



**EUROPEAN**  
Higher Education Area

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

**UK Scotland**

## Part 1.0 BFUG Data Collection: administrative information

### For which country do you fill in the questionnaire?

UK/Scotland

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### Contributors to the report

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Student representatives = National Union of Students Scotland

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Academic and other staff representatives = University and College Union Scotland

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Other (please specify) = Universities Scotland (Rector)

## 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?

Yes

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

The Scottish Government's letter of guidance to the Scottish Funding Council, covering the period 2009-12, includes an explicit reference to the Funding Council working in the context of the National Performance Framework (NPF). That framework includes a specific measure on population – recognising that Scotland's population growth has slowed to such a level that the numbers of young, skilled people are decreasing - to match average European (EU15) population growth over the period from 2007 to 2017, supported by increased healthy life expectancy in Scotland over this period. The NPF also includes national indicators relating to demographics such as increasing healthy life expectancy at birth in the most deprived areas. The explicit link between higher education policy and demographics is further evidenced in "New Horizons: responding to the challenges of the 21st century" published in 2008. This report - agreed jointly between the Government, universities and the Scottish Funding Council in a Joint Future Thinking Taskforce – sets out measures to guide university funding and operations over future years. In particular it identifies the demographic challenge posed by Scotland's declining working age and ageing population and suggests that universities can provide part of the solution to Scotland's demographic problem. It states that universities attract a significant number of additional young people to Scotland and considers that if an increasing proportion of these graduates chose to remain in Scotland after graduation, this would help to counteract some of the adverse effects of a changing demographic.

### 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 20 higher education institutions in Scotland (including the Open University that operates UK wide), all of which are publically funded and all of which offer academically and professional oriented courses. Scotland's 41 publically funded colleges all provide some higher education which again is academically and professionally oriented.

## 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 = 23

240 ECTS = 72

Other number of ECTS = 5

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

180 ECTS = 27

240 ECTS = 65

Other number of ECTS = 8

**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?**

Please write your answer here: Integrated masters programmes. These are most common in science and engineering. These are an integrated first and second cycle programme of 300 ECTS which meet professional accreditation requirements. Institutions also often offer short cycle qualifications of 60 ECTS. Degrees in dentistry and medicine are also longer programmes.

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

Integrated masters programmes. These are an integrated first and second cycle programme of 300 ECTS. There may also be short cycle programmes of 60 ECTS.

**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?**

This varies substantially by institution. In addition, students may enrol on, for example, an honours programme and move to an integrated master's programme or vice versa. Universities Scotland estimate that perhaps 5 per cent of students are enrolled o

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

60-75 ECTS = 20

90 ECTS = 80

120 ECTS = 0

Other = 0

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

60-75 ECTS = 20

90 ECTS = 72

120 ECTS = 3

Other = 5

**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?**

This varies by subject and institution and the total numbers involved are small.

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

0

**5.12. In which study fields to these programmes exist?**

This varies by institution. Universities Scotland surveyed institutions and they mentioned: PGCert of 30 ECTS in education, art history, psychology, health and social enterprise. MBAs of 135 ECTS.

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

The national data collections do not include all of the specific data required here. For example, we do not have data on programmes (and without a common definition any other data collection will not be consistent across institutions). In addition, the national data collection does not include data on qualification aim by credit value. This makes it difficult to access this information. Institutional practices also vary. In some institutions many students are enrolled on for example, a PGDip course and then moved to a master's course, in other institutions students may be enrolled directly onto a master's course. It is therefore difficult to get consistent data across the sector. However we are aware that the numbers studying on programmes outwith the typical Bologna structure are low.

**6. PROGRESSION BETWEEN CYCLES**

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

100%

The self-certification report for the framework of HE qualifications in Scotland (see below), states that: "Achievement of a first cycle award does not guarantee entry to the second cycle, but it gives the right to apply for access to the second cycle, in accordance with the Lisbon convention." "Entry to the second cycle (SCQF level 11) is generally for holders of a bachelor's degree with honours, often with a high honours classification. However, entry to Postgraduate Certificate and Postgraduate Diploma can be affected by holders of bachelor's degrees, and entry to some master's degree programmes can be permitted to those who hold a bachelor's degree allied to relevant experience."

**6.1.1. Please provide a source for this information.**

Verification of compatibility of the framework for qualifications of HEIs in Scotland with the framework for qualifications of the EHEA: Report for the Scottish Working Group. <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/SCQF/Scottishworkinggroup.pdf>

**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)?**

>25-50 %

We do not have figures at this level of detail but our data shows that 25.3% of first degree level qualifiers, from 2008-09, were engaged in further study or training 6 months after graduating from their initial course.

**6.2.1. Please provide the source for this information.**

Higher Education Statistical Agency (HESA) returns from Scottish HEIs

**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.

For some professional courses such as librarianship, work experience is required. This may also be the case for holders of a first degree from a different study field, but this will vary depending on the subject of intended study. Holders of a first degree from a different HEI would not be required to have additional work experience except where they fit into one of the categories above.

### 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.

“Entry to the third cycle (SCQF level 12) is generally for holders of master’s degrees, and, in some instances, holders of bachelor’s degrees, usually with a high honours classification.” <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/SCQF/Scottishworki>

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

Although we do not have figures at this level of detail, according to HESA data 12.4% of second cycle qualifiers, from 2008-09, were engaged in further study or training 6 months after graduating from their initial course.

### 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?

“Entry to the third cycle (SCQF level 12) is generally for holders of master’s degrees, and, in some instances, holders of bachelor’s degrees, usually with a high honours classification.” It depends on subject and on the previous degree and may depend on relevant work experience.

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

>15%

According to HESA data in 2009-10, 71.9% of entrants to doctorate level courses did not have previous postgraduate qualifications. It is worth noting that many doctoral students are awarded a master's after the first year, in the expectation that they will then transfer to a PhD programme. In addition, for science subjects many UG courses are now 'integrated' masters i.e. MSci, MEng etc. These are 5 year UG degrees in Scotland. Students with a good honours degree are eligible to register for a PhD without a master's. Some students will do a taught masters (PG) i.e. usually 'vocational' MSc or MPhil. Where students start on a PG masters and then convert to a PhD, they would not graduate with the masters first. However, if a student is not of PhD calibre, sometimes an MPhil or MSc provides a suitable exit route.

### 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

All courses are on the Scottish Credit And Qualifications Framework.

**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?**

No

**7.2.1. Please specify how it is 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 all graduates of these programmes

**7.3.1. Please specify for which graduates.**

## **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).**

We have a diverse range of models to suit the area of research, in that we have the traditional PhD and DPhil; the professional doctorate (e.g. EngD, EdD, DNursSci, VetMD), the creative doctorate with performance based research or outcomes such as music composition and creative arts. In Scotland, we are moving towards a structured taught component which includes research related and technical modules in a related field to the research project along with transferable skills such as team building, project management etc. The professional doctorates tend to have this as an integral examined part of the award. Some doctorates have a 1+3 model i.e. a taught master's followed by 3 years research or credits for shorter assignments (rather than a final thesis) throughout the research period. The more traditional research themes and universities tend to still award PhDs based on original research, thesis and viva alone.

**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?**

This varies between institutions and there are differing models. These include any combination of the following, depending on the size of the institution: either discipline specific, Faculty or Institutional Graduate Schools. Additionally within Scotland there Research Pooling between institutions and each of the Research Pools has either a subject specific or generic Graduate School. Estimating the number- pools (10), institutions (20), faculties/colleges (30), schools (60). Approx total of about 120

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

Yes

**8.3.1. Please specify the number of years.**

Scottish doctoral degrees (at least 540 credits of which a minimum of 420 are at SCQF level 12) are available through several different routes. The PhD is normally awarded following successful completion of a thesis which requires the equivalent of a mini

**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

The report on the “Verification of compatibility of the framework for qualifications of HEIs in Scotland with the framework for qualifications of the EHEA” states that “Scottish Doctoral Degrees are available through several different routes. Traditionally, the PhD is awarded following successful completion of a thesis which requires the equivalent of a minimum of three years' full-time research and study, with an extension of up to 12 months. Professional doctorates also require the equivalent of three years' full-time research and study to complete and will frequently involve work-based as well as HEI-based research and study. Doctoral degrees reflect specialised, advanced knowledge, understanding and practice at the frontiers of the subject or professional area. In some instances, there may be a 4 year (1+3) programme, where the first year is spent in research training and the PhD topic commenced in the second year.”

#### 8.5. Are ECTS credits used in doctoral programmes?

Yes

Programmes of work that are assessed solely by a final thesis, or by published work, artefact or performance that is accompanied by a written commentary placing it within its academic context need not be credit rated (i.e. PhD/DPhil). Those doctorates that are credit-rated require 540 SCQF credits (270 ECTS) with minimum 420 SCQF credits (210 ECTS) at SCQF level 12.

#### 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.

HEIs may offer Certificates of HE (CerTHE) and Diplomas of HE (DipHE). Colleges and HEIs both offer Higher National Certificates (HNC) and Higher National Diplomas (HND), which are also short cycle qualifications. Short cycle qualifications are predominantly offered by colleges. The extent to which credit is recognised for students with short-cycle qualifications varies. In some cases, students will get full credit. In some cases, students get less or no credit. However, this is complicated by the fact that some students choose not to seek full credit recognition. In some instances, the requirements of Professional Statutory and Regulatory Bodies (PSRBs) may mean that full credit recognition cannot be granted. Articulation agreements exist between some colleges and HEIs to make full credit recognition possible. Credit recognition also depends on a good match between the field of study for the short-cycle course and the first cycle course.

### 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 (Scotland) Act 1992 - <http://www.legislation.gov.uk/ukpga/1992/37/contents>

### 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.

The provision of joint degrees and joint programmes varies by institution. We do not hold central records relating to this information. Some joint programmes and joint programmes are between institutions in Scotland, others involve partners overseas, including through Erasmus Mundus masters programmes, but also with universities in, e.g., USA

## Part 1.2 BFUG Data Collection on student-centred learning

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

Yes

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

The Scottish Government's Skills Strategy "Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth"(2010) suggests that "a smarter, more ambitious Scotland is required where.....a cohesive and efficient learning and careers system centred on the individual that anticipates and responds to employers' needs: • supports the lifelong development and use of skills; • provides high quality learning opportunities and continually improves; and • recognises and credits the learning individuals have undertaken and enables them to progress through the learning system seamlessly." In addition to this "New Horizons: responding to the challenges of the 21st century" - the report of the Joint Future Thinking Taskforce comprising the Government, universities and the Scottish Funding Council and published in 2008 - outlines, among other references, a challenge to institutions from the Scottish Government that "learning provision in universities must become more flexible (if it is to respond to the changing needs of students)"

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

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

Yes

#### 1.4. Please specify.

As above: A cohesive and efficient learning and careers system centred on the individual that anticipates and responds to employers' needs: • supports the lifelong development and use of skills; • provides high quality learning opportunities and continually improves; and • recognises and credits the learning individuals have undertaken and enables them to progress through the learning system seamlessly. And: Learning provision in universities must become more flexible (if it is to respond to the changing needs of students)"

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

New Horizons: responding to the challenges of the 21st century - <http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/16640/hetaskforce/JFFTnewhorizons>

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

The National Union of Students in Scotland leads a Student Learning Enhancement and Engagement Committee. This committee, supported by the Scottish Funding Council, has a remit to contribute to the enhancement-led quality assurance process in Scotland. It brings together student officers from across Scotland in a national forum to discuss with the Funding Council and Quality

Assurance Agency, all issues relating to the improvement of their learning experience.

## **4. LEARNING OUTCOMES**

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

The Scottish Framework of Qualifications of Higher Education Institutions is an outcomes-based structure and was developed as a central pillar in the national arrangements for the assurance and enhancement of standards and quality in higher education. Learning outcomes are defined as statements of what learners will know or be able to do as a result of a learning activity, and are usually expressed as knowledge, skills, or aptitudes.

### **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

The self-certification report on referencing the Scottish framework of HE qualifications (FHEQ) to the FHEQ of the EHEA states that: “The Scottish FQHE is a learning outcomes-based structure centred on a consistent qualifications nomenclature; defined levels of qualifications; qualification descriptors; and credits. Each component is used as a measure of learning outcome, whether that be in terms of description, level or volume. Guidance on the precepts of awarding qualifications; positioning qualifications at the appropriate level within the Scottish FQHE; and naming qualifications appears in Section two of [www.qaa.ac.uk/academicinfrastructure/FHEQ/SCQF/2001/](http://www.qaa.ac.uk/academicinfrastructure/FHEQ/SCQF/2001/). The qualification descriptors are generic statements of the characteristic learning outcomes of study. They make explicit the general expectations of the purpose and outcomes of the main qualifications at each level, and make clear how these differ from other qualifications, both at that level and at other levels. Levels, level descriptors (see link to the SCQF level descriptors in criterion 2 above) and qualification descriptors provide reference points for locating the level of any group of outcomes. Credit points provide the associated measure for describing the volume of outcomes. One credit point represents the learning outcomes expected to be achieved by the average learner at the relevant level in 10 hours of total learner effort. It should be stressed that credit is a measure of the volume of outcome, not of actual study time. The establishment of the Scottish FQHE, based as it is on learning outcomes, should be viewed in the context of wider developments also based on learning outcomes, both in the UK (programme specifications, subject benchmarks) and in Europe (the Diploma Supplement, the general move across Europe to systems based on learning outcomes). “

### **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?**

Support is provided through the Scottish Credit and Qualifications Framework Partnership, who have a number of resources available that include learning outcomes in relation to for example credit, qualification levels and recognition of prior learning. There is also further information on learning outcomes in Scotland available within “Verification of compatibility of the framework for qualifications of higher education institutions in Scotland with the framework for qualifications of the European Higher Education Area - Report of the Scottish working group”

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

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

See above, relating to guidelines and advice available through the Scottish Credit and Qualifications Framework Partnership and the Quality Assurance Agency. The Higher Education Academy also provides information and guidance on enhancing the learning experience, including specific advice on writing and using learning outcomes. Internal quality assurance arrangements are in place in all institutions which focus on learning outcomes at module, unit and programme level.

### **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.

Institutions decide their own policy on this. However, this training is usually compulsory for new probationary lecturers, Teaching Fellows, Postdocs who teach etc and is available to other academic staff on a voluntary basis. The Higher Education Academy provide information and guidance to academic staff on enhancing the learning experience, including specific advice on writing and using learning outcomes.

#### 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.

Learning outcomes are embedded in higher education in Scotland. The national qualifications framework for higher education institutions sets out the generic outcomes associated with each of the main higher education qualifications, Subject benchmark statements set out the learning outcomes typically associated with programmes of learning in each of some 50 subject areas and HEIs produce programme specifications or equivalent documents which set out the learning outcomes associated with each programme. The QAA published 'Code of Practice' provides a key reference point and guidance to HEIs which embeds learning outcomes in the sections on the processes for Student Assessment; External Examining; and on Programme Design Monitoring and Review. QAA Institutional Reviews will look at how the HEIs design and assess learning in ways that make us of these national reference points.

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

Please write your answer here: Learning outcomes have been a feature of higher education in Scotland 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).

1 ECTS is equivalent to 2 SCQF credit points (SCQF is the Scottish Credit and Qualifications Framework). SCQF credits are lifelong learning credits and are used to allow maximum accumulation and transfer with other education and training sectors and to allow flexible lifelong learning pathways.

#### 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?**

0

**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               | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs            | <input type="radio"/> 0%            | <input type="radio"/> No |
| answer                     |   |                                      |                                      |  |                                     |                          |
| Some students              | <input type="radio"/> >75% of HEIs            | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs            | <input checked="" type="radio"/> 0% | <input type="radio"/> No |
| answer                     |   |                                      |                                      |  |                                     |                          |
| Upon request               | <input type="radio"/> >75% of HEIs            | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs            | <input checked="" type="radio"/> 0% | <input type="radio"/> No |
| answer                     |   |                                      |                                      |  |                                     |                          |
| In certain fields of study | <input type="radio"/> >75% of HEIs            | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs            | <input checked="" type="radio"/> 0% | <input type="radio"/> No |
| answer                     |   |                                      |                                      |  |                                     |                          |
| No students                | <input type="radio"/> >75% of HEIs            | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input checked="" type="radio"/> 0-24% of HEIs | <input type="radio"/> 0%            | <input type="radio"/> No |
| answer                     |   |                                      |                                      |  |                                     |                          |

**6.1.1. Please identify those fields.**

**6.1.2. Please specify to which students.**

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

No

**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?**

Yes

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

Although this is not monitoring as such, there have been discussions over the last year about the development of the Higher Education Achievement Report (HEAR) at both Scottish and UK levels. This centres on the pilot to merge the existing achievement record with the Diploma Supplement to constitute one document which will be more satisfactory for use by institutions and students.

**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@eha.info](mailto:data.collectors@eha.info)**

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

There is a UK-wide initiative to produce a Higher Education Achievement Report (HEAR), based on the Diploma Supplement Structure. This is intended to provide a richer picture of student achievement than degree class alone. Some of our institutions are participating in the pilot phase and one institution in particular issued the HEAR to all graduating students in 2010.

**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.**

20.06.2000

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

The “National Committee of Inquiry into Higher Education; July 1997: Report of the Scottish Committee” recommended an integrated qualifications framework be adopted. The Framework for Qualifications of HEIs in Scotland was adopted in 2003 and is a constituent part of the wider Scottish Credit and Qualifications Framework. Details can be found at <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/SCQF/2001/>

**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?**

**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.**

Please write your answer here: <http://www.qaa.ac.uk/academicinfrastructure/fheq/scqf/scottishworkinggroup.asp>

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

**7.3.1. Please provide the link to that website.**

As above, the Framework for Qualifications of HEIs in Scotland can be found at <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/SCQF/2001/> . It is part of the wider Scottish Credit and Qualifications Framework, details of which can be found at

## 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?

Recognition of qualification provided that no substantive differences can be proven

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 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

### 8.4. Do higher education institutions typically:

A combination of these and other methods

### 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?**

Please write your answer here: 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 of 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.

QAA Scotland is part of the UK-wide QAA (Quality Assurance Agency for Higher Education) and is responsible for the work of QAA in Scotland. QAA Scotland works as part of a national (Scotland) Quality Enhancement Framework (QEF) managed by the Scottish Funding Council, QAA Scotland, Universities Scotland (the Rectors Conference), the National Union of Students (Scotland) and the Higher Education Academy in Scotland. The QEF consists of: Enhancement-Led (External) Institutional Review (carried out by QAA Scotland), HEIs Internal review at the subject level (carried out by HEIs with guidance from the Scottish Funding Council and making use of the QAA published Qualifications Framework for HEIs in Scotland; subject benchmark statements and a Code of Practice for quality and standards), a national programme of Enhancement Themes (facilitated by QAA Scotland); a greater voice for students in quality and supported by a national development service (sparqs) and a national public information set on higher education programs and learning opportunities.

**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?

Yes

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

External review operates at several levels. A special review for recognition of an organisation as a higher education institution will determine whether or not the organisation is eligible to receive public funds. Special reviews for granting of 'Degree awarding powers' and for 'Obtaining University title' do not have direct implications for funding (institutions without Degree awarding powers can award the Degrees of other Degree awarding HEIs). The periodic external review by QAA does not have direct implications for funding except in the very unlikely case that an HEI receives a negative judgement on its ability to manage quality and standards and then fails to develop an action plan to address the issues identified in the report of the review. In such an extremely unlikely case, the Scottish Funding Council would wish to consider whether or not the HEI is eligible for continuing receipt of public funds.

#### 1.5. Does the agency cover:

Public higher education institutions only

#### 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?

Full reports of evaluations and their judgements are published on the QAA website

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

Full reports of the evaluations and their judgements are 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)

This is the main focus of the external evaluation and includes all provision leading to an award (including credit) of the institution.

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

QAA develops and publishes a Code of Practice on all the management of the quality of the student learning programme and the standards of awards. This includes: postgraduate research programmes; collaborative provision and flexible and distributed learning; disabled students; external examining; academic appeals and student complaints; assessment of students; programme design, approval, monitoring and review; career education information and advice; work-based and placement learning; admissions to higher education. QAA also develops and publishes the national qualifications framework and some 50 or so subject benchmark statements which set out the characteristics and typical learning outcomes associated with programmes in each of the subject areas. QAA external review (conducted by a team of QAA trained 'academic peers' and lasting a week or more) considers how well the HEIs manage the quality of programmes and the standards of awards with reference to the national code, the qualification framework and the subject benchmark statements.

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

It is important to add that in addition to the QAA external review of HEIs and all the matters referred to in answers to previous questions, HEI's in Scotland (and the rest of the UK) are also subject to the requirement and reviews of professional bodies which in many subjects set the requirements at programme level for recognition of the HEI's qualification for professional practice. Also, all HEIs in the UK operate with a system of 'External Examiners' at the programme level. Examiners are appointed by the HEI but operate within a national set of guidance including a QAA Code of Practice on External Examiners.

**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?**

Please choose..

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

**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

**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.**

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams

There is a student member of the QAA UK Board and of the QAA Scotland Committee. Students are also members of all QAA Scotland steering committees and working groups

Yes, In Scotland students have been full members of teams for some years

- As observers in external review teams
- In the preparation of self evaluation reports Yes
- In the decision making process for external reviews Yes
- In follow-up procedures
- Other, please specify

**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

Although not included in external review teams, employers are represented on the QAA Scotland Committee which receives the reports and judgments of all QAA Scotland external reviews.

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

**5. INTERNAL QUALITY ASSURANCE**

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

Yes

**5.1.1. Please specify these requirements and the relevant source.**

The expectations regarding internal quality assurance procedures are set out in the QAA Code of Practice, the QAA Review process and handbooks and in the requirements of the Scottish Funding Council.

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

Combination of above

**5.2.1. Please specify.**

QAA/national expectations are set out in the comprehensive QAA Code of Practice and in the review process of QAA. HEIs may of course also wish to focus on additional topics.

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

Yes

**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?**

Yes

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

Yes

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

All

**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.**

Expectations regarding the approval, monitoring and review of programmes are set out in the QAA Code of Practice - <http://www.qaa.ac.uk/academicinfrastructure/codeofpractice/>

**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.**

There have been no overall critical or negative reports from the latest set of evaluations, however all reports give suggestions for improvement/development. A link to the reports can be found here <http://www.qaa.ac.uk/scotland/reviews/default.asp>

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

## 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?

Yes

### 2. How do your steering documents define lifelong learning?

“Skills for Scotland – A Lifelong Skills Strategy” (2007) describes “a lifelong learning context, from cradle to grave” More specifically Learning that is undertaken at any point in life, from cradle to grave. It is implicit in the structure of the SCQF

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

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

This varies by institution, but includes mainstream programmes, continuing and professional education, evening and weekend classes, specific programmes for part-time students, distance learning, training courses, targeted guidance, work with employers and work with disadvantaged groups.

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

Yes, of all institutions

The extent and type of involvement varies by institution, but all institutions are involved in some way.

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

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

Yes

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

The Further and Higher Education (Scotland) Act 1992 - <http://www.legislation.gov.uk/ukpga/1992/37/contents> - describes courses provided by higher education institutions and funding mechanisms provided through the Scottish Funding Council. Given our definition of lifelong learning as learning undertaken at any point in life and that institutions are required to offer learning, then this act can be seen as referring to lifelong learning provision.

### 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

All of the above, given that lifelong learning provision is taken to refer to learning undertaken by any person at any age.

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

general higher education budget

The main teaching grant provides funding for teaching provision. It does not discriminate between full-time, part-time, distance-learning or other forms of flexible learning. There are specific additional funds for part-time provision, widening access and disabled students. There are also funds for articulation (i.e. advanced entry to 1st cycle programmes based on short cycle HE qualifications), but these are focused on hubs rather than individual institutions.

special budget for lifelong learning

See previous answer.

private contributions from students

Part-time students pay their own fees, although help is available for those on a low income. Continuing education/evening classes usually require a fee, although help may be available for those on low income. Second cycle students also pay their own fees.

private contributions from business and industry

Companies may pay for training for their staff.

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

This question is difficult to answer, partly because many lifelong learning activities are part of core university activity. The Scottish Government via the Scottish Funding Council provides a teaching grant for undergraduate and taught postgraduate students. The Scottish Government via the Student Awards Agency for Scotland (SAAS) (full-time) and other initiatives (part-time) provides the tuition fee for all full-time first degree undergraduates (i.e. for first first-cycle qualification) and for some part-time students. Some part-time students pay their own fees. Some employers pay fees on behalf of particular students. Institutions may run full-cost recovery courses for particular groups that are paid for by, e.g. employers. In certain instances Government or charities may pay for courses for particular students.

## 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?

Yes in some fields

#### 2.1 Please specify.

The above reply enables the following explanation: Scottish Higher Education Institutions are autonomous institutions and set their own admissions policies. In Scotland, each HEI will have minimum entrance criteria and some may have additional criteria for high demand courses, such as, medicine and law. Students can make informed choices about their planned higher education courses through the UK University and College Admission System (UCAS) which offers course profiles and support and guidance through the admission process. Attaining minimum entry requirements does not necessarily guarantee that a student will receive the offer of a place. There are limited places available for first cycle programmes. If a programme has high demand and a number of applicants have grades above minimum entry requirements, then those applicants who have achieved minimum entry grades may not automatically receive a place on a course. Higher education institutions have taken action to simplify their admission processes and make them transparent. Basing decisions for selection into higher education only on formal qualifications can be insufficient in judging the suitability of applicants. Scottish institutions are continuously improving their admission processes and are working independently and with the Scottish Wider Access Regional Forums and Supporting Professional Admissions (SPA) to consider ways in which their admission processes can take account of the contextualised learning of individual students. Many institutions run widening access courses which provide individuals with the opportunity to access higher education, including those from a lower socio-economic background and mature students who are returning to study after a period away. The Quality Assurance Agency for Higher Education (QAA) publishes a Code of Practice for the assurance of academic quality and standards in higher education: : Admissions to higher education <http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/default.asp> The Supporting Professionalism in Admissions (SPA) programme works closely with higher education institutions, schools and colleges and other stakeholders on the continuing development of fair admissions and good practice in admissions, student recruitment and widening participation across the UK higher education sector

### 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?

Underrepresented societal groups in higher education are identified, and specific, targeted measures are taken to counteract underrepresentation.

## 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).

The Scottish Government encourages the participation of individuals in further and higher education based on the ability to study and seeks to minimise where possible barriers relating to income, geography and personal circumstance. The Scottish Government provides annual funding to the Scottish Funding Council (SFC) which plays a key role in widening participation to higher education. The SFC set out its strategy for widening participation in further and higher education in Learning for All, a report published in September 2005 which outlined a programme of action and proposed that progress in widening participation be monitored through a basket of measures. The SFC aims to work with universities, colleges and other partners to introduce a continuum of learning provision in Scotland which offers opportunities to learn determined solely by a person's capacities and ambition and through this work, continues to address uneven patterns of participation in education. The basket of measures, alongside a programme of qualitative and evaluative research, and considered against the backdrop of wider social and economic factors, enable the SFC to monitor, learn from and adjust its widening participation programmes. Patterns of participation are identified and measured across underrepresented groups by looking at: • school attainment for pupils from different socio-economic backgrounds and by gender; • the participation rates in Higher Education (HE) and Further Education (FE) from the schools which currently have the lowest participation; • the proportions of students in HE and FE from each quintile of the population by deprivation; • the proportions of mature students from the most deprived areas in FE and HE; • the differences in participation in FE and HE by geographical areas; and • differences in participation in FE and HE by gender, ethnicity and disability.

**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.**

Examples of some of the programmes in place in Scotland to target under-represented groups in Higher Education in Scotland: SHEP (Schools for Higher Education Programme) which targets activity, on a regional basis, on those pupils who are at risk of not achieving their full potential and / or those achieving but not recognising their potential for progression to higher education (in both colleges and universities). SHEP targets only those schools in each region identified, based on a 3 - 5 year average, with less than 22% average progression to HE; SWAP (Scottish Wider Access Programme), which provides independent advice to adults who may have missed out on higher or further education first time round and which provides them with access courses which can lead to guaranteed places in colleges or universities Frank Buttle Trust Quality Mark <http://www.buttleuk.org/pages/for-institutions.html> - Higher Education Institutions are encouraged to apply for and gain the Frank Buttle Quality Mark showing their commitment to students from care backgrounds. Access to the Professions - a contextualised admissions scheme, which recognises that, due to personal circumstance, able school pupils from deprived backgrounds may not be able to compete 'fairly' in high demand subjects. This programme attempts to support talented pupils to acquire the breadth of experience necessary to be successful within highly selective universities for entry to high demands professions such as Medicine, Law, Dentistry. It also encourages those institutions to consider the context of attainment within selection. Athena Swan - Higher Education Institutions are, and will be where appropriate, encouraged to apply for Athena Swan accreditation through the Equality Challenge Unit. This is a scheme aimed at showing commitment to the advancement of careers for women in SET (Science, Engineering and Technology) Over the past five years the Scottish Funding Council has organised strategic funding to be targeted on the most disadvantaged learners at the regional level through the work of the Wider Access Regional Forums. These local level programmes have targeted additional support on vulnerable young people and adults within the community to improve progression to further and higher education through the development of supported learning pathways into college education. This funding has been used to support a number of innovative initiatives, including, for example, the Access to Industry project which targets vulnerable people within Edinburgh and which in 2010 was one of the Guardian UK Charities of the year for its work supporting the most vulnerable young people back into education.

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

Students apply to higher education courses through the UK University and College Admission System (UCAS) online application system. The UCAS system captures information relating to age and gender when an individual registers with UCAS for the application process. Further personal information is requested in the application process but this is completed at the individual's discretion i.e. through self declaration. This includes questions that ask if an individual has any special needs or disabilities, their ethnic origin and whether they are a care leaver/looked after child. This information, if provided, would be passed onto the HEIs to which they have applied to allow that institution to appropriately consider the individual's needs. In addition, the applicant is also asked to provide a personal statement and a reference. Both can contain information which may identify an individual as belonging to a certain group, e.g. the reference, if completed by a school, may identify the personal circumstances or special needs of an individual or identify whether the applicant is from a low progression school. In addition, the Scottish Government and Scottish Funding Council are working with Supporting Professional Admissions, UCAS and other UK administrations to make more data available that can be used by HEIs to progress contextual admission policies that can both inform admissions decision making and for widening participation purposes. An example of some of the basket of data that is proposed to be made available to Scottish HEIs in relation to socio-economic background includes: in receipt of (or entitled to) free school meals; in receipt of (or entitled to) an Educational Maintenance Allowance; lives in a low progression to higher education neighbourhood. There will be shared principles regarding the use of contextual data. However individual institutions are autonomous in how they may use contextual data and how it is used in their admissions decision making processes.

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

Yes

**4.4.1. Please specify.**

The Scottish Government is strongly committed to ensuring that access to education is based on ability to learn and not ability to pay. Removing barriers to accessing lifelong learning is a key element of this approach. The Scottish Government has introduced a number of new funding packages and made changes to support systems to assist students: • The abolition of the Graduate Endowment Fee in 2008 immediately benefitted more than 50,000 students as well as future graduates, saving them around £2,300 each. • Introduced a new means test in further and higher education to ensure support is targeted where most needed. • Providing £30m in additional measures from 2010/11 to increase student income in accordance with other measures related to student support. These measures aim to increase the income of more than 75,000 students and include the creation of a new grant of up to

£1000 for 14,000 independent (mature) students. Of the £30m, £2m will be allocated towards supporting students with childcare costs. • Increasing the funds available for student HE discretionary funds from £14.04m in 2006/07 to £18.84m this year (2010/11) [These funds are to assist students in financial difficulty] • Undertaken a review of the Disabled Students' Allowance (DSA) to ensure that students with a disability get the best possible support. In 2009-10, 4,725 students received DSA. OTHER FUNDING FOR STUDENTS Other measures that have been put in place to assist students: Tuition Fees were abolished in 2001-02 for eligible Scottish students in higher education making access to HE free at the point of entry. The Student Award Agency for Scotland (SAAS) provides a number of bursaries to students from the most vulnerable groups. These include the Young Students Bursary for those from low income backgrounds and other grants such as the Lone Parents Grant and Dependant's Grant. Since 2007-08 SAAS and Student Loans Company have made monthly payments of student loans and bursaries. One of the aims of this approach was to improve retention by helping students manage their finance more effectively. The Educational Maintenance Allowance (EMA) for school students aged 16-18 was introduced in 2004-05 to encourage school students from low income backgrounds to gain higher level qualifications. Offering the right financial support to young people is a key aspect of 16+ Learning Choices. 16+ Learning Choices ensures an offer of post-16 learning for every young person who wants it and appropriate support for as long as it's needed: it supports planning and delivery of the senior phase of Curriculum for Excellence, with positive and sustained destinations for all of them. Individual Learning Accounts (ILAs) is a Scottish Government scheme, operated by Skills Development Scotland, which offers financial assistance to individuals with low incomes to access higher education. ILA funding can be used with over 410 approved learning providers across Scotland, offering around 23,000 courses. This includes colleges, universities, private training providers, voluntary and community-based providers and distance-learning providers.

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

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

As part of widening access activities on underrepresentation, the Scottish Government seeks to increase the participation of applicants to higher education from the most deprived quintile (20%) of the Scottish population. The Scottish Government has a number of national objectives through which it seeks to measure and report on the progress of government in Scotland in creating a more successful country, with opportunities for all to flourish through increasing sustainable economic growth. The Government's Smarter strategic objective is to expand opportunities for Scots to succeed from nurture through lifelong learning; ensuring higher and more widely shared achievements. It aims to achieve this by making Scots better educated, more skilled and more successful and by our young people becoming successful citizens, confident individuals, effective contributors and responsible citizens. Two of the national indicators that the Scottish Government has set to achieve this objective are to: 1. Increase the percentage of Scottish domiciled graduates from Scottish HEIs in positive destinations; and 2. To increase the proportion of school leavers (from Scottish publicly funded schools) in positive and sustained destinations (FE, HE, employment or training). We measure success on this on an annual basis.

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

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

The SFC makes specific grant allocations to Scottish HEIs for widening access initiatives: • The Widening Access Retention Premium focuses on support for students from the most deprived backgrounds at risk of not continuing and progressing in higher education • The Part-Time Incentive premium is to encourage more part-time provision and increased part-time student enrolment. • The Part-Time Fee Waiver is to assist participation in HE by part-time students from groups underrepresented in higher education, including unemployed and low-income groups and those in receipt of non-means tested Disabled Living Allowance • The Disabled Students Premium is to support HEIs in meeting the cost of supporting students with a disability. In addition the SFC provides funding for: • 6 regional articulation hubs which are associated with a number of colleges and universities on a geographic basis. The hubs were created to improve articulation links between colleges and universities, to develop new and existing links, increase the number of students articulating from college to university and to better support these students. • 4 regional widening access forums which are made up of representatives from each university and college in the region and work together with schools and communities to raise aspiration for and participation in higher education through mentoring and specific access programmes. • The Scottish Wider Access Programme (SWAP) which gives independent advice to adults about opportunities to access higher education. SWAP programmes, usually based in local colleges, are designed specifically for adults who lack the required entry qualifications for university and can lead to a wide range of university and college

opportunities. Information, advice and guidance are also given to these mature students on how to progress and take the next step to higher education. • Selective individual projects run through consortia and HEIs

#### 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 Scottish Funding Council annually measures success on delivering the objectives of its main widening access initiatives and publishes the results in a policy document 'Learning for All: Measures of Success' The 5th update report was published in March 2010: [http://www.sfc.ac.uk/nmsruntime/saveasdialog.aspx?filename=Learning\\_for\\_All\\_2011.pdf](http://www.sfc.ac.uk/nmsruntime/saveasdialog.aspx?filename=Learning_for_All_2011.pdf)

#### 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.

The Scottish Government annually publishes a number of statistical trend summaries related to higher education which measure the participation and attainment of a number of groups, including those identified as underrepresented: Students and qualifiers in Higher Education in Scotland: <http://www.scotland.gov.uk/Publications/2011/03/25132517/0> The Age Participation Index for Scotland (which measures the number of young Scots participating in full-time higher education): <http://www.scotland.gov.uk/Publications/2010/08/25161104/0> Education Maintenance Allowances: <http://www.scotland.gov.uk/Publications/2010/12/14095349/0> Higher Education Student Support in Scotland <http://www.scotland.gov.uk/Publications/2010/10/26114650/0> As well as Learning for All: Measures of Success, the SFC produces a report 'Scottish Participation in Further and Higher Education 2004-05 – 2008-09' [http://www.sfc.ac.uk/nmsruntime/saveasdialog.aspx?filename=Scottish\\_participation\\_report\\_04-05\\_to\\_08-09.pdf](http://www.sfc.ac.uk/nmsruntime/saveasdialog.aspx?filename=Scottish_participation_report_04-05_to_08-09.pdf). The report examines levels of participation by the Scottish adult population at school, UK universities and Scotland's colleges. The Higher Education Statistics Agency (HESA) annually collects and disseminates performance indicators (PIs) for both widening participation and student retention for all HEIs nationally. HEIs use these PIs for internal management processes and comparing performance with other similar and regional institutions. In 2007-08, a comprehensive overview of the income and expenditure of full-time students in further and higher education in Scotland was published 'Higher and Further Education Students' Income, Expenditure and Debt in Scotland 2007-08' <http://www.scotland.gov.uk/Publications/2009/06/24115743/0> The report has helped inform student support policies.

##### 4.8.1. What data is collected?

See response to question 17. Examples of the types of data collected in relation to underrepresented groups includes: • Age Participation Index for Scotland by Gender: 1999-00 to 2008-09 • Deprived Areas Age Participation Index for Scotland: 2001-02 to 2008-09 • Students in higher education in Scottish HEIs and colleges by subject and gender • Scottish domiciled entrants from deprived areas to higher education in the UK by institution type and academic year • Students in higher education in Scottish HEIs and colleges by receipt of Disabled Students Allowance (DSA) and disability type • Students in higher education at Scottish HEIs and colleges by detailed level of study and ethnicity • Entrants to higher education at Scottish HEIs and colleges by ethnicity • Young People in Receipt of EMA by Deprivation Background and Age: 2006-07 to 2008-09

#### 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

Detailed information on the subject level of study and courses undertaken by students is collected for all under represented groups. Data is submitted by Scottish HEIs to the Higher Education Statistics Agency (HESA) and to the SFC. The Scottish Government along with other UK administrations are joint data holders.

#### 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.

Detailed information on the subject level of study and courses undertaken by students is collected for all under represented groups.

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

Information related to underrepresented groups is published in the Scottish Government website <http://www.scotland.gov.uk/Topics/Statistics/Browse/Lifelong-learning> and on the Scottish Funding Council website <http://www.sfc.ac.uk/>

**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.**

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

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

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

Please choose..

**5.4.1. Who monitors on the basis of which criteria?**

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

**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
- From a specific budget
- From university budget
- 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.**

The most recently completed initiative was between 2007 and 2010 when funding, known as the Widening Access Retention Premium (WARP), was allocated to institutions with two aims: (a) to support institutions in improving the experience of learners with potential from disadvantaged backgrounds, so that these learners were more likely to complete their courses successfully; and (b) to develop and apply appropriate strategies for improving retention in general and for the use of this funding in particular; to monitor trends in student retention; and to take action as appropriate to address weaknesses in retention. A recent retention project shows that all institutions have developed sophisticated information management systems which enable them to monitor, collect and analyse data on student retention. They have also developed very good reporting mechanisms and are able to integrate reporting on retention into their senior management and academic quality processes.

**7.2. Are student completion rates monitored in your country?**

Yes, at national level

**7.2.1. What use is then made of the data?**

Please see response to Question 41: The results of this period of funding have only recently been fully analysed and a new policy has been developed, building on the results. Over the period of funding we have seen an improvement in retention overall, however, the evidence suggests a need for a more targeted allocation of funding that better responds to the specific challenges different institutions face. The retargeting means that all institutions will continue to receive funding aimed at improving retention but those institutions which recruit large numbers of students from the most deprived neighbourhoods will receive additional funding and will be asked to complete Outcome agreements, showing how they intend to use the funding and the retention outcomes they would anticipate that the funding will then achieve. At the time of completing this questionnaire a series of meetings are being held with HEIs throughout Scotland to discuss and agree these Agreements.

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

Yes

**7.3.1. Please specify the nature of these incentives.**

Funding is at present targeted towards all institutions to both recruit and retain students, and most particularly those from the most deprived quintile. In addition certain institutions, which recruit large numbers of students from the most deprived neighbourhoods, are being targeted for additional support. These institutions will have greater sums allocated to them to achieve a range of outcomes associated with retention. Funding is associated with agreeing and achieving specified retention outcomes in relation to the equality of outcomes of protected characteristic groups (as identified in Equality Act 2010 [http://www.equalities.gov.uk/equality\\_act\\_2010.aspx](http://www.equalities.gov.uk/equality_act_2010.aspx) - The characteristics are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation). Enhancement Led Institutional Reviews, undertaken by the Quality Assurance Agency in Scotland, include reference to completion rates and Higher Education Institutions in Scotland are being encouraged to use external quality assurance procedures where appropriate, e.g. use of Athena Swan, a scheme organised by the Equality Challenge

Unit (ECU).

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

## 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.**

Although it is not legally binding for Scottish HEIs to offer the provision of student services, given their autonomy, it is however common place for all Scottish HEIs to have academic guidance services, career guidance services and psychological counselling services. Universities usually provide comprehensive health service to all students on campus, including mental health service through referral to primary health care services. The organisational structures and management of such services will vary between institutions.

**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.**

The Scottish Government, via the Scottish Funding Council. These services are generally paid for out of core teaching grants.

**8.4. What are the main tasks of the services?**

To help students with (a) academic issues, (b) gaining employment after studies (including gaining work experience whilst a student) and (c) pastoral issues.

**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.

The Scottish Government annually sets out its priorities for investment in further and higher education through its letter of guidance to the Scottish Funding Council (SFC). Guidance for 2011-12 highlighted the need to protect access to higher education and for the SFC to work with schools, colleges and universities to increase articulation and through this to improve transition into higher education, thereby meeting learners' needs; and to encourage more flexibility around the learner journey. Individual Learning Accounts (ILAs) is a Scottish Government scheme, operated by Skills Development Scotland, which offers financial assistance to individuals with low income to access higher education. ILA funding can be used with over 410 approved learning providers across Scotland, offering around 23,000 courses. This includes colleges, universities, private training providers, voluntary and community-based providers and distance-learning providers. • ILA 200 provides up to £200 a year for learners to fund a wide range of courses, mainly shorter courses and 'bite-sized learning' for people wanting to get back into learning. • The Part-Time Fee Grant provides up to £500 a year towards the fee costs of HNC, HND or degree studies. It can also fund accredited Professional Development Awards and Continuing Professional Development courses. The SFC makes specific grant allocations to Scottish HEIs for widening access initiatives, which includes support for part-time study, i.e.: • The Part-Time Incentive premium is to encourage more part-time provision and increased part-time student enrolment. • The Part-Time Fee Waiver is to assist participation in HE by part-time students from groups underrepresented in higher education, including unemployed and low-income groups and those in receipt of non-means tested Disabled Living Allowance.

### 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.

The Scottish Government encourages the participation of individuals in further and higher education based on the ability to study and seeks to minimise where possible barriers relating to income, geography and personal circumstance. As set out in the response to question 10, the Scottish Government has introduced a number of new funding packages and made changes to support systems which will assist students accessing higher education through a number of routes. These take into account the fact that the cost of study and fear of debt are potentially strong deterrents for entering higher education, particularly for those from disadvantaged backgrounds: • Introduced a new, fairer means test in further and higher education to ensure support is targeted where most needed. • Providing £30m in additional measures from 2010/11 to increase student income in accordance with other measures related to student support. These measures aim to increase the income of more than 75,000 students and include the creation of a new grant of up to £1000 for 14,000 independent (mature) students. Of the £30m, £2m will be allocated towards supporting students with childcare costs. • Increased the funds available for student HE discretionary funds from the £14.04m in 2006/07 to £18.84m this year (2010/11) [These funds are to assist students in financial difficulty] • Undertaken a review of the Disabled Students' Allowance (DSA) to ensure that students with a disability get the best possible support. An important aspect of widening access to higher education is about overcoming the geographic obstacles of providing opportunities to those living in remote or rural communities. The Scottish Government have supported the development of our newest university, the University of the Highlands and Islands, in delivering higher education to remote parts of Scotland's highlands and islands through its unique and distinctive model, a network of colleges, research partners and learning centres. In the rural south west of Scotland, we are funding and supporting the development of a multi-institution campus in Dumfries where six academic partners are collaborating to provide a wide range of quality higher education opportunities. These initiatives allow local people to engage in quality lifelong learning, developing their skills and careers without having to leave their rural communities to access provision. The Scottish Government also provides annual funding to the Scottish Funding Council (SFC) which plays a key role in widening participation to higher education. The SFC distributes funding for teaching and learning, research and other activities in Scotland's colleges and universities and supports national collaboration in a range of widening participation activities. These include the: • The Widening Access Retention Premium focuses on support for students from the most deprived backgrounds at risk of not continuing and progressing in higher education. • The Part-Time Incentive premium is to encourage more part-time provision and increased part-time student enrolment. • The Part-Time Fee Waiver is to assist participation in HE by part-time students from groups underrepresented in higher education, including unemployed and low-income groups and those in receipt of non-means tested Disabled Living Allowance. • The Disabled Students Premium is to support HEIs in meeting the cost of supporting students with a disability. The SFC set out its strategy for widening participation in further and higher education in Learning for All, a report published in September 2005 which set out a programme of action and proposed that progress in widening participation be monitored through a basket of measures. All HEIs in Scotland are dedicated to widening participation amongst under represented groups. Most have developed transitional and induction programmes designed to assist students from socially disadvantaged backgrounds to improve their academic skills and retention rates. All HEIs offer student welfare and comprehensive counselling services to all students. There are a wide range of additional initiatives within HEIs, including: hardship funds, bursaries, grants, community based/outreach programmes and mentoring or 'buddy schemes.

**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.**

The Scottish Government has published a range of information on better skills use that relate to employers and flexible learning - <http://www.scotland.gov.uk/Topics/Education/skills-strategy/employeradvice> - these include references to the Scottish Credit and Qualifications Framework Partnership (SCQFP) which provides guidance for employers on the use of the SCQF to provide flexible learning.

**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 from school with the appropriate range and grades of qualifications that meet the course entry requirements of HEIs. These will include Scottish Qualifications Agency (SQA) Highers, Advanced Highers and Scottish Baccalaureates. Some schools in Sco

Route 2: = From college. Either by completing a further education qualification which may meet the course entry requirements for short cycle higher education courses such as a Higher National Certificate (HNC) or Higher National Diploma (HND). Completion of a HNC

Route 3: = Vocation based learning

Route 4: = : applicants who have participated in a recognised access programme to higher education e.g. Lothian Equal Access Programme for Schools and the Scottish Wider Access Programme (SWAP) – for mature students

Route 5: = Recognition of prior learning

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

Yes

**15.1. Please briefly describe these measures.**

The Scottish Government annually sets out its priorities for investment in further and higher education through its letter of guidance to the Scottish Funding Council (SFC). Guidance for 2011-12 highlighted the need to protect access to higher education and for the SFC to work with schools, colleges and universities to increase articulation and entry to higher education with advanced standing, thereby meeting learners' needs; and to encourage more flexibility around the learner journey. The Scottish Funding Council(SFC) set out its strategy for widening participation in further and higher education in Learning for All, a report published in September 2005 which set out a programme of action and proposed that progress in widening participation be monitored through a basket of measures. The SFC report on progress annually and it established the Access and Inclusion Committee in 2008 to coordinate its widening participation efforts. The SFC provides strategic funding for a range of access routes. Some examples of this include supporting the Wider Access Regional Forums work with identifying and supporting pupils from disadvantaged backgrounds to achieve their potential for progression to higher education. This work will be continued through the Schools for Higher Education programme. SFC also funds the Scottish Wider Access Programme which offers advice for mature students who have missed out on further and higher education first time around, and provides access courses. There has also been additional support for vulnerable young people and adults within the community to improve progression to further and higher education by developing supported learning pathways into college education. The SFC also funds 5 regional articulation hubs plus the Open University to improve articulation links between colleges and universities and the increase the number of students with HNC/HND qualifications moving to university with advanced standing onto degree courses. All Scotland's colleges and universities are involved in the above programmes as well as many individual having their own widening access programme of activities.

## 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?

Students can be described as part-time.

#### 16.1.2. How do you define it?

Part-time students are generally defined as those studying for less than 120 SCQF credits (60 ECTS), less than 24 weeks a year, and less than an average of 21 hours a week.

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

In order to meet student demand and need, there are different arrangements for tuition fees and for student support for part-time students.

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

Universities are free to set their own fees for all part-time students. Fees levels are not set by the Scottish Government, as they are for full-time undergraduate students resident within the EU. There are also different arrangements in respect of student support available to part-time students.

#### 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?

Yes

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

Encouraging more part-time provision in higher education is embedded within the broader context set by the Scottish Government's New Horizons, Skills Strategy and the Scottish Funding Council's (SFC's) Corporate Plan. The aim is to develop a coherent higher education system with multiple entry and exit points - fully mapped on to the Scottish Credit and Qualifications Framework - and which provides access to and progression through learning opportunities in ways, times and places that meet individuals' needs, including the particular needs of people seeking work in the economic downturn. <http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/16640/hetaskforce/JFFTnewhorizons> <http://www.scotland.gov.uk/Publications/2010/10/04125111/14> [http://www.sfc.ac.uk/about\\_the\\_council/corporate\\_plan/about\\_strategies\\_corporate.aspx](http://www.sfc.ac.uk/about_the_council/corporate_plan/about_strategies_corporate.aspx) Specific elements designed to encourage part-time study include: The SFC's Part Time Incentive Premium that is additional funding to HEIs designed to encourage more part-time provision and increased part-time student enrolment. The SFC's Part-Time Fee Waiver that assists participation in higher education by part-time students from groups underrepresented in higher education, including unemployed and low-income groups and those in receipt of non-means tested Disability Living Allowance. • From April 2011, a new Part-Time Fee Grant provides up to £500 a year towards the fee costs of HNC, HND or degree studies. It can also fund accredited Professional Development Awards and Continuing Professional Development courses. This is delivered by the Student Awards Agency for Scotland (SAAS).

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

Other

### 16.3.1. Please specify

All institutions offer part time study.

## 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?

RPL is the process for recognising previous learning that has taken place in informal, formal or non-formal contexts: for example, in the workplace and through life experiences. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications, and/or for personal and career development.

### 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)

### 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)

### 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?

Recognition of Prior Learning is included in the external quality review process, QAA Scotland issues various guidelines and case studies on the assessment of prior learning and also supports a national RPL Network for sharing of good practice. The Scottish Credit and Qualifications Framework Partnership (SCQFP) also runs a RPL network, which covers education more broadly and includes HE.

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

Yes

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

Recognition of prior learning is commonplace across all Scottish institutions. In some institutions this is focussed on certain fields of study, in others it is focussed at certain levels. In addition to the RPL networks supported by Universities Scotland, QAA Scotland and the SCQF Partnership, QAA Scotland have a forum to develop and enhance approaches to work based learning.

## 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?

Pounds sterling

#### 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?

None. All fees are paid prior to graduation.

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

- Need  
 Merit  
 Part-time/Full-time/Distance learning Full time home students in the first cycle have their fees paid by the Student Awards Agency for Scotland  
 Field of study

#### 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?

None. All fees are paid prior to completion of studies.

## 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

## 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 = not applicable

Maximum amount = not applicable

Most common amount = nil

### 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...)

Not applicable - full time first cycle home students do not pay fees.

### 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.

Not applicable - full time first cycle home students do not pay fees.

## 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 = £3,400

Maximum amount = approx. £8,000

Most common amount = £3,400

### 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...)

Fees are determined by individual institutions and are on the whole related to certain subject areas. The minimum fee level is usually related to subjects in humanities and social sciences.

### 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...)

Fees are determined by individual institutions and are on the whole related to certain subject areas. The maximum fee level is usually related to subjects in science and engineering or medicine and veterinary medicine.

**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.**

This data is not available.

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

Yes

**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 = £7,000 according to UK level data from Universities UK: <http://www.universitiesuk.ac.uk/Newsroom/Facts-and-Figures/International-student-tuition-fees/Survey-results-2009-2010/Pages/Default.aspx>

Maximum amount = £20,000 according to UK level data

Most common amount = £9,300 to £11,500 according to UK level data for classroom and laboratory based courses respectively

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

All non EU students

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

Each higher education institution defines its own fees

International student fees are unregulated and are set by individual institutions

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

All Scottish domiciled, EU and rest of the UK students

**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?**

No

**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

Funding comes as a grant, some as a loan and some in the form of free course fees. In most cases income is assessed to see what the student is entitled to and there is different support depending on the type of course undertaken.

### 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.

The amount of loan depends partly on the student and student household income or both. There is a minimum loan available that is not income assessed. The amount of loan also depends on the length of the course, year of study and also where the student lives during term-time

## 13. PUBLIC GRANTS AND SCHOLARSHIPS

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

Yes, students of all cycles

Grants are available only to those who meet the eligibility criteria

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

Specific groups of students

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

- Need-based All student grants and loans are needs assessed
- Merit-based
- Part-time/Full-time/Distance learning Specific fee support for part-time students is needs assessed
- Field of study

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

8.9

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

Minimum = £0

Maximum = £2,640

Most common = Not available (% of students in receipt of grant also not available)

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

Specific groups of second cycle students

Only students undertaking courses supported by the Postgraduate Student Awards Scheme(PSAS) - [http://www.student-support-saas.gov.uk/student\\_support/special\\_circumstances/postgrad.htm](http://www.student-support-saas.gov.uk/student_support/special_circumstances/postgrad.htm) - are eligible to receive a grant towards their tuition fee costs

**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?**

30.5

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

£3,400

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

21

**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?**

Yes

**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 = £480

Most common first cycle = Not available

Maximum first cycle = £5,852

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

No

#### 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.

Professional and Career Development Loans (PCDLs) are deferred repayment bank loans set at a lower than commercial interest rate. The interest is subsidised while the student undertakes their studies and repayment begins one month after completion of their course.

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 = £300

Most common second cycle = Unavailable

Maximum second cycle = £10,000

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

#### 14.4. What percentage of students takes out loans?

In the first cycle = 24

In the second cycle = 0

Of all students = 0

#### 14.5. Are student loans publicly subsidised or guaranteed?

Yes

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

All eligible students are guaranteed a minimum non-assessed loan. Further loans are available based on household income. Repayment of loans does not start until after graduation and the student income reaches £15,000 per annum. The interest on all student loans is subsidised by HM Treasury.

##### 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 If permanently certified unfit to work
- No debt reduction

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

Higher Education Statistical Agency (HESA) data indicates that 8.9% of first cycle students receive grant or scholarship support, with 67% receiving payment of fees by government and 22% self funding. Higher Education Statistical Agency (HESA) data indicates that 30.5% of second cycle students receive support of this type, with 7% receiving payment of fees by government and 51% self funding. The data on percentage in receipt of a loan is calculated by expressing the number of new borrowers for 2009-10 as a percentage of the total number of entrants that year and is therefore very much a proxy. Limited information on levels of loan is available (as illustrated in our responses above).

**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

See below

**28.1. Please explain why you selected multiple options?**

Candidates can enter the third cycle at different points and with differing measures of experience. If they are a student, they will typically have an honours degree on at least 2:1. Students who have completed a master's degree can also enter the third cycle. These candidates can undertake the traditional research doctorate, a PhD by performance or a professional doctorate (which is less likely - this is usually a route for people without second level qualifications but equivalent experience). If candidates are in employment with an HEI they can undertake a research doctorate (which might relate to their employment, and may be funded by

the employer). The professional doctorate is an attractive option for people in employment who have equivalent experience of second cycle education - eg DEd). Another point of entry is for people wishing to undertake a PhD who are not currently a student or an employee.

**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?**

1) Funded research post at a Higher Education Institution - Most HEIs operate their own scholarships and award schemes and these will vary between institutions. Some will offer full fee studentships plus a maintenance grant. In general the student will have to meet all other expenses. Research students often become teaching assistants to help fund their living costs. 2) Research Council studentship - HEI departments apply for studentships from the Research Councils (RC) for which they then advertise and recruit graduates. RC provide studentships by means of a Doctoral Training Grant to HEIs. This provides multi-annual funding, typically for 3-4 years to the HEI. The award covers tuition fees, a maintenance grant (often called a stipend) and a contribution towards travel, fieldwork, academic materials and other course related expenses. The annual minimum stipend for 2011/12 is £13,590 and this is tax free. The HEI can choose to pay a higher stipend if it wishes. 3) Professional and Career Development Loans (PCDLs) – UK government subsidised deferred bank loans up to £10,000. 4) Charity funding - A student can apply for a studentship from a UK charity. Funds from charities can be secured either via the research institution or direct from the applicant. 5) Collaborative Doctoral Awards (known as CASE) - Collaborative projects between industry and academia. CASE awards provide funding for a student to undertake three years of research for a PhD on a project which is jointly designed and supervised by a university department and a business, public sector or voluntary organisation.

**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.**

Only students undertaking courses supported by the Postgraduate Student Awards Scheme(PSAS) - [http://www.student-support-saas.gov.uk/student\\_support/special\\_circumstances/postgrad.htm](http://www.student-support-saas.gov.uk/student_support/special_circumstances/postgrad.htm) - are eligible to receive a Government grant towards their tuition fee costs. Fees in the third cycle are unregulated and autonomous institutions are free to set their own levels, which generally fall between £3,400 and £20,000 for home students and can be higher for international students.

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

There are no contracts as such.

**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.**

Only students undertaking courses supported by the Postgraduate Student Awards Scheme(PSAS) - [http://www.student-support-saas.gov.uk/student\\_support/special\\_circumstances/postgrad.htm](http://www.student-support-saas.gov.uk/student_support/special_circumstances/postgrad.htm) - are eligible to receive a Government grant towards their tuition fee costs. Fees in the third cycle are unregulated and autonomous institutions are free to set their own levels, which generally fall between £3,400 and £20,000 for home students and can be higher for international students.

**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](mailto: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

Scottish Government Higher Education policy officers/BFUG representatives

Scottish Government Lifelong Learning Statisticians

#### **B.1.b** Stakeholder representatives

Universities Scotland

Scotland's Colleges

National Union of Students - Scotland

#### **B.1.c** Other contributors

Scottish Funding Council

Quality Assurance Agency

## 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.

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

Adopted:

Most recent revision:

### 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 <sup>1</sup>	Degree mobility <sup>2</sup>
Inbound			
Outbound			
No target			

**C.2.a** Please provide a reference for the target.

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

Same

Differences

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

<sup>2</sup> Mobility for an entire degree programme

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

**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

**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.

**C.5. Does your country monitor the impact of your national strategy or action plan?**

Yes

No

**C.5.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?

**C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?**

Yes

No

**C.6.a** If yes, please explain and/or give examples.

**C.6.b** NUS Scotland saw a lack of information about study abroad opportunities as a major obstacle to mobility in Scotland, so the Scottish Government agreed to fund three projects lead by NUS Scotland on promoting the international experiences to Scottish students. These are: the Bologna project (promoting mobility and fostering student engagement in the Bologna process), the European development project, continuing the work of the Bologna project but with more emphasis on mobility, and Students Without Borders (enhancing the international student experience in Scotland and promoting mobility). Key activity of the projects included organising events to promote mobility, raising awareness of mobility opportunities to students and student representatives through publications and training, and involving academics and sector bodies through large scale conferences. Since the start of the initial Bologna project (2007), outgoing ERASMUS numbers for Scotland have increased (from 944 total student mobility in 2006/07 to 1,508 in 2009/10).

NUS Scotland has benefited from support from across the higher education sector in Scotland, and have lead to a further project which has been initiated by a group of stakeholders involved in the original projects. The project aims to create and foster enthusiasts for mobility by creating a year of mobility in Scotland, which aims to involve schools, colleges and universities as well as business and the wider education sector.

**C.7. 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.7.a** If yes, do the following restrictions apply?

	<b>Degree mobility</b>	<b>Credit mobility</b>
Grants/scholarships are restricted to specific countries (if so, please specify which		

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

**C.8. Has your country implemented any of the following financial support measures to foster student mobility?**

Measure	Credit mobility	Degree mobility
loans for incoming students		Yes
grants/scholarships for incoming students	Yes	Yes
Loans for outgoing students	Yes	
Grants/scholarships for outgoing students	Yes	
Other: (please specify)		

**C.9. 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.)**

The Scottish Government provides funding to Erasmus and the other part of the Lifelong Learning Programme. We also provide specific funding (as part of UK wide programmes) for Scottish students to undertake short immersion courses in China and India as well as providing funding for students and staff to develop links in the USA through the Fulbright Commission. In addition to this we provided funding for IAESTE (The International Association for the Exchange of Students for Technical Experience) which has enabled Scottish students to undertake technical work placements overseas and international students to take part in work placements in Scotland. Numbers involved have increased by around 600% as a result of specific Scottish support.

Furthermore, we have provided three years worth of funding to our National Union of Students to promote the outward mobility of Scottish students and the integration of international students in Scotland. Through this work there have been discussions around the potential for a Scottish "Year of Mobility" in 2011.

We have set up, jointly with the Chinese Ministry of Education, a Sino-Scottish scheme for PhD studies. This provides the opportunity for students and research teams in both countries to carry out shared work - a required element of this is mobility from both sides. We fund Saltire Scholarships for students from China, Canada, India and the USA to study in Scotland. We also contribute to UK wide programmes to encourage students to study here - the Chevening, Commonwealth and Fulbright scholarship programmes as well as larger initiatives to build institutional links with non EHEA countries.

Universities Scotland have signed an MOU with the Association of Indian Universities which provides a framework for, among other things, joint working on staff and student mobility.



## 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?

HEFCE - Attainment in higher education: Erasmus and placement students  
[http://www.hefce.ac.uk/pubs/hefce/2009/09\\_44/](http://www.hefce.ac.uk/pubs/hefce/2009/09_44/)

BIS - Motivations and experiences of UK students studying abroad  
<http://bis.gov.uk/policies/economics-statistics/economics/research%20papers>

NUS - Studying abroad and the European Higher Education Area

NUS Scotland - Beyond Borders: A mapping project of international students' engagement in the Scottish higher education learning experience  
<http://www.nus.org.uk/en/About-NUS/Who-We-Are/Nations/About-NUS-Scotland/>

NUS Scotland - Wish You Were There?  
<http://www.nus.org.uk/en/About-NUS/Who-We-Are/Nations/About-NUS-Scotland/>

**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	
Recognition		3
Language		
Curriculum/Study organisation	3	
Legal issues		
Motivating and informing students		1
Other, please specify:	1 Immigration	2 The increase in minimum duration for Erasmus funded

		placements.
--	--	-------------

**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.

The increase in minimum duration for Erasmus funded placements is a particular issue in short cycle HE courses. NUS Scotland suggest that recognition is more of an issue for undergraduate students on return from Erasmus. They also suggest that the main recognition issue for postgraduates is for international students having their degrees recognised on entry to postgraduate courses.

**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.

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

Yes

No

**D.5.a** If yes, please specify.

NUS Scotland suggest full recognition of credits remains a problem for students who study abroad as part of their course.

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

Yes

No

**D.6.a** If yes, please specify.

NUS Scotland suggest international students sometimes struggle to have their degrees or high school qualifications recognised.

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

**As above at C9 - Funding of NUS Scotland to promote outward mobility. Specific funding for scholarships and outward mobility programmes.**

**On immigration issues, this is the responsibility of the UK Government who we continue to lobby to try to achieve a system that will most benefit the international ambitions of students, staff and institutions; help achieve our population growth target and ultimately grow the Scottish economy.**

**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?

We have done some initial monitoring but all of these programmes are in their early stages. More detailed analysis will be carried out in future years.

We do regularly monitor with institutions the impact of changes to the immigration system.

**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?

Universities UK - Talent Wars: the international market for academic staff  
<http://www.universitiesuk.ac.uk/Publications/Documents/Policy%20Brief%20Talent%20Wars.pdf>

Higher Education Policy Institute - Brian Drain: Migration of academic staff to and from the UK  
<http://www.hepi.ac.uk/466-1181/Brain-Drain--Migration-of-Academic-Staff-to-and-from-the-UK.html>

**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)**

<b>Obstacles to staff mobility</b>	Incoming mobility	Outgoing mobility
Immigration restrictions	1	
Recognition issues		
Language issues		
Incompatibility of pension and/or social security systems	2	1
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?**

**On immigration issues, this is the responsibility of the UK Government who we continue to lobby to try to achieve a system that will most benefit the international ambitions of students, staff and institutions; help achieve our population growth target and ultimately grow the Scottish economy**

**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?

We do regularly monitor with institutions the impact of changes to the immigration system.

## 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	n/a	Yes
more outgoing than incoming students	No	n/a	No
approximately the same number of incoming and outgoing students	No	n/a	No
No information available	No	Mostly yes - Some very limited information may be available	No

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

Information on the domicile of students doing Higher Education in Scotland is collected by the Higher Education Statistics Agency (HESA) from Higher Education Institutions (HEIs) and the Scottish Funding Council from Scotland's Colleges.

Whilst no source of information is available on the number of people leaving Scotland to study HE outwith the United Kingdom (UK), it is clear from the large number of people coming into Scotland to study that the country is a significant net importer of students.

Scotland's relationship with the other countries of the UK - There were 12,600 Scottish domiciled students studying HE in the rest of the UK in 2008-09, which was less than half the number of students from the rest of the UK studying in Scotland

(28,160) . Hence in terms of internal UK movements, Scotland has significantly more incoming students than those going out.

Scotland's relationship with countries outwith the UK - No reliable source of information exists on the number of Scottish domiciles going outwith the UK to study HE. However, the numbers involved are very likely to be far smaller than the number of people from outwith the UK who come to study HE in Scotland. In 2008-09 there were 39,085 non-UK incoming students to Scotland. Hence Scotland has significantly more international incoming students than those going out.

Overall, almost one quarter (24 per cent) of students studying in Scotland during 2008-09 were not domiciled in Scotland prior to study, again re-enforcing that Scotland has significantly more incoming students than those going out.

**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.

**Scotland, in common with the rest of the UK, has a much larger number of incoming students than outgoing students. As a consequence of the declining numbers in the working age population successive Scottish Governments' have adopted policies to attract young, talented people to the country. This "Fresh Talent" programme and more recently associated population growth targets, have been the stimulus for various initiatives to recruit more international students. The Scottish Government also promotes the benefits of outward mobility, albeit that numbers are much lower.**

**The term "balanced mobility" is not widely used in Scotland. While we are working to promote greater outward mobility, we have no plans to take action to restrict the number of incoming students.**

**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?

**Although complete and reliable data is not available for outward mobility, we are clear that mobility flows are imbalanced across most countries and regions - with more students coming in than going out.**

**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?

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

Space for Comments: