



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

United Kingdom

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

United Kingdom

Note - Questionnaire completed for England, Northern Ireland, Wales; Scotland to submit questionnaires separately

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Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

England:

The Government's annual grant letter to the Higher Education Funding Council for England (HEFCE) sets out indicative budgets for the year ahead. In calculating these budgets, the Government department models likely student numbers in the future. This modelling takes account of future demographics.

Northern Ireland:

Yes - Projections affect policy relating to maximum student numbers and funding.

Wales:

Data for Wales not available.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

England:

In terms of degree awarding bodies, most are universities. However, there are a small number, who although they have degree awarding powers, do not fulfil the criteria for university title (which stipulate that the institution must have at least 1,000 full time equivalent higher education students, of whom at least 750 are registered on degree courses and the number of full time equivalent higher education students must exceed 55 per cent of the total number of full time equivalent students). These are mainly smaller, more specialised types of institution. There are a number of other types of organisation that teach degree courses and who have a validation arrangement with a degree awarding body whereby the latter award the degree in question. These types of organisation are typically further education colleges, private colleges, including small specialist colleges, for example in the performing arts field.

Northern Ireland:

Comments: FE colleges (providing FE provision). Teacher training colleges.

Wales:

Data for Wales not available.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
- None of the above

I.3.1. What is the number of institutions in the categories identified?

I.4. Comments

England:

All higher education bodies are autonomous and self-governing, and each has its own governing body responsible for ensuring quality and financial sustainability, and for the overall student experience. There are 150 institutions who are able to award degrees and the vast majority of these are eligible for grant funding via the Funding Councils. Some institutions offer a mix of academic and professional qualifications. For example, an institution may offer its own degree programmes and at the same time offer programmes of study leading to the awards of professional bodies.

Northern Ireland:

(If other distinctions apply, please specify)
Universities, teacher training and FE colleges.

(If distinctions are made between the types of higher education institutions, what is the number of institutions in the categories?)

Universities - 3. Teacher Training Colleges - 2, FE Colleges - 6.

Wales:

Data for Wales not available.

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "0"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "0"

L5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "0"

L5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "100"

I5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

Data collectors please note the figures above are not right and give priority to the following comments.

England:

Comment: This information is not centrally available. However, the minimum credit for Bachelor's degrees with honours ie first cycle (end of cycle) qualifications is 180 ECTS equivalent.

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "0"

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "0"

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "0"

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "100"

I6.1. Please specify

Data collectors please note the figures above are not right and give priority to the following comments.

England:

Comment: This information is not centrally available.

I7. Please note that short cycle programmes are treated in a separate section below.

I8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)

Data collectors please note this answer is not right and give priority to the following comments.

England:

Answer: Yes.

Comment: Courses which are professionally orientated can include work placements or different types of work-based learning which may include, for example, study abroad, or clinical practice.

Northern Ireland:

Answer: No.

Wales:

Data for Wales not available.

I9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

Yes

I9.1. In which study fields do these study programmes exist?

Data collectors please note the answer above is not right and give priority to the following comments.

England:

(Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?) No.

(In which study fields do these study programmes exist?) N/A

Northern Ireland:

(Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?) Yes.

(In which study fields do these study programmes exist?) MEng, MPharm, Medicine, Dentistry

Wales:

Data for Wales not available.

I9.2. What is the typical duration of these degree programmes outside the Bologna model?

Data collectors please note the answer above is not right and give priority to the following comments.

England:

(Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?) No.

(What is the typical duration of these degree programmes outside the Bologna model?) N/A

Northern Ireland:

(Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?) Yes.

(What is the typical duration of these degree programmes outside the Bologna model?) Five years

Wales:

Data for Wales not available.

I9.3. What percentage of first cycle students is enrolled in these programmes?

Data collectors please note the answer above is not right and give priority to the following comments.

England:

(Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?) No.

(What percentage of first cycle students is enrolled in these programmes?) N/A

Northern Ireland:

(Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?) Yes.

(What percentage of first cycle students is enrolled in these programmes?) 6%

Wales:

Data for Wales not available.

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "0"

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "0"

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "0"

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "100"

I10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

Data collectors please note the figures above are not right and give priority to the following comments.

England:

(Please provide the percentages of second cycle (master) study programmes for each duration in ECTS)

Comment: This information is not centrally available, however, the minimum credit for a second cycle (end of cycle) qualification is as follows:

* Taught masters – minimum of 90 ECTS equivalent

* Taught MPhil – minimum of 180 ECTS equivalent

* Integrated Masters (See 1.5.1.C re. integrated/long programmes: 'What is the typical duration of these degree programmes?').

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "0"

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "0"

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "0"

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "100"

I11.1. Please specify

Data collectors please note the figures above are not right and give priority to the following comments.

England:

This information is not centrally available.

I.12. Do integrated/long programmes leading to a second cycle degree exist?

Yes

I.12.1. Is the duration of the above programmes calculated in...

ECTS credits (or other credits)

I.12.2. What is the typical duration of these degree programmes?

England:

Integrated master's programmes are typically four years in length. They comprise of the equivalent 240 ECTS credits, of which 60 are at second cycle level.

Northern Ireland:

Four Years.

Wales:

Data for Wales not available.

I.12.3. In which study fields do these study programmes exist?

England:

Integrated master's programmes are typically in Science, Technology, Engineering and Maths (STEM) subjects, and are also increasingly common in professions allied to medicine, for example Pharmacy. In England STEM subjects account for around 90 per cent of entrants and from these more than one third are in engineering and technology. The remaining 10 per cent is comprised from arts, humanities and social science subjects.

Northern Ireland:

Educational Studies, Archaeology, Chemistry, Computer Science, Planning, Food Science, Physics, Pharmacy, Software Engineering.

I.12.4. What percentage of first cycle students is enrolled in these programmes?

England:

There were 18,455 entrants to integrated master's courses in 2012-13 registered at English Higher Education Institutions (HEIs). In total there were 72,760 enrolments to integrated master's courses in 2012/13. These figures exclude students from the Open University. As a percentage, 5% of all first degree undergraduate entrants studying at English HEIs were integrated master's students. 6% of all first degree undergraduate enrolments studying at English HEIs were integrated masters students.

I.13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

Yes

I.13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

Data collectors please note the answer above is not right and give priority to the following comments.

England:

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

(What is the typical duration of these second cycle programmes outside the Bologna model?) One year or less.

Northern Ireland:

(Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits?)) No.

(What is the typical duration of these second cycle programmes outside the Bologna model?) N/A

I.13.2. What percentage of second cycle students is enrolled in these programmes?

England:

Information not centrally available.

I.13.3. In which study fields do these study programmes exist?

England:

Postgraduate diplomas, Postgraduate certificates in Education (PGCE) and Postgraduate certificates typically fall outside the Bologna model.

I.14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

No

I.14.1. What is the minimum duration of the Bachelor & Master together?

I.15. Comments

England:

(Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?) No.

Comments: Institutions have their own autonomy and whilst national guidelines on credit are produced, it is a matter for individual institutions to decide on their discretion. The fundamental premise of the higher education framework is that qualifications should be awarded on the basis of achievement of outcomes and attainment rather than years of study.

Northern Ireland:

(Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?) No.

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

Data collectors please note that this figure is not right and give priority to the following answers and comments.

England:

(What percentage of first cycle programmes give access to at least one second cycle study programme?)

Answer: N/A

Comments: Entry requirements for second cycle programmes are set individually by institutions, and students' applications are sent directly to university. Consequently, no data is collected centrally.

Northern Ireland:

(What percentage of first cycle programmes give access to at least one second cycle study programme?)

Answer: 100%

Comments: All first cycle programmes lead to graduate status which is essential for entry to the Masters programme.

Wales:

Data for Wales not available.

L16.1. Please provide a source for this information.

England: N/A

Northern Ireland: College and University data, University Prospectus.

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

1-25%

Data collectors please note this answer is not right and give priority to the following comments.

England:

(What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?) 1-25%

Northern Ireland:

(What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?) 1-25%

L17.1. Please provide a source for this information.

England:

Source: Destination of Leavers in Higher Education (DLHE) Survey 2011/12.

Comments: The DLHE data shows us those who have graduated with a full-time first degree continuing onto further study. The DLHE does not state whether further study is second or third cycle.

Northern Ireland:

Source: HESA Survey

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

...must sit an entrance exam Yes No In some cases No answer

...must complete additional courses Yes No In some cases No answer

...must have work experience Yes No In some cases No answer

...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

Data collectors please note the answer above is not right and give priority to the following answers/comments concerning requirements that apply.

England:

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

Academic entry requirements vary between institutions and courses. Applications are made directly to the course provider and consequently no data is collected centrally regarding additional academic

requirements. Only general examples of common approaches are demonstrated below.

(All students... in some cases...)

(...must sit entrance exam) - Some Masters of Business Administration (MBA) may require applicants to take a Graduate Management Admissions Test.

(...must complete additional courses) - Non-native speakers of English are required to reach a minimum standard of proficiency in written and spoken English. This may be achieved through English language courses.

(...must have work experience) - Some degrees will specify a level of work experience required in addition to academic qualifications. For example social work and psychology degrees.

(Holders of a first cycle degree from a different study field... in some cases...)- Students wanting to change subjects areas from their first degree may have to undertake a conversion course. For example a Graduate Diploma in Law or Psychology.

Northern Ireland:

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

(...must sit entrance exam):

- * All students - No
- * Holders of a first cycle degree from a different study field - No
- * Holders of a first cycle degree from the same study field coming from a different higher education institution - No

(...must complete additional courses)

- * All students - No
- * Holders of a first cycle degree from a different study field - In some cases - may be required to take a Graduate Certificate or additional modules
- * Holders of a first cycle degree from the same study field coming from a different higher education institution - No

(...must have work experience)

- * All students - In some cases
- * Holders of a first cycle degree from a different study field - In some cases
- * Holders of a first cycle degree from the same study field coming from a different higher education institution - In some cases

(...Other)

- * All students - Must meet entrance requirements of programme
- * Holders of a first cycle degree from a different study field - Must meet entrance requirements of programme
- * Holders of a first cycle degree from the same study field coming from a different higher education institution - Must meet entrance requirements of programme

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

See comments above

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

See comments above

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

See comments above

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

0%

Data collectors please note this figure is not right and give priority to the following answers/comments.

England:

Answer: N/A

Comments: Information not centrally available

Northern Ireland:

Answer: 100%

Wales:

Data for Wales not available

L19.1. Please provide a source for this information.

England: N/A

Northern Ireland: University Prospectus.

Wales: N/A

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

0.0000000000

L20.1. Please provide a source for this information.

Data collectors please note that the figure above is not right and give priority to the following comments.

England:

(What percentage of second cycle graduates eventually enter into a third cycle programme?)

36% of doctoral enrolments studying at English HEIs have a UK Masters as their highest level of qualification on entry. These are all domiciled enrolments.

Source of this information: HESA.

This percentage does not include those students who have a Non-UK Masters (the figure would be 47% including Non-UK Masters).

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

L21.1. Please specify the criteria

England:

Answer: Yes, for some graduates

Please specify the criteria: Entry requirements are set by institutions and consequently vary between institutions and subjects. We do not hold data on the institution, subject or graduates that are able to study a third cycle level qualification straight from a first cycle.

What percentage of third cycle students enter without a second cycle qualification? N/A.

Northern Ireland:

Answer: Yes, for some graduates

Please specify the criteria: N/A

What percentage of third cycle students enter without a second cycle qualification? >5-15%

Wales:

Data for Wales not available

L21.2. What percentage of third cycle students enter without a second cycle qualification?

0%

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

Data collectors please note the figure above is not right and give priority to the following comment.

See answers/comments above

L23. Do higher education steering documents mention doctoral education/training?

Yes ▾

L23.1. Please provide a reference to the relevant steering document(s):

Chapter B.11 of the UK Quality Code for Higher Education is a national reference point for quality and standards in doctoral education.
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B11.aspx>

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other "100"

L24.1. Please specify which other types of doctoral programmes exist

Data collectors please note the figures above are not right and give priority to the following answers/comments.

England:

(Do the following types of doctoral programmes exist in your higher education system?)

Current national data held does not split doctoral programmes into the categories provided above. However under definitions from the Higher Education Statistics Agency, we can supply the following breakdown.

Course aim (HESA defined): Doctorate degree that meets the criteria for a research-based higher degree

Number of enrolments in 2012-13 to English HEIs: 76,980

% of total: 97.7%

Course aim (HESA defined): New Route PhD that meets the criteria for a research-based higher degree

Number of enrolments in 2012-13 to English HEIs: 125

% of total: 0.2%

Course aim (HESA defined): Doctorate degree that does not meet the criteria for a research-based higher degree

Number of enrolments in 2012-13 to English HEIs: 1,690

% of total: 2.1%

Course aim (HESA defined): Total enrolments to third cycle courses

Number of enrolments in 2012-13 to English HEIs: 78,795

% of total: 100.0%

Source: Higher Education Statistic Agency 2012/13

Note: Students from all domiciles studying at English HEIs in the academic year 2012/13.

Northern Ireland:

(Do the following types of doctoral programmes exist in your higher education system?)

Traditional supervision-based doctoral education - Yes - 89.7% of doctoral programmes

Professional doctoral programmes - Yes - 10.3% of doctoral programmes

Total: 100%.

Wales:

Data for Wales not available.

L25. Do doctoral and/or graduate schools exist in your higher education system?

Yes ▼

L25.1. What are the main features of these schools and how many doctoral schools are there?

Data collectors please note the answer given above is not right and give priority to answers/comments to this and the following questions at 'Comments' below.

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

0%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "3-4"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "5"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

L30. Comments

Data collectors please note the answers given above are not right and give priority to the following answers/comments.

England:

(Do doctoral and/or graduate schools exist in your higher education system?)

Answer: Yes

(What are the main features of these schools and how many doctoral schools are there?)

Answer: There are several routes through which to pursue a doctorate in England. These are primarily through traditional supervision based doctorates and specialist training in doctoral training centres. Doctoral Training Centres differ from traditional supervision in that they provide training for students within focused research areas, often defined strategically by the Research Council funder(s) from the outset. Centres can be focused on academic or industrially relevant research topics, or a mix of both. In addition there are other less commonly adopted routes such as professional doctorates such as DBA.

(Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools): N/A.

Comment: National data is only collected on overall doctoral numbers and discipline areas.

(What is the most common length of full-time third cycle (PhD) study programmes?)

Answer:

In theory/according to regulations: 3-4 years

In empirical reality: 5 years.

(Are doctoral studies included in your country's qualifications framework?): Yes

Comment: Doctoral degrees are covered in the Framework for Higher Education Qualifications (England, Wales and Northern Ireland), known as the FHEQ, and included in the UK Quality Code for Higher Education.

(Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?): No

(Are ECTS credits used in doctoral programmes?): Yes, for taught elements only.

Comments: Some professional doctorate programmes include taught elements in addition to the research dissertation. Credit practice for these varies. However in general, third cycle doctoral qualifications do not have credits associated with them.

Northern Ireland:

(Do doctoral and/or graduate schools exist in your higher education system?)

Answer: No.

(What is the most common length of full-time third cycle (PhD) study programmes?)

Answer:

In theory/according to regulations: 3 years

(Are doctoral studies included in your country's qualifications framework?): Yes

(Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?): No

(Are ECTS credits used in doctoral programmes?): No.

Wales:

Data for Wales not available.

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes ▾

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

England:

Higher National Diplomas (HNDs) which are awarded by HEIs, Certificates of Higher Education (Cert HE), Diplomas of Higher Education (Dip HE) and Foundation Degrees.

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

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

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments

Data collectors please note the answer above to the question 'How are short cycle HE programmes linked to the Bachelor-Master structure? Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....') is not right and give priority to the following answers/comments.

England:

Comment: It would be more appropriate in the case of England to say 'Gain full credit but only if the institution where the bachelor programme is taught agrees.'

Relevant qualifications are listed on the Framework for Higher Education Qualifications and are also listed as designated higher education courses in the Education (Student Support) Regulations.

Northern Ireland:

The following both apply:

- * 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 some (<50%) credit for their previous studies.

Comments: Foundation Degrees and Higher National Diplomas / Certificates are the primary Short Cycle Higher Education programmes in Northern Ireland. There are also some Diplomas of Higher Education programmes.

Wales:

Data for Wales not available.

L35. Do your steering documents mention the concept of student-centred learning?

Yes ▾

L35.1. How do steering documents in your country define student-centred learning in higher education?

England:

Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.

And

Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.

Northern Ireland:

Ensuring high quality teaching and learning, enhancing the employability prospects of students and maintaining a supportive learning environment are important factors which contribute to the overall quality of higher education.

Wales:

Data for Wales not available.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer
- Other 0 1 2 3 4 5 No answer

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

Data collectors please note the elements checked above are not right and give priority to the answers/comments below.

L36. Comments

England:

(How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?)

Answer:

- * Independent learning 5
- * Learning in small groups 3
- * Training in teaching for staff 4
- * Assessment based on learning outcomes 5
- * Recognition of prior learning 4
- * Learning outcomes 5
- * Student/staff ratio 4
- * Student evaluation of teaching 5

Comments/reference:

The UK Quality Code for Higher Education is the definitive reference point for all those involved in delivering higher education which leads to an award from or is validated by a UK higher education provider. It makes clear what institutions are required to do, what they can expect of each other, and what the general public can expect of all higher education providers. These Chapters covers student engagement at undergraduate and postgraduate level, irrespective of location, mode of study, teaching delivery, or discipline.
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/B3.pdf>
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/B5.pdf>

Northern Ireland:

(How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?)

Answer:

- * Independent learning 5
- * Learning in small groups 4
- * Training in teaching for staff 4
- * Assessment based on learning outcomes 5
- * Recognition of prior learning 3
- * Learning outcomes 5
- * Student/staff ratio 4
- * Student evaluation of teaching 5.

Comments/reference:

Graduating to Success - <http://www.dclni.gov.uk/graduating-to-success-he-strategy-for-ni.pdf>

Wales:

Data for Wales not available.

L37. In your country, do you use...

a national credit system compatible with ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

England:

The Higher education credit framework for England is premised on the concept of intended learning outcomes. One UK credit point represents the learning outcomes expected to be achieved by the average learner at the relevant level in 10 notional hours of learning.

In everyday practice, two UK credits are equivalent to one ECTS credit. The Higher Education credit framework for England sets out the credit values typically associated with the design of programmes leading to the main HE qualifications in England. The equivalent ECTS ranges from the FQ-EHEA are shown alongside.

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Higher-education-credit-framework-for-England-guidance-on-academic-credit-arrangements-in-higher-education-in-England-August.aspx>

Data collectors please note that the (76-99%) figure provided in answer to the question below ('In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?') is not right and give priority to the following comments:

European Activity Survey 2013 (preliminary data):

81% of institutions surveyed used ECTS for credit transfer or accumulation. 49% of respondents used ECTS for transfer, and 32% for accumulation.

European Activity Survey 2011:

87% of institutions used ECTS for credit transfer or accumulation. 61% of those surveyed use the ECTS for the purposes of credit transfer, 26% use it for accumulation. 34% use ECTS for neither transfer nor accumulation.

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions 100 % 76-99 % 51-75 % 1-50 % 0 % No answer

Percentage of programmes 100 % 76-99 % 51-75 % 1-50 % 0 % No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Teacher-student contact hours

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Other

L40.1. Please specify

Data collectors please see comment on answer to question below ('If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?') for an account of UK ECTS practice.

Data collectors please note that answers to the question above ('In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?') are:

for England:

* Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

and

for Northern Ireland:

both

* Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes;

and

* Teacher-student contact hours.

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

No

One ECTS credit corresponds to 25 to 30 hours of work. Current practice within the UK is to equate one ECTS credit with two UK credits. One UK credit equates to 10 notional hours. It is important to note that the actual hours vary considerably from discipline to discipline and institution to institution depending on the nature of the subject and the learning and teaching modes.

L41.1. What is the number of hours per credit?

L42. 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.)

Yes, in the majority (50-99%) of programmes

L43. 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)

L43.1. Does your country take specific support measures on the national level?

The UK Quality Code for Higher Education includes a chapter on programme design, development and approval which advises HEIs to take into account the intended learning outcomes when developing programmes:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/B1.pdf>

There is also a chapter on the assessment of achievement of learning outcomes:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-A.6.aspx>

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

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

The UK Quality Code for Higher Education includes a chapter on programme design, development and approval which advises HEIs to take into account the intended learning outcomes when developing programmes:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/B1.pdf>

There is also a chapter on the assessment of achievement of learning outcomes:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-codc-A6.aspx>

Further information can be found at the following address: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/B6.pdf>

L45. 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

L45.1. Please indicate the approximate percentage that participate

This would be done on an institution by institution basis. HEIs and individual academic staff have access to support from the HE Academy which champions excellent teaching and learning in UK HE.

[Data collectors please note in addition that for Northern Ireland: regarding the above question ('Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?') and the answer 'Yes, for all academic staff, Voluntary', the 'Approximate % that participate' is 75%.]

L45.2. Please specify for which members of academic staff training programmes are offered

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes ▼

L46.1. Please explain how, and provide a reference to further information

All providers of higher education courses which attract public funding are expected to comply with the UK Quality Code for Higher Education, published by the Quality Assurance Agency for Higher Education (QAA). All degree awarding institutions whether publicly funded or not are required to submit to QAA review. The Quality Code sets out Expectations which higher education providers are required to meet to ensure that appropriate and effective teaching, support, assessment and learning resources are provided for students; that the learning opportunities provided are monitored; and that the provider considers how to improve them. The QAA periodically undertake a quality assurance review of providers to establish and report on how well they are meeting the Expectations of the Quality Code. The use of learning outcomes in programme development and student assessment form part of those expectations.

Further information on the review process can be found at the following link:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/HER-handbook-13.pdf>

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

- | | |
|---|--------------------------------|
| ...automatically to all students:by 100% of HEIs | <input type="text" value="0"/> |
| ...automatically to all students:by 76-99% of HEIs | <input type="text" value="1"/> |
| ...automatically to all students:by 51-75% of HEIs | <input type="text" value="0"/> |
| ...automatically to all students:by 26-50% of HEIs | <input type="text" value="0"/> |
| ...automatically to all students:by 1-25% of HEIs | <input type="text" value="0"/> |
| ...automatically to all students:by 0% of HEIs | <input type="text" value="0"/> |
| ...automatically to some students:by 100% of HEIs | <input type="text" value="0"/> |
| ...automatically to some students:by 76-99% of HEIs | <input type="text" value="0"/> |
| ...automatically to some students:by 51-75% of HEIs | <input type="text" value="0"/> |
| ...automatically to some students:by 26-50% of HEIs | <input type="text" value="0"/> |
| ...automatically to some students:by 1-25% of HEIs | <input type="text" value="0"/> |
| ...automatically to some students:by 0% of HEIs | <input type="text" value="0"/> |
| ...upon request:by 100% of HEIs | <input type="text" value="0"/> |
| ...upon request:by 76-99% of HEIs | <input type="text" value="0"/> |
| ...upon request:by 51-75% of HEIs | <input type="text" value="0"/> |
| ...upon request:by 26-50% of HEIs | <input type="text" value="0"/> |
| ...upon request:by 1-25% of HEIs | <input type="text" value="1"/> |
| ...upon request:by 0% of HEIs | <input type="text" value="0"/> |
| ...in certain fields of study:by 100% of HEIs | <input type="text" value="0"/> |
| ...in certain fields of study:by 76-99% of HEIs | <input type="text" value="0"/> |
| ...in certain fields of study:by 51-75% of HEIs | <input type="text" value="0"/> |
| ...in certain fields of study:by 26-50% of HEIs | <input type="text" value="0"/> |

- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for some graduates of these programmes

L49.1. Please specify

This varies according to institution and was standard practice at a minority of institutions surveyed.

In the majority of the UK the answer to 'Is the Diploma Supplement issued to graduates in the third cycle?' is: 'Yes, for some graduates of these programmes'.

In Northern Ireland the answer to 'Is the Diploma Supplement issued to graduates in the third cycle?' is: 'No'.

L50. Is there any monitoring of how employers use the Diploma Supplement?

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

Employers:

There has been no monitoring of how employers use the Diploma Supplement, however, there has been a great deal of engagement with employers and guidance produced on the Higher Education Achievement Record which is the English equivalent. Further information can be accessed at the following address:
<http://www.hear.ac.uk/employers>

For England the answer to the question 'Is there any monitoring of how higher education institutions use the Diploma Supplement?' is 'Yes' - see further information below on Results of the European Activity Survey 2011.

For Northern Ireland the answer to the question 'Is there any monitoring of how higher education institutions use the Diploma Supplement?' is 'No'.

Results of the European Activity Survey 2011 (<http://www.international.ac.uk/media/1469367/e-12-02.pdf>)

Institutions:

72% of HEIs find that the DS is a useful tool for evaluating students' achievements and supporting admissions procedures, 28% do not. Those institutions that do not find the DS useful stipulated that they receive very few and tend to base admissions decisions on other information sources such as transcripts, interviews and auditions.

Preliminary results of the European Activity Survey 2013

63% of respondents reported finding the Diploma Supplement useful to some extent. A further 23% found it very useful. 23% of respondents did not find the Diploma Supplement useful. Those institutions who did not find the DS useful stipulated that a detailed transcript provided similar information.

L52. In what language(s) is the Diploma Supplement issued?

English

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

Results of the 2013 European Activity Survey

All institutions surveyed issue the Diploma Supplement free of charge. A minority of institutions stipulated that a free copy is only available once, and graduates are charged for reprints.

L55. Do national higher education steering documents mention joint or double degrees?

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

Chapter B.10 of the UK Quality Code for HE makes explicit reference to joint degrees and the QAA has established an advisory group to develop further guidance for institutions on developing and reviewing joint and dual degrees.

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
- Participate in joint programmes 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...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

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "0"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "0"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "100"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

No

L60.1. Please explain briefly and mention/link to the source of this information

L61. Comments

Data collectors please note that the answers provided for 'Does higher education legislation explicitly allow: establishing joint programmes; awarding joint degrees; recognition of QA decisions on joint degrees' are not right and give priority to the following comment.

Chapter B.10 of the UK Quality Code for HE makes explicit reference to joint degrees and the QAA has established an advisory group to develop further guidance for institutions on developing and reviewing joint and dual degrees.

Data collectors please note the figures provided for 'Please estimate the percentage of students in your country that graduated in the academic year 2012/13...with a joint degree and ...from a joint programme' and 'Please estimate the share of joint programmes in the three cycles', above, are not right and give priority to the following comment.

Information not centrally available.

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

9: Qualifications have been included in the NQF

Data collectors please see the following comments:

Answers 9, 10 and 11 all apply in England (though the online questionnaire system allowed us to select one answer only).

9: Qualifications have been included in the NQF: 2008 - <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQSelfCert.pdf>

10: The Framework has self-certified its compatibility with the European Framework for Higher Education: 2008 - <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQSelfCert.pdf>

11: The final NQF and the self-certification report can be consulted on a public website: 2008 - <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>

L62.1. Please provide the date when the step was completed.

04-30-2014

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Yes

L62.3. Please provide the link to the website:

Data collectors: see comments and links see information for 9, 10 and 11 in comments panel further above.

Data collectors please note the 'date when step was completed' information above is not right and give priority to the following comment.

The 'date when the step was completed' is '2008'.

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

L64. Have you referenced your higher education qualifications against EQF levels?

Other (please specify)

There has been no formal referencing of the FHEQ with the EQF although this publication illustrates the correspondence of levels between the EQF and national qualifications frameworks in the UK and Ireland:

http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quals_cross_boundaries.pdf

L64.1. Please provide a reference to official documents

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

Other (please specify)

There has been no formal referencing of the FHEQ with the EQF although this publication illustrates the correspondence of levels between the EQF and national qualifications frameworks in the UK and Ireland:

http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quals_cross_boundaries.pdf

L65.1. Please provide a reference to official documents

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Higher education institution whose decision is made based on ENIC/NARIC centre advice

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Individual employers

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

L68.1. Please provide a reference to the relevant legislation

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context

L69.1. Please specify

There is no national policy on the assessment of international qualifications; it is decided at an institutional level. However, UCAS provide advice and guidance, and also produce a guide on international qualifications. Institutions can also seek advice from the UK National Academic Recognition Information Centre about the relative level of foreign qualifications

Non-native speakers of English are required to reach a minimum standard of proficiency in written and spoken English.

Northern Ireland comments:

QUB (Queen's University Belfast) – Qualifications are considered on an individual basis against the University's equivalence tables for European and International qualifications. These were developed based on guidance and advice from UK NARIC, UCAS, through review of peer universities in the UK and in some cases from academics within the institution with an in-depth knowledge of the qualifications offered in individual countries. The equivalences were approved by the University's Admissions Policy Review Group and Education Committee and are reviewed on an annual basis.

In practice, the University accepts the majority of EU School Leaving qualifications for admission to the first cycle of higher education at Queen's though it is recognised that the structure of education may be quite different.

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context

L70.1. Please specify

There is no national policy on the assessment of foreign qualifications; it is decided at an institutional level. However institutions can seek advice from the UK National Academic Recognition Information Centre about the relative level of foreign qualifications.

Non-native speakers of English are required to reach a minimum standard of proficiency in written and spoken English.

Northern Ireland comments:

QUB (Queen's University Belfast) – Qualifications are considered on an individual basis against the University's equivalence tables for European and International qualifications. These were developed based on guidance and advice from UK NARIC, UCAS, through review of peer universities in the UK and in some cases from academics within the institution with an in-depth knowledge of the qualifications offered in individual countries. The equivalences were approved by the University's Admissions Policy Review Group and Education Committee and are reviewed on an annual basis.

In practice, the University accepts the majority of EU first cycle higher education qualifications for admission to the second cycle of higher education at Queen's though it is recognised that the structure of education may be quite different.

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context

L71.1. Please specify

There is no national policy on the assessment of foreign qualifications; it is decided at an institutional level. However institutions can seek advice from the UK National Academic Recognition Information Centre about the relative level of foreign qualifications.

Non-native speakers of English are required to reach a minimum standard of proficiency in written and spoken English.

Northern Ireland comments:

QUB (Queen's University Belfast) - Qualifications are considered on an individual basis against the University's equivalence tables for European and International qualifications. These were developed based on guidance and advice from UK NARIC, UCAS, through review of peer universities in the UK and in some cases from academics within the institution with an in-depth knowledge of the qualifications offered in individual countries. The equivalences were approved by the University's Admissions Policy Review Group and Education Committee and are reviewed on an annual basis.

In practice, the University accepts the majority of EU second cycle higher education qualifications for admission to the third cycle of higher education at Queen's though it is recognised that the structure of education may be quite different.

L72. Do higher education institutions typically:

Other

L72.1. Please explain

Higher Education Institutions are independent autonomous bodies responsible for their own admissions policies and procedures. Procedures for making decisions on overseas qualifications will vary according to the individual university and the programme of study. UK HEIs have a very good track record in recognition of foreign qualifications given the large number of international students in the UK and the huge diversity of countries from which they come.

Northern Ireland comments:

Higher education institutions typically: make recognition decisions at central level (this may include employing or involving experts who are competent in various HE systems and recognition of qualifications, a decision making body consisting of members belonging to various parts of the HEI who have experience in credential evaluation; or other)

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Placement learning whether study or work based is covered in Chapter B.10 of the UK Quality Code for Higher Education.

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. What is the main outcome of an external review?

Formative advice on strengthening and enhancing quality

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

II.3.1. Please specify the normal impact of an external review

II.4. Does the agency cover:

All higher education institutions

Comment: includes all publicly funded HEIs, all private HEIs with degree awarding powers and other private HEIs which wish to either have courses designated to attract student financial support, or to enable them to recruit international students from outside the EEA.

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Institutions

II.6.1. Are all institutions included?

Yes ▼

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▼

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

Comments:

* (England, Northern Ireland) Positive reports publicly available. (Northern Ireland) Summary reports published on Quality Assurance organisation website.

* (England, Northern Ireland) Negative reports publicly available. (Northern Ireland) Summary reports published on Quality Assurance organisation website.

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

IL8.1. Please specify

IL8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

Comments:

Data collectors please note the answers checked in the table above are for England. Notes on differences for Northern Ireland are included in the comments that follow. Data for Wales not available.

(England) Research is not included but external QAA review does include research degree students.

(Northern Ireland) Lifelong learning provision and Employability are not included.

The Quality Assurance Agency for Higher Education, in consultation with the higher education sector, publishes the UK Quality Code for Higher Education which sets out a range of expectations that providers of UK HE are required to meet. HE providers apply the Code in designing and delivering programmes of study. QAA reviewers use it as the main reference point for their review work. The Code can be found on this QAA website link:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

(Northern Ireland)

The Department for Employment and Learning contract The Quality Assurance Agency to assess the quality of higher education in Northern Ireland through a number of processes. These processes comprise the quality assurance system.

Overall the system is designed to secure the quality of teaching and the standard of awards in higher education institutions (HEIs).

The current processes are:

Higher Education Review (University and University Colleges)

Integrated quality and enhancement review. (HE in Further Education Colleges)

These criteria for reviews include:

Institutions' own internal quality assurance systems and processes.

Adherence to The UK Quality Code for HE

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

Higher Education Review (HER). All DEL funded HEIs delivering HE are reviewed by the QAA under this method approximately once every six years, depending on the review track record of the institution. The review follows a process of peer review and aims to safeguard quality and standards, help improve the student experience and address any public concerns about the issue of quality in HE.

HER is a flexible, risk-based method which applies the greatest scrutiny where it is most needed. Providers with a strong track record in managing quality and standards are reviewed less frequently and less intensively than providers without such a strong record. It is carried out by peer reviewers - staff and students from other providers - and culminates in the publication of a report containing judgements and other findings.

Students are at the heart of HER, they are full members of the peer review teams, and there are also opportunities for students to take part in the review by contributing a student submission, meeting the review team, and working with their providers in response to review outcomes.

The overall aim of Higher Education Review is to inform students and the wider public whether a provider meets the expectations of the higher education sector for:

- The setting and/or maintenance of academic standards
- The provision of learning opportunities
- The provision of information
- The enhancement of the quality of students' learning opportunities

Integrated quality and enhancement review (Northern Ireland)

Integrated quality and enhancement review, Northern Ireland (IQER NI) is a method to review higher education in further education colleges that began in the 2010-11 academic year. It was developed by QAA for the Department for Employment and Learning to ensure that the review method is tailored to the needs of Northern Ireland's education system and to ensure that further education colleges in Northern Ireland maintain the academic quality and standards of the higher education awards they deliver on behalf of their awarding bodies and organisations.

IQER (NI) is an evidence-based peer review of a college's management of the student learning experience and performance of its responsibilities for the academic standards and quality of its higher education provision. IQER focuses on how colleges discharge their delegated responsibilities within the context of their agreements with their awarding bodies

Colleges in Northern Ireland do not have powers to award higher education qualifications. They work with a wide range of awarding bodies, including higher education institution(s) and professional, statutory and regulatory bodies (PSRBs). The awarding bodies retain responsibility for the academic standards of all awards granted in their names and for ensuring that the quality of learning opportunities offered through collaborative arrangements is at least adequate to enable students to achieve the academic standard required for their awards.

Within this context, the overarching aims of IQER are to:

- support colleges in evaluating and improving the management of their higher education, for the benefit of students, and within the context of their agreements with awarding bodies
- foster good working relationships between colleges and their awarding bodies, for the benefit of students
- enable DEL to discharge its statutory responsibility for ensuring that provision is made for assessing the quality of education provided by the institutions it funds.
- provide public information

Publication of information about higher education: This covers a wide range of information, such as the Unistats web-site, which includes the National Student Survey (NSS) and the Destinations of Leavers from Higher Education survey.

External examining

QAA procedure for investigating concerns about standards and quality.

IL8.3. Additional comments

IL9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

No

HEIs in receipt of public funding in the UK or with UK degree awarding powers must be reviewed by the QAA. Some HEIs may choose additionally for provision, usually their Business Schools, to be reviewed by overseas agencies. Apart from EFMD EQUIS accreditation additional reviews are carried out by US accrediting commissions.

IL9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).
Data collectors please note the answer checked here is not right and give priority to the following comments:

It is not possible to answer 2.12 as it is written because it does not specify, for example:

- (a) by whom decisions are recognised in the UK – whether by UK Universities, employers, or professional, statutory or regulatory bodies;
- (b) for which purpose(s) recognition might be required; and
- (c) it refers to recognition of programmes not awards.

The UK Quality Code for Higher Education (referred to below 2.8) includes, in Chapter B10, advice on joint and double degrees, including that the parties must have the authority to award legal degrees.

II.11.2. Please specify

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
 - Yes, for an application to EQAR
 - Yes, for the purpose of ENQA membership
 - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
 - No

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the preparation of self evaluation reports Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies? YES, it is compulsory YES, it is advised NO In some cases No answer
- As full members in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer
- As observers in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer
- In the decision making process for external reviews YES, it is compulsory YES, it is advised NO In some cases No answer
- In follow-up procedures YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer

In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions
Northern Ireland answer: 'Combination of above'.

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
 No
 In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

100%
Comment: these might not all be in the public domain but on HEIs' intranet.

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

100%

II.26.1. Please describe what kind of arrangements are in place.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

100%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

100%
Data collectors please note the answer checked is not right and give priority to the following comment:

Comment: if this refers to external quality assurance evaluations, then the QAA publishes the full outcomes, including critical and negative outcomes of all external quality assurance reviews. These are publicly available from this website link: <http://www.qaa.ac.uk/InstitutionReports/Pages/Institutions-A-Z.aspx>
There is therefore no need for HEIs to publish the reports themselves but as they are all publicly available the answer in practice is 'All'. HEIs cannot mislead the public over external evaluations.

Published reports of all QAA external reviews can be found from the website link above. These all include overall judgements, examples of good practice, and recommendations for action to be taken by the HEI.

HEIs are required to publish standard comparable information in different areas at course level. This information, known as the "Key Information Set (KIS)", has been identified following research on what is most useful to students. It includes information on student satisfaction rates, the costs of fees and accommodation and the employment outcomes of graduates and average salary levels. KIS is available on institution's own websites and linked to the Unistats website <http://unistats.direct.gov.uk> This information allows students and the wider public to make critical judgements about courses/HEIs and could potentially reveal criticism.

The annual National Student Survey gathers opinions from final year students on the quality of their courses. The overall results for each HEI are published and included in the KIS on the Unistats website.

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Yes
Data collectors please see the following comment on the present question; and later overall comments in relation to questions in this section of this questionnaire.

Comment (on the present question): we interpret this to be admissions/selection criteria and processes.

Overall comments (in relation to questions in this section of this questionnaire):

We have found some of the questions to be somewhat at odds with QA agencies being independent organisations, as required by the ESG. The use of the word 'compulsory' is, therefore, challenging because an agency might choose to make something compulsory in its processes and standards (for example stakeholder involvement) as opposed to someone else – ministry/legislation – making something compulsory for the agency.

We would also like to make the point that the involvement of stakeholders is not necessarily only in governance and review processes, but in the case of the QAA, extends beyond its role in carrying out reviews and evaluations. For the QAA there is significant engagement at national levels in the development and revision of national reference points for quality and academic standards in the UK

Quality Code for Higher Education. This gives multiplier effect to engagement.

We think the QAA is probably unique in terms of its student engagement agenda, having a dedicated team and an extensive range of information sharing and training activities.

IL29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

- The Government has been very clear about the importance of widening participation in Higher Education, all those with the ability should have access to higher education, irrespective of family income.
- There will be more financial support for those from poorer families.
- Publicly funded Higher Education Institutions (HEIs in England that charge more than the basic £6,000 annual tuition charge in 2013 – even for just one course – must have an Access Agreement approved by the Independent from Government Director for Fair Access.
- Access Agreements set out how each HEI will promote access to higher education for under-represented groups through measures such as outreach activities or financial support. The Access Agreements also set out the benchmarks and targets that the institution has set itself for attracting students from disadvantaged groups, that have been agreed with the Independent Director for Fair Access.
- The Office for Fair Access (OFFA) have agreed 162 Access Agreements for 2014/15 with plans for Universities to spend more than £700 million annually by 2017/18.
- The removal of controls on the numbers of students HEIs can recruit, by 2015/16 will support wider access to higher education. There is a clear trend in recent years that overall growth in student numbers has seen an increase in the proportion of students from disadvantaged backgrounds.

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

Comments :

This cannot be answered by a straight yes or no. The overall policy is that all those with the ability should have access to higher education, irrespective of family income but the sector sets its own targets.

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Data collectors please note that the above answer about how quantitative objectives are formulated is not right and give priority to the following comments:

There are no quotas or targets set by Government.

However the Government provides a strong legal framework for individuals which protects their right not to be discriminated against – primarily through the Equality Act 2010. As independent and autonomous bodies Higher education institutions are responsible for complying with the law in terms of promoting equality under the Equality Act 2010. They have clear duties and responsibilities with regard to ensuring that students with protected characteristics do not face discrimination or less favourable treatment whilst applying to, and studying in, higher education. As independent and autonomous bodies higher education institutions are entirely responsible for addressing any issues of discrimination that might come to their attention.

Although HE institutions are independent and autonomous and determine their own admissions criteria, the Director of Fair Access has been appointed to safeguard and promote fair access for low-income and other under-represented groups. The Director requires that each institution that charges higher fees (over £6,000 for full-time courses or £4,500 for part-time) has an Access Agreement with him that sets out how they will promote access to higher education for under-represented groups through measures such as outreach activities or financial support. The Access Agreements will also set out the benchmarks and targets that the institution has set itself for attracting students from disadvantaged groups, including many of those highlighted above.

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes ▼

III.3.1. Please provide a short description of the mechanisms in place:

The Higher Education Statistics Agency (HESA) is a charitable company which is funded by the subscriptions of the HE providers from which it collects data. HESA Performance Indicators are indicators and benchmarks set on behalf of sector that provide comparative data on widening participation of under represented groups. There are no quotas or targets set by Government.

Many institutions choose to include targets in their Access Agreements based on the HESA widening participation performance indicators and benchmarks – although there is no compunction to do so and institutions are able to use other statistical measures.

<http://www.hesa.ac.uk/content/view/2072/141/>

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	1 ▼
Disability:During HE studies	1 ▼
Disability:At graduation	1 ▼
Disability:After graduation	1 ▼
Labour market status prior to the entry to HE:At entry to HE	0 ▼
Labour market status prior to the entry to HE:During HE studies	0 ▼
Labour market status prior to the entry to HE:At graduation	0 ▼
Labour market status prior to the entry to HE:After graduation	0 ▼
Age:At entry to HE	1 ▼
Age:During HE studies	1 ▼
Age:At graduation	1 ▼
Age:After graduation	1 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	1 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	1 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	1 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	1 ▼
Socio-economic background:At entry to HE	1 ▼
Socio-economic background:During HE studies	1 ▼
Socio-economic background:At graduation	1 ▼
Socio-economic background:After graduation	1 ▼
Gender:At entry to HE	1 ▼
Gender:During HE studies	1 ▼
Gender:At graduation	1 ▼
Gender:After graduation	1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	1 ▼
Religion:At entry to HE	0 ▼
Religion:During HE studies	0 ▼
Religion:At graduation	0 ▼
Religion:After graduation	0 ▼
Migrant status (migrants or migrants' children):At entry to HE	0 ▼
Migrant status (migrants or migrants' children):During HE studies	0 ▼
Migrant status (migrants or migrants' children):At graduation	0 ▼
Migrant status (migrants or migrants' children):After graduation	0 ▼
Other characteristics:At entry to HE	0 ▼
Other characteristics:During HE studies	0 ▼
Other characteristics:At graduation	0 ▼
Other characteristics:After graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	0 ▼

Not applicable (no systematic monitoring at the given stage):During HE studies ▼
Not applicable (no systematic monitoring at the given stage):At graduation ▼
Not applicable (no systematic monitoring at the given stage):After graduation ▼

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

The data is collected by the sector and is publicly available from HESA.
<http://www.hesa.ac.uk/content/view/2072/141/>

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation ▼
Ministry/governmental body:At entry to HE ▼
Ministry/governmental body:During HE studies ▼
Ministry/governmental body:At graduation ▼
Ministry/governmental body:After graduation ▼
Independent bodies/agencies:At entry to HE ▼
Independent bodies/agencies:During HE studies ▼
Independent bodies/agencies:At graduation ▼
Independent bodies/agencies:After graduation ▼
Other:At entry to HE ▼
Other:During HE studies ▼
Other:At graduation ▼
Other:After graduation ▼
No systematic monitoring:At entry to HE ▼
No systematic monitoring:During HE studies ▼
No systematic monitoring:At graduation ▼
No systematic monitoring:After graduation ▼

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

see 3.5 above ('Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?')
and <http://www.hesa.ac.uk/content/view/2072/141/>

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer
...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

▼

III.7.1. How are these results published?

Information is shown for each individual higher education institution
Data collectors please note that this answer is not right and give priority to the following comment.

Yes from HESA. Here is a link. <http://www.hesa.ac.uk/content/view/2072/141/>

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Yes from HESA. Here is a link. <http://www.hesa.ac.uk/content/view/2072/141/>

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

Since 2004 the entry rate (the percentage of the 18 year old population who enter higher education) has been significantly higher for women than men, and in 2013 women were a third more likely to enter than men.

Overall there is higher representation from the minority ethnic community in HE than would be expected by their representation in the population. The proportion of Black and minority ethnic students enrolled at English HEI's has grown from 15.9% in 2001/02 to 21% in 2011/12. Overall this is a higher representation from the minority ethnic community than would be expected by their representation in the population which was 14.6% in the 2011 English census.

Entry rates for disadvantaged young people in England increased by 1.4 percentage points in 2013 to reach 16.9 per cent, the highest level recorded.

Disadvantaged 18 year olds in England were 70 per cent more likely to enter higher education in 2013 than in 2004.

The increase in entry rates from disadvantaged areas has been reducing the differences between advantaged and disadvantaged young people across the UK in recent years, and these differences reached new lows in 2013, with advantaged young people in England being 2.8 times more likely to enter higher education compared to 4.4 times in 2004.

The latest set of PIs published by HESA on March 27th 2014 show positive progress in widening access for data from 2012/13 the first year of the introduction of the new fees regime and cover Young full-time first degree entrants to English HEIs in 2012/13.

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The proportion of participants from state school has increased - 89% of young (aged under 21 on entry) entrants to full-time first degree courses in 2012/13 had attended state schools or colleges, compared to 88.5% in 2011/12. This is the highest figure recorded in the PIS.

The proportion of participants from lower social class has increased - 32.8% of young entrants to full-time first degree courses in 2012/13 were from the lower 4 socio-economic groups compared to 30.9% in 2011/12.

The proportion of participants from low participation neighbourhood has increased - 10.9% of young entrants to full-time first degree courses in 2012/13 were from low participation neighbourhoods, compared to 10.2% in 2011/12. The proportion of young entrants from low participation neighbourhoods has increased in each year since 2005/06.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities
- no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

Comments: None of these options reflects the English system but c (no guaranteed right to higher education') is closest. Universities are responsible for who they admit and control all decisions on admissions.

III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities

Level of achievement in standard entry requirements:HEIs other than universities	<input type="text" value="0"/>
Entry examinations for all programmes:Universities	<input type="text" value="0"/>
Entry examinations for all programmes:HEIs other than universities	<input type="text" value="0"/>
Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities	<input type="text" value="0"/>
Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities	<input type="text" value="0"/>
Other:Universities	<input type="text" value="1"/>
Other:HEIs other than universities	<input type="text" value="1"/>

III.10.1. Please specify which other criteria apply:

Comments:

Higher education institutions are independent and autonomous bodies and determine their own admissions criteria. It is a matter for each of them individually to decide what entry qualifications they require and at what level of achievement.

III.10.2. Comments

III.11. 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).

Route 1 "Data is not collected centrally"

III.11. 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).

Route 2 "Data is not collected centrally"

III.11. 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).

Route 3 "Data is not collected centrally"

III.11. 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).

Route 4 "Data is not collected centrally"

III.11. 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).

Route 5 "Data is not collected centrally"

III.12. The different routes are opening access to...

- | | | | |
|----------------|---|--|---------------------------------|
| {III_11_SQ001} | <input type="radio"/> all HEIs /HE programmes | <input checked="" type="radio"/> some HEIs / HE programmes | <input type="radio"/> No answer |
| {III_11_SQ002} | <input type="radio"/> all HEIs /HE programmes | <input checked="" type="radio"/> some HEIs / HE programmes | <input type="radio"/> No answer |
| {III_11_SQ003} | <input type="radio"/> all HEIs /HE programmes | <input checked="" type="radio"/> some HEIs / HE programmes | <input type="radio"/> No answer |
| {III_11_SQ004} | <input type="radio"/> all HEIs /HE programmes | <input checked="" type="radio"/> some HEIs / HE programmes | <input type="radio"/> No answer |
| {III_11_SQ005} | <input type="radio"/> all HEIs /HE programmes | <input checked="" type="radio"/> some HEIs / HE programmes | <input type="radio"/> No answer |

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

Data collectors please note that the answers checked above are not right and give priority to the following comment.

Comment:

Data is not collected centrally.

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route	
{III_11_SQ001}:Official data based on central level monitoring, including surveys	
{III_11_SQ001}:Estimates	
{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)	Data is not collected centrally
{III_11_SQ002}:% of students entering HE through this access route	
{III_11_SQ002}:Official data based on central level monitoring, including surveys	
{III_11_SQ002}:Estimates	
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)	Data is not collected centrally
{III_11_SQ003}:% of students entering HE through this access route	
{III_11_SQ003}:Official data based on central level monitoring, including surveys	
{III_11_SQ003}:Estimates	
{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)	Data is not collected centrally
{III_11_SQ004}:% of students entering HE through this access route	
{III_11_SQ004}:Official data based on central level monitoring, including surveys	

{III_11_SQ004}:Estimates

{III_11_SQ004}:Impossible to say (no official data and impossible to estimate) Data is not collected centrally

{III_11_SQ005}:% of students entering HE through this access route

{III_11_SQ005}:Official data based on central level monitoring, including surveys

{III_11_SQ005}:Estimates

{III_11_SQ005}:Impossible to say (no official data and impossible to estimate) Data is not collected centrally

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

Data is not collected centrally.

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

Yes ▼

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

Data collectors please note the answer provided above (about incentives to admit non-traditional students) is not right and give priority to the following comment.

Although HE institutions are independent and autonomous and determine their own admissions criteria, the Director of Fair Access has been appointed to safeguard and promote fair access for low-income and other under-represented groups. The Director requires that each institution that charges higher fees (over £6,000 for full-time courses or £4,500 for part-time) has an Access Agreement with him that sets out how they will promote access to higher education for under-represented groups through measures such as outreach activities or financial support. The Access Agreements will also set out the benchmarks and targets that the institution has set itself and agreed with OFFA for attracting students from disadvantaged groups.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
 Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
 No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

Access to HE Diplomas

- Access to HE Diplomas are Level 3 courses designed to provide a route into higher education for students who have few, if any, other qualifications, and to equip them to study successfully at that level.
- For some learners who may have missed out on earlier opportunities, left school early and been out of education for a number of years, Access to HE Diploma courses provide a "second chance" route into higher education.
- Most courses are designed and developed by local further and higher education institutions working in partnership. Most are delivered in further education colleges in England and Wales, and there are more than 1,100 courses available in a wide range of different subjects, from business to nursing.
- There is no upper-age limit for Access to HE courses, and many don't have any formal entry requirements.
- Most Access to HE courses can be completed in one year. However, they are also available for study part-time over two or more years, or through distance learning or evening sessions.

In 2011/12 there were over 38,000 registrations on Access to HE courses and over 23,000 Diplomas awarded.

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

Yes, this is possible in some higher education institutions/programmes (please specify in comments).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

Comments :

Higher education institutions are independent and autonomous bodies and determine their own admissions criteria. It is a matter for each of them individually to decide what entry qualifications they require. A diverse range of approaches and practices for the accreditation of prior learning has evolved across the higher education sector. This may be either certificated learning or prior experiential learning, where learning achieved outside education or training systems is assessed and recognised for academic purposes. The Higher Education Quality Assurance Agency has provided guidelines for institutions on the accreditation of prior learning to help ensure that this important activity can be conducted with a high level of security and in the light of best current practice.

III.19. Please choose the statement that best applies to your country-specific situation:

HEIs can autonomously decide whether they will provide relevant procedures.

Comments on this question ('Please choose the statement that best applies to your country-specific situation'):

Higher education institutions are independent and autonomous and are entirely responsible for determining their own admissions criteria including qualifications required or the recognition of prior learning.

Comments on the next question ('In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?'):

Data collectors please note that the answer provided ('...no reference in steering documents...') is not right and give priority to the following comments:

While there are no specific requirements other than those set individually by each independent institution, the Quality Assurance Agency for Higher Education has published in its Quality Code for Higher Education a Chapter on assessment of students that includes the recognition of prior learning. The full reference(s) to relevant document(s) is(are) here: www.qaa.ac.uk/qualitycode

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
 Yes, steering documents refer to requirements related to the duration of prior professional experience
 Yes, steering documents refer to other requirements
 No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Information impossible to provide (no official data available and impossible to estimate)

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

No

III.23.1. Please specify how this objective is defined:

III.23.2. Please also provide the full reference(s) to all relevant document(s).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

Yes

III.24.1. Please describe the targets:

Data collectors please note that the answer 'Yes' is not right and give priority to the answer 'No' accompanied by the following comments on targets:

There are no targets but performance indicators showing actual performance against benchmarks (which reflect the institution's student population – e.g. age and prior qualifications).
The full reference(s) to all relevant document(s) is (are): <http://www.hesa.ac.uk/content/view/2072/141/>

III.24.2. Please also provide the full reference(s) to all relevant document(s).

Full reference(s) to all relevant document(s): <http://www.hesa.ac.uk/content/view/2072/141/>

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

No, the aim is to improve completion rates for all students

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes

III.26.1. Please describe the measures:

Data collectors please note the answer 'Yes' provided above is not right and give priority to the answer 'No' accompanied by the following comments and references to all relevant documents:

No. Not as such – but much of HEFCE additional funding, and a university's activity will benefit 1st year students:

* HEFCE provides specific funding to HEIs to help improve retention - £275 m for 14-15
<http://www.hefce.ac.uk/pubs/year/2014/201405/#d.en.86755>

* Good practice available to help HEIs target their efforts.

<http://www.hefce.ac.uk/news/newsarchive/2012/news73743.html>

III.26.2. Please also provide the full reference(s) to all relevant document(s):

* HEFCE provides specific funding to HEIs to help improve retention - £275 m for 14-15.
<http://www.hefce.ac.uk/pubs/year/2014/201405/#d.en.86755>

* Good practice available to help HEIs target their efforts.

<http://www.hefce.ac.uk/news/newsarchive/2012/news73743.html>

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

Data collectors please note that the answer 'Yes' above is not right and give priority to the answer 'No' accompanied by the following comments:

No. There are no incentives encouraging students to complete their studies within a limited period of time. However tuition fee loans only available for 4 years.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

Data collectors please note references to documents provided earlier in the answers to this questionnaire.

There are no incentives encouraging students to complete their studies within a limited period of time. However tuition fee loans only available for 4 years.

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

Yes

III.29.1. Please provide details:

Data collectors please see here answers provided to questions above concerning targets and retention rates.

III.29.2. Please also provide the full reference(s) to all relevant document(s).

Data collectors please see here answers provided to questions above concerning targets and retention rates.

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
- Yes, at the end of the 2nd cycle
- No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

Projected completion rates are calculated for students entering HE
http://www.hcsa.ac.uk/index.php?option=com_content&task=view&id=2064&Itemid=141

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

No

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	Students entering in 2011/12 – 90% projected to complete a HE course
Completion rate of 1st cycle programmes, most recent available year:Year	
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	Students entering in 2006/07 – 87% projected to complete a HE course
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes, most recent available year:Year	
Completion rate of 2nd cycle programmes, most recent available year:not available	Not available
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	Not available
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles, most recent available year:Year	
Completion rate of programmes not divided into two cycles, most recent available year:not available	Not available

Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles 5 years earlier :Year

Completion rate of programmes not divided into two cycles 5 years earlier :not available

Not available

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of the 1st year

III.35.1. Please also provide the full reference(s) to relevant document(s):

Non-continuation rates are calculated as the proportion of students no longer in HE following the year of entry.
http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=2064&Itemid=141

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Yes

III.36.1. Please specify for which groups data is calculated:

Groups for which data is calculated:

- Entrants from low participation neighbourhoods
- Entrants by mature age marker (Age is calculated at 30 September of the academic year in which the student is recorded as commencing their studies. Mature students are those who are aged 21 or over).

III.36.2. Please also provide the full reference(s) to relevant document(s):

http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=2064&Itemid=141

III.37. In your country, how are students who change study programme considered?

Other

III.37.1. Please specify

They are not considered 'drop-outs' but continuers who have transferred

III.38. Are data on drop-out rates publicly available in your country?

Yes

III.38.1. Please specify by which organisation and how frequently:

http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=2064&Itemid=141

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=2064&Itemid=141

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	Students entering in 2011/12 – 7% had left HE before 2012/13
Drop-out in first year of 1st cycle programmes, most recent available year:Year	Students entering in 2011/12 – 7% had left HE before 2012/13
Drop-out in first year of 1st cycle programmes, most recent available year:not available	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	Students entering in 2006/07 – 9% had left HE before 2012/13
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	Students entering in 2006/07 – 9% had left HE before 2012/13
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	Data collectors please see answer above on projected completion rates (3.31)
Drop-out in 1st cycle programmes, most recent available year:Year	Data collectors please see answer above on projected completion rates (3.31)
Drop-out in 1st cycle programmes, most recent available year:not available	
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	Data collectors please see answer above on projected completion rates (3.31)
Drop-out in 1st cycle programmes 5 years earlier:Year	Data collectors please see answer above on projected completion rates (3.31)
Drop-out in 1st cycle programmes 5 years earlier:not available	
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes, most recent available year:Year	
Drop-out in 2nd cycle programmes, most recent available year:not available	Not available
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	Not available

Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles, most recent available year:Year

Drop-out in programmes not divided into two cycles, most recent available year:not available

Not available

Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles 5 years earlier :Year

Drop-out in programmes not divided into two cycles 5 years earlier :not available

Not available

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

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

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

by upper secondary schools:free of charge

by upper secondary schools:for a fee

by higher education institutions:free of charge

by higher education institutions:for a fee

by external services:free of charge

by external services:for a fee

by other service providers:free of charge

by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No.

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

Data collectors please note that the above answer 'No' is not right and give priority to the following comments:

Universities are independent and autonomous and as such are responsible for determining their own arrangements for provision of support.

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

III.47.2. Please also provide the full reference(s) to relevant document(s):

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

No ▼

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. 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.

IV.1. 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 ▾

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

- 1st cycle:Most common amount £9,000
1st cycle:Minimum amount £4,920
1st cycle:Maximum amount £9,000 (£6,750 for part time courses)
2nd cycle:Most common amount Not applicable
2nd cycle:Minimum amount Not applicable
2nd cycle:Maximum amount £9,000 for designated integrated Masters course. Stand alone second cycle course fees are uncapped.

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

- 1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

- 2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

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

All HEP's will charge a tuition fee. Loans to cover the full cost of higher education tuition are available to all eligible students, regardless of their background or household income.

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

- 1st cycle international students:Most common amount Not applicable - please see comment below
1st cycle international students:Minimum amount Not applicable - please see comment below
1st cycle international students:Maximum amount Not applicable - please see comment below
2nd cycle international students:Most common amount Not applicable - please see comment below
2nd cycle international students:Minimum amount Not applicable - please see comment below
2nd cycle international students:Maximum amount Not applicable - please see comment below

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

Data collectors please give priority to the following comments concerning 'Which amount of fees do international students pay in the first and second cycle?':

* Fees for international students are unregulated with HE institutions able to set them as they see fit. Charges are set by institutions to cover the full cost of the course.

Data collectors please give priority to the following comments concerning 'Who defines the fee amounts?':

- 1st cycle home students - HEIs, within limits set by government: Universities have the freedom to decide on tuition charge amounts at a level appropriate to them and to be attractive to their students, within the maximum amounts set out by the Government in regulations.
- 2nd cycle home students - HEIs: Fees for stand alone Masters qualifications are unregulated with HE institutions able to set them as they see fit. Charges are set by institutions to cover the full cost of the course.
- 2nd cycle home students - HEIs, within limits set by government: For integrated Masters courses universities have the freedom to decide on tuition charge amounts at a level appropriate to them and to be attractive to their students, within the maximum amounts set out by the Government in regulations.
- 1st cycle international students - HEIs: Fees for international students are unregulated with HE institutions able to set them as they see fit. Charges are set by institutions to cover the full cost of the course.
- 2nd cycle international students - HEIs: Fees for international students are unregulated with HE institutions able to set them as they see fit. Charges are set by institutions to cover the full cost of the course.

Northern Ireland comments:

Answer to 'Which amount of fees do home students at public higher education institutions pay in the first and second cycle?':

(first cycle)
 most common: £3,575
 minimum: Up to £3,575 if N.Ireland student
 maximum: Up to £9,000 if study in England/Wales

(second cycle)
 most common: £3,627
 minimum: -
 maximum: £3,627

Answer to 'Which of the following criteria determine whether a student has to pay fees?':

Need; Field of study.

Answer to 'Who defines the fee amounts?':

HEIs (for all categories of student specified above).

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

Financial support is available to all eligible students to assist with the costs of higher education. Loans to cover the full cost of higher education tuition are available to all eligible students, regardless of their background or household income.
 Loans are also available to all eligible students as a contribution towards living costs. All eligible students can receive a basic rate of loan; students from lower income households can receive an additional amount, dependant on their household income.
 Non-repayable grants are also available to students from the lowest income households.
 Additional non-repayable grants are also available for student parents and students with adult dependants. These are awarded based on household income.
 Additional non-repayable grants are also available for students with a disability or long term health condition to meet the additional costs these students may incur in higher education as a direct result of their disability.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

Full-time students studying for an academic year at overseas institutions as part of their UK course (whether this is an ERASMUS or non Erasmus overseas year) can access means-tested maintenance grants and partially means-tested loans for living costs (at the overseas rate, which for academic year 14/15 is up to a maximum of £6,600).
 For students in England undertaking an Erasmus study year or Erasmus work placement year abroad in academic year 2014/15, institutions will be able to charge up to 15% of the maximum tuition fee.
 Students undertaking a non-Erasmus overseas student year in 2014/15 will be charged a tuition fee up to 15% of their maximum fee cap.
 Students will be able to apply for loans to cover the costs of their tuition fees during their overseas study year.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

- First cycle Yes No No answer
 Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle	Non-repayable grants are available to students from the lowest income households. 59% of the eligible full-time undergraduate students were paid a maintenance grant. 14% were paid a partial maintenance grant and 45% were paid a full maintenance grant of £3,250. These are English domiciled students studying at UK HEIs in the academic year 2012/13.
% of students receiving grants:Second cycle	Not applicable

IV.14. Can students use grants/scholarships for studying abroad?

All grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

No

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2	<input type="text" value="0"/>
Citizenship:Grant 3	<input type="text" value="0"/>
Citizenship:Grant 4	<input type="text" value="0"/>
Residency:Grant 1	<input type="text" value="0"/>
Residency:Grant 2	<input type="text" value="0"/>
Residency:Grant 3	<input type="text" value="0"/>
Residency:Grant 4	<input type="text" value="0"/>
Recognised HEIs/programmes only:Grant 1	<input type="text" value="0"/>
Recognised HEIs/programmes only:Grant 2	<input type="text" value="0"/>
Recognised HEIs/programmes only:Grant 3	<input type="text" value="0"/>
Recognised HEIs/programmes only:Grant 4	<input type="text" value="0"/>
Course load (e.g. full-time):Grant 1	<input type="text" value="0"/>
Course load (e.g. full-time):Grant 2	<input type="text" value="0"/>
Course load (e.g. full-time):Grant 3	<input type="text" value="0"/>
Course load (e.g. full-time):Grant 4	<input type="text" value="0"/>
Only certain countries:Grant 1	<input type="text" value="0"/>
Only certain countries:Grant 2	<input type="text" value="0"/>
Only certain countries:Grant 3	<input type="text" value="0"/>
Only certain countries:Grant 4	<input type="text" value="0"/>
Only certain study programmes (e.g. where mobility is mandatory):Grant 1	<input type="text" value="0"/>
Only certain study programmes (e.g. where mobility is mandatory):Grant 2	<input type="text" value="0"/>
Only certain study programmes (e.g. where mobility is mandatory):Grant 3	<input type="text" value="0"/>
Only certain study programmes (e.g. where mobility is mandatory):Grant 4	<input type="text" value="0"/>
Equivalency condition:Grant 1	<input type="text" value="0"/>
Equivalency condition:Grant 2	<input type="text" value="0"/>
Equivalency condition:Grant 3	<input type="text" value="0"/>
Equivalency condition:Grant 4	<input type="text" value="0"/>
Programme not available in the national system:Grant 1	<input type="text" value="0"/>
Programme not available in the national system:Grant 2	<input type="text" value="0"/>
Programme not available in the national system:Grant 3	<input type="text" value="0"/>
Programme not available in the national system:Grant 4	<input type="text" value="0"/>
Other:Grant 1	<input type="text" value="0"/>
Other:Grant 2	<input type="text" value="0"/>
Other:Grant 3	<input type="text" value="0"/>
Other:Grant 4	<input type="text" value="0"/>

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

Data collectors please give priority to the following comments concerning 'Can students use grants/scholarships for studying abroad?':

* Full-time students studying for an academic year at overseas institutions as part of their UK course (whether this is an ERASMUS or non Erasmus overseas year) can access means-tested maintenance grants for living costs.

Data collectors please give priority to the following comments concerning 'Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?':

* 1st cycle - Loans for living costs are available to all eligible students as a contribution towards living costs.

* 2nd cycle - No.

Data collectors please give priority to the following comments concerning 'What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s)':

* 87.5% of eligible full-time undergraduate students borrowed a maintenance loan (a loan to cover the cost of living).

* 85.4% of eligible full-time undergraduate students borrowed a tuition fee loan (a loan to cover the fees of the course).

* These are English domiciled students studying at UK HEIs.

* Link to relevant document(s):
<http://www.slc.co.uk/media/694170/slcsfr052013.pdf>

IV.19. Can students use loans for studying abroad?

No portable loans

IV.20. Are there any additional requirements for using the loan abroad?

Please choose.. ▼

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

- Citizenship:Loan 1 ▼
- Citizenship:Loan 2 ▼
- Citizenship:Loan 3 ▼
- Citizenship:Loan 4 ▼
- Residency:Loan 1 ▼
- Residency:Loan 2 ▼
- Residency:Loan 3 ▼
- Residency:Loan 4 ▼
- Recognised HEIs/programmes only:Loan 1 ▼
- Recognised HEIs/programmes only:Loan 2 ▼
- Recognised HEIs/programmes only:Loan 3 ▼
- Recognised HEIs/programmes only:Loan 4 ▼
- Course load (e.g. full-time):Loan 1 ▼
- Course load (e.g. full-time):Loan 2 ▼
- Course load (e.g. full-time):Loan 3 ▼
- Course load (e.g. full-time):Loan 4 ▼
- Only certain countries:Loan 1 ▼
- Only certain countries:Loan 2 ▼
- Only certain countries:Loan 3 ▼
- Only certain countries:Loan 4 ▼
- Only certain study programmes (e.g. where mobility is mandatory):Loan 1 ▼
- Only certain study programmes (e.g. where mobility is mandatory):Loan 2 ▼
- Only certain study programmes (e.g. where mobility is mandatory):Loan 3 ▼
- Only certain study programmes (e.g. where mobility is mandatory):Loan 4 ▼
- Equivalency condition:Loan 1 ▼
- Equivalency condition:Loan 2 ▼
- Equivalency condition:Loan 3 ▼
- Equivalency condition:Loan 4 ▼
- Programme not available in the national system:Loan 1 ▼
- Programme not available in the national system:Loan 2 ▼
- Programme not available in the national system:Loan 3 ▼
- Programme not available in the national system:Loan 4 ▼
- Other:Loan 1 ▼
- Other:Loan 2 ▼
- Other:Loan 3 ▼
- Other:Loan 4 ▼

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

Northern Ireland answers/comments:

Re: 'Do at least some students receive public financial support in the form of grants/scholarships?':

1st cycle - Yes

2nd cycle - Yes

Re: 'What is the proportion of students receiving grants/scholarships by cycle?':

1st cycle - 61% (Maintenance Grants)

2nd cycle - 30% (Scholarships).

Re: additional requirements for using the grant/scholarship abroad:

- Means tested
- residency
- Recognised HEIs/programmes only.

RE: 'Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?':

1st cycle - Yes
2nd cycle - No.

Re: additional requirements for using the loan abroad:

- Dependant on length of course
- Recognised HEIs/programmes only
- Course load (e.g. full-time).

Additional public financial support available for studying abroad:

- higher loans for - Travel costs.

Eligibility criteria for receiving additional public financial support:

- Need-based criteria.

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

No ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- | | |
|---|-----|
| 1st cycle credit mobility:Study costs/ fees abroad (host institution) | 0 ▼ |
| 1st cycle credit mobility:Travel costs | 0 ▼ |
| 1st cycle credit mobility:Living cost difference | 0 ▼ |
| 1st cycle credit mobility:Language courses | 0 ▼ |
| 1st cycle credit mobility:Other | 0 ▼ |
| 2nd cycle credit mobility:Study costs/ fees abroad (host institution) | 0 ▼ |
| 2nd cycle credit mobility:Travel costs | 0 ▼ |
| 2nd cycle credit mobility:Living cost difference | 0 ▼ |
| 2nd cycle credit mobility:Language courses | 0 ▼ |
| 2nd cycle credit mobility:Other | 0 ▼ |
| 1st cycle degree mobility:Study costs/ fees abroad (host institution) | 0 ▼ |
| 1st cycle degree mobility:Travel costs | 0 ▼ |
| 1st cycle degree mobility:Living cost difference | 0 ▼ |
| 1st cycle degree mobility:Language courses | 0 ▼ |
| 1st cycle degree mobility:Other | 0 ▼ |
| 2nd cycle degree mobility:Study costs/ fees abroad (host institution) | 0 ▼ |
| 2nd cycle degree mobility:Travel costs | 0 ▼ |
| 2nd cycle degree mobility:Living cost difference | 0 ▼ |
| 2nd cycle degree mobility:Language courses | 0 ▼ |
| 2nd cycle degree mobility:Other | 0 ▼ |

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- | | |
|---|-----|
| 1st cycle credit mobility:Study costs/ fees abroad (host institution) | 0 ▼ |
| 1st cycle credit mobility:Travel costs | 0 ▼ |
| 1st cycle credit mobility:Living cost difference | 0 ▼ |
| 1st cycle credit mobility:Language courses | 0 ▼ |
| 1st cycle credit mobility:Other | 0 ▼ |
| 2nd cycle credit mobility:Study costs/ fees abroad (host institution) | 0 ▼ |

2nd cycle credit mobility:Travel costs	<input type="text" value="0"/>
2nd cycle credit mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle credit mobility:Language courses	<input type="text" value="0"/>
2nd cycle credit mobility:Other	<input type="text" value="0"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle degree mobility:Travel costs	<input type="text" value="0"/>
1st cycle degree mobility:Living cost difference	<input type="text" value="0"/>
1st cycle degree mobility:Language courses	<input type="text" value="0"/>
1st cycle degree mobility:Other	<input type="text" value="0"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle degree mobility:Travel costs	<input type="text" value="0"/>
2nd cycle degree mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle degree mobility:Language courses	<input type="text" value="0"/>
2nd cycle degree mobility:Other	<input type="text" value="0"/>

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1	<input type="text" value="0"/>
Need-based criteria:Grant/loan 2	<input type="text" value="0"/>
Need-based criteria:Grant/loan 3	<input type="text" value="0"/>
Need-based criteria:Grant/loan 4	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 1	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 2	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 3	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 4	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 1	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 2	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 3	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 4	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 1	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 2	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 3	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 4	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4	<input type="text" value="0"/>

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

Not applicable

IV.31. Additional comments

Information on eligibility criteria for receiving additional public financial support:

* Non repayable grants are available for student parents (Parents Learning Allowance) and students with adult dependants (Adult dependants Grant). These are awarded based on household income, so the largest amount will go to students from households with the lowest income and students from the highest income households will not be able to receive these grants.

* Non repayable grants (Disabled Students Allowance) are available for students with a disability or long term health condition to meet the additional costs these students may incur in higher education as a direct result of their disability. They do not depend on income and do not have to be repaid. Grants are awarded on the basis of additional need.

* Information on the above policies is available on the Student Finance England Practitioners website:
Guidance chapters - Practitioner Resources for Student Finance England

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Student

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Students undertaking postgraduate courses are not generally eligible for financial support from the Government via the student support system. Support is, however, available to those taking postgraduate courses if initial teacher training and to students undertaking certain medical, healthcare and social work disciplines as a second undergraduate degree. There are a number of sources of funding for postgraduate courses; such as studentships funded by one of the seven UK Research Councils; funding from charities, trusts and learned societies; privately funded scholarships; MBA loans; and employer funded help. Post graduate students can also apply for Professional and Career Development Loans. These are commercial loans and as they are provided on a commercial basis applicants are subject to the bank's own credit checks.

IV.34. Please explain any differences in the fees that third cycle candidates 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.

See information provided above on the main funding sources for candidates preparing a third cycle (PhD) qualification.

IV.35. Additional comments on doctoral education

Re: differences in the fees that third cycle candidates are required to pay:

- Universities have the freedom to decide on tuition charge amounts at a level appropriate to them and to be attractive to their students, within the maximum amounts set out by the Government in regulations.

Additional comments re Doctoral education:

- Students undertaking postgraduate courses are not generally eligible for financial support from the Government via the student support system. Support is, however, available to those taking postgraduate courses if initial teacher training and to students undertaking certain medical, healthcare and social work disciplines as a second undergraduate degree. There are a number of sources of funding for postgraduate courses; such as studentships funded by one of the seven UK Research Councils; funding from charities, trusts and learned societies; privately funded scholarships; MBA loans; and employer funded help. Post graduate students can also apply for Professional and Career Development Loans. These are commercial loans and as they are provided on a commercial basis applicants are subject to the bank's own credit checks.

Northern Ireland - Additional comments Re: Doctoral education:

- Some publicly funded PhD Scholarships are administered by the HEIs. They are awarded on a competitive basis. Funding is made up of: Stipend £13,726, tuition fee £3,628, research training and support grant £1,472, trans skills £800. Total £19,626.

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes ▾

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

Information is not held centrally. We know the activity occurs but the UK Government has no direct role in the UK HE sector. Currently available information may be found on the KIS (UNISTATS) website at: <https://unistats.direct.gov.uk/>

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

Yes ▾

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

Information is not held centrally. We know the activity occurs but the UK Government has no direct role in the UK HE sector. Currently available information may be found on the KIS (UNISTATS) website at: <https://unistats.direct.gov.uk/>

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes ▾

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes ▾

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

No ▾

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

Information is not held centrally. We know the activity occurs but the UK Government has no direct role in the UK HE sector. Currently available information may be found on the KIS (UNISTATS) website at: <https://unistats.direct.gov.uk/>

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

Data collectors please note the answer above is not right and give priority to the following comments:

Information is not held centrally. We know the activity occurs but the UK Government has no direct role in the UK HE sector. Currently available information may be found on the KIS (UNISTATS) website at: <https://unistats.direct.gov.uk/>

V.3. In your country, are employers involved in higher education planning and management?

Yes ▾

V.3.1. How are they involved?

- | | | | | |
|--|---|--|--|---------------------------------|
| Curriculum development in higher education | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

Information is not held centrally. We know the activity occurs but the UK Government has no direct role in the UK HE sector. Currently available information may be found on the KIS (UNISTATS) website at: <https://unistats.direct.gov.uk/>

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

Data collectors please note that the answer above is not right and give priority to the following comments:

* 'Yes' or 'No' may apply depending on the circumstances.

* Not under this administration (so not relevant to 2013/2014 reference year).

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

Information not held centrally.

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

Information is not held centrally. We know the activity occurs but the UK Government has no direct role in the UK HE sector. Currently available information may be found on the KIS (UNISTATS) website at: <https://unistats.direct.gov.uk/>

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer
2nd cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer
1st and 2nd cycle combined	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer

V.4.2.1. Please provide the source information here.

Note: information not held centrally.

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

Activity at an individual higher education institution level. National data not available.

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

Yes

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals

On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

Yes ▾

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes ▾

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

Data collectors please note the answers provided above are not right and give priority to the following comments:

Information is not held centrally. We know the activity occurs but the UK Government has no direct role in the UK HE sector. Currently available information may be found on the KIS (UNISTATS) website at: <https://unistats.direct.gov.uk/>

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Information is not held centrally. We know the activity occurs but the UK Government has no direct role in the UK HE sector. Currently available information may be found on the KIS (UNISTATS) website at: <https://unistats.direct.gov.uk/>

Data entry: (VI_Lifelong_learning)

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

No ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

Data collectors please:

- note this answer is not right;
- give priority to the information in this questionnaire about part-time studies only;
- refer to other questionnaires for information about higher education that is relevant to lifelong learning issues.

VI.2. Is lifelong learning a recognised mission of higher education institutions?

No

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

Data collectors please:

- note this answer is not right;
- give priority to the information in this questionnaire about part-time studies only;
- refer to other questionnaires for information about higher education that is relevant to lifelong learning issues.

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Non-formal courses open to all (e.g. languages)

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Preparatory courses for HE entrance examinations

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Professionally-oriented upgrading of already achieved qualifications

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Tailor-made provision for industry

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

Data collectors please:

- note this answer is not right;
- give priority to the information in this questionnaire about part-time studies only;

- refer to other questionnaires for information about higher education that is relevant to lifelong learning issues.

VL4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

VL4.1. Please explain these restrictions.

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "100"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

Data collectors please:

- note the figures above are not right;
- give priority to the information in this questionnaire about part-time studies only;
- refer to other questionnaires for information about higher education that is relevant to lifelong learning issues.

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

Data collectors please:

- note this answer is not right;
- give priority to the information in this questionnaire about part-time studies only;
- refer to other questionnaires for information about higher education that is relevant to lifelong learning issues.

VL7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

VL7.1. Please explain what student statuses exist in your country and how you define them.

Full time and part time undergraduate courses can be designated for the purposes of student support.

A full-time course is one where students are normally required to attend the institution, or elsewhere, for periods amounting to at least 24 weeks within the year and, during that time, they are normally expected to undertake periods of study, tuition, learning in the workplace, or sandwich work-placement that does not meet the criteria to be sandwich year-out, which amount to an average of at least 21 hours per week.

Part-time courses must not exceed four times the period ordinarily required to complete a full-time course leading to the same qualification. Students undertaking part-time courses must study at a minimum 25% intensity of a full-time equivalent for (a) each year of the course and (b) for the duration of the course.

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

VL7.3. Please indicate which fees apply to students studying part-time.

Students studying part-time pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements
Data collectors please note this answer is not right and give priority to the following comments:

Comments: Since 1 September 2012 part-time student tuition fees for students studying with publicly funded institutions have been capped at £6,750 per academic year (this being 75 per cent of the maximum tuition charge paid by full-time students). Part-time course providers are free to set their tuition charges at any level up to the maximum £6,750. Different institutions may charge different amounts for similar courses of study. There is no direct correlation between the charges made for full-time and part-time tuition and no banding of tuition charges for part-time study based on volume of study.

VL7.4. Please indicate which fees apply to de facto part-time students.

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

Students studying part-time are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements
Data collectors please note this answer is not right and give priority to the following comments:

Comments: Eligible part-time students are able to borrow the amount of their tuition fee -up to £6,750 (this being the maximum allowable part-time tuition charge). Living costs support is not made available to part-time students since, in the main; they undertake paid work whilst studying and also are able to apply for Government benefits not available to full-time students.

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

The issue of tuition fees paid by part-time students has been covered in the Comments above concerning which fees apply to students studying part-time. Part-time courses differ from their full-time counterparts in that most part-time students will work whilst studying – with up to around 80% of part-time students working in full-time jobs whilst studying. In recognition of this all part-time students who started courses since 1 September 2012 are allowed to take up to times the period of time allowed to complete an equivalent full-time course. Students are however required to complete 25% of the equivalent full-time course in each academic year in order to receive tuition fee support. The maximum number of years for which a part-time student can receive support is sixteen.

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes

Data collectors please:

- note this answer is not right;
- give priority to the information in this questionnaire about part-time studies only;
- refer to other questionnaires for information about higher education that is relevant to lifelong learning issues.

VL10.1. Please choose the statement that best applies to your country-specific situation.

HE institutions can autonomously decide whether they will provide relevant procedures
Data collectors please:

- note this answer is not right;
- give priority to the information in this questionnaire about part-time studies only;
- refer to other questionnaires for information about higher education that is relevant to lifelong learning issues.

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can lead to a complete award of a higher education qualification

Data collectors please:

- note this answer is not right;
- give priority to the information in this questionnaire about part-time studies only;
- refer to other questionnaires for information about higher education that is relevant to lifelong learning issues.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

Data collectors please:

- give priority to the information in this questionnaire about part-time studies only;
- refer to other questionnaires for information about higher education that is relevant to lifelong learning issues.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

Data collectors please:

- give priority to the information in this questionnaire about part-time studies only;
- refer to other questionnaires for information about higher education that is relevant to lifelong learning issues.

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

No

Data collectors please:

- note this answer is not right;
- give priority to the information in this questionnaire about part-time studies only;
- refer to other questionnaires for information about higher education that is relevant to lifelong learning issues.

VL10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data and it is impossible to provide estimates

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data and it is impossible to provide estimates

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

Data collectors please:

- note the answers in this section of the questionnaire are not right;
- give priority to the information in this questionnaire about part-time studies only;
- refer to other questionnaires for information about higher education that is relevant to lifelong learning issues.

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

Yes ▼

VL11.1. Please specify what they are.

Data collectors please:

- note this answer is not right;
- give priority to the information in this questionnaire about part-time studies only;
- refer to other questionnaires for information about higher education that is relevant to lifelong learning issues.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▾

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

Higher education steering documents refer to internationalisation of higher education. The Government has published an international education strategy for England (see details below).

* Clear aims and objectives regarding internationalisation of higher education:

The strategy published by Government, entitled International Education: Global Growth and Prosperity has five key themes, listed below, with each supported by a number of actions to aid delivery:

- A warm welcome for international students
- Supporting Transnational Education
- Leading the world in education technology
- Building a new relationship with emerging powers
- Building the UK brand and seizing opportunities

The UK higher education (HE) sector has also published a strategy to support UK student outward mobility. This has seven objectives:

- Promote the benefits of study and work abroad
- Monitor trends in student mobility
- Build capacity in UK higher education to facilitate outward mobility
- Address financial and institutional barriers to outward mobility
- Create a flexible definition of outward mobility
- Share best practice in UK higher education
- Provide a collective voice for the UK higher education sector

Government has provided funding to support the sector student mobility strategy.

* Concrete measures for implementing internationalisation of higher education:

There are a range of measures set out in the above strategy.

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

Yes ▾

7.3.1. Please provide a reference and link to the document (if available, also in English):

Ministry responsible for Higher Education: The Department for Business Innovation and Skills (BIS)

The BIS website is at:

<https://www.gov.uk/government/organisations/department-for-business-innovation-skills>

The Department for Business, Innovation & Skills (BIS) is the department for economic growth. The department invests in skills and education to promote trade, boost innovation and help people to start and grow a business. BIS also protects consumers and reduces the impact of regulation. BIS is responsible for:

- working with further and higher education providers to give students the skills they need to compete in a global employment market
- supporting innovation and developing the UK's science and research industry, which is important to help economic growth
- making sure consumer law is fair for both consumers and businesses, and that consumers know their rights and are able to use them effectively
- supporting British businesses to increase productivity and compete anywhere in the world
- better regulation – by cutting the amount of regulation and making it easy to understand we can help businesses cut time, save money and be more efficient.

There is no specific government agency for the internationalisation of UK HE. However the Higher Education Funding Council for England, which distributes public money for higher education to universities and colleges in England, has some international interests and provides some associated funding. see HEFCE website at <http://www.hefce.ac.uk/about/>

Stakeholder organisations:

* The British Council – which promotes UK education overseas.

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

The British Council also manages the Education UK website which promotes UK education to overseas students. <http://www.educationuk.org/global/>

* The UK Higher Education International Unit – which represents the UK HE sector in international activity.

<http://www.international.ac.uk/>

* UKTI – which promotes UK exports and inward investment. UKTI funded by Government (BIS and the Foreign and Commonwealth Office) and has a team which promotes UK education exports.

<http://www.ukti.gov.uk/export/sectors/educationtraining/itcm/551300.html>

National strategy for internationalisation of higher education:

The Government's strategy for England called: International Education Strategy: Global Growth and Prosperity, was launched in July 2013. The strategy can be found at: <https://www.gov.uk/government/publications/international-education-strategy-global-growth-and-prosperity>

The HE sector's strategy for UK outward student mobility (mentioned above) was launched in December 2013 and can be found at: <http://www.international.ac.uk/member-services/programmes/outward-student-mobility.aspx>

The above sector strategy is also referred to in the Government's International Education Strategy and as an action to support UK internationalisation.

7.3.2. Has the impact of the strategy been assessed?

Yes

7.3.2.1. Please specify by whom, and provide a reference/link:

Data collectors please note the answer above to 'has the impact of the strategy been assessed?' is not right and give priority to the following answer and comment:

No. While the progress of individual initiatives in the above strategies are being monitored, it is too early to assess the full impact of each overall strategy.

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

100%

7.3.3.1. Please provide a source for this information:

Data collectors please note the answer above is not right and give priority to the following comments:

The UK higher education sector is at the forefront of internationalisation globally. However, while the sector has welcomed the Government's International Education Strategy, individual UK HE institutions are autonomous and each will implement their diverse internationalisation objectives in different ways. There is no centralised information on the percentage of UK HEIs with an internationalisation strategy – some will have adopted a strategy at the level of the institution, others at the level of the School or Faculty, and others will have incorporated international objectives into their high-level institutional strategies.

Source for this information: The UK Higher Education International Unit – which represents the UK HE sector in international activity.
<http://www.international.ac.uk/>

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

100%

7.3.4.1. Please provide a source for this information:

Data collectors please note the answer above is not right and give priority to the following comments:

The UK higher education sector is at the forefront of internationalisation globally. However, while the sector has welcomed the Government's International Education Strategy, individual UK HE institutions are autonomous and each will implement their diverse internationalisation objectives in different ways. There is no centralised information on the percentage of UK HEIs with an internationalisation strategy – some will have adopted a strategy at the level of the institution, others at the level of the School or Faculty, and others will have incorporated international objectives into their high-level institutional strategies.

Source for this information: The UK Higher Education International Unit – which represents the UK HE sector in international activity.
<http://www.international.ac.uk/>

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility No target

Credit mobility:Incoming mobility No target

Degree mobility:Outgoing mobility No target

Degree mobility:Incoming mobility No target

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

7.5.1. Please specify:

Targets for mobile students:

* No. Individual UK targets have not been defined. The UK is committed to the European target that, by 2020, 20% of students across the EHEA have an international mobility experience as part of their studies. The UK Outward Mobility Strategy states that its aim is to increase the proportion of UK students with some international experience.

Budget for funding internationalisation activities in higher education:

* Yes. The team within the Department for Business (BIS) which supports UK international education and science engagement has an allocated budget to support delivery of the International Education Strategy and Government's international science priorities. Detail of this budget has not been published and is therefore not available.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes

7.6.1. Please name and describe them:

A range of support is provided, as set out in the International Education Strategy, for example:

- Funding for overseas students to undertake scholarships in the UK, such as those provided under the Commonwealth and Chevening scholarship schemes
- Funding for the 'Britain is Great' campaign which includes promotion of UK education overseas
- Opportunities for UK HE institutions to join overseas UK ministers on overseas visits and missions
- Government encouragement and brokering of partnerships with countries looking to send students to the UK on overseas government funded scholarships.

- Funding to the British Council which promotes the UK overseas and manages the 'Education UK' recruitment service, to aid international student study in the UK

In addition to support outward mobility the Higher Education Funding Council for England, provides some grant funding support for HE institutions whose students take a year abroad to participate in the Erasmus Scheme or undertake an exchange study year with an institution outside the Erasmus scheme.

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

Yes

7.9.1. How many campuses do your higher education institutions have abroad?

0.0000000000

7.9.2. In which countries do they have these campuses?

Campuses abroad

Data collectors please note the answer above to 'How many campuses do your higher education institutions have abroad?' is not right and give priority to the following comments:

There is no agreed definition with the sector on what constitutes an overseas campus.

Under one definition and report published by an organisation called Global Higher Education, the UK had 21 overseas campuses in 2013. Principle locations included: Dubai, UAE, Malaysia and China

<http://www.globalhighered.org/branchcampuses.php>

MOOCs

Data collectors please note that the figures provided below are not right and give priority to the following comments:

There is no requirement in the UK for HE institutions to report the number of MOOCs they offer to Government. It is therefore not possible to provide a complete or comprehensive listing. From our connection with the HE sector we are aware of at least 40 MOOCs currently available from UK HEIs plus a number of other MOOCs providing vocational, basic skills or other academic courses from a range of different providers.

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "1000"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "1000"

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand

Other

7.11.2. Please specify

Data collectors please note that the information provided above is not right and give priority to the following comments:

As autonomous bodies, UK HE institutions are free to choose where they wish to focus their internationalisation activities and our institutions have links across the globe.

The majority of recorded UK outbound credit based student mobility is within the EHEA under the Erasmus scheme.

Government does not collect statistics on students studying full time abroad (degree mobility).

Government does not record data for Joint / double degrees.

For UK campuses overseas see answer to 7.9 above

Government does not record data on the individual links that our HE institutions have with overseas counterparts in international research cooperation. There are a large number of links spread across the world.

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

Data collectors please note that the information provided above is not right and give priority to the following comments:

As autonomous bodies, UK HE institutions are free to choose where they wish to focus their internationalisation activities and our institutions have links across the globe.

The majority of recorded UK outbound credit based student mobility is within the EHEA under the Erasmus scheme.

Government does not collect statistics on students studying full time abroad (degree mobility).

Government does not record data for Joint / double degrees.

For UK campuses overseas see answer to 7.9 above

Government does not record data on the individual links that our HE institutions have with overseas counterparts in international research cooperation. There are a large number of links spread across the world.

7.11.6. Does your country have main regions of operation for campuses abroad?

Yes

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

Data collectors please note that the information provided above is not right and give priority to the following comments:

As autonomous bodies, UK HE institutions are free to choose where they wish to focus their internationalisation activities and our institutions have links across the globe.

The majority of recorded UK outbound credit based student mobility is within the EHEA under the Erasmus scheme.

Government does not collect statistics on students studying full time abroad (degree mobility).

Government does not record data for Joint / double degrees.

For UK campuses overseas see answer to 7.9 above

Government does not record data on the individual links that our HE institutions have with overseas counterparts in international research cooperation. There are a large number of links spread across the world.

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

Data collectors please note that the information provided above is not right and give priority to the following comments:

As autonomous bodies, UK HE institutions are free to choose where they wish to focus their internationalisation activities and our institutions have links across the globe.

The majority of recorded UK outbound credit based student mobility is within the EHEA under the Erasmus scheme.

Government does not collect statistics on students studying full time abroad (degree mobility).

Government does not record data for Joint / double degrees.

For UK campuses overseas see answer to 7.9 above

Government does not record data on the individual links that our HE institutions have with overseas counterparts in international research cooperation. There are a large number of links spread across the world.

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

Yes

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

Data collectors please note that the information provided above is not right and give priority to the following comments:

As autonomous bodies, UK HE institutions are free to choose where they wish to focus their internationalisation activities and our institutions have links across the globe.

The majority of recorded UK outbound credit based student mobility is within the EHEA under the Erasmus scheme.

Government does not collect statistics on students studying full time abroad (degree mobility).

Government does not record data for Joint / double degrees.

For UK campuses overseas see answer to 7.9 above

Government does not record data on the individual links that our HE institutions have with overseas counterparts in international research cooperation. There are a large number of links spread across the world.

7.12. Comments:

As autonomous bodies, UK HE institutions are free to choose where they wish to focus their internationalisation activities and our institutions have links across the globe.

The majority of recorded UK outbound credit based student mobility is within the EHEA under the Erasmus scheme.

Government does not collect statistics on students studying full time abroad (degree mobility).

Government does not record data for Joint / double degrees.

For UK campuses overseas see answer to 7.9 above

Government does not record data on the individual links that our HE institutions have with overseas counterparts in international research cooperation. There are a large number of links spread across the world.

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

Data collectors please note that the answers provided are not right and give priority to the following comments: We are not aware of any significant obstacles to incoming mobility, for students that can meet the UK's entry requirements. The UK attracts more international students than any other country in the world, apart from the USA. In terms of intra-European mobility, this is evidenced by a statistics that shows for every UK outward placement under the Erasmus scheme there are two inward placements.

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles** Yes No No answer
- Specific fields of studies** Yes No No answer
- Credit mobility** Yes No No answer
- Degree mobility** Yes No No answer

7.14.1. Please specify:

Data collectors please note that the answer 'yes' is not right for Credit mobility and Degree mobility and give priority to the following comments concerning 'yes' answers concerning Specific study cycles and Specific fields of study:

Specific study cycles:

Raising awareness

There are different contexts between undergraduate and postgraduate mobility. PG mobility is more likely to be driven by research excellence and specialisms.

Curriculum flexibility

Due to UK quality assurance requirements, UK institutions are unable to send students on a year abroad for the final year of a three or four year undergraduate programme. At Master's level, it is challenging to send students out as the programme is typically one year long.

Specific fields of studies:

Language

It can be difficult to encourage UK students who are not pursuing a language degree to undertake a work or study placement abroad, because they will often not have the requisite level of a foreign language.

Professional Qualifications

In subjects leading to professional qualifications, mobility can be difficult as students often stay in the UK to ensure they can meet the specific requirements (course elements or course modules) to the satisfaction of the relevant UK professional regulator / body.

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

Government has provided seed funding to support the HE sector in developing a UK Outward Student Mobility Strategy, to increase the number of UK students taking mobility placements. The Strategy includes a range of actions to aid this objective.

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

No

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

The Strategy was launched in December 2013 and it is too early to monitor outcomes.

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes ▾

7.18.1. Please provide a link to the website:

Data collectors please note that the 'yes' answer above is not right and give priority to the following comments:

No. There is no comprehensive central website.

This is because UK HE institutions operate their mobility programmes and provide opportunities on an institution by institution basis. Students who wish to undertake a mobility period will liaise with their institution which will facilitate this process, making a central list of opportunities inappropriate. As part of the Outward Mobility Strategy the HE sector is planning to launching a website on outward mobility information for institutions and students, which will direct students to sources of information.

The British Council's has a website, which provides various information and guidance on the Erasmus scheme together with a number of other mobility opportunities. This website does link to the Bologna website: <http://www.britishcouncil.org/erasmus-bologna-process.htm>

7.18.2. Is the website linked to Bologna website?

Yes ▾

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information exclusively on national programmes and higher education institutions
Data collectors please note that the answer provided is not right and give priority to the following comments:

Do your national institutions/agencies responsible for internationalisation:

- a) Provide information exclusively on national programmes and higher education institutions? - Yes
- b) Provide information on the EHEA, with links to other national systems and European programmes? - Yes (only for the EHEA)

The BIS website has a link to the British Council's website, which provides some information on the EHEA. The UK HE International Unit (which represents the HE sector) also has a website which provides information on the Bologna process and the Bologna process secretariat.

7.19.1. Please provide a link to such information:

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes ▾

7.20.1. Do students have to pay additional fees?

Please choose.. ▾

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

Data collectors please note the answer above is not right and give priority to the following comment:

UK HE sector teaches in English. So this question is not applicable.

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

Data collectors please see the following additional comments on the above answers. The 2012 Bologna Policy Forum: Yes, participated in by the UK Minister for Universities and Science. Other bilateral and/or multilateral ministerial dialogues: Yes. Various international forums and bilateral meetings with overseas Governments. International events other than ministerial meetings: Various international forums, for example, the annual British Council's 'Going Global' conference and the annual Education World Forum run by BESA.

7.22.1. Please specify with which countries:

Data collectors please see the following additional comments on the above answers.

The 2012 Bologna Policy Forum: Yes, participated in by the UK Minister for Universities and Science.

Other bilateral and/or multilateral ministerial dialogues: Yes. Various international forums and bilateral meetings with overseas Governments.

International events other than ministerial meetings: Various international forums, for example, the annual British Council's 'Going Global' conference and the annual Education World Forum run by BESA.

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

No ▾

7.25.1. Please specify and provide reference:

7.26. Are there any national mobility programmes for higher education staff?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Technical staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

Data collectors please note the answer above is not right and give priority to the following comments:

The UK makes use of Erasmus staff mobility funding within the EHEA, and opportunities are likely to increase under Erasmus+

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Technical staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

Data collectors please note that the answer above is not right and give priority to the following comment:

Not applicable

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Teaching staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

Data collectors please note that the answer above is not right and give priority to the following comment:

Not applicable

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Technical staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

Data is not collected at a national level, although it may be collected at a local institutional level.

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages** Yes No No answer
- Financial benefits** Yes No No answer
- Non-financial benefits** Yes No No answer
- Other** Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

Data collectors please note that the answer above is not right and give priority to the following comment:

Data is not available

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "0"

7.31.1.1. Additional comments:

Data collectors please note the figures provided are not right and give priority to the following comments:

Obstacles to incoming staff mobility: not applicable

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "0"

7.31.2.1. Additional comments:

Data collectors please note the figures provided are not right and give priority to the following comments:

Obstacles to outgoing staff mobility:

- Language issues
- Lack of funding
- Administrative burden: Completion of mobility application information and ensuring that other staff are able to cover duties while the applicant takes the mobility placement
- Lack of personal motivation and interest: Awareness of opportunity for staff can be an issue, as well as finding time to travel which may not be a priority in staff development plans. The presence of general strategic level support within an institution is important factor in ensuring mobility outcomes.
- Other: Existing workload and ensuring cover while away can be a barrier

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

These measures are implemented at the level of individual institutions. Relevant measures include:

- Dedicated campaign
- Specific promotion event
- Financial incentives/support
- Dedicated website
- Targeted emails
- Posters/leaflets
- Use of previously mobile staff as Ambassadors

According to the 2013, UK HE IU biennial survey of European Activity Survey, the most prevalent measure for encouraging staff mobility was the use of targeted emails; followed by the use of a dedicated website; financial incentives and a dedicated campaign.

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

No

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:

Data collectors please note the following response to the question above 'Has your country monitored the effects of these measures/programmes?'

No. Data is not collected at a national level, although it may be collected at a local institutional level.