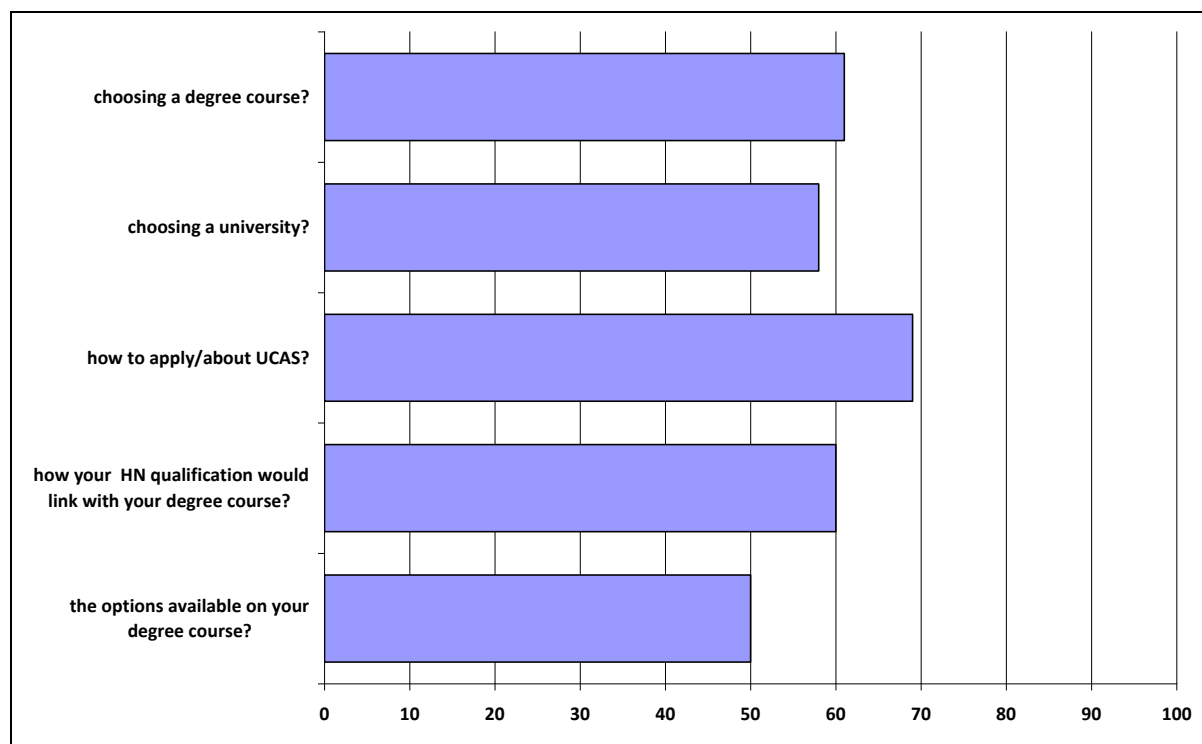
necessary grades (35%) and not being able to afford another year of studying (24%, Table A1.13).

Information and advice received when at college

Information and advice about degree choice and UCAS

The survey asked students how much information and advice they received at College concerning their choice of degree and university and the application process (Figure 3.5, also Table A1.14). The majority of respondents said they had received some or a lot of information and advice about: how to apply through UCAS; choosing a degree course and university; how their HN qualification would link with their degree course and the options available on their degree course.

Figure 3.5: How much information and advice received at college about degree and university choice (% stating “some” or “a lot”)



Students who articulate are generally building on their HN more directly than non-articulating students so it is not surprising that articulating students were more likely than non-articulating students to report receiving a some/a lot of information and advice on how their HN would link to their degree course (63% artic. vs 55% non-artic.) and also on degree course options (54% vs 46%).

Analysis of students' responses according to the college they had attended is limited because of the small numbers in most cases and is restricted to the four colleges that each account for a substantial number of students. Considering these four colleges there was

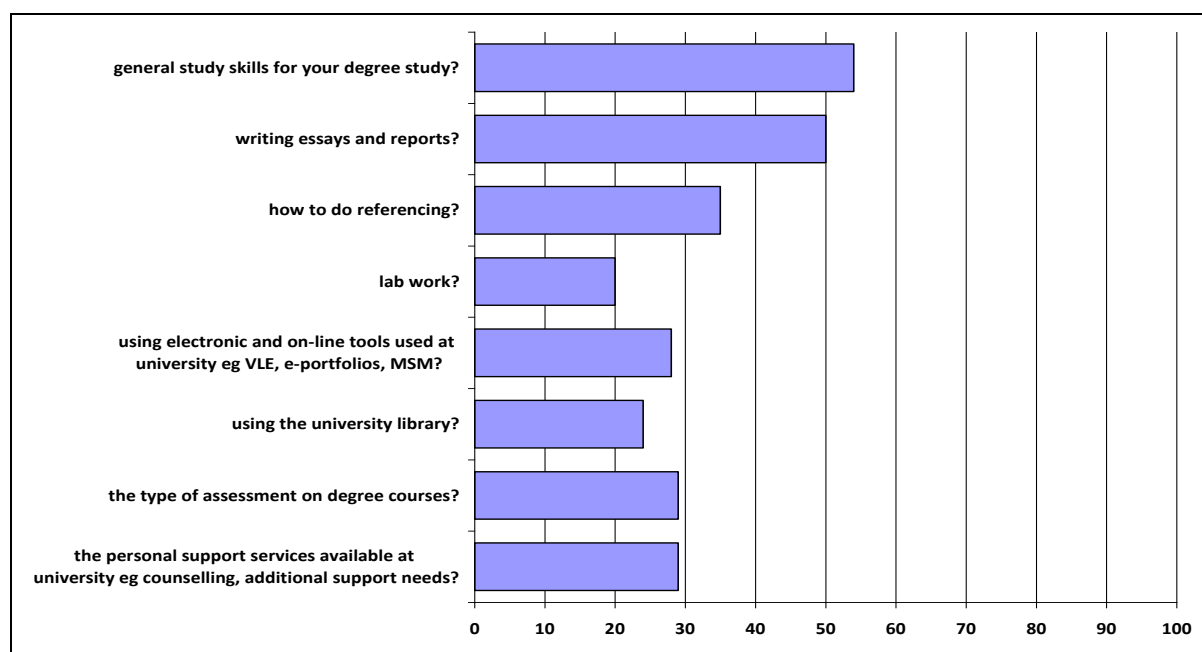
some variation in the amount of information and advice received about choosing a university (ranging from 51% ‘some/a lot’ in College B to 91% in College D) and on degree course options (42% ‘some/a lot’ in College B to 77% in College D).

Information and advice about degree study

Over half of the students said they received at least some advice on general study skills for degree study while they were at college (54% some/a lot, Figure 3.6; also table A1.15) and half had had some or a lot of information and advice on writing essays and reports (50%, Figure 3.6). However, only a minority of students-ranging between around a fifth and a third - had received a lot or some advice with respect to more specific skills and about the personal support services available at university. Indeed, a substantial proportion said they had not received **any** information or advice about:

- Using the university library (52% no advice);
- The type of assessment on degree courses (44% no advice);
- Using electronic and on-line tools (44% no advice).
- Lab work (37% no advice);
- How to do referencing (36% no advice).

Figure 3.6: How much information and advice received at college about degree study (% stating “some” or “a lot”)



It might have been expected that students who were likely to articulate might have been especially encouraged to access or have been targeted for study skills support but there were no significant differences in students’ responses to this question according to whether

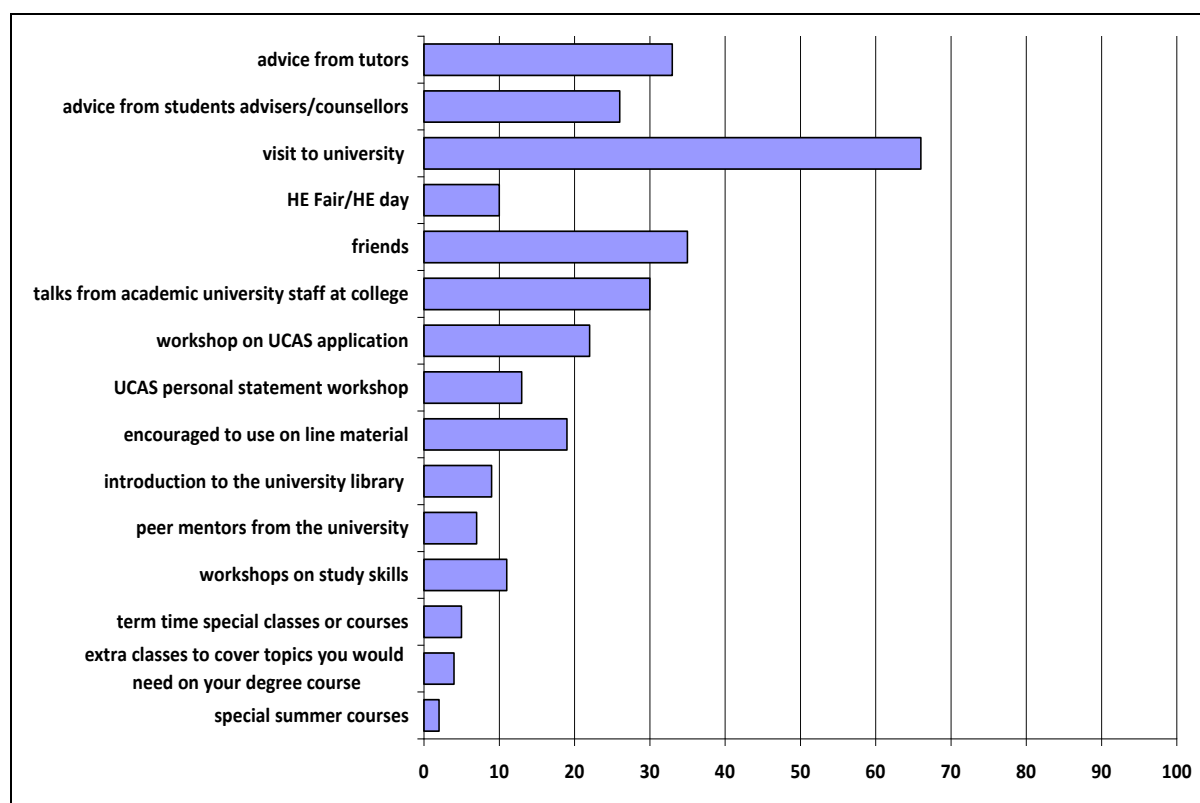
or not they had articulated. Nor did responses vary by their age, if they had an HNC or HND or the college they had attended.

Sources of information and advice while at college

University visits were by far the main way students received information and advice about moving on to a degree while they were at college: two thirds of them reported going on university visits either before or after applying or at both times (Figure 3.7. also Table A1.16). Under a third mentioned talks from university academic staff visiting the college (30%).

Students’ responses underline the important role of college tutors in providing information and advice about progressing to degree study as well as that of the specialist advisory or support staff who may have this as a specific part of their remit. In addition to college staff, friends figured quite prominently as a source of information and advice. While the proportion of students mentioning each of the specialist workshops, courses or classes is small (apart from the UCAS workshops), taken together these type of events were noted by around 20% of students as sources of information and advice.

Figure 3.7: Sources of information and advice while at college (%)



Students' suggestions for developing colleges' transition support

Students were asked what else their college could have done to make the move to degree study as easy as possible for them. A minority thought that there was **nothing more** their college could have done:

"Not a lot really - my college was rather good at preparing me for university" (HND student entered 3rd year)

"They were very good and supportive and invited previous students into the college whom were on the degree programmes we were looking to attain places on." (HND student entered 2nd year)

Nevertheless, most of the students who answered this question made suggestions about changes or additional activities that colleges could introduce. One set of suggestions concerned **the college informing students about the differences** between college and university and expectations in terms of type and level of work:

"Explain how the seminars and lectures work, the academic standards regarding writing and referencing, how isolated you feel at times and the culture shock in general. Also how much reading you have to do on your own...this isn't really explained before progressing to university" (HND student entered 1st year)

"Information about how to write at university level would have been useful as this is different from expectations at college" (HND student entered 2nd year)

"Could have told us more information about the course ...also telling the standard of work you are expected to do at University" (HND student entered 2nd year).

A related set of comments concerned colleges **providing the opportunity to learn about and to practise the different approaches** at university:

"A unit on citation, referencing and the use of information and author prominent citation and an attempt at practicing {sic} these skills along with a crash course in study and reading skills along with skim reading" (HND student entered 3rd year)

"... shown us how to write essays and reports the way we would have to in uni and teach us in depth about Harvard" (HND student entered 3rd year)

"introduce a lot more research and writing skills" (HNC student entered 2nd year)

Some student thought that **HNC and HND courses** (especially the second year of the latter) **might be modified** to offer a better preparation for degree study:

"perhaps integrating more University style assessment would have been good for progression" (HNC student entered 2nd year)

"I feel I should have been treated as though I was a university student in my second year to prepare me for university. I had no knowledge of report or essay structure and had never referenced" (HND student entered 3rd year)

“...they should attempt to closer replicate the practises which will be expected at university with regards to meeting deadlines, sitting assessments and ultimately taking responsibility for your own passage through” (HNC student entered 1st year)

“There should be some scheduled classes given by University staff fitted into the college timeTable” (HNC student entered 2nd year)

An aspect that came up in a number of comments was that **college could perhaps be too supportive** or, in some cases, too lenient:

“gave less help in classes as I was expecting much more help at university” (HNC student entered 1st year)

“not giving us the chance after chance to pass assessments and making sure all work was handed in on time rather than giving us a deadline then not sticking to it” (HNC student entered 2nd year)

“be a bit stricter to make you learn how to learn and work on your own” (HNC student entered 2nd year)

Several students pointed out that their **college had not raised the possibility of moving on to degree study**:

“College never encouraged anyone on course to further their academic path. All talk was about when they would be in work after HNC” (HNC student entered 1st year)

While students recognised that on HN programmes where most students were not planning on progressing to a degree then it could be difficult for college to offer more information and support, they nevertheless thought more might have been done:

“Because I was the only person in my class moving on to University after first year there wasn’t a great need for information for everyone. My tutor [x] was really good with helping me and writing my references but I think they could give more help from first year and publicise any classes on the move to university” (HNC student entered 1st year)

An area that was not raised in last year’s survey but that was noted this year was the need for college to **provide career advice**, including on the range of degrees available and the career implications:

“Guidance on what the different universities consist of and which ones would suit the best for my career choices.” HND entered 3rd year.

“ [college have] provided us with more career information on the choices of degree available to us that weren’t necessarily exactly what we were studying at college but were still related”. HND entered 1st year.

“Meetings with the tutor to discuss career options throughout the course”. HNC student entered 2nd year.

Making the transition from college to university

How well prepared did students think they were for degree study?

Students were asked to reflect on how well prepared they felt they had been for degree study, including a comparison between how well prepared they felt *before* starting university, and their perception *after three months* at university.

Figure 3.8 shows students' opinion of their 'preparedness' at each of the two time points and compares articulating and non-articulating students. The majority of students responded that before they had started their degree programme, they had thought they were at least quite well prepared (72% quite well/very well prepared) (Figure 3.8; also Table A1.17). Articulating students were somewhat less likely to think that they had been quite/very well prepared than their fellow students who had not articulated (quite well/very well prepared: 68% artic vs 78% non-artic (Figure 3.8).

Figure 3.8: Opinion of how well prepared for degree study: before starting degree and after 3 months of degree study (% quite or very well prepared)

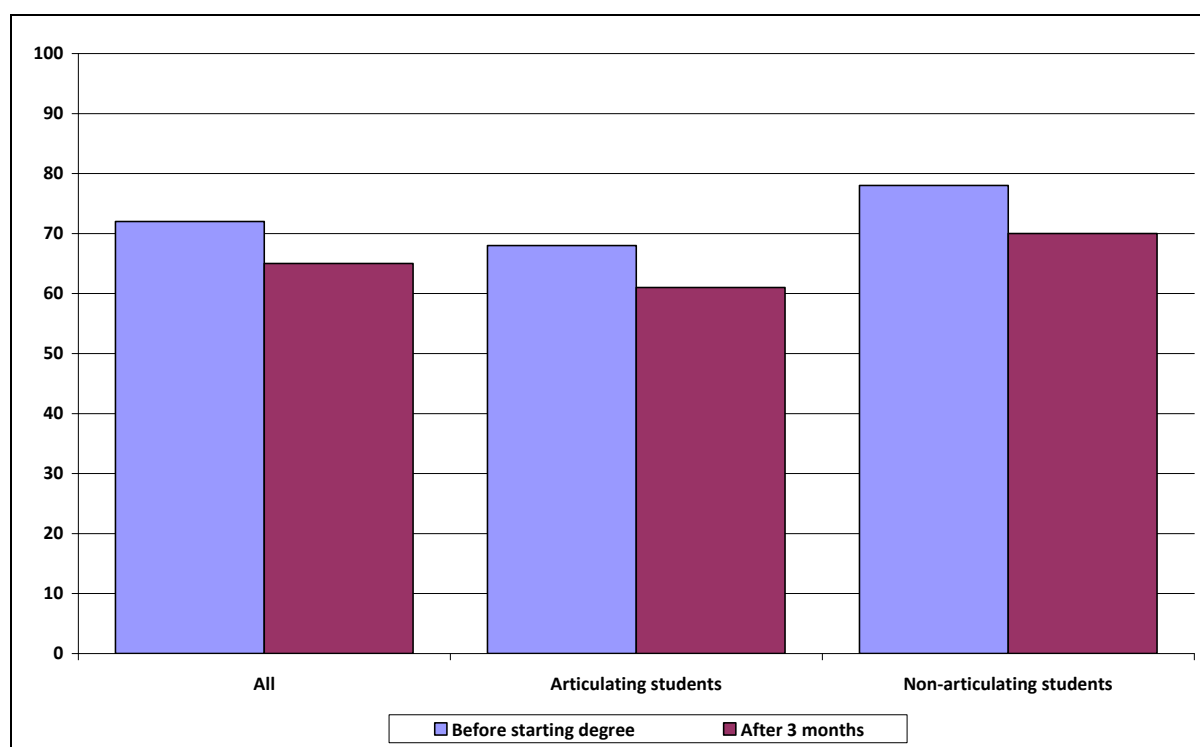
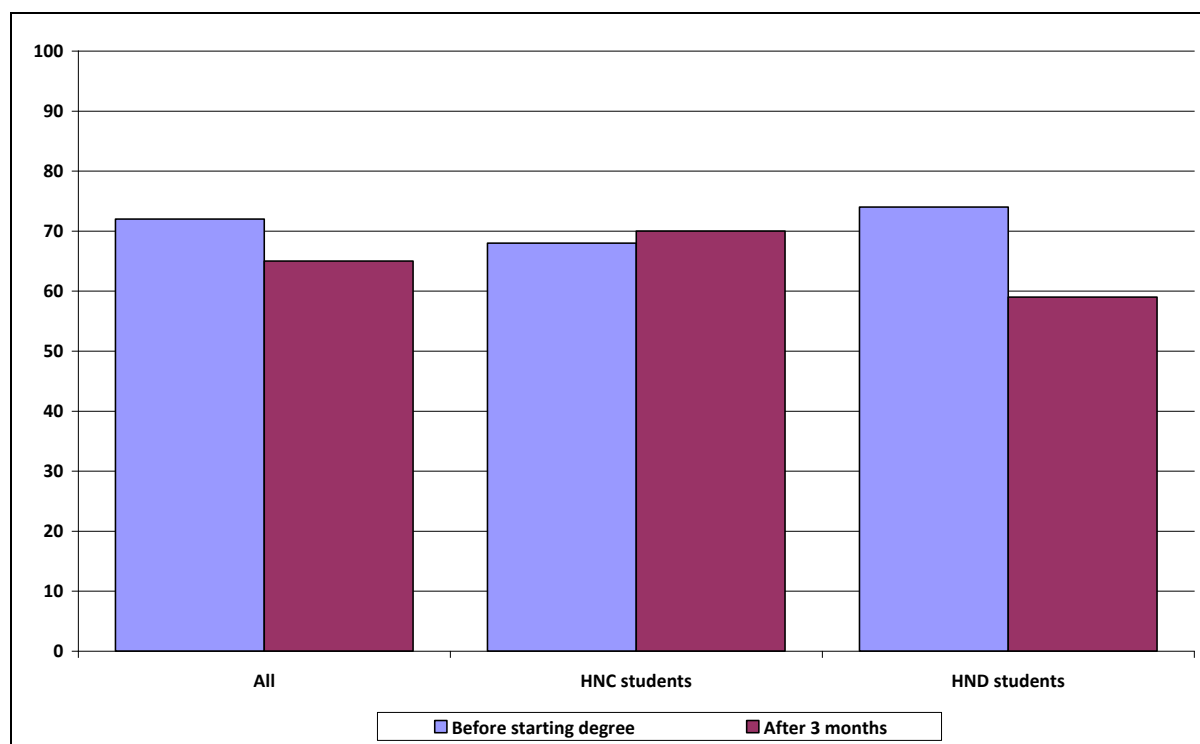


Figure 3.9 illustrates the difference in perception according to students' HN qualification: a slightly lower proportion of HNC students thought they were quite/well prepared compared with students with an HND (68% vs 74% Figure 3.9). No differences were apparent related to students' age or the college they had attended.

Figure 3.9: HNC and HND students: opinion of preparation for degree study before starting degree and after 3 months of degree study



Three months into their degree, fewer students thought they had been at least quite well prepared for degree study: 65% compared with 72% earlier (Figure 3.8; also Table A1.18). This decline applied to both articulating and non-articulating students so that the gap between the articulating and non-articulating students remained at the three month point (61% vs 70% quite/very well prepared). But the views of HNC and HND students had changed: when asked to reflect on how well they now felt they had been for degree study at a stage when they could better evaluate this, HNC students were more positive that they had been quite/very well prepared (up from 67% to 70%) while HND students were considerably less likely than before to judge that they had been reasonably well prepared, the proportion who thought so dropping from 74% to 59% (Figure 3.9).

Table 3.7: After three months of degree study: opinion of preparedness for university

	all	Univ 1	Univ 2	Univ 3	Univ 4
very/quite well prepared	65	68	51	70	63
not very well/not at all prepared	36	32	49	30	37
	(n) (342)	(164)	(72)	(64)	(41)

Once again students' perceptions of their level of preparedness did not vary by age or the college they had previously attended. But there were some differences at the three month point depending on the university students were attending: just over half of students at University 2 thought that they had been quite/very well prepared for degree study (51%)

which is a somewhat smaller proportion than at the other Universities, especially Universities 1 and 2 (Table 3.7).

Given the considerable difference between HNC and HND students in their view of how prepared they were, it might be thought that the variation across the universities might actually be explained by the HN qualification of students in each institution. It is possible to assess this using statistical modelling since this technique makes it possible to assess the independent effect of one factor while controlling for the impact of others.

A logistic regression was used to model whether students thought they had been quite/very well prepared vs not very well/not at all prepared. It confirmed that neither articulation nor age were significant factors but that HN qualification and university attended each had a separate impact on whether students thought they had been quite/very well prepared (Table 3.8; see insert box for an explanation of how the results of logistic regressions are reported).

A note on reading Tables 3.8 and 3.12

Tables 3.8 and 3.12 show results derived from statistical models. They estimate the effect of articulation “all other things being equal”, that is after other factors such as having an HNC or HND, university attended and age are taken into account.

The effect of each factor is compared with a “reference category”. If we look at the column headed “B” in Table 3.8 we see the estimated effect of each factor – a key thing to look for is whether the effect is positive or negative. For example, the first line of Table 3.8 shows the difference in students’ opinion associated with the factor ‘articulation’ by comparing the outcome for articulating students with the reference category of students who had not articulated. The value for B is -0.44, which indicates that articulating students were less likely to think that they had been quite/very well prepared for degree study than the reference category of non articulating students.

A further thing to look for is whether the effect is statistically significant, and this is determined by whether or not the value for B is twice the value of the standard error (see 2nd column headed S.E). It is indicated also by the “Sig” column which shows the level of confidence in the estimate (any figure larger than 0.05 indicates that the effect is not statistically significant). In Table 3.8 the effect of articulation is not statistically significant because the value of B (-.44) is not twice the standard error (.31) and the ‘sig’ is .15. If a factor is not statistically significant we should assume that any differences displayed in the results are random, and should not be reported.

The column marked Exp(B) provides a measure of the effect size in terms of odds ratios. For example, the Exp(B) for qualification is 0.56 which means that the odds of students with an HND thinking that they had been quite/very well prepared for degree study were around half that of students with an HNC.

Table 3.8 shows that after taking account of the other three factors – articulation or not, university attended and age – the chances of those who had an HND thinking that they had been quite/very well prepared for degree study were around half that of students with an

HNC (odds of .56, Exp (B)). University attended had an impact net of the other variables: students at University 2 were less likely than those at University 3 to think they had been quite/very well prepared (odds of .45, Exp (B)) but there were no significant differences in respect of the other universities. Thus the differences by across the universities are not explained by the extent to which students in each had an HNC or HND. The model demonstrates that both HN qualification and university each had an independent impact on whether students thought they had been reasonably well prepared for degree study.

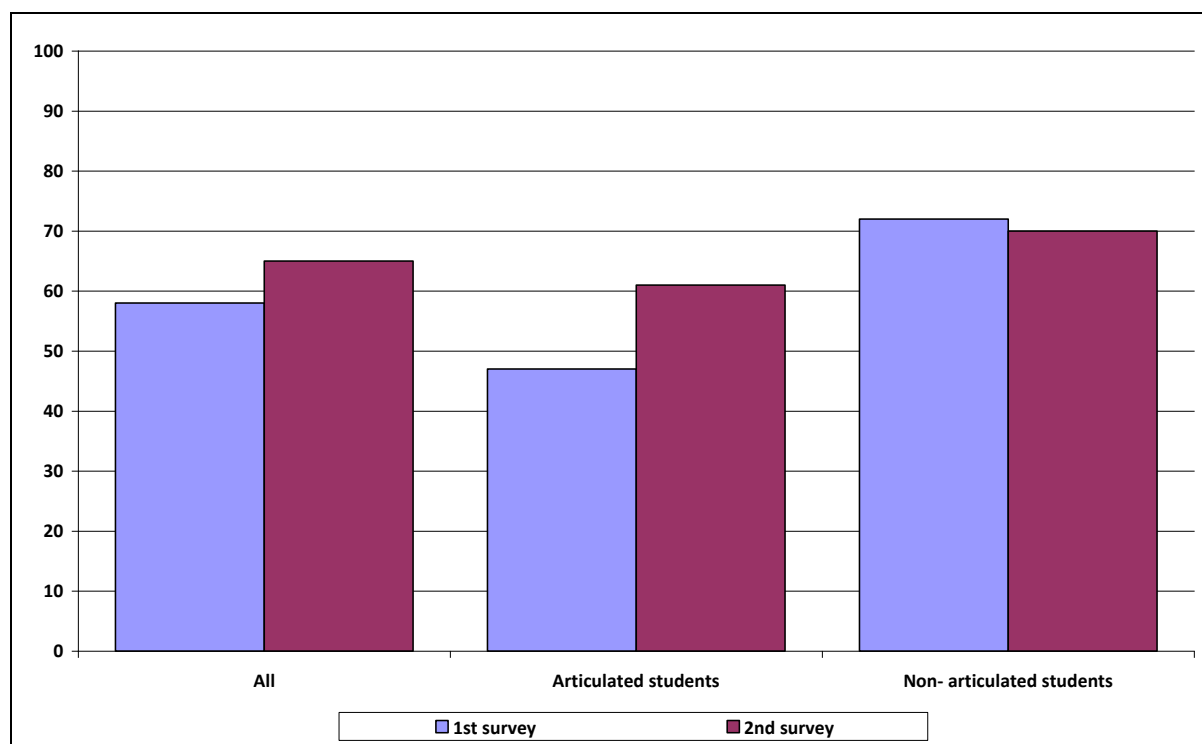
Table 3.8: After three months of degree study opinion of preparedness for degree study: quite or very well prepared vs not very well/not at all prepared (logistic regression)

	B	S.E.	Wald	df	Sig.	Exp(B)
Articulation (ref: not articulated)						
articulated	-.44	.31	2.10	1	.15	.64
Qualification (ref HNC)						
HND	-.59	.25	5.61	1	.02	.56
University (ref: University 3)						
University 1	.16	.35	.20	1	.66	1.17
University 2	-.80	.38	4.38	1	.04	.45
University 4	-.62	.46	1.81	1	.18	.54
Age group (ref: Under 25)						
Over 25	-.21	.245	.74	1	.39	.81
Constant	1.59	.35	20.65	1	.00	4.91
	<i>(n=327)</i>					

Comparison with the previous student survey

Comparing the responses of the previous cohort of HN students who were surveyed in 2010 with the current cohort, there are differences in respect of articulating students. In this year's survey, a higher proportion of articulating students thought that they had been quite or very well prepared for degree study at the three month point than had articulating students in the previous survey (1st survey: 47% vs 2nd survey 61%, quite/very well prepared, Figure 3.10).

Figure 3.10: First student survey vs second survey: articulating students' opinion of their preparation for degree study at three month point (% quite/very well prepared)



How easy or difficult did students find the transition from HN to degree?

Overall, under half of respondents rated the change from HN to degree as quite or very difficult (45%, Table 3.9) but the experience of articulating and non-articulating students was substantially different. While a third of non-articulating students found the change from HN to degree to be quite/very difficult, over a half of articulating students had experienced it as such (quite/very diff: 33% vs 53%, Table 3.9 and Table A1.19). Students' experience of the transition also varied considerably depending on whether they had an HNC or HND: 39% of HNC students thought the change to degree had been quite/very difficult compared with 52% of students with HNDs (Table 3.10 and Table A1.20).

Table 3.9: Opinion of change from HN to degree: if articulated or not

How have you found the change from college to university?	All %	Articulating students %	Non-articulating students %
Quite/very easy	54	48	67
Quite/very difficult	45	53	33
	(n) (347)	(212)	(112)

Table 3.10: Opinion of change from HN to degree by HN qualification

How have you found the change from college to university?	All	HNC students	HND students
	%	%	%
Quite/very easy	54	61	48
Quite/very difficult	45	39	52
	<i>(n)</i>	<i>(165)</i>	<i>(173)</i>
	<i>(347)</i>		

Table 3.11: Opinion of change from HN to degree by university attended

	all	ENU	QMU	H-W	Stirling
Quite/very easy	54	50	47	72	59
Quite/very difficult	45	50	54	28	42
	<i>(n)</i>	<i>(167)</i>	<i>(71)</i>	<i>(64)</i>	<i>(41)</i>
	<i>(347)</i>				

Two other factors made a difference as to whether students had found their transition easy or difficult: their age and the university they were attending. Older students, those 25 and over, were more inclined to judge their transition to degree as quite or very difficult than were those in the younger age group (25+: 52% vs under 25: 41% quite/very difficult, Table A1.20). A higher proportion at University 2 judged their transition to have been quite or very difficult than students at the other institutions and especially at University 3 (Table 3.11).

Students' experience of the move from HN to degree thus varies according to these four factors: articulation or not; HN qualification; their age and their university. But which factor(s) are really driving the difference in students' transition experience? Given that articulating students found the transition more difficult a possible explanation for the variation across universities might lie in the extent to which the HN students there had articulated or not. Equally one might suggest that since students with HNDs are more likely to articulate then articulation explains the differences between HNC and HND students' responses. As noted above, statistical modelling allows us to disentangle the relationship between articulation/non-articulation, HN qualification, university attended and age and their impact on students' experience of the transition from HN to degree study.

Table 3.12 shows the results of a logistic regression that modelled whether students found the transition quite/very difficult vs found it quite/very easy (see note on p.29 on how to read this table). It shows that after taking account of students' HN qualification, the university they attended and their age, whether or not students had articulated each had an independent effect on how they had found the move from HN. Students who had articulated compared to non-articulating students were twice as likely to state that their transition was difficult (Exp(B) 2.03). Once the other factors in the model are controlled for, students' HN qualification has a weak effect, not quite reaching the statistical significance at the level of 0.05. The university that students attended still makes a difference even after the other factors are taken into account: those at University 2 were more than twice as likely to find the move to degree study quite/very difficult compared with those at University 3 (Exp(B) 2.14, Table 3.12) while there was no significant difference in respect of

students at University 1 or 4. Students' age proved not to have an independent effect once the other variables were taken into account. The message from the statistical modelling is that it is whether or not students' articulated is the key driver in terms of how they experience the transition from HN to degree; in addition the university attended has an independent effect in some cases even after articulation is taken into account.

Table 3.12: Students' experience of transition: quite/very difficult vs quite/very easy (logistic regression)

	B	S.E.	Wald	df	Sig.	Exp(B)
Articulation (ref: not articulated)						
articulated	.71	.29	5.91	1	.02	2.03
Qualification (ref HNC)						
HND	.438	.24	3.31	1	.07	1.54
University (ref: University 3)						
University 1	-.41	.34	1.43	1	.23	.67
University 2	.76	.38	3.98	1	.05	2.14
University 4	.71	.45	2.47	1	.12	2.04
Age group (ref: Under 25)						
Over 25	.29	.24	1.46	1	.23	1.33
Constant	.71	.36	3.92	1	.05	2.02
	(n=327)					

In open-ended comments students elaborated on their experience of the transition. Some students, while sometimes noting the difference between HN and degree study nevertheless had **not found the transition difficult** or felt that they were managing the change:

“I have found the transition from college to university not overly difficult. The reason is that the college prepared me for academic writing, studying and presentation. All these skills I have already put to use at university” (HNC student entered 1st year)

“My learning and knowledge from my HND helped a lot to move on to University as I already have a good idea of the course work I’m currently doing” (HND students entered 2nd year)

“I feel that my experience was quite a smooth transition into 3rd year at [X] university. The induction was very useful to help me settle in and gain a valuable insight” (HND student entered 3rd year)

“The workload is very intensive but with excellent tutoring it was very easy to adapt to. I couldn’t have worked so hard if I didn’t have the support from the university tutors” (HND student entered 3rd year)

Students commented on the difference between HN and degree in relation to **essay writing, referencing, assessment systems** including timed written exams, aspects that some of them found difficult:

“... in exams you are expected to write your answer, in college all exams were multiple choice questions, so this new format is frightening because you have no idea how well

you will cope with it, especially coupled with the fact that the volume of knowledge you need to learn is also more for each module... you have no idea if you will be able to remember all the knowledge, and also be able to regurgitate it onto paper, as this is the first time you've used this format” (HND student entered 3rd year)

“Yes I’d done essays and exams but it didn’t help prepare me for university not only was it different lifestyle, the essays were different and i never even knew about referencing” (HNC student entered 1st year)

“I was surprised that everything we do at university is assessed, even if it is just a one day project, but at college I just had to do the work and that was a pass. I am currently starting to write my first essay which is 3000 words and this is a scary thought for me since I have not written an essay since school because I didn't do them as part of my HND” (HND student entered 2nd year)

“Missing out the first year of my degree has been hard to some extent. I feel I have missed out on vital parts of University such as referencing and academic essay writing, it is a lot to get used to. However I am quite enjoying the University life” (HNC student entered 2nd year)

A greater emphasis on **independent study** and **less personal contact** with staff were aspects that made the transition difficult for some:

“its a totally different learning environment. I feel that in college you are given much more help than university” (HNC student entered 1st year)

“It’s been hard for me to change the system of learning and get used to different methods of teaching. University is more focus on independent learning and there’s not much contact with tutors” (HNC student entered 2nd year)

“in college u get a lot more help and guidance but at uni your basically left to your own devices, its a lot to adapt to” (HND student entered 3rd year)

The **level of demand, stricter deadlines and a faster pace of learning** were common challenges, especially for students who had articulated:

“It is getting easier but it is very overwhelming at first. I am still struggling with the reading load in conjunction with the essay deadline” (HND student entered 3rd year)

“The pace of learning is much faster, and more demanding. I knew this would be the case but wasn’t quite prepared for it” (HND student entered 3rd year)

“There is a lot more work to do, a lot more deadlines to meet, and a lot of written work and presentations to do compared with college” (HNC student entered 2nd year)

“.. the amount of work which needs to be learned in a short space of time is more difficult, with exams for some courses after only 6 weeks there is little room for error. You have to be on the ball and get used to the new format of lectures, labs, learning etc very quickly” (HND student entered 3rd year)

The increased workload and pace of learning, frequently coupled with employment and/or family commitments, posed a challenge to some students in how to **manage their time**:

“I am finding the deadlines difficult because if you miss handing something in, there is no second chance so, the pressure is on. As a mature student I have to support myself and study, so I work as well. It can be difficult juggling work and uni, however, I am looking towards the goal of getting a good level honours degree” (HND student entered 3rd year)

“a bit of a shock about the amount of work to do as a part-time student compared to what I had to do for diploma. Very difficult juggling studying working and family life” (HND student entered 3rd year)

“I have found the level of independent study difficult at the start of the trimester as I had also recently started a new job so balancing the two was awkward at times” (HND student entered 3rd year)

Comments from those who had articulated frequently related to the tendency of staff to forget that **not all students had come through from the previous year and the difficulty of making friend:**

“It’s hard to make friends, entering a class where everyone already has there {sic} selected friends...Also it’s hard entering 2nd year with no knowledge of 1st year , a lot of lecturers make reference to 1st year studies” (HNC student entered 2nd year)

“I didn’t have knowledge of the system and writing conventions used at university which differ from college and also a lot of 2nd year lectures and tutorials begin with: ‘following on from what we discussed i 1st year...’” (HNC student entered 2nd year)

The **extensive use of ICT** in university compared with college was a specific point raised in comments:

“Hard to be online all the time to check uni updates and messages...too much online life” (HNC student entered 2nd year)

“I found finding out everything online to be extremely difficult” (HND student entered 3rd year)

But certain aspects of degree study such as the reliance on ICT and independent study that some students found difficult **did not pose a problem** for others:

“All coursework, notes etc are available on “WebCT”, announcements are also made on it so you can always check there if you are unsure about what is going on, as well as course guidelines and course timelines, so you always know if you are keeping up to date, and what will be covered in the weeks to come. I like that you take control of your own learning, and that you’re given all the information to be able to do this” (HND student entered 3rd year)

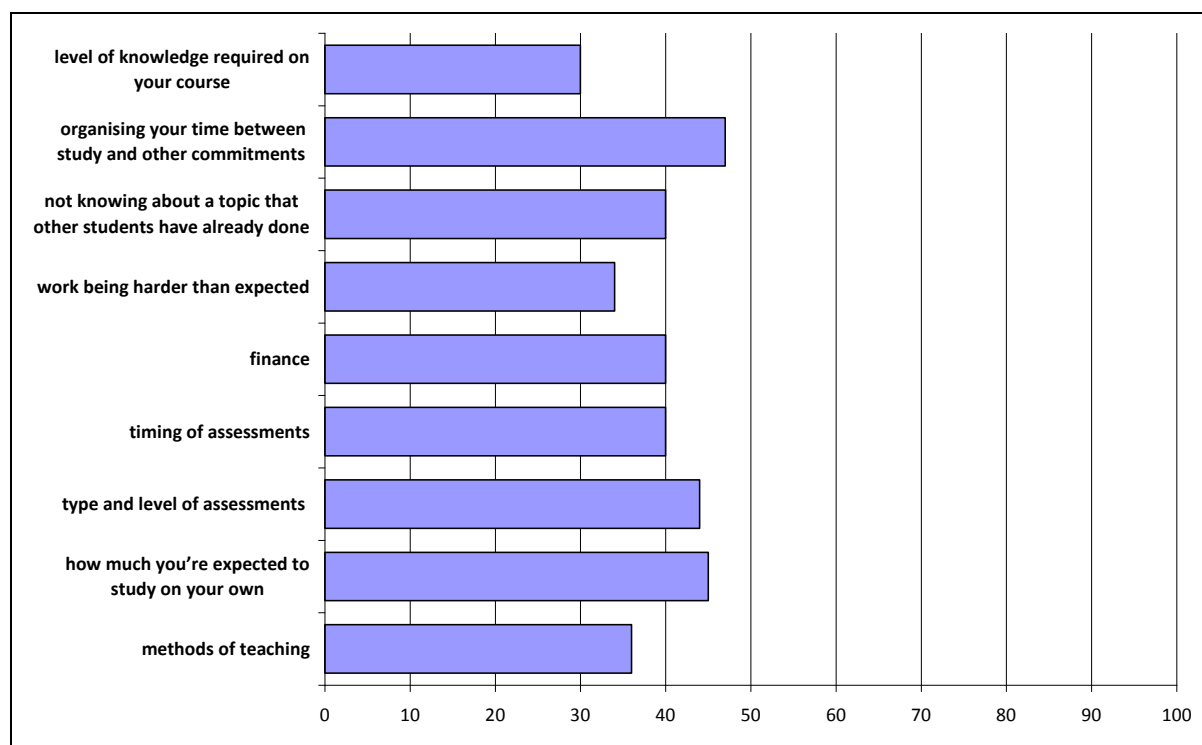
“In college it was more taught (spoon fed) where as at university you are trusted to learn the material yourself which I prefer.” HND student entered 2nd year.

“I got into the habit of learning by myself while finishing my HNC so I don’t feel like I’m waiting to be told how to do things at university” (HNC student entered 2nd year)

Students’ experience of degree study

Students were asked if they had experienced difficulty with various aspects of study since they had started their degree (Figure 3.11 and Tables A1.21 and A1.22).

Figure 3.11: Main areas students found difficulty with in their degree (% responding some or a lot of difficulty)



The previous section highlighted in students' own words their experience of transition and the aspects that they found challenging or difficult. Not all students made open-ended comments but all answered these questions about areas of difficulty and it is striking the extent to which both sets of responses raise the same issues. Figure 3.11 show that the main areas that students found difficult were: organising their time between study and other commitments; how much they were expected to study on their own; type and level of assessment; timing of assessments; not knowing about a topic that other students had already done and finance.

Other aspects of degree study that a substantial minority had experienced difficulty with were "methods of teaching" and "work being harder than expected" (36% and 34% some/lot difficulty) and the use of university ICT systems caused some/ lot of difficulty for 29% of respondents.

The responses of articulating and non-articulating students varied on eight of the items with a higher proportion of articulating students reporting having some/lot of difficulty than did non-articulating students. In all but one case the difference was between 7% and 10% and did not reach statistical significance; the only item where the difference was statistically significant was in relation to finance where 50% of articulating students reported some/lot of difficulty compared with 33% of non-articulating students. Nevertheless, it is reasonable

to say that the trend is for articulating students to find certain aspects of degree study more difficult than non-articulating students:

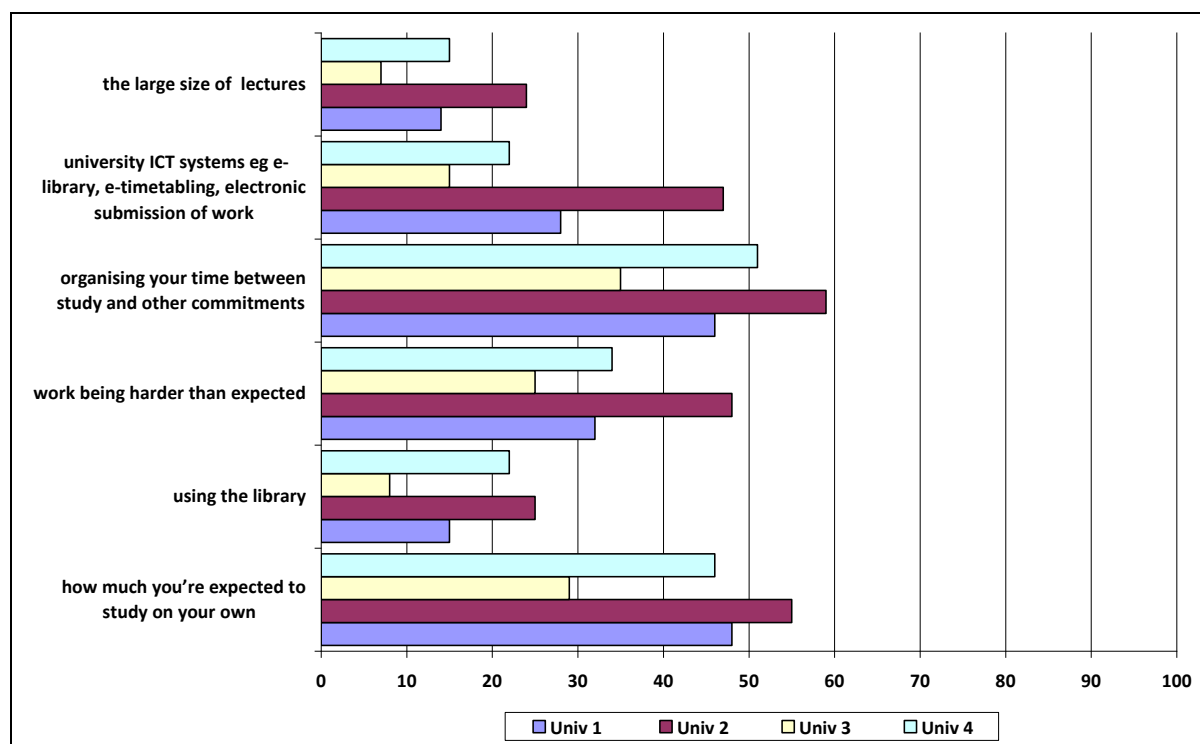
- how much they were expected to study on their own;
- type and level of assessments;
- timing of assessments;
- meeting assessment deadlines;
- work being harder than expected;
- not knowing about a topic that other students had already done;
- university ICT systems;
- finance.

Other factors had an impact on students' experience of degree study: their HN qualification, their age and, in particular, the university they were attending. Students with HNDs were more likely than did their HNC counterparts to report some or a lot of difficulty with the timing of assessments (48% vs 32%) and with using the library (21% vs 12%). Students' age also made a difference in respect of certain aspects of their degree experience: a higher percentage of students aged 25 and over reported encountering some or a lot of difficulty with the following aspects than did those under 25:

- Tutorials : 25+ : 21% vs U25: 13%;
- Lab work: 25+ : 17% vs U25: 8%;
- Social/making friends: 25+ : 25% vs U25: 14%;
- Meeting assessment deadlines: 25+:29% vs U25:20%;
- Organising time between study and other commitments: 25+: 54% vs U25:43%.

Figure 3.12 shows the features of students' degree experience that were significantly different across the universities. A higher proportion of students at University 2 reported some/a lot of difficulty with each of the six aspects listed than did students elsewhere while students at University 3 were consistently less likely to report difficulty in relation to these aspects.

Figure 3.12: Variation across universities in the areas students found difficulties with (% responding some or a lot of difficulty)



Advice and support during the first year of degree study

Workshops and courses attended by students

The universities have a range of workshops and courses available to students to help them with various aspects of degree study. Figure 3.13 illustrates the level of attendance at these activities and also whether students were aware that such support is available (also Table A1.23).

Students were most likely to have attended a workshop or course on how to use the library (38%); referencing (30%); and academic essay writing (25%).

In terms of students' awareness of these activities, between 14%-18% of students did not know about the workshops or courses. The only exception is awareness of workshops or courses on using the library, a higher proportion of students knew about: why is this the case and are there any lessons to be learned about how best to publicise the other workshops to students?

Female students were more likely to respond they did not know about the workshops and courses than were male students.

Articulating students were less likely to have attended certain workshops or courses than students who had not articulated:

- Group work (artic: 13% vs 22% non-artic);

- Using ICT in studies (artic: 15% vs 27% non-artic);
- Researching a topic (artic: 15% vs 25% non-artic);
- Time management (artic: 10% and 16% non-artic).

Figure 3.13: Workshops and courses attended since starting degree

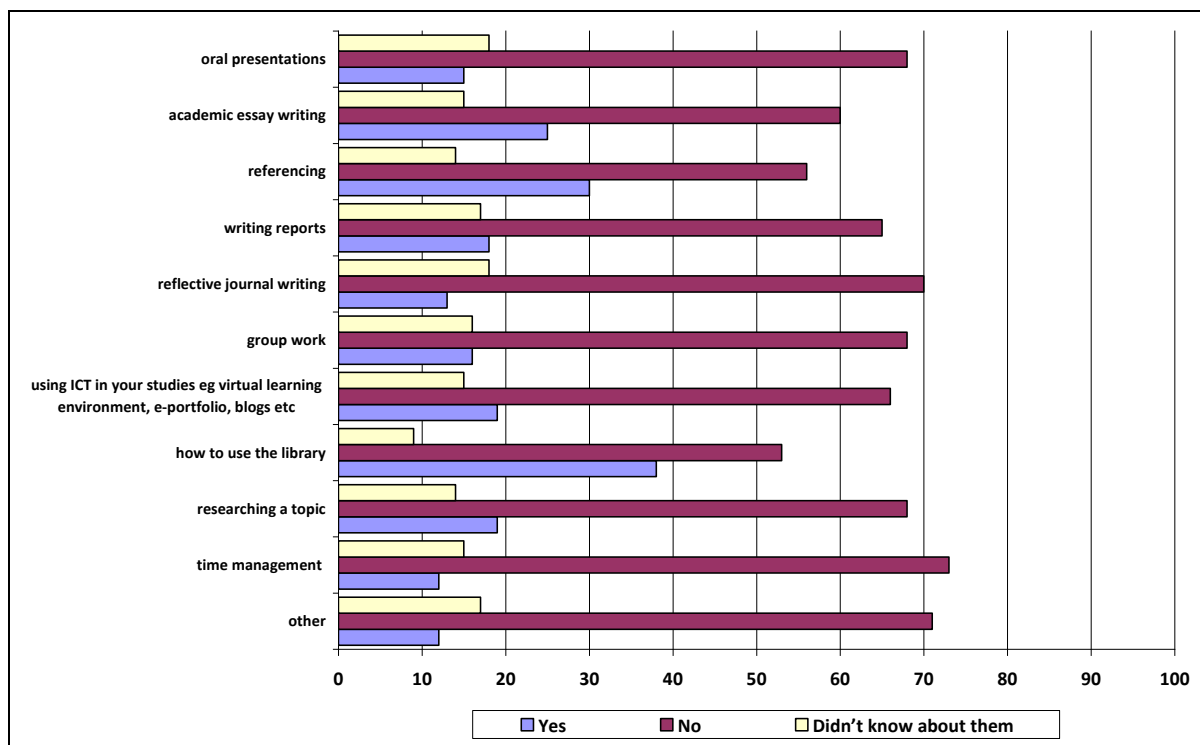
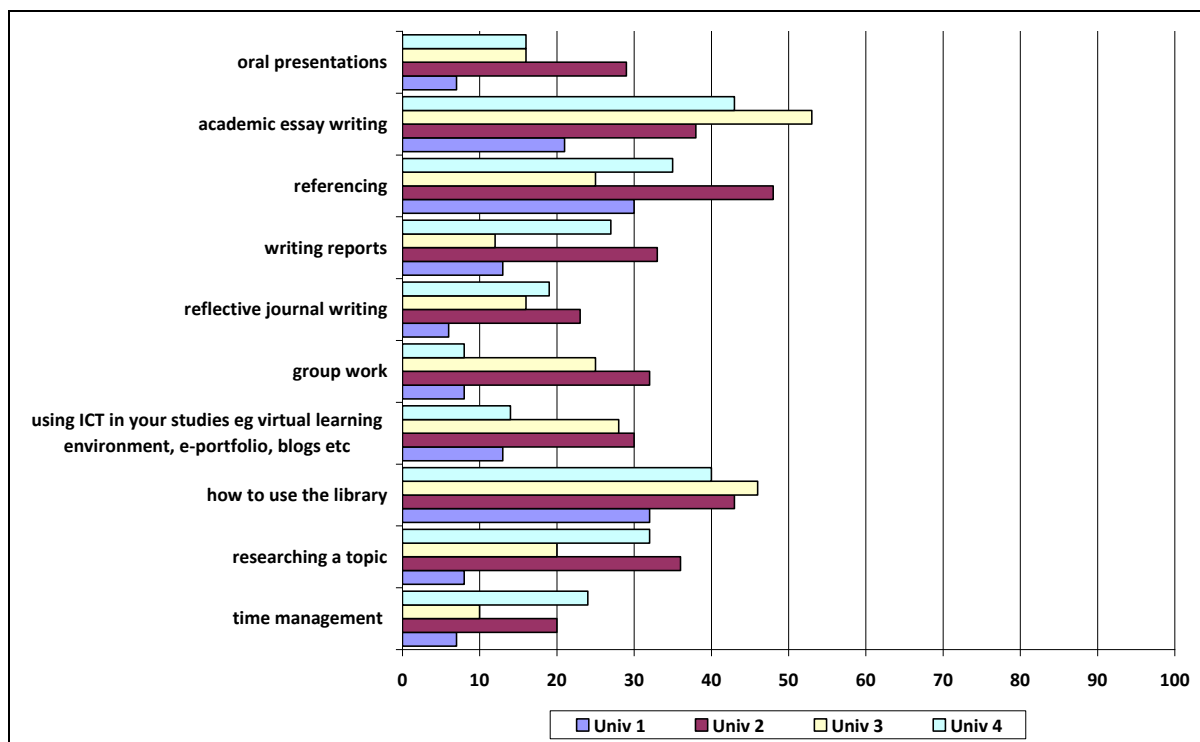


Figure 3.14: Variation across universities in attendance at workshops and courses since starting degree



Students' level of attendance at workshops/courses did not vary according to their age or HN qualification but there were differences across the four universities (Figure 3.14). This variation is not explained by differences in the level of provision, for example Universities 1 and 2 both have a well developed range of activities but over most of the workshops/courses, students at University 1 had among the lowest levels of attendance while those at University 2 had the highest. The pattern of attendance was more varied depending on the topic of the workshop/course among students at Universities 3 and 4. It is not possible from the survey data to account for these differences but it might be useful to investigate possible reasons, for example, the scheduling, location and publicity of these support activities across the different universities.

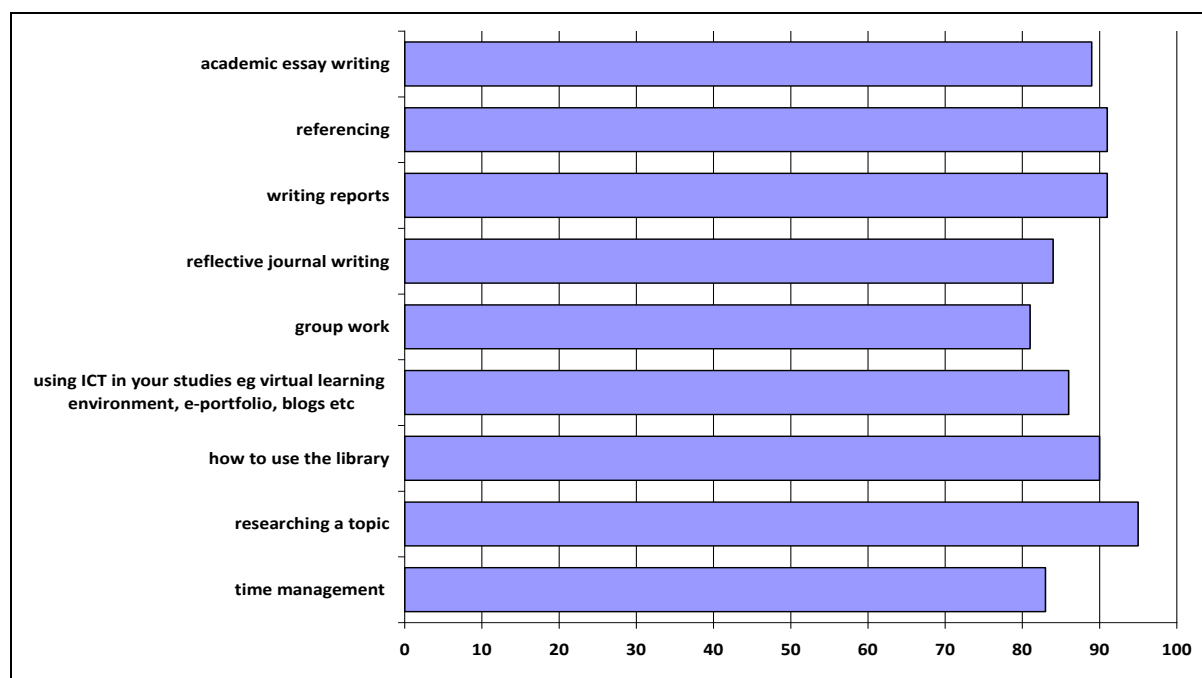
Positive opinion of the workshops and courses

Students' opinion of the workshops/courses that they had attended was extremely positive (Figure 3.15 and Table A1.24). Workshops /courses on referencing, report writing, using the library and research each had positive ratings of over 90% with, in some instances, over half of students responding that they were 'very useful'. Each of the other topic areas was judged to be quite/very useful by over 80% of the students who attended them.

Articulating students were more likely than non-articulating students to rate the following workshops/courses as quite/very useful:

- presentations (artic:96% vs non-artic: 77%)
- referencing (artic:95% vs non-artic: 85%)
- researching a topic:artic:100% vs non-artic:89%)

Figure 3.15: Students' opinion of workshops or courses attended: quite or very useful responses



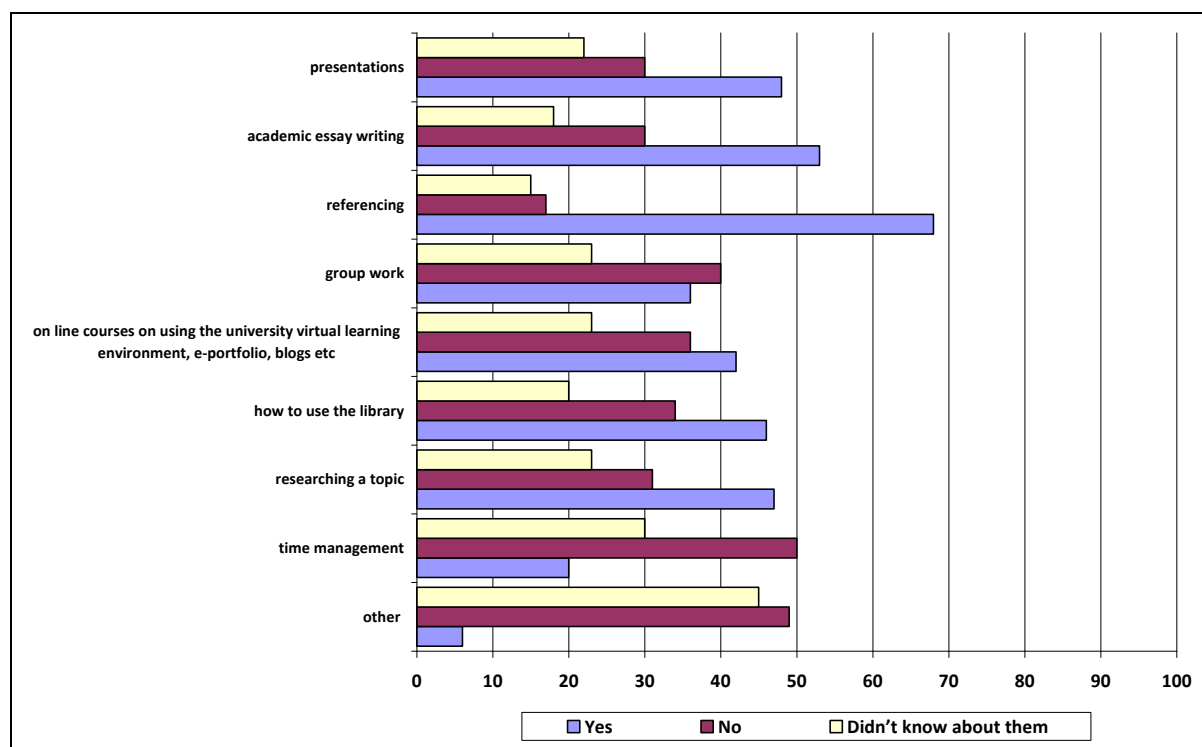
There was no difference across the universities in students' rating of the workshops/courses nor did gender or HN qualification make a difference to their opinions. In two topic areas students aged 25 and over were more positive in their judgement of the workshops/courses than younger students:

- presentations (25+: 100% vs U25:78%)
- group work (25+: 95% vs U25: 74%)

Students' use of on-line or computer based support materials

Another source of information and advice available to students to help them with various aspects of their study is on-line or computer based materials. A higher proportion of students made use of these materials than attended workshops or courses (Figure 3.16 and Table A1.25). Nevertheless, students' level of awareness of these materials was slightly lower than their knowledge of workshops/courses.

Figure 3.16: Students' use of online or computer based support materials since starting degree



As Figure 3.16 shows, students were most likely to use on-line or computer based materials to help with referencing; academic essay writing; presentations; researching a topic; how to use the library; using the university virtual learning environment, e-portfolio, blogs etc.

Older students, 25 and over, were less likely to make use of online or computer based materials than their counterparts under 25 in respect of:

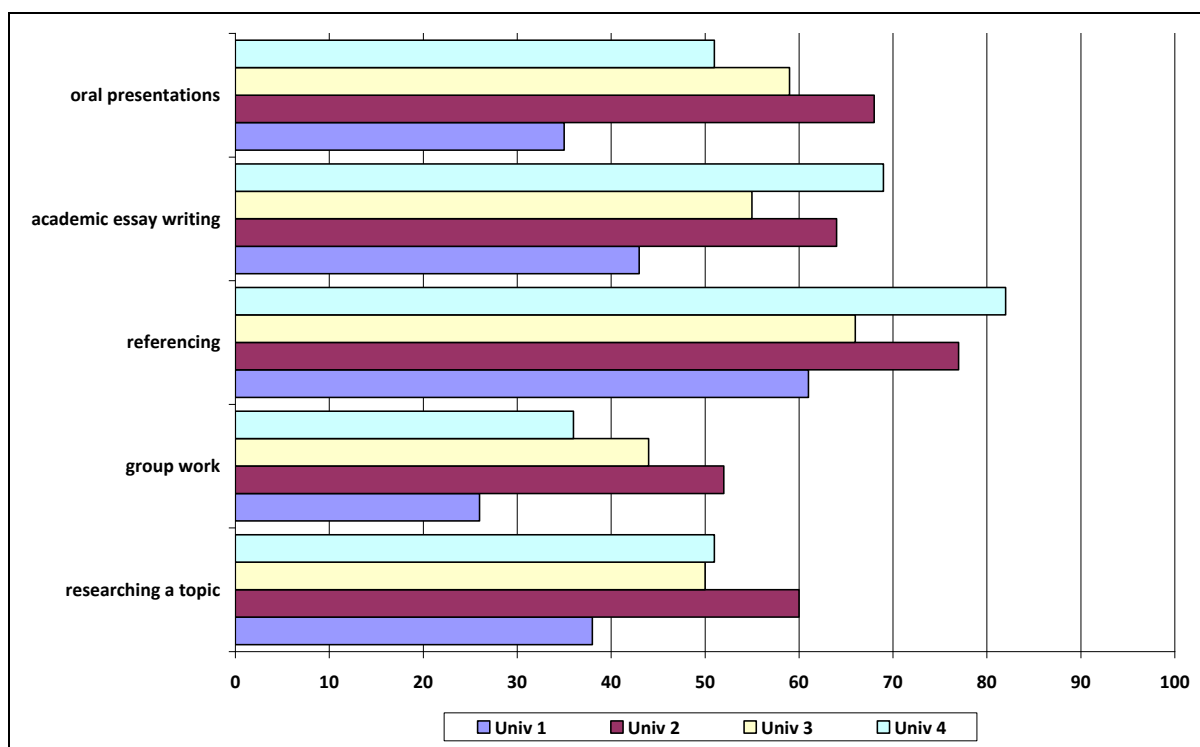
- presentations (25+:40% vs U25:54%);

- group work (25+: 26% vs U25:43%);
- using ICT/VLE in your studies (25+:35 vs U25 46%).

Students who had articulated were just as likely to use online materials as were non-articulating students; this contrasts with the take-up of workshops/courses where articulating students had a lower level of attendance at certain activities,

Once again variation was evident across the universities in relation to the take-up of certain online or computer based materials (Figure 3.17 and Table A1.26). Generally students at University 2 made the greatest use of such support materials while those at University 1 had the lowest, the same pattern as is evident in respect of attendance at workshops/courses.

Figure 3.17: Variation across universities in students’ use of online or computer based support materials

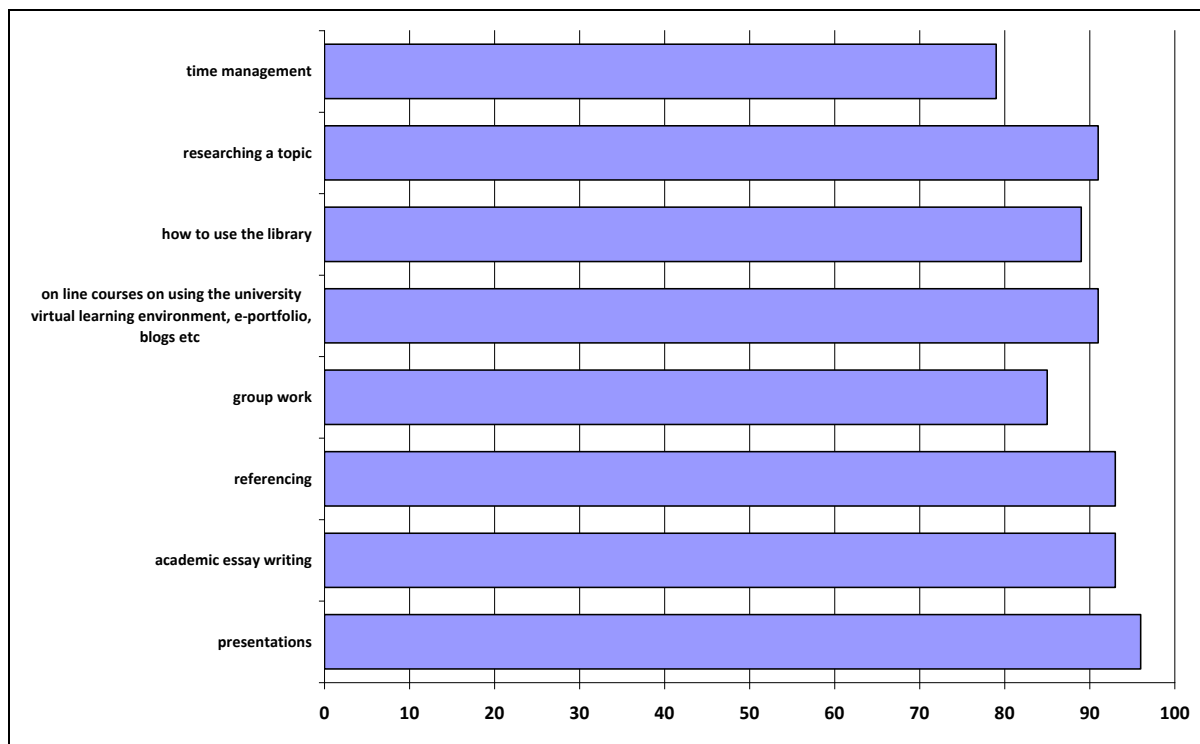


Positive opinion of online and computer based materials

Online and computer based materials were judged as quite or very useful by the very large majority of students who accessed them (Figure 3.18 and Table A1.27). Over 90% of students who had used materials relating to presentations, essay writing, referencing, ICT and research judged them as quite/very useful. The other areas had between 79%-89% level of positive responses. The two aspects that were perceived to have been least useful (although a majority still found them useful) were materials about time management and group work (21% and 15% not very/not at all useful respectively). This is in line with responses to the earlier question on workshop/courses: it was these same two areas that

students were least positive about, although again with the caveat that most had found them useful.

Figure 3.18: Students’ opinion of online or computer based support materials: % quite or very useful



Students’ opinion of the materials did not vary greatly: whether or not they had articulated made no difference nor did their HN qualification or university attended; only on a couple of topic areas did opinion vary according to students’ age or gender:

- Presentations: f: 98% vs m: 91%;
- Researching a topic: f: 96% vs m: 84%;
- Academic essay writing: 25+: 98 vs U25: 88%;
- Using university VLE etc: 25+: 98% vs U25: 88%.

Students’ suggestions for developing university support for HN students

A number of themes emerge from students’ comments about how universities might develop their support for HNC/D students.

One theme is **appreciation of the support currently on offer:**

“I have been given all the help I have needed and will be able to access help again in the future if I choose” (HND student entered 2nd year)

“My university has done everything to support me. I am glad I have a chance to attend special adapting classes called bridging in the first week before the classes commenced.”

Also the module – Continuing Development Studies helped a lot. Every university should have such programmes for Direct Entrants” (HNC student entered 2nd year)

“My course supports it’s HND students very well. I believe their teaching methods are second to none” (HND student entered 3rd year)

“Continue to provide the different learning workshops currently available for students” (HNC students entered 2nd year)

The need for **better publicity** about the support available came through strongly from the comments:

“..The university is offering everything they can such as the workshops but they should just advertise the workshops more such as by telling tutors to speak about it in their first class for every module so that after that it is up to the student to take the opportunity or not” (HNC student entered 2nd year)

“I think in general the university need to be more proactive....information is generally available (although sometimes well-hidden!), but that necessitates an understanding from the student that the support is there in the first place... By introducing the student to the availability – perhaps through a 5-10 minute presentation at lectures, leaflets or tutorial introduction – that awareness could be significantly raised” (HND student entered 3rd year)

“Make all workshops more available/make all students aware of workshops” (HND student 3rd year)

An issue was **how proactive students should** be in accessing this support, different views were expressed on this:

“I think really there is a lot of help available to us that we are often not aware of- however I believe the individual students must step up to the bar and find information out for themselves” (HND students entered 3rd year)

which contrasts with:

“I personally find it all a bit overwhelming and I know there is support available but find it pretty scary. I would like to have been invited for a meeting or something with the appropriate people because I wouldn’t know where to go for help and wouldn’t know what to do to get the help. I would like it if they pushed help on DE [direct entrants] more...I would feel a lot more comfortable if it came to me” (HND student entered 2nd year)

A large number of comments related to having **expectations made explicit and opportunities to find out about and experience various aspects of degree study**, preferably in advance of starting their degree or at the very beginning:

“They could make clearer for students coming into second and third year what’s expected of them. I have fellow students that have started at the beginning of third year and didn’t know they were meant to do tutorial work before the tutorial” (HND student entered 3rd year)

“Spend more time during the entry week discussing exactly what is expected of students, exactly how lectures/tutorials will be taught and how assessments must be submitted” (HND student entered 3rd year)

“Ensure they have an understanding of assessments and how to write reports” (HND entered 3rd year)

“Quick online tutorial on referencing and essay writing would be good. Maybe as part of induction or easily available on webct” (HND student entered 3rd year)

“have an intensive week for direct entries during summer so they can make friends before starting and to learn the techniques and be able to try them out themselves rather than just a demonstration” (HNC student entered 2nd year)

“maybe have direct entrant meetings 2/3 weeks into semester and talk more about these resources as they may seem more relevant once classes have started” (HNC student entered 2nd year)

There was a demand for **more exemplification of standards:**

“By going over a typical lab report at the start would really help with some of the coursework” (HND student entered 3rd year)

“Lecturers to state what standard they expect when handing in work etc – perhaps by showing an example. Often they assume we know what they want even if its not stated on a brief” (HND student entered 2nd year)

“There could be more examples of previous work you class mates have done in their first year, this would allow you to know what level you are on with” (HND student entered 2nd year)

Another area of comment concerned the need for **the need for the university, especially, lecturing staff to be more aware of HNC/D students** and their previous learning experience:

“I found that when I started, as I was a direct entrant student, a lot of teachers kept referring back to 1st year and I found I had to ask a lot of more question and say I was a direct entrant student. So if teachers could take this into consideration more and go over things that was done in 1st year as a re-cap for direct entry students” (HND student entered 2nd year)

“Lecturers taking it into consideration that we have not covered a lot of the classes that other students have. It is taken for granted that we know all the subjects the class did last year. They need to understand that we do not cover all subjects the same way” (HND student entered 3rd year)

Related to this aspect is the frequent suggestion that the **previous year(s)’ materials** should be **made available** to students entering in 2nd or 3rd year:

“Perhaps construct an e-learning ‘summary’ course with some of the most useful year one material” (HNC student entered 2nd year)

“Give copies of previous coursework and briefs from first year to give students an idea of the timescale of projects and the type of work that is expected showing examples of work

from these briefs. Lecture notes from previous course which is background info for lectures to come in second year” (HNC student entered 2nd year)

Getting to grips with **ICT systems** and the importance of online communication in the university environment was raised as an issue:

“Could offer to show direct entrants how to use the virtual learning as there does not seem to be much around in the way of that. It was very difficult to get the hang of and I had to ask other student how to use it” (HNC student entered 2nd year)

“Remind them of the importance of checking the university virtual learning environment everyday” (HND student entered 1st year)

“a short pre-starter course explaining all the online services and how they work” (HND student entered 3rd year)

A number of students suggested that universities could do more in terms of **checking students’ progress**, especially in the first few months, and enabling **individual contacts**:

“making sure they know that it’s OK to contact their lecturers and that by doing so they’re not being annoying. Provide one to one tutorials occasionally. ... and ASK new students how they are getting on...show support- make them feel part of the university environment” (HND student entered 2nd year)

“arrange pdt [personal development tutorial] meetings for the students to see how they are progressing in the course and in general” (HND entered 3rd year)

“Having a meeting with course tutor or someone every few months to check up on how I’m doing and have an opportunity to ask any questions or raise any issues” (HND student entered 2nd year)

“Closer attention to how students fare when they start off, the first personal development meetings don’t come around till after the first 6 week exams, by that time it could be too late” (HND student entered 3rd year)

Another theme of students’ comments concerned **greater liaison between colleges and universities** to help prepare and support HN students:

“Advise colleges on how to directly sync the subjects in College to University, at the start it feels like they don’t mesh very well” [HND student entered 2nd year]

“More integration at the course level...different colleges pick different HND modules” [HND student entered 3rd year]

“Link up university more with colleges, not seniors [staff] but the actual class lecturers who teach the material!” [HNC student entered 2nd year]

On reflection: the HN route

A large majority of students thought that taking the HN route to degree study had been the right decision for them (81%, Table 3.13) and their opinion on this did not vary by gender,

age, HN qualification and whether or not they had articulated. But, as Table 3.13 shows, a considerably smaller proportion of students at University 4 felt that the HN route had been right for them and were more likely to respond ‘no’ and ‘not sure’.

Table 3.13 Was the HNC/D route to degree study the right decision for you?

	all	Univ 1	Univ 2	Univ 3	Univ 4
	%	%	%	%	%
yes	81	85	81	84	59
no	6	3	7	5	22
Not sure	13	12	13	11	20
	(347)	(166)	(72)	(63)	(41)

Those students who were taking their degree based at college were also positive about this choice with 88% responding that this had been right for them (Table A1.28). The numbers involved are too small to enable further analysis of this question.

For some students the HN route provided a way to **get back into education** after a break:

“Worth doing it as a step to Uni.. ...for a someone like me who was out of education for a while, helped to guide me back into a study routine” (HNC student entered 1st year)

“I believe doing the HNC was correct thing for me to do. I had not performed any sort of academic work for over ten years so it was the perfect place for me to cut my teeth again and see if I could go from working full time to becoming a full time student” (HNC student entered 1st year)

For students of all ages, the HN route and/or gave them the **confidence** that they could take on degree study:

“Studying my HNC gave me the confidence to apply to university because I realised I was able to complete coursework and I enjoyed learning” (HNC student entered 1st year)

“The reason I did an HNC in the first place was because I didn't have the qualifications for university and also because the idea of university was quite intimidating. Neither of my parents went to university, so when I left school I knew nothing about it. For me, going to college eased me into it” (HNC student entered 1st year)

“Having completed a HND at a high level, it showed me that i have the ability so study at the university level. Due to not doing to well in Secondary School i did rule it out until i achieved my HND. It is a huge jump from college to university, but i feel my HND did prepare me for it to some extent” (HND student entered 2nd year)

“After not doing very well at school, gaining my HNC gave me a lot of confidence and it helped me to get into university which is something I have always wanted but after being so disheartened at school, I thought would never happen. Both [X] College and [X] University have made the transition very easy for me” (HNC student entered 2nd year)

The idea of an HN as a **bridge between school and degree** study was a frequent comment:

“I feel that going to college before university was good for me as I do not think I would be able to cope going from high school straight to university” (HNC student entered 2nd year)

“Gives a good stepping stone between school and university and prepares you by showing you the level at which you are expected to work at, and matures you academically” (HNC student entered 1st year)

Part of the attraction of the HN route for some was that it offered them a more **incremental approach** and one that enabled them to keep their **options open**:

“Studying at college first was definitely the right move for me, I feel that I wouldn't have been ready to go straight to university and if I had changed my mind about what I wanted to study then I would still have left college with a qualification” (HND student entered 3rd year)

“I never planned to go further than a HN as it was just a year long degree course I done that turned into two then access to a degree, so quite happy with my current situation” (HND student entered 3rd year)

“As a mature student my intention was always to take study one step at a time ie HNC to HND to Degree. Affordability is the biggest aspect as a mature student” (HND student entered 3rd year)

Another aspect that comes through from students' comments is that the HN route offers an opportunity to **test out** which **subjects or career areas** they are interested in before committing themselves to a degree:

“found the college route better because I got a better feel for the job I was studying before committing to a degree programme” (HND student entered 2nd year)

“I wasn't sure if University was something that I definitely wanted to do. Studying for a year at college allowed me the time to assess all my options, and realise that I had found something that I wanted to further and make a career in” (HNC student entered 2nd year)

“Completing my HND first was definitely the right choice for me personally. It allowed me to be certain on choosing my career path, where many students that go straight into University from Secondary School can feel uncertain in the choice of course or University, my HND allowed me to be sure that Fashion is what I want to do and I will make the most of my place at University” (HND student entered 2nd year)

Several students called for **universities** to continue or **increase their intake of HN** students:

“College gave me the basis of all the knowledge I needed for Uni. You also mature, through team work activities and getting to know many new people. I got great support from all my lecturers which gave me the confidence to apply to Uni, which I may have not done if I had come straight from school. ...Uni's need to continue letting college graduates into direct levels or first year study” (HND student entered 2nd year)

“From going through the process of moving from a HND to a Degree, I found out that there is only a limited amount of places allocated to direct entry students that have completed a HN compared to the places for high school students. I feel this is unfair to students completing HN's as in my own experience I was unsure from school what I wanted to do and believe I would not have succeeded as well as I will now that I have

completed my HND, which is the same for many other direct entry students. I think more places should therefore be allocated to HN students that want to go to University to achieve success” (HND student entered 2nd year)

APPENDIX 1: STUDENT SURVEY: ADDITIONAL TABLES

Table A1.1: Universities attended by respondents

	Number	%
Edinburgh Napier	168	49
Queen Margaret	72	21
Heriot-Watt	64	18
Stirling	41	12
	(345)	(100)

Table A1.2: Location of study

		%
College based		10
University based		87
	(n)	(3360)

Table A1.3: Sex of respondents

		%
male		41
female		59
	(n)	(341)

Table A1.4: Age of respondents

		%
under 20		19
20-24		42
25-29		15
30-39		16
40-49		8
50-59		1
60+		-
	(n)	(346)

Table A1.5: Age of respondents by HN qualification

	HNC	HND
	%	%
under 20	27	10
20-24	36	49
25-29	15	14
30-39	16	16
40-49	6	9
50-59	0	2
60+	-	-
	<i>(n)</i>	<i>(166)</i>
		<i>(173)</i>

Table A1.6: Mode of study

	%
full-time	97
part-time	3
	<i>(n)</i>
	<i>(286)</i>

Table A1.7: College where respondents had gained their HN

	%
ELRAH	65
other Scottish	35
not Scottish	2
	<i>(n)</i>
	<i>(328)</i>

Table A1.8: University/Degree course of respondents (JACS2 coding*)

	%
B Health, subjects allied to Medicine	7
C Biological & Sports Sciences	14
G Mathematical & Computing Sciences	6
H Engineering	7
J Technologies	2
K Architecture, Building & Planning	5
L Social Studies	1
M Law	1
N Business & Administration studies	36
P Mass Communications and Documentation	5
V History & Philosophical studies	1
W Creative Arts & Design	9
X Education	1
Y Combined subjects	4
Not answered	1
	(n) (347)

* JACS2 is the Joint Academic Coding System used for subject coding of provision across higher education in the UK by UCAS and HESA

Table A1.9: Year in which HN gained

	%
2011	75
Before 2011	25
	(n) (342)

Table A1.10: Why did you decide to apply to University/degree study?

	%
It was the natural progression from my HN course	66
It fitted in with my career plans	69
I was interested in the course content/subject	57
I enjoy being a student	30
It was suggested to me by staff in my college	15
I was encouraged by my family	17
I was encouraged by my friends/classmates	8
A lot of my friends/class mates were applying	4
I couldn't find a job	6
other	4
[Always planned to after taking a break from studying]*	[15]
	(n) (310)

*Only students who had gained their HN before 2011

Table A1.11: Continuity of subject studied: articulating and non-articulating students

Is your HN qualification in the same subject as your degree?	Articulating		Non- articulating		HNC		HND	
	all	students	students	students	students	students	students	students
	%	%	%	%	%	%	%	%
Yes	50	69	27	44	56			
Partly	37	33	43	39	35			
No	14	4	30	18	9			
	(n)	(340)	(210)	(121)	(163)	(173)		

Table A1.12: Reasons for non-articulating applications* (% within HN level)

	HN Qualification	
	HNC	HND
I thought I would struggle academically in 2 nd (3 rd) year	42	27
I wanted the full university experience/more time at university	30	6
I thought it would be easier to make friends	33	9
The course I wanted to do was only partly related/not related to my HN qualification	42	24
The university wouldn't accept me to 2 nd (3 rd) year	19	42
I didn't know I could apply for entry to 2 nd (3 rd) year if I had an HNC (HND)	20	21
My friends/classmates were applying to 1 st or 2 nd year	4	-
I was advised by my college not to apply to 2 nd (3 rd) year	6	9
Other		
	(n)	(78)
		(44)

* ie students with HNC applying to 1st year and students with HND applying to 1st

Table A1.13: Main reason for not taking Honours degree (% students stated not taking Honours degree)

	%
Had enough of studying	19
I can't afford another year of study	24
Too many other time commitments	9
Honours degree not necessary for career plans	16
Will depend on grades	35
Honours year not available	2
Haven't got the required grades	1
other	14
(N=100)	

Table A1.14: How much information and advice received at college about degree and university choice

	a lot	some	a little	none	not wanted
	%	%	%	%	%
... choosing a degree course?	25	36	21	15	3
... choosing a university?	27	31	23	17	2
... how to apply/about UCAS?	40	29	17	12	2
... how your HN qualification would link with your degree course?	26	34	22	16	3
... the options available on your degree course?	17	33	22	25	3

(N= 346)

Table A1.15: How much information and advice received at college about degree study

	a lot	some	a little	none	not wanted
	%	%	%	%	%
... general study skills for your degree study?	17	37	24	21	1
... writing essays and reports?	19	31	28	21	1
... how to do referencing?	14	21	28	36	1
... lab work?	8	12	14	37	29
... using electronic and on-line tools used at university eg VLE, e-portfolios, MSM?	9	19	23	44	5
... using the university library?	7	17	21	52	3
... the type of assessment on degree courses?	7	22	27	44	1
... the personal support services available at university eg counselling, additional support needs?	8	21	21	47	4

(N= 347)

Table A1.16: Sources of information and advice while at college

	%
advice from tutors	33
advice from students advisers/guidance counsellor at college	26
visit to university	66
<i>(visit before applying)</i>	(24)
<i>(visit after applying)</i>	(22)
<i>(visit before and after)</i>	(20)
HE Fair/HE day	10
friends	35
talks about your degree course from academic university staff visiting the college	30
workshop on UCAS application	22
UCAS personal statement workshop	13
encouraged to use on line material	19
introduction to the university library	9
peer mentors from the university	7
workshops on study skills (eg Prepare Programme, Get set for University)	11
term time special classes or courses for students going on to university	5
extra classes to cover topics you would need on your degree course	4
summer courses for students going on to university	2
other	6
	(n) (332)

Table A1.17: Before starting degree course: opinion of preparation for degree study

Before you started university, how well prepared did you feel?	Non-articulating students		
	All	Articulating students	Non-articulating students
	%	%	%
very well prepared	12	9	17
quite well prepared	60	59	61
not very well prepared	22	25	14
not at all prepared	6	5	8
	(n) (347)	(212)	(121)

Table A1.18: After three months of degree study: opinion of preparedness for university

Looking back now, how prepared were you?	All	Articulating students	Non-articulating students
	%	%	%
very well prepared	10	6	17
quite well prepared	55	55	53
not very well prepared	28	32	22
not at all prepared	8	7	8
	(n) (342)	(209)	(121)

Table A1.19: Opinion of difficulty of change from HN to degree: if articulated or not

How have you found the change from college to university?	All	Articulating students	Non-articulating students
	%	%	%
very easy	13	9	21
quite easy	41	39	46
quite difficult	39	45	30
very difficult	6	8	3
	(n) (347)	(212)	(112)

Table A1.20: Opinion of difficulty of change from HN to degree by HN qualification

How have you found the change from college to university?	All	HNC students	HND students
	%	%	%
very easy	13	18	8
quite easy	41	43	40
quite difficult	39	36	42
very difficult	6	3	10
	(n) (347)	(165)	(173)

Table A1. 21: Experience of degree study (1)

Since you've started your degree, have you had any particular difficulties relating to...	A lot of difficulty %	Some difficulty %	A little difficulty %	No difficulty %
... methods of teaching	4	32	32	32
... how much you're expected to study on your own	13	33	30	25
... type and level of assessments	8	36	29	27
... timing of assessments	8	31	26	34
... feedback on assessments	5	20	27	48
... meeting assessment deadlines	7	17	27	49
... using the library	5	12	23	60
... work being harder than expected	8	26	33	33
... not knowing about a topic that other students have already done	14	26	27	32
... organising your time between study and other commitments	19	28	24	29
... level of knowledge required on your course	7	23	37	33
... other area of difficulty	5	10	10	76

(N=342-309)

Table A1.22: Experience of degree study (2)

Since you've started your degree, have you had any particular difficulties relating to...	A lot of difficulty %	Some difficulty %	A little difficulty %	No difficulty %
... university ICT systems eg e-library, e-timetabling, electronic submission of work	7	22	24	48
... the large size of lectures	3	12	22	63
... tutorials	2	14	18	66
... lab work	4	7	16	73
... travel	8	15	17	60
... social/making friends	7	11	19	63
... finding your way around	3	9	25	64
... finance	20	20	22	38
... other area	3	4	4	89

(N=339)

Table A1.23: Workshops and courses attended since starting degree

	Yes %	No %	Didn't know about them %
oral presentations	15	68	18
academic essay writing	25	60	15
referencing	30	56	14
writing reports	18	65	17
reflective journal writing	13	70	18
group work	16	68	16
using ICT in your studies eg virtual learning environment, e-portfolio, blogs etc	19	66	15
how to use the library	38	53	9
researching a topic	19	68	14
time management	12	73	15
other	12	71	17

(N=334)

Table A1.24: How useful were the workshops or courses? (% of students attending)

	Very useful %	Quite useful %	Not very useful %	Not at all useful %
oral presentations	50	38	8	4
academic essay writing	48	40	10	1
referencing	58	32	8	2
writing reports	58	33	7	1
reflective journal writing	36	48	10	6
group work	45	36	13	6
using ICT in your studies eg virtual learning environment, e-portfolio, blogs etc	43	43	13	2
how to use the library	49	40	8	2
researching a topic	39	57	2	3
time management	40	43	8	10
other	75	14	7	4

Table A1.25: Use of online or computer based materials since starting degree

	Yes %	No %	Didn't know about them %
presentations	48	29	23
academic essay writing	52	29	19
referencing	68	16	16
group work	38	39	24
on line courses on using the university virtual learning environment, e-portfolio, blogs etc	41	37	23
how to use the library	46	32	21
researching a topic	47	30	23
time management	19	50	30
other	6	49	46

Table A1.26: Use of online or computer based support materials by university

Yes, used online or computer based materials to help with...	all %	Univ 1 %	Univ 2 %	Univ 3 %	Univ 4 %
oral presentations	48	35	68	59	51
academic essay writing	53	43	64	55	69
referencing	68	61	77	66	82
group work	36	26	52	44	36
on line courses on using the university virtual learning environment, e-portfolio, blogs etc	42	*	*	*	*
how to use the library	46	*	*	*	*
researching a topic	47	38	60	50	51
time management	20	*	*	*	*

(N= 334)

* no significant variation across the universities

Table A1.27: If used any of the online materials since starting degree: how useful?

	Very useful %	Quite useful %	Not very useful %	Not at all useful %
presentations	39	57	4	1
academic essay writing	43	50	6	1
referencing	51	43	5	2
group work	37	48	12	3
using ICT in your studies eg virtual learning environment, e-portfolio, blogs etc	44	47	8	1
how to use the library	44	45	9	3
researching a topic	46	45	7	3
time management	38	41	17	5
other	30	40	20	10 (20)

Table A1.28: Was taking your degree at college the right decision?

	all %
yes	88
no	3
not sure	9
(n)	(32)

APPENDIX 2: STUDENT QUESTIONNAIRE

Did you study an HNC or HND at a college in Scotland before starting your degree?

Did you start your degree in September 2011?

If you did, we really hope that you'll complete this survey, your answers are needed to help colleges and universities plan services for you and other students who are moving on to degree study after taking an HNC or HND.

Fill in the survey now and you'll be in with a chance to **WIN** one of **7 AMAZON VOUCHERS** to spend in amazon.co.uk's massive store. Up for grabs in our great prize draw are 2 vouchers @ £50 and 5 @ £20 - closing date **23rd December 2011**.

The survey should take no more than 15 minutes to complete.

All the information you have provided will be treated in confidence. It will only be used by members of the project for the purposes of research about students going on to degree studies. No information on any individual will appear in any report or be passed on to any college, university or other body.

If you have any queries about the survey, please contact

Cathy Howieson
Edinburgh University
c.howieson@ed.ac.uk
tel: 0131 651 6241

- Q1** Please indicate if you are
- male*
- female*
- Q2** What age group are you in?
- under 20*
- 20-24*
- 25-29*
- 30-39*
- 40-49*
- 50-59*
- 60+*
- Q3** Are you studying for your degree at college rather than at university?
- yes*
- no*

- Q4** **Are you studying?**
full-time
part-time
- Q5** **What is the name of your degree course?**
Drop down list of degree courses
Other, please say what

- Q6** **What is the name of your HN qualification?**
Drop down list of HN qualifications
Other, please say what

- Q7** **Which college did you obtain your HN qualification from?**
Drop down list of colleges
Other, please say what

- Q8** **When did you gain your HN qualification ...?**
... in 2011
... before 2011
- Q9** **Is your HN qualification in the same subject as your degree programme?**
yes
no
partly
- Q10** **Why did you decide to apply to university?**
(please tick the top 3 reasons)
- it was the natural progression from my HN course*
 - it fitted in with my career plans*
 - always planned to after taking a break from studying*
 - I was interested in the course content/subject*
 - I was encouraged by my friends/classmates*
 - a lot of my friends/classmates were applying*
 - it was suggested to me by staff in my college*
 - I couldn't find a job*
 - I was encouraged by my family*
 - I enjoy being a student*
 - Other*

Other, please say more

Q11 Thinking back to when you started your HNC/D, did you plan to go on to degree study if you were successful in your HNC/D?

(please tick one box)

no, hadn't any plans to do so when I started

it was only a vague possibility in my mind

I was thinking about it along with other options but wasn't sure

I was thinking about it as a serious possibility

yes, it was my definite plan from the start

I didn't know then that it was possible to go on to a degree

Q12 If you didn't plan to go on to degree study when you started your HNC/D, when did you decide to do so?

(please tick one box)

early on in my HNC/D

part way through my HNC/D

at the end of my HNC/D

after I got my results

Q13 Which HN qualification do you have?

HNC

HND

Q14 If you have an HNC, how many credits do you have?

12 credits

15 credits

not sure

Q15 If you have an HNC, which year of study at degree level did you apply for?

1st year

2nd year

Q16 If you applied to 1st year, why was this?

(please tick all that apply)

I didn't know I could apply for entry to 2nd year if I had an HNC

the university wouldn't accept me to 2nd year

I thought I would struggle academically in 2nd year

I thought it would be easier to make friends

my friends/classmates were applying to 1st year

I was advised by my college not to apply to 2nd year

I wanted the full university experience

the course I wanted to do was only partly related/not related to my HN qualification

Other

Other, please explain

Q17 If you have an HND, which year of study at degree level did you apply for?

1st year

2nd year

3rd year

Q18 If you applied to 1st or 2nd year, why was this?

(please tick all that apply)

- I didn't know I could apply for entry to 3rd year if I had an HND*
- the university wouldn't accept me to 3rd year*
- I thought I would struggle academically in 2nd/3rd year*
- I thought it would be easier to make friends*
- my friends/classmates were applying to 1st or 2nd year*
- I was advised by my college not to apply for 3rd year*
- I wanted more time at university*
- the course I wanted to do was only partly related/not related to my HN qualification*
- Other*

Other, please explain

Q19 Which year of degree study did you enter?

- 1st year*
- 2nd year*
- 3rd year*

Q20 On reflection, do you think the year that you've started at is the right one for you?

- yes*
- no*
- not sure*

Please say more

Q21 When you were doing your HNC/D at college, how much information and advice did you receive about ...

(please tick one box on each line)

	<i>a lot</i>	<i>some</i>	<i>a little</i>	<i>none</i>	<i>not wanted/not relevant</i>
<i>... choosing a degree course?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>... choosing a university?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>... UCAS application?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>... how your HN qualification would link with your degree course?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>... the options available on your degree course?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q22 When you were doing your HNC/D at college, how much information and advice did you receive about ...
(please tick one box on each line)

	a lot	some	a little	none	not wanted/not relevant
... general study skills for your degree study?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... writing essays and reports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... how to do referencing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... lab work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the electronic and on-line tools used at university eg VLE, e-portfolios, MSM?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... using the university library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the type of assessment on degree courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the personal support services available at university eg counselling, additional support needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q23 How did you get the above information and advice while at college?
(please tick all that apply)

- visit to university before applying
- visit to university after applying (eg Applicant Day)
- talks about your degree course from academic university staff visiting the college HE Fair/HE Day
- UCAS application workshop
- personal statement workshop
- workshops on study skills/academic skills (eg referencing, library skills, essay writing etc)
- extra classes to cover topics you would need on your degree course
- term time special classes or courses for students going on to university (eg Prepare Programme, Get set for University Workshop)
- summer courses for students going on to university
- visit to the university library
- used online material (eg SPICE UK; preparing for university pages on college or university websites)
- from tutors
- from student adviser/guidance counsellor etc at college
- from friends
- from peer mentors from the university
- other

Q24 What else could your college have done to make the move to degree study as easy as possible for you?

Q25 Before you started university, how well prepared did you feel for university?

- very well prepared
- quite well prepared
- not very well prepared
- not at all prepared

Q29 Since you've started your degree, have you had any particular difficulties relating to ...
(please tick one box on each line)

	a lot of difficulty	some difficulty	a little difficulty	no difficulty
... university ICT systems eg e-library, e-timetabling, electronic submission of work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the large size of lectures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... tutorials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... lab work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... travel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... social/making friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... finding your way around?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... finance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other, please explain

Q30 Which university are you studying at?

Edinburgh Napier	<input type="checkbox"/>
Queen Margaret	<input type="checkbox"/>
Heriot-Watt	<input type="checkbox"/>
Stirling	<input type="checkbox"/>
other	<input type="checkbox"/>

Q31 Have you ...
(please tick one box on each line)

	yes	no	didn't know about it/them
... attended a Welcome Workshop?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... attended a Direct Entrant Induction programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... attended any Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... attended any 'Get Started for University Study' workshops?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... taken part in the 'Signposts for Success' programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... heard about the 'Confident Futures' programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... used the SPICE online study skills resource?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... used the peer mentoring scheme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q32 If you attended or used any of these events or programmes, how useful have you found them?
(please tick one box on each line)

	very useful	quite useful	not very useful	not at all useful	didn't attend/use this one
a Welcome Workshop?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a Direct Entrant Induction programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
'Get Started for University Study' workshops?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the 'Signposts for Success' programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the SPICE online study skills resource?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the peer mentoring scheme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please say more

Q33 **Have you ...**
(please tick one box on each line)

	yes	no	didn't know about it/them
... attended a Direct Entrant Induction programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... attended any other Induction Week activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... attended any Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... taken part in the QMU Advance Programme (university orientation)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... taken part in the QMU e-portfolio scheme (personal development scheme)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... used the QMConnect student mentoring scheme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q34 **If you've attended or used any of these events or programmes, how useful have you found them?**
(please tick one box on each line)

	very useful	quite useful	not very useful	not at all useful	didn't attend/use this one
the Direct Entrant Induction programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other Induction Week activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
any Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the QMU Advance Programme (university orientation)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the QMU e-portfolio scheme (personal development scheme)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the QMConnect student mentoring scheme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please say more

Q35 **Have you ...**
(please tick one box on each line)

	yes	no	didn't know about it/them
... attended a Direct Entrant Induction programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... attended any other Induction Week activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... attended any Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... taken part in the PDP@HNU programme (personal development programme)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q36 If you've attended or used any of these events or programmes, how useful have you found them?

(please tick one box on each line)

	very useful	quite useful	not very useful	not at all useful	didn't attend/use this one
a Direct Entrant Induction programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other Induction Week activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the PDP@HNU programme (personal development programme)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please say more

Q37 Have you ...

(please tick one box on each line)

	yes	no	didn't know about it/them
... attended welcome and information sessions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... attended any Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... used the STEER student mentoring system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q38 If you've attended or used any of these events or programmes, how useful have you found them?

(please tick one box on each line)

	very useful	quite useful	not very useful	not at all useful	didn't attend/use this one
welcome and information sessions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the STEER student mentoring system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please say more

Q39 Have you attended any workshops or courses on the following since you started your degree study?

(please tick one box on each line)

	yes	no	didn't know about them
oral presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
academic essay writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
referencing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing reports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reflective journal writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
group work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using ICT in your studies eg virtual learning environment, e-portfolio, blogs etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how to use the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
researching a topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
time management?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other, please explain

Q40 If you've attended any of these workshops or courses, how useful have you found them?
(please tick one box on each line)

	very useful	quite useful	not very useful	not at all useful	didn't attend this one
oral presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
academic essay writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
referencing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing reports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reflective journal writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
group work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using ICT in your studies eg virtual learning environment, e-portfolio, blogs etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how to use the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
researching a topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
time management?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other, please explain

Q41 Have you used any online or computer based materials since you started your degree study to help with the following ...
(please tick one box on each line)

	yes	no	didn't use this one
... presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... academic essay writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... referencing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... group work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... using ICT in your studies online courses on using the university virtual learning environment, e-portfolio, blogs etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... how to use the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... researching a topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... time management?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other, please explain

Q42 If you've used any online or computer based materials, how useful have you found them?
 (please tick one box on each line)

	very useful	quite useful	not very useful	not at all useful	didn't use this one
presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
academic essay writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
referencing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
group work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using ICT in your studies online courses on using the university virtual learning environment, e-portfolio, blogs etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how to use the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
researching a topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
time management?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other, please explain

Q43 What could the university do to develop its support for HNC/D students during their degree studies? What would you suggest?

Q44 What type of degree do you aim to graduate with?

Ordinary

Honours

haven't decided yet

not sure of the difference between the two

Q45 If you're not aiming for an Honours degree, or are not sure, why is this?
 (please tick one box for your main reason)

I've had enough of studying

I can't afford another year of study

I've too many other time commitments

an Honours degree isn't necessary for my career plans

I haven't gained the required grades

it will depend on my grades

an honours year is not available

Other

If other, please explain

Q46 Do you think that the HNC/D route to degree study was right for you?

yes

no

not sure

Q53 **Why did you decide to apply for degree study?**
(please tick the top 3 reasons)

<i>it was the natural progression from my HN course</i>	<input type="checkbox"/>
<i>it fitted in with my career plans</i>	<input type="checkbox"/>
<i>always planned to after a break from studying</i>	<input type="checkbox"/>
<i>I was interested in the course content/subject</i>	<input type="checkbox"/>
<i>I was encouraged by my friends/classmates</i>	<input type="checkbox"/>
<i>a lot of my friends/classmates were applying</i>	<input type="checkbox"/>
<i>it was suggested to me by staff in my college</i>	<input type="checkbox"/>
<i>I couldn't find a job</i>	<input type="checkbox"/>
<i>I was encouraged by my family</i>	<input type="checkbox"/>
<i>I enjoy being a student</i>	<input type="checkbox"/>
<i>other</i>	<input type="checkbox"/>
<i>Other, please say more</i>	

Q54 **Why did you decide to take a degree delivered through college rather than at university?**
(please tick the top 3 reasons)

<i>the college is near where I live</i>	<input type="checkbox"/>
<i>recommended by friends</i>	<input type="checkbox"/>
<i>recommended by college</i>	<input type="checkbox"/>
<i>I thought the teaching methods at college would suit me better</i>	<input type="checkbox"/>
<i>some of my friends were staying at college to do degrees</i>	<input type="checkbox"/>
<i>I thought it would be cheaper</i>	<input type="checkbox"/>
<i>it fitted better with my childcare/caring responsibilities</i>	<input type="checkbox"/>
<i>I thought class sizes would be smaller at college than at university</i>	<input type="checkbox"/>
<i>I didn't think I would fit in at university</i>	<input type="checkbox"/>
<i>I decided after reading official course information eg prospectuses, publicity leaflets, websites</i>	<input type="checkbox"/>
<i>Other</i>	<input type="checkbox"/>
<i>Other, please say more</i>	

Q55 **Thinking back to when you started your HNC/D, did you plan to go on to degree study if you were successful in your HNC/D?**
(please tick one box)

<i>no, hadn't any plans to do so when I started</i>	<input type="checkbox"/>
<i>it was only a vague possibility in my mind</i>	<input type="checkbox"/>
<i>I was thinking about it along with other options but wasn't sure</i>	<input type="checkbox"/>
<i>I was thinking about it as a serious possibility</i>	<input type="checkbox"/>
<i>yes, it was my definite plan from the start</i>	<input type="checkbox"/>
<i>I didn't know then that it was possible to go on to a degree</i>	<input type="checkbox"/>

Q56 **If you didn't plan to go on to degree study when you started your HNC/D, when did you decided to do so?**
(please tick one box)

<i>early on in my HNC/D</i>	<input type="checkbox"/>
<i>part way through my HNC/D</i>	<input type="checkbox"/>
<i>at the end of my HNC/D</i>	<input type="checkbox"/>
<i>after I got my results</i>	<input type="checkbox"/>

Q57 Which HN qualification do you have?
HNC
HND

Q58 If you have an HNC, how many credits do you have?
12 credits
15 credits
not sure

Q59 If you have an HNC, which year of study at degree level did you apply for?
1st year
2nd year

Q60 If you applied to 1st year, why was this?
(please tick all that apply)

- I didn't know I could apply for entry to 2nd year if I had an HNC*
- The university wouldn't accept me to 2nd year*
- I thought I would struggle academically in 2nd year*
- I thought it would be easier to make friends*
- my friends/classmates were applying to 1st year*
- I was advised by my college not to apply to 2nd year*
- I wanted the full experience of doing a degree*
- the course I wanted to do was only partly related/not related to my HN qualification*
- Other*

Other, please explain

Q61 If you have an HND, which year of study at degree level did you apply for?
1st year
2nd year
3rd year

Q62 If you applied to 1st or 2nd year, why was this?
(please tick all that apply)

- I didn't know I could apply for entry to 3rd year if I had an HND*
- the university wouldn't accept me to 3rd year*
- I thought I would struggle academically in 2nd/3rd year*
- I thought it would be easier to make friends*
- my friends/classmates were applying to 1st or 2nd year*
- I was advised by my college not to apply for 3rd year*
- I wanted more time at university*
- the course I wanted to do was only partly related/not related to my HN qualification*
- Other*

Other, please explain

Q63 Which year of degree study did you enter?
1st year
2nd year
3rd year

Q64 **On reflection, do you think the year that you've started at is the right one for you?**

yes

no

not sure

Please say more _____

Q65 **When you were doing your HNC/D at college, how much information and advice did you receive about ...**
(please tick one box on each line)

	<i>a lot</i>	<i>some</i>	<i>a little</i>	<i>none</i>	<i>not wanted/not relevant</i>
... choosing a degree course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... choosing a university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... UCAS application?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... how your HN qualification would link with your degree course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the options available on your degree course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q66 **When you were doing your HNC/D at college, how much advice and help did you receive about ...**
(please tick one box on each line)

	<i>a lot</i>	<i>some</i>	<i>a little</i>	<i>none</i>	<i>not wanted/not relevant</i>
... general study skills for your degree study?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... writing essays and reports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... how to do referencing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... lab work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the electronic and on-line tools used at university eg VLE, e-portfolios, MSM?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... using the university library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the type of assessment on degree courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the personal support services available at university eg counselling, additional support needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q67 **How did you get the above information and advice while at college?**
(please tick all that apply)

- visit to university before applying
- visit to university after applying (eg Applicant Day)
- talks about your degree course from academic university staff visiting the college HE Fair/HE Day
- UCAS application workshop
- personal statement workshop
- workshops on study skills/academic skills (eg referencing, library skills, essay writing etc)
- extra classes to cover topics you would need on your degree course
- term time special classes or courses for students going on to university (eg Prepare Programme)
- summer courses for students going on to university
- visit to the university library
- used online material (eg SPICE UK; preparing for university pages on college or university websites)
- from tutors
- from student adviser/guidance counsellor et at college
- from friends
- from peer mentors from the university
- other

Other, please say more

Q68 What else could your college have done to make the move to degree study as easy as possible for you?

Q69 **Before** you started your degree, how well prepared did you feel for degree study?

- very well prepared*
- quite well prepared*
- not very well prepared*
- not at all prepared*

Q70 Looking back now, how well prepared were you for degree study?

- very well prepared*
- quite well prepared*
- not very well prepared*
- not at all prepared*

Q71 How have you found the change from HN to degree?

- very easy*
- quite easy*
- quite difficult*
- very difficult*
- Please say more*

Q72 Since you've started your degree, have you had any particular difficulties relating to ...

(please tick one box on each line)

	<i>a lot of difficulty</i>	<i>some difficulty</i>	<i>a little difficulty</i>	<i>no difficulty</i>
<i>... methods of teaching?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>... how much you're expected to study on your own?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>... type and level of assessments?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>... timing of assessments?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>... feedback on assessments?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>... meeting assessment deadlines?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>... using the library?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>... work being harder than expected?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>... not knowing about a topic that other students have already done?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>... the level of knowledge required on your course?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>... other?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other, please explain

Q73 Since you've started your degree, have you had any particular difficulties relating to ...
(please tick one box on each line)

	a lot of difficulty	some difficulty	a little difficulty	no difficulty
... university ICT systems eg e-library, e-timetabling, electronic submission of work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the large size of lectures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... tutorials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... lab work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... travel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... social/making friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... finding your way around?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... finance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other, please explain

Q74 Which university are you taking your degree through?

Edinburgh Napier	<input type="checkbox"/>
Queen Margaret	<input type="checkbox"/>
Heriot-Watt	<input type="checkbox"/>
Stirling	<input type="checkbox"/>
other	<input type="checkbox"/>

Q75 Have you ...
(please tick one box on each line)

	yes, at college campus	yes, at university campus	no	didn't know about it/them
... attended a Welcome Workshop?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... attended a Direct Entrant Induction programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... attended any Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... attended any 'Get Started for University Study' workshops?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... taken part in the 'Signposts for Success' programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... taken part in the 'Confident Futures' programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... used the SPICE online study skills resource?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... used the employer mentoring scheme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q76 If you attended or used any of these events or programmes, how useful have you found them?
(please tick one box on each line)

	very useful	quite useful	not very useful	not at all useful	didn't attend/use this one
a Welcome Workshop?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a Direct Entrant Induction programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
any Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
'Get Started for University Study' workshops?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the 'Signposts for Success' programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the SPICE online study skills resource?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the peer mentoring scheme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please say more

Q77 **Have you ...**
(please tick one box on each line)

	yes, at college campus	yes, at university campus	no	didn't know about it/them
... attended the Induction Week activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... attended Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... taken part in the QMU Advance Programme (university orientation)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... taken part in the QMU e-portfolio scheme (personal development scheme)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... used the QMConnect student mentoring scheme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q78 **If you've attended or used any of these events or programmes, how useful have you found them?**
(please tick one box on each line)

	very useful	quite useful	not very useful	not at all useful	didn't attend/use this one
Induction Week activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
any Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the QMU Advance Programme (university orientation)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the QMU e-portfolio scheme (personal development scheme)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the QMConnect student mentoring scheme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please say more

Q79 **Have you ...**
(please tick one box on each line)

	yes, at college campus	yes, at university campus	no	didn't know about it/them
... attended a Direct Entrant Induction Day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... attended any other Induction Week activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... attended any Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... taken part in the PDP@HNU programme (personal development programme)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q80 **If you've attended or used any of these events or programmes, how useful have you found them?**
(please tick one box on each line)

	very useful	quite useful	not very useful	not at all useful	didn't attend/use this one
a Direct Entrant Induction Day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
any other Induction Week activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the PDP@HNU programme (personal development programme)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please say more

Q81 **Have you ...**
(please tick one box on each line)

	yes	no	didn't know about it/them
... attended welcome and information sessions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... attended any Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... used the STEER student mentoring system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q82 **If you've attended or used any of these events or programmes, how useful have you found them?**
(please tick one box on each line)

	very useful	quite useful	not very useful	not at all useful	didn't attend/use this one
welcome and information sessions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshers Week events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the STEER student mentoring system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please say more</i>	_____				

Q83 **Have you attended any workshops or courses on the following since you started your degree study?**
(please tick one box on each line)

	yes	no	didn't know about them
oral presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
academic essay writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
referencing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing reports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reflective journal writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
group work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using ICT in your studies eg virtual learning environment, e-portfolio, blogs etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how to use the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
researching a topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
time management?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If other, please explain</i>	_____		

Q84 **If you've attended any of these workshops or courses, how useful have you found them?**
(please tick one box on each line)

	very useful	quite useful	not very useful	not at all useful	didn't attend this one
oral presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
academic essay writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
referencing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing reports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reflective journal writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
group work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using ICT in your studies eg virtual learning environment, e-portfolio, blogs etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how to use the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
researching a topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
time management?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other, please explain

Q85 Where would you prefer these workshops and courses to be held?

on the college campus

on the university campus

not sure

Please say more

Q86 Have you used any online or computer based materials since you started your degree study to help with the following ...

(please tick one box on each line)

	yes	no	didn't know about them
... presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... academic essay writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... referencing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... group work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... using ICT in your studies online courses on using the university virtual learning environment, e-portfolio, blogs etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... how to use the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... researching a topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... time management?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other, please explain

Q87 If you've used any online or computer based materials, how useful have you found them?

(please tick one box on each line)

	very useful	quite useful	not very useful	not at all useful	didn't attend this one
presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
academic essay writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
referencing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
group work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using ICT in your studies online courses on using the university virtual learning environment, e-portfolio, blogs etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how to use the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
researching a topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
time management?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other, please explain

Q88 What could the college and university do to develop their support for HNC/D students during their degree studies? What would you suggest?

Q89 What type of degree do you aim to graduate with?

Ordinary

Honours

haven't decided yet

not sure of the difference between the two

Q90 If you're not planning on taking an Honours degree or are not sure, why is this?
 (please tick one box for your main reason)

I've had enough of studying

I can't afford another year of study

I've too many other time commitments

an Honours degree isn't necessary for my career plans

I haven't gained the required grades

it will depend on my grades

an honours year is not available

other

If other, please explain

Q91 Do you think that the HNC/D route to degree study was right for you?

yes

no

not sure

Please say more

Q92 Do you think that taking your degree at college was the right choice for you?

yes

no

not sure

Please say more

Contacts for information and advice

If you feel you would benefit from information or advice about any aspect of your degree study please contact:

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