Submissions from the Universities on Curriculum for Excellence qualifications and the changes in the senior phase at school

The Committee decided to ask for details for the approach to admissions for a sample of specific undergraduate degree programmes. These were Medicine; Law; and Mechanical Engineering.

The focus of the responses was on those programmes that are most popular/high demand and the universities were asked to specify which undergraduate degree programme they were providing the information on to ensure that we could analyse the information correctly.

The Committee wrote to the principals of a number of higher education institutions in Scotland asking the following:

- For those applying with SQA qualifications, what was the ‘standard offer’ (as opposed to minimum requirements) for 2016-17 entry? Please include information on all element of the offer, including whether specific qualifications are required to have been achieved in a single sitting or in a single academic year.
- How many of the 2016-17 entrants were accepted onto the programme having achieved SQA qualifications?
- How many 2016-17 entrants were there in total?

In addition, the universities were asked provide the Committee with views or information (evidence based or anecdotal) on any SQA qualification applicants who applied for (or made pre-application enquiries relating to) these undergraduate degree programmes where they were unable through curriculum limitations to take the required number of Highers in a single sitting.
Index

Please click on the list below to read the responses.

- Abertay University
- Glasgow Caledonian University part 1 and part 2
- Heriot Watt University
- Napier University part 1 and part 2
- Robert Gordon University
- Open University
- University of Aberdeen
- University of Dundee
- University of Edinburgh
- University of Glasgow
- University of Highlands and Islands
- University of St Andrews
- University of Strathclyde
I am responding to the letter of 27 January from James Dornan MSP, regarding Scottish Highers and undergraduate admissions, on behalf of the Principal of Abertay University. Of the subjects listed in the letter, we deliver undergraduate programmes in Law, but not in Medicine nor Mechanical Engineering. Our responses to the questions are:

**Law (LLB Hons)**

Our standard offer in 2016/17 was ABBB at Scottish Higher; or HNC Legal Services with graded unit A; or HND Legal Services with graded unit A. We do not require Scottish Highers to be achieved in a single sitting, but we would expect HND or HNC to be completed in the standard period of study (i.e. without the need for any repeat study).

32 of our 2016/17 entrants joined the Law programme with SQA qualifications: 24 with Scottish Highers/Advanced Highers, and 8 with SQA HNC or HND.

44 students in total joined the Law programme in 2016/17.

We are not aware of any cases where applicants have been restricted by their school curriculum, but as we do not ask for Highers to have been achieved in a single sitting, this is unlikely to have arisen.

Please do let me know if I can help further.

Kind regards,

Susan Campbell

*Susan Campbell*
*R registrar and Deputy Secretary*
*Abertay University*
*Tel: 01382 308648*
Subject Choice Availability in the Senior Phase

February 2017

For: The Education and Skills Committee

Purpose: Evidence gathering of subject choice availability in the senior phase, and the potential impact of any narrowing of subject choices in relation to university offers/meeting entry requirements. Consider where there may be restrictions on Higher and Advanced Higher option choices in schools and the possible reasons behind this.

Methodology: Focus groups with current S6 Hub pupils, discussing their experiences of S4-S6 option choices, and post school planned destinations. The questions were focused around the following themes: Medicine, Law or Mechanical Engineering as potential degree studies, pupils’ S4-S6 option choices and subject availability at Higher and Advanced Higher level, the meeting of HEI entry requirements and any potential changes to HEI courses of choice.

Participants: The 92 Advanced Higher Hub pupils interviewed represent 28 Glasgow City Council partner schools. Of these 92 young people involved in the focus groups, 61 study one AH, 22 study two AH subjects and 9 are undertaking three Advanced Highers at the Hub. This cohort has experience of S4-S5 and S5-S6 option choices, and has submitted UCAS applications for entry to Higher Education for session 17/18.

The Advanced Higher Hub: Working in partnership with GCC, the Hub has enabled Glasgow to significantly increase the number of young people undertaking Advanced Highers. The Hub offers Advanced Higher studies in: Mathematics, Chemistry, Physics, Biology, History, Modern Studies, Business Management and English.

The Advanced Higher Hub supports young people with access SCQF Level 7 studies, challenges their learning through academic rigour and supports development of their critical thinking skills as well as confidence in their ability to transition successfully to university.

GCU Academic Research studying the impact of the Hub in Years one and two evidences the transformational change that accompanies young people’s experience of this bridging programme. A further research study is currently focusing on retention and progression rates of former Hub HEI in their undergraduate studies from across the first three years of the Hub.

GCU undertook a similar exercise regarding Senior Phase option choices five years ago, with S5 pupils in Glasgow to explore their options in S6 predominantly. The evidence gathered indicated that in some schools, particularly the smaller schools, that S6 options were limited specifically for Advanced Highers studies. As a result of this information and due to an additional funding scheme, GCU was successful in securing funds to start the Advanced Higher Hub. The Outreach Team approached GCC to work in partnership and the Hub is now in its fourth year.
Through other work that GCU Outreach is undertaking, there are indications that some pupils may also struggle with the breadth of subject choice e.g. In one partner school pupils select five National 5 qualifications in S4, potentially restricting their Higher choices in S5 to these five Nat 5 subjects only, with a potential knock on effect in S6 too when pupils are engaged in the UCAS process.

**Focus Group Findings:** It is evident from the focus group findings that many pupils struggle to take their preferred subject choices in S5 and in S6.

**Results:** A summary of discussion points and key statistics is provided below.

**Medicine, Law or Mechanical Engineering as Potential Degree Subject**

Q1a. Did any pupils consider Medicine as a possible degree subject?  
*Did they submit an application for Higher Education? If not, why not?*  
14 pupils considered Medicine, 6 have made an application and 8 did not apply for the following reasons:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed their focus</td>
<td>3</td>
</tr>
<tr>
<td>Course too long/expensive</td>
<td>2</td>
</tr>
<tr>
<td>Entry requirements too tough, don’t have the grades required</td>
<td>2</td>
</tr>
<tr>
<td>Had not done adequate work experience, lacked contacts</td>
<td>1</td>
</tr>
</tbody>
</table>

Q1b. Did any pupils consider Law as a possible degree subject?  
*Did they submit an application for Higher Education? If not, why not?*  
14 pupils considered Law, 5 have made an application and 9 did not apply for the following reason:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed their focus</td>
<td>7</td>
</tr>
<tr>
<td>Competitive course</td>
<td>1</td>
</tr>
<tr>
<td>Competition for jobs</td>
<td>1</td>
</tr>
</tbody>
</table>

Q1c. Did any pupils consider Mechanical Engineering as a possible degree subject?  
* Did they submit an application for Higher Education? If not, why not?  
8 pupils considered Mechanical Engineering, 5 have made an application and 3 did not apply for the following reasons:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed their focus</td>
<td>2</td>
</tr>
<tr>
<td>Did not enjoy studying one of the essential elements</td>
<td>1</td>
</tr>
</tbody>
</table>

**Degree Subject Changes**

Q2a. Did any pupils change their mind over their preferred degree subject?  
Yes - 27 stated that they changed the direction of their post school destination before making their final UCAS submission.
Q2b. What were the reasons for this?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed their focus- interests</td>
<td>15</td>
</tr>
<tr>
<td>Concerned about job opportunities once qualified</td>
<td>4</td>
</tr>
<tr>
<td>Did not initially intend to apply for HE</td>
<td>2</td>
</tr>
<tr>
<td>Entry requirements too tough, don’t have the grades required</td>
<td>1</td>
</tr>
<tr>
<td>Indecision</td>
<td>1</td>
</tr>
<tr>
<td>Not able to choose the necessary subjects in school</td>
<td>2</td>
</tr>
<tr>
<td>Too competitive</td>
<td>2</td>
</tr>
</tbody>
</table>

**Entry Requirements**

Q3. How did pupils ensure that they were studying the right subjects to gain entry to their preferred course? Responses in order of preferred approach:

1. University websites, entry requirements
2. Research including Google
3. Talking to friends and family
4. Open days
5. Prospectus
6. UCAS convention
7. Teachers/pastoral care
8. Career Advisors
9. Head Teacher
10. Email academics/Faculties directly

**Options at Higher Level**

Q4a. When making option choices for S4 > S5, were there any subjects that pupils would have liked to have studied, but which they were not able to?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts</td>
<td>1</td>
</tr>
<tr>
<td>Administration</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>9</td>
</tr>
<tr>
<td>Business Management</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Computing science</td>
<td>4</td>
</tr>
<tr>
<td>Design and Manufacture</td>
<td>1</td>
</tr>
<tr>
<td>Drama</td>
<td>1</td>
</tr>
<tr>
<td>French</td>
<td>7</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
</tr>
<tr>
<td>German</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>7</td>
</tr>
<tr>
<td>Human Biology</td>
<td>5</td>
</tr>
<tr>
<td>Italian</td>
<td>1</td>
</tr>
<tr>
<td>Maths</td>
<td>1</td>
</tr>
<tr>
<td>Maths of Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>Media Studies</td>
<td>1</td>
</tr>
<tr>
<td>Modern Studies</td>
<td>8</td>
</tr>
<tr>
<td>Subject</td>
<td>Count</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>PE</td>
<td>1</td>
</tr>
<tr>
<td>Photography</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td>8</td>
</tr>
<tr>
<td>Politics</td>
<td>11</td>
</tr>
<tr>
<td>Practical Woodwork</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>4</td>
</tr>
<tr>
<td>RMPS</td>
<td>1</td>
</tr>
<tr>
<td>Spanish</td>
<td>2</td>
</tr>
</tbody>
</table>

**Q4b. What were the reasons given for not taking the Higher subjects?**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No option to choose three sciences</td>
<td>22</td>
</tr>
<tr>
<td>Not offered until S6</td>
<td>2</td>
</tr>
<tr>
<td>Offered place at college, chose not to go</td>
<td>1</td>
</tr>
<tr>
<td>Only Biology, not Human Biology, available</td>
<td>5</td>
</tr>
<tr>
<td>Only Human Biology, not Biology, available</td>
<td>3</td>
</tr>
<tr>
<td>Self taught</td>
<td>3</td>
</tr>
<tr>
<td>Subject not offered by the school</td>
<td>32</td>
</tr>
<tr>
<td>Timetable clashes</td>
<td>42</td>
</tr>
</tbody>
</table>

**Q5a. When making option choices for S5 > S6, were there any HIGHER subjects that pupils would have liked to have studied, but which they were not able to?**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>1</td>
</tr>
<tr>
<td>Administration</td>
<td>1</td>
</tr>
<tr>
<td>Arabic</td>
<td>1</td>
</tr>
<tr>
<td>Business Management</td>
<td>2</td>
</tr>
<tr>
<td>Classics</td>
<td>1</td>
</tr>
<tr>
<td>Computer science</td>
<td>1</td>
</tr>
<tr>
<td>Drama</td>
<td>1</td>
</tr>
<tr>
<td>Engineering science</td>
<td>1</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
</tr>
<tr>
<td>German</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Human Biology</td>
<td>1</td>
</tr>
<tr>
<td>Maths</td>
<td>1</td>
</tr>
<tr>
<td>Modern Studies</td>
<td>4</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>Philosophy</td>
<td>2</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
</tr>
<tr>
<td>Politics</td>
<td>8</td>
</tr>
<tr>
<td>Psychology</td>
<td>11</td>
</tr>
<tr>
<td>RMPS</td>
<td>2</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
</tr>
</tbody>
</table>

**Q5b. What were the reasons given for not taking the subjects?**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class full</td>
<td>3</td>
</tr>
</tbody>
</table>
Offered place at college, chose not to go | 7
Small numbers, could not run | 2
Subject not offered by the school | 18
Timetable clashes | 17

Q6a. When making option choices for S5 > S6, were there any ADVANCED HIGHER subjects that pupils would have liked to have studied, but which they were not able to?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>17</td>
</tr>
<tr>
<td>Business Management</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry</td>
<td>20</td>
</tr>
<tr>
<td>Computing Science</td>
<td>1</td>
</tr>
<tr>
<td>Design and Manufacture</td>
<td>1</td>
</tr>
<tr>
<td>Drama</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>14</td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
</tr>
<tr>
<td>Graphics</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>21</td>
</tr>
<tr>
<td>Human Biology</td>
<td>1</td>
</tr>
<tr>
<td>Maths</td>
<td>30</td>
</tr>
<tr>
<td>Maths of Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>Modern Studies</td>
<td>21</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>PE</td>
<td>3</td>
</tr>
<tr>
<td>Physics</td>
<td>17</td>
</tr>
<tr>
<td>Politics</td>
<td>1</td>
</tr>
<tr>
<td>RMPS</td>
<td>1</td>
</tr>
<tr>
<td>Spanish</td>
<td>4</td>
</tr>
</tbody>
</table>

Q6b. What were the reasons given for not taking the subjects?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low numbers</td>
<td>1</td>
</tr>
<tr>
<td>No option to choose three sciences, as only permitted to study two at Higher level</td>
<td>3</td>
</tr>
<tr>
<td>Not available in school, studying at the Hub</td>
<td>132</td>
</tr>
<tr>
<td>Self-taught</td>
<td>3</td>
</tr>
<tr>
<td>Subject not offered by the school</td>
<td>20</td>
</tr>
<tr>
<td>Timetable clashes</td>
<td>10</td>
</tr>
</tbody>
</table>
The Education and Skills Committee at the Scottish Parliament is seeking information about university entry requirements where the students’ relevant Highers have been taken over more than one year. (In general, but particularly the three sciences.)

The Committee is seeking details on our approach to admissions for a sample of specific undergraduate degree programmes: Medicine [n/a], Law, and Mechanical Engineering.

For each of GCU’s relevant programmes in Law and Mech. Engineering, we were asked to provide the following information:

1. For those applying with SQA qualifications, what was the ‘standard offer’ for 2016-17 entry?
2. How many of the 2016-17 entrants was accepted onto the programme having achieved SQA qualifications?
3. For each of GCU’s relevant programmes in more than one year. (In general, but particularly the three sciences.)

Background
Scottish Parliament information request (Deadline 23rd February 2017)

The standard offer requirements for the Mech. Eng. and Law programmes at Level 1 entry are below, along with the total number entering the programmes and the number who held SQA qualifications.

Question 1 asked for information on whether the qualifications were required to have been achieved in a single sitting. The answer for GCU is no, as we offer on the same set of entry criteria across more than one sitting of examinations. What the applicant is asked to achieve as part of a conditional offer depends on the grades they have already achieved at the point of application.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Standard Higher requirements used to make offers</th>
<th>Total number of entrants</th>
<th>Total number entering with SQA qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEng Computer Aided Mechanical Engineering (FT)</td>
<td>Higher ABBB or ABBCC or equivalent including Advanced Highers, including Maths and either Physics, Technological Studies or Engineering Science. Applicants who were eligible under our contextualised admissions policy would have had these requirements reduced by one grade provided essential subjects could be achieved at C or above. Applicants also required to have English at National 5 or equivalent.</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>BEng/BEng Mechanical Electronic Systems Engineering (FT)</td>
<td>Higher ABBB or equivalent, or Advanced Highers, including Maths and either Physics, Technological Studies or Engineering Science. Applicants who were eligible under our contextualised admissions policy would have had these requirements reduced by one grade provided essential subjects could be achieved at C or above. Applicants also required to have English at National 5 or equivalent.</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEng Computer Aided Mechanical Engineering (FT)</td>
<td>Higher ABBB or equivalent including Advanced Highers, including Maths and either Physics, Technological Studies or Engineering Science. Applicants who were eligible under our contextualised admissions policy would have had these requirements reduced by one grade provided essential subjects could be achieved at C or above. Applicants also required to have English at National 5 or equivalent.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MEng Mechanical Electronic Systems Engineering (FT)</td>
<td>Higher ABBB or ABCC or equivalent including Advanced Highers, including Maths and either Physics, Technological Studies or Engineering Science. Applicants who were eligible under our contextualised admissions policy would have had these requirements reduced by one grade provided essential subjects could be achieved at C or above. Applicants also required to have English at National 5 or equivalent.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Grand Total</td>
<td>55</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme</th>
<th>Standard Higher requirements used to make offers</th>
<th>Total number of entrants</th>
<th>Total number entering with SQA qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Hons) Risk and Law</td>
<td>Higher AABB or equivalent including Higher English at a minimum of B grade. Applicants who were eligible under our contextualised admissions policy would have had these requirements reduced by one grade provided English could be achieved at C or above. Maths was also required at a minimum of National 5 or Standard Grade 3.</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>BA/BBA(Hons) Economics and Law</td>
<td>Higher BBBC or equivalent including English at a minimum of C grade. Applicants who were eligible under our contextualised admissions policy would have had these requirements reduced by one grade provided English could be achieved at C or above. Maths was also required at a minimum of National 5 or Standard Grade 3.</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Law</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LLB (Hons) Bachelor of Laws</td>
<td>This programme is graduate entry: standard offer requirements are a 2:1 honours degree or ordinary degree with 60% average.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>LLB (Hons) Bachelor of Laws (Fast Track)</td>
<td>Higher AABB or equivalent including Higher English at a minimum of B grade. Applicants who were eligible under our contextualised admissions policy would have had these requirements reduced by one grade provided English could be achieved at C or above. Maths was also required at a minimum of National 5 or Standard Grade 3.</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>LLB (Hons) Bachelor of Laws with Risk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>50</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>
Dear Mr Dornan

Further to your letter of 27 January 2017 I have pleasure in providing our response to your enquiries.

Heriot-Watt University does not offer either Medicine or Law programmes therefore our response is based solely on entrants to our Mechanical Engineering discipline. As the focus of your enquiry appears to relate to SQA Higher/Advanced Higher we have not included information on entrants with other SQA qualifications i.e. HNC or HND’s. Mechanical Engineering is one of our most popular disciplines and is heavily oversubscribed.

1. For those applying with SQA qualifications, what was the ‘standard offer’ (as opposed to minimum requirements) for 2016-17 entry? Please include information on all element of the offer, including whether specific qualifications are required to have been achieved in a single sitting or in a single academic year.

The typical offer for entry to our undergraduate Mechanical Engineering programmes is based on 4 Highers at grades AAAB including Maths and Physics. For students who fit into one of our contextual admissions categories the offer is reduced to AABB with at least an AB in Maths and Physics.

We operate a ‘gathered field’ approach for applications from Scottish students where we wait until after the 15 January UCAS deadline when all applications are received and assessed together. Our selection process is such that all applicants with AAAAB at Higher are automatically given an unconditional offer and all other Scottish/EU applications are held until after the January deadline.

Following the deadline the applications are systematically gone through and ranked with the top rankers given unconditional offers and the bottom ones rejected. In this context the minimum qualifications a student will have is AABBB with at least an AB in Maths and Physics. The applications in the middle are made conditional offers. The conditional offer is always the minimum entrance requirement or as near to it as possible.

Students applying from S5 receive a conditional offer if predicted AAABB. Students applying from S6 year receive a conditional offer if they have achieved a minimum of AB at Higher in S5.

As far as first attempt versus second attempt in theory this makes no difference but inevitably applicants that have taken one attempt are ranked higher and so more likely to receive an offer.
2. How many of the 2016-17 entrants were accepted onto the programme having achieved SQA qualifications?

Data relates to entrants to Mechanical Engineering undergraduate degrees at our Edinburgh campus in 2016-17 (entry September 2016)

Of the entry qualification type held Total
SQA Highers or Advanced Highers 83
SQA HNC or HND 11
International Baccalaureate Diploma 1
A/AS Levels 2
HE Access Course e.g. SWAP 3
Mature student with professional experience 1
University credits already held 4

This denotes the highest qualification held prior to entry, regardless of whether this was specifically used to gain entry to the degree.

3. How many 2016-17 entrants were there in total?

Data relates to entrants to Mechanical Engineering undergraduate degrees at our Edinburgh campus in 2016-17 (entry September 2016)

Total entrants to Year/stage 1: 141
Total entrants to Year/stage 2: 6

147

Qualification type held Total
SQA Highers or Advanced Highers 83
SQA HNC or HND 11
International Baccalaureate Diploma 1
A/AS Levels 2
HE Access Course e.g. SWAP 3
Mature student with professional experience 1
University credits already held 4

This excludes incoming exchange students studying for a less, and students on the Associate degree programme in partnership with local FE Colleges.

I hope this information is useful but should you have any further questions please do not hesitate to get in touch.

Yours sincerely

Claire Johnston
Admissions Manager
23 February 2017

Education and Skills Committee
T3.40
The Scottish Parliament
Edinburgh
EH99 1SP

Dear Mr Dornan,

Education & Skills Committee (Curriculum for Excellence)
Edinburgh Napier University Response

Thank you for your letter to of 27 January 2017. From the subject areas the Committee is considering, Edinburgh Napier University offers Law and Mechanical Engineering only.

For admission to all our degree programmes we look at student achievement at the end of their studies and as such we do not ask for students to achieve their qualifications either in a single sitting or in a single academic year. I attach our Curriculum for Excellence Statement which outlines our approach.

Please find below our response, entrant figures include all fee categories.

1. Law (excluding Graduate-Entry LLB)

   This degree programme does not offer advanced entry, so all figures relate to year 1 entry only

   Total entrants : 58

   Total entrants accepted with SQA Qualifications (Highers or HN): 51

   Standard offer of admission
   ABBB in four SQA Highers to include a Grade B in English or a literary subject.
2. Mechanical Engineering (includes BEng and MEng)

As we offer direct articulation with this degree, the data is separated between those entering Year 1 and advanced entrants.

Year 1 Entry

Total entrants: 43

Total entrants accepted with SQA Qualifications (Highers, HNC): 34

Standard offer of admission

BEng requires BBBC in four SQA Highers to include Maths and a Science or a Technical subject

MEng requires ABBB in four SQA Highers to include Maths and a Science or Technical subject

Advanced Entry

Total entrants: 24

Total entrants accepted with SQA Qualifications (Highers, HNC): 19

Standard offer of admission

BEng requires an HNC or HND with B in graded unit
MEng requires an HNC or HND with an A in graded unit

We are unaware of any curriculum limitations which have made it impossible for applicants to take the required number of Highers. If you require further information, please do not hesitate to contact me.

Yours sincerely,

Lesley Jackson
Head of Admissions
Edinburgh Napier University

Curriculum for Excellence Statement

1.0 Background

Edinburgh Napier University acknowledges the importance of Curriculum for Excellence and recognises the critical role this will play in enabling learners to progress at a pace which best suits their needs. We believe the opportunity for young people to have regular discussions and reviews of their learning needs will allow them to make more informed choices about their future paths.

We support the commitment to try to ensure young people remain in learning after the age of 16 and we will continue to promote and develop links with Scotland’s Colleges, to ensure learners have a variety of progression routes open to them post-16.

The increased emphasis of Curriculum for Excellence on developing skills such as critical thinking, essay writing and independent study skills, in addition to fostering creativity and innovation in learners, should result in learners who are better prepared for progression to further or higher education.

1.1 Implementation Phase

We recognise that implementation of the Curriculum for Excellence is a significant challenge for the education sector as a whole in Scotland and one which may take some time to bed down. In particular we understand that any major change of this significance can be a worrying period for students, parents and advisors. This statement aims to address some of these questions and concerns and to provide information about how Edinburgh Napier will view students presenting with the new Nationals, Highers and Advanced Highers qualifications.

Given this period of change, we will operate some flexibility during 2013-15 and will accept both Intermediate and National 5 qualifications (and combinations of these) for entry purposes.

2.0 Our entry requirements

2.1 Standard Grades/National 5 Qualifications

With the exception of our professional Nursing programmes, Edinburgh Napier University does not require a specific number of Standard Grade or Intermediate 2 subjects for entry purposes. We do not use the number of Standard Grades or Intermediate 2 subjects obtained as part of our selection process. This will remain unchanged with the implementation of Curriculum for Excellence.
However, many of our degree programmes do require students to have achieved a specified subject at Standard Grade 3 or above. The qualifications we will accept are outlined in the table below. Applicants should note that we will not accept National 4 qualifications in lieu of Standard Grades.

<table>
<thead>
<tr>
<th>Standard Grades</th>
<th>Intermediates</th>
<th>New Nationals</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG Credit - Grade 1</td>
<td>Intermediate 2 - Grade A</td>
<td>National 5 - Grade A</td>
</tr>
<tr>
<td>SG Credit - Grade 2</td>
<td>Intermediate 2 - Grade B or C</td>
<td>National 5 - Grade B</td>
</tr>
<tr>
<td>SG General - Grade 3</td>
<td>Intermediate 1 - Grade A</td>
<td>National 5 - Grade C</td>
</tr>
</tbody>
</table>

Applicants are strongly advised to check our website for the most up-to-date information about entry requirements [www.napier.ac.uk/courses](http://www.napier.ac.uk/courses) prior to submitting their UCAS application.

2.1.1 Nursing, Midwifery and Veterinary Nursing Programmes

Our BA Nursing (all fields), BA Midwifery and BA Veterinary Nursing programmes will continue to require applicants to have achieved 5 Standard Grades or National 5s at Grade 3/C for entry, in addition to the Higher requirements.

Admission to these programmes involves a selection interview. Applicants are expected to demonstrate, via their UCAS personal statements, a strong interest in and knowledge of their chosen subject area.

2.2 Higher Qualifications

The University acknowledges the implementation of the new curriculum will lead to applicants applying to university with a greater variety of qualifications, which have been undertaken at different stages of learning.

We currently operate a flexible approach to students who take Highers over more than one academic year and/or who achieve their qualifications in more than one sitting. We anticipate this flexible approach will continue with the implementation of Curriculum for Excellence.

Our entry criteria and offers are expressed in grades; we do not use the UCAS tariff in offer-making. For the majority of our degree programmes we require applicants to achieve four SQA Highers at specific grades (dependent upon the degree programme applied for).

Applicants are expected to achieve the required grades in all four subjects at Higher. For example, where our entry criteria are BBBB at SQA Highers, students must achieve at least Grade B in a minimum of four subjects – we would not normally
accept ABBC in lieu of BBBB. However, we do not require a specific number of Highers to have been taken in one exam sitting and we do not distinguish between those who may have studied a Higher over more than one academic year. We would accept students presenting with both of the above scenarios, as long as overall (at the end of their studies) they have achieved four SQA Highers at the required grades and/or subjects.

We accept resit Highers and would view these in the same way as a first-sitting Higher. Applications would be welcome from students who choose to sit an early Higher in S4 and this would count as one of the four Highers required for entry purposes.

2.3 Advanced Higher Qualifications

We will continue to value the Advanced Higher qualification as an excellent preparation for University study; however we do not ‘double-count’ subjects taken both at Advanced Higher and Higher. In these cases we would count the highest grade achieved only. We equate an Advanced Higher Grades A-C as equivalent to Grade A at Higher and an Advanced Higher at Grade D as equivalent to Grade B at Higher. We do not accept anything below a Grade D at Advanced Higher.

2.4 Assessment of Applications

Our published entry criteria are the minimum criteria accepted for entry. For competitive subject areas, where we receive more applications than we have places available, attainment of the minimum criteria does not guarantee an offer of admission.

We will continue to consider all applications on an individual basis with reference to academic grades achieved and predicted, in addition to the UCAS personal statement and academic reference.

Some of our courses will involve selection via an interview, audition or review of a portfolio and for these courses the personal statement is particularly important in determining whether the applicant will be invited to attend an interview or audition.

Where a student has experienced serious disruption to studies due to personal circumstances, and their qualifications fall below our minimum criteria, they should contact ugadmissions@napier.ac.uk. Such cases will be reviewed on an individual basis with reference to relevant supporting documentation.

2.5 Advanced Entry

We anticipate as Curriculum for Excellence becomes embedded that we may see an increase in well-qualified learners wishing to enter directly into Year 2 of our undergraduate degree programmes. The majority of our programmes at Edinburgh Napier University will continue to accept advanced entry applications, normally on
the basis of achieving three Advanced Highers at BBC or above (dependent on programme) along with any subject specific requirements.

2.6  College Pathways

The University remains committed to ensuring a variety of progression routes are available to post-16 learners. We will continue to work with College partners to review provision of HN programmes and identify new entry routes; ensuring students entering via an HN route have the skills, knowledge and attributes to succeed on our degree programmes.

2.7  Other Routes

We will continue to work to ensure our programmes are accessible to students from a wide range of backgrounds, not just those directly progressing from Schools and Colleges. We believe the different skills and experience these students bring to the University serve to enrich the learning experience for all our students. We will continue to consider such applications on an individual basis.

2.8  Further Information

Applicants and advisors who have any questions not covered in this statement should contact ugadmissions@napier.ac.uk for further guidance.
23 February 2017

James Doran MSP
Convener, Education and Skills Committee
The Scottish Parliament
EDINBURGH
EH99 1SP

Dear Mr Doran,

Admission in Law and Mechanical Engineering: 2016-17 Entrants

I refer to your letter of 27th January and on behalf of the university, confirm that Robert Gordon University offers programmes in both Law and Mechanical Engineering, but does not offer degrees in Medicine.

In response to your request for data on a sample of specific degree programmes in these areas, I am pleased to provide information on the LLB and the BEng (Hons) Mechanical Engineering. Please note that we offer other related undergraduate courses such as the BA Law and Management and MEng (Hons) Mechanical and Offshore Engineering.

Law

Q1 What was the standard offer
LLB (Hons) Law standard offer - ABBB including English (or a subject requiring the use of English).

Q2 How many of the 2016-17 entrants were accepted onto the programme having achieved SQA qualifications?
LLB (Hons) Law - Entrants accepted having achieved SQA qualifications - 59 (Highers) 3 (HND)

Q3 How many 2016-17 entrants were there in total?
2016-17 Entrants (includes all categories of students, Home/EU, RUK and Overseas)
LLB (Hons) Law- 71

Mechanical Engineering

Q1 What was the standard offer
BEng Mechanical Engineering (all courses) standard offer – ABBB to include Maths and either Engineering Science, Physics or Technological
Studies. English at National 5 Level Grade C or above is required if not held at Higher.

Q2 How many of the 2016-17 entrants were accepted onto the programme having achieved SQA qualifications?

**BEng (Hons) Mechanical Engineering (all courses)** - Entrants accepted having achieved SQA qualifications – Year 1 – 53 (Highers) 5 (HNC) Year 3 – 42 (HNC & HND)

Q3 How many 2016-17 entrants were there in total?

**2016-17 Entrants** (includes all categories of students, Home/EU, RUK and Overseas)

BEng (Hons) Mechanical Engineering – 67

In relation to the further question regarding the potential for curriculum limitation preventing subjects being taken at the one sitting, I can confirm that for the subject areas in question we do not impose a requirement that the number of Highers must be achieved in a single sitting.

I trust this information is sufficient for your Committee purposes, however if you wish any clarification or further information please do not hesitate to contact me,

Yours Sincerely,

Veronica M Strachan
Dear James,

Thank you for your letter of 27 January 2017 regarding the scrutiny work the Education and Skills Committee is currently undertaking. We are always delighted to assist the Committee however we can.

As you know, The Open University, uniquely among Scottish higher education institutions, does not require entrance qualifications. This approach makes access to higher education feasible for the widest possible range of students from all backgrounds.

However, it also means that we cannot give you exactly the information you are looking for. As we do not ask students for entrance qualifications, we do not record in detail the level of qualifications they hold.

Instead, we ask them about their highest level of previous education. The following table shows this information for all new undergraduates, for new undergraduates studying engineering modules, and for new undergraduates studying law modules in 2016/17.

<table>
<thead>
<tr>
<th>Degree or Equivalent (UG or PG)</th>
<th>ALL</th>
<th>Engineering</th>
<th>Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aged &lt;=21</td>
<td>15</td>
<td>850</td>
<td>0</td>
</tr>
<tr>
<td>Aged &gt;21</td>
<td>0</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Other sub-degree HE Qualifications</td>
<td>45</td>
<td>455</td>
<td>0</td>
</tr>
</tbody>
</table>

CONT.
<table>
<thead>
<tr>
<th>Qualification Category</th>
<th>ALL Aged &lt;= 21</th>
<th>ALL Aged &gt;21</th>
<th>ENGINEERING Aged &lt;= 21</th>
<th>ENGINEERING Aged &gt;21</th>
<th>LAW Aged &lt;= 21</th>
<th>LAW Aged &gt;21</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNC OR HND</td>
<td>70</td>
<td>785</td>
<td>5</td>
<td>70</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>ADVANCED HIGHERS (AND NON-SCOTTISH EQUIVALENTS)</td>
<td>45</td>
<td>60</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HIGHERS (AND NON-SCOTTISH EQUIVALENTS)</td>
<td>185</td>
<td>605</td>
<td>5</td>
<td>35</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>OTHER QUALIFICATIONS AT HIGHERS LEVEL (SCQF 6)</td>
<td>40</td>
<td>335</td>
<td>0</td>
<td>30</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>QUALIFICATIONS BELOW HIGHERS LEVEL</td>
<td>165</td>
<td>730</td>
<td>5</td>
<td>35</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>NO FORMAL QUALIFICATIONS</td>
<td>15</td>
<td>80</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>UNCLASSIFIED</td>
<td>30</td>
<td>200</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Notes: this table excludes Young Applicants in Schools Scheme students, about whom more below; numbers are rounded to the nearest five in line with Higher Education Statistics Authority guidance; this table shows headcount, not FTE; OU engineering qualification students study common modules at level one, specialising (for example, in mechanical engineering) later in their studies.

We have excluded students who are studying with us through our Young Applicants in School Scheme (YASS), of whom we currently have just over 1200, from this data as these students are by definition still in school.

However, it is worth noting that YASS plays an important role in the context of the Committee's scrutiny by extending subject choice in the senior phase of school. Indeed, a law module, An introduction to law in contemporary Scotland, has been the most popular course choice among YASS students for several years.

YASS allows schools, particularly smaller schools and schools in rural areas, to offer a wider range of subjects in sixth year and enables students to experience degree-level study in familiar surroundings and with the support of both the University and their school teachers. Students can thus build their confidence prior to applying to university or to ease the transition to university, as well as enhancing their applications for competitive subjects such as law or engineering.

I hope this information is useful and please do not hesitate to get in touch with Kenny Stewart, Communications and Policy Manager, on kenny.stewart@open.ac.uk if we can help further.

Susan Stewart
Director, The OU in Scotland
21 February 2017

Mr James Doran MSP
The Scottish Parliament
Edinburgh
EH99 1SP

Thank you for letter dated 27 January about the Education and Skills Committee’s interest in our approach to admissions for Medicine, Law, and Mechanical Engineering.

The answers to your questions are attached.

With best regards.

Professor Sir Ian Diamond FBA FRSE FAcSS

Enc
1. For those applying with SQA qualifications, what was the standard offer (as opposed to minimum requirements) for 2016-2017 entry? Please include information on all elements of the offer, including whether specific qualifications are required to have been achieved in a single sitting or in a single academic year.

At Aberdeen students who take a Higher or Highers in S4 are not be penalised for achieving Highers ahead of S5. Highers achieved in S4 and S5 are regarded as being from ONE sitting.

The University’s statement on Curriculum for Excellence can be found at: www.abdn.ac.uk/study/undergraduate/curriculum-for-excellence-1701.php

Information provided below relates to Home Fees applicants undertaking SQA qualifications.

**Law**

The standard unconditional offer was made to those with AAAA or AAABB from one sitting of Highers. The unconditional offer was made to applicants with the grades mentioned at the time of application.

S5 applicants and other first-sitting candidates were made single sitting conditional offers to the same rate of AAAA or AAABB.

For candidates not achieving the above from a single sitting, our standard conditional two sitting offer requiredAAAAA or AAAABB to be achieved over the two sittings. This conditional two sitting offer was made to those with BBBB from one sitting.

A number of candidates were eligible for a conditional offer but were unable to meet as detailed above, because of the curriculum being studied. Offer making was therefore adapted to take account of the S6 curriculum which incorporated Advanced Highers.

Exceptions: those who were identified as applicants meeting widening participation characteristics were made lower conditional offers. Such applicants were made offers if they had achieved BBBB at one sitting, and were required to achieve AAAAB or AAABBB over two sittings.

**Medicine**

For those applying to MBChB with SQA qualifications, the standard conditional offer was AAAAB in S5 with BBB in S6.

In S5 applicants are required to achieve AAAAB in one sitting, to include Chemistry and 2 other science subjects (Maths, Physics, Biology/Human Biology) plus 2 other subjects.

Should our S5 minimum requirements of AAAAB in appropriate subjects be achieved then a typical offer would be Conditional with achievable S6 conditions being set. These are normally BBB, but we deal with applicants on a case by case basis when, e.g. they are only taking 2 subjects in S6.

**Mechanical Engineering**

For the MEng (5 year integrated Masters Degree) the entry requirement for an unconditional offer was AABB in one sitting. Over two sittings this increased to AABBB. The BEng (4 year Honours degree) was BBBB, and this increased to ABBB over two sittings with A/B required in Maths and Physics.

Students who met widening participation characteristics were given modified offers that were bespoke for each student, depending on their circumstances and the academic profile of the student. These offers covered a range of grades from normal requirements as above to lowered requirements depending on the
circumstances. For example, where the student was expected to meet or exceed the entry requirement then a normal offer was made. Where the student had a lower profile with lower expected grades, then often a split offer was made with one offer for Highers only, and another for Highers with completion of the University’s Summer School. The latter option would have a lower Higher requirement but emphasise good grades in Maths and Physics (and Chemistry if applying for Petroleum or Chemical Engineering).

2. How many of the 2016-2017 entrants were accepted onto the programme having achieved SQA qualifications?

SQA qualifications at Higher, Advanced Higher, HNC and HND are included. Answers below relate to those who are Scottish domiciled.

i) Law = 152
ii) Medicine = 112
iii) Mechanical Engineering = 76

3. How many 2016-2017 entrants were there in total? Answers below rate to those who are Scottish domiciled.

i) Law = 175
ii) Medicine = 119
iii) Mechanical Engineering = 81
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Course</th>
<th>SQA Typical Entry Requirements (Standard Offer)</th>
<th>Number of Entrants 2016/7 with SQA Highers/Advanced Highers</th>
<th>Total Number of Entrants 2016/7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>MBChB Medicine</td>
<td>AAAAB at Higher (one sitting) to include Chemistry and another Science + BBB in 3 subjects in S6</td>
<td>97</td>
<td>152</td>
</tr>
<tr>
<td>Law</td>
<td>LLB Scots Law</td>
<td>AABB at Higher (one sitting), AAAB at Higher (two sittings) to include a literary subject</td>
<td>33</td>
<td>50</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>BEng Mechanical Engineering</td>
<td>AABB at Higher (one or two sittings) to include Mathematics and a Science/Engineering subject</td>
<td>27</td>
<td>55</td>
</tr>
</tbody>
</table>
20 February 2017

Dear James,

Response to the Education and Skills Committee request for evidence on the impact of Curriculum for Excellence on subject choice and university entry

Thank you for requesting information on the University of Edinburgh’s approach to admissions for a sample of undergraduate degree programmes. We appreciate the opportunity to contribute to the work of the Education and Skills Committee.

Our response is in three sections. Section 1 provides an overview of the University’s approach to entry requirements for SQA Highers/Advanced Highers and National 5s. Section 2 provides information on our approach to contextual admissions to support widening access, as this has a bearing on offer levels. Section 3 provides answers to the questions on admissions to Medicine, Law, and Mechanical Engineering.

In addition to providing the number of entrants in 2016-17 who achieved SQA qualifications, we have also provided the total number of Scotland/EU entrants. This includes Scottish students who studied non-SQA qualifications such as A Levels, students from the rest of the UK who are eligible for full funding based on parental EU nationality/having lived in an EU country, and non-UK EU students.

1. Overview of entry requirements for SQA Highers/Advanced Highers and National 5s.

We have reviewed our admissions policy on an ongoing basis in response to the implementation of Curriculum for Excellence to ensure that where possible, it is flexible to accommodate the different ways that learners can achieve qualifications in the Senior Phase. As detailed in our statement on Curriculum for Excellence, entry requirements vary by degree programme, given the different prior knowledge and skills required, and the different levels of competition for places between programmes. Generally speaking, however, our entry requirements for SQA school qualifications are as follows.

**Highers**

Entry requirements for programmes other than Medicine and Veterinary Medicine are four Highers at specified grades, achieved by the end of S5 – this includes Highers achieved in S4.

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1 University of Edinburgh statement on Curriculum for Excellence
Where entry requirements have not been achieved by the end of S5, Highers in S6 may be used to meet requirements but the minimum grade requirement will increase slightly.

It is essential that applicants are able to demonstrate ability to cope with the depth and volume of study that is experienced at Edinburgh. Therefore, in at least one year of the senior phase, applicants are required to achieve three or more Highers at a minimum of BBB.

The majority of degree programmes at Edinburgh are in high demand. A relatively small number of our degree programmes receive very high volumes of applications. Applicants to these programmes must have achieved three Highers at a minimum of BBB by the end of S5 to be considered for an offer.

Medicine and Veterinary Medicine degrees differ from other programmes in that applicants must have achieved at least five Highers at the required grades by the end of S5, and will typically be required to achieve two Advanced Highers and a further Higher in S6.

None of the University’s entry requirements, including those for Medicine and Veterinary Medicine, requires three sciences at Higher.

**Advanced Highers**

Whilst Advanced Highers, with the exception of Medicine and Veterinary Medicine, are not required for entry, we do recommend that students pursue their studies at a more advanced level by taking at least one subject at Advanced Higher. This is because study at Advanced Higher level is excellent preparation for study at Edinburgh. Achievement in specific Advanced Highers may also support students to enter certain programmes in science and engineering directly to the second year.

**National 5**

The University requires some specific subjects to be achieved to at least National 5. However, we recognise that some students may progress directly to Higher in some, or all, of their subjects without sitting any National 5 examinations. Our selection criteria and procedures ensure that students who follow this route are not disadvantaged.

2. **Contextual admissions**

We are committed to widening access and use educational and socio-geographical data to identify applicants whose academic grades may not be a true reflection of their potential. This is known as contextual admissions².

To facilitate our approach to contextual admissions, our entry requirements are expressed with a typical (upper) and minimum (lower) grade level, for example AAAA typical to AABB minimum (with the exception of Medicine and Veterinary Medicine where one single requirement exists). Whilst all applicants who meet or are predicted to meet minimum requirements enter the selection process, only applicants with specific contextual factors receive offers at the minimum level.

² University of Edinburgh Contextual Admission Briefing
http://www.ed.ac.uk/files/atoms/files/sracontextualdatabriefing2017entry_0.pdf
This has a bearing on our answers in section 3, as the details we have provided in relation to the request for information on the ‘standard offer (as opposed to minimum requirements)’ includes applicants with contextual factors for whom the standard offer was the minimum level, and those without contextual factors for whom the standard offer was at the typical level.

3. Admissions to Medicine, Law, and Mechanical Engineering

• Law

The information below is for the degree programme - Law (LLB).

For those applying with SQA qualifications, what was the ‘standard offer’ (as opposed to minimum requirements) for 2016-17 entry? Please include information on all element of the offer, including whether specific qualifications are required to have been achieved in a single sitting or in a single academic year.

The standard offer for applicants without contextual factors for entry in 2016/17 was AAAAA at Higher, to include English at a minimum of grade B. Due to the high number and quality of applications, and limited places available, offers were made to applicants who had achieved this in S5.

The standard offer for applicants with contextual factors was ABBB at Higher, to include English at a minimum of grade B, with a minimum of BBB at Higher from S5.

All successful applicants needed to achieve Higher English at a minimum of grade B in their first attempt. Re-sits in English would not have been accepted, for example, if a student had taken the Higher for the first time in S4 or S5 and not achieved the required grade.

How many of the 2016-17 entrants were accepted onto the programme having achieved SQA qualifications?

89 entrants were accepted having achieved SQA qualifications. The number of Scotland/EU entrants was also 89.

How many 2016-17 entrants were there in total?

109 entrants were accepted in total.

In addition to above, if you were also able to provide us with views or information (evidence based or anecdotal) on any SQA qualification applicants who applied for (or made pre-application enquiries relating to) these undergraduate degree programmes where they were unable through curriculum limitations to take the required number of Highers in a single sitting, that would be most welcome.

Whilst some applicants had not achieved the requisite number of Highers at the required level in S5 to enter the selection process (Law is a highly competitive programme that requires three Highers at a minimum of BBB for entry to the selection process), there is no evidence that this was due to curriculum constraints in schools.
• **Medicine**
  
The information below is for the degree programme - *Medicine (MBChB)*.

*For those applying with SQA qualifications, what was the ‘standard offer’ (as opposed to minimum requirements) for 2016-17 entry? Please include information on all element of the offer, including whether specific qualifications are required to have been achieved in a single sitting or in a single academic year.*

In order to enter the selection process for entry in 2016/17, applicants had to have already achieved AAAAB at Higher by the end of S5, to include Chemistry and two of Biology, Mathematics or Physics. The University recognises that for some applicants, this combination of subjects in S5 may not be possible/ appropriate. Therefore, applicants who meet the grade requirement from S5 but are missing one or more sciences, may take the missing subject(s) in S6. Human Biology may replace Biology.

The standard offer for applicants was BBB in S6 from either two Advanced Highers and one Higher, or three Advanced Highers. There were no required subjects unless students did not have Biology or Chemistry from S5, in which case they were required to take it in S6.

*How many of the 2016-17 entrants were accepted onto the programme having achieved SQA qualifications?*
  
81 entrants were accepted having achieved SQA qualifications. The number of Scotland/EU entrants was 105.

*How many 2016-17 entrants were there in total?*
  
196 entrants were accepted in total.

*In addition to above, if you were also able to provide us with views or information (evidence based or anecdotal) on any SQA qualification applicants who applied for (or made pre-application enquiries relating to) these undergraduate degree programmes where they were unable through curriculum limitations to take the required number of Highers in a single sitting, that would be most welcome.*

The vast majority of applicants to Medicine had the required five Highers from S5 and there is no evidence that those who did not, resulted from curriculum constraints in schools.

Regarding our requirement for two Advanced Highers in S6, we advise schools to state in the application reference if it is not possible for them to provide this, so that we may consider whether we can apply flexibility in offer making in specific cases. However, to our knowledge, no schools raised this as an issue for entry in 2016/17.

• **Mechanical Engineering**
  
The information below is for the degree programme - *Mechanical Engineering (BEng/MEng)*.

*For those applying with SQA qualifications, what was the ‘standard offer’ (as opposed to minimum requirements) for 2016-17 entry? Please include information on all element of the offer, including whether specific qualifications are required to have been achieved in a single sitting or in a single academic year.*
The standard offer for applicants without contextual factors for entry in 2016/17 was AAAA at Higher, to include Mathematics at grade A and Physics at a minimum of grade B. Offers were made to applicants who had achieved, or were predicted to achieve AAAA, including those who were taking one of the required subjects in S6. We understand that sometimes timetable restrictions mean that students cannot take all of their required subjects in S5.

The standard offer for applicants with contextual factors for entry in 2016/17 was AABB, to include Mathematics at grade A and Physics.

**How many of the 2016-17 entrants were accepted onto the programme having achieved SQA qualifications?**

26 entrants were accepted having achieved SQA qualifications. The number of Scotland/EU entrants was 39.

**How many 2016-17 entrants were there in total?**

75 entrants were accepted in total.

**In addition to above, if you were also able to provide us with views or information (evidence based or anecdotal) on any SQA qualification applicants who applied for (or made pre-application enquiries relating to) these undergraduate degree programmes where they were unable through curriculum limitations to take the required number of Highers in a single sitting, that would be most welcome.**

Not in relation to entry to Mechanical Engineering, but to note that Chemical Physics is the only programme in the area of science and engineering (out with Medicine), where more than one science, i.e. Chemistry and Physics, and Mathematics are required at Higher. Occasionally a school indicates in the reference that a subject could not be taken in a particular year for a specific reason. In such cases, we will normally consider this in the selection process.

If you would like to discuss the above response or if you require any further information, please feel free to contact me.

Yours sincerely

Ian Sutherland
Head of Admissions
Student Recruitment and Admissions
E: i.sutherland@ed.ac.uk
T: 0131 560 4314
24 February 2017

James Dornan MSP
Convener
Education and Skills Committee
The Scottish Parliament
Edinburgh
EH99 1SP

Dear Mr Dornan,

I refer to your letter dated 27 January to the University of Glasgow’s Principal, Professor Anton Muscatelli, requesting details of Admissions criteria for applicants to Medicine, Law and Mechanical Engineering in order that you can assess subject choice availability in the senior phase.

The University of Glasgow is proud to be a world-leading international university that meets all of our SFC funded places for home students whilst welcoming around 8,000 students from outside of Scotland to our undergraduate degree programmes. This ensures that the University can offer a truly international and multicultural learning experience to our whole community.

The table attached (Appendix 1) details the information that you have requested for the specific degree programmes. The following information is also worthy of note and applies to all of our degree programmes including those detailed in Appendix 1:

1. All of our degree programmes allow applicants to ‘cumulate’ Highers across S4 and S5 without discrimination as to how they are spread across the years. We are only interested in the cumulative grades achieved by the end of S5;

2. Whilst there are required subjects for our degree programmes, these are normally limited to two (Medicine does require more) and we accept all other SQA Higher subjects to ‘make up’ the grades;

3. We recognise that not all schools offer the range of Advanced Highers and accommodate this by not specifying specific Advanced Higher subjects (where they are required) and we always allow applicants to do additional Higher subjects in place of Advanced Highers if they are not available;

4. Whilst the table makes reference to Widening Participation, this is a complex subject in its own right and in addition to the reduced grades detailed we do also make allowances for more limited subject choices in specific areas and schools. For interest and additional information a case study on our activities in the area of widening access to professional degrees is attached (Appendix 2).

Contd.../
5. Our intake to Medicine is controlled by the Scottish Government. This year we had 163 places for Scottish and EU students (excluding the rest of the UK). Of these 163, 146 are Scottish and 17 are from the EU. The balance of the 251 shown below is made up of rest of the UK and international students, who all pay fees. The entrants with SQA qualifications shown below (118) excludes Scottish based students who have entered with an undergraduate degree (we only keep data on highest qualification on entry) or who have taken non SQA exams at a Scottish school.

I hope that this information provides a clear articulation of the University of Glasgow's offer-making behaviour and clearly responds to the questions raised. Should you have any further queries or require clarification, please don't hesitate to get back in touch.

Yours sincerely,

Fiona Quinn
Executive Assistant to the Principal
University of Glasgow
<table>
<thead>
<tr>
<th>Standard Offer</th>
<th>Total SQA Entrants</th>
<th>Total Entrants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Medicine</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is no entry to Medicine from S5. Applicants must achieve AAAAA or AAAABB in their Highers by the end of S5 AND are also required to attain Grades A and B in two Advanced Highers in S6.</td>
<td>118</td>
<td>251</td>
</tr>
<tr>
<td>The S5 grades can be sat across S4 and S5 and do not discriminate positively or negatively as to how these Highers have been spread across the years – we are only interested in the cumulative grades achieved by the end of S5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highers achieved by the end of S5 must include Chemistry and Biology, and either Maths or Physics. Applicants who DO NOT have these subjects by the end of S5 CAN do these subjects in S6 PROVIDED they have AAAAA or AAAABB by the end of S5 (in other subjects). Where any of these subjects are done as 'crash' Highers in S6 a minimum of a B Grade must be attained.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applicants must have National 5 English at Grade B or better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applicants to Medicine are selected for interview based on: 1. Their academic results (above); 2. UKCAT score (UK Clinical Aptitude Test); 3. Content of their Personal Statement detailing relevant work experience, extracurricular activities, and passion and understanding of the profession.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Widening Access:</strong> Applicants from Priority Postcodes (MD Postcodes), or have been in Care, or have participated in a Pre-Entry Programme (offered to Target Schools with low progression rates to HE) will be made conditional offers for entry after S6 provided:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. they achieve AAABB or AAAAC cumulatively by the end of S5 AND have scored above the UKCAT threshold; OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. they achieved AAAAA by the end of S5 but were within 10% of the required UKCAT threshold score.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Applicants to Law can enter the University either from S5 or S6.

**Entry from S5**
To enter from S5 applicants must have AAAAA in their Highers achieved CUMULATIVELY by the end of S5 (we accept Highers sat across S4 and S5 and do not discriminate positively or negatively as to how these Highers have been spread across the years – we are only interested in the cumulative grades achieved by the end of S5). Highers must include English. We do not stipulate any other required subjects.

**Entry from S6**
Applicants who did not achieve AAAAA by the end of S5, but did achieve between AABBB and AAAAB will be made conditional offers for S6 entry. They will be asked to attain either 2 Advanced Highers or a mix of Advanced Highers and additional Highers (depending on what is available within the applicant’s school). We allow applicants to ‘double count’ subjects where they already have a Higher at Grade A or B, and subsequently do an Advanced Higher in the same subject.

**Widening Access:** Applicants from Priority Postcodes (MD Postcodes), or have been in Care, or have participated in a Pre-Entry Programme (offered to Target Schools with low progression rates to HE) will be made conditional offers for entry after S6 provided they achieve ABBBB or above by the end of S5.

Applicants do Law are also required to complete the Law National Admissions Test (LNAT) and applicants will only be admitted provided they attain a satisfactory score in this test.

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**Applicants to Engineering (All disciplines including Mechanical Engineering) can enter the University either from S5 or S6. SQA Applicants with HNCs and HNDs are also welcomed.**

**Entry from S5**
To enter from S5 applicants must have AAAA or AAAAB in their Highers achieved CUMULATIVELY by the end of S5 (we accept Highers sat across S4 and S5 and do not discriminate positively or negatively as to how these Highers have been spread across the years – we are only interested in the cumulative grades achieved by the end of S5).
Applicants must have Maths and Physics at Grades A/B or B/A. We do not stipulate any other required subjects.

**Widening Access:** Applicants from Priority Postcodes (MD Postcodes), or have been in Care, or have participated in a Pre-Entry Programme (offered to Target Schools with low progression rates to HE) will be admitted provided they achieve AABB or ABBBB cumulatively by the end of S5. They will also need to attend the University of Glasgow Summer School.

**Entry from S6**

Applicants who did not achieve AAAA or AAABB cumulatively by the end of S5, but did achieve a minimum of ABBBB cumulatively by the end of S5 including Maths, will be made an offer conditional on them attaining cumulative grades of AAAAAAB by the end of S6. Applicants who did not have Physics by the end of S5 will require to have Physics Higher by the end of S6, and over all sittings must have Maths and Physics at either A/B or B/A. There are no other subject requirements. In calculating the cumulative grades attained by the end of S6, where an applicant is sitting Advanced Highers, we regard a B in an Advanced Higher as equivalent to an A at Higher Level, and a C at Advanced Higher as equivalent to a B at Higher Level. We allow applicants to ‘double count’ subjects where they already have a Higher at Grade A or B, and subsequently do an Advanced Higher in the same subject.

**EXAMPLE:** If an applicant attains AAAB by the end of S5, they could achieve the AAAAAAB cumulative grades through a combination of Advanced Highers or Additional ‘crash’ Highers in S6. They could attain 2 Highers at AA in S6, or 1 Advanced Higher at Grade B, or 2 Advanced Highers at Grade s BB.

**Widening Access:** Applicants from Priority Postcodes (MD Postcodes), or have been in Care, or have participated in a Pre-Entry Programme (offered to Target Schools with low progression rates to HE) will be admitted provided they achieve AABB cumulatively by the end of S6. They will also need to attend the University of Glasgow Summer School.

**Entry with HNC or HND Qualifications**

Applicants with an HNC in Mechanical Engineering OR Engineering Systems with an A Grade in the Graded Unit AND have Higher Maths at Grade B will be admitted to First Year.
| Applicants with an HND in Mechanical Engineering with Grades AA in the Graded Units AND have Higher Maths at Grade B will be admitted to Second Year. |
Appendix 2

Case Study – Widening Participation: Access to Professional Degrees

Widening access to professional degrees is particularly difficult because of the high demand for very few places, the high tariffs required and the complex, additional admission requirements (aptitude tests, work experience, interview). However, entry to a professional degree and subsequent progression to employment in that field is a truly life-changing pathway, enabling real social mobility for applicants from disadvantaged backgrounds. The University of Glasgow (UofG) is unique in Scotland in offering adjusted offers of entry to every professional degree taught within the institution for both school leavers and adult returners to HE. We do this via a twin approach of outreach programmes, with built-in admissions progression agreements:

- School leavers: Reach Scotland – Dentistry, Law, Medicine, Veterinary Medicine; Access to a Career in Accounting & Finance, Education and Engineering
- Adult learners: Scottish Wider Access Programme (SWAP) – Access to Medical Studies and Access to Law, Business and Accounting & Finance; UofG Centre for Open Studies – Access to Law, Business and Accounting.

The Access courses each provide a niche route for several adult returner entrants each year, who otherwise would have had no way to access these high demand professional courses.

Reach West Programme

School leaver widening participation (WP) entrants to professional degree courses were minimal, prior to the creation of the Reach West Programme in 2010. Jointly created and facilitated between the UofG WP team and professional academic Schools, Reach West works annually with 1,700 S4-S6 pupils in 99 secondary schools across 14 Local Authorities. Delivery across such a diverse area required an innovative and original delivery model. A system of working with LA school clusters was devised, bringing pupils to one location for in-school sessions, and utilising distance and blended learning approaches, via virtual classroom technology, to engage with remote areas such as Islay or the Western Isles. Delivery on a budget of only £150,000 per annum (SFC national and UofG core) is very efficient at only £67 per pupil.

Creating a programme to inspire and support pupils from target schools to apply and gain entry to professional degrees required unprecedented joint work between the UofG central WP team and the professional academic Schools. Blending the knowledge of the WP team and its working relations with secondary schools, with the subject expertise and enthusiasm of professional academic School staff, has resulted in an informative and challenging programme, which allows pupils to decide if, e.g., Medicine is for them. Reach prepares and supports pupils through application, admission and into university study.

Programme content

The underlying aim of Reach is to identify and address the multi-layered barriers to accessing professional subjects experienced by WP applicants, bridging the gap and equalising their opportunity of entry with applicants from more affluent areas. Pupils complete a three-year programme of in-school and on-campus sessions. Focussing on their subject of choice, Reach introduces pupils to the idea of studying for and working in that profession. In S5, pupils complete a case study and attend a week-long Summer School on the UofG campus. S6 provision concentrates on UCAS application via interview preparation, personal statement and aptitude test workshops. Pupil performance is graded and a Student Profile collated for use by Admissions. Work experience placements are found for applicants unable to source this personally.
Contextualised Admissions agreements
From 2012, an integrated Reach admissions progression agreement was set up, applying contextualised admissions by participation on the Reach Programme. Significantly, the progression agreement allows Medicine and Dentistry Admissions to adjust not only academic grades, but also the UKCAT. The latter has proved to be the biggest barrier to widening access; adjusting this has enabled more applicants to progress to interview, where they have performed well, gaining entry.

Admissions agreements were shared with LA and school partners and early positive results provided evidence that the programme could make a difference. This significantly helped alter the attitude and culture within target schools towards applications to these professional subjects. Pupils now believe these hitherto unreachable subjects are open to them and aspire to apply. Workshops with teachers ensure school staff are aware of the differences in professional degree applications.

Working with schools in clusters fosters peer network-building among pupils, who are most often the sole applicants to a professional degree in their school. This encourages retention on Reach, but also on degree course. Friendships forged last into university, overcoming social barriers often present for WP applicants.

The results of the Reach West Programme are evident from examining entrants from the 90+ West of Scotland target schools and from MD40 postcode areas: the KPIs for the programme. Tables 1 and 2 show five-year comparator entrant figures before and after Reach impacted on admissions. Increases have occurred in entrants to all four target subjects within UofG by both KPIs, a very high performance standard. MD40 entrant increases were: 7.5% in Dentistry; 3.8% in Law; 6.8% in Medicine and 1.7% in Vet Medicine. West of Scotland target school increases were: 11.2% in Dentistry; 12.6% in Medicine; 4.8% in Law; and 0.7% in Vet Medicine.

Table 1: MD40 entrants to UofG 2007-11 and 2012-16 as % of overall young student intake

<table>
<thead>
<tr>
<th>Subject</th>
<th>2007-11 entrants</th>
<th>2012-16 entrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentistry</td>
<td>11.8%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Law</td>
<td>11.3%</td>
<td>15.1%</td>
</tr>
<tr>
<td>Medicine</td>
<td>11.3%</td>
<td>18.1%</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>10.4%</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

Table 2: Reach West 90+ target school entrants to UofG 2007-11 and 2012-16 as % of overall young student intake

<table>
<thead>
<tr>
<th>Subject</th>
<th>2007-11 entrants</th>
<th>2012-16 entrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentistry</td>
<td>15.7%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Law</td>
<td>12.4%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Medicine</td>
<td>14.6%</td>
<td>27.2%</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>15.1%</td>
<td>15.8%</td>
</tr>
</tbody>
</table>

Testimonials
Reach West has had a profound impact on the diversity of the student bodies within these high demand professional degree subjects and has brought lasting benefit to both the University and the students involved. The impact on target schools is evident in feedback received:

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1 United Kingdom Clinical Aptitude Test – used for Admissions to Medicine and Dentistry

MENU
'For the first time in living memory, a pupil has progressed from our school to Vet Medicine'. (Contact teacher.)

'The Reach Programme has helped prepare our young people for the transition to HE, especially with the preparation for interview and the UKCAT/LNAT tests. The staff on the programme are helpful, informative and knowledgeable on their subject'. (Local Authority Education Officer.)
Response on behalf of the University of the Highlands and Islands to the above request.

**Subject choice availability in the senior phase**

Medicine: no provision
Law: no provision

Mechanical Engineering:

The University of the Highlands and Islands has three degrees covering Mechanical Engineering;

- BEng (Hons) Mechanical Engineering
- BEng (Hons) Electrical and Mechanical Engineering
- BEng (Hons) Mechanical Engineering Design

These are all new degrees, which will recruit for the first time in 2017. We previously offered the BEng Mechanical and BEng Electrical and Mechanical as top-up degrees for students successfully completing a relevant HND, therefore any data on previous applicants would not provide appropriate evidence for this exercise. Any school leavers wishing to access these degrees in the past would start on the HNC and progress onto the degree in third year, so entry requirements and ‘standard offers’ would have been for the HNC. We continue to offer the HNC as an access route.

For the new degrees, we can supply our entry requirement information only at this stage:

For year one entry:

- 3 Scottish Highers at grade BCC or above OR
- 2 A levels at grade CC or above
- You must have a Higher or A level Maths at grade C or above And National 5 Physics or Engineering Science and English at grade C or GSCE Physics and English at grade C or above

Maths is the only stipulated Higher, along with the requirement for at least National 5 Physics. We do not require the three Highers to be completed in one sitting.
Dear Mr Dorman,

Thank you for your letter of 27 January inviting the University to provide details of our approach to admissions for medicine, law and mechanical engineering to inform your investigation into subject choice availability in the senior phase.

Of the three subjects cited, medicine is the only one offered at the University of St Andrews.

1. The standard offer to applicants applying with SQA qualifications for 2016-17 entry was (a) BBB at Scottish Advanced Higher or (b) BBB in 3 subjects at Higher or Advanced Higher. In both cases, these qualifications are obtained in the course of S6 year of study.

2. There were 56 entrants with SQA qualifications in 2016-17.

3. There were 152 entrants in total.

This data refer to students on the A100 BSc (Hons) Medicine degree programme only. The BSc (Hons) Medicine is a three year degree programme at St Andrews leading to MB ChB/MBBS (3 years) at a partner Medical School (Aberdeen, Dundee, Edinburgh, Glasgow, Manchester or Barts). Further information on the degree programme may be found here: http://medicine.st-andrews.ac.uk/teaching/bsc-hons-medicine/medical-admissions/why-st-andrews/

The selection process for the BSc in Medicine includes an assessment of all information on the application form including:

- academic performance
- personal statement and reference
- UKCAT scores

We have a limited number of interview places (around 400). To be considered for interview applicants must have a strong academic record, a positive reference and relevant, medically related work experience. Applicants meeting these requirements will be ranked on the basis of their UKCAT global score. Those ranked in the top 400 or so will be given an interview. Decisions to make offers will be based on the interview score and the global UKCAT score.
Anecdotally, we have some pre-application enquiries from prospective applicants who have not taken the required number of Highers in a single sitting. It is unclear whether this is due to curriculum limitations. This situation normally occurs when a student has performed better than s/he expected at the end of S4 in the National 5 examinations and had not until this point given serious thought to Medicine. For example the pupil may have achieved a strong grade in Chemistry and one other science subject but s/he did not take Biology which closes options for Biology in the following year at school. In this case we would pick up on this through our work on the REACH project (http://www.st-andrews.ac.uk/study/access/school-college-projects/secondary-schools/reach/) and we would encourage the pupil to apply for the Gateway to Medicine.

Currently there is no standard entrance requirement for admission to all Medical Schools in Scotland.

Please see below the entrance requirements for medicine at all medical schools in Scotland:

<table>
<thead>
<tr>
<th>University</th>
<th>Highers in One/First Sitting (normally S5)</th>
<th>Essential Subjects</th>
<th>Additional Subjects</th>
<th>National 5s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberdeen</td>
<td>AAAAB (AAABB/AAAAC may be considered)</td>
<td>Chemistry (B)</td>
<td>Two from Biology, Maths, Physics</td>
<td>Maths &amp; English (B) required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Biology &amp; Physics recommended</td>
</tr>
<tr>
<td>Dundee</td>
<td>AAABB</td>
<td>Chemistry (B)</td>
<td>One other science</td>
<td>Biology required</td>
</tr>
<tr>
<td>Edinburgh</td>
<td>AAAAB</td>
<td>Chemistry</td>
<td>Two from Biology, Maths, Physics</td>
<td>Biology, Chemistry, English &amp; Maths (B) required</td>
</tr>
<tr>
<td>Glasgow</td>
<td>AAAAA/AAAABB</td>
<td>Chemistry, Biology</td>
<td>One from Maths, Physics</td>
<td>English (B) required</td>
</tr>
<tr>
<td>St Andrews</td>
<td>AAAAB</td>
<td>Chemistry (A)</td>
<td>One from Biology, Maths, Physics</td>
<td>English &amp; Maths (A/B) required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>If no Biology at H then Nat 5 required</td>
</tr>
</tbody>
</table>

* Entrance requirements for 2017 entry*

All best wishes,

Professor Sally Mapstone
Principal and Vice-Chancellor
Scottish Parliament Education and Skills Committee

Request for information on approach to admissions for specific subjects: James Dornan MSP letter

University of Strathclyde Response – February 2017

The University of Strathclyde welcomes the Education and Skills Committee’s scrutiny on subject choice availability in the senior phase of the Scottish school system, and the opportunity given to contribute to the evidence-gathering.

As we do not offer undergraduate degree programmes in Medicine, this response pertains only to Law and Mechanical Engineering.

Law

There are two main full-time routes to achieving an undergraduate Law degree: the four year LLB and the accelerated three-year ‘graduate entrant’ LLB. We have focused our response on the former, being of most direct relevance to entrants direct from the Scottish school system.

1. For those applying with SQA qualifications, what was the ‘standard offer’ (as opposed to minimum requirements) for 2016-17 entry? Please include information on all element of the offer, including whether specific qualifications are required to have been achieved in a single sitting or in a single academic year.

LLB Law 1st sitting AAAAB, 2nd sitting AAABBBB Higher English B, Maths National 5 C or Intermediate 2 C required.

HNC/HND Entry - HND Legal Services: Year 1 entry: AAB in the Graded Units; applicants must have at least three years’ post-school experience before embarking on FE study. Other relevant HND qualifications will be considered on an individual basis.

2. How many of the 2016-17 entrants were accepted onto the programme having achieved SQA qualifications?

LLB Law – 183 (excludes Graduate Entry Law)

3. How many 2016-17 entrants were there in total?

LLB Law – 234 (214 Scots/EU students) (excludes Graduate Entry Law)

4. Please provide views or information (evidence based or anecdotal) on any SQA qualification applicants who applied (or made pre-application enquiries relating to) these undergraduate degree programmes where they were unable through curriculum limitations to take the required number of Highers in a single sitting.

With the exception of English we take a flexible approach to curriculum choices - this, we believe, reflects the multi-disciplinary nature of law as a professional and academic discipline. Anecdotally,
however, we have been made aware, in a small number of cases, of students whose performance has been impacted by classes being withdrawn or teaching being impacted by resource constraints. Where there is sufficient evidence of this (e.g. supported by a letter from the Head Teacher) we have been willing to take this into account. Additionally, and again anecdotally, we have been made aware of students who require to take (in particular) Advanced Higher options externally. Again, in the very rare circumstances that this can be shown to have had an impact on attainment we have been willing to take this factor into consideration.

We do see many applications presenting four (rather than the required five) Highers in S5, however the distribution (from low progression to private schools) makes it difficult to determine why this is the case (a choice to focus on four, or a requirement due to resource constraints).

What we do not know is which potential applicants are not applying to Strathclyde because those potential applicants are deterred by e.g. the perception of competition in the context of their restricted circumstances. Given that we have been willing to take these factors into account further evidence gathered from schools would be interesting and useful.

**Mechanical Engineering**

We offer undergraduates the option of registering for a four-year BEng Honours degree or a five-year MEng (Master of Engineering) degree. Students who perform well on a BEng programme can also transfer to MEng.

1. **For those applying with SQA qualifications, what was the ‘standard offer’ (as opposed to minimum requirements) for 2016-17 entry? Please include information on all element of the offer, including whether specific qualifications are required to have been achieved in a single sitting or in a single academic year.**

2017/18 Entry requirements -

BEng Mechanical Engineering AAAB Highers (sitting not specified) with Maths A and Physics A, Advanced Highers - Maths & Physics recommended.

MEng Mechanical Engineering AAAAB Highers (sitting not specified) with Maths A and Physics A, Advanced Highers - Maths & Physics recommended.

2. **How many of the 2016-17 entrants were accepted onto the programme having achieved SQA qualifications?**

BEng Mechanical Engineering – 15 (28 including Aero-Mechanical courses)
MEng Mechanical Engineering – 79 (130 including Aero-Mechanical courses)

3. **How many 2016-17 entrants were there in total?**

BEng Mechanical Engineering – 33 (15 Scots/EU students)
Including all courses 44 (28 Scots/EU students)
MEng Mechanical Engineering – 87 (81 Scots/EU students)
Including all courses 134 (131 Scots/EU students)
4. Please provide views or information (evidence based or anecdotal) on any SQA qualification applicants who applied (or made pre-application enquiries relating to) these undergraduate degree programmes where they were unable through curriculum limitations to take the required number of Highers in a single sitting.

Anecdotal evidence suggests that a small number of applicants are restricted in their curriculum choices that prevents them taking Higher Maths & Physics in the same year. Under such circumstances the department will have a sympathetic view and advise on appropriate solutions. The department is also aware of circumstances where, at AH Level, applicants may have to attend alternative education providers to fulfil this qualification.

Conclusion

We note that you have also written to all mainstream state secondary schools in Scotland to ascertain the availability of courses at Higher level, including the time periods over which students can complete all three sciences at each school. This is important as what we are unable to determine from our applicant data is who did not apply and whether this may have been due to a limitation on what potential applicants were able to study at school. We are, therefore, fully supportive of this approach to evidence-gathering and would suggest that the findings are shared with universities in order that we can consider whether any adaptations may be required to our entry criteria.

ENDS