



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

United Kingdom

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

United Kingdom

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Contributors to the report

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Employer representatives =

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Student representatives = National Union of Students

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Academic and other staff representatives = Universities UK

Contributors to the report

Other (please specify) = British Council

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

No

2. How do these projections affect higher education policy planning?

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

there are 133 higher education institutions in england; 2 are private. There are 12 in Wales and 4 in Northern Ireland (all public).

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 43

240 ECTS = 18

Other number of ECTS = 38

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 43

240 ECTS = 18

Other number of ECTS = 38

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

Integrated Masters (predominately in engeering and science subjects. Short cycle degrees also exist.

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

it varies.

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

38

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 49

90 ECTS = 1

120 ECTS = 23

Other = 27

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 49

90 ECTS = 1

120 ECTS = 23

Other = 27

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

Yes

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

3 years

5.11. What percentage of all second cycle students is enrolled in these programmes?

26

5.12. In which study fields to these programmes exist?

several.

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

<10%

information not centrally held.

6.1.1. Please provide a source for this information.

information not centrally held.

6.2. What percentage of first cycle students continue to study in a second cycle programme after graduation from the first cycle (within two years)?

0-10 %

information not held centrally.

6.2.1. Please provide the source for this information.

information not held centrally.

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

Higher education institutions in the UK are autonomous institutions, and thus decide their own entry criteria – hence, they will be different for different subjects and will vary from one institution to another. It may be the case that they have additional requirements for 2nd cycle admission, for students from another field of study or another institution, but it is not necessarily the case. Sometimes MBAs and certain more vocational 2nd cycle programmes (e.g. those linked to the medical profession) may also require work experience

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

see answer to previous question. potentially all give such access.

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

information not held centrally.

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

6.6.1. Under which criteria is this possible?

At institutional discretion.

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

information not held centrally.

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

No

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

Yes

7.2.1. Please specify how it is regulated.

some programmes, which provide entry to professions, may be regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

Yes, for some graduates of these programmes

7.3.1. Please specify for which graduates.

at institutional discretion.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

Both traditional supervision-based doctoral programmes and professional doctoral programmes exist in the UK. Within the former, it is also possible to acquire a doctorate 'by publication' and within the latter, there exists the New Route PhD (<http://www.newroutephd.ac.uk/>).

8.2. Do doctoral and/or graduate schools exist in your higher education system?

Yes

8.2.1. What are the main features of these schools and how many doctoral schools are there?

According to the 2010 UK Council for Graduate Education publication 'A Review of Graduate Schools in the UK', 76% of higher education institutions now have at least one graduate school, and within these institutions the predominant model is the institution-wide graduate school (63% for pre-1992 institutions and 89% for post-1992 institutions). All of these graduate schools serve research students and most serve Professional Doctorate students. Only a few serve postgraduate taught students.

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

No

8.3.1. Please specify the number of years.

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

8.4. Are doctoral studies included in your country's qualifications framework?

Yes

8.5. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

Foundation degrees were introduced in September 2001. They are predominantly delivered through partnerships of further and higher education institutions, and are intended to help education providers to address the shortage of intermediate-level skills and to widen participation in higher education and stimulate lifelong learning. The curriculum usually consists of a combination of theory, practice and work placement, and they tend to last between 1 and 2 years. The transition from a foundation degree to a bachelor's programme is fairly uncomplicated; students who make good progress on SCHE courses can choose to join an Extension Bachelor's Degree. Most students in SCHE make the transition (immediately or after some practical work) to degree programmes, and there are bridging courses to help with the transition from SCHE to degree programmes, although they are not compulsory. Some institutions of higher education assign ECTS credits to modules undertaken as part of a Foundation Degree, and a whole foundation degree tends to be worth 120 ECTS credits. In terms of the Bologna Process, foundation degrees do not represent an end of first cycle higher education, but are designed to offer opportunities to progress to a bachelor's degree, which represents completion of first cycle higher education.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

Further and Higher Education Act 1992 (Article 76): <http://www.legislation.gov.uk/ukpga/1992/13/section/76> This permits all higher education institutions established post-1992 to award joint degrees. However, pre-1992 higher education institutions are governed by their charters (some granted long before joint degrees were ever thought about), and some of which prevent the award of joint degrees.

10.2. Does higher education legislation allow:

Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

with a joint degree < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

from a joint programme < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

No

10.5.1. Please explain briefly.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Information on joint degrees and joint programmes (or dual degrees) is not collected centrally so the figures inserted above are there simply to complete the "mandatory" part of the qu.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

No

1.1. How do steering documents in your country define student-centred learning in higher education?

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | | | | | | |
|--|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|
| Independent learning | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Learning in small groups | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Assessment based on learning outcomes | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Recognition of prior learning | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Learning outcomes | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Student/staff ratio | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Student evaluation of teaching | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Please choose..

1.4. Please specify.

2. Please provide a reference for your steering documents covering student-centred learning.

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

Across the UK learning outcomes are understood as a "statement of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. (definition as used in the HE Credit Framework for England - Guidance on academic credit arrangements in HE.

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?

(This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

Where ECTS is used, the credits would in all cases be linked to learning outcomes as is the practice in all the national credit systems in place across the UK. The framework for higher education qualifications in England, Wales and Northern Ireland

(FHEQ) and its qualifications are demonstrably based on learning outcomes and the qualifications are linked to ECTS or ECTS-compatible credits. For a full description please review page 22-25 of the Verification of the compatibility of The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) with the Framework for Qualifications of the European Higher Education Area (FQ-EHEA).

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.3.1. Does your country provide specific support measures on the national level?

Higher education awarding bodies use the Quality Assurance Agency for Higher Education's Academic Infrastructure in their management of the standards and quality of their programmes and awards. QAA uses the Academic Infrastructure as a reference point when reviewing the effectiveness of institutions' management of academic standards and the quality of learning opportunities. Institutions develop programme specifications, consisting of definitive publicly available information on the aims, intended learning outcomes and expected learner achievements of each programme of study. These are both developed and approved within the context of the FHEQ and the appropriate subject benchmark statement. Further information on the Academic Infrastructure can be accessed at: www.qaa.ac.uk/academicinfrastructure

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

Please refer to the answer for 12 [X.3.1.] The QAA has produced written guidelines to offer help and guidance to those preparing programme specifications. They draw on the experience of others in a range of subjects and institutions who have already prepared programme specifications. A programme specification is a concise description of the intended learning outcomes from a higher education programme, and how these outcomes can be achieved and demonstrated. Please refer <http://www.qaa.ac.uk/academicinfrastructure/programSpec/default.asp> The Higher Education Academy also provides information and guidance on enhancing the learning experience, including specific advice on writing and using learning outcomes. For more information on this visit the HEA's publication 'Writing and Using Learning Outcomes: a Practical Guide' at http://www.heacademy.ac.uk/resources/detail/ourwork/evidencenet/Writing_and_Using_Learning_Outcomes

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
- Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

data not available for this. Universities decide their own policy on this as autonomous institutions. However, training is usually compulsory for new probationary lecturers, Teaching Fellows, Postdocs who teach and is available on a voluntary basis to other academic staff. There are also periodic conferences in the UK open to academic staff regarding learning outcomes, and again the Higher Education Academy offers advice and guidance through its publications and networks.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

In the UK quality assurance is facilitated by the 'Academic Infrastructure'. This is a set of interrelated reference points that provide a means of describing and maintaining academic standards. The three central elements of the Academic Infrastructure Programme specification (institution), Subject benchmark statements (subject community), and the FHEQ (national agreement) all have learning outcomes as a central element. Institutions develop programme specifications, consisting of definitive publicly available information on the aims, intended learning outcomes and expected learner achievements of each programme of study.

These are both developed and approved within the context of the FHEQ and the appropriate subject benchmark statement. Benchmark statements set out expectations about standards of degrees in a range of subject areas. Another central element to the Academic Infrastructure is the Code of practice for the assurance of academic quality and standards in higher education, which provides a key reference point and guidance to institutions which embeds learning outcomes in the sections on the processes for Student Assessment; External Examining; and on Programme Design, Monitoring and Review. Higher education awarding bodies use the Academic Infrastructure in their management of the standards and quality of their programmes and awards. QAA uses the Academic Infrastructure as a reference point when conducting institutional reviews on the effectiveness of institutions' management of academic standards and the quality of learning opportunities.

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

: Learning outcomes have been a feature of higher education in England, Wales and Northern Ireland for over a decade and are embedded in HEI and QAA processes for the quality assurance and enhancement of higher education.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

a national credit system compatible with ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

Many EWNi institutions either use European Credit Transfer and Accumulation System (ECTS) or a credit system that is compatible with ECTS. ECTS and Credit is used to aid the mutual recognition of periods of study abroad and assist student mobility. ECTS is based on the principle that 60 ECTS credits are equivalent to the learning outcomes and associated workload of a typical full-time academic year of formal learning. In everyday practice, two UK credits are equivalent to one ECTS credit. For a full explanation of the link between ECTS refer to pages 22-25 of the report Verification of the compatibility of The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) with the Framework for Qualifications of the European Higher Education Area (FQ-EHEA) at <http://www.qaa.ac.uk/academicinfrastructure/fheq/selfcertification09/fheqselfcert.pdf>

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Learning outcomes achieved only

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Please choose..

5.4.3. What is the number of hours per credit?

0

5.4.4. What is the number of student teacher contact hours per credit?

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- All students answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- Some students answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- Upon request answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- In certain fields of study answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- No students answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

In a 2010 survey of institutions it was found that 75% of respondents currently issue the Diploma Supplement (DS) (an increase from the figure of 57% reported in 2007). 76% of respondents who issue the DS do so automatically to students graduating with an undergraduate and postgraduate level qualification and 15% issue it on an ad-hoc basis. Only about 30% of respondents issue the DS automatically to doctoral graduates, the same figure as in 2007. In the same survey institutions were asked if they had any feedback on the Diploma Supplement. 64% had not received any feedback from students and/or employers that the DS was useful. However, when asked what are the benefits of issuing the DS to the institution, respondents commonly replied: the DS is useful to graduates applying for further study, both in the UK and Europe; employers can use it to better assess an applicant to a job, but it is probably too wordy to be used as an initial tool; and the DS is readable across Europe.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

The UK HE Europe Unit undertakes a survey every two years on UK HEIs engagement with Europe. The results of the last survey have been used in Q35. TO view the results visit http://www.europeunit.ac.uk/sites/europe_unit2/documents_and_publications/europe_note_archive/2010_europe_notes.cfm

6.4. In what language(s) is the Diploma Supplement issued?

English

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

There is a UK-wide initiative to introduce a 'Higher Education Achievement Report, incorporating the Diploma Supplement' (HEAR). The HEAR is a means for recording student achievement in HE and is intended to provide more detailed information about a student's learning and achievement than the traditional degree classification system. It will be issued to students on graduation and will include and extend the existing record of academic achievement - the academic transcript - and the European Diploma Supplement. For more information visit <http://www.hefce.ac.uk/learning/diversity/achieve/>

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

10. The Framework has self-certified its compatibility with the European Framework for Higher Education

7.2.1 Please provide the date when the step was completed.

31.12.2009

7.2.2. Please provide a reference for the decision to start developing a NQF.

A national framework for higher education qualifications was proposed originally in the Dearing report (National Committee of Inquiry into Higher Education, 1997). The Framework for Higher Education Qualifications for England, Wales and Northern Ireland was first published in 2001. It was developed and is maintained by the Quality Assurance Agency for Higher Education (QAA) in accordance with the recommendations of the Dearing report. The second and latest edition was published, following extensive sector consultation, in August 2008.

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/selfcertification09/FHEQSelfCert.pdf>

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

The national frameworks are available on the QAA website at <http://www.qaa.ac.uk/academicinfrastructure/fheq/>

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer
- Recognition for professional employment Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

8.2. Which of the following statements is specified in national legislation?

Applicant's right to fair assessment of qualification

Although this is not included in legislation it is standard practice and was reflected in the UK ratifying the Lisbon Recognition Convention in 2003. The UK NARIC - the National Agency responsible for providing information, advice and expert opinion on qualifications to organisations recruiting from overseas and to individuals wishing to work or study in the UK - has developed a Code of Practice which advises on the criteria and procedures for the recognition of international qualifications and skills. The Code of Practice reflects closely the guidelines in the Lisbon Recognition Convention.

8.2.1. Please provide a reference to the relevant legislation.

This is not legislation, but the UK NARIC Code of Practice can be found at <http://www.naric.org.uk/index.asp?page=9>

8.3. What measures exist to ensure that these legal statements are implemented in practice?

The Code of Practice has been further enhanced to ensure that international qualifications are better understood. The UK NARIC's model is based on the evaluation of learning outcomes achieved through all paths and progression routes. This approach makes it possible to recognise not only the various 'national awards' with their differing entry points and purposes but also international qualifications such as joint diplomas, which vary significantly from system-specific national awards.

8.4. Do higher education institutions typically:

Other

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

Yes

8.5.1. Please explain.

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

HEIs are responsible for setting their own admissions policies and practice but do so in general accordance with the QAA published Code of Practice which includes a section on 'Admissions' which itself includes clear expectation that 'Institutions have policies and procedures for the recruitment and admission of students to higher education that are fair, clear' and explicit and are implemented consistently'. This will include the recognition and admission of students with overseas qualifications. In conducting its external review of HEIs management of quality and standards, the QAA external review will consider and report on how the HEI has implemented the Code of Practice.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

In addition to the above, a national development service 'Supporting Professionalism in Admissions (SPA) works to identify and promote good practice in admissions (drawing from the QAA Code of Practice) – including for applicants who hold overseas qualifications. Similarly, the Universities and Colleges Admissions Service (UCAS) support the development of professional practice and standards of admissions staff. Recognition of qualifications may be done centrally or by faculties or individual schools within institutions. This depends on the institution, and sometimes on either the level of study (e.g. undergraduate qualifications may be recognised centrally, but taught postgraduate qualifications might be recognised by schools) or the particular subject. In some cases, institutions have offices abroad that recognise qualifications for particular countries.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

The Quality Assurance Agency for Higher Education (QAA) was established in 1997. The primary responsibility for academic standards and quality in UK higher education rests with individual universities and colleges, each of which is independent and self-governing. QAA checks how well they meet their responsibilities, identifying good practice and making recommendations for improvement. QAA also publishes guidelines to help institutions develop effective systems to ensure students have high quality experiences.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

Formative advice on strengthening and enhancing quality

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

1.4.1. Please specify the normal impact of an external review.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Institutions

1.6.1. Are all institutions subject to external evaluation?

Yes

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Please choose..

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

Institutional audits in England and Northern Ireland are peer reviews of the institution's management of quality and standards by trained reviewers using their knowledge of higher education and the nationally agreed set of external reference points – including the Framework for Higher Education Qualifications and subject benchmark statements – known collectively as the ‘Academic Infrastructure’. After each audit, QAA publishes a full report on the audit team's findings. Audits offer Summative judgements on the level of confidence in the institution's management of quality and the standard of its awards, and formative advice on strengthening and enhancing quality. They can only affect funding in the case of a "no confidence" judgement in which instance the Funding Council might take action but this has never occurred at institutional level. The full audit review is published on the QAA website.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

as above. The full audit review is published on the QAA website.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

Management of partnership or collaborative provision arrangements in the UK and abroad through which programmes leading in part or full to the institution's awards are delivered. Where such provision is substantial a separate audit takes place. Overseas provision – transnational education – is currently reviewed on a country by country basis.

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

The review processes including focus are set out in a published handbook available in hard copy and on QAA's website. The audit trails for individual institutions vary within this and are determined by many factors, including the type of review/audit; issues in the institution's briefing paper or the students' written submission; outcomes from previous QAA reviews and audits; outcomes from previous reviews/audits by other agencies, for example professional, statutory and regulatory bodies.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

A new institutional review process will be introduced from September 2011.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

No

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)
see below.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

HEIs are not free to choose for institutional audit/review but many elect to undergo international accreditation for their Business schools for marketing and recruitment purposes.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

Yes. The QAA was reviewed for continued full ENQA membership in 2008. The ENQA Board confirmed that QAA is fully compliant in 14 of the 16 European standards, and substantially compliant in the remaining two. The ENQA review report concluded: "QAA's overall performance against the standards of the ESG is very high. Where the Panel has made detailed comments on particular aspects of its work, these are designed to deliver further incremental improvement to an already strong organisation. QAA is fit for purpose, well-led and well managed at both Board and Executive levels. The Panel has been consistently impressed by the calibre and professionalism of all those contributing to the work of QAA in maintaining quality and standards across HE in the UK".

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student involvement in governance structures of national quality assurance agencies | There is a student member of the QAA Board |
| <input checked="" type="checkbox"/> As full members in external review teams | The current process did not specify the inclusion of a student in the team but QAA has trained student reviewers and most external review teams include a student as a full member. The new process from September 2011 will formalise this. |
| <input type="checkbox"/> As observers in external review teams | |
| <input checked="" type="checkbox"/> In the preparation of self evaluation reports | QAA invite a student written submission before each institutional review, as evidence of student experience |
| <input checked="" type="checkbox"/> In the decision making process for external reviews | This presumes all processes are accreditation where the teams make a recommendation to an accreditation committee which has the last say. In audit the team 'makes the decision' so students are involved. |
| <input type="checkbox"/> In follow-up procedures | |
| <input checked="" type="checkbox"/> Other, please specify | QAA is extending its work with students to support and promote activities that engage students in the processes and management of quality assurance and enhancement, including students as members of all review and audit teams. |

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

No

The involvement of different stakeholders in review/audit meetings and discussions depends in part on the institution and discussions at the briefing visit.

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

The questions on "formal requirements" are unclear to us. We are not clear what information you are seeking - what does "formal" mean in this context, and on the part of whom? Govt/QAA? See also below re "formal".

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

No

5.1.1. Please specify these requirements and the relevant source.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

5.2.1. Please specify.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

No

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Please choose..

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Please choose..

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

More than 75%

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All

5.5.1. Please describe what kind of arrangements are in place.

There is no standard set of arrangements but they variously include addressing the relevant section of QAA's Code of Practice on programme design, approval, monitoring and review as well as other elements of the Academic Infrastructure. They will involve externality especially in approval and periodic review through involvement of academics from outside the institution and others including employers, graduates/alumni and external examiners and will draw on student feedback including participation in programme/course committees and internal surveys. They will be able to draw on evidence including the National Student Survey and where appropriate the reports of the professional, statutory and regulatory body.

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

All

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

None

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

see below.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

We are unclear as to whether the earlier questions relate to internal evaluations? QAA reports are already published. It is not up to institutions to publish QAA reports and they have no possibility of stopping publication. Another source of information which is not always widely available in other countries is the NCC and HESA and data on progression and graduation.

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

No

2. How do your steering documents define lifelong learning?

3. What is the common understanding of lifelong learning in your country?

Lifelong Learning is generally taken to mean the acquisition or development of learning throughout life in either formal or non-formal learning environments.

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

Some of the higher education institutions which traditionally offered lifelong learning ('adult continuing education') still provide public programmes of courses for personal development. The forms of "lifelong learning" offered by English HEIs typically are: • part time degrees and other qualifications, offering flexible study including distance learning, and with a high proportion of mature students; • Short courses of continuing professional development for professionals, including medicine, law, management and specialised areas of science; • Access provision to attract non-traditional students to higher education; • Programmes of public lectures, exhibitions and performances for the public; and • Research into lifelong learning, in some cases involving members of local communities.

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of some institutions

6. For which institutions is lifelong learning a recognised mission?

Lifelong learning figures in the mission statements of most higher education institutions. In this sense it is recognised formally in institutional strategy. The activities which flow from this mission will vary from one institution to another. Examples of institutions which have lifelong learning as a primary aim include Birkbeck College, University of London and The Open University.

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

No

8. Please provide a reference to the relevant legislation or regulation.

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications
- Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

No

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

(i) socio-economic status - this is the main category by which participation is monitored. (ii) from state maintained schools and colleges; (iii) young people in receipt of Free School Meals - this is used as a proxy measure for low income and socio economic class; (iv) gender, ethnicity and disability are used to define under-representation.

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

Young people from socio-economic groups (and state schools, low participation neighbourhoods) Aimhigher (around £80m a year) is a national, targeted programme providing support to local partnerships of schools, colleges and universities to help widen participation by raising the aspirations and attainment of young people from disadvantaged backgrounds and improving progression. The main group is young people aged 14- 19 from lower social classes. Aimhigher offers a broad menu of activity tailored to local needs including summer schools, master classes, visits to universities, subject specific activities and activities for particular groups. A national road show visits schools and colleges in disadvantaged areas. A mentoring scheme - Aimhigher Associates. Associates are HE students from state schools who provide targeted support and sharing of personal experience, with particular help with applying to university for young people in state schools from poorer backgrounds or no family history of application to HE. Funding is £21m over 3 years. More information is available on the HEFCE website <http://www.hefce.ac.uk/widen/aimhigh/>

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

For socio-economic status, type of schools attended and geography information is gathered by self report. For FSM inclusion in this group is decided mainly by level of parental income. For personal characteristics - ethnicity, gender and disability - the determination is based on self-declaration.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

The HEFCE Outreach Allocation is worth £143.5m in 2010/11. The allocation is intended to meet some of the additional costs incurred by institutions for outreach activity to raise aspirations and attainment among potential students from under-represented groups. Further details can be found on the HEFCE website <http://www.hefce.ac.uk/widen/fund/> The Government also provides HEI-specific funding to help them meet the additional needs of students with disabilities – this allocation amounted to £13.2 million in 2010-11. We also provide specific funding direct to disabled students through the Disabled Students' Allowance.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

No

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

No

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Yes

4.7.1. Please specify.

The Department for Business Innovation and Skills closely monitors widening participation trends based on individual student characteristic groupings (ethnicity, SEN, Social Class, free school meal status, type of schooling and gender) and area-based classifications (deprivation, HE participations and graduate parent levels). The findings are regularly published in Official statistic releases and other research reports. Our analysis also considers the relative significance of each influencing factor and how these separate factors combine to explain HE entry. Of course, group participation rates to HE are always analysed within the context of educational inequalities that emerge prior to HE entry

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

Participation is monitored through analysis of higher education data such as use of matched datasets, production of National and Official Statistics products and external research.

4.8.1. What data is collected?

All the groups specified in the earlier answer are monitored. Data comes from the Higher Education Statistics Agency (HESA) Student Record and related analysis. The HESA Student Record has been matched to the National Pupil Database (NPD - school data) to track students from school to HE. Data is collected by the Universities and Colleges Admissions Service (UCAS) regarding applicants and accepted applicants to HE courses. The Longitudinal Study of Young People in England (LSYPE), which is managed by the Department for Education, uses annual interviews of young people and their parents/carers to collect data about HE ambitions and applications.

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

Yes

The HESA Student Record contains information on subjects studied for all these groups.

4.10. When are data generally collected?

At entry into higher education

4.10.1. Where an approach different from the general approach is used for any group, please specify.

All underrepresented groups higher education data comes from the HESA Student Record. The matched NPD-HESA data is used to identify whether HE students previously claimed FSM when aged 15. The HESA also collect data from graduates via the Destination of Leavers from Higher Education (DLHE) survey. This records the destinations of graduates 6 months after graduation. The Longitudinal DLHE takes a sample of the DLHE respondents and surveys them regarding their destinations 3½ years after graduation.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

data on the proportion of students from state schools, lower socio-economic classes, low participation neighbourhoods and those who claim disabled students allowance is published by HESA: www.hesa.ac.uk/index.php/content/category/

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

Higher Education institutions are independent, autonomous bodies. As such, they are responsible for their own admissions decisions. The Government does not have the power to interfere in university admissions. Government does have a legitimate interest in ensuring that the procedures for applying to, and being considered by, institutions are clear, fair and command the respect of prospective students, parents, teachers and advisers. A fair admissions system helps to ensure that everyone with the potential to succeed in HE has the opportunity to do so and that talent isn't wasted.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

The Government is clear about the importance of widening participation and improving fair access in higher education – all those with the ability should have access to higher education irrespective of family income. It recognises the need to attract a higher proportion of students from disadvantaged backgrounds.

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

See answer to earlier question for relevant groups of students: Reason(s) linked to group 1: The main factors are a combination of aspiration and educational attainment. These are the main factors across all of the groups mentioned. Prior educational attainment is a key to narrowing the gap in participation between different socioeconomic classes. There is virtually no difference in participation in HE when this is taken into account. Reason(s) linked to group 2: Both aspiration and attainment. Reason(s) linked to group 3: Both aspiration and attainment. Reason(s) linked to group 4: Both aspiration and attainment. Reason (s) linked to group 5: The historical under-representation of women and minority ethnic students has generally been reversed - women make up more of the student population, and nearly all the major ethnic groups are represented in higher education in greater proportions than in the population. Attainment and aspiration are the key issues in any continuing under-representation.

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Yes

5.4.1. Who monitors on the basis of which criteria?

HESA Performance Indicators will be used as a measure of how institutions are performing in terms of recruiting underrepresented groups. Their performance will determine what tuition fee level they are allowed to set. This will be monitored by the Office for Fair Access (OFFA).

5.5. How is this data used in higher education policy?

Data is used to identify where under-representation still occurs and inform any need for targeted policies, or funding to support higher education institutions.

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

From the general higher education budget see earlier answer

From a specific budget

From university budget

HEIs are responsible for their own decisions and expenditure on widening participation. All HEIs are committed to widening participation however levels of expenditure vary between the different HEIs

There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

Through the funding council HEIs get targeted funding to help them provide additional support to their students. HEFCE works with the HE sector to disseminate good practice and help HE institutions learn from what works well elsewhere. HEFCE and the Paul Hamlyn Foundation are funding seven projects focusing on different aspects of student retention, to help universities to share, evaluate and disseminate institutional good practice. HEIs are encouraged to provide clear, comparable information about their courses – so that students have a good basis for making their choices. By helping students to make better informed choices, we hope to help reduce the number who ‘drop out’ because they have chosen the wrong course or did not realise what higher education would entail.

7.2. Are student completion rates monitored in your country?

Yes, at the level of higher education institutions

7.2.1. What use is then made of the data?

Data is used to inform policy and funding priorities, as appropriate.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

No

7.3.1. Please specify the nature of these incentives.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

See answer to earlier question on the types of support provided to help improve completion rates where necessary. Publication of data at institutional level also offers an incentive.

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

Higher education institutions will offer a wide range of student support and welfare services, such as the list above, often tailored to what their students need. This will include counselling, health, welfare, financial advice/support accommodation, career, study skills services. The list is not exhaustive. Higher education institutions will offer a wide range of student support and welfare services, such as the list above, often tailored to what their students need. This will include counselling, health, welfare, financial advice/support accommodation, career, study skills services. The list is not exhaustive.

8.4. What are the main tasks of the services?

Provide support to students to help them get the best out of their experience in higher education.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

Higher education already offers flexible study options to students, such as part-time study, work-based learning and distance learning. A few institutions have also offered students the choice of undertaking a three-year degree in two years, by working through the traditional summer break.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

11.1. Please explain how higher education policy aims to attain this goal.

Although there is no "special focus" on under-represented groups offering higher education through diverse forms of provision can mean those students who cannot access the traditional full-time, three year model of HE are able to participate in HE e.g. mature learners, those already in work etc.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

Yes

13. Please provide details of these measures.

As part of its 'Transforming Workforce Development' programme, HEFCE currently support 60+ projects helping participating HEIs explore the demand for employer-responsive (including employer-co-funded) high-level skills provision and how best in practice to deliver this. Early formative evaluation findings indicate that contacts between employers and universities are continuing to improve as a result

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = Entry already holding HE level qualifications (27%)

Route 2: = Entry with A levels or equivalent (43%)

Route 3: = Entry with other qualifications (28%)

Route 4: = Entry with other qualifications (28%)

Route 5: = n/a

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

No

15.1. Please briefly describe these measures.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

part-time student

16.1.2. How do you define it?

Those who are not normally required to attend an HEI for at least 21 hours per week for 24 weeks per year (including students on release from their places of employment & those studying ev

16.1.3. What are the reasons for offering a different student status?

Part-time study opens up higher education to non-traditional HE students, who cannot, or do not wish to study on a full-time basis. It is particularly suitable for those who want to balance education with other commitments – such as employment or car

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

year part-time students are supported by a system comprising income-assessed but non-repayable grants. One is a grant to pay towards tuition costs; up to a maximum of £1, 230. The second is a grant towards course costs such as books and travel and is awarded up to a maximum of £265.

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

16.3. Which one of the following statements best describes the current situation in your country?

Other

16.3.1. Please specify

Higher education institutions have autonomy to decide and only a limited numbers offers part-time studies.

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

No

17.1.1. How does your legislation in higher education define prior learning?

17.1.2. Do your steering documents in higher education define prior learning?

Yes

17.1.3. How do your steering documents in higher education define prior learning?

There is no legislation that regulates recognition of prior learning in England, but there is a long tradition of recognition of prior learning and encouraging mature students to participate in higher education. Recognition of prior learning is a matter for individual higher education institutions but the Quality Assurance Agency for Higher Education (QAA) has established and published detailed guidelines to support institutions and to encourage them to document a process of recognition of prior learning which in many cases had previously been informal. QAA guidelines on accreditation of prior learning (September 2004) define prior learning as “Learning and achievement that occurred: ? and has been previously assessed and certificated; ? in a work/community-based or related setting, but is not a formal part of that experience; ? at some time, prior to the formal HE programme on which an applicant is about to embark; ? concurrent with participation in a HE programme, but is not a formal part of that experience; ? through experience and critical reflection, but was not part of a formal learning programme. It is the achievement of learning, or the outcomes of that learning, and not just experience of the activities alone, which is being accredited.

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

Prior non-formal learning (e.g. various non-certified courses)

Prior informal learning (e.g. work experience)

QAA guidelines define what can be included within a definition of prior learning. The guidelines are not prescriptive or exhaustive and their implementation will vary across institutions and programmes. Institutions will decide whether to recognise prior non-formal learning and/or prior informal learning, although in the case of prior informal learning, experience alone is not sufficient, it is the learning from experience which would count.

17.3. Prior learning as defined by your steering documents can ...

be used to gain admission to a higher education study programme

be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

Prior learning is not defined by legislation, although QAA has provided guidelines. Implementation of these guidelines varies across institutions and programmes, as does its use – some institutions choose to allow accredited prior learning as a means of gaining admission to higher education; others choose to consider it as partial fulfilment of the entry requirements.

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation neither expressly permits nor prohibits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Standard practice in most higher education institutions (75% +)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

The expectation, as set out in the QAA guidelines for the accreditation of prior learning, is that decisions should be subject to appeal and review, and that information relating to these procedures should be clear and accessible. With regards to Question 86, the focus of QAA audits and reviews depend on a large number of factors, as described elsewhere in this questionnaire. Recognition of prior learning may be examined during institutional evaluation if identified as a potential area of focus for audit, particularly in the context of admissions policy and student support.

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

Many HEIs offer flexible learning pathways, for example distance and work-based learning. The flexible methods of delivery include accelerated honours degrees, work-based degrees, accelerated part-time degrees and degrees delivered by distance, e-learning or "blended" learning (involving some distance learning and some learning on campus). The flexible methods attract students from non-traditional and under-represented backgrounds, including students who would not otherwise have entered HE.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

Now

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

Yes

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

£GBP

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

There are no exemptions. All home students at public HEIs have to pay fees during their studies. This is done through a loan that is made to the student, but repayment of the loan starts after students have completed their studies. NOTE: This Questionnaire insisted that I choose either 'All Students' or 'Specific Groups' against after studies - but neither is true.

4.2. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

Other All students have to pay fees.

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

Yes

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

There are no exemptions. All second cycle students at public HEIs have to pay fees during their studies. NOTE: This Questionnaire insisted that I choose either 'All Students' or 'Specific Groups' against 'After Studies' - but neither is true.

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

Other All students have to pay fees.

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = £3 (3 yrs x £1)

Maximum amount = £9870 (3 yrs x £3290)

Most common amount = £9870 (3 yrs x £3290)

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Higher Education Institutions set the level of fee that a home student pays. In theory can be as low as £1 a year, but is most often £3290 a year - which is max amount government allows them to charge.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

Minimum 1% Maximum 99%

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = There is no minimum fee

Maximum amount = There is no maximum fee

Most common amount = £15000

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Higher Education Institutions set the level of fee that a second cycle student pays. There is no set minimum or maximum for second cycle students.

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Higher Education Institutions set the level of fee that a second cycle student pays. There is no set minimum or maximum for second cycle students.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

Higher Education Institutions set the level of fee that a second cycle student pays. There is no set minimum or maximum for second cycle students.

8. Concerning fees, are international students treated differently in your country from home students?

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount = Set by Institution

Maximum amount = Set by Institution

Most common amount = £25000

8.2. According to your country's steering documents, students from which countries are considered international students?

Those countries that are outside of the EU.

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants and loans for students

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

Means tested maintenance grants and loans are available. Non means tested tuition fee loans are available.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, first cycle students only

13.2. Which first cycle students are eligible for grants and/or scholarships?

All students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

66

13.3. What is the minimum, maximum and most common value of **grants/scholarships** available to first cycle students in higher education?

Minimum = £50

Maximum = £2900

Most common = £1,000

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Please choose..

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

0

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

13.5. What percentage of all students receives a grant and/or scholarship?

66

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, first cycle students only

14.2. Are all first cycle students eligible to receive loans?

No

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = £1

Most common first cycle = £3290

Maximum first cycle = £3290

14.2.3. Are all second cycle students eligible to receive loans?

Please choose..

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle =

Most common second cycle =

Maximum second cycle =

14.3. If different types of loans exist in your country, please provide the details here.

The amounts given above are for the tuition fee loan. In theory HE Institutions can ask students to pay a contribution towards the cost of tuition up to a maximum of £3290 - tuition fee loans are available to help students meet those costs.

14.4. What percentage of students takes out loans?

In the first cycle = 90

In the second cycle = 0

Of all students = 80

14.5. Are student loans publicly subsidised or guaranteed?

Yes

14.5.1. Please explain the form of this guarantee/subsidy.

A loan that is provided by government at a NIL interest rate.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death

- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Please choose..

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

Please choose..

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Please choose..

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

Please choose..

25.3. Please explain the difference.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

Now

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
- They hold an employment contract with a HEI

28.1. Please explain why you selected multiple options?

There is no 'typical' model or status of student. Some may be 'students' others may hold an employment contract with the HEI.

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Some may receive a public grant through the Research Councils. Others may be entirely self funded.

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Maintenance Grants / Loans, nor Tuition Fee loans are available.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

This is determined by the HE Institution.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

This is determined by the HE Institution.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Yes

B.1.b Stakeholder representatives

Yes

B.1.c Other contributors

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

PMI2. Link: <http://www.britishcouncil.org/eumd-pmi2-overview.htm>

<http://www.britishcouncil.org/eumd-educationuk-brand-what-is.htm>

<http://servalan.humanities.manchester.ac.uk/studychina/>

<http://studyindia.org.uk> <http://www.britishcouncil.org/eumd-educationuk-brand-what-is.htm>

<http://servalan.humanities.manchester.ac.uk/studychina/>

<http://studyindia.org.uk> .

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: Prime Minister's Initiative (PMI) - 1999

Most recent revision: PMI2 -2006

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			50,000 by 2005 70,000 more by 2011
Outbound			

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

No target			
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C.2.a Please provide a reference for the target.

<http://www.britishcouncil.org/eumd-pmi2-overview.htm>

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

Figures provided apply to all cycles of HE. There were additional targets for Further Education (FE).

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

All PMI2 HE Partnerships promote some degree of staff mobility, with many involving multiple inward and outward visits.

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				

Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

PMI2 priority countries are:

- China incl. Hong Kong
- India
- Gulf States
- United States
- Malaysia
- Nigeria and Ghana
- Vietnam
- Thailand
- Pakistan
- Korea, South (Republic of Korea)

Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.4.c If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

PMI is being evaluated but there are no conclusions available yet.

C.5. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.5.a If yes, please explain and/or give examples.

<http://www.walesinternationalconsortium.com/stakeholders/>

<http://www.educationuk.org/scotland>

<http://www.butex.ac.uk/?q=node/5>

<http://www.britishcouncil.org/erasmus>

C.6. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.6.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		No
Grants/scholarships are restricted to specific programmes (if so, please specify)		Erasmus
Other restrictions apply (please specify)		
No restrictions apply		

C.7. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students		Chevening and other scholarships for Excellence (China)
Loans for outgoing students		
Grants/scholarships for outgoing students	Erasmus Travel grants if study is part of students' programme of study in the UK.	Scholarships for Excellence (Hong Kong).
Other: (please specify)	Study China and Study India. These are not credit bearing but are periods of mobility nonetheless. Government funded fee-waiver for Erasmus participants.	

C.8. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

Targeted guidance and support is provided by the United Kingdom Council for International Student Affairs (UKCISA), which receives Government funding. The British Council also promotes UK HE.

UK NARIC provides advice on recognition issues.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

'Motivations and Experiences of UK students studying abroad' (2010) BIS Research paper No. 8 (Findlay and King);

'Global Horizons for UK Students'; Fielden, Middlehurst and Woodfield (2007) CIHE study;

('International Student Mobility' Higher Education Funding Council for England (2004) [an update is expected shortly]; and

'The Future of UK student Mobility – a Europe Unit Analysis' UUK Europe Unit 2008).

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding	2	1
Recognition		2
Language	3	3
Curriculum/Study organisation		3
Legal issues	1 - Visas, etc.	
Motivating and informing students		3
Other, please specify:		

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

One-year Masters degrees do not lend themselves well to credit mobility programmes - Curriculum/Study organisation

Motivating and informing students is probably more of an issue for undergraduates.

Recognition is an issue for undergraduates - If students' year abroad does not count towards their degree, they end up having to do a four-year course (although this is not an issue for Erasmus participants). This a financial barrier - paying for an extra year - and social barrier - not wanting to come back for fourth year when friends will have graduated. Credit mobility specific.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

If considered in reverse: certain subjects - languages, international relations etc - are not as susceptible to some of the above obstacles as other fields of study are.

Curriculum problems are especially pervasive in science and engineering subjects where structures are often sequential and therefore 'tightly bound'.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

Curriculum/Study organisation.

Recognition

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

Funding

Legal issues - visas, right to work, right to remain after studying - are perhaps more of an issue when thinking about a full degree abroad.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Erasmus grant; and the Erasmus fee-waiver.

National Union of Students campaign to 'internationalise student unions'

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

British Council monitor Erasmus take-up.

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		Staff mobility is rarely recognised by institutions.
Language issues		
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:		

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students	Yes	Yes	Yes
more outgoing than incoming students			
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

Higher Education Statistics Agency, OECD, British Council's Erasmus data

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

No definition in use.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

Almost all, but particularly China, India, Nigeria, Ireland, USA, Germany, France

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

Imbalance is not currently seen as a particular concern.

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: