



## Overview

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## Notes on the questionnaire:

- All underlined terms are defined in the glossary. Please make sure to follow the definition in the glossary when answering the questionnaire.
- The final format of the questionnaire and the order of the individual parts of the questionnaire can still be changed.

# 1. GENERAL INFORMATION ON THE QUESTIONNAIRES

## Note:

BFUG members are strongly encouraged to consult other stakeholders on the content of their responses to the different questionnaires.

Please complete your questionnaires in English using the provided form and return it to the Bologna Secretariat. Wherever possible, please include precise web references to legislation or other documentation. Please try to keep explanations brief.

National reports based on the questionnaires will be posted on the Bologna website in their original form.

## **I. DETAILS ON THE COMPLETION OF QUESTIONNAIRES**

**Data will be collected in some form on the following dimensions:**

**I.1. Country**

**I.2. Date of completion**

**I.3. Name and position of the responsible BFUG member**

**I.4. Email address of the responsible BFUG member**

**I.5. Contributors to the report**

**I.5.1. Government representatives**

**I.5.2. Stakeholders**

**I.5.2.a. Employers**

**I.5.2.b. Students**

**I.5.2.c. Academic and other staff**

**I.5.2.d. Other**

**I.5.3. Other**

## 2. GENERAL AND DEGREES AND QUALIFICATIONS QUESTIONNAIRE

### II. CONTEXT

#### II.1. Do your higher education steering documents address demographic projections for your country? How do these projections affect higher education policy planning?

##### II.1.1. Which of the following statements correspond to structural distinctions in your national higher education system?

- ☐ Higher education institutions are either academically or professionally oriented
- ☐ The profile of higher education programmes is either academic or professional
- ☐ Higher education institutions are either public or private
- ☐ Other distinction between HEIs or programmes
- ☐ None of the above

II.1.1.a. If other distinctions apply, please specify.

II.1.1.b. If distinctions are made between the types of higher education institutions, what is the number of institutions in the categories?

**III. STRUCTURE OF BA AND MA**

<b>III.1. Please provide the following information on the length of first cycle (bachelor) study programmes.</b>				
Duration in ECTS	180	240	Other (please specify)	Total
Percentage of first cycle study programmes				= 100%
Percentage of the total number of first cycle students enrolled in these programmes (full time and part time)				= 100%

III.1.1. Do degree programmes exist **outside** the typical Bologna 180 – 240 ECTS first cycle model (and/or calculated in years rather than credits)? (These may include integrated/long programmes leading to either a first or second cycle degree)

☐ Yes

☐ No

III.1.1.a. In which study fields do these study programmes exist?

III.1.1.b. What is the typical length of these degree programmes outside the Bologna model?

III.1.1.c. What percentage of first cycle students is enrolled in these programmes?

**III.2. Please provide the following information on the length of second cycle (master) study programmes.**

ECTS	60 - 75	90	120	Other (please specify)	Total
Percentage of second cycle (master) study programmes					= 100%
Percentage of the total number of second cycle students enrolled in these programmes					= 100%

III.2.1. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

☐ Yes

☐ No

III.2.1.a. What is the typical length of these second cycle programmes outside the Bologna model?

III.2.1.b. What percentage of second cycle students is enrolled in these programmes?

III.2.1.c. In which study fields do these study programmes exist?

**IV. PROGRESSION BETWEEN CYCLES**

**IV.1. What percentage of first cycle programmes give access to at least one second cycle study programme?**

☐ 0 - 25%

☐ >25% - 50%

☐ >50 - 75%

☐ >75 – <100 %

☐ 100 %

IV.1.1. What is the source of this information?

#### IV.1.2. Comments

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**IV.2. What percentage of first cycle students continue to study in a second cycle programme (within one or two years?)**

☐ 0 - 25%

☐ >25% - 50%

☐ >50 - 75%

☐ >75 – <100 %

☐ 100 %

IV.2.1. What is the source of this information?

IV.2.2. Comments

**IV.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?**

	All students	Holders of a first cycle degree from a different study field	Holders of a first cycle degree from the same study field coming from a different higher education institution
... must sit entrance exam	yes/no/in some cases (please specify)	yes/no/in some cases (please specify)	yes/no/in some cases (please specify)
... must complete additional courses	yes/no/in some cases (please specify)	yes/no/in some cases (please specify)	yes/no/in some cases (please specify)
... must have work experience	yes/no/in some cases (please specify)	yes/no/in some cases (please specify)	yes/no/in some cases (please specify)
Other (please specify)	yes/no/in some cases (please specify)	yes/no/in some cases (please specify)	yes/no/in some cases (please specify)

**IV.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?**

- ☐ 0 - 25%
- ☐ >25% - 50%
- ☐ >50 - 75%
- ☐ >75 – <100 %
- ☐ 100 %

IV.4.1. What is the source of this information?

IV.4.2. Comments

**IV.5. What percentage of second cycle graduates eventually enter into a third cycle programme?**

IV.5.1. What is the source of this information?

IV.5.2. Comments

**IV.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?**

- ☐ Yes, for all graduates
- ☐ Yes, for some graduates
- ☐ No

IV.6.1. If yes, for some graduates, please specify the criteria

IV.6.2. If yes for some or all graduates, what percentage of third cycle students enter without a second cycle qualification?

- ☐ 0 - 25%
- ☐ >25% - 50%
- ☐ >50 - 75%
- ☐ >75 – <100 %
- ☐ 100 %

**V. LINKING NON-BOLOGNA AND BOLOGNA PROGRAMMES**



**Do degree programmes exist outside the typical Bologna 180 – 240 ECTS first cycle model (and/or calculated in years rather than credits)? (These may include integrated/long programmes leading to either a first or a second cycle degree.)**

☐ Yes

☐ No → please continue with section VI.

**V.2. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?**

☐ Yes

☐ No

V.2.1. If yes, please explain the differences.

**V.3. Is access to the second cycle specifically regulated for students holding a degree from a first cycle programme outside the typical Bologna model?**

☐ Yes

☐ No

V.3.1. If yes, please specify this regulation

**V.4. Is it possible for graduates of a first cycle degree programme outside the typical Bologna model to enter a third cycle programme without a second cycle degree?**

☐ Yes, for all graduates of these programmes

☐ Yes, for some graduates of these programmes

☐ No

V.4.1. If yes, for some graduates of these programmes please specify

## **VI. DEVELOPMENT OF THIRD CYCLE PROGRAMMES**

**VI.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based**

doctoral education, structured doctoral programmes, professional doctoral programmes etc)

**VI.2. Do doctoral and/or graduate schools exist in your higher education system?**

☐ Yes

☐ No

VI.2.1. If yes, what are the main features of these schools and how many doctoral schools are there?

**VI.3. What is the most common length (in years) of full-time third cycle (PhD) study programmes?**

**VI.4. What is the most common length (in years) of full-time third cycle (PhD) study programmes?**

In theory/according to regulations:

In empirical reality:

**VI.5. Are doctoral studies included in your country's qualifications framework?**

☐ Yes

☐ No

☐ No NQF

**VI.6. Are ECTS credits used in doctoral programmes?**

☐ Yes

☐ Yes, for taught elements only

☐ No

**VII. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES**

**VII.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

- ☐ Yes
- ☐ No → please continue with section VIII

**VII.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.**

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree:

- ☐ gain full credit for their previous studies
- ☐ gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- ☐ gain full credit for their previous studies but in professional bachelor programmes only
- ☐ gain substantial (>50%) credit for their previous studies
- ☐ gain some (<50%) credit for their previous studies
- ☐ gain little (<5%) or no credit for their previous studies

**VII.3. Are short cycle programmes legally considered to be an integral part of your higher education system?**

- ☐ Yes, part of higher education
- ☐ No, part of post-secondary education, but not part of higher education

**VIII. STUDENT-CENTRED LEARNING**

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

- ☐ Yes
- ☐ No → please continue with section XI

VIII.1.1. If yes, how do steering documents in your country define student-centred learning in higher education?

VIII.1.2. Do these documents refer to categories such as ...

	Yes	No
--	-----	----

Independent learning		
Learning in small groups		
Initial or in-service training in teaching for staff		
Form of specific study material		
Assessment based on learning outcomes		
Recognition of prior learning		
<u>Learning outcomes</u>		
Student/staff ratio		
Student evaluation of teaching		
Other		

VIII.1.2.a. If other, please specify

VIII.1.3. Please provide a reference for your steering documents.

## **IX. ECTS IMPLEMENTATION**

**IX.1. In your country, do you use**

- ☐ ECTS
- ☐ a national credit system compatible with ECTS
- ☐ a national credit system incompatible with ECTS

IX.1.1. If you use a national credit system different from ECTS, please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

**IX.2. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?**

Programmes using <u>ECTS</u> for accumulation and transfer	Percentage of <u>higher education institutions</u> using <u>ECTS</u> for accumulation and transfer			
	100 %	75-<100 %	50-<75 %	<50 %
100 %				
75-<100 %				
50-<75 %				
<50 %				

**IX.3. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?**

	Majority of programmes	Majority of institutions
<u>Learning outcomes</u> achieved only		
Student workload only		
Combination of <u>learning outcomes</u> achieved and student workload		
Teacher-student contact hours		
Combination of student workload and teacher-student contact hours		
Other		

IX.3.1. If other, please specify

**X. LEARNING OUTCOMES**

**X.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.**

- X.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?**  
(This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

- ☐ No
- ☐ In few (< 5%) programmes
- ☐ In some (5-<50 %) programmes
- ☐ In the majority (>50-<100 %) of programmes
- ☐ In all programmes

- X.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?**

- ☐ Yes, this is done through compulsory measures (law, regulations, etc.)
- ☐ Yes, this is done through advisory measures (guidelines, recommendations etc)
- ☐ No

X.3.1. If yes, does your country take specific support measures on the national level?

- X.4. Does national policy steer student assessment procedures to focus on learning outcomes?**

- ☐ Yes, this is done through compulsory measures (law, regulations, etc.)
- ☐ Yes, this is done through advisory measures (guidelines, recommendations etc)
- ☐ No

**X.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?**

	Compulsory	Voluntary	Approximate % that participate
Yes, for all academic staff			
Yes, for some academic staff			
No			

A.1.a.i If the offer is for some academic staff, please specify for whom.

**X.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?**

☐ Yes

☐ No

X.6.1. If yes, please explain how, and provide a reference to further information.

**XI. DIPLOMA SUPPLEMENT**

**XI.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?**

Percentage of HEIs	All students	Some students	Upon request	In certain fields of study	No student s
> 75%					
>50 – 75%					
>25 – 50 %					
<0 - 25 %					
0 %					

XI.1.1. If the Diploma Supplement is issued in certain fields of study, please identify those fields:

XI.1.2. If the Diploma Supplement is issued to some students, please specify to which students.

**XI.2. Is there any monitoring of how employers use the Diploma Supplement?**

☐ Yes

☐ No

XI.2.1. If yes, please provide the most recent results regarding the level of satisfaction of employers.

**XI.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?**

☐ Yes

☐ No

XI.3.1. If yes, please provide the most recent results regarding the level of satisfaction of institutions.

**XI.4. In what language(s) is the Diploma Supplement issued?**

**XI.5. Is the Diploma Supplement issued**

☐ free of charge

☐ for a fee

XI.5.1. If the Diploma Supplement is issued for a fee, please provide the amount and the reason for the fee.

**XI.6. Please provide an example of your national Diploma Supplement (in pdf or similar format).**



**XII. INTERNATIONAL JOINT DEGREES AND PROGRAMMES****XII.1. Does national higher education legislation mention joint degrees?**☐ Yes☐ No

XII.1.1. If yes, please provide a reference to the legislation and/or cite the relevant articles.

**XII.2. Does higher education legislation allow:**

	Yes	No	Legislation not clear	Legislation doesn't mention joint degrees
Establishing <u>joint programmes</u>				
Awarding <u>joint degrees</u>				

**XII.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.**

	Award <u>joint degrees</u>	Participate in <u>joint programmes</u>
> 75-100%		
> 50%- 75%		
> 25-50%		
> 10-25%		
> 5-10%		
> 0 -5%		
0%		

**XII.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...**

	with a <u>joint degree</u>	from a <u>joint programme</u>
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< 10%		
> 7.5-10%		
> 5-7.5%		
> 2.5-5%		
> 0 -2.5%		
0%		

**XII.5. Do you have information about study fields in which joint programmes / joint degrees are most common?**

☐ Yes

☐ No

XII.5.1. If yes, please explain briefly.

**NB: The precise form of data collection on National Qualifications Frameworks will be determined in collaboration with the BFUG WG on qualification frameworks.**

**XIII. NATIONAL QUALIFICATIONS FRAMEWORKS**

**XIII.1. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework. Please choose below the stage that best describes your national situation.**

	Key Step	Yes	No	Date	Comments
1	Decision to start has been taken by the national body responsible for higher education/Minister				
2	The purpose(s) of the NQF have been agreed and outlined				
3	The process of developing the NQF has been set up, with stakeholders identified and committee(s) established				
4a	The level structure, level descriptors (learning outcomes),				
4b	and credit ranges have been agreed				
5	Consultation / national discussion has taken place and the design of the NQF has been agreed by stakeholders				
6	The NQF has been adopted in legislation or in other high level policy fora				
7	Implementation of the NQF has started with agreement on the roles and responsibilities of Higher Education Institutions, Quality assurance agency(ies) and other bodies				
8	Study programmes have been re-designed on the basis of the Learning Outcomes included in the NQF				
9	Qualifications have been included in the NQF				

10	The Framework has self-certified its compatibility with the European Framework for Higher Education				
11	The final NQF can be consulted on a public website				

#### **XIV. RECOGNITION OF QUALIFICATIONS**

##### **XIV.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?**

<b>Institution/organisation with decision-making responsibility</b>	<b>Recognition for academic study</b>	<b>Recognition for professional employment</b>
Higher education institution		
Central government authority (e.g. ministry)		
Regional government authority (e.g. ministry)		
National ENIC/NARIC centre		
Regional/local specialised independent institution		
Social partner organisation (employers' organisation, trade union etc)		
Individual employers		
Other (please specify)		

**XIV.2. Which of the following statements is specified in national legislation?**

	Specified in national legislation
Applicant's right to fair assessment of qualification	
Recognition of qualification provided that no substantive differences can be proven	
Where recognition is not granted, demonstration of substantial differences by the competent authority	

XIV.2.1. Please provide a reference to the relevant legislation.

**XIV.3. What measures exist to ensure that these legal statements are implemented in practice?****XIV.4. Do higher education institutions typically:**

- ☐ make recognition decisions at central level
- ☐ make recognition decisions in faculties/departments
- ☐ Other

XIV.4.1. If other, please explain

**XIV.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?**

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

XIV.5.1. If sometimes, please explain.

**XIV.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?**

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### 3. QUALITY ASSURANCE QUESTIONNAIRE

#### **XV. CHARACTER OF EXTERNAL QA SYSTEM**

##### **XV.1. Which situation applies in your country?**

- ☐ A single independent national agency for quality assurance has been established
- ☐ Several independent agencies operate legitimately
- ☐ Government-dependent agency or ministry responsibility for quality assurance
- ☐ Other

XV.1.1. If other, please specify

##### **XV.2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?**

*NB: (Separate sections will follow according to the choice made in A1, but the focus of the questions will be the same)*

##### **XV.3. What is the main outcome of an external review?**

- ☐ A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate
- ☐ Formative advice on strengthening and enhancing quality

##### **XV.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?**

- ☐ Yes
- ☐ No
- ☐ In some cases

XV.4.1. If yes, please specify the normal impact of an external review

XV.4.2. If in some cases, please specify

**XV.5. Does the agency cover:**

- ☐ All higher education institutions
- ☐ Public higher education institutions only
- ☐ Private higher education institutions only

**XV.6. What is the main "object" of the external evaluations undertaken?**

- ☐ Institutions
- ☐ Programmes
- ☐ Institutions and programmes

XV.6.1. If institutions, are all institutions included?

- ☐ Yes
- ☐ No

XV.6.1.a. If no, please specify:

XV.6.2. If programmes, are all programmes in all cycles included?

- ☐ Yes
- ☐ No

XV.6.2.a. If no, please specify:

XV.6.3. If institutions and programmes, are all institutions and all programmes included?

- ☐ Yes
- ☐ No

XV.6.3.a. If no, please specify:

**XV.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?**



**XV.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?**

**XV.9. Are the following issues typically included in external Quality Assurance evaluations?**

Issue	YES	NO	In some cases (please specify)
Teaching			
Student support services			
Lifelong Learning provision			
Research			
Employability			
Internal Quality Assurance/Management system			
Other (please specify)			

XV.9.1. For those issues that are typically included in external QA evaluation, please briefly explain the approach.

## **XVI. CROSS-BORDER EVALUATION**

**XVI.1. Does your national Quality Assurance system or legislative framework allow higher education institutions to choose a Quality Assurance Agency from outside your country (instead of your national Quality Assurance Agency)?**

- ☐ Yes, all institutions are able to choose
- ☐ Yes, some institutions are able to choose
- ☐ No

XVI.1.1. If some institutions are able to choose, please specify which ones.

XVI.1.2. If no, please go to section XVII.

**XVI.2. Which conditions apply to the choice of a Quality Assurance Agency from another country?**

Condition	YES	NO	In Some Cases (please specify)
The agency must be a member of the European Quality Assurance Register (EQAR)			
The Agency must be a member of the European Association for Quality Assurance in Higher Education (ENQA)			
Other (please specify)			

**XVII. EVALUATION OF EXTERNAL QA SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)**

**XVII.1. Has the agency been evaluated against the European Standards and Guidelines?**

- ☐ Yes, for the purpose of ENQA membership  
☐ Yes, for an application to EQAR  
☐ Yes, independently of ENQA/EQAR  
☐ Such an evaluation is planned but has not yet taken place  
☐ No

**XVII.2. 2) If an evaluation has been conducted, what were the results?**

**XVIII. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QA**

**XVIII.1. Is there a formal requirement that students are involved?**

<b>STUDENT INVOLVEMENT</b>	<b>YES</b>	<b>NO</b>	<b>In some cases (please specify)</b>
In governance structures of national QA agencies ?			
As full members in external review teams			
As observers in external review teams			
In the preparation of self evaluation reports			
In the decision making process for external reviews			
In follow-up procedures			
Other (please specify)			

**XVIII.2. Is there a formal requirement that international peers/experts are involved?**

<b>INTERNATIONAL PEER INVOLVEMENT</b>	<b>YES</b>	<b>NO</b>	<b>In some cases (please specify)</b>
In governance structures of national QA agencies?			
As full members in external review teams			
As observers in external review teams			
In the decision making process for external reviews			
In follow-up procedures			
Other (please specify)			

**XVIII.3. Are there any formal requirements regarding the involvement of employers in external QA processes?**

- ☐ Yes  
☐ No  
☐ In some cases

XVIII.3.1. If yes or in some cases, please provide details.

**XIX. INTERNAL QUALITY ASSURANCE**

**XIX.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?**

- ☐ Yes  
☐ No  
☐ In some cases

XIX.1.1. If in some cases, please specify.

**XIX.2. Who is *primarily* responsible for deciding the focus of internal quality assurance processes?**

- ☐ Higher education institutions
- ☐ Quality Assurance agency
- ☐ Ministry
- ☐ Combination of above
- ☐ Other

XIX.2.1. If a combination or other, please specify:

**XIX.3. Are there formal requirements for students to be involved in internal quality assurance systems?**

- ☐ Yes
- ☐ No → continue with Question XIX.6
- ☐ In some cases

XIX.3.1. If in some cases, please specify:

**XIX.4. If yes, is there a requirement for students to be involved in the preparation of self evaluation reports?**

- ☐ Yes
- ☐ No
- ☐ In some cases

XIX.4.1. If in some cases, please specify:

**XIX.5. If yes, is there a requirement for students to be involved in decision-making as an outcome of evaluation? (See ESG 1.2)**

- ☐ Yes
- ☐ No
- ☐ In some cases

XIX.5.1. If in some cases, please specify:

**XIX.6. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?**

- ☐ All
- ☐ More than 75%
- ☐ 50 - < 75%
- ☐ 25- < 50 %
- ☐ 0 – < 25%

**XIX.7. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?(see ESG 1.2)**

- ☐ All
- ☐ More than 75%
- ☐ 50 - < 75%
- ☐ 25- < 50 %
- ☐ 0 – < 25%

XIX.7.1. Please describe what kind of arrangements are in place.

**XIX.8. How many higher education institutions publish up to date and objective information about the programmes and awards offered?**

- ☐ All
- ☐ More than 75%
- ☐ 50 - < 75%
- ☐ 25- < 50 %
- ☐ 0 – < 25%

**XIX.9. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?**

- ☐ All
- ☐ More than 75%
- ☐ 50 - < 75%
- ☐ 25- < 50 %
- ☐ 0 – < 25%

XIX.9.1. Please provide a source for this information.

## 4. LIFELONG LEARNING QUESTIONNAIRE

### XX. DEFINITION OF LIFELONG LEARNING

**NB:** in the following questions, lifelong learning refers to the concept that your country uses in its steering documents.

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

☐ Yes

☐ No

XX.1.1. If yes, how do your steering documents define 'lifelong learning'?

XX.1.1.a. Does the definition refer to formal and non-/informal learning?

☐ Yes

☐ No

XX.1.1.b. For the higher education sector, what are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

XX.1.2. If no, what is the common understanding of 'lifelong learning' in your country? Please explain briefly.

XX.1.2.a. For the higher education sector, what are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

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

☐ Yes, of all institutions

☐ Yes, of some institutions

☐ No, please continue with section XXI.

XX.2.1. If lifelong learning is a mission for some institutions, please explain for which institutions and the reasons for adopting this mission.

XX.2.2. Are there legal requirements for higher education institutions to offer lifelong learning provision?

- ☐ Yes  
☐ No

XX.2.2.a. If yes, please provide a reference to the relevant regulation/legislation.

XX.2.3. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

- ☐ Yes  
☐ No

XX.2.3.a. If yes, please provide a reference to the relevant regulation/legislation.

**XX.3. Who are the intended users of lifelong learning provision in higher education institutions?** Please consider categories including, but not restricted to people in employment, unemployed people, adults without higher education qualifications, retired citizens, part-time students and any other relevant categories.

## **XXI. FINANCING OF LIFELONG LEARNING**

**XXI.1. Where does the funding for lifelong learning provision in higher education come from?**

- ☐ From the general higher education budget  
☐ From a special budget for lifelong learning  
☐ From private contribution by students  
☐ From private funds by firms, companies, other...  
☐ Other

XXI.1.1. If other, please specify.



XXI.1.2. If special budget, please specify.

**XXI.2. To what degree is the provision of lifelong learning in higher education funded from the public budget?**

- ☐ >80%
- ☐ 50-<80%
- ☐ 20-<50%
- ☐ <20%
- ☐ 0%

XXI.2.1. Please provide a source.

**XXI.3. As a percentage of the overall public higher education budget, how much is earmarked specifically for spending on lifelong learning?**

**XXII. PROMOTION OF LIFELONG LEARNING**

**XXII.1. How does your country motivate individuals to undertake lifelong learning?**

- ☐ The use of lifelong learning services is encouraged in the public sector
- ☐ Lifelong learning services are promoted for use in the private sector
- ☐ Direct/indirect public financial support is provided for all users of lifelong learning provision
- ☐ Direct/indirect public support is provided for some users of lifelong learning provisions.
- ☐ Social security and pension rights are maintained during study periods
- ☐ Other
- ☐ There are no measures in place to motivate individuals to undertake lifelong learning.

XXII.1.1. If other, please specify.

XXII.1.2. If some users receive support, please specify.

**XXII.2. How does your country support higher education institutions that offer lifelong learning provision?**

- ☐ Financial incentives
- ☐ Higher education institutions are not supported for that mission.
- ☐ Other

XXII.2.1. If other, please specify:

**XXII.3. How does your country support private sector companies whose employees participate in lifelong learning provision?**

- ☐ Financial incentives (including, but not limited to subsidies to cover financial losses, support costs of temporary employees and more)
- ☐ Other
- ☐ Companies are not supported.

XXII.3.1. If other, please specify:

**XXII.4. Do you monitor the use of lifelong learning provision?**

- ☐ Yes
- ☐ No

XXII.4.1. If yes, is this monitoring done systematically or intermittently?

- ☐ Regularly
- ☐ Intermittently

XXII.4.1.a. Please explain how you monitor.

XXII.4.2. If yes, what are the results regarding the enrolment trends in lifelong learning in the general population?

XXII.4.3. Do you have information about the social composition of participants who take advantage of lifelong learning services?

- ☐ Yes

☐ No

XXII.4.3.a. If yes, please provide the core results with reference to appropriate documents.

### **XXIII. INCLUSION OF LIFELONG LEARNING IN QUALITY ASSURANCE**

**XXIII.1. Is the offer of lifelong learning provision an element in quality assurance processes for higher education institutions?**

☐ Yes

☐ No → please continue with section XXIV.

XXIII.1.1. If yes, what role do they play in quality assurance processes?

**XXIII.2. Are lifelong learning services provided by higher education institutions evaluated with the same criteria as general higher education programmes?**

☐ Same criteria

☐ Different criteria

XXIII.2.1. Please explain the criteria

## 5. SOCIAL DIMENSION QUESTIONNAIRE

### **XXIV. NATIONAL POLICIES AND MEASURES TO IMPROVE PARTICIPATION OF UNDER-REPRESENTED GROUPS**

**XXIV.1. Do individuals that meet higher education entry standards have a guaranteed right to higher education?**

☐ Yes

☐ No

**XXIV.2. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?**

☐ Underrepresented societal groups in higher education are identified, and specific, targeted measures are taken to counteract underrepresentation → please continue with section XXV.3.

☐ There is a general policy approach to increase and widen participation and to overcome obstacles to access. Measures are not targeted at particular societal groups → please continue with section XXV.4.

☐ There is a combination of the two previous approaches → please continue with section XXV.3 and answer all following questions

☐ There is a different approach to achieving this goal → please continues with section XXV.5.

☐ This goal is not explicitly reflected in higher education policy → please continue with section XXV.6

**XXIV.3. Underrepresented groups**

XXIV.3.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

XXIV.3.2. For each of these groups, please state the reasons for under-representation, as identified by national policy.

XXIV.3.3. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

XXIV.3.4. How does your higher education system determine whether an individual belongs to a particular group?

☐ Self-declaration

☐ Other

XXIV.3.4.a. If other, please specify:

XXIV.3.4.b. If the approach to determining membership varies for any of the groups, please specify.

XXIV.3.5. From which budget are measures to increase participation of under-represented groups primarily funded? Please choose below.  
If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

☐ From the general higher education budget

☐ From a specific budget

☐ From university income

XXIV.3.5.a. Please explain your country's funding system, including whether the approach is the same for all groups or whether it varies for any group.

XXIV.3.5.b. Who decides on the funding of measures to increase the participation of under-represented groups?

- ☐ Central level authorities
- ☐ Regional/local level authorities
- ☐ Higher education institutions

XXIV.3.5.b.1. If competence to decide on funding varies for any groups, please explain.

XXIV.3.6. Does your country offer incentives for higher education institutions to stimulate access for underrepresented groups?

- ☐ Yes
- ☐ No

XXIV.3.6.a. If yes, please specify and identify variation between different groups, where they exist.

XXIV.3.7. Do higher education institutions receive more public funding if they take into account one or several of the groups identified as underrepresented in attracting students or if their students come from those groups?  
If so, please specify how much more public funding higher education institutions may receive in relation to each relevant group and who decides on this difference.

XXIV.3.8. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

- ☐ Yes
- ☐ No

XXIV.3.8.a. If yes, please explain these targets briefly. Please make reference to the groups to whom the targets refer.

XXIV.3.9. Is the effect of measures to increase participation of each of the groups monitored in your country?

- ☐ Yes
- ☐ Yes, for some groups
- ☐ No

XXIV.3.9.a. If yes, for some groups, please specify.

XXIV.3.10. Please provide details on how the higher education performance of each of the groups that you identify as underrepresented is monitored in your country.

XXIV.3.10.a. What data is collected?

XXIV.3.10.b. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

XXIV.3.10.c. When are data generally collected?

- ☐ At entry into higher education
- ☐ During studies
- ☐ At completion

XXIV.3.10.c.1. Where an approach different from the general approach is used for any group, please specify.

XXIV.3.10.d. Who is involved in monitoring? (These may include, but is not restricted to higher education institutions, public authorities, independent institutions, other... please specify.)

XXIV.3.10.e. Where is information provided by this monitoring system published?

#### **XXIV.4. Approach to widening participation**

XXIV.4.1. If your country has a **general policy approach** to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

XXIV.4.2. How does your policy identify the obstacles that it addresses?

XXIV.4.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

XXIV.4.4. In your country, is the composition of the student body monitored according to certain criteria?

☐ Yes

☐ No

XXIV.4.4.a. If yes, who monitors on the basis of which criteria?

XXIV.4.5. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

☐ From the general higher education budget

☐ From a specific budget

☐ From university income

☐ There are no measures to remove obstacles to access

XXIV.4.5.a. Please specify:

## XXIV.5. Different approach to widening participation



XXIV.5.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

XXIV.5.2. Does your policy approach identify obstacles to higher education?

☐ Yes

☐ No

XXIV.5.2.a. If yes, please describe these obstacles.

XXIV.5.3. Does your policy approach make reference to parts/groups in the population?

☐ Yes

☐ No

XXIV.5.3.a. If yes, please describe these groups.

XXIV.5.4. What measures are undertaken in the context of your policy?

XXIV.5.5. How does your country assess whether your policy has been successful?

#### **XXIV.6. Completion of studies**

XXIV.6.1. Does your country have policies aiming to increase the level of completion of studies?

☐ Yes

☐ No

XXIV.6.1.a. If yes, please describe the main features of these policies

XXIV.6.2. Are student completion rates monitored in your country?

- ☐ Yes, at the level of higher education institutions
- ☐ Yes, at national level
- ☐ No

XXIV.6.2.a. What use is then made of the data?

XXIV.6.3. Are there any incentives for higher education institutions to improve student completion rates?

- ☐ Yes
- ☐ No

XXIV.6.3.a. If yes, please specify the nature of these incentives.

XXIV.6.3.b. If no, are there any other incentives (e.g. this is a subject covered in external quality assurance procedures)?

#### **XXIV.7. Student services**

XXIV.7.1. Do higher education institutions provide academic guidance services?

- ☐ Yes, all
- ☐ Yes, some
- ☐ No

XXIV.7.1.a. If some institutions provide these services, please explain which ones and the general reasons for the differences?

XXIV.7.1.b. If yes, who is responsible for funding these services?

XXIV.7.1.c. If yes, who is responsible for organising these services?

XXIV.7.1.d. If no, do other actors provide academic guidance services?

☐ Yes

☐ No

XXIV.7.1.d.1. If yes, who are those actors and how do they provide these services?

XXIV.7.1.e. Are these services targeted to specific groups of students?

☐ Yes

☐ No

XXIV.7.1.f. If yes, to which groups are these services targeted?

XXIV.7.2. Do higher education institutions provide career guidance services?

☐ Yes, all

☐ Yes, some

☐ No

XXIV.7.2.a. If some institutions provide these services, please explain which ones and the general reasons for such differences?

XXIV.7.2.b. If yes, who is responsible for funding these services?

XXIV.7.2.c. If yes, who is responsible for organising these services?

XXIV.7.2.d. If no, do other actors provide career guidance services?

☐ Yes

☐ No

XXIV.7.2.d.1. If yes, who are those actors and how do they provide these services?

XXIV.7.2.e. Are these services targeted to specific groups of students?

☐ Yes

☐ No

XXIV.7.2.f. If yes, to which groups are these services targeted?

XXIV.7.3. Do higher education institutions provide psychological counselling services?

☐ Yes

☐ No

XXIV.7.3.a. If yes, who is responsible for funding these services?

XXIV.7.3.b. If yes, who is responsible for organising these services?

XXIV.7.3.c. If no, do other actors provide psychological counselling services?

☐ Yes

☐ No

XXIV.7.3.c.1. If yes, who are those actors and how do they provide these services?

XXIV.7.3.d. Are these services targeted to specific groups of students?

☐ Yes

☐ No

XXIV.7.3.e. If yes, to which groups are these services targeted?

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**XXV. FLEXIBILITY OF STUDIES & ACCESS ROUTES**

In this section after a brief overview on general policies regarding flexibility in higher education, we seek more detailed information on part-time study.

**XXV.1. Does higher education policy focus on promoting flexible provision of higher education (for instance changing the intensity of study programmes according to personal circumstance through e.g. opportunities for part-time study, distance learning and e-learning,).**

☐ Yes

☐ No

XXV.1.1. If yes, please provide details of specific policy measures.

**XXV.2. Does your country's policy to develop flexible provision to higher education contain a special focus linked to the goal of widening participation for underrepresented groups?**

☐ Yes

☐ No

XXV.2.1. If yes, please explain how higher education policy aims to attain this goal.

**XXV.3. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?**

☐ Yes

☐ No

XXV.3.1. If yes, please provide details of these measures.

**XXV.4. Which applicants have to pass an entry examination in order to access higher education?**

- ☐ All  
☐ Some  
☐ None

XXV.4.1. If some, please explain briefly which applicants

**XXV.5. Please describe the five main possible access routes to higher education (including, but not limited to entry with a school leaving certificate, entry with a professional certificate, entry without formal certification, other ... ).**  
**Please focus on formal education routes. The question is not the selection or acceptance into a programme, but the route through which the necessary formal access requirements for higher education can be achieved.**  
**Please indicate the percentage of students following the (maximum) five most common access routes.**

**(NB: the regulation and treatment of prior learning will be addressed from XXVI.11 onwards)**

Percentage of students

Route 1:  
Route 2:  
Route 3:  
Route 4:  
Route 5:  
= 100%

**XXV.6. Does higher education policy contain regulations or other policy measures to promote flexible entry to higher education, e.g. through alternative access routes**

- ☐ Yes  
☐ No

XXV.6.1. If yes, please briefly describe these measures

**Part-time study**

**XXV.7. In your country, can students register at least at one higher education institution with a formal status as part-time student?**

- ☐ Yes, in all institutions  
☐ Yes, in some institutions  
☐ No, in no institution

XXV.7.1. If this is possible in some institutions, please specify.

XXV.7.2. How is the status of a part-time student defined?

XXV.7.3. What are the reasons for offering the opportunity for part-time study?

XXV.7.4. How are these students treated differently?

XXV.7.5. If no, are there reasons why this status is not offered?

**XXV.8. In your country, do you have government policy to encourage part-time study provision by higher education institutions?**

- ☐ Yes  
☐ No

XXV.8.1. If yes, please describe briefly the main elements and provide the source.

**XXV.9. Which one of the following statements best describes the current situation in your country?**



- ☐ All higher education institutions are required to offer part-time studies
- ☐ Higher education institutions have autonomy to decide, but most of them offer part-time studies
- ☐ Higher education institutions have autonomy to decide and only a limited number offer part-time studies
- ☐ Other: please specify

**XXV.10. Do your steering documents address the amount of paid work that full and part-time students are allowed to engage in during their studies?**

- ☐ Yes
- ☐ No

XXV.10.1. If yes, please provide details

**Recognition of prior learning (RPL)**

**XXV.11. In your country, is there legislation regulating RPL?**

- ☐ Yes
- ☐ No

XXV.11.1. If no, what is the common understanding of the term?

**XXV.12. How do your steering documents define prior learning?**

**XXV.13. Does your country's understanding of “prior learning” include informal and non-formal learning?**

- ☐ Yes, informal learning
- ☐ Yes, non-formal learning
- ☐ Yes, both
- ☐ No

**XXV.14. Can prior learning as defined by your steering documents ... (please tick one box)**

- ☐ be used to gain admission to a higher education study programme?
- ☐ be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)?
- ☐ A combination of both
- ☐ Other: please specify

**XXV.15. Based on your definition/understanding of prior learning, can applicants for higher education have learning, which was acquired outside of their current course [and location] of study in higher education, assessed and recognised? (please tick one box)**

- ☐ Yes, this is a legal right of the applicant
- ☐ Yes, this is permitted by legislation, although it is not a right
- ☐ No, this kind of procedure is legally not permitted in higher education in your country
- ☐ No, this kind of procedure cannot happen in higher education in your country for other reasons: please specify

**XXV.16. If recognition of prior learning is permitted by legislation but is not a right, is it:**

- ☐ Standard practice in most higher education institutions (75% +)
- ☐ Standard practice in some higher education institutions (36 - 75%)
- ☐ Standard practice in few higher education institutions (5 - 35%)
- ☐ Very unusual practice in higher education institutions (less than 5%)
- ☐ Not applicable

**XXV.17. If recognition of prior learning is practised, what measures are in place to ensure that assessment of learning is based on reliable and valid evidence?**

**XXV.18. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?**

☐ Yes

☐ No

### **STUDY FINANCING (INCOME AND EXPENSES)**

The focus of the questions is on **students**, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded until part XXXIII.

**NB:** Only data related to public higher education institutions should be provided. Data on private higher education institutions should only be provided when *explicitly* asked for.

Please provide the information on study financing in the currency in which they have to be paid in your country. Currency used in your country:

### **XXVI. STUDENT FEES/CONTRIBUTIONS**

**XXVI.1. In your country, does any higher education student at a public higher education institution have to pay a fee of any kind? Contributions to student organisations are not included (see question XXVII.6).**

	Yes	No
1 <sup>st</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>
2 <sup>nd</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>

If the answer is no for both cycles, please continue with section XXVIII.

**XXVI.1.1. If there are limits to the value of fees higher education institutions can define, what is the main guiding principle behind these limits?**

	Ensuring affordability for students	Limiting fee income to a defined proportion of the costs of higher education	Other
1 <sup>st</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 <sup>nd</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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XXVI.1.2. If there are other types of limits, please specify:

**XXVI.2. Do all students at public higher education institutions have to pay these fees?**

1 <sup>st</sup> cycle		Fees paid at registration	Fees paid annually	Fees paid after graduation
All students pay		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In principle all students pay, but <b>exemption is possible</b> for specific groups of students based on pre-defined criteria	<b>Need-based</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Merit-based</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Criteria based on <b>course load and structure</b> (e.g. full time vs. part time students; distance learners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Criteria based on <b>field of study</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Other</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Only specific groups</b> of students pay based on pre-defined criteria	<b>Need-based</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Merit-based</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Criteria based on <b>course load and structure</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Criteria based on <b>field of study</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Other</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 <sup>nd</sup> cycle	Fees paid at registration	Fees paid annually	Fees paid after graduation
-----------------------	---------------------------	--------------------	----------------------------

			n
<b>All students pay</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In principle all students pay, but <b>exemption is possible</b> for specific groups of students based on pre-defined criteria	<b>Need-based criteria</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Merit-based criteria</b>	<input type="checkbox"/>	<input type="checkbox"/>
	Criteria based on <b>course load and structure</b> (e.g. full time vs. part time students; distance learners)	<input type="checkbox"/>	<input type="checkbox"/>
	Criteria based on <b>field of study</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Other criteria</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Only specific groups</b> of students pay based on pre-defined criteria	<b>Need-based criteria</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Merit-based criteria</b>	<input type="checkbox"/>	<input type="checkbox"/>
	Criteria based on <b>course load and structure</b>	<input type="checkbox"/>	<input type="checkbox"/>
	Criteria based on <b>field of study</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Other criteria</b>	<input type="checkbox"/>	<input type="checkbox"/>

XXVI.2.1. If specific groups of students can be exempted or only specific groups of students pay fees, please specify the criteria based on which distinctions are made. If there are differences between the cycles, please also specify them here.

XXVI.2.2. If specific groups of students can be exempted or only specific groups of students pay fees, how many students fall in these groups?

First cycle:

Second cycle:

**XXVI.3. Do all fee-paying students at public higher education institutions pay the same amount?**

<b>1<sup>st</sup> cycle</b>		Fees paid at registration	Fees paid annually	Fees paid after graduation
All fee-paying students pay the <b>same amount</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a <b>variable fee rate</b> based on pre-defined criteria	<b>Need-based</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Merit-based</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Criteria based on <b>course load and structure</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Criteria based on <b>field of study</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Other</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>2<sup>nd</sup> cycle</b>		Fees paid at registration	Fees paid annually	Fees paid after graduation
All fee-paying students pay the <b>same amount</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a <b>variable fee rate</b> based on pre-defined criteria	<b>Need-based</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Merit-based</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Criteria based on <b>course load and structure</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Criteria based on <b>field of study</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Other</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

XXVI.3.1. If groups of students pay different amounts, please specify the criteria based on which the distinctions are made. If there are differences between the cycles, please also specify them here.

XXVI.3.2. If groups of students pay different amounts, how many students fall in these groups?

First cycle:

Second cycle:

**XXVI.4. What is the minimum and maximum amount of fees payable in the first and the second cycle? If available, please also provide the amount most commonly paid by students (this latter can be an estimate).**

<b>1<sup>st</sup> cycle</b>	Minimum amount	Maximum amount	Most commonly paid amount
Paid once at registration			
Paid annually			
Paid after graduation			
Total cost of cycle*			

\* Please multiply any annual fees by the most common length of programmes in this cycle

<b>2<sup>nd</sup> cycle</b>	Minimum amount	Maximum amount	Most commonly paid amount
Paid once at registration			
Paid annually			
Paid after graduation			
Total cost of cycle*			

\* Please multiply any annual fees by the most common length of programmes in this cycle

XXVI.4.1. Who pays the minimum and the maximum amount in the different cycles? (e.g. students in certain subjects, with certain characteristics, other...)

XXVI.4.2. Please also provide the proportion of students by cycle in the lower and in the higher paying categories (if precise data are not available, please provide an estimate).

**XXVI.5. Who defines the fee amounts?**

<b>1<sup>st</sup> cycle</b>	Fees paid at registration	Fees paid annually	Fees paid after graduation
Each higher education institution defines its own fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher education institutions can define their fees, but there are limits set by the central/regional authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher education institutions can define their fees, but they have to be approved by the central/regional authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central/regional authority defines the value range of fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>2<sup>nd</sup> cycle</b>	Fees paid at registration	Fees paid annually	Fees paid after graduation
Each higher education institution defines its own fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher education institutions can define their fees, but there are limits set by the central/regional authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher education institutions can define their fees, but they have to be approved by the central/regional authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central/regional authority defines the value range of fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

XXVI.5.1. Comment

**XXVI.6. Do students at public higher education institutions have to pay compulsory contributions to student unions?**

☐ Yes

☐ No

XXVI.6.1. If yes, please provide the value ranges and explain the difference where they exist.

**XXVI.7. Are private higher education institutions allowed to charge any kind of fee?**



☐ Yes

☐ No

XXVI.7.1. If no, how are private higher education institutions funded in your country?

XXVI.7.2. If yes, does your country have regulations limiting the amount (minimum and maximum) of fees at private higher education institutions?

☐ Yes

☐ No

XXVI.7.2.a. If yes, please provide these amounts.

## **XXVII. PUBLIC GRANTS AND SCHOLARSHIPS**

**XXVII.1. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants and loans, keeping in mind the relevant parts of your combined system. Grants and scholarships are grouped together.**

**XXVII.2. Does any student receive public financial support in the form of grants/scholarships?**

	Yes	No
1 <sup>st</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>
2 <sup>nd</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>

If the answer is no for both cycles, please continue with part XXIX.

**XXVII.3. Which students are eligible to receive grants/scholarships? Do all eligible students receive the same amount of grant/scholarship? Multiple answers possible, e.g. for student aid which covers tuition fees and living costs separately.**

1 <sup>st</sup> cycle	All those eligible receive	There are different
-----------------------	----------------------------	---------------------

	the amount	same amounts given to specific groups
<b>All</b> students receive grants	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students receive grants: <b>need-based</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students receive grants: <b>merit-based</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students receive grants: criteria <b>based on course load and structure</b> (e.g. full time vs. part time students; distance learners)	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students receive grants: criteria <b>based on field of studies</b>	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students receive grants: <b>other</b> criteria (e.g. age, parenthood, other)	<input type="checkbox"/>	<input type="checkbox"/>

<b>2<sup>nd</sup> cycle</b>	All eligible receive the amount	those receive the same amounts given to specific groups
<b>All</b> students receive grants	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students receive grants: <b>need-based</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students receive grants: <b>merit-based</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students receive grants: criteria <b>based on course load and structure</b> (e.g. full time vs. part time students; distance learners)	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students receive grants: criteria <b>based on field of studies</b>	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students receive grants: <b>other</b> criteria (e.g. age, parenthood, other)	<input type="checkbox"/>	<input type="checkbox"/>

XXVII.3.1. If you have made multiple responses, please explain the reasons briefly here.

XXVII.3.2. If groups of students receive grants, how many receive grants in the respective categories?

First cycle:

Second cycle:

**XXVII.4. What is the proportion of students receiving grants/scholarships by cycle? Please also provide the reference for this data.**

**XXVII.5. Which costs are expected to be covered by grants/scholarships?**

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle
Living costs	<input type="checkbox"/>	<input type="checkbox"/>
Study fees	<input type="checkbox"/>	<input type="checkbox"/>
Study costs	<input type="checkbox"/>	<input type="checkbox"/>

XXVII.5.1. If there are different types of grants/scholarships, please provide the information here.

**XXVII.6. What is the value range of grants/scholarships? Please specify the amount by cycle, per student, per year and by other relevant criteria.**

XXVII.6.1. If groups of students receive different amounts, please specify the criteria on which the distinctions are made. If there are differences between the cycles or the type of grants, please also specify them here.

**XXVII.7. How is the provision of grants/scholarships administered? Multiple answers possible, e.g. for student aid which covers tuition fees and living costs separately.**

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle
<b>Direct provision:</b> students receive the money from a specialised agency	<input type="checkbox"/>	<input type="checkbox"/>

<b>Indirect provision A:</b> higher education institutions receive the money, which they distribute among students, but values and criteria are determined by the higher education authority	<input type="checkbox"/>	<input type="checkbox"/>
<b>Indirect provision B:</b> higher education institutions receive the money, which they redistribute among students based on their own criteria	<input type="checkbox"/>	<input type="checkbox"/>
<b>Indirect provision C:</b> higher education institutions receive the money, which is used directly to offset tuition costs	<input type="checkbox"/>	<input type="checkbox"/>

XXVII.7.1. If you have made multiple responses, please explain the reasons briefly here.

**XXVII.8. What is the proportion of students who receive grants/scholarships (please add reference year and source)? If available, please also present the data for 2000 and 2005.**

**XXVIII. STUDENT LOANS**

**XXVIII.1. In your country, can any student take publicly subsidised or guaranteed loans to cover their expenses during their higher education studies?**

	Yes	No
1 <sup>st</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>
2 <sup>nd</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>

If the answer is no for both cycles, please continue with part XXX.

**XXVIII.2. Which students are eligible to receive loans? Can all those eligible receive the same amount?**

1 <sup>st</sup> cycle	All those eligible can receive the same amount	There are different amounts given to specific groups
All students can receive loans	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students can receive loans: <b>need-based</b>	<input type="checkbox"/>	<input type="checkbox"/>

criteria		
Groups of students can receive loans: criteria <b>based on course load and structure</b> (e.g. full time vs. part time students; distant learners)	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students can receive loans: criteria <b>based on field of studies</b>	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students can receive loans: <b>other</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>

<b>2<sup>nd</sup> cycle</b>	All those eligible can receive the same amount	There are different amounts given to specific groups
<b>All</b> students can receive loans	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students can receive loans: <b>need-based</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students can receive loans: criteria <b>based on course load and structure</b> (e.g. full time vs. part time students; distant learners)	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students can receive loans: criteria <b>based on field of studies</b>	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students can receive loans: <b>other</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>

XXVIII.2.1. If only specific groups of students can receive loans, please specify the eligibility criteria. If there are differences between the cycles or types of loans, please specify.

**XXVIII.3. Which costs are expected to be covered by loans?**

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle
Living costs	<input type="checkbox"/>	<input type="checkbox"/>
Study <u>fees</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Study costs</u>	<input type="checkbox"/>	<input type="checkbox"/>

**XXVIII.4. If there are different types of loans, please provide details here regarding the main differences.**

**XXVIII.5. Are there limits on loans that students can receive?**

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle
There is no limit	<input type="checkbox"/>	<input type="checkbox"/>
Students can receive a maximum amount	<input type="checkbox"/>	<input type="checkbox"/>
Students must borrow a minimum amount	<input type="checkbox"/>	<input type="checkbox"/>

**XXVIII.5.1. If there are differences for different types of loans, please specify here.**

**XXVIII.6. What is the value range of loans that students can receive? Please specify the amount by cycle, per student, per year and by other relevant criteria.**

**XXVIII.7. What is the proportion of students who take out loans (please add reference year and source)? Please specify by the different categories. If available, please also present the data for 2000 and 2005.**

**XXVIII.8. What is the system of repayment?**

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle
<u>Mortgage-type repayment</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Income contingent repayment</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Human capital contracts</u>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

XXVIII.8.1. If there is another type of repayment system, please specify.

**XXVIII.9. Are student loans subsidised, and if yes, in what form?**

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle
There is a government guarantee, but no additional subsidy is paid by the government	<input type="checkbox"/>	<input type="checkbox"/>
The government pays the interest of borrowers while they are enrolled in higher education, but (ex)students have to pay the full interest rate afterwards	<input type="checkbox"/>	<input type="checkbox"/>
Borrowers are charged an interest rate that is lower than market-based rates	<input type="checkbox"/>	<input type="checkbox"/>
Students do not have to pay interest on their loan	<input type="checkbox"/>	<input type="checkbox"/>
The subsidy takes another form	<input type="checkbox"/>	<input type="checkbox"/>
No, student loans are neither guaranteed nor subsidised by the government	<input type="checkbox"/>	<input type="checkbox"/>

XXVIII.9.1. If the subsidy takes another form, please specify it here.

**XXVIII.10. What conditions govern the cancellation or reduction of a debt incurred by students in financing higher education after completion of their study period?**

Please take into account conditions that apply to **any** higher education students, and not only to full-time students.

☐ Income too low

- ☐ Successful completion of studies on time (or earlier)
- ☐ Exceptional merit in studies
- ☐ Age or length of period in debt
- ☐ Disability
- ☐ Parenthood
- ☐ Death
- ☐ No debt cancellation
- ☐ No debt reduction
- ☐ Neither debt cancellation nor reduction
- ☐ Early repayment of loan
- ☐ Other

XXVIII.10.1. If other, please specify.

#### **XXIX. TAX BENEFITS FOR STUDENTS**

**XXIX.1. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?**

	Yes	No
1 <sup>st</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>
2 <sup>nd</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>

If the answer is no for both cycles, please continue with part XXXI.

**XXIX.2. Which students are eligible to receive such benefit? Do all eligible students receive the same amount/percentage of benefit?**

1 <sup>st</sup> cycle	All those eligible receive the same amount/percentage	There are different amounts/percentages given to specific groups
All students can receive tax benefits	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students can receive tax benefits	<input type="checkbox"/>	<input type="checkbox"/>



<b>2<sup>nd</sup> cycle</b>	All those eligible receive the same amount/percentage	There are different amounts/percentages given to specific groups
All students can receive tax benefits	<input type="checkbox"/>	<input type="checkbox"/>
Groups of students can receive tax benefits	<input type="checkbox"/>	<input type="checkbox"/>

XXIX.2.1. If only specific groups of students receive tax benefits, please specify the eligibility criteria. If there are differences between the cycles, please also specify them here.

**XXIX.3. What is the form and value of this tax relief?** The information you enter may be a financial amount or a share of a person's taxable income expressed as percentage.

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle
<u>Tax credit</u>		
<u>Lump sum tax deduction</u>		
<u>Expenses-based tax deduction</u>		
Other		

**XXIX.4. Under what conditions are students entitled to tax relief?**

- ☐ They are enrolled as a student
- ☐ They are under a certain age (please specify)
- ☐ They have another particular civil status (e.g. married, parenthood, other)
- ☐ Income-dependent
- ☐ Other

XXIX.4.1. If other, please specify.

**XXX. BENEFITS FOR STUDENTS' PARENTS (INCLUDING GUARDIANS)**

**XXX.1. Can the parents of any student receive non-tax based financial benefits (including, but not limited to e.g. family allowances) for tertiary education expenses?**

	Yes	No
1 <sup>st</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>
2 <sup>nd</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>

If the answer is no for both cycles, please continue with part XXXII.

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**XXX.2. Which students' parents are eligible to receive such non-tax based benefit?**  
**Do all eligible parents receive the same amount/percentage of benefit?**

<b>1<sup>st</sup> cycle</b>	All those eligible receive the same amount/percentage	There are different amounts/percentages given to specific groups
All students' parents receive benefits related to their children being students	<input type="checkbox"/>	<input type="checkbox"/>
Parents of specific groups of students receive benefits: <b>need-based</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>
Parents of specific groups of students receive benefits: criteria based on students' <b>civil status</b> (e.g. age, marital status, other)	<input type="checkbox"/>	<input type="checkbox"/>
Parents of specific groups of students receive benefits: <b>other</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>

<b>2<sup>nd</sup> cycle</b>	All those eligible receive the same amount/percentage	There are different amounts/percentages given to specific groups
All students' parents receive benefits related to their children being students	<input type="checkbox"/>	<input type="checkbox"/>
Parents of specific groups of students receive benefits: <b>need-based</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>
Parents of specific groups of students receive benefits: criteria based on students' <b>civil status</b> (e.g. age, marital status, other)	<input type="checkbox"/>	<input type="checkbox"/>
Parents of specific groups of students receive benefits: <b>other</b> criteria	<input type="checkbox"/>	<input type="checkbox"/>

XXX.2.1. If only the parents of specific groups of students receive benefits, please specify the eligibility criteria. If there are differences between the cycles, please also specify them here.

XXX.2.2. If the parents of specific groups of students receive different amounts/percentages, please specify the criteria based on which the distinctions are made. If there are differences between the cycles, please also specify them here.

**XXX.3. Can the parents of any student receive tax-based financial benefits (tax relief) for tertiary education expenses?**

	Yes	No
1 <sup>st</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>
2 <sup>nd</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>

If the answer is no for both cycles, please continue with part XXXII.

**XXX.4. What are the forms and values of the granted tax relief?** The information you enter may be a financial amount or a share of a person's taxable income expressed as percentage.

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle
<u>Tax credit</u>		
<u>Lump sum tax deduction</u>		
<u>Expenses-based tax deduction</u>		
Other		

**XXXI. PUBLIC NON-CASH STUDENT SUPPORT**

**XXXI.1. In your country, are there any forms of public non-cash student support?**

	Yes	No
1 <sup>st</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>
2 <sup>nd</sup> cycle	<input type="checkbox"/>	<input type="checkbox"/>

If the answer is no for both cycles, please go to section XXXIII.

**XXXI.2. What forms of public non-cash student support exist?**

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle
Subsidised accommodation	<input type="checkbox"/>	<input type="checkbox"/>
Subsidised meals, drinks, etc.	<input type="checkbox"/>	<input type="checkbox"/>
Transport subsidies	<input type="checkbox"/>	<input type="checkbox"/>
Subsidised health insurance	<input type="checkbox"/>	<input type="checkbox"/>
Other subsidies	<input type="checkbox"/>	<input type="checkbox"/>

XXXI.2.1. Please specify the details of subsidies. If there are other forms of subsidies, please also specify it here.

**XXXI.3. Who is eligible to receive such non-cash student support?**

1 <sup>st</sup> cycle	All students	Specific groups of students based on pre-defined criteria
Subsidised accommodation	<input type="checkbox"/>	<input type="checkbox"/>
Subsidised meals	<input type="checkbox"/>	<input type="checkbox"/>
Transport subsidies	<input type="checkbox"/>	<input type="checkbox"/>
Subsidised health insurance	<input type="checkbox"/>	<input type="checkbox"/>
Other subsidies	<input type="checkbox"/>	<input type="checkbox"/>

2 <sup>nd</sup> cycle	All students	Specific groups of students based on pre-defined criteria
Subsidised accommodation	<input type="checkbox"/>	<input type="checkbox"/>
Subsidised meals	<input type="checkbox"/>	<input type="checkbox"/>
Transport subsidies	<input type="checkbox"/>	<input type="checkbox"/>
Subsidised health insurance	<input type="checkbox"/>	<input type="checkbox"/>
Other subsidies	<input type="checkbox"/>	<input type="checkbox"/>

XXXI.3.1. If there are distinctions made among students, please specify the criteria.  
If there are differences between the cycles, please specify it here.

**XXXI.4. Do all eligible students receive the same non-cash student support?**

<b>1<sup>st</sup> cycle</b>	All eligible students receive the same	Distinctions are made based on pre-defined criteria
Subsidised accommodation	<input type="checkbox"/>	<input type="checkbox"/>
Subsidised meals	<input type="checkbox"/>	<input type="checkbox"/>
Transport subsidies	<input type="checkbox"/>	<input type="checkbox"/>
Subsidised health insurance	<input type="checkbox"/>	<input type="checkbox"/>
Other subsidies	<input type="checkbox"/>	<input type="checkbox"/>

<b>2<sup>nd</sup> cycle</b>	All eligible students receive the same	Distinctions are made based on pre-defined criteria
Subsidised accommodation	<input type="checkbox"/>	<input type="checkbox"/>
Subsidised meals	<input type="checkbox"/>	<input type="checkbox"/>
Transport subsidies	<input type="checkbox"/>	<input type="checkbox"/>
Subsidised health insurance	<input type="checkbox"/>	<input type="checkbox"/>
Other subsidies	<input type="checkbox"/>	<input type="checkbox"/>

If there are distinctions made among students, please specify the criteria. If there are differences between the cycles, please specify it here. Please also include information on the size of the differences (e.g. in percent).

**XXXI.5. Who decides on these subsidies?**

<b>1<sup>st</sup> cycle</b>	Central authority	Regional authority	Higher education institutions	Other
Subsidised accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subsidised meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transport subsidies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subsidised health insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other subsidies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>2<sup>nd</sup> cycle</b>	Central authority	Regional authority	Higher education institutions	Other
Subsidised accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subsidised meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transport subsidies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subsidised health insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other subsidies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**XXXII.      DOCTORAL EDUCATION**

**XXXII.1.      What is the typical status of candidates preparing a third cycle (PhD) qualification?** Multiple answers are possible.

- ☐ Student (Please answer question XXX.III.1.1 and continue with XXX.II.1.4)
- ☐ They hold an employment contract with a HEI (Please answer question XXX.III.1.2 and continue with XXX.II.1.4)
- ☐ Other please specify (Please continue with question XXX.III.1.3)

XXXII.1.1. If third cycle candidates are typically students, please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

XXXII.1.2. If third cycle candidates are typically in an employment contract with a higher education institution, please explain the nature of these contracts.

XXXII.1.3. If third cycle candidates have a status that is typically neither "fully student" nor "fully employee", please specify any fees for which they may be liable, as well as any support that may be provided.

XXXII.1.4. If multiples answers were selected, please explain briefly why.

XXXII.1.5. Are there differences between candidates preparing a third cycle (PhD qualification) of different subject areas?

- ☐ Yes
- ☐ No

XXXII.1.5.a.      If yes, please explain briefly.



**XXXII.2. What are the main funding sources for candidates preparing a third cycle (PhD) qualification? Please provide percentages.**

Self-funded

Salary through employment contract with HEI

Grants/scholarships/fellowships

Loans

Total  = 100 %

**XXXIII. REFERENCES**

**XXXIII.1. Please provide references to the sources you used to answer this questionnaire.**