Overview of quality and enhancement activity in the University sector: 2016-17

Introduction

1. This report provides an overview of quality and enhancement activity in the Scottish University sector during 2016-17. It draws on the full range of enhancement, development and review activity facilitated by QAA Scotland. There were no individual ELIRs conducted in 2016-17 and therefore this paper focuses on the ways in which ELIR 3 outcomes compare with Institution-led Review (ILR) findings, and work the sector engaged in to address recurring topics from ELIR and ILR outcomes .

    Structure of the paper
2. The paper is structured as follows:
    · Introduction
    · What are we learning about the university sector from review activity?
    · How does the sector respond to the ELIR and ILR outcomes?
    · What are we learning from our development and enhancement work in the sector?
    · Impact of QAA Scotland's work
    · Sources of further information
    · Annex 1 – features of the student population – got data in
    · Annex 2 – infographic summarising the Student Transitions Theme

Summary of ELIR and Enhancement activity in 2016-17
3. During 2016-17:

    i. ELIR Follow-up reports published and Follow-up event for four HEIs held
    ii. Annual discussions conducted and analysis of the HEIs' annual reports to SFC
    iii. Final year of Student Transitions Theme
    iv. Two Focus On projects (institution-led review and postgraduate research student experience)
    v. Enterprise and entrepreneurship project run jointly with Universities Scotland
    vi. Review of QEF completed including publication of the ELIR 4 Handbook and associated guidance as well as identify the topic for the next Theme

What are we learning about the university sector from review activity?

4. There were no ELIR visits during 2016-17 and therefore this section considers the themes arising throughout the ELIR 3 cycle 2012-2016. In each year, institutions also conduct institution-led review (ILR) and report on the outcomes annually to SFC. QAA Scotland makes use of those annual reports to inform the ELIR annual discussions we hold with each institution and we also produce an analysis of the annual reports for SFC. This allows us to consider the themes arising both from ELIR and ILR.

5. Over the ELIR 3 cycle a number of areas emerged as **positive practice**:

    ·   Clarity of institutional culture and strategy
    ·   Partnership with students
    ·   Student support
    ·   Academic and educational development
    ·   Widening participation and student transitions
    ·   Graduate attributes and employability
    ·   Internationalisation
    ·   Institutional self-evaluation
    ·   Management of learning and teaching
    ·   Sharing good practice across the institution
    ·   VLE policy and practice
    ·   Use of data

6. Over the ELIR 3 cycle a number of **areas for development** were identified:

    ·   Postgraduate student experience – ten ELIR reports identified topics such as postgraduate transition, postgraduate community, student representation, the need for supervisor training, and the research culture

    ·   Training and support for postgraduates who teach – in most cases, training is available but the development point related to ensuring those who teach were always trained in advance and supported throughout their teaching practice

    ·   Feedback on assessment – identified in six ELIRs including topics such as consistency in the nature and timeliness of feedback

    ·   Implementing institutional strategy and practice consistently across schools/departments

    ·   Optimising the use of technology in learning and teaching

    ·   Establishing representation arrangements for students from all modes of study and, in a number of cases, enhancing arrangements for representation at class or programme level

    ·   Enhancing aspects of managing collaborative provision

    ·   Addressing a collection of technical aspects of quality arrangements

7. Analysis of the 2016-17 ILR outcomes identified **positive practice** in the following areas:

- · learning and teaching practices and curriculum design
- · quality and commitment of staff
- · commitment and engagement of students

8. ILR outcomes identified the following as **areas for development**:

- · staff and physical resources
- · postgraduate student experience

9. Four themes emerged from ILR with **mixed outcomes,** that is as positive practice in some reports and as areas for development in others:

- · employability and links with industry – which was identified as positive practice across the sector in 2015-16 and 2014-15, also emerged as a development point from some ILRs in the 2016-17 analysis

- · assessment and feedback to students – has emerged with mixed outcomes this year, as it did in the previous two years

- · student support – was identified as positive practice this year and in 2015-16 and 2014-15, and as a development point for the first time this year

- · academic and staff development – was identified as an area for development this year, as it was in the previous two years. It also emerged as positive practice in some ILRs in 2016-17.

How do the ELIR and ILR outcomes compare?

10. It is important to recognise that, while ELIR is a review of the whole institution, the unit of review in ILR is the subject, department or even the programme – institutions have flexibility to design the unit of review most appropriate to their context. In spite of this difference in scope, similar themes do tend to arise in ELIR and ILR. This is not surprising, given that ELIR explicitly considers the method of ILR and the manner in which institutions address its outcomes.

11. We can see that the postgraduate student experience emerged as an area for development in both ELIR and ILR. The following topics had mixed outcomes, where positive practice was identified in some reviews and areas for development were identified in others:.

- · employability and links with industry – generally identified as positive practice across the sector but also emerged as a development point from some ILRs in the 2016-17 analysis. Nine ELIRs identified positive practice relating to institutional approaches to employability, including enhanced relationships with employers.

- · assessment and feedback to students – emerged with mixed outcomes in the 2016-17 ILR analysis but was usually an area for development when identified in

ELIR. While specific policies or practices were identified positively, the whole institution approach to feedback on assessment was only identified as a feature of positive practice in one ELIR 3 Outcome report (Abertay)

· student support – was identified in ILR as positive practice each year between 2014 and 2017 but also emerged as a development point in 2016-17 for the first time. Instituitonal approaches to providing student support were identified as positive in ten ELIR reports

· academic and staff development – was identified as an area for development in ILRs between 2014 and 2017 but also emerged as positive practice in some ILRs in 2016-17. Institutional approaches to academic and educational development were identified as positive practice in nine ELIR reports during the ELIR 3 cycle.

How does the sector respond to the ELIR and ILR outcomes?

12. A substantial focus of 2016-17 was supporting the sector to respond to ELIR outcomes. The year included an ELIR Follow-up event and two Focus On projects, which support the sector to develop policy and practice in topics that are frequently occurring in ELIR reports.

ELIR Follow-up event

13. An ELIR follow-up event was held on 9 March 2017 involving: Edinburgh Napier, St Andrews, Heriot Watt and Glasgow Caledonian. Topics discussed included: feedback on assessment; student engagement; technology-enhanced learning; and personal tutor systems.

Focus On: Institution-led Review

14. The effectiveness of institutions arrangements for conducting Institution-led review (ILR) forms a key part of every ELIR and the ELIR 3 reports confirm that institutions do engage systematically and effectively with this important element of the overall approach. QAA Scotland updated the ELIR Thematic report on Institution-led Review to include all institutions reviewed in the ELIR 3 cycle.

15. The Focus On: ILR project supported institutions to enhance practice in the following areas:

    i. Engaging students in ILR
    ii. Optimising the links between annual monitoring and ILR
    iii. Aligning Professional, Statutory and Regulatory Body (PSRB) and ILR requirements
    iv. Consideration of the unit of review
    v. The use of data to support ILR
    vi. Conducting thematic reviews
    vii. Review of postgraduate provision

16. As part of this activity, QAA Scotland gathered information from all of the Scottish HEIs about their current policy and practice around ILR. 'Approaches to Institution-led Review'

is a summary report and is of interest to institutions considering how their ILR processes compare to those in place at other HEIs in the sector.

Focus On: the Postgraduate research student experience

17. Across the ELIR 3 cycle, from 2012-16, aspects of the postgraduate student experience were identified as areas of development in 13 out of 18 ELIR Outcome reports. Within these areas for development, the following themes arose (the numbers in brackets indicate the number of institutions for whom this was an aspect of the area for development):

    · Training and support for postgraduates who teach (8)
    · Support for staff acting as research student supervisors (including staff workload allocation and research supervisor training) (5)
    · Oversight of the postgraduate student learning experience (3)
    · Developing a research community (3)
    · Managing the quality of student support in the context of increased postgraduate student numbers (3)
    · Monitoring and enhancement arrangements (2)
    · Postgraduate student representation (2)
    · Equivalence of the postgraduate experience across an institution (2)
    · Induction (1)
    · Consistency of information for postgraduate students (1)

18. Given the extent to which this topic arose, QAA Scotland devoted considerable attention to supporting the sector in developing policy and practice in this area. As a starting point, QAA updated the Thematic Report on the Postgraduate Student Experience, which summarises practice highlighted in both the ELIR 3 Outcome and Techncal reports, to include all institutions reviewed in the ELIR 3 cycle.

19. For 2015-16, SHEEC and QAAS agreed that the Focus On project would consider the postgraduate research student experience (ie it did not also focus on postgraduate taught students) and a number of priority topics were identified following consultation with all institutions and student associations:

    · Training and support for postgraduate students who teach (PGWT)
    · Support for staff who supervise research students
    · Building a research community for PGRs
    · Student representation for PGRs

Training and support for postgraduate students who teach:

20. The quality of teaching provided by postgraduates who teach (PGWT) can have a significant impact on the undergraduate student experience and the experience of PGWT themselves. PGWT can make a positive contribution to their institution and their students' learning – it is also generally accepted that teaching can perform an important developmental role for postgraduate students. However, PGWT can require substantial support to ensure that both the quality of their teaching and their own development are

satisfactory. This support may be provided at the level of the institution or organisational unit.

21. QAA Scotland produce a number of resources related to this strand of the project.

    i.   A **short film**, 'What I wish I'd known when I started teaching', in which PGWT outline what they wish they'd known when they started teaching/demonstrating, covering a range of institutional and discipline perspectives.

    ii.   A **scan of policy and practice** for the support of PGWT – a the scan was produced by a team comprising colleagues from the Universities of Edinburgh and Glasgow. It included all Scottish HEIs, several institutions from the rest of the UK and HEIs in North America, Asia, Africa, and Australasia. The resulting document is a rich resource which allows the reader to see at a glance and in detail what a variety of UK and international institutions provide for their PGWT in terms of policy, pay, training and recognition and includes links to current information.

    iii.   A **Statement of Expectations** for the support of PGWT. Informed by the scan of policy and practice, the Statement provides institutions with a practical toolkit to benchmark, evaluate and enhance their provision using approaches that are tried and tested by colleagues in the Scottish sector and beyond. The Statement is divided into three sections identifying expectations of institutions, organisational units and expectations of students, both PGWT and undergraduates. The key recommendations in each section are those considered most appropriate for each area in a typical institution. Examples of practice for each of the areas outlined in the Statement can be found in the scan of current policy and practice.

    iv.   A '**Key Issues for Discussion**' document was also produced which is intended to help colleagues generate conversations within institutions about how they could enhance support for PGWT.

Support for staff who supervise postgraduate students:

22. Support for research student supervisors often takes the form of professional development resources, delivered as part of a professional qualification, such as a Postgraduate Certificate in Academic Practice (PgCAP) or on an ongoing basis. Where Graduate Schools exist, they are often responsible for the delivery of such resources. The University of Glasgow provided nine short videos used in their PgCAP which the University gave us permission to share on the project website. These feature research supervisors, from a broad range of disciplines, discussing their approaches to supervision in the following contexts:

- Advice for new research supervisors
- Approaches to supervising
- Supervising staff
- Rewards of supervision
- Challenges of supervision
- Supervising international students
- Supervising part-time students

- Supervising distance learning students
- Enhancing students' career prospects

23. In addition, we produced two short films:

- Developing Effective Supervision Practice, which features principal investigators based in clinical subjects at the University of Edinburgh
- Supporting Industry-Based Research Supervisors, where Rob Daley from Heriot-Watt University discusses the relationships between research students based in industry, their industry-based supervisors, and their academic institution.

24. We also ran webinars for research supervisors on two topics:

- Setting expectations: clarifying roles, preferences and working practices
- Supporting your student to complete: some ideas about motivation and how to manage the thesis writing process effectively.

25. The webinars attracted between 24-28 attendees from across the Scottish sector, as well as colleagues from Keele University, Laureate Online Education International, University College Dublin, and the University of Winchester.

26. The University of Dundee gave QAA permission to share a case study they use in their supervisor training and shared a research project, Troublesome Encounters: Strategies for managing the wellbeing of Postgraduate Education students during their learning processes. This research investigated factors in the learning of masters and doctoral students in Education which impact on their wellbeing. Among its outcomes are wellbeing toolkits for research students and their supervisors. While these were produced with Education students in mind, they are likely to be of value to students and supervisors from all disciplines.

Building a research community for postgraduate research students:

27. We commissioned work, which was led by colleagues from the University of Glasgow, to identify what 'research community' means and how we can best provide a sense of community for postgraduate research students to enhance their experience of postgraduate study. This work produced three resources for institutions to use:

- **Building a Research Community - Examples of Policy and Practice**
  Desk-based examination of ELIR reports and REF environment submissions relating to 18 Scottish higher education institutions.

- **Building a Research Community - Student and Staff Views**
  Reporting the findings of telephone interviews and focus groups with staff and PGR students from 10 institutions, including one from rUK, one from the USA, one from Sweden and one from Chile.

- **Building a Research Community - Key Issues for Discussion**
  Intended to help colleagues generate conversations within institutions about how they might go about developing research communities.

28. In addition Queen Margaret University gave us permission to share a [case study](#) relating to the development of their Graduate School.

Student representation for postgraduate research students:

29. We progressed this strand in partnership with sparqs, hoding an informal focus group with students from across the sector. That identified a number of observations about the current position including recognising that the nature of PGR students' relationships with both their institution and students' association is quite different from that of undergraduates or postgraduate taught students. PGRs are often more likely to view institutional staff as colleagues and this can lead to a more complex dynamic. It may even discourage them from raising issues.

30. The work identified a number of ways in which institutions and students' associations could strengthen PGR representation, for example by considering ways of recognising and recording PGR representative activity, considering the introduction of PGR specific roles in the existing student representative arrangements, and ensuring PGRs are informed of the ways in which their views are taken into account and effect change.

What are we learning from our development and enhancement work in the sector?

31. During 2016-17, QAA Scotland undertook a range of enhancement and development work with the sector and the outcomes are summarised here.

Enterprise and Entrepreneurship

32. During 2016-17, QAA Scotland worked with Universities Scotland on joint project to promote enterprise and entrepreneurship following the publication of '[Making it Happen](#)', which was initially published by Universities Scotland in November 2015, and revised in March 2016. Making it Happen sets out eight actions which were agreed by all 19 Scottish institutions. A scoping exercise identified that institutions would welcome support in the following areas:

   · developing strategies to embed enterprise and entrepreneurship on a larger scale
   · understanding and making effective use of the range of support already available
   · understanding the terminology around enterprise and entrepreneurship and developing a common language to use with staff and students

33. QAA offered a range of activity:

   · **QAA Quality Enhancement Network event on Enterprise and Entrepreneurship and updating of QAA guidance:** the event was jointly organised by QAA and QAA Scotland and took place on 27 April in Glasgow. The event was attended by 48 participants from across Scotland. Three case studies were presented by the University of Strathclyde, University of Dundee and Edinburgh Napier University. The aim of the event was to enable the sharing of good practice and offer an opportunity for attendees to contribute to updating the [2012 QAA Guidance on Enterprise and Entrepreneurship](#). Revised guidance was available by the end of the 2017 calendar year.

- **Webinars:** a [series of webinars](#) ran on weekly basis throughout April, May and June 2017 exploring a variety of topics such as: developing strategies to embed enterprise and entrepreneurship through the institution or within subject curricula; and engaging staff and students in enterprise and entrepreneurship. The webinars featured ten case studies and examples of practice delivered by speakers from Scotland and England, as well as a presentation from Lund University, Sweden. Presenters from the Scottish Institute for Enterprise, Heriot-Watt University, Edinburgh Napier University, the Scottish Graduate School for Arts & Humanities, Newcastle University, Southampton Solent University, University of Dundee, University of Strathclyde and the University of Edinburgh participated in delivering the webinar sessions.

    The webinars attracted between 20 to 50 participants in each session, with many attending more than one session. Overall, nearly 100 unique attendees registered for one or more sessions. The webinars attracted colleagues from throughout Scotland, the rest of the UK, the Netherlands, Portugal, Vietnam, Bahrain and Saudi Arabia. All webinars were recorded and are available on the [Enterprise and entrepreneurship website](#).

34. SHEEC discussed future enterprise and entrepreneurship activity at its June 2017 meeting when members were particularly interested in:

    - the language of entrepreneurship
    - its applicability to different disciplines and professions
    - the place of entrepreneurship within the wider employability agenda and particularly within the context of the developing apprenticeship and work based learning agenda.

Student Transitions Enhancement Theme

35. 2016-17 was the final year of the Student Transitions Theme (an infographic summarising Theme activity is at Appendix 2). Much energy at sector level was focused on ensuring the materials produced in the earlier stages of the Theme were communicated in attractive ways to optimise their take up, for example the Student Transitions Map, developed and designed at an early point in the Theme, was launched as a fully searchable resource. In addition, a web resource was produced to summarise work that had been undertaken in the areas of equality, diversity and inclusive practice. The aim was to link the Theme activity to projects underway elsewhere in the sector, signposting to useful resources and contacts.

36. From February 2017, following a recommendation of the Student Engagement Working Group – which reported to the Universities Quality Working Group (UQWG) as part of the review of the Quality Enhancement Framework – TLG expanded its membership to include one student member from each institution.

Institutional activity:

37. In the final year of the Theme, institutions worked towards producing student commentaries and multimedia resources. The commentaries provided an insight to the student experience of the transitions practice within selected institutional case studies. The institutional multimedia resource, designed to mark the end of the Theme, is a student-facing resource, such as a website or video aimed at supporting any aspect of student transitions within institutions. These are shared through the Enhancement Themes website and were demonstrated at the International Enhancement Conference in June 2017.

Transitions Skills and Strategies:

38. Following discussion with the Theme Leaders' Group, QAA Scotland packaged the Skills and Strategies resources which had been produced in the first two years' of the Student Transitions Theme as part of a structured dissemination strategy. A series of five webinars each exploring the tailored resource packages were offered:

- Webinar for Student Services and Support Staff
- Webinar for Teaching Staff
- Webinar for Students' Association Support Staff
- Webinar for Curriculum and Programme Development Staff
- Webinar for staff who deal with student inductions.

39. The webinars were attended by around ten people on average with nearly 50 registrations overall.

Welcoming and supporting international students:

40. The University of Strathclyde and QAA Scotland co-hosted a one-day conference on 1 March 2017 focusing on three aspects of international student transition: academic integrity, socio-cultural integration and English language ability. The event generated a good deal of discussion and shared ideas about this important group of students, whose experiences of transition into and out of Scottish HEIs can be variable. It drew on a scoping study QAA Scotland had commissioned earlier in the Theme.

Inter-institutional collaborative working:

41. Three projects received funding from QAA Scotland to support inter-institutional collaboration:

- Student skills development to support transitions, 'Talking Heads' – Queen Margaret University worked with the University of Strathclyde, University of the West of Scotland, University of Edinburgh, Unversity of the Highlands and Islands and Abertay University to produce an online resource comprising video 'talking heads' (case study vignettes) where students discuss their experiences while studying at university. They talk about obstacles they have overcome and how they have used positive coping strategies to succeed. The final video offers top tips for success.

- The use of technology and online resources to support student transitions – Queen Margaret University in collaboration with the University of Edinburgh, the University of Glasgow and the University of the Highlands and Islands worked in partnership

with their students to create a set of resources around four themes: being an effective online learner, working with others online, learning effectively with technology, and being a responsible online learner. Resources include: a tutor guide, short videos, a checklist of skills and tips, a reflective activity and a list of further reading. Online learning tutors can use the resources with university students at any level, whether they are starting or continuing their learning experience.

- Student skills development to support transitions, 'Open Badges' – the University of Dundee collaborated with the University of Aberdeen and Abertay University. The project reported on the current experience in the Scottish sector of using Open Badges in relation to activity of relevance to the Student Transitions Theme.

Impact of QAA Scotland's work

42. Evidence of impact can be seen in institutions' annual reports on quality to SFC where, for example, engagement with the Themes and Focus On projects are frequenty cited.

43. In 2016-17, a team from the University of Dundee was commissioned to lead the evaluation of the Enhancement Theme with the aim of evaluating the final year of the Theme and critically reflecting on all three years of the current Theme, with a view to identifying its benefits, impact and lessons learned for the sector. The evaluation posed three questions which are set out here with their findings.

How have conceptualisations of student transitions changed over the course of the Theme?

44. The data showed that Enhancement Theme work has broadened understandings of student transitions, highlighting that they are multiple, multi-dimensional and individual. In turn, the social and pastoral aspects of transitioning have been illuminated, alongside academic transitions. In addition, staff participants spoke of their own transition processes, which unfolded alongside those of the students.

How do stakeholders perceive the impact of the student transitions work in Year 3, and across the full three years of the Theme for students, staff, and institutions?

45. Participants noted that this was often difficult to measure due to the breadth of the topic and the, often intangible, nature of transitions work. However, participants reported changes to process and practice in key institutional activities as a result of the Theme, as well as the creation of new student services, and the development of award winning initiatives. Impact was largely perceived through shared learning, but challenges remained in embedding these new understandings across institutions, and beyond those groups of people closely involved in the Theme. Inter-institutional work emerged as a key challenge for the Enhancement Theme, inhibited by a lack of resource, in particular staff time. However, participants welcomed the opportunities for shared learning, and the sense of community that the Theme Leaders' Group (TLG) provided. It was identified that institutions across Scotland were working towards shared goals, and that a commitment to quality assurance and enhancement stood Scotland in positive light with its national and international counterparts. It was anticipated that the legacy of the Theme would be

borne out through sharing learning, and embedding this learning in the wider operations of the institutions.

What are the barriers or facilitators to the successful development of the student transitions projects?

46. It was recognised that the Theme had broad meaning to a number of different stakeholders throughout institutions, from students to academic and professional services staff. Many institutions already considered themselves to have been engaging in student transitions work, and the Theme had provided a focus for developing this further. There remained a need to engage with a broader subset of staff across institutions, as well as strengthening student participation in Theme work.

Sources of further information

47. Further information on the Enhancement Themes and Focus On projects is available here http://www.enhancementthemes.ac.uk/sheec

48. Enhancement-Led Institutional Review (ELIR) reports are available by searching on the institution title or review method at www.qaa.ac.uk

49. **ELIR 3 Follow-up reports** were published in 2016-17 for: University of the West of Scotland; Heriot-Watt University; University of St Andrews; Edinburgh Napier University; and Glasgow Caledonian University.

Features of the student population

The following information is based on the HESA data for 2016-17 and is compared to that for 2015-16.

There was a total of 241,935 students studying in the Scottish university sector in 2016-17. The student population continued to grow between 2015-16 and 2016-17.

The first table shows:

- There was an increase following a continued decline in the number of undergraduate students studying on courses other than first degrees (2.7% increase).
- There was a notable increase in the number of postgraduates (taught and research combined).

Scottish University sector student population

Student group	Total in 2016-17	Total in 2015-16	Variation between years
Scottish student population (total)	241,935	235,565	+2.7 %
Undergraduates (First degree) (total)	161,125	157,440	+2.3%
Undergraduates (Other courses) (total)	21,985	21,410	+2.7%
Postgraduates (total)	58,825	56,710	+3.7%

Table 1

Student group	Total in 2016-17	Total in 2015-16	Variation between years
Female undergraduates (All)	107,500	104,665	+2.7%
Male undergraduates (All)	75,455	74,110	+1.8%
Other undergraduates (All)	150	75	+100%
Female postgraduates	33,705	31,900	+5.7%
Male postgraduates	25,055	24,795	+1.0%
Other postgraduates	65	35	+85.7%

Table 2

Mode of study

The third table shows there was a notable increase in the number of undergraduates studying part-time (6%) and in the number of postgraduates studying full-time (5.1%). The only decrease was in those studying on sandwich courses at undergraduate level.

Modes of study

Student group	Total in 2016-17	Total in 2015-16	Variation between years	Additional comments
Undergraduates (First degree) – full-time study	**140,595**	**137,905**	+2.0%	The number of undergraduates on other courses studying full-time decreased by 1.4% between the two years
Undergraduates (First degree) – part-time study	**18,890**	**17,825**	+6.0%	The number of undergraduates on other courses studying part-time decreased by 3.8% between the two years
Undergraduates (First degree) – sandwich course	**1,640**	**1,710**	-4.1%	
Postgraduates – full-time study	**36,495**	**34,715**	+5.1%	
Postgraduates – part-time study	**22,335**	**22,000**	+1.5%	

Table 3

Student domicile

There has been a large increase in the number of UK domiciled undergraduates (first degree) studying in Scotland. The proportion of Scottish undergraduate (first degree) students as a percentage of the UK domiciled total has decreased from 84.5 per cent in 2015-16 to 73.6 per cent in 2016-17. Table 4 also shows a notable decrease in the number of postgraduate students coming from outside the EU to study in Scotland.

Student domiciles

Student group	Total in 2016-17	Total in 2015-16	Variation between years
Total undergraduates (First degree) UK domiciled	**154,495**	132,250	+16.8%
Scottish undergraduates (First degree)	**113,665**	111,700	+1.7%
Total postgraduates UK domiciled	**34,135**	33,480	+2.0%
Scottish postgraduates	**26,595**	25,285	+4.9%
Undergraduates (First degree) studying from other EU countries	**14,040**	13,555	+3.5%
Undergraduates (First degree) from outside the EU	**12,180**	11,635	+4.7%
Postgraduates studying from other EU countries	**6,530**	6,500	+0.5%
Postgraduates from outside the EU	**14,790**	16,730	-11.6%

Table 4

Destination of leavers

Table 5 shows a broadly stable pattern of undergraduates progressing to work, with a marked increase in those continuing to further study. The table shows a slight increase in the number of postgraduate students progressing to work and a small decrease in the number of postgraduates progressing to further study.

The Destinations of Leavers from Higher Education (DLHE) in the UK for 2015-16 data published by HESA in July 2017 showed that graduates from Scotland's 19 higher education institutions have the joint best record of securing professional level jobs in the UK. Universities Scotland highlighted the following points about the data:

- The proportion of those in graduate level jobs was steady at 72 per cent (the joint highest in the UK)
- Graduates from Scottish universities had the highest mean average salaries in the UK at £22,500, compared to the UK average of £21,500.

Table 6 shows the UK-wide figures for comparison.

Destination of Leavers from Higher Education (DLHE) statistics

Student group	Total in 2015-16	Total in 2014-15	Variation between years
Undergraduates (First degree) progressing to work	16,720	16,265	+2.8%
Undergraduates (First degree) progressing to study	5,420	4,800	+12.9%
Postgraduates progressing to work	7,905	7,860	+0.6%
Postgraduates progressing to study	885	905	-2.2%

Table 5

Total UK – for comparison

Student group	Total in 2015-16	Total in 2014-15	Variation between years
Undergraduates (First degree) progressing to work	190,440	195,970	-2.8%
Undergraduates (First degree) progressing to study	56,990	49,560	+15%
Postgraduates progressing to work	84,585	85,130	-0.6%
Postgraduates progressing to study	10,350	10,455	-1%

Table 6

Annex 2

Infographic for Student Transitions Enhancement Theme

http://www.enhancementthemes.ac.uk/docs/publications/key-activity-and-outputs---student-transitions-enhancement-theme-2014-17.pdf?sfvrsn=6