



Investigating the recent decrease in HN certifications

Research report

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Executive summary

Higher National Diplomas and Higher National Certificates are vocationally focused qualifications that equip learners with the practical skills and theoretical knowledge to either enter the workforce directly or continue their education to the second or third year of a university course. When learners complete an HN course, SQA issues an HN certificate. In recent years, SQA has observed a decrease in HN certifications. We used secondary analysis to identify which calendar years are associated with changes in HN certifications. Using the wider literature, we explored the factors that could contribute to this decline.

Changes to the education sector that may have contributed to the decline in certifications between 2020 to 2022 were:

- decrease in uptake associated with the pandemic period into the 2020–21 academic year
- funding cuts to the college sector — a 17% decrease (in real terms) from 2021–22 to 2024–25 academic year (Audit Scotland, 2024)
- changes to centre preferences for course delivery
- decrease in awareness of HNs and the subsequent impact on pathway choice (HESA, 2024b; SQA stakeholder research)
- decline in perceived credibility of HN qualifications (SQA stakeholder research)
- increases to Scottish domiciled entrants into university between 2021 and 2023 (HESA, 2024a)

In addition, changes to the education sector during the pandemic period are not necessarily pandemic related. By 2023, HN certifications were also potentially impacted by:

- Brexit, where declines in the uptake of EU university students may have affected the uptake of Scottish domiciled entrants (HESA, 2024a)
- the cost of living crisis, which may have led potential college or university entrants to prioritise paid employment (Scottish Government, 2024)

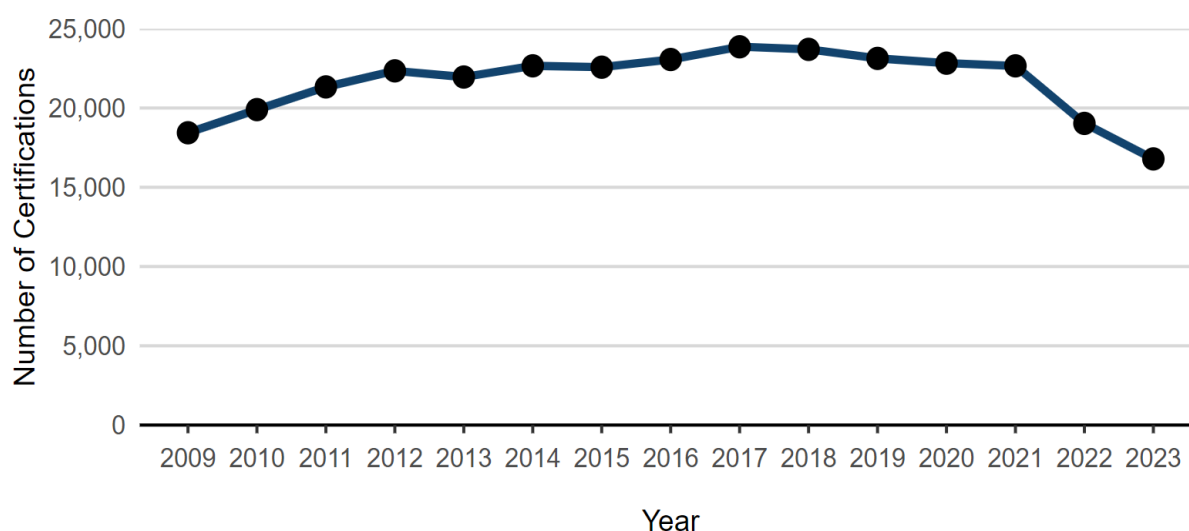
Overall, this report highlights the need for a more comprehensive understanding of the factors influencing declining HN certifications. Further research can inform strategies to improve the perception and accessibility of HNs, promoting them as a valuable pathway to further education and employment.

Background

Higher National Diplomas (HNDs) and Higher National Certificates (HNCs) are vocationally focused qualifications that equip learners with the practical skills and theoretical knowledge to either enter the workforce directly or continue their education to the second or third year of a university course. When learners complete a Higher National (HN) course, SQA issues an HN certificate.

Since 2017, the number of HN certifications has decreased year on year. This report aims to provide an overview of the factors that may be related to this decline in HN certifications. Figure 1 below shows the total number of certifications each calendar year between 2009 and 2023. The largest decrease was in 2022, where HN certifications were 16% lower than in 2021, falling from 22,659 to 19,028. There was a further 12% decrease in 2023 to 16,789.

Figure 1: Total Number of HN certifications per calendar year, 2009–23



Methodology

Outcome

The number of HN certifications during each calendar year from 2009 to 2023 was our outcome of interest. This included HNCs, HNDs and Next Generation Higher National Qualifications (Next Gen HNs).

We chose to analyse certifications instead of uptake. Centres have varying practices in submitting HN entries to SQA. In some cases, entries are registered when a learner starts a course, therefore date of entry provides an indication of the duration of study. But in other cases, the entry date is submitted at completion. This impacts our ability to estimate when a learner began their course and the number of learners who had to delay their study or were unable to complete their courses.

Calendar years (January to December) were chosen over academic years (August to July) or financial years (April to March) because HNs are a flexible provision. The date of HN certification depends on when courses are delivered, when learners complete their course and when centres or employers submit information to SQA. In some cases, our analysis was adjusted to academic years for comparison with external data. In these cases, this has been highlighted (for example, in Fig. 7).

Analysis

The number of HN certifications can change each year. We conducted analysis to explore if changes to the number of certifications each year indicate a changing trend or represent random year-to-year variation.

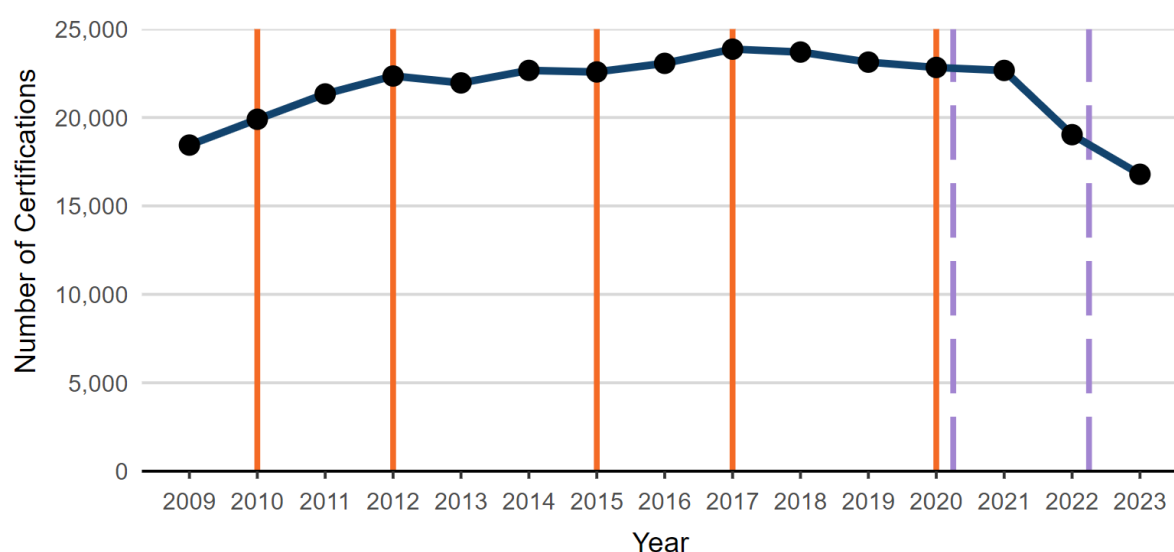
Identifying points of change to the number of certifications

Change point analysis is a statistical technique used to identify turning points in data measured over time. Change point analysis helps to identify moments where the underlying pattern in the data changes. The analysis divides the data into two sections: before a change point and after the change point. Sometimes, data can have multiple change points, or multiple shifts in the data. For our analysis, we have defined a change as a point in time where the trend in the number of certifications changes.

Figure 2 below shows the change points in certifications from 2009 to 2023. The horizontal represents the calendar years while the vertical represents the total number of certifications in that year. The line graph shows how this value changes over time. Change points are indicated by an orange vertical line and show points where the trend in number of certifications changed. The vertical purple broken lines on the chart show when the pandemic was declared in March 2020 and when all restrictions were lifted in Scotland, including the closure of COVID testing sites, in April 2022¹.

¹ <https://www.covid19inquiry.scot/covid-19-pandemic-scotland-timeline-key-dates>

Figure 2: Change points in HN certifications per calendar year, 2009–23



[Change points (orange) in total number of HN certifications, 2009–23]

Identifying significant differences in the number of certifications

We then investigated whether year on year changes to the number of certifications were significantly different.

Firstly, we approximated a 99% confidence interval around the number of certifications each year — this becomes the expected number of certifications in a given year. For example, in the year 2020 we observed 22,828 certifications, the 99% confidence intervals create a range between 22,439 and 23,217. Therefore, we can say we expect the number of certifications in 2020 to be between 22,439 and 23,217, and 22,828 is the mean of this range.

Figure 3: Numbers of certifications with 99% confidence intervals, 2009–23

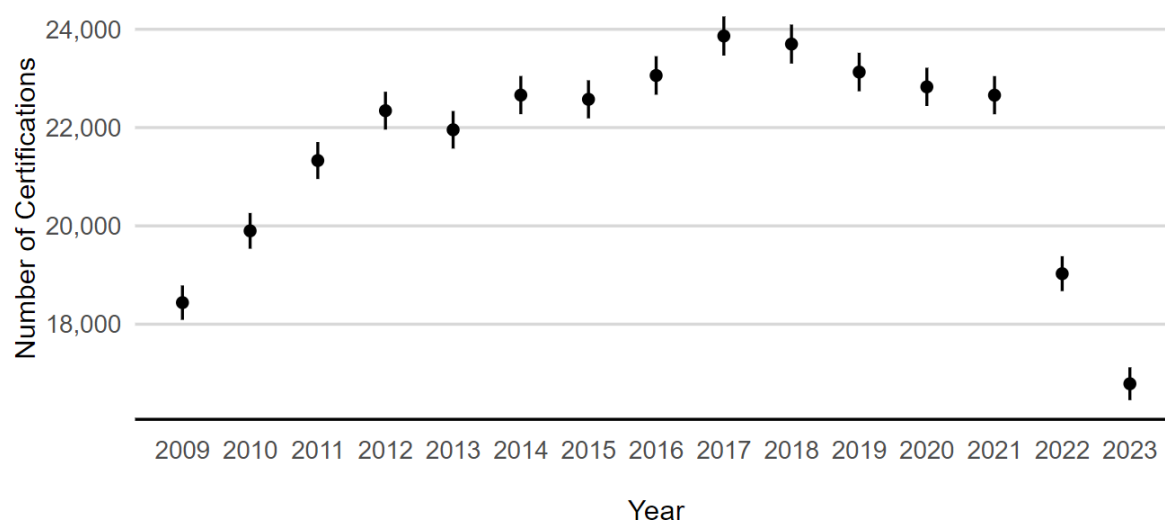


Figure 3 shows the 99% confidence intervals for each year. The dots represent the mean number of certifications that year and the error bars show the 99% confidence intervals. Where the confidence intervals overlap, this suggests (but does not confirm) there is not a significant change between the mean certifications for those years.

Figure 3 shows there are several years between 2009 and 2019 where the confidence intervals do not overlap. In most cases, this is because the number of certifications has significantly increased from the previous year. But in 2022 and 2023 there was a marked decrease in certifications, as the confidence intervals did not overlap with preceding years.

We more formally tested whether there is a statistically significant difference in the number of certifications each year using z-tests. In addition to the decrease in 2022 and 2023, the z-tests identified a significant decrease in HN certifications in 2019, though this was only -2%.

In addition, notable changes were identified in numbers of HN certifications by sector and local authority (Table 3 and Figure 9), where post-pandemic years were outliers (plus or minus three standard deviations) from the pre-pandemic mean (2009-19).

Identifying factors that contribute to change in certifications

By using change point analysis, 99% confidence intervals and z-tests together, we are able to say when real shifts occurred in addition to whether the shifts were statistically significant.

However, these analyses do not pinpoint the exact cause. Further investigation is needed to understand the mechanisms behind the changes. We have used secondary data analysis and external literature sources to explore potential contributing factors to the recent changes in HN certifications over time. The rest of this report discusses the key findings from all of our analyses.

Findings

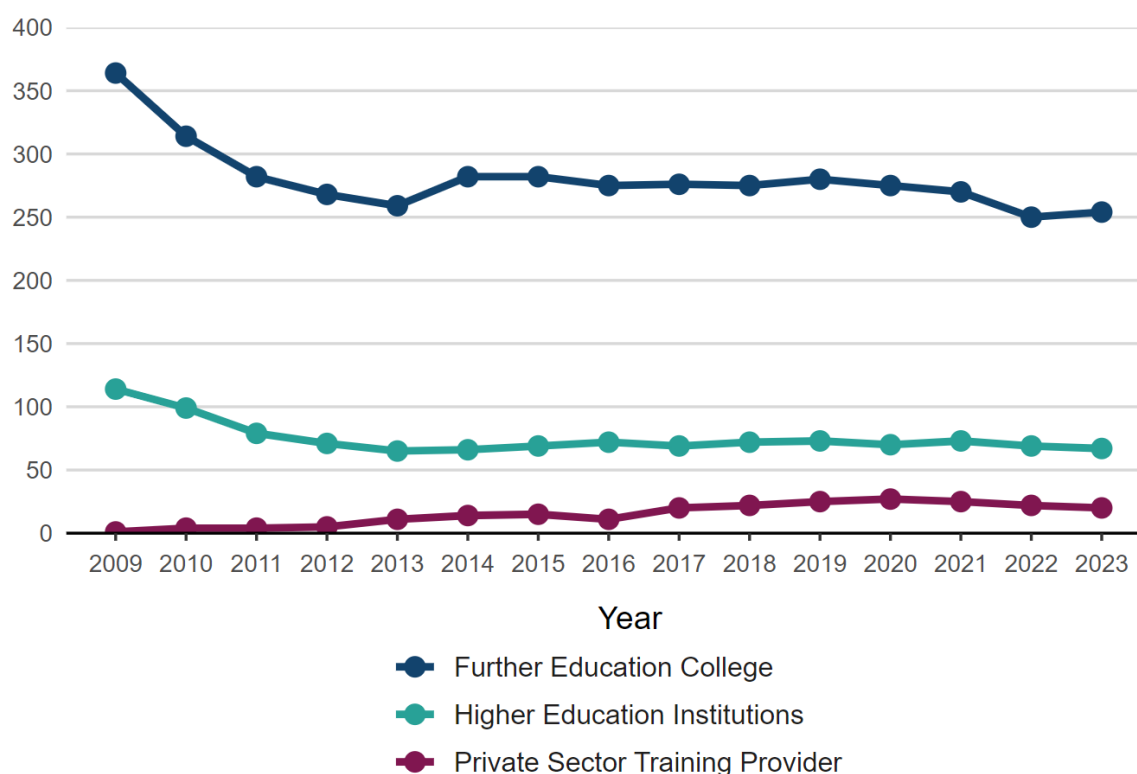
There are multiple change points in HN certifications over time

This analysis shows that the trend in the number of certifications awarded over time has changed at multiple time points, not just during the pandemic. There were changes in the trend over time in 2010, 2012, 2015, 2017 and 2020. In other words, variability in certifications has been common over the last 14 years. Therefore, changes in certifications are not just an artefact of the pandemic and there are other contextual factors that influence how many certifications there are in a year.

HN certifications peaked in 2017

After increasing over time to 2017, certifications started to decrease. Since then, HN certifications have continued to decrease at varying rates. There may be several reasons for these decreasing certifications from 2017. Firstly, the decrease in HN certifications may reflect general changes to the college sector, where roughly 90% of HN certifications are delivered. The number of first year college enrolments from Scottish domiciled students decreased by 38% between 2008–9 and 2017–18 (Scottish Government, 2019). Restructuring in the college sector has also impacted the number of courses that could be delivered, which may explain our observation that Further Education colleges were delivering 364 HN courses in 2009 and 275 courses in 2016 (Figure 4).

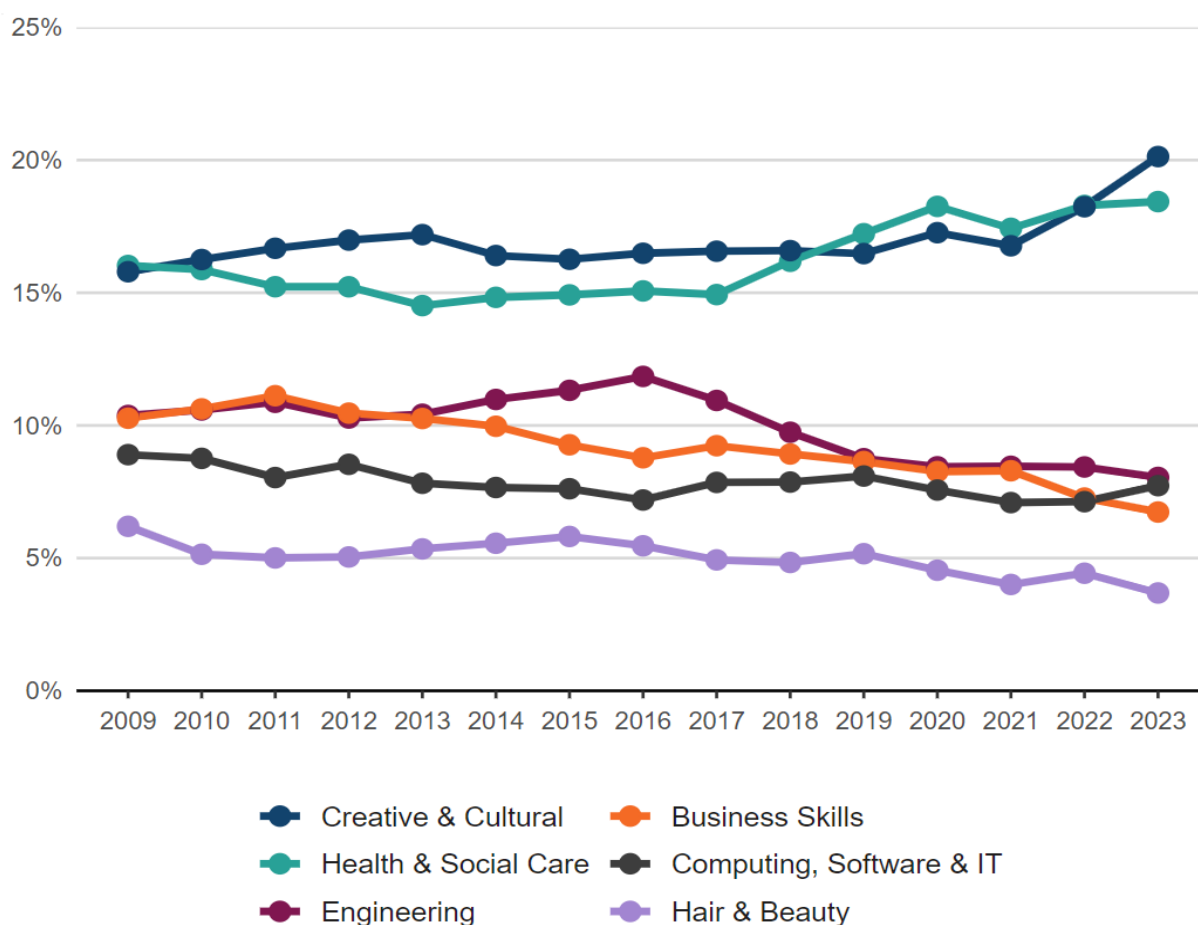
Figure 4: Unique HN products by centre types, 2009–23



Centres may prefer courses provided by other awarding bodies, or other training pathways. For example, since Foundation Apprenticeships (FAs) were introduced in 2016, 15,371 learners have enrolled (Skills Development Scotland, 2022). FAs have created new pathways for learners, to university, employment, and Modern or Graduate Apprenticeships.

Not all HN subjects have articulation pathways, as there may be no related degree, or the relevant curriculums may not match. One college mentioned not having the staff capacity to support HN learners' progression to university (Scott, 2020). This may divert potential learners away from HN courses if they intend to go on to Higher Education Institution (HEI) courses. This theory is supported by the fact that declining provision of HN certifications varies by sector. Figure 5 shows the top five sectors for HNs in 2009 and how certifications in these sectors have changed over time. From this, we can see that HN certifications in Business Skills have been steadily decreasing since 2014, while in other sectors such as Health and Social Care they have been gradually increasing. This is despite the fact that the highest proportion of learners who articulate with advanced standing (22%) enrolled onto Business and Management university degrees in 2021–22 (Scottish Funding Council, 2023). The more popular HN sectors such as Creative and Cultural are linked to a much smaller proportion of learners who articulate — only 9% of learners who articulate with advanced standing go onto Design, Creative and Performing Arts degrees and 4% go onto Media and Journalism degrees.

Figure 5: Proportion of all certifications by popular HN sectors, 2009–23



There was a large drop in HN certifications during the pandemic

A drop in the number of entries (a count of when a learner starts a course) may explain a drop in HN certifications (a count of when a learner completed a course). Across SQA qualifications, the pandemic period saw a decrease in uptake, which means fewer learners had the opportunity to be certified. Decreasing college enrolments during the pandemic, from March 2020 into the 2020–21 academic year, are likely to have contributed to declining HN entries. Uptake of HN courses made up 15% of all non-NQ (National Qualifications) courses in 2021–22, surpassed only by Awards and National Progression Awards.

In 2021, SQA projected how many people were likely to be taking HN courses in future years. This projection was based on population characteristics for Scotland and the demographic characteristics of learners who took HN courses from April 2016 to March 2020 (ie the end of the 2019–20 financial year). It was projected that HN entries would remain consistently between 30,000 to 35,000 entries until March 2026.

The project did not factor in the effects of the pandemic. Comparing those estimates with the actual entries provides some indication of the impact of the pandemic period upon uptake. In reality, HN uptake has been decreasing (Table 1). The largest percentage changes in entries were during the first two years of the pandemic (April 2020 to March 2022).

Table 1: HN entries 2017–18 to 2022–23

Year	HN Entries	Percentage change from previous year	Significant difference*
Apr 2017–Mar 2018	39,259	–	–
Apr 2018–Mar 2019	39,284	0%	–
Apr 2019–Mar 2020	36,803	-6%	*
Apr 2020–Mar 2021	32,541	-12%	*
Apr 2021–Mar 2022	28,725	-12%	*
Apr 2022–Mar 2023	26,226	-9%	*

However, the decline in entries would have consequences for the number of certifications in the following years (assuming learners take at least a year to complete an HNC and at least two years to complete an HND). In 2021, certifications were 1% lower than 2020, while in 2022 certifications were 16% lower than 2021. In 2023, certifications decreased 12% from 2022. Overall, in 2023, there was a cumulative decrease in certifications of 27% from 2019, potentially demonstrating the delayed effect of the pandemic on certifications (

Table 2).

Table 2: Percentage changes in HN certifications 2019–23

Year	HN Certifications	Percentage change from previous year	Significant difference*
2019	23,130	–	–
2020	22,828	-1%	–
2021	22,659	-1%	–
2022	19,028	-16%	*
2023	16,789	-12%	*

At 99% confidence, 2020 was not significantly different from 2019, and 2021 was not significantly different from 2020. However, the number of certifications in 2022 was significantly less than in 2021. The decrease in entries between April 2020 and March 2023 (as shown in Table 1) may explain some of the decreases in HN certifications in 2023, though the rates of decline for entries and certifications differ. For example, when HN certifications are adjusted to reflect the same period as entries (April–March), HN certifications decreased 17% from 2021–22 to 2022–23, whereas entries decreased only 9% in the same year.

One possible reason for the decline in HN course popularity is the increased competition from university education. The academic year 2021–22 saw a record number of Scottish domiciled students qualify for entry into university (up 13% from the previous year) (HESA, 2023). Only two HEIs in Scotland offer HNs themselves (HESA, 2024b). This means that if more learners are attracted to HEIs, there is a reduced opportunity to achieve an HN unless they go to the University of the Highlands and Islands or Scotland's Rural College.

There are several possible contributing factors here:

- Increasing attainment during the Alternative Certification Model (ACM) meant that more learners (including those who would have chosen HNs) were eligible for university. In 2019, 28.5% of Highers were attained at A, and this increased to 40.1 % in 2020 and 47.7% in 2021 (Scottish Qualifications Authority, 2023).
- The reduced number of admissions from students from the EU; in 2021–22 EU students were no longer eligible for home-fee status in Scotland, which increased their fees to international student level (Lewis, 2023). By academic year 2022–23, the overall number of EU students at HEIs had decreased 21% from 2021–22 (HESA, 2024a).
- Recommendations to implement entry requirements for contextual admissions (including learners from more deprived backgrounds) were introduced for all undergraduate courses starting in 2020–21 (Universities Scotland, 2019). However, learners from the most deprived SIMD quintile at Scottish universities remain the smallest group (HESA, 2024a).

Some colleges have suggested that the increase in direct first year entries would create fewer places for HN learners who want to articulate into the second-year of the courses (Scott, 2020). So far, the number of learners who articulated with advanced standing (into second or third year) between 2020–21 (4,430) and 2021–22 (4,705) increased only 6%

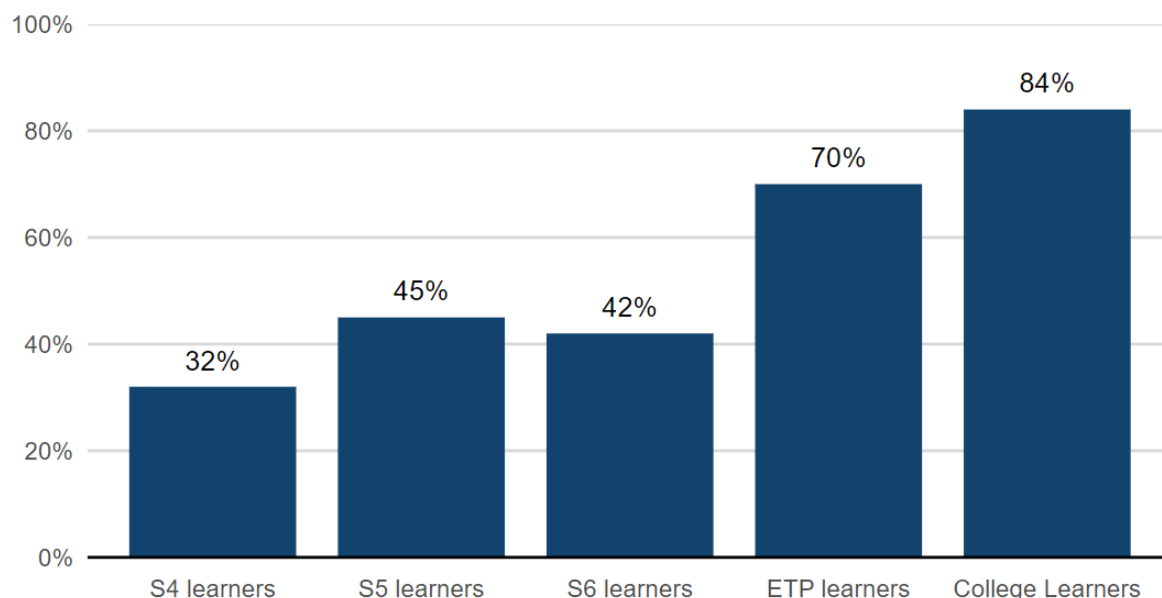
(Scottish Funding Council, 2023). However, the data on articulation in subsequent years has not yet been released.

There are also issues relating to the HN qualifications themselves and how they are perceived by stakeholders. There has been a decline in the perceived credibility of HN qualifications. While 92% of stakeholders who were aware of HNs felt the qualifications were credible in 2017, this had fallen slightly to 86% by 2023 (SQA, 2023). There may be a misconception that HN courses are less prestigious than university degrees, which could deter some students from pursuing them.

HNs shouldn't be considered a separate pathway from higher education. Articulation allows HN learners to use the credits they earned in their HN course to count towards their university degree. However, there appears to be growing interest in exploring alternative routes to university. In 2020, the National Articulation Forum noted that, instead of solely focusing upon HN qualifications and the traditional college-to-university pathway, institutions were interested in alternative routes for articulation such as students for apprenticeships (Universities Scotland, 2020).

SQA stakeholder research also found that less than half of senior phase learners were aware of HN courses in 2023. This was lower for school learners than for college and external training provider learners (Figure 6). School leavers may not be receiving sufficient guidance about HN courses. They may be more familiar with other positive destinations and less informed about the opportunities offered by HN courses.

Figure 6: Learner awareness of HN courses in 2023

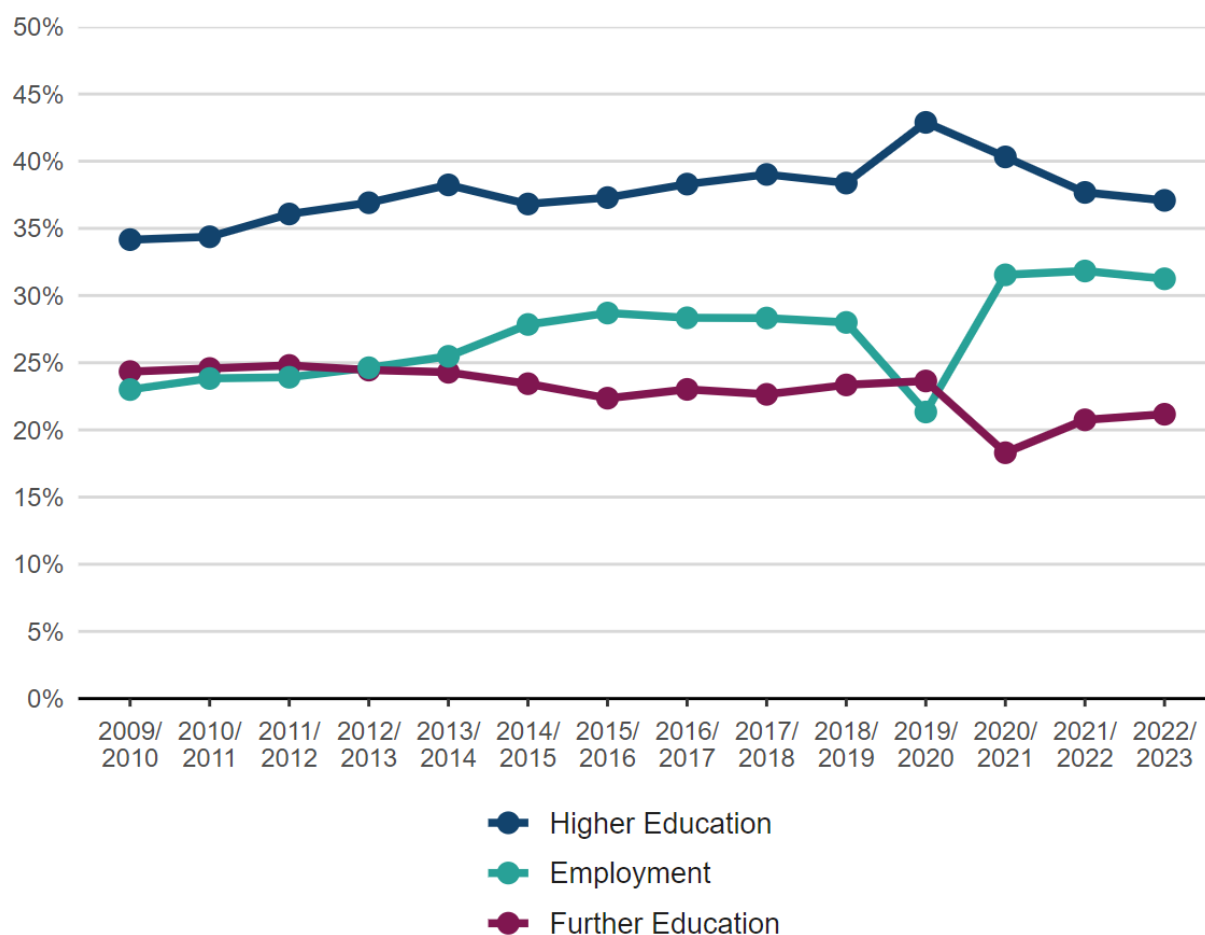


(Source: SQA stakeholder research)

In recent years, there has been an increase in the proportion of school leavers entering higher education (Scottish Government, 2021a), while the proportion of leavers choosing further education has declined. The largest difference in proportion between school leavers going to higher and further education was in the 2020–21 academic year (Figure 7). In the same year, employment as a pathway (which includes Modern Apprenticeships)

experienced an increase. In 2019–20, 21% of school leavers were in employment; this increased in 2020–21 to 32% and has remained the second largest destination, after higher education, for Scottish school leavers (Scottish Government, 2024). This could suggest that the cost of living crisis may have contributed to reduced HE enrolments and increased dropouts as school leavers go on to employment.

Figure 7: School leavers by follow-up destination category, 2009–10 to 2022–23



(Source: Scottish Government, 2024)

The demographics of certified HN learners have changed

Where learners have gone to college, the type of learners and their desired qualifications have changed. In particular, the academic year 2022–23 saw a rise in non-recognised qualifications that facilitate short term learning in colleges, such as Flexible Workforce Development Fund courses (Scottish Funding Council, 2024). This has been appealing to learners with different characteristics:

- learners from the 20% most deprived areas
- learners aged 25 and over
- learners with additional support needs

- learners studying STEM or finance and commerce programmes
- professional development learners

This may impact the demographic characteristics of learners who typically take HN courses.

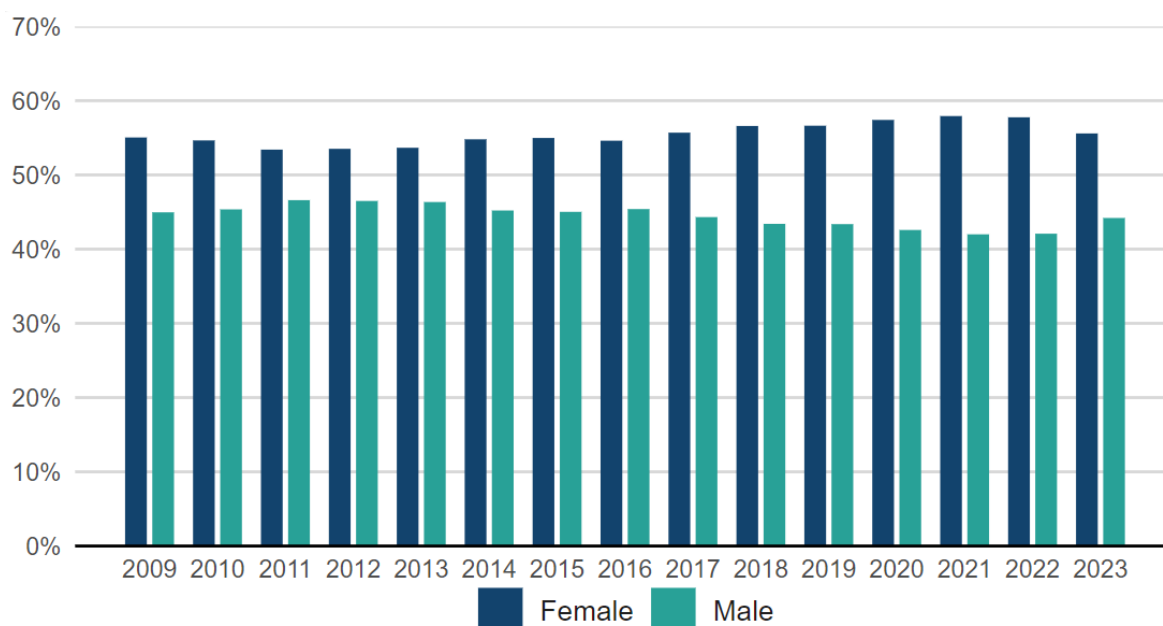
Our research has found various factors that may relate to the changing trend in HN certifications during and since the pandemic. We have only highlighted where this difference is more than three standard deviations from the pre-pandemic (2009–19) mean.

Along with the longer term trend of decreasing certifications among 18–21 year olds, there was a decrease during the pandemic in certifications among 22–29 year olds. Though they are a small group, we saw a 23% increase in HN certifications among learners aged over 50 between 2018–21. This may represent individuals changing careers in response to the changing economy and labour market — 74% of employers felt they needed to upskill their staff in 2020 (Scottish Government, 2023d). The sectors Health and Social Care, Finance and Accounting, and Learning and Teaching tend to have older learners.

There are consistently more HN certifications from female learners than male. We found that certifications from male learners decreased post-pandemic (Figure 8). Previous research has found that the proportion of male learners certifying is related to sector and SIMD quintile (Scottish Qualifications Authority, 2015).

Changes to certifications by sector and SIMD quintile may contribute to differences we see by sex. In the most deprived areas, the proportion of males with HN certifications has been decreasing. On the other hand, the least deprived areas were more likely to have HN certifications represented by both males and females equally.

Figure 8: HN certifications by sex, 2009–23



The decrease in certifications during the pandemic depended on the sector. Sectors that decreased notably over the pandemic period are shown in Table 3. The only sector that notably increased was Justice and Legal in 2021 and 2022.

Sectors that decreased considerably over the pandemic period may have been impacted by the switch away from in-person teaching, such as Hair and Beauty (Table 3). HMRC data from 2021 showed that consumer-facing services such as accommodation and food (31,900), and wholesale and retail (19,300) had the highest number of employees on furlough (Scottish Government, 2021b). However this alone does not explain sectors with notable decreases that are easier to move online, such as Computing, Software and IT.

Table 3: Number of HN certifications 2019–23 in sectors with notable increases or decreases

Number of HN certifications per year					
Sector	2019	2020	2021	2022	2023
Business Skills	1,998	1,886	1,879	1,382	1,131
Computing, Software and IT	1,872	1,727	1,607	1,356	1,298
Engineering	2,023	1,927	1,917	1,605	1,350
Finance and Accounting	1,140	1,160	1,132	861	681
Hair and Beauty	1,195	1,037	908	843	619
Hospitality, Travel and Tour	1,043	907	924	654	387
Justice and Legal	351	443	517	536	364

We observed differences in the number of certifications per local authority, with several areas experiencing decreases in 2022 and 2023, compared to the pre-pandemic period of 2009–19 (Figure 9).

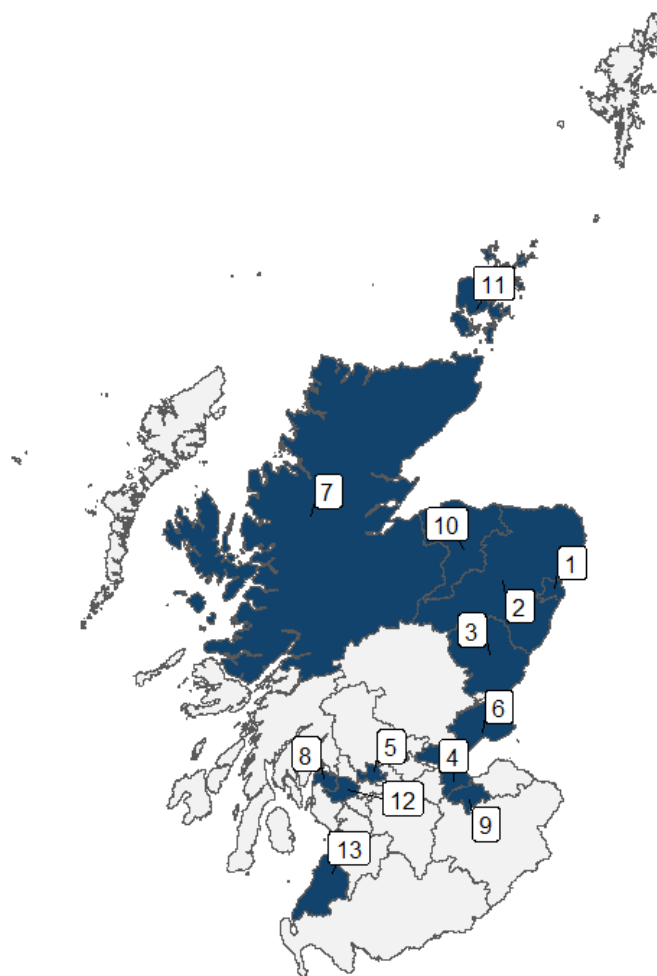
These local authorities were mixed in terms of their characteristics, though all experienced notable decreases in the number of HN certifications in 2022 or 2023. The number in Aberdeenshire also decreased notably in 2020. A contributing factor here may be that in 2019 Aberdeenshire council became a lead provider for Foundational Apprenticeships (FA) with 531 enrolments in 2020 (Skills Development Scotland, 2022).

Aberdeenshire along with Aberdeen City, Angus and Fife were among the seven local authorities where employment rates for 16–24 year olds increased between June 2021 and July 2023. In these cases, employment may have presented an alternative pathway for school leavers who might otherwise have chosen to pursue HN courses. For all other local authorities, employment decreased (Scottish Government, 2023b).

The drops in certifications may also be linked to the colleges located in these local authorities. Our findings align with qualitative evidence from colleges who have given mixed responses concerning the impact of the pandemic on their delivery of HN courses (Scott, 2020). For example, Forth Valley, Glasgow Clyde and City of Glasgow colleges (all located

in local authorities where we did not see a notable difference in HN certifications) noted that their HN recruitment was not considerably impacted by the pandemic during its first year, whereas other colleges commented that the pandemic had an impact on HN courses (Scott, 2020).

Figure 9: Local Authorities with notably decreasing HN certifications post-pandemic



Local Authorities in Scotland, with lower HN certifications after 2020 highlighted in dark blue: 1. Aberdeen City, 2. Aberdeenshire, 3. Angus, 4. City of Edinburgh, 5. East Dunbartonshire, 6. Fife, 7. Highland, 8. Inverclyde, 9. Midlothian, 10. Moray, 11. Orkney, 12. Renfrewshire, 13. South Ayrshire

Audit Scotland reviewed the financial position of 14 colleges in Scotland. Colleges with campuses in Aberdeenshire and Aberdeen City, South Ayrshire, Fife, East Dunbartonshire and Inverclyde (where HN certifications notably decreased) were among the eleven that reported a deficit in 2022–23 compared to 2021–22. Financial challenges are impacting on several factors, including infrastructure and restructuring costs, challenges in attracting and retaining learners, competition from employment and higher education, staff wellbeing and student experience (Audit Scotland, 2024). At the same time, however, colleges in Angus and Edinburgh were among the three that were in a better financial position compared to the previous academic year (Audit Scotland, 2024).

Conclusion

As shown in Figures 1–3, the number of HN certifications followed a fairly steady upward trend between 2009 and 2017. Then, from 2017 to 2020 there is shallow but steady decline in the number of certifications. After this period, HN certifications have continued to decrease at varying rates. Although the trend had been downwards since 2017, changes to the education sector throughout the pandemic period may have exacerbated the decline in HN certifications. Significant decreases were recorded in HN certifications in 2022 and 2023, by which time the numbers of HNs had decreased to their lowest level since 2009.

Changes to the education sector that may have contributed to the decline in certifications between 2020 to 2022 were:

- a decrease in uptake associated with the pandemic period into the 2020–21 academic year
- funding cuts to the college sector — a 17% decrease (in real terms) from the 2021–22 to 2024–25 academic year (Audit Scotland, 2024)
- changes to centre preferences for course delivery
- a decrease in awareness of HNs and the subsequent impact on pathway choice (HESA, 2024b; SQA stakeholder research)
- a decline in the perceived credibility of HN qualifications (SQA stakeholder research)
- changes to Scottish domiciled entrants into university between 2021 and 2023 (HESA, 2023)

In addition, changes to the education sector during the pandemic period were not necessarily pandemic related. By 2023, HN certifications were also potentially impacted by:

- Brexit, where changes in the uptake of EU university students may have affected the uptake of Scottish domiciled entrants (HESA, 2024a)
- the cost of living crisis, which may have led potential college or university entrants to prioritise paid employment (Scottish Government, 2024)

This highlights that in addition to the delayed effects of the pandemic, by 2023 we may be seeing the influence of Brexit, and the cost of living crisis (McCluskey et al, 2024). Overall, changes in the perception of HN certifications, knowledge about HN qualifications, patterns of access to HEIs and HNs, and economic factors across 2020 to 2022 may have largely contributed to the decrease in HN certifications by 2023. Together, these changes have also impacted the characteristics of existing HN certification data, such as the age and sex of learners, what they're studying, and where they come from.

Areas for further research

This work has revealed several areas where further research is needed: in particular, the relationship between numbers of entries and numbers of certifications. Although this research has demonstrated a delayed effect of the pandemic period on certifications, in future it would be beneficial to use duration of study to give a greater understanding of the effects of disruptions to the economy, policy or demographics. Currently, understanding

uptake numbers is difficult due to the lack of consistency in what the date of entry represents.

Another area of interest is the relationship between local authority and changes in HN certifications. The local authorities that had notable decreases in HN certifications (Fig. 9) were mixed in terms of SIMD, rates of employment, and educational attainment. This suggests that at this point in time, more information is needed to understand the relationship between the location of learners and their pathway choices.

Lastly, although SQA regularly researches stakeholder views on qualifications, this research evidences opportunities for further research into the relationships between HN courses and higher education and the employment sector, such as the impact that online teaching has had on in-work training. For example, some workers who were furloughed during the pandemic may have had time to re-enter education through expanded routes of entry due to increased provision of online learning. Although one in four workers in the UK were furloughed between March 2021 and June 2021, there is currently little data on the relationship between these workers and further education, though there is some evidence that furloughed workers identified a 'slightly greater number of skills they would have liked to improve for their career' (ONS, 2021). This raises the question whether new forms of learning that occurred during the pandemic have contributed to lasting changes in patterns of behaviour.

Acknowledgements

Many thanks to colleagues in Data and Analytics for their support, including Nevil Hopley for analytical support and charts and Peter Di Mambro for collating the data.

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Appendices

Appendix A. Raw counts for HN certifications per calendar year

Calendar year	HN certifications
2009	18439
2010	19899
2011	21330
2012	22344
2013	21955
2014	22661
2015	22575
2016	23060
2017	23863
2018	23699
2019	23130
2020	22828
2021	22659
2022	19028
2023	16789
2024*	961

*this calendar year was incomplete at time of reporting so has not been included in the analysis.

Appendix B. Z-tests comparing years to previous year

All years, compared to previous year	Year 1	Year 2	Lower boundary	Upper boundary	Significance at 99% confidence*
2009–10	18,439	19,899	-1,964	-956	*
2010–11	19,899	21,330	-1,954	-908	*
2011–12	21,330	22,344	-1,552	-476	*
2012–13	22,344	21,955	-153	931	—
2013–14	21,955	22,661	-1,250	-162	*
2014–15	22,661	22,575	-462	634	—
2015–16	22,575	23,060	-1,035	65	—
2016–17	23,060	23,863	-1,361	-245	*
2017–18	23,863	23,699	-398	726	—
2018–19	23,699	23,130	12	1,126	*
2019–20	23,130	22,828	-250	854	—
2020–21	22,828	22,659	-380	718	—
2021–22	22,659	19,028	3,105	4,157	*
2022–23	19,028	16,789	1,751	2,727	*