

bologna process**NATIONAL REPORTS 2004 – 2005**

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1. Main achievements since Berlin***1.1. Give a brief description of important developments, including legislative reforms***

The basic structure of Scottish degrees already conforms to the Bologna model of three main cycles of Bachelors, Masters and Doctoral degrees. We also have a comprehensive national credit and qualifications framework - the Scottish Credit and Qualifications Framework (SCQF) - and a robust quality assurance process in our Quality Enhancement Framework.

The recently introduced Quality Enhancement Framework focuses on both teaching and learning; recognises the role of students in quality assurance/enhancement; places an emphasis on clear public information on quality and standards; requires both a subject level review by institutions and an external/independent institutional review; and seeks to enhance the student learning experience.

In 2003-2004, the Scottish higher education sector implemented a credit based national framework that is consistent with the emerging European Qualifications framework and principles for the development of national frameworks. The HE sector is now working with others to expand a national credit and qualifications framework to cover all levels of education and training, which will provide an overall 'lifelong learning framework' to support the development of clear routes for progression, credit transfer and recognition of informal and experiential learning. The implementation of SCQF reflects the growing recognition of the importance of developing lifelong learning frameworks across Europe and the links between the Bologna and Copenhagen processes.

Drawing on its experience of developing SCQF, Scottish HE sector representatives have made a significant contribution to the BFUG Working Group developing the Framework for Qualifications of the European Higher Education Area. This reflects the increasing engagement of the Scottish HE sector with the Bologna process. This is also evidenced by the sector's lead role in the the UK Bologna seminar on using learning outcomes. Taking place in Edinburgh and organised by the Scottish Bologna Stakeholders Group, the seminar was successful in increasing understanding of the term "learning outcomes" and identifying their role in student-centred learning, curriculum design and assessment, qualifications frameworks and quality assurance.

Scotland's plans are at an advanced stage to introduce a Bill to merge its Higher and Further Education Funding Councils. The new body will have a strategic role to work towards mutual recognition and cross-sectoral work between institutions. This will facilitate flows of students between the two sectors and assist lifelong learning objectives. The Bill also places duties on the new body in relation to contributing to international developments, such as the Bologna process.

2. National organisation

2.1. Give a short description of the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their competencies (For example, do higher education institutions report to different ministries?)

The Scottish Executive is the devolved government in Scotland and is responsible to the Scottish Parliament for a wide range of policy areas, including education. The Scottish Executive makes decisions on the level of funding for teaching and research for Scottish higher education institutions (HEIs) and Further Education Colleges (FECs). It works to influence the strategic priorities of institutions in line with national policy objectives through the Scottish Higher Education Funding Council (SHEFC) and the Scottish Further Education Funding Council (SFEFC). The Higher Education and Science and Further & Adult Education Divisions in the Enterprise, Transport and Lifelong Learning Department are the responsible departments within the Scottish Executive. The Executive holds a list of institutions with powers to award degrees and other recognised institutions. Recognised institutions may be entitled to receive public funds to support some of their teaching and research activities.

The Scottish Executive's funds for HEIs are administered via SHEFC (www.shefc.ac.uk). SHEFC has a responsibility (outlined in the Further and Higher Education (Scotland) Act 1992) to ensure that public funds for HE provision are spent effectively. Much of the funding for teaching and research is allocated to HEIs on a formula basis. The formula used to determine research funding is based on a common system of assessment used by all of the UK's funding bodies. SHEFC also has statutory responsibility to assess the quality of provision within publicly funded HEIs. This is undertaken by the Scottish office of the Quality Assurance Agency (QAA Scotland) on behalf of SHEFC. About a fifth of higher education is provided in FECs, funded by SHEFC. Quality assurance of higher education delivered in FECs is undertaken by HM Inspectorate of Education (HMIE) on behalf of SFEFC and the Scottish Qualifications Authority.

The Office for Science and Technology (OST) also funds university research and postgraduate training throughout the UK through 7 research councils: Biotechnology & Biological Sciences Research Council (BBSRC), Natural Environment Research Council (NERC), Engineering & Physical Sciences Research Council (EPSRC), Economic & Social Sciences Research Council (ESRC), Particle Physics & Astronomy Research Council (PPARC), and Medical Research Council (MRC). In addition the Arts and Humanities Research Board (AHRB) (currently funded by the DfES) will become a full research council from April 2005 and be funded by the OST from then.

Scottish HEIs and FECs are autonomous bodies. Each institution is responsible for defining its own strategic priorities, curriculum, admissions procedures and internal management arrangements. Universities Scotland (US) is the umbrella organisation for Scottish HEIs.

The Association of Scottish Colleges (ASC) is the umbrella organisation for Scottish FECs.

QAA(Scotland) is part of a UK-wide independent body whose role is to provide public confidence in both the quality of teaching and learning and the standards of qualifications in HEIs. It does this by producing: a UK-wide code of practice on quality assurance of teaching and learning; national qualification frameworks for higher education (one for Scotland and one for the rest of the UK); UK-wide subject benchmark information; and running a system of external reviews of HEIs. HMIE is an agency of the Scottish Executive, responsible for quality assurance in all other areas of education.

The main staff union representative bodies are the Association of University Teachers (AUT) and the Educational Institute of Scotland (EIS).

National Union of Students (NUS) Scotland is the main student representative body in Scotland and is affiliated to ESIB.

Universities Scotland, SHEFC, NUS Scotland and QAA Scotland have formed a national 'Quality Working Group' through which these organisations have developed and implemented the new enhancement led arrangements for quality.

The Students Awards Agency for Scotland (SAAS) is responsible for administering funds from the Scottish Executive to provide tuition fee and living cost support to eligible students undertaking HE.

2.2. Give a short description of the institutional structure

(For example, number of public/private universities/other HE institutions or numbers/percentage of students in public/private sector. To what extent are private and State higher education institutions covered by the same regulations?)

There are 21 publicly funded higher education institutions in Scotland. These are made up of 14 universities (including the Open University in Scotland), 2 specialist art colleges, 1 university college, 2 colleges of HE, 1 conservatoire and the Scottish Agricultural College. There is no private sector HE provision in Scotland.

A feature of Scottish higher education is that about one fifth of the HE provision at sub-degree level within the first cycle is delivered in Scotland's 46 Further Education Colleges.

2.3. Give a brief description of the structure which oversees the implementation of the Bologna Process in your country

(National Bologna group, thematic working groups, composition and activities, stakeholder involvement)

Developments relating to the Bologna Process in Scotland are progressed in a variety of ways. HEIs have the primary responsibility for implementation and this is overseen at policy level by the Universities Scotland Learning and Teaching Committee. The Scottish Bologna Stakeholder Group brings together representatives of the Scottish Executive, Universities Scotland, QAA Scotland, SHEFC, ASC and student and staff representative bodies and provides a forum for discussion and exchange of information. This group also provides a direct link between stakeholders and Scottish Ministers and between stakeholders and the BFUG. Some key members of the Stakeholder Group are also directly represented in UK-wide committees and forums, such as the Europe Unit. QAA Scotland also regularly

convenes informal meetings of senior representatives from HEIs, including Universities Scotland and NUS Scotland, to discuss and inform developments.

3. Quality assurance

The following questions have been included in the template at the request of the Working Group on Stocktaking.

3.1. National quality assurance systems should include a definition of the responsibilities of the bodies and institutions involved.

Please specify the responsibilities of the bodies and institutions involved.

The main bodies and institutions involved in developing and operating quality assurance are: the higher education institutions (collectively represented by Universities Scotland), SHEFC, QAA Scotland and NUS Scotland. As indicated earlier, these organisations have formed a 'Quality Working Group' through which they have developed and are implementing a new, enhancement led, approach to quality and standards. A summary of the role of these bodies is described in section 2.1; further details are available at each organisation's website.

As explained earlier, HEIs are autonomous bodies. Standards of qualification and the quality of the student learning experience are maintained by the HEIs using a range of processes and use of national external reference points developed by QAA (see below) and through extensive use of external examiners.

QAA is an independent body with responsibility for providing public confidence in quality standards. QAA develops and publishes a national set of reference points to be used by HEIs in developing the assurance of the quality of teaching, learning and standards: the qualifications framework for higher education in Scotland (itself part of the wider SCQF); subject benchmark information on standards; and a code of practice on the assurance of quality and standards. QAA also operates an external review of institutions' arrangements for assuring and enhancing quality and standards.

The new distinctive approach to the assurance and enhancement of the quality of teaching and learning and the standards of awards include a partnership of the main bodies concerned (US, SHEFC, QAA, NUS Scotland); an emphasis on student involvement in quality and standards; an emphasis on enhancement; and a tightly integrated 5 part quality framework with the following elements:

- 1 HEIs conduct internal reviews at subject level in accordance with guidance issued by SHEFC.
- 2 QAA runs a cycle of 4 yearly external, peer-based institutional reviews.
- 3 NUS Scotland manages a national development service to support student engagement and participation in quality enhancement within their own institutions, financed by SHEFC. Further detail can be obtained at www.sparqs.org.uk.
- 4 All HEIs publish information on the quality and standards of their provision in accordance with guidance issued by SHEFC and make this available to the public on the Higher Education and Research Opportunities website.
- 5 QAA facilitates a series of sector wide 'Enhancement Themes'. These are designed to enable the sector as a whole to undertake collective work to enhance the quality and standards of provision, for further information see:

<http://www.enhancementthemes.ac.uk/defaultpage121bc1.aspx?pageID=165>

HMIE operates parallel processes in the further education sector.

In addition to the above arrangements, professional bodies also monitor the quality and standards of provision in some areas (such as Medicine, Dentistry and Accountancy) where programmes of study lead to the award of qualifications with professional recognition.

3.2. National quality assurance systems should include a system of accreditation, certification or comparable procedures.

Describe the system of accreditation, certification or comparable procedures, if any.

All universities in Scotland have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. HEIs which award taught and research degrees but which are not the size required for university title may apply to use the title 'university college'. Institutions with degree awarding powers alone decide the degrees they offer and the conditions on which they are awarded. Degrees and other higher education qualifications in HEIs are legally owned and certified by the awarding institution, not by the state. Institutions with their own degree awarding powers are listed at: <http://www.dfes.gov.uk/recognisedukdegrees/annex4.shtml> Short cycle qualifications awarded to students studying in FECs are accredited and certified by the Scottish Qualifications Authority.

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) in Scotland are described in the SCQF.

As indicated above, the QAA runs a cycle of institutional reviews. These are peer-based reviews - with teams of 4-5 reviewers including a student reviewer. The review is conducted in two stages lasting between 5 and 7 days and includes a focus on the strategic management of enhancement; the effectiveness of student learning; the use of a range of reference points including SCQF, the Code of Practice and subject benchmark information; and employer and international perspectives. It leads to a published report which includes a commentary and judgment on the ability of the institution's systems for managing quality and standards.

Where the judgment on the maintenance of quality and standards provides less than broad confidence, SHEFC may request the institution to undertake follow-up action.

3.3. National quality assurance systems should include international participation, co-operation and networking.

Are international peers included in the governing board(s) of the quality assurance agency(ies)?

QAA is a member of ENQA – the Chief Executive Officer is currently a Vice President of the network and has been an active participant in the Working Group taking forward the mandate from the Berlin Communiqué. The Agency is also a member of INQAAHE and has bilateral links and agreements with partners outside the EHEA including in Malaysia and South Africa, reflecting the broader international and transnational activities of UK HEIs. The Agency manages a programme of visits and seminars for international colleagues (44 delegations were received in 2004) which includes briefings to Agency staff from international colleagues.

Please add any general comments, reflections and/or explanations to the material on quality assurance in the stocktaking report.

4. The two-cycle degree system

The two-cycle degree system is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

The Scottish degree system is based on three main cycles (Bachelor's/Master's/Doctoral structure). The Scottish Ordinary Bachelors Degree generally takes three years and an Honours degree takes four years to complete. Most postgraduate Masters courses can be completed in one year of full-time equivalent study. There is also a range of intermediate/short cycle qualifications (certificates and diplomas of higher education, and postgraduate certificates and diplomas) all of which are described and located within SCQF. There are also some exceptions to these general arrangements in the case of professional qualifications and where flexible patterns of study are created to support lifelong learning policy objectives. A large majority of students graduate with a Bachelor's degree and go directly into employment.

5. Recognition of degrees and periods of study

Recognition of degrees and periods of study is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

Degrees and other higher education qualifications are legally owned by the awarding institution, and not by the government. Whilst the amount of previous learning recognised as relevant by the receiving institution is a decision for that institution, SCQF facilitates better and more transparent recognition of degrees and periods of study between HEIs in Scotland and between HEIs and other education and training sectors in Scotland. Credit accumulation and transfer within Scotland makes use of SCQF. Cross-border recognition makes use of ECTS.

HEIs are working towards production of the Diploma Supplement in 2005 and a national description of the higher education system has been developed by US and QAA in conjunction with the sector.

The number of international students at Scottish HEIs is an indication of de facto academic recognition of qualifications from a wide range of systems and countries.

The UK ratified the Lisbon Recognition Convention in May 2003.

6. Doctoral studies and research

6.1. Give a short description of the organisation of third cycle studies

(For example, direct access from the bachelor level, balance between organised courses, independent study and thesis)

In most Scottish HEIs, as in the rest of the UK, formal registration for the degree of PhD or DPhil takes place after the initial year of research and following the successful completion of

a transfer report. Students must have a good honours degree to progress to the third cycle. The final outputs of a PhD or DPhil are normally a thesis that will vary in length depending on the broad discipline area (arts and humanities; social science; science); and an oral examination (viva voce).

Doctorates with a substantial taught core are now available in some vocational areas including engineering (EngD), business (DBA) and education (EdD). The coursework and final thesis requirements will vary according to institution and the subject area.

Professional Doctorates are available for people in employment wishing to research their professional practice – rather than pure research, professional doctorates are situated within practice, and students are required to show evidence that, through their studies and through testing and applying theories, they have made a significant contribution to their organisation/area or its working practices. Examples of areas in which professional doctorates are available are teacher education, clinical psychology, medicine, business administration, and educational psychology. Nomenclature will vary according to the area of practice.

Doctorates by publication are awarded on the basis of the submission of high quality previously published work of the candidate, supported by a substantial reflective piece critically appraising this work.

Most doctorate qualifications take a minimum of three to years to complete through full-time study. Part-time study is common, and therefore, the duration varies from between 4 - 6 years. The most recent guidance to institutions on the funding councils', research councils' and QAA's expectations in respect of the management, quality and academic standards of postgraduate research programmes was published in September 2004. (QAA Code of Practice: Section 1.) Institutions use of the Code is monitored through QAAs and review processes and in the case of this section, the outputs of those review processes will be used by other agencies, including the UK funding councils. This section of the Code is also designed to guide institutions on the development of institutional codes of practice in the area of postgraduate research programmes, a further recognition of institutions' responsibilities for quality and standards.

6.2. What are the links between HE and research in your country?

(For example, what percentage of publicly-funded research is conducted within HE institutions?)

All universities in Scotland have research degree-awarding powers (as well as taught degree-awarding powers) and are actively involved in research. This will continue to be a requirement for any institution gaining university title in Scotland in the future, thus maintaining the link between higher education and research. Scottish HEIs produce 1% of published research with less than 0.1% of world's population, and with 11% of the UK's provision attract 12% of UK Research Council funding and 14% of EU research budgets for the UK.

Research in Scottish HE institutions is funded from public funding and research contracts from charities, public bodies and industry. The system of public funding is often referred to as the 'dual support' system. The first leg of the dual support system is SHEFC's Main Quality Research Grant (QR) allocated selectively in the form of a block grant, using a

method of calculation based on the Research Assessment Exercise (RAE). SHEFC distributes QR grant to a wider range of HEIs than its English counterpart, HEFCE, thus providing greater support to newer and improving HEIs and areas of research. Other grants support research in new and developing subject areas and to support novel and interdisciplinary approaches. SHEFC also funds programmes jointly with partner organisations where this is likely to lead to strategic investments.

The second leg of dual support is funded from the research councils and other government bodies. The research councils provide UK-wide competitive funding for project-specific, bid-led grants. These fund the direct costs of a project and make a contribution to their indirect costs in institutions. Departments of the UK Government and the Scottish Executive may also fund research projects in HEIs in a similar manner. These government bodies may also support research projects or core activities in research institutes outside the HEI sector. However, the vast majority of publically funded research in Scotland is undertaken by the HEIs.

7. Mobility of students and staff

7.1. Describe the main factors influencing mobility of students from as well as to your country (For instance funds devoted to mobility schemes, portability of student loans and grants, visa problems)

Scotland has a long history of participation in the European Commission's Socrates Erasmus Programme and continues to be a popular destination choice for students from the rest of Europe. The UK Socrates Erasmus Council is actively encouraging as many HE students as possible to take part.

There are concerns that the number of Scottish students taking part in the Erasmus programme has been declining. This led to a number of UK stakeholder bodies contributing to a research study to identify the reasons for this. The study found that the main barriers to participating in the Erasmus programme were concerns about finance and linguistic ability. Consideration is currently being given to the report's recommendations on actions to increase outward mobility.

Students who undertake short-term study abroad will have their fees paid, will receive student loans and will be eligible for support with additional travel costs and medical insurance. A higher rate of loan is available for students studying in "high cost" or "higher cost" countries. Students taking voluntary full-time study abroad can apply for the same package of loans and supplementary grants with tuition fees paid at the private rate, provided that this does not extend the minimum period needed to complete the course in the UK.

7.2. Describe any special measures taken in your country to improve mobility of students from as well as to your country

As part of a package of measures to address population decline in Scotland, the Scottish Executive is introducing a new visa extension scheme for overseas students graduating from a Scottish higher education institution from summer 2005. Students from Bologna countries who are not part of the European Economic Area will be able to take advantage of the scheme which gives leave to remain in the UK for two years on completion of their studies.

Eligible EU nationals (or their children) studying full-time at undergraduate level in Scotland

are eligible to receive free tuition.

The Scottish Executive participates in the UK-wide Prime Minister's Initiative (PMI), which seeks to increase the numbers of overseas students at institutions across the UK, and has been running since 1999. Steps taken to attract overseas students include: more Chevening Scholarships; a more user-friendly visa service; eased procedures for students and their dependants for working while studying; and more information for students.

7.3. Describe the main factors influencing mobility of teachers and staff from as well as to your country (For instance tenure of appointment, grant schemes, social security, visa problems)

The recruitment and terms and conditions of university staff are matters for the institutions themselves. There are significant numbers of international teaching and research staff working in Scottish HEIs, reflecting the international academic labour market in which they operate. Mobility is more likely amongst younger staff without family responsibilities, particularly staff looking to enhance their career in order to obtain a permanent position.

7.4. Describe any special measures taken in your country to improve mobility of academic teachers and staff from as well as to your country

There are special sources of funding, for example those provided by the Carnegie Trust and the British Council, to support short-term exchanges and visits of UK staff overseas.

8. Higher education institutions and students

8.1. Describe aspects of autonomy of higher education institutions

Is autonomy determined/defined by law? To what extent can higher education institutions decide on internal organisation, staffing, new study programmes and financing?

Scotland has its own legal system and as such, the regulations underpinning higher education provision are not the same as those in other parts of the UK. The main Acts underpinning HE provision within higher education institutions in Scotland are as follows:

- Universities (Scotland) Acts of 1858, 1889, 1922, 1932 and 1966.
- Education Reform Act 1988.
- Further and Higher Education (Scotland) Act 1992.

We also have a Further and Higher Education (Scotland) Bill going through Parliament at the moment. This legislation will merge the Further and Higher Education Funding councils.

Under the legislative provisions referenced above, Scottish higher education institutions are autonomous bodies. The academic freedom of all further and higher education institutions funded by SHEFC is protected in the Further and Higher Education (Scotland) Act 1992. Academic freedom for higher education staff working in universities established before 1992 is protected in the Education Reform Act 1988. This means that HEIs determine their own organisation, staffing, admissions policy, programmes and internal resource allocation. SHEFC is responsible for ensuring that the HE sector as a whole is responsive to government priorities and for allocating funding to individual HEIs.

Any amendments to the principal governing instrument of a university or HEI are made

through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities.

SAAS administers funds for fee and maintenance support for HE students. However, institutions are involved in administering additional discretionary funds for hardship, within guidelines issued by SAAS.

8.2. Describe actions taken to ensure active participation from all partners in the process

In the main, higher education institutions have good processes to ensure active participation of staff and students. Staff are represented on governing bodies and at all levels of academic management. In particular, the Senate or Academic Council, which is responsible for academic quality and standards subject to the overall direction of the governing body, consists of academic staff. Staff also sit on the committees of the institution. Students are represented on governing bodies and the Senate or Academic Council. HEIs also have strong links with business and industry, including through membership of HEI governing bodies and links with Professional Statutory Bodies, and through industry involvement in curriculum review and development.

8.3. How do students participate in and influence the organisation and content of education at universities and other higher education institutions and at the national level?

(For example, participation in University Governing Bodies, Academic Councils etc)

There is a strong tradition of student representation and all Scottish HEIs have a student on their governing body, as well as representatives at class level and at various intermediate levels. The Funding Council and the HE sector have agreed on the importance of effective student representation as a quality enhancement measure. SHEFC funds training and support for student representatives to participate in this process. This includes funding for "sparqs", the national development service to support student involvement in quality enhancement.

9. The social dimension of the Bologna Process

9.1. Describe measures which promote equality of access to higher education

Specific actions taken to address participation by under-represented groups include:

- Universities Scotland has a Social Inclusion Advisory Group and dedicated full-time staff member supporting HEIs in promoting equality of access to HE
- statistical analysis and monitoring of participation rates
- setting up of wider access regional forums to support activity at local level
- Widening Access Premium payable to institutions to provide support to students from under-represented areas
- other premiums to support particular groups such as disabled students
- support for the Scottish Advisory Committee on Credit and Access (SACCA) project on mapping of articulation routes from sub-degree courses at further education colleges to degree courses at HEIs
- introduction of Aim Higher Scotland campaign which encourages children in low participation schools to consider further and higher education as an option.

10. Developments in lifelong learning

10.1. What measures have been taken by your country to encourage higher education

institutions in developing lifelong learning paths?

The Scottish Executive's lifelong learning strategy indicates the importance the government places on lifelong learning. Actions taken to promote this include:

- SHEFC encourages institutions to develop part-time degree provision (since the volume of this provision is not capped);
- SCQF promotes credit recognition for small and episodic learning activities as well as degrees, and clarifies articulation and progression routes between institutions;
- the Scottish Executive's enterprise strategy Smart Successful Scotland emphasises skills development and need for retraining/Continuing Professional Development;
- Scotland's colleges of further education provide access to learning throughout life, accessible to those in work and out of work. About 28% of students in these colleges come from areas of high deprivation. Routes are then available for these students to articulate to first degree courses in HEIs through the SACCA project.

10.2. Describe any procedures at the national level for recognition of prior learning/flexible learning paths

HEIs have for many years developed approaches to the recognition of prior learning. At national level, this is being taken forward under the SACCA project and as part of the further development of SCQF. The SCQF Social Care Group with representatives from the HEIs, colleges and others, includes amongst its aims the development of arrangements for the recognition of prior learning and the development of flexible learning paths. These cover Assessment on Demand, Credit Transfer and Accreditation of Prior Learning (APL) based on portfolio production.

11. Contribution to the European dimension in higher education

11.1 Describe any legal obstacles identified by your country and any progress made in removing legal obstacles to the establishment and recognition of joint degrees and/or joint study programmes

Higher Education Institutions have long experience of offering programmes and awards in partnership with other institutions within the UK and abroad. These may variously lead to a single joint award or dual degrees. Section 2 of the QAA Code of Practice covers joint study programmes and joint and dual awards.

In a small number of institutions the legal terms establishing the University may limit the authority to award joint degrees. Universities which wish to change their statutes to allow them to award joint degrees may propose appropriate changes to the Privy Council. There are also Universities where the internal legislation has not permitted the award of joint degrees, but this does not necessarily preclude dual programmes. In such cases institutions which have wished to award a joint degree have amended their regulations to allow them to do so.

11.1.1. Describe the extent of integrated study programmes leading to joint degrees or double degrees

There is no national inventory of integrated study programmes either involving a period of study in another European country or leading to a joint or double degree. However, such degrees, particularly double-degrees, have existed for a long time - since the period of the joint study programmes which preceded the establishment of the Erasmus programme in 1987. Such degrees are normally undertaken on a bilateral basis and involve the mutual recognition of credits. There are double and

joint degrees at undergraduate (first cycle) and second cycle (Masters) in a number of institutions. This includes Masters such as those described in the EUA Report on Joint Masters, in which 9 out of the 11 pilot programmes involved UK institutions. Programmes are organised between individual institutions at their own initiative.

11.1.2. How have these programmes been organised? (*joint admissions, mobility of students, joint exams, etc.*)

There is no single model of organisation for joint degree programmes. Roles and responsibilities in respect of admissions and assessment of student learning are negotiated between partner organisations.

11.2. Describe any transnational co-operation that contributes to the European dimension in higher education

As institutions are autonomous bodies, the Scottish Executive does not have a role in ensuring transnational co-operation. However there are many examples of co-operation at institutional level.

11.3. Describe how curriculum development reflects the European dimension
(*For instance foreign language courses, European themes, orientation towards the European labour market*)

The Scottish Executive is precluded by legislation from influencing the curriculum. There are however in practice many curriculum developments at institution level that reflect the European dimension.

12. Promoting the attractiveness of the European Higher Education Area

12.1. Describe actions taken by your country to promote the attractiveness of the EHEA

The Scottish Executive has made high levels of additional investment in its higher and further education systems, to ensure institutions are able to maintain and enhance the quality of research and the student experience. The Scottish Executive encourages its institutions to recruit international students and to participate in exchange programmes.

13. Concluding comments

13.1. Give a description of your national Bologna strategies

The Scottish Executive's priorities for the development of the further and higher education sectors are outlined in its Lifelong Learning Strategy and A Framework for Higher Education in Scotland. These strategies are consistent with the goals of the Bologna Declaration. The Scottish Executive and other HE stakeholder bodies take an active role in Bologna related events and are keen to share good practice and learn from the experience of other Bologna signatories.

13.2. Give an indication of the main challenges ahead for your country

Scottish higher education has already put in place the key aspects of the Bologna process. There are however a number of challenges ahead. Reflecting the main challenges affecting the rest of the UK, they are:

1. To widen and deepen the engagement of individual HE institutions with Bologna and the issues it raises.

2. To develop the relationship between HE and professional bodies as academic and vocational qualifications are brought together under a framework of qualifications for Europe, and to ensure that there is common understanding across the sector.
3. To maintain diversity and flexibility as the 3rd cycle (doctoral level qualifications) is incorporated into the Bologna Process. The UK has begun the process of linking the third cycle to research and industry, and is looking for ways to develop this more.
4. To ensure that HEIs contribute to the economic, social, cultural and skills needs of Scotland.
5. To promote Knowledge Transfer and greater collaboration between universities and business.
6. To improve capacity in areas such as APL.