

What is Articulation?

Articulation, also referred to as 'direct entry', describes a pathway that allows students to progress from an HNC or HND directly into the 2nd or 3rd year of a degree programme.

There are two main routes; advanced standing, where students enter a degree programme with no loss of time; and advanced progression, where students receive partial credit for their qualification.

Edinburgh Napier currently recruits in excess of 500 articulating students annually. However, the Scottish Funding Council are committed to increasing flexible routes to Higher Education and have agreed a further 107 ring-fenced articulation places for computing and engineering students commencing in 2013/14.

Challenges for students...what they say

"students are dealing with a new learning environment, new people and new ways of learning at a time when marks are important ...you need to keep on top or you can feel left behind"

"had difficulty with some of the terminology"

"we knew that referencing was important, but you have to get it to the right standard in third year"

"you can spend so much time figuring out how to do something i.e. a report, that there is little time to actually do it"

"I wasn't sure what standard I was at with writing essays"

"You spend a lot of time with your tutors at college and get to know them quite well and they're quite encouraging. I value the reassurance of being told I am "on the right track" and have had to get used to not having this at university." (2nd year DE)

Achievement

Achievement data suggests that for students progressing to the Honours year there is little difference in performance between articulating students and students following a traditional entry route (Figure 1).

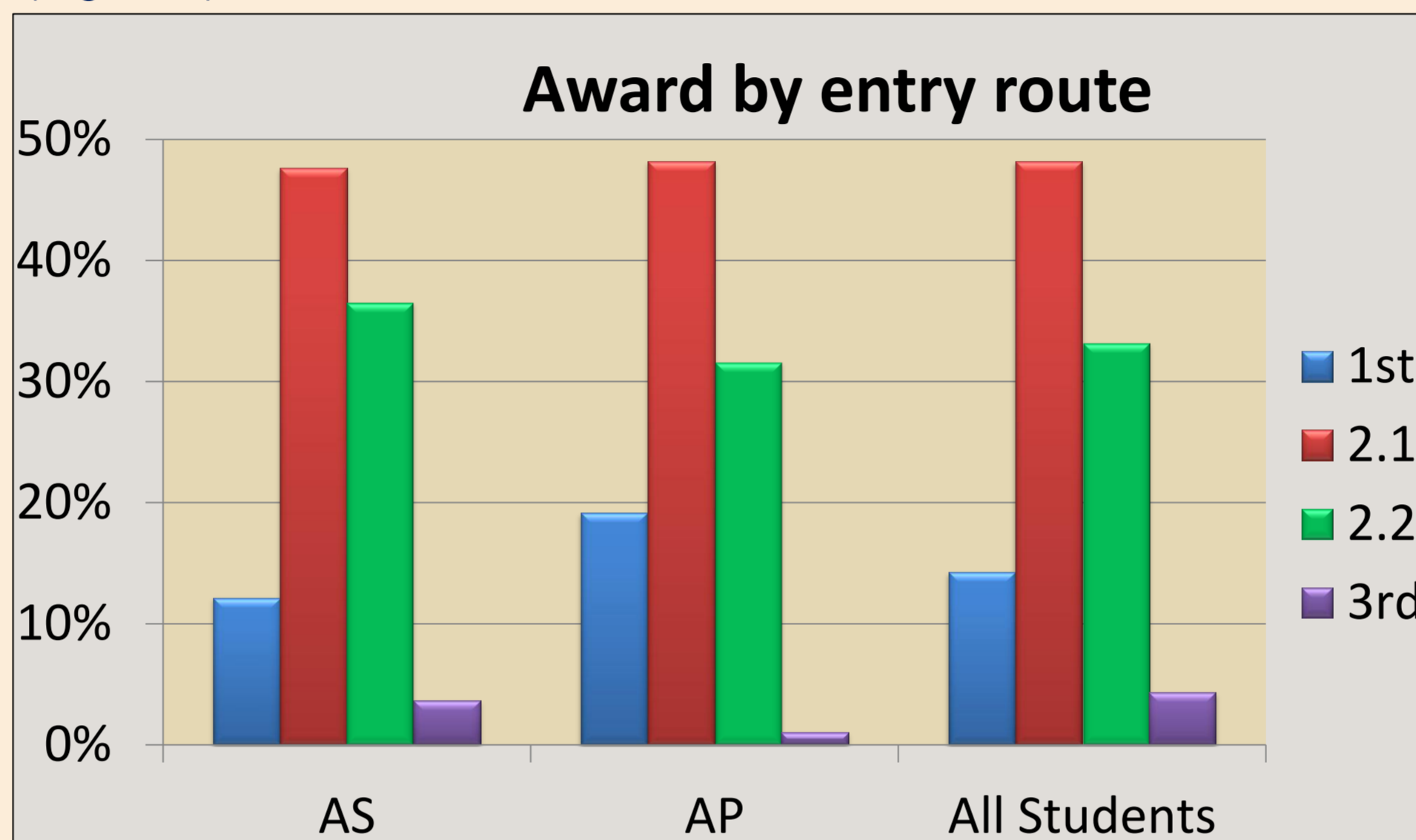


Figure 1. Degree Awarded according to entry route . AS= Advanced Standing, AP=Advanced Progression*.

Despite anecdotal evidence suggesting that students entering directly into year 3 experience a more difficult transition than those entering 2nd year, there is no discernible difference in achievement in the Honours year between students entering year 2 with an HNC and those entering year 3 with an HND (Figure 2).

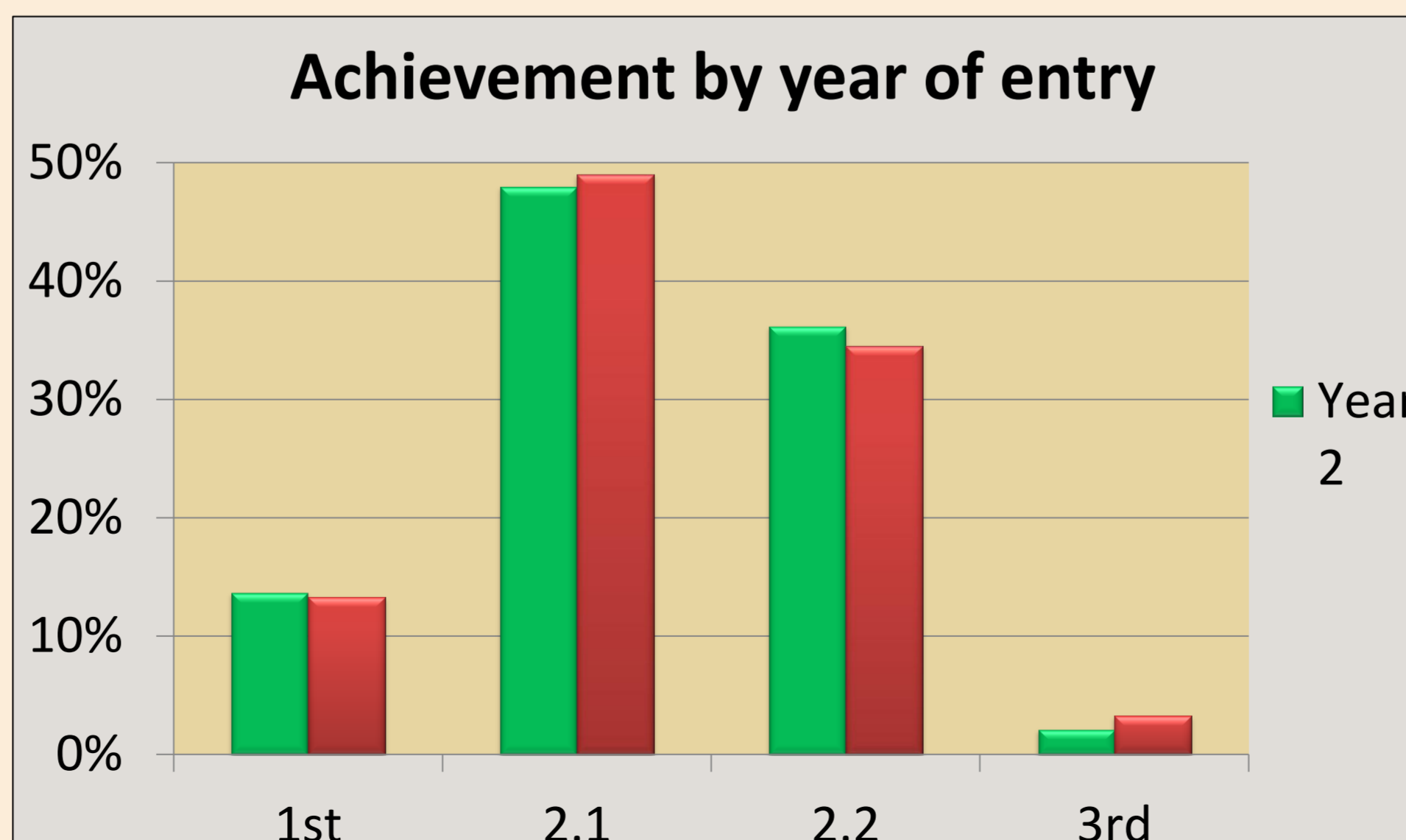
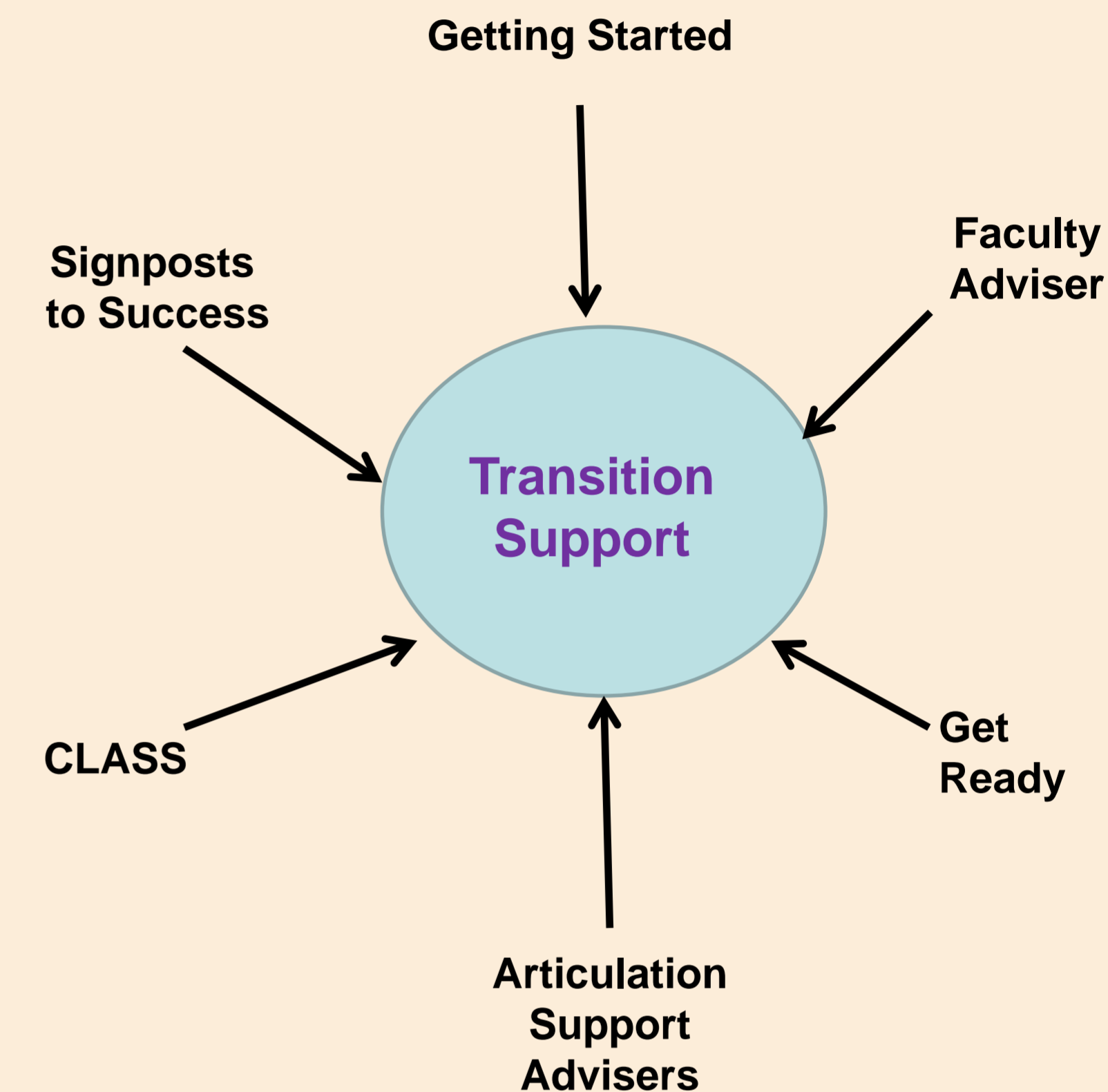


Figure 2. Degree Awarded according to year AS students enter.*

Supporting Success



Benefits of a Programme based approach

Ensuring that articulating students continue to thrive within a programme based structure will require continued collaboration between academic staff and the Articulation Support Advisers. Academic staff have a vital role to play in identifying which key academic skills are embedded within each level of their programmes. This will enable the Articulation Support Advisers to provide relevant, contextualised transition support to equip articulating students with the same skills as their peers from day one. Whilst the 'Signpost to Success' sessions are currently programme specific, the move to a programme based approach provides an excellent opportunity to increase the value of transition support more widely.

* Data from students who graduated with honours between 2005/6 and 2011/12. Data is provisional pending outcome of on-going NAD review and development