



Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email (secr@bologna2009benelux.org) no later than

1 November 2008.

PART 1

BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009

Notes:

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template (shaded areas) and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the stocktaking report to be presented to Ministers when they meet in April 2009.

Details

Country	Scotland (UK)
Date	30 October 2008
BFUG member (one name only) Position	Ann McVie
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Contributors to the Report	Universities Scotland, Bologna Experts, QAA Scotland, National Union of Students (Scotland), Association of Scotland's Colleges, University and College Union, Scottish Credit and Qualifications Framework Partnership, Scottish Qualifications Authority, Scottish Further and Higher Education Funding Council.

1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

Main developments are:

- successful completion of an ENQA review of the Quality Assurance Agency (QAA);
- the Universities Scotland Teaching Quality Forum conducted a review during 2007-08 of the Quality Enhancement Framework for Scottish Higher Education against the European Standards and Guidelines for Quality Assurance;
- the development of Enhancement Led Institutional Review 2nd Edition and Scottish Funding Council's (SFC) new guidance on internal review, both of which place increased emphasis on the international dimensions of:
 - 1) experience of international students studying in Scotland;
 - 2) experience of international students studying for Scottish degrees abroad through collaborative arrangements;
 - 3) international dimensions in Scottish curricula; and
 - 4) the introduction of international reviewers for external review;
- the launch by QAA Scotland of a pilot international benchmarking of student support services;
- the implementation of EDS by all Scottish Higher Education Institutions (HEIs);
- hosting a Bologna Seminar on Learning Outcomes in February 2008;
- one HEI has gained university title, two HEIs have merged to create the University of the West of Scotland and the Scottish Agricultural College (an HEI) is now funded by the Scottish Funding Council;
- the publication of the Joint Future Thinking Taskforce on Universities' New Horizons report on responding to the challenges of the 21st century;
- abolishing the Graduate Endowment fee and increasing support for part-time students
- setting up the Scottish Credit and Qualifications Framework Partnership, a company limited by guarantee and a registered charity to promote and further develop the Scottish Credit and Qualifications Framework (SCQF). The SCQF Partnership has appointed a European and International Officer to take forward one of its objectives; to maintain relationships with other lifelong learning frameworks in the UK, Europe and internationally;
- supported by Scottish Government funding, the appointment of a European Development Officer within NUS Scotland;
- the establishment of the Student Learning, Engagement and Enhancement Committee (SLEEC). SLEEC is a student-led group which gives representatives from across Scotland a voice in many of the matters relating to the improvement of the student learning experience.

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

Developments relating to the Bologna Process in Scotland are progressed in a variety of ways. HEIs have the primary responsibility for implementation and this is overseen at policy level by the Universities Scotland Learning and Teaching Committee. The Scottish Bologna Stakeholder Group brings together representatives of the Scottish Government, Universities Scotland (US), QAA Scotland, SFC, Association of Scotland's Colleges (ASC), Scottish Qualifications Authority (SQA), NUS Scotland, Universities and Colleges Union (UCU), Employers (Scottish Sector Skills Development Agency), Scottish SCQF Partnership and Bologna Experts and provides a forum for discussion and exchange of information. This group also provides a direct link between stakeholders and Scottish Ministers and between stakeholders and the BFUG. Some key members of the Stakeholder Group are also directly represented in UK-wide committees and forums, such as the UK Europe Unit. QAA Scotland also regularly convenes informal meetings of senior representatives from HEIs, including US and NUS Scotland, to discuss and inform developments. US's Teaching Quality Forum includes a routine update on Bologna developments, with an opportunity for representatives from HEIs and sector agencies to discuss Bologna related issues.

a) Does your country have a national working group for Bologna Follow-up?¹ Yes No

b) Does your national Bologna follow-up group include representatives of

Ministry	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Rector's conference	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Academic Staff	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff trade unions	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
National Quality Assurance Agency	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Employers	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Other (please specify) _____

c) Does your country have a Bologna promoters' group² Yes No

d) Does your national Bologna promoters' group include representatives of

Ministry	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Rector's conference	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Academic Staff	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff trade unions	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

¹ A group that develops policy proposals for implementing the Bologna Process

² A group that supports/advises HEIs on implementation of the Bologna Process

National Quality Assurance Agency
Employers
Other (please specify)_____

Yes No
Yes No

Please add any additional comments if necessary:

The Scottish Bologna Stakeholder Group effectively carries out both of the above roles. In addition to this Universities are supported in their implementation of Bologna reforms by the Learning and Teaching Committee, which comprises Vice-Principals with responsibility for Learning and Teaching from each HEI and other stakeholders, including the QAA Scotland, Bologna Experts, SFC, Higher Education Academy. The Teaching Quality Forum also supports HEIs in their implementation of Bologna reforms. At UK level, universities are supported by the UK Europe Unit, which has all key stakeholders represented within its steering group.

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

First and second cycle is the existing pattern for degree provision in Scotland.

b) Please give the percentage of the total number of all ³students below doctoral level enrolled in the two cycle degree system in 2008/2009.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 ⁴	% of all students enrolled in the two cycle degree system in 2008/09
173,010	165,590	96%

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

The two-cycle system has been the basis of our HE system for several decades. The Garrick Report in 1997 recommended that the small number of anomalies in nomenclature of awards designed for graduates should be addressed. The Framework for Qualifications of HEIs in Scotland, adopted in 2003, addressed these matters and the Scottish FQHEI was verified as consistent with the Framework for Qualifications of the EHEA in 2006.

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- The percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- The normal length of full-time doctoral studies
- Other elements⁵ apart from independent research that are included in doctoral study programmes
- The supervisory and assessment procedures for doctoral studies
- Information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes.

³ "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

⁴ If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

⁵ E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

- Information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies.
- Information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

The third cycle is implemented in Scottish higher education. The requirements for achieving a doctorate vary by subject area, institution and type of doctorate. In all cases, the candidate must provide evidence that he or she has made an original and significant contribution to knowledge. The structure of doctorate programmes is the same as in other parts of the UK. It comprises four kinds of doctorates: the traditional research-based doctoral degrees (PhD or DPhil), the doctorates with a substantial taught core (now available in some vocational areas including engineering, business and education), the professional doctorates (available for people who wish to research their professional practice) and the doctorates by publication (awarded on the basis of the submission of high-quality previously published work written by the candidate, supported by a substantial critical appraisal of this work). Doctorate programmes may include theoretical training as well as individual research. The common full-time duration varies from 3 to 4 years. Part-time study is common and therefore the duration varies from between 4 and 6 years. Doctoral studies are included in our NQF and are therefore linked to learning outcomes, where appropriate. All postgraduate researchers have the status of students, although some may also work part-time as employees in the HEI in which they are studying.

Taught courses and training in discipline-specific or transferable skills are available to most, if not all doctoral students. Figures on the uptake of such courses and training are not available, but in the 2007 Postgraduate Research Experience Survey (www.heacademy.ac.uk) 61% of students felt they had adequate opportunities to develop their research skills, and 58% had adequate opportunities to develop their transferable skills.

Expectations regarding the quality assurance of post graduate research programmes are set out in the guidance on skills training for doctoral research students issued by the UK research councils [see QAA Code of Practice, Section 1: Postgraduate research programmes, Annex 3 (September 2004)]. This includes guidance on assessment and supervision.

<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section1/postgrad2004.pdf>
Regarding the use of credit points in measuring workload of doctoral studies, only doctoral studies which have a substantial element of structured learning carry SCQF credits. SCQF includes level descriptors for typical intended learning outcomes for third cycle degrees. The Framework of Qualifications of Higher Education Institutions in Scotland also includes characteristic learning outcomes for the third cycle. It is not feasible to seek to award credit to research-based doctorates.

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

In Scotland, no HEI may be granted university title without the institution having the power to award research degrees. As funding for research comes from a wide range of sources it is difficult to determine what percentage of research is carried out in HEIs. However, when research income in Scotland for every SFC – funded institution is taken across all subjects and income sources (research grant and contract; Research Council; industrial; charity and EU), Scotland receives 13% of the research funding to UK universities with only 9% of the UK population.

Among SFC's seven high level aims is for "Scotland's universities to provide a high quality and internationally competitive research base" and it allocates significant core and strategic funding to support this. A further high level aim is for "Scotland's colleges and universities to generate effective knowledge exchange that stimulates innovation and development in public and private sector organisations and enterprises."

Research pooling is a unique Scottish initiative which encourages greater collaboration between networks of researchers to build critical mass and ensure international competitiveness. While it is too early to judge the success of research pooling, early signs are that it is helping to generate new opportunities for researchers in Scotland and is helping to attract new talent to Scotland. It will also help to ensure that Scotland is well placed to contribute to the Knowledge Innovation Communities that will be part of the emerging European Institute of Innovation and Technology.

The Research Assessment Exercise (RAE) is a UK-wide assessment of the quality of research which is used to determine how most of the SFC's research funding is distributed to HEIs. A new system - the Research Excellence Framework - is currently being developed to replace the RAE post-2008, although SFC have made no commitment towards applying the results of this to the distribution of funding.

One of the current Quality Enhancement initiatives relates to the links between research and teaching in Scottish HEIs. Specifically this will identify and disseminate best practice in approaches to developing research-related skills and attitudes in students on taught programmes - see <http://www.enhancementthemes.ac.uk/themes/ResearchTeaching/default.asp>

b) please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
 - from public funds
 - from private funds
- total annual national research expenditure (expressed in national currency)
 - from public funds
 - from private funds

- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country.

In terms of improving the synergy between HE and other sectors, since 2001 the major funders of science and research in Scotland have aimed to achieve a better targeting of funds, as proposed by the then Scottish Executive's Science Strategy for Scotland. The SFC and Scottish Government DG Education have since developed their own research strategies and sharpened the focus of their spending priorities. The Scottish Government is due to publish a new Science Framework and an Innovation Framework later in 2008.

The economic development agency Scottish Enterprise also developed its cluster activity and developed a long term funding stream for three Intermediary Technology Institutes in areas of particular research strength – Energy, Life Sciences and Tech Media, where there are also very good commercial opportunities.

Figures for Government Expenditure on R&D (GERD) and for Business Expenditure on R&D are as follows, for 2005 and for 2006 respectively:

GERD = £308m (0.31% of GDP)
BERD = £579m (0.56% of GDP)

In 2005, Higher Education spending on R&D (HERD) was £688m (0.7% of GDP). This includes public, private and charity money. These figures are from two consecutive years, so an exact calculation of the percentage of research in HEIs is not possible; however, this accounts for about 43 or 44% of total research funding.

In 2008-09 SFC funding to support the direct and indirect costs of supporting research and knowledge exchange will total £279M. Of this, £28.2m will support research postgraduates and £19.1m will support knowledge transfer. SFC research funding is allocated in a block grant to each HEI, whose academics can then seek funding for research projects or programmes from the other sources mentioned above. In 2006/07 such funding amounted to £420.6m; it is not known how much of this was spent on support for doctoral students, but in the same year Scottish HEIs produced 1,790 PhD graduates.

c) is there any tracking system to follow the further career of doctoral graduates?

Yes No If Yes, please specify:

"What do PhDs do?", an annual report published by UKGrad, (www.ukgrad.ac.uk)

On Track - a longitudinal study of graduates, including 3rd cycle, is undertaken by the SFC.

6. Access⁶ and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please include:

a) the percentage of first cycle qualifications that give access to the second cycle.

According to the self-certification report of the Framework for Qualifications of Scottish HEIs, the successful completion of a first cycle qualification gives access to the second cycle, in accordance with the Lisbon Convention. This includes ordinary Bachelors Degrees which can, allied to relevant experience, give access to the 2nd cycle. 100% of first cycle programmes give access to the second cycle, subject to specific programme entry requirements set by individual institutions.

b) any first cycle qualifications that do not give access to the second cycle (please specify)

Not Applicable

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
complete additional courses	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
have work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

If the answer to the last point is yes, please specify what type of work experience is required:

Note: It is the case that for admission to an MBA students need to have work experience.

d) any further special requirements for access to a second cycle programme in the same field of studies

e) to which students the above special requirements apply (*please tick*):

⁶ Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

all students	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
holders of particular first cycle qualifications	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
students of the same field coming from other HEIs	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

f) which of the requirements apply to students coming from other fields of studies
(please tick):

entrance exam	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	In some cases	<input type="checkbox"/>
additional courses	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	In some cases	<input type="checkbox"/>
work experience	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	In some cases	<input type="checkbox"/>

6.2 Access and admission between the second and third cycles

Please indicate:

a) the percentage of second cycle qualifications that give access to the third cycle

Successful completion of second cycle qualifications gives access to the third cycle. In most cases, successful completion of a first cycle award gives access directly to a third cycle award, especially for graduates with other relevant experience and a particularly high level of achievement. 100% of second cycle qualifications give access to the third cycle, subject to specific programme entry requirements set by individual institutions

b) any second cycle qualifications that do not give access to the third cycle (please specify)

Not Applicable

c) any measures planned to remove obstacles between cycles

Not Applicable

7. Employability of graduated / cooperation with employers

a) what measures are being taken to enhance the employability of graduates with bachelor qualification? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately.

Employability continues to be a priority for Scottish HE. It was one of the national Quality Enhancement themes, and the SFC now funds a strategic initiative (2007-2010), to support embedding employability within Scottish HEIs. This includes funding for an employability co-ordinator in each HEI in Scotland. The Scottish Higher Education Employability Network (a joint initiative of the SFC, HE Academy and QAA) provides support to HEIs and their employability coordinators in their continuing work to enhance employability.
<http://www.heacademy.ac.uk/aboutus/scotland/institutions/sheen>
<http://www.enhancementthemes.ac.uk/themes/Employability/publications.asp>

First destination statistics 2006-07 - 6 months after graduation.

First cycle: in employment 73.1% (of which 7.7% part time and undertaking further study); in further study only 17.8%; assumed unemployed: 4.3%; not available for employment 3.8%; other: 1%

Second cycle: in employment: 81% (of which 8.3% part time and undertaking further study); in further study only 10.8%; assumed unemployed: 4.9%; not available for employment: 1.9%; other 0.7%

Third cycle: in employment: 90.9% (of which 9.9% part time and undertaking further study); further study only: 3.3%; assumed unemployed: 3.3%; not available for employment: 2.5%; other: 0%

b) to what extent is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience
 Significant Some A little None
- accreditation / quality assurance
 Significant Some A little None
- university governance
 Significant Some A little None

c) Are first cycle graduates able to purchase careers in the public service on an equal footing with other graduates? Yes No In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes? Yes No In some cases

If no, or in some case only, please explain the current situation:

This has happened regarding SCQF and Bologna developments, as appropriate.

8. implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) has the national qualifications framework been prepared⁷? Yes No

Comment

b) does the framework or proposed framework include generic descriptors for each cycle based on learning outcome and competences? Yes No

Comment As we have levels within the first cycle, we have effectively level descriptors rather than cycle descriptors. Our framework has generic descriptors for qualifications based on LOs/competences. These are allocated to SCQF levels and are consistent with the SCQF level descriptors and the cycle descriptors of the Qualifications Framework of the EHEA

c) does it include ECTS credit ranges for the first and second cycle? Yes No

Comment

d) had the NQF been nationally discussed with all stakeholders? Yes No

Comment

If the answer to d) is No, please answer question e):

e) has a timetable been agreed for consultations with all stakeholders? Yes No

Comment

If the answer to d) is Yes, please answer the following questions:

f) Are all formal arrangements / decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken? Yes No

Comment

⁷ A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

g) how far has the implementation of the national qualifications framework progressed (**please tick one**)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed.
- There is a timetable for implementation and the work has started.
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed.
- Work on implementing the framework has not yet started and there is no timetable for implementation.

Comment

h) what is the stage of progress on the self-certification of compatibility with the EHEA framework?

Completed Started, but not yet completed Not Yet Started

Comment

i) has the self-certification report been published? Yes No

Comment

<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/SCQF/Scottishworkinggroup.asp>

Please add any additional comments if necessary:

Comment

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)⁸

9. Reviewing the QA system against the ESG⁹ and national support for implementation

a) has your national QA system been reviewed against the ESG?

Yes No not yet, but such a review is planned
(please specify time) _____

b) if a review has been undertaken or is planned, please give further details of the review process.

The Quality Enhancement Framework for HE in Scotland was reviewed during 2007 and 2008. A specific part of this review was undertaken on behalf of the US Teaching Quality Forum, to assess compatibility with ESG. Arrangements were found to be entirely consistent with ESG. International reviewers will participate in external reviews from the current cycle of Enhancement-Led Institutional Review (ELIR), i.e. 2008-09 onwards. The QAA has undergone a review for the purposes of ENQA membership during 2008 and the report has been submitted to the ENQA Board.

Learning from ELIR. Following completion of the first cycle of external (ELIR) reviews, QAA Scotland undertook an analysis of the full set of 20 review reports, to summarise keypoints and messages on key themes. The first of these 'Managing assurance and enhancement: Evolution and progression: An interim report' has been published, and others are in development.

<http://www.qaa.ac.uk/reviews/ELIR/learningFromElir/default.asp>

c) if a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes No

If Yes, please give details of these incentives: sparqs (the agency to train and support students and institutional staff in engaging in quality processes) has received increased and long-term funding. National Quality Enhancement Themes continue to be funded and supported to improve aspects of quality of provision. QAA Scotland has been given additional funding to support the training, recruitment and

⁸ <http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf>

⁹ ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

remuneration for international members of External Review teams (ELIR).

- Other measures

Yes No

If Yes, please outline these measures.

The Quality Enhancement Framework is regularly evaluated by external evaluators, with a view to continuous improvement of the Framework. The external evaluation informed the recent review of Quality Enhancement Framework.

d) if incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered? Yes No

If Yes, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates.

The following is a (slightly edited) quote from the external review of the HE Quality Enhancement Framework

(URL is: http://www.sfc.ac.uk/information/info_circulars/sfc/2007/sfc1107/sfc1107.html#1)

"The approach to quality that we review here is ambitious, distinctive and, so far, successful. What emerged was 'home-grown' but not 'home-spun'. Scottish, certainly, but based on the pooling of expertise and knowledge of literatures on teaching, learning, change and quality from a wide range of sources, all shot through with a commitment to enhancing students' experiences as learners. In other words, QEF brought right to the fore the simple and powerful idea that the purpose of quality systems in higher education is to improve student experiences and, consequently, their learning".

One of the concrete outcomes of the external review was that we will now have international members on our ELIR teams.

9.1 Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

Each university has its own detailed arrangements for internal review, but arrangements are consistent with detailed guidance issued by the SFC. There is an expectation that students will be engaged at all levels of the internal management of quality.

Internal quality review reports cover the following areas: subject areas reviewed internally; subject areas reviewed by external organisations (e.g. professional bodies); review of support services; actions to be taken arising from reviews; role and nature of student involvement in review processes; a reflective overview of reviews, including areas of strength and issues for development.

The effectiveness of universities' arrangements for the management of quality and standards is reviewed through the external (ELIR) review method, with a formal published judgement. <http://www.qaa.ac.uk/reviews/ELIR/default.asp>

The full SFC guidance to HEIs on internal quality reviews can be found at:
http://www.sfc.ac.uk/information/info_circulars/sfc/2008/sfc3008/sfc3008.pdf

Please comment in particular on the following aspects, giving references to relevant websites:

a) how many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs Most HEIs Some HEIs No HEIs

b) how many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programme and awards?

All HEIs Most HEIs Some HEIs No HEIs

Please describe what kind of arrangements are in place.

All HEIs have arrangements in place, which include external involvement of students, peers and representatives of professional bodies/industry/employers, as appropriate.

c) how many HEIs have described their programmes in terms of learning outcome?

All HEIs Most HEIs Some HEIs No HEIs

d) are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs Most HEIs Some HEIs No HEIs

Please describe how the above is achieved.

Learning outcomes, as well as methods of learning, teaching and assessment of LOs are published within institutions. HEIs follow the QAA Code of Practice on Assessment.

<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section6/default.asp>

All Assessment Boards include external examiners, to assist in achieving consistency between HEIs. The effectiveness of assessment is included within external reviews (ELIR).

e) how many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs Most HEIs Some HEIs No HEIs

Additional information if necessary: public information on programmes and awards is available through the unistats website - <http://www.unistats.com>

The effectiveness of published information is a dimension of the Quality Enhancement Framework, with specific SFC guidelines on this; and is a dimension of the external review (ELIR) process.

10. Stage of development of external quality assurance system.

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system:

The external quality assurance system, Enhancement-Led Institutional Review, has been in operation for one full cycle and has recently been reviewed (including against the ESG) and developed. Guidelines for the second cycle of ELIR have been published and this cycle begins in 2008-09. <http://www.qaa.ac.uk/reviews/ELIR/default.asp>

b) does your external quality assurance system operate at a national level;

Yes No

If No, please specify: Please note that parallel arrangements are in place for Higher National Qualifications delivered by Scottish colleges of further education. Both systems operate at a national level.

c) does your external quality assurance system cover all higher education.¹⁰

Yes No

If No, please specify which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:

- | | | |
|--------------------------|---|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes No

If No is there a date set for the review? Yes (please specify date _____) No

¹⁰ Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

a) in governance of national agencies for QA.

Yes No In some cases

b) as full members in external review teams.

Yes No In some cases

c) as observers in external review teams

Yes No In some cases

d) as part of the decision making process for external reviews

Yes No In some cases

e) in the consultation process during external reviews (e.g. arrangements for external reviewers to consult with students)

Yes No In some cases

f) in internal quality assurance (e.g. periodic review of programmes)

Yes No In some cases

g) in preparation of self-assessment reports.

Yes No In some cases

h) in follow-up procedures

Yes No In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

Students are involved in review teams on an equal basis with other team members. They are not involved as observers as this would not be an equal basis.
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12. Level of international participation

In which of the following is there international participation In quality assurance:

- a) the governance of national agencies for quality assurance
 Yes No In some cases
- b) the external evaluation of national quality assurance agencies
 Yes No In some cases
- c) teams for external review of institutions or programmes, either as members or observers
 Yes No In some cases
- d) membership of ENQA
 Yes No In some cases
- e) membership of any other international network
 Yes No **If Yes**, please specify:

Membership of the International Network for Quality Assurance Agencies for Higher Education Quality (INQAAE), formal observer status at the Asia Pacific Quality Network (APQN).

Scottish sector representatives are active in the E4 Quality Assurance Forums.

Please add any additional comments, especially if there is no international involvement in any of the aspects:

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement.

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

Approx 90-95% of all graduates - not all third cycle progs

- a) is the Diploma Supplement issued to students graduating from:
- 1st cycle programmes Yes No
 - 2nd cycle programmes Yes No
 - 3rd cycle programmes Yes No
 - Remaining "old type" programmes Yes No Not applicable
 - Short higher education programmes Yes No Not applicable
- b) which of the following apply to Diploma Supplements issued in your country:

Issued in a widely spoken European language Yes No
Please specify the language ENGLISH

Issued free of charge for a fee

Issued automatically on request

Corresponds to the EU/CoE/UNESCO Diploma Supplements format

A national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

13.1 Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) the Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes No

Comment: The decision to admit students to second and third cycle programmes is the responsibility of each admitting institution, in accordance with their own entrance requirements and procedures. This would include reference to the Diploma Supplement if presented by a student.

b) holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes No

Comment: UK NARIC has specific requirements regarding the documentation that must be presented in order to provide comparability information for an overseas qualification. This includes a copy of the necessary documents in the original language as well as a certified translation into English. However, if a Diploma Supplement is presented in a widely spoken language (English or another language spoken by NARIC staff), a translation into English will not be necessary.

c) holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes No

Comment: The Diploma Supplement provides detailed information about the status of the qualification in the country of origin and for the purpose of providing comparability information for an overseas award. UK NARIC accepts this document in lieu of other information to confirm the validity of the award.

d) specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market.

Yes No

Comment: UK NARIC promotional activity for the enhancement of the use of the of the Diploma Supplement as a communication tool towards the labour market includes: i) graduate fairs with HEIs, which have been carried out systematically on a regional basis, including one to one counselling and advice to individuals on both the content and application of the Diploma Supplement; ii) ongoing collaboration in cross-promotional activity with other National Agencies under the Life Long Learning Programme through, for example, participation in relevant events, newsletters and e-shots; iii) close liaison with sector bodies, employers and related organisations; iv) presentations and workshops for a variety of relevant sector bodies, organisations and private businesses, and at the UK National Recognition Centre annual conference to which all key sector skills council representatives are invited.

14. National implementation of the principle of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents¹¹ of the Lisbon Recognition Convention.

a) does appropriate legislation comply with the Lisbon Convention?

Yes No

If **Yes**, please demonstrate how it is achieved:

The UK ratified the Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) on 23 May 2003 and it came into force on 1 July 2003. In the UK, under the Lisbon Convention, responsibility for demonstrating that an application to an institution does not meet the requirements for further higher education study lies with the institution making the assessment, with advice from the UK National Recognition Centre (NARIC) as appropriate. Responsibility for general, non-binding, assessments rests with the UK NARIC. Negotiation of and ratification of the Lisbon Convention was agreed by the UK Government in close cooperation with the UK NARIC and the HE sector representative bodies.

¹¹ Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

b) does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes No

If Yes, please demonstrate how it is achieved: Ratification of the Lisbon Convention makes it a legal requirement for the UK to comply with the requirements of the Convention at the national and institutional level. The Code of Practice of the UK National Recognition Information Centre (NARIC) includes recognition measures which are in accordance with the Supplementary Documents. All of the following principles of the Convention are applied in practice: applicants' right to fair assessment; recognition if no substantial differences can be proven; demonstration of substantial differences where recognition is not granted; provision of information about the country's HE programmes and institutions. Similarly, the recognition measures set out in the UK NARIC's Code of Practice are in accordance with the procedures for the recognition of qualifications in the Code of Good Practice in the Provision of Transnational Education and the Recommendation on the Recognition of Joint Degrees. There is no evidence to suggest non-compliance by institutions. If there was, it would be pursued at the national level.

ii) Recommendation on the Recognition of Joint Degrees

Yes No

If Yes, please demonstrate how it is achieved: see the answer to question 14b(i) above.

iii) Code of Good Practice in the Provision of Transnational Education

Yes No

If Yes, please demonstrate how it is achieved: see the answer to question 14b(i) above.

c) which of the following principle are applied in practice:

i) applicants' right to fair assessment

Yes No

If Yes, please describe how it is ensured at national and institutional level – See the answer to question 14b(i) above. This is also reviewed as part of external quality review processes.

ii) recognition if no substantial differences can be proven

Yes No

If Yes, please describe how it is ensured at national and institutional level – See the answer to question 14b(i) above. This is also reviewed as part of external quality review processes.

iii) demonstration of substantial differences, where recognition is not granted

Yes No

If Yes, please describe how it is ensured at national and institutional level – See the answer to question 14b(i) above

iv) provision of information about your country's HE programmes and institutions

Yes No

If Yes, please describe how it is done in practice: Unistats website, UK NARIC, British Council EducationUKScotland website

http://www.educationuk.org/pls/hot_bc/bc_all_home.page_pls_reg_homepage?r=SCOT&a=44

v) do you have a fully operational ENIC

Yes No

If Yes, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally : As well as being part of the EU network of designated National Centres created in 1984 to help in the recognition of qualifications and with facilitating the integration of national educational systems, the UK NARIC performs a dual role as the UK ENIC. The UK NARIC is the UK's National Agency responsible for providing information and expert opinion on vocational, academic and professional qualifications from 183 countries worldwide. As the National Agency, managed on behalf of the UK Government under contract, UK NARIC provides the only official source of information and advice on international education and training systems and overseas skills and qualifications. UK NARIC services provide the essential assistance in skills integration and progressions towards employment and further studies in the UK. Individuals, universities (all are UK NARIC members), colleges, employers and a wide range of other organisations use UK NARIC's advice on the comparability of qualifications. Through this work, UK NARIC plays a key and continuing role in achieving student and labour mobility objectives. The information it provides helps to inform policy-making across the education and training sectors, alongside other international comparators.

d) as additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

Led by the UK Government, UK NARIC and HEIs representative bodies worked closely together in the lead up to signature and ratification of the Convention to reach agreement and understanding on the implications. Following ratification, details of the Convention and its implications were publicised to all institutions. The principles and procedures in the Convention and the later Supplementary Documents are fully reflected in the work of UK NARIC and the advice they give to institutions.

15. Stage of implementation of ECTS¹²

Describe the implementation of ECTS in your country.

a) please include the percentage of the total number of higher education programmes¹³ in which all programme components are linked with ECTS credits.

100% 75-99% 50-75% <50%

All HE programmes and components are linked with both ECTS and SCQF credits.

b) are ECTS credits linked with learning outcomes¹⁴ in your country? Please tick one:

No In some programmes In the majority of programmes
In all programmes

c) if you use credit system other than ECTS, please give details of your national credit system:

SCQF credits are awarded alongside ECTS credits. ECTS credits allow for both credit accumulation and transfer in the HE context. SCQF credits are lifelong learning credits and are used to allow maximum accumulation and transfer with other education & training sectors and to allow flexible lifelong learning pathways.

i) is it compatible with ECTS? Yes No

ii) what is the ratio between national and ECTS credits?

2:1

d) are you taking any action to improve understanding of learning outcome?

Yes No

If Yes, please explain: Disseminating information on good practice.

e) are you taking any actions to improve measurement and checking of student workload?

Yes No

If Yes, please explain: Disseminating information on good practice.

f) are you taking any actions to assist HE staff or other stakeholders in applying ECTS?

Yes No

If Yes, please explain: Disseminating information on good practice.

¹² Please refer to definitions in the ECTS User's guide, http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html

¹³ Except doctoral studies

¹⁴ Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes No

If Yes, please specify: Based on the SCQF Guidelines for RPL and as part of their Enhancement Theme for Flexible Delivery, QAA Scotland published a Flexible Entry Staff Development Pack. The pack is aimed at a wide range of HE personnel including academic and administrative staff involved in areas such as curriculum development and programme design; student recruitment and marketing; admissions and selection; programme and module leadership; lifelong learning; and access and widening participation. In addition, QAA has established and published detailed guidelines to support universities and to encourage them to document a process which in many cases had previously been informal. The QAA guidelines for the accreditation of prior learning can be found at www.qaa.ac.uk/academicinfrastructure/apl/APL.pdf

b) do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes No

If Yes, please specify: Previously attained credit rated provision can be transferred into HE programmes to contribute to the programme. Known as Credit Transfer, the decision on the number of credits that can be transferred will rest with the receiving institution and will depend on factors such as the level and subject content of the prior certificated/credit rated programme. The Credit Transfer Guidelines are located in Volume One, Section 5 of The SCQF Handbook <http://www.scqf.org.uk/Resources/Downloads.aspx> In addition to formal qualifications such as Higher National Diplomas, the Chartered Institute of Bankers in Scotland is an example where the professional body devised and delivered work-based learning programmes that have been credit rated and can be included as credits in Degree Level and Post Graduate Programmes. In some cases, learners with no formal qualifications, who have relevant learning gained from experience, can make an application to an HEI to have that learning recognised in terms of credit. This is known as the Accreditation of Prior Experiential Learning. The learner is required to provide evidence of the learning that has been gained from their experience. This may involve a variety of mechanisms such as providing a reflective account, undertaking a project and/or developing a portfolio of evidence which will be formally assessed for the award of credit.

c) do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes No

If Yes, please specify: As above, the recognition of prior learning can be used by learners to gain entry to or gain credit towards a formal programme of study. Credit awarded as a result of a claim for the Accreditation of Prior Experiential Learning can be transferred into a programme of study in the same way as the credit from formal qualifications and learning programmes, by use of the Credit Transfer Guidelines. Where credit has been awarded in this way, the student would be exempted from some parts of the programme requirement.

d) to what extent are any such procedures applied in practice?

Comprehensively Some A little None

Please describe the current situation: All HEIs work within the SCQF guidance for RPL. HEIs' use of RPL comes within the external quality review process. The majority of HEIs have programmes where it may be possible for learners to transfer credit from existing qualifications/credit rated programmes such as Higher National Diplomas into Degree provision. In most cases the student will enter with advanced standing. The amount of credit that can be transferred and the level of entry will be the decision of the HEI and will depend on such factors as the subjects studied within the HND and its 'fit' with the Degree programme. Although fewer HEIs recognise and award credit for Experiential Learning, the QAA Flexible Staff Development Pack contains a number of case studies and examples of ways in which some HEIs are applying the procedures including some that have dedicated RPL Co-ordinators to provide advice and support to students and staff involved in the process.

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

As we reported in 2007, Scotland has developed and implemented its national credit and qualifications framework for lifelong learning, the Scottish Credit and Qualifications Framework (SCQF). This is an initiative of major national importance and covers learning from a variety of different education and training sectors. SCQF is increasingly the basis for flexibility in terms of entry requirements, allowing learners to move more easily from one type of learning to another, while having previous learning recognised. This includes entry into degrees with advanced standing with sub-degree qualifications. SCQF was developed largely from the Scottish Credit Accumulation and Transfer system, which has been widely used across the Scottish HE sector for more than 15 years.

Apart from one or two small specialist institutions, the Scottish HE sector has been modularised for many years. Scottish HEIs offer a variety of flexible delivery

methods, including, part-time, distance learning, e-learning, open learning, evening/weekend learning, community/outreach learning and 'franchised' learning which takes place in colleges or the workplace. All Scottish HEIs offer a number of these different, 'non-traditional' delivery methods.

a) are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No

Please add appropriate comments to describe the current situation: flexible learning paths are facilitated by our NQF for lifelong learning (SCQF) and our HE framework (FQHEIs) which is integrated within SCQF. Qualifications in different sectors of education and training as well as within Scottish HE are designed/reviewed with articulation/flexible pathways in mind.

b) are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No

Please add appropriate comments to describe the current situation: measures include Quality Enhancement Themes on Flexible Delivery and the work of the HE Academy

c) is there flexibility in entry requirements aimed at widening participation?

Yes No

Please add appropriate comments to describe the current situation and, where appropriate, differences between the three Bologna cycles: All Scottish HEIs are committed to widening participation and there is a variety of approaches to ensure flexibility in entry requirements to support wider participation. These include reducing requirements for schools/pupils from low-participation neighbourhoods, or for 'first generation' students; recognising 'non-traditional' qualifications for the purpose of entry; allowing applicants from low-participation schools/neighbourhoods and 'first generation' students the opportunity to 'top-up' their entry qualifications by 'bridging' courses, summer schools or other pre-entry support.

d) are there any flexible delivery methods to meet the needs of diverse groups of learners?

Yes No

Please add appropriate comments to describe the current situation and, where appropriate, differences between the three Bologna cycles: There is considerable diversity of delivery methods, including part-time/distance/open/self-paced learning.

e) are there modular structures of programmes to facilitate greater participation?

Yes No

Please add appropriate comments to describe the current situation and, where appropriate, differences between the three Bologna cycles: Provision in Scottish HEIs has been modularised and credit-rated since the early 1990s. The degree of

flexibility of provision continues to increase to match student needs.

f) if possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

Not held centrally.

JOINT DEGREES

18. Establishment and recognition of joint degrees¹⁵

a) Describe the legislative position in joint degrees in your country.

Are joint degrees specifically mentioned in legislation? Yes No

Does the establishment fully allow:

i) establishing joint programmes? Yes No

If No please explain what are the obstacles: Joint degrees are generally allowed/enabled and encouraged in Scotland. Scottish HEIs have established joint degree programmes across the three cycles jointly with HEIs of other countries. There are no longer any legal impediments to Scottish HEIs establishing joint degree programmes.

ii) awarding joint degrees? Yes No

If No please explain what are the obstacles:

b) please give an estimate of the percentage of institutions in your country which are involved in:

i) joint degrees

75-100% 50-75% 25-50% 1-25% 0%

ii) joint programmes

75-100% 50-75% 25-50% 1-25% 0%

c) what is the level of joint degree/programme cooperation in your country

¹⁵ A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate

in the first cycle? None Little Widespread

in the second cycle? None Little Widespread

in the third cycle? None Little Widespread

d) in which subject areas/discipline is joint degree/programme cooperation most widespread (please list if possible)?

We do not keep central records of this.

e) estimate the number of joint programmes in your country

We do not keep central records of this.

f) describe any actions being taken to encourage or allow joint programmes.

HEIs are encouraged to take part in Erasmus Mundus programme and in government supported programmes for dual and joint degrees through cooperation programmes with Russia (BRIDGE) and India (UKIERI). The US Teaching Quality Forum has discussed quality assurance and enhancement in relation to joint degrees and joint programmes.

g) are there any specific support systems for students to encourage joint degree cooperation?

No.

MOBILITY

19. Removing obstacles to student and staff mobility

a) what measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

Several projects are currently being funded by the Scottish Government, working in partnership with student and HEI representative bodies, to encourage staff and student mobility. This includes funding a Development Officer within NUS Scotland to promote student participation in Erasmus and European issues more generally. Provisional returns on Erasmus mobility show an increase of 19% in outward Erasmus mobility for students from Scottish HEIs between 2006-07 and 2007-08.

This is encouraging but all stakeholders are committed to working together to continue to increase outward numbers and indeed the Scottish Government have recently (October 2008) announced further funding for NUS Scotland for a 3 year project to widen and deepen the promotion of mobility to students and staff across Scottish colleges and universities.

The Scottish Government takes part in the UK-wide Prime Minister's Initiative (PMI2) which aims to make UK education attractive to international students. Now in its 2nd phase, PMI2 has a target of increasing the number of international (non EU) students to the UK by 100,000 (70,000 HE, 30,000 FE) by 2011. Other aims are to improve the student experience of international students and to increase partnership activity and delivery in-country (Trans National Education) of UK education. The UK-India Education and Research Initiative (UKIERI) is a five-year initiative to facilitate education and research cooperation between the UK and India, to include 50 collaborative research projects; 40 UK award programmes delivered collaboratively in India; 300 additional Indian research students and staff having worked in the UK; 200 UK Researchers and 200 UK undergraduates having studied in India; 2000 Indian research students will complete collaborative degrees in the UK. The China Scholarships for Excellence programme enables 50 top-class PhD and post-doc researchers to come to UK universities every year from China. The UK-China Higher Education Summer School programme allowed 20 students from Scotland to experience three weeks of language, business and cultural exposure in China in July and August 2007 (most recent figure available), and USA, Australia, and Canada remain popular study destinations for UK students.

b) have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation: This is a reserved matter for the UK Government. The Scottish Government is working to address visa, residence and work permit issues in discussion with the UK Government. Since 2005, students graduating from a Scottish institution with a Higher National Diploma or a higher level qualification are eligible to stay and work in the UK for up to 2 years without a work permit.

c) is there financial support for national and foreign mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation: Financial support is not generally provided to Scottish students who study abroad except when this study is part of a course offered by a Scottish HEI or part of the Erasmus Programme. Fee support and maintenance grants and loans are then available. International students studying in Scotland are not generally entitled to financial support. Some Scottish and UK-wide Government scholarships are available, for example the Chevening Scholarship scheme administered by the Foreign and Commonwealth Office (FCO) and the Scottish International Scholarship Programme. Many HEIs also offer their own scholarships to international students.

d) are study periods taken abroad recognised?

Yes No

Please add appropriate comments to describe the current situation: 'Trends' study visits undertaken by EUA clearly indicate that study periods abroad are recognised when students return to their home institution.

e) is there accommodation for mobile students and staff

Yes No

Please add appropriate comments to describe the current situation: This is a matter for each HEI to decide. Many HEIs provide accommodation on campus for all international students throughout their studies. Most have Accommodation Offices which will provide information and support to students and staff before their arrival.

f) have any measures been taken to increase outward student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation: Institutions are working together with student representative bodies and with staff trade unions to increase outwards student and staff mobility. We recognise that greater staff mobility also promotes greater student mobility and as mentioned at 19 a) have funded a 3 year project to do this through our Strategic Investment Fund for International Lifelong Learning. Increasing outward mobility is a priority of all the main stakeholders and their representative bodies: institutions, students, staff, the Scottish Government and the SFC.

20. Portability of loans and grants

a) are portable grants available in your country?

Yes No

If No, describe any measures being taken to increase the portability of grants. Limited portability of grants is available for a number of specifically identified courses at specific institutions. The Scottish Government is currently carrying out a study to consider the feasibility of introducing portable grants and loans in the future.

b) are portable loans available in your country?

Yes No

If No, describe any measures being taken to increase the portability of loans. There is also limited portability of loans available on the same basis for grants. (20.a)

THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) describe any measures being taken by your country to implement the strategy “European Higher Education in a Global Setting”

The Scottish Government takes part in the UK-wide Prime Minister's Initiative for International Education (PMI2). Launched in 2006, PMI2 is a five year strategy aiming to attract to the UK students from China, India, USA, Nigeria, Ghana, Pakistan, the Gulf States, and many more. A key part of the PMI2 is ensuring the quality of the student experience and supporting partnerships between UK institutions and those in other countries. We also take part in the UKIERI initiative mentioned at 19 a) to support research partnerships between Scottish and Indian researchers.

On a broader scale the Scottish Government has recently published an International Framework outlining how we will engage with countries throughout the world. Higher Education forms a key part of this as it does of the plans for engagement with India, USA and Canada that are currently being developed. Under the China Plan Scottish Ministers signed an MOU on education with the Chinese Government. Actions under this include the development of Masters and joint PhD Scholarships as well as information sharing and policy dialogues in a variety of areas including quality assurance and qualifications frameworks.

b) what has your country done to:

i) Improve information on the EHEA outside Europe?

We have provided speakers on Bologna/EHEA at international conferences and hosted numerous visits by international delegations.

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

We have provided speakers on Bologna/EHEA at international conferences and hosted numerous visits by international delegations. In addition, the British Council is a member of a consortium with Campus France, Nuffic, and DAAD, which has delivered a series of European Higher Education Fairs in China, India, Phillipines, Malaysia, Thailand, Indonesia, and Vietnam. These have promoted education and study opportunities across the EHEA.

iii) strengthen cooperation based on partnership in higher education?

We participate in BFUG Coordination Group on QFs, provide speakers for Europe-wide and Regional conferences on qualifications frameworks and ECTS. We also work with colleagues in other European countries, such as Ireland, Denmark, France and Hungary, and work with Catalan University Rectors Conference. Some Scottish HEIs are participating in Erasmus Mundus consortia. Some have also established partnership links involving a range of levels of cooperation such as campus, joint programmes of study, and exchange links with third countries.

iv) intensify policy dialogue with partners from other world regions?

The Scottish Government signed a new Memorandum of Understanding with the Chinese Ministry of Education in April 2008. Quality Enhancement Theme projects routinely involve international experts who are invited to Scotland to share their experience and hear about what is happening here.

v) improve recognition of qualifications with other world regions?

As the National Agency responsible for providing information and expert opinion on vocational, academic and professional qualifications from abroad, the UK National Recognition Information Centre (NARIC), supported by the work of the National Europass Centre, plays a vital and continuing role in building bridges between education systems and qualifications, and in furthering recognition practices worldwide. UK NARIC provides a recognition service and comparability information for 183 countries across the globe.

c) what measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe:

<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section2/default.asp#select>

This is addressed with the QAA Code of Practice on Collaborative provision

d) are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

i) cross-border provision of your education programmes?

Yes No

If Yes, please explain in what ways the guidelines are applied

They are applied through QAA's overseas audit process and reports and the development of and activities under Memoranda of Understanding and Cooperation with quality assurance agencies in countries with significant UK TNE provision.

ii) incoming higher education provision?

Yes No

If Yes, please explain in what ways the guidelines are applied

FUTURE CHALLENGES

22. Main challenges for higher education.

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

The main challenges include:

- maintaining the competitiveness of Scottish higher education
- maintaining and enhancing student and staff engagement with quality enhancement
- increasing outward staff and student mobility, including students from under represented socio-economic groups
- improving retention, progression and achievement within under represented socio-economic groups
- responding to demographic changes by increasing flexible delivery paths and the recognition of prior learning
- increasing skills utilisation, knowledge transfer and engagement between universities and business (particularly Micro, Small and Medium-sized businesses).

PART II

TEMPLATE FOR NATIONAL STRATEGIES ON THE SOCIAL DIMENSION OF THE BOLONA PROCESS

Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: secr@bologna2009benelux.org) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension.**

The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting on the information on the national strategy.

I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

II. AS IS SITUATION (Current state of affairs)

1. which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participate equality in terms of access and successful completion of studies?

People from the most deprived areas and also men remain underrepresented in the Higher Education sector in Scotland. In 2006-07, the Age Participation Index was 52.9% for women and 41.2% for men. The gender gap in HE students has narrowed slightly compared to 2005-06. During the same period, in Scottish HEIs, students from the most deprived quintile (20%) of the Scottish population made up only 12% of the student population (an increase of 2% from 2005-06). One of the biggest obstacles remains achievement levels in schools by members of underrepresented groups.

2. please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

The Scottish Funding Council (SFC) funds four Wider Access Regional Fora which were formed to take forward social inclusion and widening access programmes for underrepresented groups in Scotland. For example, the North Forum for Widening Participation in Higher Education runs an outreach project aimed at engaging men in learning through local learning centres in local communities. The SFC also provides additional resources to higher education institutions (HEIs) to

help meet the cost of other widening access activities. These include the Widening Access Retention Premium to support institutions improve retention and progression of students from the most deprived areas and the FE/HE Articulation grant to help institutions improve articulation links, address student transition issues, enhance existing links and develop new links.

The SFC supports national collaboration in a range of wider access activities. In 2008, this was further strengthened by the establishment of the Access and Inclusion Committee to raise the profile of widening participation.

3. describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

The Scottish Government is strongly committed to ensuring that access to education is based on ability to learn and not ability to pay. Removing barriers to accessing lifelong learning is a key element of this approach. All HEIs in Scotland are focused on having admission processes and support systems that ensure that everyone can take advantage of the opportunities offered by higher education regardless of background or personal circumstances.

The Scottish Government is strongly committed to the principles and the implementation of the Scottish Credit and Qualifications Framework (SCQF). Central to the Government's education and skills strategy the SCQF promotes lifelong learning in Scotland by helping people of all ages and circumstances to get access to appropriate education and training so that they can meet their full potential.

NEW FUNDING PACKAGES FOR STUDENTS/ CHANGES TO SUPPORT SYSTEMS

The Government has introduced a number of new funding packages and made changes to support systems to assist students including:

- the abolition of the Graduate Endowment Fee in 2008 which should immediately benefit 50,000 students
- A fairer means test has been introduced in further and higher education to ensure support is targeted where most needed.
- introduction of a £38m package of grants for part-time learners in higher education which will mean that around 20,000 students will no longer have to exclusively rely on loans
- review of Disabled Students Allowance currently taking place to ensure that students with a disability get the best possible support
- review currently being undertaken, as part of a planned consultation of moving from loans to grants, of other supplementary support to ensure it is best targeted to reduce additional financial barriers caused by personal circumstances including: Travel Expenses, Lone Parents Grant, Lone Parents Childcare Grant, Care Leavers Grant, and Discretionary Funds.

OTHER FUNDING FOR STUDENTS:

A number of measures have been put in place to assist students:

Tuition Fees were abolished in 2001-02 for eligible Scottish students in higher education making access to HE free at the point of entry. The Student Award Agency for Scotland (SAAS) provides a number of bursaries to students from the most vulnerable groups. These include the Young Students Bursary for those from low income backgrounds and other grants such as Disabled Students Allowance, Lone Parents Grant and the Dependant's Grant. Since 2007-08 SAAS and Student Loans Company have made monthly payments of student loans and bursaries. One of the aims of this move was to improve retention by helping students manage their finance more effectively.

The Educational Maintenance Allowance for school students aged 16-18 was introduced in 2004/5 to encourage more people from low income backgrounds to gain higher level qualifications. Universities Scotland is working with the Headteachers Association of Scotland to try to address some of the issues surrounding underrepresentation of particular groups in HE, including consideration of articulation between the school curriculum and HE.

Individual Learning Accounts (ILAs) is a Scottish Government scheme, operated by Skills Development Scotland that offers financial assistance to individuals with low incomes to access higher education. By September 2008, over 105,000 people living in Scotland had opened a learning account.

As part of the Bologna Process, Ministers agreed to take measures to widening access and mobility for students to study abroad. As part of this, the Scottish Government has agreed to pilot a feasibility study for portable student support for Scottish domiciled students by 2010.

FUNDING FOR HEIs

The SFC is committed to monitoring HEIs' retention and achievement statistics and to providing funding and support and/or requires action as appropriate. The SFC makes specific grant allocations to HEIs for widening access initiatives:

- The Part-Time Incentive Premium is to encourage more part-time provision and increased part-time student enrolment
- The Widening Access Retention Premium focuses support on students from the most deprived backgrounds at risk of not continuing and progressing in higher education.
- The Disabled Students Premium is to support HEIs in meeting the cost of supporting students with a disability
- The FE/HE Access and Participation grant is to help improve articulation links between colleges and universities, both to enhance existing links and develop new links between the sectors.
- The Part-Time Fee Waiver is to assist participation in HE by part-time students from groups underrepresented in higher education, including

unemployed and low-income groups, and those in receipt of non-means tested Disabled Living Allowance.

Additionally, SFC supports wider access activities on a national basis:

- Funds the post of a National Co-ordinator on Wider Access
- Funds the 4 Regional Fora
- Provides selective funding of individual projects run through consortia and HEIs themselves.

MEASURES FOR DISABLED STUDENTS

Partnership Matters is the Scottish Government's policy framework for supporting students with additional support needs. It provides guidance to Local Authorities, NHS Boards and Voluntary Organisations on supporting students with additional support needs in colleges. This guidance is currently being updated and consideration given to extending the guidance to universities.

Toolkit of Quality Indicators Pilot. The toolkit, established by the Disabled Students Stakeholder Group (DSSG), sets out a series of quality indicators which universities and colleges will have to evidence they are able to meet in order to undertake in-house needs assessments for the purposes of the Disabled Students' Allowance (DSA). If an institution becomes validated through the toolkit, the needs assessments will be accepted by SAAS. By enabling institutions to undertake in-house needs assessments the DSSG hope that it will speed up the DSA assessment and application process, thus providing students with the support they need to undertake their particular course. A secondee to the Scottish Government is currently evaluating the pilot.

BROADER TEACHING STRATEGIES/ PREPARATION AT SECONDARY SCHOOL

The Scottish Government wants Scotland to have a qualifications system that works for everyone and reflects the learning that takes place in the curriculum. The Curriculum for Excellence education reform programme is designed to establish a coherent, flexible and enriched curriculum from ages 3-18. The programme is intended to transform learning and teaching and equip young people with the skills for learning, life and work. A consultation on the next generation of national qualifications in Scotland is currently taking place. Replies were due to be submitted by end October 2008. One feature of the senior phase of the next generation of National Qualifications, already announced, will be the introduction of a Scottish Science Baccalaureate and a Scottish Language Baccalaureate. The Baccalaureates will comprise Higher and Advanced Higher courses together with an interdisciplinary project. The aims of these awards are to encourage more pupils to study science and language subjects in upper secondary school; raise the status of S6; and help schools to develop greater links with higher education, colleges and employers.

WIDENING ACCESS AND PARTICIPATION WITHIN HEIs

All HEIs in Scotland are dedicated to widening participation amongst underrepresented groups. Almost all have developed transitional and induction programmes designed to assist students from non-traditional and socially disadvantaged backgrounds to improve their academic skills and thus improve retention rates. All HEIs offer student welfare and comprehensive counselling services to all students.

There is a wide range of additional initiatives within HEIs, the most common being: hardship funds/ bursaries/ grants/ community based/outreach programmes and mentoring or 'buddy' schemes.

Students who face particular financial difficulties in accessing or continuing their course may be eligible for additional assistance through hardship funds administered by individual colleges and universities.

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q1)? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

The Scottish Government annually publishes a number of statistical trend summaries related to higher education:

Higher Education students in Scotland:

<http://www.scotland.gov.uk/Publications/2008/06/23093807/0>

Students in HE - Age Participation Index:

<http://www.scotland.gov.uk/Publications/2008/08/04160233/0>

Higher Education Graduates from HEIs and FECs:

<http://www.scotland.gov.uk/Publications/2008/10/27134546/0>

The SFC annually measures success on delivering the objectives of its main widening access policy document 'Learning for All' [http://www.sfc.ac.uk/publications/Learning for all measures of success March 2008.pdf](http://www.sfc.ac.uk/publications/Learning%20for%20all%20measures%20of%20success%20March%202008.pdf)

The SFC uses the Scottish Index of Multiple Deprivation to measure the participation level of students from the most deprived parts of the country and the Age Participation Index to measure participation rates in HE. In 2008, the SFC also produced a report 'Scottish Participation in Further and Higher Education 2001-02 to 2005-06' [http://www.sfc.ac.uk/publications/scottish participation report 01-02 05-06.pdf](http://www.sfc.ac.uk/publications/scottish%20participation%20report%2001-02%2005-06.pdf). This report examines levels of participation by the Scottish adult population at school, UK universities and Scotland's colleges.

The Higher Education Statistics Agency (HESA) annually collects and disseminates performance indicators (PIs) for both widening participation and student retention for all HEIs nationally. HEIs use the PIs for internal management processes and comparing

performance with other similar and regional institutions.

In 2004-05, a comprehensive overview of the income and expenditure of full-time students in further and higher education across Scotland was published. 'Higher and Further Education Students' Income, Expenditure and Debt in Scotland 2004-05' <http://www.scotland.gov.uk/Resource/Doc/77843/0018772.pdf>. The report provided evidence used to improve student support policies. A second report has been commissioned.

The Eurostudent report, to which Scotland contributes, also provides data on the social dimension of higher education in Europe.

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5. How do you plan to tackle the challenges identified under Q1 in the near future (2008-2010)?

a) which concrete goals do you want to achieve?

As part of widening access activities on underrepresentation, we will seek to increase participation and applicants to higher education from the most deprived quintile (20%) of the Scottish population and by men.

The Government's Smarter strategic objective is to expand opportunities for Scots to succeed from nurture through life long learning; ensuring higher and more widely shared achievements. It aims to achieve this by making Scots better educated, more skilled and more successful and by our young people becoming successful learners, confident individuals, effective contributors and responsible citizens. Two of the national indicators that the Government has set to achieve this objective are to:

1. Increase the percentage of Scottish domiciled graduates from Scottish HEIs in positive destinations; and

2. to increase the proportion of school leavers (from Scottish publicly funded schools) in positive and sustained destinations (FE, HE, employment or training).

We will measure success on this on an annual basis.

b) what actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

We will continue with existing interventions, a number of which have been recently introduced. We are awaiting the outcome of reviews of Disabled Students Allowance and Supplementary Support (as part of loans to grant consolation). We will continue to work with stakeholders to promote widening access activities and participation in

HEIs.

Institutions which receive significant resources from the Wider Access Retention Premium are required to advise the SFC of their action plans for use of this funding and provide annual reports on its use and impact.

c) is there a specific budget for these measures for underrepresented groups? If yes, please provide details.

Supplementary grants for students including Dependant's Grant, Lone Parents Grant and Disabled Students Allowance are based on students meeting income and other eligibility criteria and have no specific budget. Receipt of funding through the Young Students bursary is also based on meeting eligibility criteria. The Hardship Fund has a budget of £16 million.

d) is there a timeline for action? If yes, please provide details.

No specific milestones as widening access and participation activity is ongoing. However performance is measured annually to gauge progress.

6. what arrangements are planned for monitoring progress towards more equitable access, participation and success?

See sections 3 & 4 above. As well as introducing new funding and reviewing existing student support arrangements, we also monitor progress through a range of annual statistical datasets.

IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES.

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact points(s).

With input and guidance from the Scottish Government, the SFC is responsible for developing, implementing and evaluating widening access and participation policies and strategies within the HE sector . The SFC works with colleges, universities and other stakeholders in the HE sector including Universities Scotland, the Association of Scotland's Colleges and the National Union of Students (NUS) to increase widening access and ensure HEIs offer transparent, flexible admissions systems for all. There is a range of contacts across SFC, the Scottish Government, Universities Scotland, Association of Scotland's Colleges and the NUS with a role in policy development, implementation and evaluation.

ANNEX A

Actions mentioned by the Bologna countries in the 2007 national reports

Financial

- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

Structural

- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

Certain groups

- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

Policy and practice

- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

ANNEX B

Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility

Measures to promote equal opportunities for access, participation and completion

- Anti-discrimination legislation covering higher education
- Admission rules that are simple, fair and transparent

Measures to widen access to and participation in higher education

- Outreach programs for underrepresented groups as defined nationally
- Flexible delivery of higher education
- Flexible learning paths into and within higher education
- Transparency of qualifications and recognition of prior learning
- Incentives for higher education institutions to take action to widen access and participation

Study environment that enhances the quality of the student experience

A, Provision of academic services

- Guidance (academic and careers) and tutoring
- Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
- Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)

B, Provision of social services

- Counselling
- Targeted support for students with special needs and students with children
- Appropriate housing conditions for all students
- Provision of healthcare
- Provision of transportation, student canteens etc.

Student participation in the governance and organisation of higher education

- Legislation or other measures to ensure student participation in higher education governance
- Provisions for the existence of and exercise of influence by student organisations
- Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken

Finances in order to start and complete studies

- Financial and legal advice for students
- Appropriate and coordinated national financial support systems that are transparent
- Targeted support for disadvantaged groups as defined nationally
- Support measures for students with children

ANNEX C

Suggested approach of the work on national strategies on the social dimension

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

- Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

- Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

- Study environment that enhances the quality of the student experience

A, Provision of academic services

B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

- Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not able to finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

- Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

- Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?