National Report regarding the Bologna Process implementation 2012-2015

UK/Scotland

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

UK Scotland

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Contributors to the report:

• Government representatives "Scottish Government officials, SFC, SQA, SCQF, QAA Scotland, Education Scotland "

Contributors to the report:

• Employer representatives ""

Contributors to the report:

• Student representatives "National Union of Students Scotland"

Contributors to the report:

• Academic and other staff representatives "Yes, representatives of individual universities, Universities Scotland, West of Scotland Colleges Partnership, University and College Union Scotland, HE Academy"

Contributors to the report:

• Other representatives (please specify) "Bologna Experts 2011-13, various BFUG Group and Network members, British Council "

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?

"New Horizons: Responding to the Challenges of the 21st Century" (November 2008) set out measures to guide our approach to funding universities. In particular, it identified the demographic challenge posed by Scotland's declining working age and ageing population and suggested that Scottish universities provided part of the solution. This has been built upon in the publication of Putting Learners at the Centre: Delivering our Ambitions for Post-16 Education (2011) and in subsequent guidance letters to the Scottish Funding Council, the most recent being issued October 2013.

http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/16640/hetaskforce/JFFTnewhorizons

http://www.scotland.gov.uk/Resource/Doc/357943/0120971.pdf

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

There are 19 Higher Education Institutions in Scotland. There are 15 universities located in various geographic areas as well as the Open University which operates UK-wide, SRUC (Scotland's Rural College) and the two Small Specialist Institutions of Glasgow School of Art and the Royal Conservatoire of Scotland. All are publically funded and all offer academically and professional oriented courses. Scotland's publically funded colleges also all provide some higher education which is academically and professionally oriented.

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

All higher education bodies are autonomous and self-governing.

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

180 ECTS "5"

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

210 ECTS ""

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

240 ECTS "88"

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

Other duration "7"

I.5.1. What other duration do bachelor programmes have, it if is not 180, 210 or 240 ECTS?

"Other duration" may be 60 ECTS or 120 ECTS

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "2.6"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "87.2"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "10.2"

I.6.1. Please specify

"Other duration" may be 60 ECTS or 120 ECTS

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. 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)

Professionally oriented programmes include time spent on professional work placement. However there is no distinction made, in terms of the total amount of credit awarded, between academically and professionally oriented degrees.

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No ▼

I.9.1. In which study fields do these study programmes exist?

I.9.2. What is the typical duration of these degree programmes outside the Bologna model?

I.9.3. What percentage of first cycle students is enrolled in these programmes?

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "8"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "76"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "11"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "5"

I.10.1. What other duration do second cycle programmes have, it if is not 60-75, 90 or 120 ECTS?

Varies from 30 ECTS to 187.5 ECTS

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "12"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "65"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "3"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "20"

I.11.1. Please specify

Varies from 30 ECTS to 187.5 ECTS

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?

They are most common in science and engineering. These are an integrated first and second cycle programme of 300 ECTS which often meet professional accreditation requirements. Institutions also often offer short cycle qualifications of 60 ECTS.

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

They are most common in science and engineering E.g.
Science (MSci)
Pharmacy (MPharm)
Chemistry (MChem)
Physics (MPhys)
Computing Science (MComp)
Mathematics (MMath)
Statistics (MStat)
Engineering (MEng)
Architecture (MArch)

Degrees in dentistry and medicine are also longer programmes.

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

This varies substantially by institution. In addition, students may enrol on, for example, an honours programme and move to an integrated master's programme or vice versa. Many institutions have 0. Some are at 25%, others 10%.

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?

This varies by subject and institution and the total numbers involved are small. They can vary between 30 credit programmes to 187.5 credit programmes.

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

1.82%

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

Postgraduate Certificate (30 ECTS) programmes in:
• Drama and Theatre for Teaching and Learning
• Public Services Governance
• Collaborative Working: Education & Therapy
• Conflict, Social Development and Health

There are some Masters programmes of integrated first and second cycle credits. For the purposes of this report, the first cycle credits for these programmes have been ignored when calculating duration. These courses vary in duration to meet professional registration and accreditation requirements. They are in the following study fields:
• Art Psychotherapy
• Audiology
• Dance Movement Psychotherapy
• Diagnostic Radiography
• Dietetics
• Occupational Therapy
• Physiotherapy
• Speech & Language Therapy

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

Yes ▼

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

For both awards studied one after the other, the minimum notional duration would be five years (four academic years plus one calendar year). National Guidelines exist, but they are not legally binding.

I.15. Comments

In Scotland the minimum credit levels and volumes for qualifications are set out in the Scottish Credit and Qualifications Framework (SCQF). The minimum 'duration' is not specified but there is a notional study time assigned to credit whereby 120 SCQF credits is deemed to take the equivalent of one year's full time study. The minima in terms of credit level and volume for each of the awards is as follows:

The Scottish Bachelors degree with Honours is designed at SCQF Level 10 and is allocated at least 480 SCQF Credit Points of which a minimum of 90 are at SCQF Level 9 and a minimum of 90 are at SCQF Level 10.

Masters degrees are designed at SCQF Level 11 and are allocated at least 180 SCQF Credit Points of which a minimum of 150 are at SCQF Level 11.

It is possible to study for an 'integrated Masters' award where students participate in a specially-designed award, including progressing from Bachelors to Masters without a break in study. Integrated Masters degrees are designed at SCQF Level 11 and are allocated at least 600 SCQF Credit Points of which a minimum of 120 are at SCQF Level 11.

I.16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%
The self-certification report for the framework of HE qualifications in Scotland states that: "Achievement of a first cycle award does not guarantee entry to the second cycle, but it gives the right to apply for access to the second cycle, in accordance with the Lisbon convention." "Entry to the second cycle (SCQF level 11) is generally for holders of a bachelor's degree with honours, often with a high honours classification. However, entry to Postgraduate Certificate and Postgraduate Diploma can be affected by holders of bachelor's degrees, and entry to some master's degree programmes can be permitted to those who hold a bachelor's degree allied to relevant experience."

I.16.1. Please provide a source for this information.

Verification of compatibility of the framework for qualifications of HEIs in Scotland with the framework for qualifications of the EHEA: Report for the Scottish Working Group. http://www.enic-naric.net/documents/QF-Scotland_en.pdf

I.17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

1-25%
The DHLE data shows us those who have graduated with a full-time first degree continuing onto further study. The DHLE does not show whether "further study" is second or third cycle.
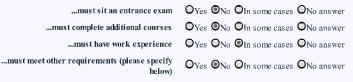
I.17.1. Please provide a source for this information.

Destination of Leavers in Higher Education data, from Higher Education Statistics Agency (HESA)

I.18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

I.18.1. 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

I.18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

Requirement for work experience depends on the subject to be studied, eg. in some education programmes, experience of working in education is required

I.18.3. 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

I.18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

Requirement to complete additional courses is unlikely but is possible depending on how close the subject is to the intended area of study.

Requirement for work experience depends on the subject to be studied

I.18.5. 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

I.18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

I.18.7. 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

I.18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

Requirement to complete additional courses is unlikely but is possible depending on the subject in first cycle and second cycle and how closely related they are to the intended area of study.

I.19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100%
Entry to the third cycle (SCQF level 12) is generally for holders of Masters Degrees, and, in some instances, holders of Bachelors Degrees, usually with a high honours classification. - http://www.enic-naric.net/documents/QF-Scotland_en.pdf

I.19.1. Please provide a source for this information.

http://www.enic-naric.net/documents/QF-Scotland_en.pdf

I.20. What percentage of second cycle graduates eventually enter into a third cycle programme?

14.0000000000

I.20.1. Please provide a source for this information.

Although we do not have figures at this level of detail, we can estimate from to HESA data that around 14% of second cycle qualifiers were engaged in work and further study, or further study, 6 months after graduating from their initial course. Data source: "Destinations of full-time leavers by location of institution, activity and level of qualification obtained 2011/12", table 1a http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1899&Itemid=239

We do not hold central data, these estimates are provided to complete the survey.

I.21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

I.21.1. Please specify the criteria

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

I.21.2. What percentage of third cycle students enter without a second cycle qualification?

51-75%

I.22. If you would like to make any additional comments on the progression between cycles, please provide them here

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

I.23. Do higher education steering documents mention doctoral education/training?

| Yes ▼ |

I.23.1. Please provide a reference to the relevant steering document(s):

Chapter B.11, UK Quality Code for Higher Education sets out standards for doctoral education.

Policy documents to steer higher education in Scotland mention doctoral training here:
http://www.scotland.gov.uk/Resource/Doc/357943/0120971.pdf (page 37)

I.24. 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 "93"

I.24. 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 "2.3"

I.24. 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 "4.5"

I.24. 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 ""

I.24. 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 "0.2"

I.24.1. Please specify which other types of doctoral programmes exist

PhD by publication – open only to staff members. See QAA's 2011 report "Doctoral Degree Characterisitics", (http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Doctoral_Characteristics.pdf), which includes doctorates by practice under "Professional doctoral programmes". This option would also probably include doctorates by performance in the creative arts.

I.25. Do doctoral and/or graduate schools exist in your higher education system?

Yes ▼

I.25.1. What are the main features of these schools and how many doctoral schools are there?

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

I.25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

76-99%

I.26. What is the most common length of full-time third cycle (PhD) study programmes?

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

I.26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "3-4"

I.27. Are doctoral studies included in your country's qualifications framework?

Yes

I.28. 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?

Yes

I.28.1. Please specify

What are the names of such degrees? "Professional Development Awards (PDAs) can be at a range of levels, including SCQF level 12. These awards are designed for individuals already in a career and who, usually, already hold a degree or vocational qualification relevant to their area of interest. At SCQF Levels 7 - 12, PDAs will have a minimum credit value of 16 SCQF Credit Points and will comprise at least two Units. There is no maximum credit value and therefore each PDA at this level will vary. PDAs are awarded by the Scottish Qualifications Authority. Professional Apprenticeships can also be at SCQF level 12. A Professional Apprenticeship is a package of learning, training and practical work experience gained while employed. "

I.28.1. Please specify

What is the typical duration of programmes leading to such degrees? "There is no 'typical' duration – they are very flexible but typically much shorter than a doctoral programme"

I.28.1. Please specify

What is the purpose/function of those degrees? "They are a way of ensuring and recognising that individuals who are already in work have the necessary knowledge and skills to undertake that work and to progress in their careers. "

I.29. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

I.30. Comments

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

I.31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes ▼

I.31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

Certificates of HE (CertHE), Diploma of HE (DipHE). Colleges and HEIs both offer Higher National Certificates (HNC) and Higher National Diplomas (HND).

These are 'exit qualifications', awarded when a student aims to study a full programme but decides to exit the programme before it is complete.

I.32. 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

I.33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

I.34. Comments

Short cycle qualifications are predominantly offered by colleges. The extent to which credit is recognised for students with short-cycle qualifications varies. In some cases, students will get full credit. In some cases, students get partial or no credit. However, this is complicated by the fact that some students choose not to seek full credit recognition. In some instances, the requirements of Professional Statutory and Regulatory Bodies (PSRBs) may mean that full credit recognition cannot be granted. Articulation agreements exist between some colleges and HEIs to make full credit recognition possible. Credit recognition also depends on a good curriculum match between the field of study for the short-cycle course and the first cycle course. The extent to which HNC and HND programmes are given credit towards undergraduate degree programmes will depend on the "receiving" institution. Some institutions provide direct articulation to the next available year of study (i.e. third year with an HND and second year with an HNC); others provide partial credit, such as second year entry with an HND; others provide no advanced entry opportunities. The institutions which do provide direct entry to the next available level/year of study often do so as a result of local articulation arrangements. Since 2012/13 HEIs have had to provide Outcome Agreements as part of their funding settlement and within such agreements the conditions and arrangements for HNC/HND to degree articulation are covered. Additionally, several tertiary college providers of HE also offer Bachelor's degree provision, usually through franchise arrangements with Scottish or English HEIs.

I.35. Do your steering documents mention the concept of student-centred learning?

Yes ▼

I.35.1. How do steering documents in your country define student-centred learning in higher education?

It is a fundamental premise of the reformed post-16 learning environment that funding systems and provision should be designed around the needs of learners and should be simple, transparent and accessible. This means ensuring all learners – irrespective of their needs and circumstances – can easily access and 'navigate' post-16 learning, and do so on the basis of informed decisions about the opportunities that exist across the labour market and the steps needed to access them.

I.35.2. 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

I.35.2b. 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

I.35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

I.35.4. Please provide a reference for your steering documents on student-centred learning

"Putting Learners at the Centre: Delivering Our Ambitions for Post-16 Education."

http://www.scotland.gov.uk/Resource/Doc/357943/0120971.pdf (page 6)

I.36. Comments

We can improve people's life chances by setting them on the road to sustainable employment: we want to ensure that everyone in Scotland – including those furthest from the labour market – can contribute to and benefit from the growth we will achieve.

I.37. In your country, do you use...

a national credit system compatible with ECTS

I.37.1. 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)

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

I.37.2. 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)

I.38. 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

I.39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Learning outcomes achieved

I.39.1. Please specify

I.40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Learning outcomes achieved

I.40.1. Please specify

I.41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Not applicable

I.41.1. What is the number of hours per credit?

I.42. 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
ECTS credits not used in doctoral programmes.

I.43. 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)

I.43.1. Does your country take specific support measures on the national level?

The Quality Assurance Agency Quality Code provides guidance on areas including learning outcomes and development of the curriculum, including the Framework for HE qualifications in Scotland and the UK-wide Quality Code.

I.44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)
The Quality Assurance Agency Quality Code provides guidance on areas including learning outcomes and development of the curriculum, including the Framework for HE qualifications in Scotland and the UK-wide Quality Code.

I.45. 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

I.45.1. Please indicate the approximate percentage that participate

This varies from institution to institution. Lecturers new to teaching will probably participate in a PGCert. We think there is also additional training available, so over time the percentage will probably increase. In one institution it is compulsory for all academic staff.

I.45.2. Please specify for which members of academic staff training programmes are offered

Institutions decide their own policy on this. However, this training is usually compulsory for new probationary lecturers, Teaching Fellows, Postdocs who teach etc and is available to other academic staff on a voluntary basis. Central data are not collected on this.

I.46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

[Yes ▼]

I.46.1. Please explain how, and provide a reference to further information

Learning outcomes are embedded in higher education in Scotland. The national qualifications framework for higher education institutions sets out the generic outcomes associated with each of the main higher education qualifications, Subject benchmark statements set out the learning outcomes typically associated with programmes of learning in each of some 50 subject areas and HEIs set out the learning outcomes associated with each programme. The QAA published UK Quality Code provides a key reference point and guidance to HEIs which embeds learning outcomes in relevant chapters. QAA Enhancement-led Institutional Reviews look at how the HEIs design and assess learning in ways that make use of these national reference points.

UK Quality Code: http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx
Subject benchmark statements: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx
Framework for HE qualifications in Scotland: http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQscotland.pdf
Scottish Credit and Qualifications Framework: http://www.scqf.org.uk/The%20Framework/

I.47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

I.48. 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	[1 ▼]
...automatically to all students:by 76-99% of HEIs	[0 ▼]
...automatically to all students:by 51-75% of HEIs	[0 ▼]
...automatically to all students:by 26-50% of HEIs	[0 ▼]
...automatically to all students:by 1-25% of HEIs	[0 ▼]
...automatically to all students:by 0% of HEIs	[0 ▼]
...automatically to some students:by 100% of HEIs	[0 ▼]
...automatically to some students:by 76-99% of HEIs	[0 ▼]
...automatically to some students:by 51-75% of	

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

I.48.1. Please specify to which students

I.48.2. Please identify the fields of study in which the Diploma Supplement is issued

I.49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for some graduates of these programmes

I.49.1. Please specify

We are seeking to make this possible for all these graduates.

I.50. Is there any monitoring of how employers use the Diploma Supplement?

No ▼

I.50.1. Please provide the most recent results regarding the level of satisfaction of employers:

I.50.2. Please provide a reference to the source of this information:

I.51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes ▼

I.51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

Monitoring is carried out by the UK HE International Unit. They have recently carried out the survey but have not yet released the results.

I.52. In what language(s) is the Diploma Supplement issued?

English

I.53. The Diploma Supplement is issued...

free of charge

I.53.1. Please specify the categories of students

I.53.2. Please provide the amount and the reason for the fee

I.54. Comments

There is a UK-wide initiative to produce a Higher Education Achievement Report (HEAR), based on the Diploma Supplement Structure. This is intended to provide a richer picture of student achievement than degree class alone. Many of our institutions are either issuing HEAR or planning to do so in future.

I.55. Do national higher education steering documents mention joint or double degrees?

Yes ▼

I.55.1 Please provide a reference to the legislation and/or cite the relevant articles

Further and Higher Education (Scotland) Act 1992
http://www.legislation.gov.uk/ukpga/1992/37/section/48 (4a)

Chapter B.10 of the UK Quality Code for HE also makes explicit reference to joint degrees.

I.56. 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

I.57. 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

I.58. 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

I.59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "68.8"

I.59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "22.7"

I.59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "8.5"

I.60. Do you have information about study fields in which joint programmes / joint degrees are most common?

[No ▼]

I.60.1. Please explain briefly and mention/link to the source of this information

I.61. Comments

The provision of joint degrees and joint programmes varies by institution. We do not hold central records relating to this information. Some joint programmes and joint programmes are between institutions in Scotland, others involve partners overseas, including through Erasmus Mundus masters programmes, but also with universities in, e.g., USA, China.
A strategy on quality assurance of trans-national education is currently under consideration, and it may consider collecting information centrally about overseas partnerships in the future.

This data is not returned in our normal HE data collections. Our estimated percentages are based on responses from X institutions. This may not be representative of the whole sector or of activity at individual institutions. We note that one institution had a much larger proportion of joint undergraduate degrees than taught postgraduate degrees whereas the reverse was true for other institutions and this has influenced our statistics.

I.62. 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.

11: The final NQF and the self-certification report can be consulted on a public website

I.62.1. Please provide the date when the step was completed.

01-01-2003   [...]

I.62.2. Is information on the development and/or revision of your NQF available through a national QF website?

[Please choose.. ▼]

I.62.3. Please provide the link to the website:

The Framework for Qualifications of HEIs in Scotland was adopted in 2003 and
is a constituent part of the wider Scottish Credit and Qualifications Framework. http://www.scqf.org.uk/

I.63. 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

I.64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

I.64.1. Please provide a reference to official documents

Report: Referencing the qualifications frameworks of the UK to the EQF:
http://scqf.org.uk/content/files/europe/QFUK_Joint_Report_-_Updated_March_2010.pdf

I.65. Have you referenced your short-cycle higher education qualifications against EQF levels?

Yes: short-cycle qualifications have been referenced against EQF level 5

I.65.1. Please provide a reference to official documents

Report: Referencing the qualifications frameworks of the UK to the EQF:
http://scqf.org.uk/content/files/europe/QFUK_Joint_Report_-_Updated_March_2010.pdf

I.66. 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
Taking the UK-NARIC Code of Practice into account

I.67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Individual employers

I.68. 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**   While not specified in legislation the UK NARIC Code of Practice refers. It can be found at http://www.naric.org.uk/index.asp?page=9. See also Supporting Professionalisation in Admissions (SPA) provide guidance on fair admissions processes: http://www.spa.ac.uk/

I.68.1. Please provide a reference to the relevant legislation

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I.68.2. What measures exist to ensure that these legal statements are implemented in practice?

I.69. 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

I.69.1. Please specify

Qualifications can be judged along the UK-NARIC. UK NARIC focuses predominantly on an outcomes-based approach in its assessment of qualifications. Consideration is also given to criteria relating to qualification duration, entry requirements, method and rigour of assessment, professional or occupational outcomes and quality assurance mechanisms. Furthermore, references to the position of qualifications within national education systems or frameworks and elaborated progression pathways are also factors in the decision-making process. The NARIC bank framework can be found here - http://www.ecctis.co.uk/naric/Code%20of%20Practice/Band%20Framework.aspx

UCAS also provides assistance to HEIs in comparing qualifications for first cycle entrants.

I.70. 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

I.70.1. Please specify

Qualifications can be judged along the UK-NARIC. UK NARIC focuses predominantly on an outcomes-based approach in its assessment of qualifications. Consideration is also given to criteria relating to qualification duration, entry requirements, method and rigour of assessment, professional or occupational outcomes and quality assurance mechanisms. Furthermore, references to the position of qualifications within national education systems or frameworks and elaborated progression pathways are also factors in the decision-making process. The NARIC bank framework can be found here - http://www.ecctis.co.uk/naric/Code%20of%20Practice/Band%20Framework.aspx

UCAS also provides assistance to HEIs in comparing qualifications for first cycle entrants.

I.71. 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

I.71.1. Please specify

Qualifications can be judged along the UK-NARIC. UK NARIC focuses predominantly on an outcomes-based approach in its assessment of qualifications. Consideration is also given to criteria relating to qualification duration, entry requirements, method and rigour of assessment, professional or occupational outcomes and quality assurance mechanisms. Furthermore, references to the position of qualifications within national education systems or frameworks and elaborated progression pathways are also factors in the decision-making process. The NARIC bank framework can be found here - http://www.ecctis.co.uk/naric/Code%20of%20Practice/Band%20Framework.aspx

UCAS also provides assistance to HEIs in comparing qualifications for first cycle entrants.

I.72. Do higher education institutions typically:

Other

I.72.1. Please explain

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

I.72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

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I.73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

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

I.74. 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

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

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

Teaching	⦿Yes ○No ○In some cases ○No answer
Research	○Yes ○No ⦿In some cases ○No answer
Student support services	⦿Yes ○No ○In some cases ○No answer
Lifelong learning provision	⦿Yes ○No ○In some cases ○No answer
Admissions processes	⦿Yes ○No ○In some cases ○No answer
Student progression, drop-out and completion	⦿Yes ○No ○In some cases ○No answer
Employability	⦿Yes ○No ○In some cases ○No answer
Internal Quality Assurance / Management system	⦿Yes ○No ○In some cases ○No answer
Recognition policy and practice	⦿Yes ○No ○In some cases ○No answer

II.8.1. Please specify

II.8.2. 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

The Quality review process in Scotland is called Enhancement Led Institutional Review (ELIR). The ELIR handbook
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ELIR_Handbook_3.pdf
provides details of criteria used in external QA evaluation, these include:

Institutional context and strategic framework

i Key features of the institution's context and mission
ii Strategic approach to enhancing learning and teaching
iii Effectiveness of the approach to implementing strategies.

2 Enhancing the student learning experience
i Composition and key trends in the student population, including typical routes into and through the institution
ii Supporting equality and diversity in the student population
iii Engaging and supporting students in their learning
iv Approaches to promoting the development of graduate attributes including employability
v Effectiveness of the approach to enhancing the student learning experience.

3 Enhancement in learning and teaching
i Approaches to identifying and sharing good practice
ii Impact of the national Enhancement Themes and related activity iii Engaging and supporting staff
iv Effectiveness of the approach to promoting good practice in learning and teaching.

4 Academic standards
i Approach to setting, maintaining and reviewing academic standards
ii Management of assessment
iii Use of external reference points* in managing academic standards
iv Effectiveness of the arrangements for securing academic standards.

5 Self-evaluation and management of information
i Key features of the institution's approach
ii Commentary on the advance information set
iii Use of external reference points in self-evaluation
iv Management of public information
v Effectiveness of the approach to self-evaluation and management of information

6 Collaborative activity
i Key features of the institution's strategic approach
ii Securing academic standards of collaborative provision
iii Enhancing the student learning experience on collaborative programmes
iv Effectiveness of the approach to managing collaborative activity.
There are a number of specific reference point that Scottish higher education institutions are expected to address. These include: theUK Quality Code for Higher Education (http://www.qaa.ac.uk/assuringstandardsandquality/quality-code/Pages/default.aspx) , subject benchmark statements and the higher education qualifications framework which, in Scotland, is established within the Scottish Credit and Qualifications Framework (SCQF) http://www.scqf.org.uk/). Further reference points are provided by the Quality Enhancement Themes (http://www.enhancementthemes.ac.uk/)
Institutions will also have regard to Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area and to the UK Professional Standards Framework for Teaching and Supporting Learning (http://www.heacademy.ac.uk/ukpsf).
The Scottish Funding Council (SFC) publishes guidance on its expectations for the Scottish higher education institutions http://www.sfc.ac.uk/web/FILES/Circulars_SFC142012/SFC142012.pdf

II.8.3. Additional comments

The scope of the ELIR includes the institution's arrangements for securing the academic standards of its research degrees as well as the research student experience.

The external quality review also considers the effectiveness of: the strategic approach to quality enhancement, the institution's approach to self-evaluation, student engagement (including representation and engaging in their learning within and around the curriculum) and management of collaborative provision.

Significant emphasis is placed on the institution's capacity for self-evaluation using these reference points (set out in 2.8). A judgement on this is included in ELIR and developmental support for evaluation is provided on a sector-wide and individual institutional basis. This includes the evaluation carried out specifically for ELIR but particularly focuses on the ongoing evaluative activities that the institutions carry out annually and periodically. For example, see the project on Institutional Approaches to Self-Evaluation http://www.qaa.ac.uk/InstitutionReports/types-of-review/Pages/effective-approaches-evaluation.aspx

II.9. 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
This part of higher education in Scotland is determined by the UK as a whole. For the UK, HEIs in receipt of public funding in the UK or with UK degree awarding powers must be reviewed by QAA. UK-wide, some HEIs may choose additionally for provision, usually their business schools, to be reviewed by overseas agencies.

II.9.1. 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?

No, QA agency decisions are not recognised.
This part of higher education in Scotland is determined by the UK as a whole.

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

The Scottish Funding Council publishes guidance on institution-led quality assurance (http://www.sfc.ac.uk/web/FILES/Circulars_SFC142012/SFC142012.pdf)
And indicates that reviews should include the following characteristics:
• All provision should be reviewed on a cycle of not more than six years
• take full account of benchmarks and the UK Quality Code for Higher Education
• continue to embed and develop the use of the Scottish Credit and Qualifications Framework
• provide an objective review of provision based on an understanding of national and international good practice.
• Each review team should include at least one external member with a relevant background.
• Institution-led processes should fully engage students in quality arrangements
• consider the effectiveness of annual monitoring arrangements and follow-up action for programmes covered by the review
• be enhancement led and therefore institutions are encouraged to develop institution-led review processes which also:
• promote dialogue on areas in which quality might be improved;
• identify good practice for dissemination within the institution and
beyond (such as engagement in the national quality Enhancement
Themes); and
• encourage and support critical reflection on practice. 16
It should be noted that, while this is termed 'guidance', the institutions are required to meet the terms of the guidance and this is checked through ELIR and the related annual discussions with QAAS officers, supported by reporting from the institutions to SFC and from QAAS to SFC.

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

Higher education institutions

II.21.1. Please specify

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

No

There is no requirement but HEIS are strongly encouraged to involve students in the preparation of self evaluation reports and there is evidence that most institutions do involve their students in this activity.

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?

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%

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.

The Scottish Funding Council has published guidance (http://www.sfc.ac.uk/web/FILES/Circulars_SFC142012/SFC142012.pdf) on quality arrangements where they expect each institution to operate systems of annual monitoring across the full range of provision; this is likely to include not only student survey data, but also performance data on recruitment, progression and achievement. HEIS are also encouraged to design processes in a way which allows reflection on the effectiveness of monitoring and follow-up, on a periodic basis, for example taking the opportunity to reflect across a number of years' annual monitoring outcomes in the relevant subject area(s) and considering the trends in, and responses to, feedback and performance data.
The Quality Code (http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/Quality-Code-Part-B.aspx) 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. Chapter B1 (Programme design, development and approval http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B1.aspx) addresses the initial design and development of a programme and the processes which lead to a decision by the degree-awarding body that it may be delivered in the agreed form.
Chapter B6 Programme monitoring and review http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B6.aspx) addresses the mechanisms which higher education providers use to reflect on a programme once it is running, and to determine how it can be improved.

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%
Each institution provides an annual report, endorsed by the governing body, which describes the scope, nature and outcomes of institution-led quality review activities, as well as of reviews by Professional Statutory and Representative Bodies, which have taken place in the previous academic year, including commentary on actions taken to address issues identified, as well as highlighting good practice identified for dissemination. In addition, the Quality Assurance Agency provides analyses of all of these statements and reports to the Scottish Funding Council. This report is available on the SFC website (http://www.sfc.ac.uk/web/FILES/CMP_QEGPC20February2014_20022014/QEGPC14_03_QAAS_institutional_statement_overview_report_annual_quality_statements.pdf) . The institutions share these annual statements with QAA Scotland and they form part of the material to support the annual discussions between each institution and QAAS in the Enhancement-Led Institutional Review (ELIR) method. The statements are also considered by ELIR teams as part of the advance information set for each ELIR.

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

Yes
Chapter B6: Assessment of students and the recognition of prior learning (http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B6.aspx) of the Quality Code deals with the assessment of student learning, both learning which is achieved as part of a defined programme offered by a higher education provider, and learning at the equivalent level achieved outside the defined programme of study. The Chapter covers all forms of assessment used in the context of taught provision, and for the recognition of prior learning
Scotland has also recently produced a national Framework for the Recognition of Prior Learning (http://www.enhancementthemes.ac.uk/flexible-learning/recognition-of-prior-learning/national-framework-for-recognising-prior-learning-for-higher-education) . This will allow HEIs and other organisations to share, develop and enhance practice in RPL in a consistent and sustainable manner.

More generally, the Quality Assurance Agency Scotland, the Scottish Funding Council (SFC), Universities Scotland, student participation in quality Scotland (sparqs) and the National Union of Students Scotland worked collaboratively to develop an enhancement-led approach to quality in the Scottish higher education sector. This is achieved through the Quality Enhancement Framework (introduced in 2003), which was designed to support higher education institutions in Scotland in managing the quality of the student learning experience, and to provide public confidence in the quality and academic standards of higher education. The strategy adopted has five main elements:
• a comprehensive programme of institution-led reviews, carried out by higher education institutions with guidance from the SFC (http://www.sfc.ac.uk/web/FILES/Circulars_SFC142012/SFC142012.pdf)
• Enhancement-led institutional review: external reviews run by QAA Scotland that involve all Scottish higher education institutions over a four-year cycle.
• improved forms of public information about quality, based on addressing the different needs of a range of stakeholders including students and employers.
• a greater voice for student representatives in institutional quality systems, supported by the national development service. sparqs (student participation in quality scotland), hosted by NUS Scotland, assists and supports students, students' associations and institutions to improve the effectiveness of student engagement in quality processes and provides advice to the SFC and institutions on good practice in student engagement (http://www.sparqs.ac.uk/index.php)
• a national programme of Enhancement Themes, managed by QAA Scotland. The programme encourages academic staff, support staff and students to share current good practice and collectively generate ideas and models for innovation in learning and teaching. (http://www.enhancementthemes.ac.uk/)

This collaborative approach to quality is unique in many respects: in its balance between quality assurance and enhancement; in the emphasis which it places on the student experience; in its focus on learning and not solely on teaching; and in the spirit of cooperation and partnership which has underpinned all of these developments.
All Scottish HEIs are expected to engage with the five elements of the QEF. The engagement of institutions is reviewed both by the Scottish Funding Council (through each HEI's Annual Institutional Report on Quality) and by QAA Scotland (through each HEI's ELIR, ELIR Follow-On Report and Annual Discussions). All external review reports are published on the QAA website (http://www.qaa.ac.uk/Pages/default.aspx). Thematic reports are produced annually focussing on common topics identified within ELIR (eg management of assessment). These areas are then considered by the Scottish Higher Education Enhancement Committee as development projects. The enhancement approach places a strong emphasis on institutional self evaluation using external reference points some agreed across the UK (eg Quality Code), others particular to Scotland (Scottish Credit and Qualifications Framework, Scottish Funding Council guidance, and National Quality Enhancement Themes). Institutions are also encouraged to identify their own reference points (eg benchmark against other institutions or particular practices in other institutions). Institutional self-evaluation underpins institution-led quality reviews and Enhancement-led Institutional Review (ELIR), for which each higher education institution prepares a Reflective Analysis (RA). There is also a significant focus on the ongoing evaluation activity undertaken by the institution annually and on a periodic basis.
A key pillar of the framework is student engagement in quality processes. SFC guidance states that the involvement of students in quality processes is essential to maximise the effectiveness and enhance the quality of the student learning experience. In particular, the Scottish Funding Council requires that institutions have a clear policy and strategy for enhancing student engagement with the quality structures and processes, and to involve students in all processes relating to quality assurance and enhancement. Most recently sparqs have produced guidance on student partnership agreements (http://www.sparqs.ac.uk/upfiles/Student%20Partnership%20Agreement%20Guidance%20-%20final%20version.pdf). These documents, produced in partnership between the student association and the institution, demonstrate how student associations and institutions promote the ways in which students can interact with staff at their institution to improve the quality of their experience.
Institutions' transnational education (TNE) is included within the scope of ELIR. In addition, Scottish institutions participate in the specific TNE reviews run by QAA. The precise method for reviewing TNE is currently being consulted upon across the UK.

In addition to ELIR, individuals (including students and staff) and organisations (including professional bodies or employers) can have recourse to the QAA Scotland concerns scheme which is currently called the Protocol for Managing Potential Risks to Quality and Standards. This allows individuals and organisations to raise a concern about an institution outside the usual review cycle and for this concern to be explored by QAA Scotland using a published process.

II.29.1. 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
Scottish Higher Education Institutions are autonomous institutions and set
their own admissions policies. However, their practice is shaped through Outcome Agreements with the Scottish Funding Council. All universities have agreed to widen access for people from disadvantaged
backgrounds and we will monitor their progress in doing this using the Scottish Index of Multiple Deprivation. In the 2013-14 outcome agreements, universities also commit to a number of new initiatives to increase opportunities for students with protected characteristics.

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

The Supporting Professionalism in Admissions (SPA) programme works closely with higher education institutions, schools and colleges and other stakeholders on the continuing development of fair admissions and good practice in admissions, student recruitment and widening participation across the UK higher education sector.

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

• Socio- economic groups
• First time into education
• Under deprived areas
• Low progression schools

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 WITH a reference to underrepresented groups of the student population (e.g. student with disabilities, mature students, disadvantaged students, male-female, etc.) The Scottish Funding Council annually measures success on delivering the objectives of its main widening access initiatives and publishes the results in a policy document 'Learning for All: Measures of Success' The latest report was published in 2013 http://www.sfc.ac.uk/web/FILES/Access/2013_LFA_full_report.pdf

In addition new Outcome Agreements shape university practice and the impact of the OAs will be evaluated in future years. http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013--14_Summary.pdf

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

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).

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	improve participation, retention and completion rates in HE
Students with disabilities:Policy document (reference and link)	http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013--14_Summary.pdf
Adults/mature students:Objective set and period covered	improve participation, retention and completion rates in HE
Adults/mature students:Policy document (reference and link)	Scottish Funding Council Outcome Agreements http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013--14_Summary.pdf
Students from lower socio-economic background/lower socio-economic group:Objective set and period covered	improve participation, retention and completion rates in HE
Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)	Scottish Funding Council Outcome Agreements http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013--14_Summary.pdf
Male/female (gender groups):Objective set and period covered	improve participation, retention and completion rates in HE
Male/female (gender groups):Policy document (reference and link)	Scottish Funding Council Outcome Agreements http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013--14_Summary.pdf
Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered	improve participation, retention and completion rates in HE
Ethnic, cultural, religious or linguistic minorities (please specify):Policy document	Scottish Funding Council Outcome Agreements http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-

(reference and link)	14/University_Sector_Outcome_Agreements_2013–14_Summary.pdf
Students living in specific geographical areas (e.g. rural areas):Objective set and period covered	improve participation, retention and completion rates in HE
Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)	Scottish Funding Council Outcome Agreements http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013–14_Summary.pdf
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

The Scottish Government encourages the participation of individuals in further and higher education based on the ability to study and seeks to minimise where possible barriers relating to income, geography and personal circumstance. The Scottish
Government provides annual funding to the Scottish Funding Council (SFC) which plays a key role in widening participation to higher education. When it was first published in September 2005, Learning for All proposed that our progress in widening access would be monitored through a basket of measures. Combined with measures requested by the Scottish Government, to monitor access to and retention in higher education (HE), Learning for All enables us to monitor, learn from and adjust our widening access effort.

The SFC aims to work with universities, colleges and other partners to introduce a continuum of learning provision in Scotland which offers opportunities to learn determined solely by a person's capacities and ambition and through this work, continues to address uneven patterns of participation in education. The basket of measures, alongside a programme of qualitative and evaluative research, and considered against the backdrop of wider social and economic factors, enable the SFC to monitor, learn from and adjust its widening participation programmes. Patterns of participation are identified and measured across underrepresented groups by looking at: school attainment for pupils from different socioeconomic backgrounds and by gender; the participation rates in Higher Education (HE) and Further Education (FE) from the schools which currently have the lowest participation; the proportions of students in HE and FE from each quintile of the population by deprivation; the proportions of mature students from the most deprived areas in FE and HE; the differences in participation in FE and HE by geographical areas; and differences in participation in FE and HE by gender, ethnicity and disability.

See http://www.sfc.ac.uk/web/FILES/Statistical_publications_SFCST042014_HigherEducationStudentsandQualifiersatS/Higher_Education_Students_and_Qualifiers_at_Scottish_Institutions_2012-13_31_March.pdf

New Outcome Agreements between the Scottish Funding Council and HEIs mean that SFC will
* extend opportunities for all by increasing the proportion of students
entering Scottish universities from disadvantaged and challenging
backgrounds
*Increase the proportion of students from different protected characteristic
backgrounds (such as age, race and disability), where these are
underrepresented in the student population and
* Work with universities to support students from both the above groups, to
help them stay at university once they have gained a place.

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 Scottish Funding Council annually measures success on delivering the objectives of its main widening access initiatives and publishes the results in a policy document 'Learning for All: Measures of Success' The latest report was published in 2013 http://www.sfc.ac.uk/web/FILES/Access/2013_LFA_full_report.pdf

All Scottish HEIs participate in this monotioring.

In addition the SFC will evaluate HEIs' performance against their new Outcome Agreements (which include requirements to improve widening particpation and retention) from AY 2013/14 onwards and all HEIs will participate in that evaluation process also.

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

http://www.hesa.ac.uk/content/view/3129/#stu

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	0 ▼
Not applicable (no systematic monitoring at the given stage):At graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):After graduation	0 ▼

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

Students apply to higher education courses through the UK University and College Admission System (UCAS) online application system. The UCAS system captures information relating to age and gender when an individual registers with UCAS for the application process. Further personal information is requested in the application process but this is completed at the individual's discretion i.e. through self declaration. This includes questions that ask if an individual has any special needs or disabilities, their
ethnic origin and whether they are a care leaver/looked after child. This information, if provided, would be passed onto the HEIs to which they have applied to allow that institution to appropriately consider the individual's needs. However individual institutions are autonomous in how they may use contextual data and how it is used in their admissions decision making processes.

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

III.4.3. Comments

The Scottish Government is strongly committed to ensuring that access to education is based on ability to learn and not ability to pay. We want to see an improvement in people's life chances, ensuring that everyone in
Scotland is able to access all levels of educational provision that match their ambitions and abilities, and allowing them to reach their full potential, regardless of their background. Removing barriers to accessing lifelong learning is a key element of this approach. The Scottish Government has introduced a number of funding packages and made changes to support systems to assist students: Introduced a new means test in further and higher education to ensure support is targeted where most needed. • Providing £30m in additional measures to increase student income in accordance with other measures related to student support. These measures aim to increase the income of more than 75,000 students and include the creation of a new grant of up to £1000 for 14,000 independent (mature) students. Of the £30m, £2m will be allocated towards supporting students with childcare costs. • Increasing the funds available for student HE discretionary funds from £14.04m in 2006/07 to £18.84m this year
(2010/11) [These funds are to assist students in financial difficulty] • Undertaken a review of the Disabled Students' Allowance (DSA) to ensure that students with a disability get the best possible support.

All Scottish universities have agreed to widen access for people from disadvantaged backgrounds and we will monitor their progress in doing this using the Scottish Index of Multiple Deprivation. The Scottish Funding Council will

⁻ Extend opportunities for all by increasing the proportion of students
entering Scottish universities from disadvantaged and challenging
backgrounds
⁻ Increase the proportion of students from different protected characteristic
backgrounds (such as age, race and disability), where these are
underrepresented in the student population, and
⁻ Work with universities to support students from both the above groups, to
help them stay at university once they have gained a place

http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013–14_Summary.pdf

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	1 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical	

agency/office):During HE studies	1 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	1 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	0 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	0 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	0 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	0 ▼
Ministry/governmental body:At entry to HE	0 ▼
Ministry/governmental body:During HE studies	0 ▼
Ministry/governmental body:At graduation	0 ▼
Ministry/governmental body:After graduation	0 ▼
Independent bodies/agencies:At entry to HE	0 ▼
Independent bodies/agencies:During HE studies	0 ▼
Independent bodies/agencies:At graduation	0 ▼
Independent bodies/agencies:After graduation	0 ▼
Other:At entry to HE	0 ▼
Other:During HE studies	0 ▼
Other:At graduation	0 ▼
Other:After graduation	0 ▼
No systematic monitoring:At entry to HE	0 ▼
No systematic monitoring:During HE studies	0 ▼
No systematic monitoring:At graduation	0 ▼
No systematic monitoring:After graduation	0 ▼

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:

N/A

III.5.3. Comments

HIE data are submitted both to SFC for the preparation of its Learning For All annual reports, and to HESA for its UK-wide statistical reporting.

SFC publishes data annually on, for example:
* Students in higher education in Scottish HEIs and colleges by receipt of Disabled Students Allowance (DSA) and disability type, 2012-13
* Students in higher education in Scottish HEIs and colleges by receipt of Disabled Students Allowance (DSA) and disability type (%), 2012-13
* Scottish domiciled entrants to higher education in the UK by deprivation classification and institution type, 2012-13
* Scottish domiciled entrants from deprived areas to higher education in the UK by institution type, 2004-05 to 2012-13
* Students in higher education at Scottish HEIs and colleges by level of study and ethnicity, 2012-13
* Entrants to higher education at Scottish HEIs and colleges by ethnicity, 2003-04 to 2012-13

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?

Yes ▼

III.7.1. How are these results published?

Information is shown for each individual higher education institution
The Scottish Funding Council annually measures success on delivering the objectives of its main widening access initiatives and publishes the results in a policy document 'Learning for All: Measures of Success' The latest report was published in 2013 http://www.sfc.ac.uk/web/FILES/Access/2013_LFA_full_report.pdf

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

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

'Learning for All: Measures of Success' http://www.sfc.ac.uk/web/FILES/Access/2013_LFA_full_report.pdf

The latest report was published in 2013

HESA data
www.hesa.ac.uk

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

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?

Learning For All (2013 update) show:

* the participation rate in higher education (HE) in Scotland for the 2010 cohort, measured by the Youth Participation Rate (YPR), increased in the Scottish college and university sectors;
• women remain more likely than men to participate in FE and HE. In 2011-12 the percentage gap between young men and women remained the same as in 2010-11 in colleges for FE, and in colleges and universities for HE level;
• participation in colleges is more likely to be by people who live in deprived areas than those from more affluent areas, who are more likely to participate in the university sector;
• there has been an increase in the proportion of mature students from the most deprived areas entering universities. However the overall proportion of young and mature entrants from the most deprived areas continues to be less than the proportion of young and mature students from less deprived areas;
• the proportion of students who disclosed a disability has increased consistently over the last ten years at both colleges and universities;
• the proportion of Scottish-domiciled students from non-white ethnic groups has remained steady over the last year in Scotland's colleges. In universities, the proportion of non-white ethnic groups has increased annually over the last seven years. Data disclosure on ethnicity has improved significantly in universities;
• across Scotland school leaver progression rates into HE and FE for 2011-12 continue to be high with broadly the same percentages as in previous years;
• there is still no significant change in the size of the gap between pupils from schools in the lowest quintile and the remainder of publicly funded schools in terms of progression into HE. However, in the schools targeted in SFC's Schools for Higher Education Programme (SHEP), there is an increase in progression to HE nationally;
• in 2011-12, the total number of Scottish-domiciled students entering a full-time first degree course into the second or third year with advanced standing increased across Scotland and in all regional areas with the exception of Fife and Tayside

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	1 ▼
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	1 ▼
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	0 ▼
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	0 ▼
a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities	0 ▼
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	0 ▼
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	0 ▼
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	0 ▼
no guaranteed right to higher education:Universities	0 ▼
no guaranteed right to higher education:HEIs other than universities	0 ▼

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

Scottish Higher Education Institutions are autonomous institutions and set
their own admissions policies. However, their practice is shaped through Outcome Agreements with the Scottish Funding Council. All universities have agreed to widen access for people from disadvantaged
backgrounds and we will monitor their progress in doing this using the Scottish Index of Multiple Deprivation. In the 2013-14 outcome agreements, universities also commit to a number of new initiatives to increase opportunities for students with protected characteristics.

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

The Supporting Professionalism in Admissions (SPA) programme works closely with higher education institutions, schools and colleges and other stakeholders on the continuing development of fair admissions and good practice in admissions, student recruitment and widening participation across the UK higher education sector.

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

Level of achievement in standard entry requirements:Universities	0 ▼
Level of achievement in standard entry requirements:HEIs other than universities	0 ▼
Entry examinations for all programmes:Universities	0 ▼
Entry examinations for all programmes:HEIs other than universities	0 ▼
Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities	0 ▼
Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities	0 ▼

Other:Universities	0 ▼	
Other:HEIs other than universities	0 ▼	

III.10.1. Please specify which other criteria apply:

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 "Entry from school with the appropriate range and grades of qualifications that meet the course entry requirements "

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 "From college. Either by completing a further education qualification which may meet the course entry requirements"

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 "Vocation based learning "

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 "applicants who have participated in a recognised access programme to higher education e.g. Lothian Equal Access"

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 "Recognition of prior learning"

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

{III_11_SQ001}	⦿all HEIs /HE programmes	○some HEIs / HE programmes	○No answer
{III_11_SQ002}	⦿all HEIs /HE programmes	○some HEIs / HE programmes	○No answer
{III_11_SQ003}	⦿all HEIs /HE programmes	○some HEIs / HE programmes	○No answer
{III_11_SQ004}	⦿all HEIs /HE programmes	○some HEIs / HE programmes	○No answer
{III_11_SQ005}	⦿all HEIs /HE programmes	○some HEIs / HE programmes	○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:

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	38% of school leavers entered HE, Learning for All 2013 (regional variations)
{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)	Learning for All data monitor progress year on year within this category but do not comparison/aggregation
{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	3,200 people All entrants, by headcount, with a HNC/D, to either second or third year of a full-time first degree course
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)	Learning for All data monitor progress year on year within this category but do not comparison/aggregation
{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)	Impossible to say (no official data and impossible to estimate)
{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)	Impossible to say (no official data and impossible to estimate)
{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)	Impossible to say (no official data and impossible to estimate)

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

III.13.2. Comments

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

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

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.

The Scottish Funding Council is investing just under £40 million of additional funding over the next four years to support this widening access and universities have committed to deliver 727 new widening access places this year. Scottish Funding Council is

_ Extending opportunities for all by increasing the proportion of students
entering Scottish universities from disadvantaged and challenging
backgrounds
_ Increasing the proportion of students from different protected characteristic
backgrounds (such as age, race and disability), where these are
underrepresented in the student population and
¯ Working with universities to support students from both the above groups, to
help them stay at university once they have gained a place

All universities have agreed to widen access for people from disadvantaged
backgrounds and SFC will monitor their progress in doing this using the Scottish Index of Multiple Deprivation.

III.15. Comments

Link to Outcome Agreements 2013/14

http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013–14_Summary.pdf

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 courses run through colleges linked to subjects and gives access to HE courses, for example SWAP (Scottish Wider Access Programme), which provides independent advice to adults who may have missed out on higher or further education first time round and which provides them with access courses which can lead to guaranteed places in colleges or universities.

III.17. Comments

The Schools for Higher Education Programme (SHEP) is funded by the Scottish Funding Council and provides support in 19 schools across the South East of Scotland that traditionally have low progression rates to higher education. There are three other similar programmes running in Scotland:

North – Aspire North
West – Focus West
Fife and Tayside – Lift Off

What SHEP wants to achieve •Increase staying on rates and progression rates to higher education, both to college and to university.
•Support pupils to fulfil their potential and progress to higher education in college and university.
•Increase awareness and opportunities of higher education at college and university.
•Provide advice, information and encouragement.
SHEP offers a full programme of activities to targeted upper secondary pupils, to help you both consider the opportunities that higher education can bring and prepare young people for studying at this level. Activities offered are a mixture of school-based workshops, college and university campus-based activities and conferences. These are supported by student volunteers who are studying higher education at college and university.

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).
RPL is the process for recognising previous learning that has taken place in informal, formal or non-formal contexts: for example, in the workplace and through life experiences. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications, and/or for personal and career development. The recognition of both formal and informal learning enables learners to make clearer connections between the learning they have already achieved and future learning opportunities, helping to promote self-direction and building confidence.

Candidates have the right to have their prior learning considered using transparent procedures as identified in the National Recognition of Prior Learning (RPL) Framework and in the Quality Code for Higher Education, specifically Chapter B6: Assessment of students and the recognition of prior learning. The Quality Code identifies a number of 'indicators of sound practice' which higher education providers are expected to address including:

• Assessment policies, regulations and processes, including those for the recognition of prior learning, are explicit, transparent and accessible to all intended audiences.
• Those who might be eligible for the recognition of prior learning are made aware of the opportunities available, and are supported throughout the process of application and assessment for recognition.
• Higher education providers assure themselves that everyone involved in the assessment of student work, including prior learning, and associated assessment processes is competent to undertake their roles and responsibilities.

The final decision about recognising learning and how much credit may be awarded for that learning rests with the receiving institution.

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):

Scotland has a National Recognition of Prior Learning (RPL) Framework, which is funded by QAA Scotland and endorsed by Universities Scotland and the Scottish Government. The purpose of the Framework is to help expand, enhance and embed RPL in the higher education institutions. The Framework has been designed to complement the UK Quality Code for Higher Education, specifically Chapter B6: Assessment of students and the recognition of prior learning. Further information about the Framework can be found here http://www.enhancementthemes.ac.uk/flexible-learning/recognition-of-prior-learning/national-framework-for-recognising-prior-learning-for-higher-education and additional information on the UK Quality Code can be found here http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

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

HEIs can autonomously decide whether they will provide relevant procedures.

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

No central data for Scotland available but we aspire to understand better the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications) from the future monitoring and evaluation of the new Outcome Agreements as part of the new Post-16 Education (Scotland) Act 2013 implementation.

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

Yes

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

We therefore universities to work with colleges, local authorities and others to create more flexible learner journeys. We need universities to adapt their provision to maximise students' chances of success and to work collaboratively to facilitate learners' transitions between different sectors and styles of learning.
In the 2013-14 outcome agreements we have asked universities to ensure learners' journeys through the learning system are as short, efficient
and effective as possible, including improved retention, and enhanced
articulation (or progression) from colleges to universities; and to increase the number of Scottish domiciled articulating learners that complete degree level study

Students from deprived areas, with lower prior attainment or mature entrants remain the most likely groups not to continue their studies in college or university.

SFC and the Higher Education Statistics Agency (HESA) publish annually a set of performance indicators (PIs) for colleges and universities respectively, which are intended to help individual institutions to benchmark performance. Outcomes for student enrolments on recognised qualifications are rated as "Completed success", "Completed partial success", Early withdrawal" or "further withdrawal".

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

HESA data tracks non-continuation after the first year and second year and projects completion.

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

http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013–14_Summary.pdf

'Learning for All: Measures of Success' The latest report was published in 2013 http://www.sfc.ac.uk/web/FILES/Access/2013_LFA_full_report.pdf

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

No

III.24.1. Please describe the targets:

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

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

Yes, underrepresented groups of students are targeted

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

Under-represented groups of students are specifically monitored to increase completion rates. In Scotland, non-continuation among full-time first degree entrants continued to be highest for mature students, and this has been the case for the last three years.

Aanalysis suggests that, after adjusting for a range of control factors, the two strongest predictors of non-continuation are deprivation (measured using Scottish Index of Multiple Deprivation cross referenced against home address) and prior attainment (measured by UCAS tariff scores). Analysis shows a continued relationship between deprivation levels and non-continuation.

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

'Learning for All: Measures of Success' The latest report was published in 2013 http://www.sfc.ac.uk/web/FILES/Access/2013_LFA_full_report.pdf

HESA data tracks non-continuation after the first year and second year.

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

http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013–14_Summary.pdf

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:

New legislation recently introduced (March 2014) requires all HEIs to demonstrate improvements in widening access through their outcome agreements.

In the 2013-14 outcome agreements we have asked universities to ensure learners' journeys through the learning system are as short, efficient
and effective as possible, including improved retention, and enhanced
articulation (or progression) from colleges to universities.

Data published by HESA show that in Scotland, non-continuation among full-time first degree entrants continued to be highest for mature students. When considering all entrants, Scotland has the highest rate for non-continuation.

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

Legislation: Post-16 Education (Scotland) Act 2013, section 3
http://www.legislation.gov.uk/asp/2013/12/section/3

http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013–14_Summary.pdf

http://www.legislation.gov.uk/asp/2013/12/introduction

HESA data tracks non-continuation after the first year and second year.

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

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)?

No, there are no 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:

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

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?

| No ▼ |

III.29.1. Please provide details:

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

III.30. Comments

For students, no financial or non-financial incentives for completion exist beyond the individual and generic benefits to be gained from qualifying and no longer being a student. However there are de facto financial and non-financial disbenefits and disincentives to discourage taking longer - funded place and support to the learner (loans, grants, scholarships) are usually limited to a certain number of years determined by programme undertaken.

For institutions, no financial or non-financial mechanisms/ incentives, but there are disincentives for an HEI's failing to improve performance. Data for drop out and completion rates for each HEI are published annually and scrutinised by the public, by parliament and by the press. Also, if the HEI does not fulfil its obligations with regard to additional places awarded, then the allocation is withdrawn in the following year.

We have radically changed our relationship with our universities by introducing an outcomes-based approach in Academic Year 2012-13. That approach
sets out the outcomes that we expect colleges and universities to deliver in return for the significant public investment in higher education. And it allows universities to make clear the contribution that they will make to the priorities of the Council and the Scottish Government.

We want to see an improvement in people's life chances, ensuring that everyone in Scotland is able to access all levels of educational provision that match their ambitions and abilities, and allowing them to reach their full potential, regardless of
their background.

To widen access in the university sector, we are working with universities to support students from from disadvantaged and challenging backgrounds and/ or from different protected characteristic backgrounds (such as age, race and disability), where these are underrepresented in the student population, to help them stay at university once they have gained a place.

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):

Scottish Funding Council data demonstrate qualifiers:

http://www.sfc.ac.uk/communications/Statisticalpublications/2014/HigherEducationStudentsandQualifiersatScottishInstitutions201213.aspx

HESA data show non-continuation, continuation, qualifiers and also project completion rates over 15 years.

http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=2064&Itemid=141 Table 5

III.31.2. Comments

HESA projects what proportion of the full-time first degree starters are likely to be in each of the 'end states' after a period of fifteen years (that is, having gained a qualification, transferred to another institution, or been absent from HE for two consecutive years). The fifteen year period has been chosen as an over-estimate of the amount of time that the majority of full-time first degree students should have reached one of these end states.

The projection is based on the current pattern of students at the institution. Firstly, we define a 'transition population' which consists of students who were active on a full-time first degree course in a particular academic year plus students who were active on a full-time first degree course in the previous year, excluding those who have obtained a degree. For each student in the transition population, we look at their 'state' (mode of study, level of study, institution, year of programme and if applicable, qualification obtained) in the academic year in question and in the following academic year. Assuming that this pattern of students is typical for the institution, this is used to anticipate the state of the full-time first degree starters up to fifteen years on. The list of possible 'states' a student can be in are listed in the technical document. Due to the nature of this method, a very small number of students may not have reached one of the 'end states' after fifteen years and are shown in a 'not known' column of the table. High numbers in the not known column are often a result of institutions which have made major changes, either to the format of their degree programmes or to the way they record that format.

In technical terms, projecting students is equivalent to multiplying a scalar matrix of starters by a matrix of students in the transition population a total of fourteen times to represent a period of fifteen years. Full details of the method used can be found in the technical document.

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	76.9% full-time students starting first degree courses projected to have completed in 15 years, Scottish HEIs
Completion rate of 1st cycle programmes, most recent available year:Year	2011/12
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	73% full-time students starting first degree courses projected to have completed in 15 years, Scottish HEIs
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	2006/07
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

HESA projects what proportion of the full-time first degree starters are likely to be in each of the 'end states' after a period of fifteen years (that is, having gained a qualification, transferred to another institution, or been absent from HE for two consecutive years). The fifteen year period has been chosen as an over-estimate of the amount of time that the majority of full-time first degree students should have reached one of these end states.

The projection is based on the current pattern of students at the institution. Firstly, we define a 'transition population' which consists of students who were active on a full-time first degree course in a particular academic year plus students who were active on a full-time first degree course in the previous year, excluding those who have obtained a degree. For each student in the transition population, we look at their 'state' (mode of study, level of study, institution, year of programme and if applicable, qualification obtained) in the academic year in question and in the following academic year. Assuming that this pattern of students is typical for the institution, this is used to anticipate the state of the full-time first degree starters up to fifteen years on. The list of possible 'states' a student can be in are listed in the technical document. Due to the nature of this method, a very small number of students may not have reached one of the 'end states' after fifteen years and are shown in a 'not known' column of the table. High numbers in the not known column are often a result of institutions which have made major changes, either to the format of their degree programmes or to the way they record that format.

In technical terms, projecting students is equivalent to multiplying a scalar matrix of starters by a matrix of students in the transition population a total of fourteen times to represent a period of fifteen years. Full details of the method used can be found in the technical document.

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

Yes, at the end of the 1st year
HESA publishes data annually on non-continuation from year one for full-time students and year one/ year two for part-time students

III.35.1. 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.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:

* By age specifying mature students
* By low participation neighbourhood

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
HESA tracks students from the year they enter an institution to the following year (for full-time students) or the following two years (for part-time students) and provides information about where the students are in that year: continuing at the same institution (either on the same course or elsewhere in the institution), transfer to another institution, or absent from higher education completely.

III.37.1. Please specify

Every "non-continuation" from year one and year two will be counted through HESA data. Every new entrant is also counted through HESA data and if they have accrued a short-cycle qualification for the first year or two's credit it may show in HESA's data showing qualification on entry. In that manner they might be counted both times under certain circumstances.

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:

HESA tracks students from the year they enter an institution to the following year (for full-time students) or the following two years (for part-time students) and provides information about where the students are in that year: continuing at the same institution (either on the same course or elsewhere in the institution), transfer to another institution, or absent from higher education completely.

See also SFC data

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

http://www.sfc.ac.uk/communications/Statisticalpublications/2014/HigherEducationStudentsandQualifiersatScottishInstitutions201213.aspx

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	6.6%, Non-continuation following year of entry: UK domiciled full-time first degree entrants, Scottish HEIs
Drop-out in first year of 1st cycle programmes, most recent available year:Year	2011/12
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	9%, Non-continuation following year of entry: UK domiciled full-time first degree entrants, Scottish HEIs
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	2006/07
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	12.5% 'neither award nor transfer' projected learning outcomes: UK domiciled full-time students starting first degree courses 2011/12, Scottish HEIs
Drop-out in 1st cycle programmes, most recent available year:Year	2011/12 projected
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	14.4% 'neither award nor transfer' projected learning outcomes: UK domiciled full-time students starting first degree courses 2011/12, Scottish HEIs
Drop-out in 1st cycle programmes 5 years earlier:Year	2006/07 projected
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	no central data 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	no central data 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	no central data 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	no central data available

III.40. Comments

Note that 1st cycle completion rates and drop out rates are derived by HESA from projections. Other countries may measure this differently. HESA projects what proportion of the full-time first degree starters are likely to be in each of the 'end states' after a period of fifteen years (that is, having gained a qualification, transferred to another institution, or been absent from HE for two consecutive years). The fifteen year period has been chosen as an over-estimate of the amount of time that the majority of full-time first degree students should have reached one of these end states.

The projection is based on the current pattern of students at the institution. Firstly, we define a 'transition population' which consists of students who were active on a full-time first degree course in a particular academic year plus students who were active on a full-time first degree course in the previous year, excluding those who have obtained a degree. For each student in the transition population, we look at their 'state' (mode of study, level of study, institution, year of programme and if applicable, qualification obtained) in the academic year in question and in the following academic year. Assuming that this pattern of students is typical for the institution, this is used to anticipate the state of the full-time first degree starters up to fifteen years on. The list of possible 'states' a student can be in are listed in the technical document. Due to the nature of this method, a very small number of students may not have reached one of the 'end states' after fifteen years and are shown in a 'not known' column of the table. High numbers in the not known column are often a result of institutions which have made major changes, either to the format of their degree programmes or to the way they record their format.

In technical terms, projecting students is equivalent to multiplying a scalar matrix of starters by a matrix of students in the transition population a total of fourteen times to represent a period of fifteen years. Full details of the method used can be found in the technical document.

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

Medical services, accommodation services, recreational/ catering facilities and services, internationalisation services, childcare services, facilities for use by students' associations

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	1 ▼
by upper secondary schools:for a fee	0 ▼
by higher education institutions:free of charge	1 ▼
by higher education institutions:for a fee	0 ▼
by external services:free of charge	1 ▼
by external services:for a fee	1 ▼
by other service providers:free of charge	1 ▼
by other service providers:for a fee	0 ▼

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

All students will apply for their full time undergraduate place online via Universities and Colleges Admissions Service (UCAS). Consequently UCAS offers a full range of information, advice and guidance online.

Other external services from where a prospective HEI student might seek information/ advice/ guidance will include the Scottish Funding Council, our enterprise agencies, Universities Scotland, Colleges Scotland, and Skills Development Scotland, our all-age careers information, advice and guidance service, available free of charge across Scotland.

Other service providers from where a prospective HEI student might seek information/ advice/ guidance might include private recruitment agencies, sector skills councils, employer organisations, trades unions etc. Depending on the information, advice and/or guidance and the source, there might be a fee attached.

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:

To apply for full-time study on an undergraduate degree programmes you must do so through the Universities and Colleges Admissions Service (UCAS).

UCAS manages applications for undergraduate programmes at UK universities and colleges. The application process is the same for international and UK applicants.

All Scottish HEIs will offer prospective students a link to UCAS, complemented by their own local information, advice and guidance.

See UCAS "Explore your options: Planning your future".

http://www.ucas.com/how-it-all-works/explore-your-options/planning-your-future

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:

All Scottish HEIs will offer prospective students a link to UCAS, complemented by their own local information, advice and guidance.

This local information will include details of any additional service offer available to students with disabilities, mature students, part-time students, students from area of deprivation and/or low participation, student parents/ students with caring responsibilities, etc. This extra offer will be clearly marked in an HEI's promotional materials to ensure target catergories of prospective HE students can find and use it.

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?

Yes ▼

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 "Promoted through Scottish Funding Council Outcome Agreement specifications http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013--14_Summary.pdf"

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 "Promoted through Scottish Funding Council Outcome Agreement specifications http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013--14_Summary.pdf"

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 "Promoted through Scottish Funding Council Outcome Agreement specifications http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013--14_Summary.pdf"

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 "Promoted through Scottish Funding Council Outcome Agreement specifications http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013--14_Summary.pdf"

III.46.3. Comments

All Scottish HEIs are independent autonomous institutions. However they are now required to negotiate Outcome Agreements with the Scottish Funding Council to demonstrate how they will deliver strategic outcomes. Each institution will determine its own local offer but introductory courses, tutoring or mentoring programmes, support to acquire learning skills and/or organisational skills and other measures / incentives will be widely available.

Our ambition is to ensure all learners can easily access and navigate the
opportunities available in post-16 learning in Scotland. This means ensuring a wide range of options are available to progress to higher education from school, colleges and employer apprenticeships, with advanced standing. We need universities to adapt their provision to maximise students' chances of success and to work collaboratively to facilitate learners' transitions between different sectors and styles of learning.
In the 2013-14 outcome agreements we have asked universities to ensure learners' journeys through the learning system are as short, efficient and effective as possible, including improved retention, and enhanced articulation (or progression) from colleges to universities.

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:

Our ambition is to ensure all learners can easily access and navigate the
opportunities available in post-16 learning in Scotland. This means ensuring a wide range of options are available to progress to higher education from school, colleges and employer apprenticeships, with advanced standing. We need universities to adapt their provision to maximise students' chances of success and to work collaboratively to facilitate learners' transitions between different sectors and styles of learning.
In the 2013-14 outcome agreements we have asked universities to ensure learners' journeys through the learning system are as short, efficient and effective as possible.

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

Promoted through Scottish Funding Council Outcome Agreement specifications http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_Sector_Outcome_Agreements_2013--14_Summary.pdf

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

Yes ▼

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

All Scottish HEIs are independent autonomous institutions. Each will offer careers information, advice and guidance with priorities determined locally.

However, HEI careers services will include information about how all employers are required by law to recruit on a fair and equal basis. The UK's Equality Act 2010 aims to prevent employers from excluding anyone from their workforce because of age, gender, disability, race, religion, ethnicity, or sexual orientation.

Careers advisers can provide one to one advice with regards to any equality and diversity issues a student/ graduate might encounter in their job search.

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

All Scottish HEIs are independent autonomous institutions. Each will offer careers information, advice and guidance with priorities determined locally.

Here is an example from the University of Glasgow's webpage on diversity:
http://www.gla.ac.uk/services/careers/guidance/diversity/

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!)

| No ▼ |

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
1st cycle:Minimum amount
1st cycle:Maximum amount
2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

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

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	£9,000 per annum
1st cycle international students:Minimum amount	£7,000 per annum
1st cycle international students:Maximum amount	£20,000 per annum
2nd cycle international students:Most common amount	£9,000 per annum
2nd cycle international students:Minimum amount	£6,000 per annum
2nd cycle international students:Maximum amount	£10,000 per annum

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

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.

In addition to free tuition, non-repayable bursaries (max £1,750, min £500 per annum) and loans for living costs (max £6,750, min £4,500 per annum) are available for first cycle students. For second cycle a tuition fee loan (max £3,400 per annum).

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

If studying abroad as part of first cycle same support as study at home institution - in addition to free tuition, non-repayable bursaries (max £1,750, min £500 per annum) and loans for living costs (max £6,750, min £4,500 per annum) are available for first cycle students. For second cycle a tuition fee loan (max £3,400 per annum).

From academic year 2014/15 the Scottish Government is operating a pilot scheme in partnership with a number of institutions in EU to make living cost support portable for the whole first cycle degree.

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 | 33% |
| % of students receiving grants:Second cycle | 0% |

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?

Yes ▼

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

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

69% of HE students took out loans in 2012/13

http://www.scotland.gov.uk/Publications/2013/10/1120/0 Table 5

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

All loans are portable

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

No ▼

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

Citizenship:Loan 1	0 ▼
Citizenship:Loan 2	0 ▼
Citizenship:Loan 3	0 ▼
Citizenship:Loan 4	0 ▼
Residency:Loan 1	0 ▼
Residency:Loan 2	0 ▼
Residency:Loan 3	0 ▼
Residency:Loan 4	0 ▼
Recognised HEIs/programmes only:Loan 1	0 ▼
Recognised HEIs/programmes only:Loan 2	0 ▼
Recognised HEIs/programmes only:Loan 3	0 ▼
Recognised HEIs/programmes only:Loan 4	0 ▼
Course load (e.g. full-time):Loan 1	0 ▼
Course load (e.g. full-time):Loan 2	0 ▼
Course load (e.g. full-time):Loan 3	0 ▼
Course load (e.g. full-time):Loan 4	0 ▼
Only certain countries:Loan 1	0 ▼
Only certain countries:Loan 2	0 ▼
Only certain countries:Loan 3	0 ▼
Only certain countries:Loan 4	0 ▼
Only certain study programmes (e.g. where mobility is mandatory):Loan 1	0 ▼
Only certain study programmes (e.g. where mobility is mandatory):Loan 2	0 ▼
Only certain study programmes (e.g. where mobility is mandatory):Loan 3	0 ▼
Only certain study programmes (e.g. where mobility is mandatory):Loan 4	0 ▼
Equivalency condition:Loan 1	0 ▼
Equivalency condition:Loan 2	0 ▼
Equivalency condition:Loan 3	0 ▼
Equivalency condition:Loan 4	0 ▼
Programme not available in the national system:Loan 1	0 ▼
Programme not available in the national system:Loan 2	0 ▼
Programme not available in the national system:Loan 3	0 ▼
Programme not available in the national system:Loan 4	0 ▼
Other:Loan 1	0 ▼
Other:Loan 2	0 ▼
Other:Loan 3	0 ▼
Other:Loan 4	0 ▼

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

Grants are portable for students studying abroad as part their course.

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	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.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?

Please choose.. ▼

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	0 ▼
Need-based criteria:Grant/loan 2	0 ▼
Need-based criteria:Grant/loan 3	0 ▼
Need-based criteria:Grant/loan 4	0 ▼
Merit-based criteria:Grant/loan 1	0 ▼
Merit-based criteria:Grant/loan 2	0 ▼
Merit-based criteria:Grant/loan 3	0 ▼
Merit-based criteria:Grant/loan 4	0 ▼
Course load (e.g. full time):Grant/loan 1	0 ▼
Course load (e.g. full time):Grant/loan 2	0 ▼
Course load (e.g. full time):Grant/loan 3	0 ▼
Course load (e.g. full time):Grant/loan 4	0 ▼
Criteria based on field of studies:Grant/loan 1	0 ▼
Criteria based on field of studies:Grant/loan 2	0 ▼
Criteria based on field of studies:Grant/loan 3	0 ▼
Criteria based on field of studies:Grant/loan 4	0 ▼
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1	0 ▼
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2	0 ▼
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3	0 ▼
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4	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:

http://www.saas.gov.uk/forms_and_guides/index.htm

IV.31. Additional comments

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

Other

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?

Most HEIs operate their own scholarships and award schemes and these will vary between institutions. Some will offer full fee studentships plus a maintenance grant. In general the student will have to meet all other expenses. Research students often become teaching assistants to help fund their living costs. Beyond HEI funding options, support for many courses at doctorate level will be the responsibility of one of the research councils.

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.

Fees in the third cycle are unregulated and autonomous institutions are free to set their own levels.

IV.35. Additional comments on doctoral education

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).

The Government's skills strategy, Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth sets out a new, flexible, responsive partnership approach to meeting Scotland's skills needs at a crucial point in our economic recovery. The strategy is closely aligned with the Government Economic Strategy that sets out the Scottish Government's central purpose of creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth.
Ministers provide a letter of guidance to the Scottish Funding Council (SFC) setting out priorities for the next academic year. In turn SFC negotiates Outcome Agreements with individual universities incorporating ministerial priorities. The Ministerial guidance letter and information about the Outcome Agreement process can be accessed here:
http://www.sfc.ac.uk/aboutus/letterofguidance/letterofguidance.aspx - letter of guidance
http://www.sfc.ac.uk/guidance/outcomeagreements/UniversityOAGuidance.aspx - outcome agreement guidance
In addition, the Scottish Government's paper 'Putting Learners at the Centre' sets out the Scottish Government's proposals for wide-ranging reform of the full range of Government-funded post-16 education in Scotland with the aim of improving people's life chances, delivering the best outcomes for learners, supporting and developing a world-class research capability and maximising sustainable economic growth.

The paper can be accessed via: http://www.scotland.gov.uk/Resource/Doc/357943/0120971.pdf.

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).

The Ministerial letter of guidance indicates that SFC must include arrangements for Widening Access to universities for students from deprived backgrounds in their agreements with universities. There are specific provisions in the Post 16 Education (Scotland) Act 2013 to amend section 20 of the Further and Higher Education Scotland Act to include reference to improving participation of students from 'any socio-economic group which SFC reasonably considers to be under-represented…'
http://www.legislation.gov.uk/asp/2005/6/contents - 2005 Act
http://www.legislation.gov.uk/asp/2013/12/pdfs/asp_20130012_en.pdf - 2013 Act

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?

Yes ▾

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).

SFC's Strategic Plan: http://www.sfc.ac.uk/web/FILES/ReportsandPublications/strategic_plan_2012-15_web.pdf, sets out priorities and confirms SFC's remit to work with SDS and others to identify the skills requirements of employers and key industries in Scotland. Regular review of labour market intelligence and research and stakeholder consultation is also utilised to identify particular skills issues. On our behalf, Skills Development Scotland (SDS) and SFC have created an overarching Skills Investment Plan. In addition, regional skills investment plans are being prepared. Sector Investment Plans have also been completed to date in 5 key areas: ICT, Finance, Tourism, Food & Drink, Energy. These plans can be accessed via the following link:
http://www.skillsdevelopmentscotland.co.uk/resources/skills-investment-plans/.
There is no specific timetable for completion or refresh of sector plans, this is determined by how much conditions in the industry change. For example a refresh of the Energy Sector Plan is underway due to the the increasing demands of the Oil and Gas industry.

http://www.skillsdevelopmentscotland.co.uk/resources/skills-investment-plans/

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).

The Scottish Funding Council has responsibility for working with universities to ensure that there is return on public investment, taking into account the industry areas where particular skills are needed. The Skills Committee, chaired jointly by SFC and SDS works in partnership with colleges, universities, training providers and other key stakeholders (including industry representatives). The Skills Committee enhances the employability of learners and increases the demand for skills among employers and individuals. The aims of the Committee are to improve the understanding of skills needs in different areas of the economy and work in partnership with stakeholders to ensure that Scotland has a skilled and adaptable workforce. Educators and the SFC take account of particular skills needs and industry demands when establishing university courses and distributing places. Additional information about the work of the Skills Committee can be accessed via the following link:
http://www.sfc.ac.uk/aboutus/council_board_committees/council_committees/skills_committee/about_us_committees_skills.aspx.
In addition to the Skills Committee, there are various Industry Leadership Groups that SDS, SFC and Scottish Government are invited to participate in, either as part of the main Board or in skills sub groups.
Universities Scotland has also worked extensively with industry leaders and the HE sector to identify skills needs and take forward work on 'graduate attributes' and 'employability themes'. Information can be accessed via the following link:
http://www.enhancementthemes.ac.uk/enhancement-themes/completed-enhancement-themes/graduates-for-the-21st-century.
http://www.enhancementthemes.ac.uk/enhancement-themes/completed-enhancement-themes/employability

| Yes ▼ |

V.3.1. How are they involved?

Curriculum development in higher education — ○ Employers have to be involved ◉ Employers can be involved ○ Employers are not involved ○ No answer

Teaching — ◉ Employers have to be involved ○ Employers can be involved ○ Employers are not involved ○ No answer

Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions — ○ Employers have to be involved ◉ Employers can be involved ○ Employers are not involved ○ No answer

Participation in governing bodies of HEIs — ○ Employers have to be involved ◉ Employers can be involved ○ Employers are not involved ○ No answer

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

Universities and industry collaborate on skills needs and employers can therefore influence the development of the curriculum. In areas such as medicine and nursing, in particular, employers are necessarily involved in the clinical teaching and training of students.
Employers also have a vested interest in participating in sectoral/national and regional bodies that influence decision-making, to ensure that their industry and workforce knowledge is taken into account by educators when setting course content and addressing skills requirements. University governing bodies include independent members with a mix of skills and these members can be representative of industry. A number of lay members on institutions' governing bodies are active in their organisations.

On curriculum design, it's usual for institutions to have employer panels, usually at the departmental level, to advise. Some examples of employer involvement include
* Oil and Gas Academy of Scotland (OGAS) involves Robert Gordon University, University of Aberdeen, Heriot-Watt University and two colleges http://www.rgu.ac.uk/news/oil-and-gas-academy-of-scotland-launched/showDesktopVersion/true
* The University of Aberdeen implemented a new university-wide curriculum in 2010 making systematic provision for students to pursue courses outside of their main degree subject which help to promote employability. The new curriculum was formulated after extensive consultation with employers, as well as schools and other important stakeholders. http://www.abdn.ac.uk/staffnet/teaching/curriculum-reform-and-enhanced-study-2760.php
* Glasgow Caledonian University/Clydeunion Pumps collaboration http://www.gcu.ac.uk/media/gcalwebv2/scwbl/content/MSc%20Manufacturing.pdf
* Queen Margaret University Edinburgh's East Lothian Hospitality and Tourism Academy with several partners http://www.qmu.ac.uk/marketing/press_releases/hospitality-tourism-academy-scotland.htm
* The Screen Academy Scotland, a Skillset Film and Media Academy based at Edinburgh Napier University in association with the Edinburgh College of Art builds on the University's 25 years of experience in screen skills. Recognised as a UK centre of excellence and accredited by Skillset, it works to strengthen industry input into course design and to address skills needs identified by industry including BBC Scotland and STV, the Skills Council, Scottish Enterprise and the Scottish Government http://www.screenacademyscotland.ac.uk/ and cited as case study here: http://www.universities-scotland.ac.uk/uploads/The%20Creative%20Economy%20300x300.pdf
* The Open University in Scotland often works with employers to deliver courses relevant to the workplace either partially or wholly in the workplace for staff. Staff are able to access Open University resources, but are also supported in their work context. Examples include work with employers in the care sector to deliver a supervisory qualification required by the Scottish Social Services Council. (Page 52 of Taking Pride in the Job http://www.universities-scotland.ac.uk/uploads/TakingPrideintheJobApril13.pdf)

For teaching, employers are involved in this area, too.
* Accreditation of courses run by institutions. An example of this from the University of Edinburgh – a list of all the accredited courses they run (demonstrates the breadth of employers that have accredited teaching going on in the university). Other institutions will be similar. http://www.scripts.sasg.ed.ac.uk/academicservices/ROPSARB/ROPSARBSEARCHACTION.cfm
* Guest lectures as part of course teaching. This will go on in various courses across institutions. It's hard to capture all of the activity going on, but a couple of examples here: http://www.abertay.ac.uk/about/news/newsarchive/2011/name,8738,en.html; BP support programme for RGU and University of Aberdeen includes guest lectures and 'discovery day' visits http://www.abdn.ac.uk/news/4548/
* Work placements/work experience for students is also important with employers being involved in offering these opportunities. A couple of examples of organisations offering placements are Outplay Entertainment and Tayburn which are cited in Universities Scotland's report 360 Degrees: Equipping Scotland's Graduates for Success http://www.universities-scotland.ac.uk/uploads/360Degrees.pdf.

Participation in sectoral/ national/ regional governing bodies includes
* membership of the Scottish Funding Council Board and committees http://www.sfc.ac.uk/aboutus/council_board_committees/council_membership/about_cm_keith_nicholson.aspx

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.

Other employer consultation work undertaken by Universities Scotland as part of developing the recommendations in Taking Pride in the Job.

The Edinburgh Business Forum (there may be other examples). The Principal of Queen Margaret University is a member of this forum along with Edinburgh City Council, employers and other key stakeholders and the aim of the EBF is to support and action initiatives which will help the Council in its delivery of A Strategy for Jobs: The City of Edinburgh Council's Economic Strategy for 2012-17. Information about the EBF here: http://www.edinburghbusinessforum.co.uk/info/4/aims/4/key_objectives

We would also include examples of work-based learning:

• students in vocational areas undertaking professional qualifications part-time using their work context as a key component of their learning;
* students undertaking general degree studies using their work context for learning and assessment;
* workers undertaking in-house courses that are then credit rated towards HEI awards;
* workers undertaking programmes deliberately planned to integrate learning and practice;
* HEI courses that send students out on block placement;
* students taking internship modules within industry as part of their degrees.

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).

The main funder of this activity is the Scottish Funding Council. As well as funding learning and teaching, SFC also supports research at universities and funds specific projects. The Research and Knowledge Exchange Committee advises SFC on a range of issues, including working with enterprise agencies and other stakeholders to give advice on innovation strategy and support knowledge exchange, see: http://www.sfc.ac.uk/aboutus/council_board_committees/council_committees/RKEC/council_committees_rkec.aspx.
In addition, public funds enable Scottish Enterprise to support programmes, such as in Research & Development, Smart:Scotland and Advanced Forming Research Centre (AFRC - http://www.strath.ac.uk/research/), where companies can use an academic partner to assist in the development of new products, processes and services. Additional information can be accessed via the following link: http://www.scottish-enterprise.com/services.

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).

There are many degree programmes developed with employers in Scotland. The following are just a few examples:
* Computer Games BSc degree programmes at the University of the West of Scotland https://www.uws.ac.uk/special_3_years/computer_games_technology/

* Museum Studies MSc postgraduate taught degree programme at the University of Glasgow http://www.gla.ac.uk/postgraduate/taught/museumstudies/
* Edinburgh Napier University launched Scotland's first Youth Work degree in partnership with City of Edinburgh Council http://www.ed-coll.ac.uk/news/showNews.aspx?NewsID=98
* The Royal Institution of Chartered Surveyors (RICS) approved a new degree course from Scotland's Rural College (SRUC), designed for those keen to work in estate management, last year http://www.sruc.ac.uk/news/article/489/sruc_and_rics_agree_new_accredited_degree_course_in_scotland_for_surveyors_and_land_agents.

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?

No, higher education institutions are autonomous beyond the scope of Directive 2005/36/EC (if this Directive applies)

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

No. Scottish higher education institutions are autonomous beyond the scope of Directive 2005/36/EC

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	○0%	○1-10%	○11-30%	○31-50%	○51-70%	○71-99%	○100%	◉Not available	○No answer
2nd cycle	○0%	○1-10%	○11-30%	○31-50%	○51-70%	○71-99%	○100%	◉Not available	○No answer
1st and 2nd cycle combined	○0%	○1-10%	○11-30%	○31-50%	○51-70%	○71-99%	○100%	◉Not available	○No answer

V.4.2.1. Please provide the source information here.

Data are not held centrally on work placements.

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)?

Yes, in some higher education institutions/programmes

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).

SFC has provided funding to various universities to work with industry to create placement opportunities for students with the aim of enhancing employability skills. Priority areas for the SFC strategy were: Access to work-related learning and work placements; Enterprise education and entrepreneurship; and Workforce development. This is project related funding over a period of 3 years and is not attached to specific degree programmes or specific groups of students. SFC link: http://www.sfc.ac.uk/funding/FundingOutcomes/Skills/LearningtoWork/LearningtoWorkProjects.aspx.

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).

The Higher Education Statistics Agency carries out a survey each year on behalf of all universities in Scotland. The survey tracks the employment of graduates 6 months after graduation and 3 years after graduation. Detailed statistics are produced on the destinations of graduates, broken down into gender, type of degree, etc. Further information can be accessed via the following link: http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1899.

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?

No ▼

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?

No ▼

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.

Funding/initiating authority and institution conducting the survey: Higher Education Statistics Agency

Regularity: on an annual basis

Survey timing and target group: Graduates 6 months after graduation

HEI participation/ sample:
Carried out on behalf of all HEIs

http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1899

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).

Universities provide funding to HESA to carry out the studies on their behalf and take account of the results. However, as universities are autonomous, it is for the universities themselves to decide how to utilise this information. Scottish Government does not provide payment for university places based on graduate employability results. Scottish Government also utilises the information to assess Scotland's performance and to inform graduate employability strategies. HESA link: http://www.hesa.ac.uk/index.php?option=com_studrec&Itemid=232&mnl=12018.

Data entry: (VI_Lifelong_learning)

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

[Yes ▼]

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

Our vision is for a successful, globally competitive economy based on high skilled and better paid jobs, high productivity, fairness, and high quality public services so the Scottish Government is creating cohesive and efficient learning and careers system centred on the individual
that anticipates and responds to employers' needs supports the lifelong development and use of skills.

"Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth"
http://www.scotland.gov.uk/Resource/Doc/326739/0105315.pdf

Systemic support for lifelong learning is also implicit in the structure of the SCQF as it helps people of all ages and circumstances access appropriate education and training so they can meet their full potential.

http://www.scqf.org.uk/The%20Framework/

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

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

Yes, all institutions

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:

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

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:

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.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No ▼

VI.4.1. Please explain these restrictions.

VI.5. 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"

VI.5. 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"

VI.5. 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"

VI.5. 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"

VI.5. 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"

VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

This question is difficult to answer, partly because many lifelong learning activities are part of core university activity. The Scottish Government via the Scottish Funding Council provides a teaching grant for undergraduate and taught postgraduate students. The Scottish Government via the Student Awards Agency for Scotland (SAAS) (full-time) and other initiatives (part-time) provides the tuition fee for all first degree undergraduates (i.e. for the first first-cycle qualification) and for some part-time students. Some part-time students pay their own fees. Some employers pay fees on behalf of particular students. Institutions may run full-cost recovery courses for particular groups that are paid for by e.g. employers. In certain instances Government may pay fees for particular students. However we do not hold central data which would give the proportions requested here.

VI.5.2. If you have any further comments regarding this section, please provide them here:

VI.6. 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

VI.6.1. Please provide a short description of specific policy measures that exist in your country.

Full range of options ranging from full-time study, part-time study, distance learning and virtual learning programmes.

VI.7. 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.)

VI.7.1. Please explain what student statuses exist in your country and how you define them.

Fulltime students undertake course or research involving studying 120 SCQF credits (60 ECTS), and an average of at least 21 hours study a week, including private study, for periods of more than 24 weeks per year or, in the final year, for 24 weeks or less if the earlier years met the definition of full-time.

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

VI.7.2. 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.

VI.7.3. Please indicate which fees apply to students studying part-time.

Students studying part-time pay (or are likely to pay) higher fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements
None of the above, HEIs are autonomous institutions and free to set their own fees for part-time students. Part-time fees levels are not set by the Scottish Government, but they are for full-time undergraduate students resident within the EU. There are also different arrangements in respect of student support available to part-time students.

VI.7.4. Please indicate which fees apply to de facto part-time students.

VI.7.5. 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 a lower amount of financial support for the same volume of study (i.e. the same number of credits) than students following typical study arrangements (please specify in comments how the support is calculated)
From April 2011, Part-Time Fee Grant provides up to £500 a year towards the fee costs of HNC, HND or degree studies to assist participation in higher education by part-time students from groups under-represented in higher education, including unemployed and low-income groups and those in receipt of non-means tested Disability Living Allowance. It can also fund accredited Professional Development Awards and Continuing Professional Development courses. This is delivered by the Student Awards Agency for Scotland (SAAS).

VI.7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VI.8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VI.8.1. 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.

Individual institutions offer part-time undergraduate programmes (normally evening and weekend) which are designed for specific (professional) skills sectors. A typical example would be graduate-entry accelerated law programmes for students already holding a degree in another discipline. The tuition fee levels are usually higher than the equivalent full-time undergraduate programme. As a second undergraduate level qualification (for the individual) the same level of financial support for the student, as offered for their first first-level qualification, is not available. Students undertaking these particular programmes of study are normally in employment and may be sponsored by their employer.

VI.9. 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

VI.9.1. If you have any further comments regarding this section, please provide them here:

VI.10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes
In line with the SCQF, the QAA RPL National Framework for HE, and the UK Quality Code for HE (Chapter B6), prior learning can be used to gain entry to and credit within HE qualifications. This includes learning which has taken place in formal, non-formal or informal contexts, such as in the workplace and through life experiences. The value of RPL in terms of personal and career development, helping to promote self-direction and build confidence, is also explicitly recognised in Scotland.
http://www.enhancementthemes.ac.uk/flexible-learning/recognition-of-prior-learning/national-framework-for-recognising-prior-learning-for-higher-education
http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx
http://www.scqf.org.uk/content/files/resources/SCQF_handbook_FULL_-amended_Dec_09.pdf

http://www.scqf.org.uk/RPL

VI.10.1. Please choose the statement that best applies to your country-specific situation.

HE institutions can autonomously decide whether they will provide relevant procedures
It is not a legal right for candidates to have their prior non-formal and informal learning recognised, although most HEIs have institutional RPL policies and procedures that ensure that this opportunity for candidates is provided. HEIs operate RPL policies and processes in line with the SCQF Guidelines, QAA RPL National Framework for HE and the UK Quality Code but can autonomously decide whether they will provide relevant procedures. However, the Sector level RPL principles in the newly developed National RPL framework, do set an expectation that all HEIs in Scotland will develop RPL policy and processes, and these principles have been endorsed by Universities Scotland.

VI.10.2. 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 only lead to a limited number of credits (please use comments to specify the maximum amount of credits)
While the award of a complete qualification is not explicitly precluded by either the SCQF Guidelines or the UK Quality Code, all HEIs in Scotland have a limit on the maximum amount of credit that can be gained through RPL. This credit limit is determined by each institution and varies between institutions. The maximum amount of credit that can be awarded through RPL (whether formal, non-formal or informal) is generally up to 50% of the final level of an award.

VI.10.2.1. 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.

VI.10.3. 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.

http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/B6.pdf

SCQF HANDBOOK: USER GUIDE
http://www.scqf.org.uk/content/files/resources/SCQF_handbook_FULL_-_amended_Dec_09.pdf

See also;
SCQFP RPL Toolkit - information on the process of RPL including definitions at Annex 1
http://www.scqf.org.uk/content/files/RPL%20Toolkit%20Updated%20v2%20FINAL%20-%20December%202010.pdf

VI.10.4. 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?

Yes
The national documents which steer RPL development and delivery in Scottish HEIs include the RPL National Framework for HE, the QAA Streamlining Guidelines for RPL, the UK Quality Code for HE and SCQF Handbook and resources. These include guidance on the nature of the information, guidance and support which HEIs should provide to RPL candidates.
http://www.enhancementthemes.ac.uk/flexible-learning/recognition-of-prior-learning/national-framework-for-recognising-prior-learning-for-higher-education

http://www.enhancementthemes.ac.uk/flexible-learning/recognition-of-prior-learning/national-framework-for-recognising-prior-learning-for-higher-education

http://www.qaa.ac.uk/AssuringStandardsAndQuality/qualitycode/Pages/default.aspx

http://www.scqf.org.uk/content/files/resources/SCQF_handbook_FULL_-_amended_Dec_09.pdf

http://www.scqf.org.uk/RPL

VI.10.4.1. Please specify these requirements.

☐ **Specific age requirements (please specify)**

☐ **Requirements related to the duration of prior professional experience (please specify)**

☑ **Other (please specify)**   HEIs operate RPL policies and processes in line with the SCQF Guidelines, QAA RPL National Framework for HE and the UK Quality Code but can autonomously decide whether they will provide relevant procedures. However, the Sector level RPL principles in the newly developed National RPL framework, do set an expectation that all HEIs in Scotland will develop RPL policy and processes, and these principles have been endorsed by Universities Scotland.

VI.10.5. 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

VI.10.5.1. 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).

VI.10.5.2. Please indicate the source and the reference year.

VI.10.6. 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

VI.10.6.1. 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.

VI.10.6.2. Please indicate the source and the reference year.

VI.10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VI.10.6.3. If you have any further comments regarding this section, please provide them here:

Although we can cite examples of good practice there are no official data. Although all of the Scottish higher education institutions have endorsed the National RPL Framework, some institutions make greater use of RPL as a means of progression than others. It would be possible to provide an estimate through the work of the RPL Network.

Recognition of prior learning is commonplace across all Scottish institutions. In some institutions this is focussed on certain fields of study, in others it is focussed at certain levels. In addition to the RPL networks supported by Universities Scotland, QAA Scotland and the SCQF Partnership, QAA Scotland have a forum to develop and enhance approaches to work based learning. The QAA Scotland, Universities Scotland RPL network has a proactive developmental role, and has produced the Streamlining RPL Guidelines and the National RPL Framework. The next stage of work is focused on the implementation of the Framework, and on expanding and enhancing opportunities for RPL across the HE sector as part of developing more flexible learner journeys. This will form a key part of Scotland's response to the EC recommendation agreed by the EU Council of Ministers in 2012 that each Member state have national RPL systems in place by 2018.

VI.11. 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 ▼

VI.11.1. Please specify what they are.

There are many examples but one which is well established in partnership with employers, the Scottish Trades Union Congress and trade unions is Scottish Union Learning. Trade Unions bid into a fund provided by the Scottish Government, managed by STUC, to provide work based learning for those who might not otherwise access it, whether because they have not the formal qualifications to undertake the learning in college or university, or perhaps because they work shifts and are not available for traditional learning opportunities. This annual project is very popular and brings people of all ages and abilities into learning at work across Scotland.

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:

Internationalisation of higher education is dispersed through at least ttwo policy documents, led by the Government Economic Strategy 2011. It identifies universities as one of our seven key economic sectors through which we can enhance our global presence and competititveness and includes a commitment to investing in
higher education so that Scotland
remains an international centre of
excellence for learning and creative
thinking whilst ensuring that access is
based upon ability to succeed rather
than ability to pay.

Clear aims and objectives include international mobility, research and transnational education. A new partnership between the government, its enterprise agencies and funding council, two NGOs and the umbrella body for all Scottish universities are collaborating towards a "Connected Scotland" approach which coordinates activity on all these three aspects of internationalisation of Scottish higher education.

Specific examples within our policy include helping graduates develop entrepreneurial skills for graduate employability through international internship and entrepreneurship programmes, supporting research pooling to create a globally competitive critical mass of expertise, and supporting inward and outward missions to develop transnational education.

Government Economic Strategy
http://www.scotland.gov.uk/Resource/Doc/357756/0120893.pdf

Putting Learners at the Centre – Delivering our Ambitions for Post-16 Education http://www.scotland.gov.uk/Publications/2011/09/15103949/0

Concrete measures are decided when Outcome Agreements are negotiated with the institutions, and one of the targets is that the institutions will improve the employability of the students by offering more international experience and work towards removing barriers for study abroad. Our institutions are autonomous of government so implementation will vary locally.

Scottish Government Letter of Guidance to the Scottish Funding Council
http://www.sfc.ac.uk/nmsruntime/savcasdialog.aspx?IID=12405&sID=5637

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 resposible 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):

The overarching national strategy is to be found in the Government Economic Strategy 2011

http://www.scotland.gov.uk/Publications/2011/09/13091128/0

For international mobility and research this is supplmeneted with more detail in:

Putting Learners at the Centre – Delivering our Ambitions for Post-16 Education http://www.scotland.gov.uk/Publications/2011/09/15103949/0

and the Scottish Government Letter of Guidance to the Scottish Funding Council
http://www.sfc.ac.uk/nmsruntime/savcasdialog.aspx?IID=12405&sID=5637

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:

Scotland's performance against the Government Economic Strategy is reported annually through "Europe 2020: Scottish National Reform Programme" both separately and in combination with the rest of the UK in its report as Member state.

http://www.scotland.gov.uk/Publications/2013/04/9331

Scottish Parliament and its committees review progress against all Scottish Government strategies.

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:

Our institutions are autonomous of government so implementation will vary locally and central data are not collected. However all 19 HEIs offer international office contacts and information for international students in their promotional materials and all are known to have non-EU non-UK students enrolled (HESA data). All Scottish HEIs are members of the umbrella body, Universities

Scotland, and thus part of the new "Connected Scotland" approach to coordinated internationalisation of Scottish HE.

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

1-25%

7.3.4.1. Please provide a source for this information:

While all 19 HEIs offer international office contacts and information for international students in their promotional materials, and all are known to have non-EU non-UK students enrolled (HESA data), and are members of the umbrella body, Universities Scotland and thus part of the new "Connected Scotland" approach to coordinated internationalisation of Scottish HE, we were not able to readily locate specific published documents for four HEIs. From 19 HEIs overall this equates to around 16%.

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

    Credit mobility:Outgoing mobility

    Credit mobility:Incoming mobility

  Degree mobility:Outgoing mobility

      Degree mobility:Incoming mobility

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:

Our budget for internationalisation of HE includes allocations for scholarships and inward mobility, awards for outward group mobility, a project to raise awareness and uptake of mobility opportunities, support for "Connected Scotland" and our pro rata contribution to the UK management fee for Erasmus+.

Specifically we have provided six years worth of funding to our National Union of Students to promote the outward mobility of Scottish students and the integration of international students in Scotland.

We fund Saltire Scholarships for students from China, Canada, India and the USA to study in Scotland. We also contribute to UK wide programmes to encourage students to study here - the Chevening, Commonwealth and Fulbright scholarship programmes as well as larger initiatives to build institutional links with non EHEA countries.

We also provide specific funding (as part of UK wide programmes) for Scottish students to undertake short immersion courses in China and India as well as providing funding for students and staff to develop links in the USA through the Fulbright Commisssion. In addition to this we provided funding for IAESTE (The International
Association for the Exchange of Students for Technical Experience) which has enabled Scottish students to undertake technical work placements overseas and international students to take part in work placements in Scotland.

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:

Scottish Funding Council offers support for research pooling and provides modest compensation in some circumstances to offset lost fee income where a student has undertaken an Erasmus year.

Scottish Funding Council also supports Universities Scotland, a lead partner in "Connected Scotland".

Scottish Development International supports transnational education including organising inward and outward missions, as oart of its contribution to delivering the Government Economic Strategy.

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, but is nevertheless common

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?

3.0000000000

7.9.2. In which countries do they have these campuses?

Unites States of America
United Arab Emirates
Malaysia

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 (%) "12"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "19"

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

7.11.3. Does your country have main regions of operation for joint/double degrees?

No ▼

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 specfically
- ☐ India specifically
- ☐ Middle East
- ☐ North Africa
- ☐ Central and Southern Africa
- ☐ Australia/New Zealand
- ☐ Other

7.11.5. Please specify

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

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

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

[No ▼]

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

7.12. Comments:

A new partnership between the government, its enterprise agencies and funding council, two NGOs and the umbrella body for all Scottish universities are collaborating towards a "Connected Scotland" approach which coordinates activity on all these three aspects of internationalisation of Scottish higher education. All Scottish HEIs are members of the umbrella body, Universities Scotland, which has been a key partner int his work.

Institutions are autonomous and will decide themselves whether to participate in MOOCs. Data are not held centrally. 12% is an estimate calculated purely on the number of Scottish HEIs (3 of 19) listed as partners on FutureLearn. 19 is an estimate based on the number of Scottish courses visible on the FutureLearn website. These are estimates not robust numbers - we do not collect this information centrally - but have been provided as it is mandatory response.

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
UK government's immigration requirements

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:

According to NUS Scotland, one of the main barriers to student mobility is a lack of mobility opportunities in key subject areas, particularly short-term or flexible mobility periods.

Recognition can be an issue for post-graduate students from India. Indian state HEIs do not recognise the one-year Master's degrees offered by Scottish HEIs.

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

The Scottish Government provides funding for NUS Scotland 'Investing in Scotland's Global Future' project which aims to increase outward mobility opportunities and encourage greater uptake of study abroad programmes by Scottish students.

Immigration issues remain the responsibility of the UK Government. We continue to make the case for an immigration system that will better meet the international ambitions of students, staff and institutions and meets wider social, economic and demographic needs in Scotland.

For language, the Curriculum for Excellence supports the 1+2 language learning aspiration for 3-18 year olds.

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

Yes ▼

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "NUS Scotland offers biannual reports. "

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "Biannual but not due until June 2014"

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "Not yet due. "

7.17. Comments:

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:

Three interlinked websites provide information about mobility. These are hosted by the National Union of Students Scotland through a project which we fund; the British Council (again, supported by government) and our own website. The last of these links directly to the EHEA/ Bologna website, and the British Council website also includes information on Bologna Experts.

http://www.scotlandgoesglobal.co.uk/

http://www.britishcouncil.org/learning-international-experience.htm

http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/16640/Intllifelonglearnstrategy

7.18.2. Is the website linked to Bologna website?

Yes ▼

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes
Three interlinked websites provide information about mobility. These are hosted by the National Union of Students Scotland through a project which we fund; the British Council (again, supported by government) and our own website. The last of these links directly to the EHEA/ Bologna website, and the British Council website also includes information on Bologna Experts.

7.19.1. Please provide a link to such information:

http://www.scotlandgoesglobal.co.uk/

http://www.britishcouncil.org/learning-international-experience.htm

http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/16640/Intllifelonglearnstrategy

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?

No ▼

7.20.1. Do students have to pay additional fees?

No ▼

7.20.2. Are there any other differences? Please specify:

We have answered "no" as the question is mandatory but as all HE teaching takes place in the official languages of Scotland - English, and in some cases Scots-Gaelic - neither yes nor no is a correct option.

7.21. Comments:

We have answered "no" as the question is mandatory but as all HE teaching takes place in the official languages of Scotland - English, and in some cases Scots-Gaelic - neither yes nor no is a correct option.

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

7.22.1. Please specify with which countries:

Most recently, ministers have undertaken missions to or received ministerial and HE guests from: Pakistan, India, Malawi, Canada, USA, New Zealand, China, Hong Kong Special Administrative Area as well as many European countries. This is only a sample list

7.22.2. What were the main higher education issues addressed in these events?

Issues addressed will vary according to audience but may include:

* higher education as a key economic growth sector for Scotland
* overcoming UK government's immigration barriers
* Scotland welcomes the world's students - supporting inward mobility
* scotland values the employability enhancement offered by outward mobility
* transnational education including overseas campuses
* teaching and learning quality
* research pooling
* MOOCs
* Scotland's special strength: science

7.23. Comments:

The Cabinet Secretary for Education and Lifelong Learning is very active in promoting internationalisation, and his efforts are complemented by those of the Cabinet Secretary for Culture and External Affairs, the Minister for External Relations and International Development and Scotland's First Minister. Higher education is a key economic growth sector and it is promoted globally as every opportunity

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

We encourage appropriate access to all mobility opportunities. However, we do not hold central data on these but Erasmus+ will provide a range of staff mobility oportunities and will be monitored in regular reports. There are many other programmes at an intra-institutional level for which we provide funding. Beyond this HEIs, as autonomous institutions, may offer their own opportunities.

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:

No national targets. HEIs, as autonomous institutions, may set their own targets. We do not hold central data on these.

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 cousellors	○Yes ●No ○No answer
Others	○Yes ●No ○No answer

7.27.2.1. Please specify any targets that exist:

No national targets. HEIs, as autonomous institutions, may set their own targets. We do not hold central data on these.

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.

We look forward to having much better information and data on staff mobility participation rates as Erasmus+ develops. HEIs, as autonomous institutions, may collect own data on local

participation rates. We do not hold central data on these.

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:

No national rewards. HEIs, as autonomous institutions, may offer their own rewards. We do not hold central data on these.

7.30. Is there a website which provides information about all international mobility schemes for staff?

Yes ▾

7.30.1. Please provide a link:

The British Council and Ecorys as a joint consortium deliver Erasmus+, Fulbright and other staff mobility opportunities on behalf of all four UK government nations, including for Scotland.

http://www.britishcouncil.org/erasmus.htm

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "1"

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 "1"

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:

We cannot rank in order as we do not have central data but we have indicated the three most frequest subjects arising in normal business.

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 "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "0"

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 "0"

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 "1"

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:

We cannot rank in order as we do not have central data but we have indicated the most frequest subjects arising in normal business. Lack of time to prepare applications has also been cited.

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

Immigration issues remain the responsibility of the UK Government. We continue to make the case for an immigration system that will better meet the international ambitions of students, staff and institutions and meets wider social, economic and demographic needs in Scotland.

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

Yes ▼

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "HEIs monitor and indicate to us any difficulties from immigration procedures"

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "As required"

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "Data not collected centrally"

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:

Immigration issues remain the responsibility of the UK Government. We continue to make the case for an immigration system that will better meet the international ambitions of students, staff and institutions and meets wider social, economic and demographic needs in Scotland.