



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Austria

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Austria

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Other (please specify) =

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

No

2. How do these projections affect higher education policy planning?

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

Public universities: 22 Private universities: 13 Universities of Applied Sciences: 21 University Colleges of Teacher Education: 17 (14 + 3)

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 80

240 ECTS = 16.8

Other number of ECTS = 2.5

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 98

240 ECTS = 1

Other number of ECTS = 1

5.3. 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 either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

Music, the Arts, Human Medicine, Theology, Economics, classical philology (Latin), Teacher Training for Academic Secondary and Higher Secondary Schools, Pharmacy, Veterinary medicine, some technical study programmes, Dentistry, Law

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

8 to 12 semesters

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

Universities: 44% (126.523) diploma programmes studied vs. 56% (158.209) bachelor programmes studied (winter term 2010/11)

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 0.6

90 ECTS = 2.2

120 ECTS = 94.2

Other = 3

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 0

90 ECTS = 3

120 ECTS = 97

Other = 0

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

No

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

0

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

6. PROGRESSION BETWEEN CYCLES

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

100%

6.1.1. Please provide a source for this information.

see below

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>75-<100 %

56% for UAS (account for appr. 10% of total students) students and 83% for public universities

6.2.1. Please provide the source for this information.

BMWF; FHR (Council of the Universities of Applied Sciences)

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

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

bridging courses if relevant knowledge/competences are missing

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

>75->100 %

6.4.1. Please provide a source for this information.

University Study Act; UAS Study Act;

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

34%

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

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

not possible

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

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

Please choose..

7.1.1. Please explain the differences.

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

Yes

7.2.1. Please specify how it is regulated.

Regulations concerning admittance to certificate university programmes for further education or for university-level courses are outlined individually in each respective curriculum.

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

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. 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).

Most doctoral programmes at universities are organised in the form of non-structured doctoral programmes and based on the traditional model of supervision. In addition, universities offer structured doctoral programmes, in general organised in doctoral schools (e.g. "Doktoratskollegs", „Initiativkollegs“, "DoktorandInnenkollegs", "PhD-School"). Universities decide autonomously on the types of doctoral training offered.

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

Yes

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

Universities are autonomous in organising doctoral training. Universities have set up organisational structures which can be seen as "doctoral schools", but in different ways and with a different scope. Some universities have set up permanent structures to organise doctoral training according to disciplines or related disciplines, represented by so-called "doctorate schools" ("Doktoratsschulen"). A number of universities have established thematic "doctoral schools" set up in the context of a research programme and in general representing the organisational frame of a structured doctoral programme (e.g. "Doktoratskollegs", „Initiativkollegs“, "DoktorandInnenkollegs"). Such "doctoral schools" combine a number of doctoral candidates who do research in a predetermined topic or research theme. In general, they are employed by the university under fixed-term contracts and are supervised by a team of scientists. To receive a place in such a doctoral school, candidates have to succeed in a competitive application procedure. The Austrian Science Fund (FWF) offers a special programme for the funding of structured doctoral programmes. These "Doktoratskollegs" are meant to be training centers for highly qualified doctoral candidates from the national and international scientific community. At the beginning of 2011, there were 33 "Doktoratskollegs" at universities funded by the FWF, and about 30 other thematic doctoral schools at universities. More Main features: • Interlinking of EHEA and ERA • Change from old style to new-style doctoral studies should be linked with an increase in quality; • Doctoral candidates are young researchers • Workshops, conferences, other informative

activities

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

The duration of a doctoral programme has to be at least 3 years.

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3.6

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

Yes

8.5. Are ECTS credits used in doctoral programmes?

Yes

The University Act 2002 does not mention ECTS credits for doctoral programmes, but universities use ECTS credits in the curricula of doctoral programmes.

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

In addition to the 21 universities, the Institute of Science and Technology Austria (IST Austria), a new research institute dedicated to basic research and graduate education in the Natural Sciences, also offers doctoral training and awards doctoral degrees. The IST Austria has set up a Graduate School in 2010. It offers a structured PhD programme open to applicants from all countries which combines advanced coursework and research, with a focus on Biology, Computer Science, Neuroscience and interdisciplinary areas. Admitted PhD students are employed under four-year or five-year contracts with full social coverage.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

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

No

9.2. 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

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

Please choose..

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

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

Art. 51 para. 2 subpara. 27 of the Universities Act 2002: Joint study programmes mean degree programmes which are offered jointly on the basis of agreements between one or several Austrian universities, providers of university of applied sciences degree programmes, private universities or university colleges for education and one or several foreign recognized post-secondary educational institutions in the form of a joint, double or multiple degree programme, with these agreements specifying the performance which the students shall be committed to in the participating institutions. Art. 54 para. 10 of the Universities Act 2002: The universities shall also be entitled to run joint degree programmes. If an agreement under § 51 para. 2 subpara. 27 has been concluded, the senate shall enact a curriculum for this programme in the meaning of § 25 para. 1 subpara. 10 within a reasonable period. Art. 54 para. 10 of the Universities Act 2002: If a student successfully completes a joint diploma programme comprising up to 120 ECTS credits of which at least 30 were obtained under the auspices of a foreign partner institution, or more than 120 ECTS credits of which at least 60 were obtained under the auspices of a foreign partner institution, the award of the degree may be evidenced by a document jointly issued in conjunction with the latter. UAS Study Act

10.2. Does higher education legislation allow:

- Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer
- Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

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

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer
- Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

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

- with a joint degree < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer
- from a joint programme < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

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

Yes

10.5.1. Please explain briefly.

Examples: • Cultural Sciences, English and American Studies , German Studies in an Intercultural Context, Gender Studies, History of Southeastern Europe, Women's and Gender History, Jewish Studies, Cognitive Science, Dutch Language, Literature and Culture in a Central European Context, Urban Studies; • European Forestry, Raw Materials Sciences, Engineering Sciences, Animal Breeding and Genetics, Materials Sciences; • Biological Chemistry, Computational Logic, Astrophysics, Health and Physical Activity, Sustainable Development; • Integrated Law Studies; • Comparative Social Policy and Welfare, Social Policy and Welfare, Social Work, International Business Informatics, Global Business. . Economic Sciences in UAS

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Part 1.2 BFUG Data Collection on student-centred learning

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

No

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

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

Independent learning 1 2 3 4 5

Learning in small groups 1 2 3 4 5

Initial or in-service training in teaching for staff 1 2 3 4 5

Assessment based on learning outcomes 1 2 3 4 5

Recognition of prior learning 1 2 3 4 5

Learning outcomes 1 2 3 4 5

Student/staff ratio 1 2 3 4 5

Student evaluation of teaching 1 2 3 4 5

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Please choose..

1.4. Please specify.

2. Please provide a reference for your steering documents covering student-centred learning.

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

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

Only in connection with the Dublin descriptors, and as prescribed in terms of knowledge, skills and competences in the individual curricula established under university autonomy

4.2. 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

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

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

4.3.1. Does your country provide specific support measures on the national level?

Through the national Bologna follow up group information on the use of learning outcomes is provided and the use is encouraged. Experts have been invited to hold seminars and the Austrian Bologna experts undertake counselling visits to HEIs. There are some workshops and peer learning groups provided by the UAS themselves respectively by their umbrella-organisation (FHK) and by the UAS Council.

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

No

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

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
- Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

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

Yes

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

It is a precondition for the accreditation of all study programmes at UAS.

4.6.2. Please provide any additional relevant comments for consideration regarding learning outcomes.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. 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).

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

75-99%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

51-74%

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

Student workload only

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

25

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

6. DIPLOMA SUPPLEMENT

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

- | | | | | | | |
|----------------------------|---|--------------------------------------|--------------------------------------|--|-------------------------------------|-----------------------|
| All students | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> |
| | No answer | | | | | |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
| | No answer | | | | | |
| Upon request | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input checked="" type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> |
| | No answer | | | | | |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
| | No answer | | | | | |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
| | No answer | | | | | |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

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

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

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

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

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

German and English

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

http://bmwf.gv.at/home/academic_mobility/enic_naric_austria/diploma_supplement/templates/

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. 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.

6. The NQF has been adopted in legislation or in other high level policy fora

7.2.1 Please provide the date when the step was completed.

20.06.2000

7.2.2. Please provide a reference for the decision to start developing a NQF.

There is no adoption in legislation of the Austrian NQF but the Austrian government decided about the NQF model in the Council of Ministers.

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

In 2006 the former Minister of Education, Science and Culture took the decision to implement an NQF.

7.2.9. Are ECTS included in the NQF?

Yes

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

<http://www.bmwf.gv.at/wissenschaft/national/nqr>; <http://www.bmukk.gv.at/europa/eubildung/nqr/index.xml>

8. RECOGNITION OF QUALIFICATIONS

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

- Recognition for academic study
- 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
 - No answer
- Recognition for professional employment
- 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
 - No answer

8.1.1. Please specify.

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

Recognition of qualification provided that no substantive differences can be proven

8.2.1. Please provide a reference to the relevant legislation.

Austrian higher education institutions are bound by the Lisbon Recognition Convention (Übereinkommen über die Anerkennung von Qualifikationen im Hochschulbereich in der europäischen Region, BGBl. III Nr. 71/1999 / Convention on the Recognition of Qualifications concerning Higher Education in the European Region), by numerous bilateral agreements between the Republic of Austria and other countries on recognition, and by recognition regulations in the respective federal acts on the institutions of postsecondary education in Austria. Universities Act 2002 (Articles 78, 90) University of Applied Sciences Studies Act (Articles 5 para. 4, 12 para.2 subpara. 6 and 16 para. 4 subpara. 2) Act on Teacher Training Colleges (Articles 56, 57 and 68)

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

Recognition procedures are administrative procedures (Verwaltungsverfahren) germane to the regulations administrative procedures in Austria generally use to be; these regulations refer e. g. to the times, during which – and the form, in which - decisions have to be made, the opportunities to appeal decisions.

8.4. Do higher education institutions typically:

make recognition decisions at central level

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

Yes

8.5.1. Please explain.

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

Austrian higher education institutions are bound by the Lisbon Recognition Convention (Übereinkommen über die Anerkennung von Qualifikationen im Hochschulbereich in der europäischen Region, BGBl. III Nr. 71/1999 / Convention on the Recognition of Qualifications concerning Higher Education in the European Region), by numerous bilateral agreements between the Republic of Austria and other countries on recognition, and by recognition regulations in the respective federal acts on the institutions of postsecondary education in Austria

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

Part 1.3 BFUG Data Collection on Quality Assurance

1.1. Which situation applies in your country?

Several independent agencies operate legitimately.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

For some agencies a decision granting permission for the institution or programme to operate, and for others advice on strengthening quality.

1.3. What is the main outcome of an external review?

Please choose..

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

No

1.4.1. Please specify the normal impact of an external review.

1.5. Does the agency cover:

Please choose..

1.5.1. Collectively, do the agencies cover:

All higher education institutions

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

No

1.6.3.1. Please specify

Due to the diversification of Austrian Higher Education the quality assurance systems differ between the sectors. UAS and private universities are subject to external evaluation both for institutions and all programmes. For programmes at public universities programme evaluation is on a voluntary basis as well as the evaluation of the institution

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

There is no obligation to publish the (positive or negative) outcomes of quality assurance procedures, but information on the outcomes are made available to the public on a voluntary basis, e.g. through the publication of summary reports on the procedure through the agency, short notices on the approval of an institution or programme on the agencies and or the institutions website etc.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

cf. to question above

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Teaching | The quality of teaching (contents, process, outcome) is in the centre of programme assessment in all HE sectors: All programmes at universities of applied sciences and private universities are subject to accreditation. Public universities may seek for programme accreditation/certification on a voluntary basis. |
| <input checked="" type="checkbox"/> Student support services | Under the various schemes, the following issues are generally included: administration, student infrastructure, library, evaluation by students, student representation |
| <input type="checkbox"/> Lifelong Learning provision | |
| <input checked="" type="checkbox"/> Research | Depending of the mission of HEI, research is part of the various schemes for external quality assurance. The organisation of research, internal support structures and the relation between research and teaching are main topics. External quality assurance and accreditation generally doesn't comprise the outcome of research. |
| <input type="checkbox"/> Employability | |
| <input checked="" type="checkbox"/> Internal Quality Assurance/Management system | The internal quality management of universities is subject to quality audits at public universities. Audits focus on a range of performance areas, including learning, research, human resources and internationalisation. In a near future, quality audits will also be implemented for the sector of universities of applied sciences. |
| <input type="checkbox"/> Other (please specify) | |

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

please cf. comments at above question; for better readability the text in the small boxes above is repeated here: • X Teaching - Assessment of programmes The quality of teaching (contents, process, outcome) is in the centre of programme assessment in all HE sectors: All programmes at universities of applied sciences and private universities are subject to accreditation. Public universities may seek for programme accreditation/certification on a voluntary basis. As a consequence, the criteria for the assessment of teaching differ between the sectors. - Institutional assessment Institutional assessments systematically include aspects of teaching (organisation of teaching processes, relation between teaching and research, administration, human resources). They are part of the accreditation requirements for universities of applied sciences and private universities. • X

Student support services Under the various schemes, the following issues are generally included: administration, student infrastructure, library, evaluation by students, student representation • X Research Depending of the mission of HEI, research is part of the various schemes for external quality assurance. The organisation of research, internal support structures and the relation between research and teaching are main topics. External quality assurance and accreditation generally doesn't comprise the outcome of research. Internal quality management of research is a core topic of quality audits that are implemented in the sector of public universities. • X Internal Quality Assurance/Management system The internal quality management of universities is subject to quality audits at public universities. Audits focus on a range of performance areas, including learning, research, human resources and internationalisation. In a near future, quality audits will also be implemented for the sector of universities of applied sciences.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

Major Changes to the present external QA system and the development of a common strategy are currently discussed. It is intended to establish a single agency for QA and to integrate the existing agencies (AQA, FHR, AR) and their expertise. The prospective new agency will cover responsibility for the different sectors (public universities, universities of applied sciences, private universities) and will take into account compliance with national and international standards. It is planned that the legal and organisational amendments will be in place in the beginning of 2012 and to start implementation from then on.

2. CROSS-BORDER EVALUATION

2.1. 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, some institutions are able to choose

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

Public universities are able to choose agencies from outside Austria. Universities of Applied Sciences and private universities are able to choose an agency to conduct external reviews, which are prerequisite for the accreditation through the Austrian quality assurance agency responsible for UAS and for private universities

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

The agency has to be an internationally recognized and independent agency, membership in ENQA or EQAR can serve as proof for recognition and independence.

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

3.1. 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

3.2. If an evaluation has been conducted, was the application successful?

All three agencies are full members of ENQA, one agency is also registered at EQAR

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies see additional relevant comment below
- 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 see additional comment below

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- 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)

4.3. Is there a formal requirement that academic staff are involved?

- 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)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

No

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

There are requirements to involve different groups (academic staff, students, employers etc.) but the formal conditions for this involvement vary considerably between the different HE sectors. This is the reason why the above questions on student involvement cannot be answered generally.

5. INTERNAL QUALITY ASSURANCE

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

Yes

5.1.1. Please specify these requirements and the relevant source.

All HEI are obliged to set up an internal quality assurance system by law: - public universities through the Universities Act 2002 (Universitätsgesetz 2002); - UAS: Fachhochschule Studies Act (Fachhochschul-Studiengesetz); - private universities; University Accreditation Act (Universitäts-Akkreditierungsgesetz); - university colleges of teacher education: Hochschulgesetz 2005.

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

Higher education institutions

5.2.1. Please specify.

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

Yes

5.3.1. Please go to Question 5.6.

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

No

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

Yes

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

50-<75%

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

50-<75%

5.5.1. Please describe what kind of arrangements are in place.

HEIs have a broad range of tools e.g. curriculum commissions, regular course evaluation, evaluation (peer-review) of faculties (research and teaching) and programmes, alumni evaluations.

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

All

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

1-25%

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

www.akkreditierungsrat.at (newsletter)

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

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

Yes

2. How do your steering documents define lifelong learning?

They use the definition of the EUA LLL Charter. LLL is included in the performance agreements between each university and the Ministry of Science and Research. Austrian universities are obliged to elaborate an institutional strategy for LLL

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

The main forms of lifelong learning of universities are courses for graduates including evening classes and seminars and information events for the wider public (elderly people, children). The main form of lifelong learning of Fachhochschulen (Universities of Applied Sciences, UAS) are study programmes (bachelor, master) for working students in evening classes. They also provide similar courses in continuing higher education for graduates and the wider public as mentioned above.

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

Yes, of some institutions

All Austrian universities provide an institutional strategy for lifelong learning during the performance agreement period 2010 - 2012, but not all of them will create opportunities for widening participation or increasing flexibility. Nearly 50% of all study programmes in the Fachhochschule sector address working students with evening classes, but alternative access still is not very popular in this sector.

6. For which institutions is lifelong learning a recognised mission?

see above

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

Yes

8. Please provide a reference to the relevant legislation or regulation.

Universities Act 2002, § 3 Z5; §13 (2) f); § 56 und § 58 Link: http://bmwf.gv.at/fileadmin/user_upload/wissenschaft/recht/englisch/E_UG.pdf

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

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment See above concerning the UAS sector. The employment rate of Austrian university students is rather high, but Austrian universities don't yet offer part time studies.
- Unemployed adults
- Retired citizens Universities offer seminars and information events for this target group
- Part-time students
- Adults without higher education qualifications
- Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students Universities can collect study fees for postgraduate university courses. Austrian universities are not allowed to collect fees for Bachelor and Master programmes
- private contributions from business and industry

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

85%

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

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

Yes in some fields

2.1 Please specify.

UAS have entry exams, traditional universities only ask for a positive secondary school leaving exam (few exceptions, such as medicine or Art studies)

3. 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?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

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

In this priority: Women, working students, students with disabilities

4.2. 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.

legal obligation

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

in the admission-process only for women; ask for sex

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

only in the case of women: there are • special funds/programs for female professorships (EXCELLENTIA) • doc- and post-doc-grants (Career development programs provided by FWF (Austrian Science Fund) und DOC-Programs with ÖAW (Austrian Academy of Science)

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

Yes

4.5.1. Please explain these targets briefly and name the groups to which they apply.

40% target-oriented quota for women in all study-programs as well as for every management-level in the institutions of higher education; The targets for the students on the basis of socio-economic status are: Increasing the funds for means-tested grants and the number of grantees, special support measures for students with children and with special needs and promotion of mobility by special grants.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Yes

4.6.1. Please specify and identify variation between different groups, where they exist.

female students and staff

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

Yes

4.7.1. Please specify.

• every three years the following two studies are commissioned: “Social situation/circumstances of students” and • “Social situation/circumstances of students with disabilities” • Gender-monitoring-system

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

no data for disabilities; For students: starters, students and graduates in order of sex and study-program For staff: in order of sex and position

4.8.1. What data is collected?

see question above

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as underrepresented) by subject?

Yes

Study: “Socialsituation/circumstances of students” and “Social Situation/Circumstances of Students with disabilities”

4.10. When are data generally collected?

At entry into higher education

4.10.1. Where an approach different from the general approach is used for any group, please specify.

data usually are collected every three years ° at the Website of the ministry; see: http://bmwf.gv.at/startseite/mini_menu/service/publikationen/wissenschaft/universitaetswesen/studierenden_sozialerhebung/2009/ And http://bmwf.gv.at/fileadmin/user_upload/wissenschaft/publikationen/studierenden-sozialerhebung_2009/studierende_gesundheitlich_beeintraechtigung_2009.pdf as well as http://bmwf.gv.at/fileadmin/user_upload/wissenschaft/publikationen/studierenden-sozialerhebung_2009/studierende_gesundheitlich_beeintraechtigung_fallstudien_2009.pdf

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

see above

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. 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.

• university act 2002 • 40% -target oriented quota • Plan for the advancement of women at the universities (§19 Abs.2, 6: University Act 2002) • Equal opportunities working group at every university • Performance agreements

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

• by analysing the results of the study “Social situation/circumstances of Students with disabilities” • using the gender-monitoring in the BMWF-database: www.bmwf.gv.at/unidata) • human capital report (intellectual capital report)

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

no data for disability To increase the number and percentage of female students and female staff and graduates;

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

No

5.4.1. Who monitors on the basis of which criteria?

5.5. How is this data used in higher education policy?

In Austria, the official provider of administrative data of the higher education sector is Statistics Austria (public and private universities, UAS and University Colleges of Teacher Education) http://www.statistik.at/web_de/dynamic/services/publikationen/5/publdetail?id=5&listid=5&detail=461. The Austrian Federal Ministry of Science and Research (BMWF) and the FH Council (Fachhochschulrat) collect student data from public universities and Universities of Applied Sciences (UAS), respectively. The BMWF collects data for a great variety of categories, e.g. age, gender, nationality, prior education, credit mobility, type of higher education institution, level of programme, field of study, and other study related data. Link: http://eportal.bmbwk.gv.at/portal/page?_pageid=93,95229&_dad=portal&_schema=PORTAL& . As for the students' social and economic conditions the ministry commissions the "Studierenden-Sozialerhebung" (short: SOLA) every three years. It is an online-survey among all students in Austria. The report consists of demographic characteristics of the student body, access to higher education, the social make-up of the student body, accommodation, funding and state assistance, living expenses and student spending, student employment and time budget as well as internationalization and mobility. Link: www.sozialerhebung.at

5.6. 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 budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

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

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

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

Yes

7.1.1. Please describe the main features of these policies.

special scholarships psychological services career counselling

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

- for statistical analyses; - for controlling and planning (e.g. formula-based budget) - as basis for higher education policy decisions

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

Yes

7.3.1. Please specify the nature of these incentives.

- formula budget can foresee funds for students who graduate in below-average time - performance agreements include measures to cut drop-out rates

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

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

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

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

8.1.1. Please specify.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

general higher education funding

8.4. What are the main tasks of the services?

- help students to make the right study program choices - be informed about career options - help students to cope with personal and study-related problems

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

At UAS there is a high range of study programmes offered part time (357 degree programmes: 193 offered full time, 93 offered part time, 67 offered fulltime and part time and 4 target group specific). Universities are autonomous in designing their curricula; they are also offering more and more flexible curricula and the ministry fosters e-learning and other innovative forms of learning. At University of Linz distance learning is offered in cooperation with the German university of Hagen; e-Learning in the meaning of Blended Learning is implemented in nearly every university. But it is up to the institution if and to what extent it is used. The share (rate) of offered online-learning material varies from 12 to nearly 100% depending on the field of study. Usually the bachelor-programs or preparation of admission tests (for instance to medicine) have a higher rate of online-learning than master- or doctoral-programs. E-Learning has a fixed part in nearly all LLL-programs offered by universities.

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

No

11.1. Please explain how higher education policy aims to attain this goal.

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

No

13. Please provide details of these measures.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = Secondary school leaving certificate (Academic secondary school, higher technical and vocational college) - 68%

Route 2: = Non-traditional access route (TVE (Berufsaufstiegsprüfung), higher education entrance examination, completion of at least three years at a domestic post-secondary educational institution, completion of a university- level course - 5%

Route 3: = Foreign higher education entrance qualification - 24%

Route 4: = others - 3%

Route 5: = n/a

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

Yes

15.1. Please briefly describe these measures.

prescribed in UAS study act

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

UAS: formal student status for persons embarking on a study course parallel to their career

16.1.2. How do you define it?

see above

16.1.3. What are the reasons for offering a different student status?

answering the need and request for such studies

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

they enjoy the same support as full-time students

16.1.5. Please describe the most common understanding/concept of part-time studies.

studies which structured in such a way as to allow working students to embark upon and complete a full study programme

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

Yes

16.2.1. Please describe briefly the main elements and provide the source.

UAS: there is a focus in funding especially part time study programmes

16.3. Which one of the following statements best describes the current situation in your country?

Other

16.3.1. Please specify

UAS have basically autonomy to decide but the public funding scheme (based on an agreed number of study places) focuses on part time studies.

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

17.1.1. How does your legislation in higher education define prior learning?

The UAS study act uses the term “relevant vocational qualification”

17.1.2. Do your steering documents in higher education define prior learning?

No

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

17.3. Prior learning as defined by your steering documents can ...

- 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)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation neither expressly permits nor prohibits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Very unusual practice in higher education institutions (less than 5%)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

In the Fachhochschule sector validation of non formal learning is part of the obligatory accreditation and evaluation procedures or study programmes. Universities are autonomous. Postgraduate courses, where most of RPL takes place at universities are often accredited by independent Quality Assurance Agencies.

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

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

the above "yes" is valid only for UAS.

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

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 363,36/semester, if applicable

Maximum amount = 363,36/semester, if applicable

Most common amount = 336,36/semester, if applicable

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Tuition fees have to be paid as soon as students exceed the prescribed duration for each part of the studies by more than two semesters

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

appr. 15%

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = same as for first cycle

Maximum amount = same as for first cycle

Most common amount = same as for first cycle

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Tuition fees have to be paid as soon as students exceed the prescribed duration for each part of the studies by more than two semesters

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Tuition fees have to be paid as soon as students exceed the prescribed duration for each part of the studies by more than two semesters

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

appr. 15%

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

Yes

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount = 363.36

Maximum amount = 363,36

Most common amount = 363,36

8.2. According to your country's steering documents, students from which countries are considered international students?

Students that are not Austrian citizens, EU citizens, or to whom Austria is obliged under international treaties to accord the same rights to access to employment as its nationals

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

Other:

the fee is laid down in the university act 2002

10. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

Other

university act 2002

11. Do students have to pay compulsory contributions to student unions/representations?

Yes

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

€16.5

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of loans for students and tax benefits for parents

12.2. 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/scholarships and loans, keeping in mind the relevant parts of your combined system.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

According to the Student Support Act (“Studienförderungsgesetz”) students of all cycles can receive public grants.

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

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

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

14.4

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = 60 per year

Maximum = 8,952 per year

Most common = 4332

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Specific groups of second cycle students

According the Student Support Act specific groups of students can receive public financial support (above data available for 2009/10 only!)

13.4.1. Which groups of students receive grants and/or scholarships?

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

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

14

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

60/8,952/4,232 per year; data available for 2009/10 only

13.5. What percentage of all students receives a grant and/or scholarship?

17.6

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

No student

14.2. Are all first cycle students eligible to receive loans?

Please choose..

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle =

Most common first cycle =

Maximum first cycle =

14.2.3. Are all second cycle students eligible to receive loans?

Please choose..

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle =

Most common second cycle =

Maximum second cycle =

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 0

14.5. Are student loans publicly subsidised or guaranteed?

Please choose..

14.5.1. Please explain the form of this guarantee/subsidy.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

All

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Yes

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

For expenses regarding the vocational training of a child/student away from the place of domicile, a lump sum for extraordinary burdens is granted pursuant Sec 34 (8) ETA, if there is no alternative training facility in the vicinity of the place of domicile – within a radius of 80 km. The lump sum amounts to € 110 per month of the vocational training. Higher actual costs – e.g. travel costs or tuition fees – may not be claimed. Ordinances to the study-promotion law determine which places of domiciles are in the vicinity of the respective school or study place. If the town or municipality is not mentioned there, and if the distance between the domicile and the school is less than 80 km, the lump sum may be claimed, if the time spent traveling (one direction) is more than one hour. Being granted the allowed deduction does not require recognition of family allowance, if studies are pursued seriously and target-oriented efforts are made to reach the educational objective to take the required examinations.

19.1. Is there a difference for parents whose children are first or second cycle students?

No

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

non-tax related benefits such as family allowance, subsidized students dorms and cafeterias, special health insurance schemes etc. are described on pp: 26 to 40 of the "report on the socio-economic status of students 2010 at: http://bmwf.gv.at/uploads/tx_contentbox/Materialien_SozialenLage_2010.pdf

21. Do you want to answer this section now or later?

Now

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

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

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

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation:1st cycle

Subsidised accommodation:2nd cycle

Subsidised health insurance:1st cycle

Subsidised health insurance:2nd cycle

24.1. Please specify the details of existing subsidies.

see pages 26 to 40 of the above mentioned report: http://bmwf.gv.at/uploads/tx_contentbox/Materialien_SozialenLage_2010.pdf

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

No

25.3. Please explain the difference.

there is no difference!

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

Now

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

- Student
- They hold an employment contract with a HEI

28.1. Please explain why you selected multiple options?

Doctoral candidates are legally considered as students (see University Act 2002) and have to be enrolled at a university. Universities that offer structured doctoral programmes often organize this kind of doctoral training in the form of “doctoral schools” (e.g. “Doktoratskollegs”, “Initiativkollegs”). In general, doctoral candidates in these “doctoral schools” are employed under fixed term contracts by the university. Besides that every university employs doctoral candidates in fixed term positions of junior scientific staff. However, the greater part of doctoral students/candidates at universities do not hold an employment contract with their university.

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

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

Results of the National Student Survey 2009 show that a majority of doctoral candidates have a job - 78 % work during the whole semester, 6% occasionally; 31 % of the doctoral candidates have a job at the university which has a connection with their doctoral study programme. So for doctoral candidates the main source of funding is their own income. Other sources of funding are for example benefits from the family/from the partner or grants.

30. 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.

In principle, doctoral students/candidates have access to financial aid and grants, family allowance and health insurance (covered under parents' health insurance), but depending on age, own income and progress or length of study.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

In general, doctoral candidates in “doctoral schools” are employed under fixed term contracts (up to three or four years) and with a work load up to 30 hours per week in order not to impede progress of their own doctoral thesis project and to allow additional teaching activities. Term and work load may be different for candidates in fixed term positions of junior scientific staff. Universities decide on the details of the contracts.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

no fees

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

In addition to the 21 universities, the Institute of Science and Technology Austria (IST Austria), a new research institute dedicated to basic research and graduate education in the Natural Sciences, also offers doctoral training and awards doctoral degrees. The IST Austria has set up a Graduate School in 2010. It offers a structured PhD programme open to applicants from all countries which combines advanced coursework and research, with a focus on Biology, Computer Science, Neuroscience and interdisciplinary areas. Admitted PhD students are employed under four-year or five-year contracts with full social coverage.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Federal Ministry of Science and Research: Heinz Kasparovsky, ENIC-NARIC Austria; Eduard Galler, mobility scholarships; Julia Tschelaut, bilateral exchange programmes and mobility of young researchers; Joseph Wöckinger and Helga Posset, higher education statistics; Eva Schmutzer-Hollensteiner, reporting; Manuela Fried and Andrea Radl-Melik, EC- higher education programmes and Bologna, Gottfried Bacher, BFUG member and editor

B.1.b Stakeholder representatives

Elisabeth Westphal, Universities Austria; Maria Felberbauer, University colleges for teacher training; Heidi Esca-Scheuringer and Gabrielle Abermann, Conference of Universities of Applied Sciences; Ernst Gesslbauer, Austrian Austrian Agency for International Cooperation in Education and Research (OeAD-GmbH).

B.1.c Other contributors

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

There is no mobility action plan proper but a host of programmes, actions and support schemes which are stated here, as there is no explicit chapter on national actions of this sort provided in the questionnaire!

Government Programme 2009, chapter education and science, (commitment to Mobility and Internationalization: www.bundestkanzleramt.at/DocView.axd?CobId=33566,

Student Support Act - Studienförderungsgesetz 1992; see attachment

Grants for stays abroad:

www.stipendium.at/stbh/fileadmin/download/PDF/grants_english.pdf

www.bmwf.gv.at/uploads/tx_contentbox/StudFG.pdf

p19 - "Studienbeihilfe" abroad

bilateral and other programmes:

www.bmwf.gv.at/startseite/studierende/academic_mobility/projekte_und_netzwerke/
like CEEPUS (Central European Exchange Programm for University Studies) , see
www.ceepus.info/

National Action Plan for Researchers

EN:

http://www.euraxess.at/fileadmin/oead_zentrale/euraxess/Austrian_National_Action_Plan_for_Researchers.pdf

Rat für Forschung und Technologieentwicklung: Strategie 2020 (Internationalisierung)
http://www.rat-fte.at/tl_files/uploads/Strategie/090824_FINALE%20VERSION_FT-Strategie2020.pdf

Austrian RTD Strategy - National Strategy for Research, Technology and Development of the Austrian Federal Government
http://bmwf.gv.at/fileadmin/user_upload/Broschuere_zur_FTI-Strategie_01.pdf

Grants for stays abroad:

Austrian database for scholarships and research grants
www.grants.at<<http://www.grants.at>>

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: Government Programme: 2009; National Action Plan for Researchers: 2009; Student Support Act 1992; revision 2009 in Federal Gazette, BGBl. No 135/2009

Most recent revision:

**C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?
Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).**

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			
Outbound		50% of graduates by 2020	
No target			

C.2.a Please provide a reference for the target.

Zukunftsbotschaften des Forschungsministers, Frontrunner Strategie 2020, Federal Ministry of Science and Research

C.2.b Are these targets the same for students in all cycles or are there differences?

- Same
 Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA	X	X	X	X
USA/Canada	x	x	x	x
Latin America				
Australia, New Zealand				
Middle East				
Africa	X			
Asia	X			
Other (please specify)	Central and Eastern Europe	Central and Eastern Europe; EEA and Switzerland	Central and Eastern Europe	Central and Eastern Europe

C.4.b If you have regional priorities, please give reasons.

Central and Eastern Europe:

Support by programmes like CEEPUS, "Aktionen" and bilateral agreements -
www.oead.at/go_international/internationale_kooperations_mobiltaetsprogramme/auslandsstipendien/aktionen_slowakei_tschechien_ungarn/

Austria Development Cooperation :

ADC key regions and priority countries - www.entwicklung.at

ADC key regions and priority countries in the South are Central America (Nicaragua), West Africa/Sahel (Burkina Faso), East and Southern Africa (Ethiopia, Uganda, Mozambique), The Himalayas/Hindukush (Bhutan) and in addition the Palestinian Territories.

ADC key regions and priority countries in the East are South-Eastern Europe/Western Balkan (Albania, Bosnia and Herzegovina, Moldova, Serbia, Kosovo) and South Caucasus

ADC is implemented by ADA - Austrian Development Agency, which is funding programmes like appear within the OeAD; a programm including mobility as a part of projects between HEI in Austria and some key regions in the South - see www.appear.at

Asia and Pacific Area:

www.oead.at/welcome_to_austria/grants_scholarships/international_cooperation_mobility_grants_scholarships/technology_grants/epu_east_central_and_south_asia/?L=1%27

ASEAC <http://asea-uninet.uibk.ac.at/> since 1994 Asean European University Network, founded in Austria

EPU www.eurasiapacific.net Eurasia-Pacific University Network, founded 2000 - including scholarships

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Most of the actions and programmes are monitored but there is no uniform and overarching monitoring!

Graduate survey on stays abroad

Regular publication and update of statistics: www.oead.at/statistik

Yearly reports of the OeAD

Monitoring of the National Action Plan for researchers in the course of the Implementation Reports of the European Partnership for Reserachers (EPR) by member states and countries associated to FP7

<http://www.bmwf.gv.at/Uni:data>

The Ministry of Science and Research has monitored the implementation of the Bologna instruments on the legal and institutional levels in regular intervals since 2001. The latest update of the national monitoring report will cover the period 2009 – 2011 and will be available at the beginning of next year. The previous reports can be found at:

http://bmwf.gv.at/startseite/studierende/studieren_im_europaeischen_hochschulraum/bologna_prozess/monitoring_report_2009/

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

Introduction/Universities:

In Austria, universities have been autonomous institutions since 2004. A performance agreement between the individual university and the Ministry of Science and Research ascertains public funding of the university for a period of three years, whereas the university, on the other hand, has to commit itself to specific targets and projects. So performance agreements are a policy instrument and can be incentives to improve university performance in different fields of activity. Most of the universities have foreseen actions or have set a concrete target in their performance agreement to improve student mobility and staff mobility and to foster outbound and inbound mobility of students by special programmes (e.g. joint or double degree study programmes). For the period 2010-2012, most of the 22 universities did specify target values for improving

especially mobility in terms of numbers of incoming or outgoing students, but also numbers of incoming or outgoing staff or degree mobility.

As a tool to implement their institutional strategies, the majority of the 22 universities foster mobility by providing financial support (scholarships and/or tuition fee waivers) to those students undertaking mobility periods at partner universities. In addition, some Austrian universities (e.g. University of Vienna and Vienna University of Natural Resources and Applied Life Sciences) pursue an institutional strategy of internationalisation in which student mobility and staff mobility play an essential role.

Some individual examples:

Programmes/regional: scholarships provided by several Austrian provinces (Bundesländer) or city governments, e.g:

- Styria: "Go Styria" -> grants for students from South-Eastern Europe.

<http://www.verwaltung.steiermark.at/cms/ziel/29102887/DE/> (information only in German)

- Styria: Grants for post graduate studies, research stays, joint study program, studying the whole study cycle abroad.

<http://www.verwaltung.steiermark.at/cms/beitrag/10001178/9654/> (information only in German)

-City of Graz: Grants for the Montclair State University (USA)

<http://www.graz.at/cms/beitrag/10077575/315982> (information only in German)

1. University of Vienna:

Strategies: Internationalization Strategy & Development Plan of the University of Vienna

Programmes/institutional: university exchange programmes (eg. Joint Study programmes, KWA/short term grants)

2. University of Innsbruck

Support of international mobility of talented students by the Tyrolean Heritage Funds, Scholarships of the University of Innsbruck for participants of Joint Study Programs, Support of the Rector of the University of Innsbruck to foster mobility of researchers and teachers

3. University of Veterinary Medicine Vienna

scholarships offered for incomings and outgoings

4. University for Music and Performing Arts Graz (Kunstuniversität Graz / KUG)

Strategy Paper regarding Internationalisation of the Kunstuniversität Graz (KUG): Erasmus, CEEPUS, Bilateral Agreements are additionally financially supported by the KUG regarding travel costs. Short term mobility: Travel costs and accommodation costs of teachers and students are supported to improve internationalisation, networking in music and research, attendance of master classes and competitions

5. Medical University of Graz

The Medical University of Graz has its own strategy for internationalization that comprises the following points:

Enhancing student mobility within Europe (Erasmus program) and in the following strategic regions outside of Europe: US, Canada, Australia, Asia (especially China, focus on TCM), South America.

Establishing more student exchange programs with English speaking countries.

Actively participating in the Erasmus staff mobility program.

Introducing classes in English for an "Internationalization at home".

In order to fulfill the strategy, the Medical University of Graz has signed a number of bilateral agreements with universities worldwide. Student mobility is encouraged by scholarships for outgoing students within our programs.

6. University of Natural Resources and Applied Life Sciences, Vienna

Since 1999, the University of Natural Resources and Applied Life Sciences, Vienna (BOKU), has had a strategy for internationalisation that is regularly evaluated and adapted (the last evaluation took place in the academic year 2009/10). Currently BOKU is still in the process of finalising the latest version of this strategy for internationalisation, but it will definitely also include objectives for increasing student and staff mobility (both incoming and outgoing; for all study levels and for both academic and administrative staff).

If required, the detailed objectives including short-, medium- and long-term goals can be provided.

7. University of Salzburg

The University of Salzburg adopted a new Strategy Plan "International Mobility" in 2010. Additionally, the University of Salzburg has for many years funded programs to foster international mobility out of its own budget; both for students and faculty members. For students: scholarships for studying at partner universities, scholarships for thesis and dissertation research or short term programs abroad; scholarships for studying languages. For faculty members: funding of participation in conferences, for research, for teaching and research at partner universities, for guest lectures, for participation in summer programs etc. Further reference: For student programs see http://www.uni-salzburg.at/portal/page?_pageid=365,389440&_dad=portal&_schema=PORTAL; for faculty programs: Bekanntgabe der Richtlinien der Universität Salzburg für: Bewilligung von Inlands- und Auslandsdienstreisen, Pflichtexkursionen im In- und Ausland, Bewilligung von Reisekostenzuschüssen (outgoing), Reisetätigkeit im Rahmen von Sokrates/Erasmus (outgoing), Förderung von Auslandsbeziehungen (incoming), Rundschreiben 1/2002 i.d.g.F.

Introduction / Universities of Applied Sciences

Referring to Universities of Applied Sciences (UAS), it is an integral part of their legal mission to offer professional and application oriented study programmes and to cooperate with representatives from the economy and the labour market when creating

their curricula (compare e.g. §§ 3 and 12/3 UAS-Study Act (FHStG). The world of work asks for qualifications enabling graduates to succeed within an internationally connected environment. Therefore the Bologna process was an important element, which has been strongly influencing the Austrian Universities of Applied Sciences. The Bachelor/Master-System e.g. was not only formally transferred into the sector but also with respect to its overall objectives. The institutions therefore have considered mobility windows as parts of the curricula. In this way, they offer basically all students the possibility to gain international experience within their study programmes. The implementation of these measures and their efficiency have been part of the evaluation procedures for institutions and individual programmes by the Austrian University of Applied Sciences Council (Fachhochschulrat)

Increasing mobility numbers prove the impact of this approach. From 2004/05 to 2009/10 the mobility of students has increased from 8 to 10 %. In this context, it is impressive to note that in Austria, only 11% of the students in the tertiary sector are studying at the Universities of Applied Sciences but these students account for 41% of all mobile students. The number of foreign students at Universities of Applied Sciences also increased from 8.8% in 2006/07 to 11.9% in 2008/09 (data available at the Austrian Federal Ministry for Science and Research, statistics, uni:data).

8. University of Graz: A comprehensive strategy on internationalisation is currently being developed.

Also University Colleges for Teacher Training and Private Universities pursue different mobility strategies and promote the mobility of their students (financial aid, windows of opportunity in curricula, etc).

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

- Yes, for degree mobility
- Yes, for credit mobility
- Yes, for both
- No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)	restricted to EEA countries and Switzerland	restricted to EEA countries
Grants/scholarships are restricted to specific programmes (if so, please specify)	mobility grants for ba/ma programmes	
Other restrictions apply (please specify)		grants for study abroad are linked to the length of time spent abroad, to the host

		institution and to students' progress
No restrictions apply		

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students	X	X www.stipendium.at
Loans for outgoing students		
Grants/scholarships for outgoing students	grants for study abroad, travel cost allowances, language course grants; www.stipendium.at	mobility grants; www.stipendium.at
Other: (please specify)	tuition waivers are granted for those semesters in which students attend study courses or internships in the framework of transnational EU-, national-, or university-sponsored mobility programmes.	tuition waivers are granted for those semesters in which students attend study courses or internships in the framework of transnational EU-, national-, or university-sponsored mobility programmes.

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

The Austrian Agency for International Cooperation in Education and Research (OeAD-GmbH) provides information for foreign students (and researchers) and their hosting institutions about residence and employment provisions in Austria. Furthermore, mobile students (and researchers) can seek support for the application process for visas and residents permits. Up-to-date Information can be aquired on the website, in brochures and individually by e-mail, phone or personally on the premises. Host instutions are also informed about changes in the Austrian law relating to aliens via newsletters.

The legally binding "Vorausankennungsbescheid" (i.e. legal act prior to departure, which acknowledges the recognition of the planned credits abroad) provides for recognition after the stay abroad, provided all conditions are met as agreed beforehand.

www.oead.at/willkommen_in_oesterreich/tipps_zu_recht_praxis/einreise/

Guide for students:

www.oead.at/fileadmin/oead_zentrale/willkommen_in_oe/Recht/Leitfaden-Studidt_01.pdf

and

www.oead.at/fileadmin/oead_zentrale/willkommen_in_oe/Recht/Leitfaden-Studi-engl.pdf

Erasmus in Austria, Guidelines for HEI: www.lebenslanges-lernen.at/?id=1382

Housing office: OeAD provides rooms and appartments for incoming students and staff
www.housing.oead.ac.at/

EURAXESS Austria www.euraxess.at

Guide to Residence and Employment of Foreign researchers in Austria
http://www.euraxess.at/fileadmin/oead_zentrale/willkommen_in_oe/Recht/Leifaden-Forscher-engl.pdf

Austrian database for scholarships and research grants www.grants.at

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

The annual reporting of universities on the implementation of their performance agreement shows that a number of universities face difficulties to hit their targets in terms of student mobility numbers. In their reports, several Austrian universities state that the restructuring of curricula according to the Bologna architecture of Bachelor and Master seems to be a barrier to enhance student mobility. Those universities identify especially in the first cycle a decreasing willingness of bachelor students to be mobile.

Some universities mention in their reports that there are limits for the institution to (further) enhance student mobility. Universities point out that the role of the institution is primarily to enable and to promote mobility by offering mobility programmes, flexible curricula and a study organisation favourable to mobility, and also to provide service and assistance in organising mobility. But the decision to be mobile is an individual decision and highly depends on the private situation (family, job, economic situation) of the student

An in-depth study of Erasmus student reports in Austria is in progress; results are expected in summer 2011.

Studierendensozialerhebung 2009 / Student social survey 2009 (Additional Report on international Students and International Mobility, both 2010):

<http://ww2.sozialerhebung.at/Ergebnisse/>incoming student's obstacles: p 107ff; outgoing students: p84ff

ARUFA Survey on Graduates from universities and universities of applied sciences. Results to be expected Oct. 2010 at: <http://www.arufa.at/>

Regional and Institutional level:

1. University of Vienna: Diploma thesis by Kathrin Puntigam: Wie kann Mobilität von Studierenden gefördert werden? Eine Untersuchung an Studierenden der Universität Wien; Wien 2009. <http://othes.univie.ac.at/4053>
2. University of Graz (KUG): annual KUG questionnaire for Incoming and Outgoing Students
3. University of Salzburg: On the institutional level the information is based on student reports after a period of study abroad.
4. University of Natural Resources and Applied Life Sciences, Vienna: Regular interviews with outgoing students upon their return including questions on obstacles. Currently, the Center

for International Relations supports a students' project in which BA students are being interviewed on their plans regarding mobility in the course of their studies.

5. Medical University of Graz: In 2010 outgoing students have been interviewed on their preferences and also on obstacles to mobility.

6. Universities Austria, Policy Committee on International Affairs: Exchange of best practices in internationalisation strategies including tools to remove obstacles to mobility.

7. Universities Austria, Policy Committee on International Affairs

8. Austrian Exchange Service and Austrian Research Promotion Agency - National Report on Trends and Problems in the Area of Researchers' Mobility and Career Development. The Case of Austria

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding	3;3;2;1;2;1	3;3;2;1;1;1
Recognition	1;1;3	1;1;3
Language	3; 1;	3
Curriculum/Study organisation	1; 2	1;2;2
Legal issues	2;2;1	2;
Motivating and informing students	1;2;3	1,2;3
Other, please specify:	accommodation 3 immigration/visa problems 2	accomodation 2

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

1. The current funding rules of e.g. ERASMUS scholarships allow only for a 12-month mobility that is coherent with the academic year (=starting e.g. in September and ending in August of the following year). For Master curricula, however, this funding rules have the effect that most mobilities are reduced to one semester only, because

in a 4-semester Master curriculum the best time for studying abroad is the 2nd and 3rd semester - as they usually take place in different academic years, there is no possibility to spend 12 months abroad with ERASMUS.

In order to increase mobility, the ERASMUS funding rules should be changed in a way that allows each student to have a "mobility quota" of 12 months in total, allowing to split these 12 months between Bachelor, Master or doctoral level and to consume them irrespective of academic calendars.

2. mainly at BA and MA levels: e.g. The very structured nature of the degree programs especially at bachelor level, makes it very difficult to find a time slot within a three year program when to go abroad. This also applies to master programs but to a smaller degree.

universities of applied sciences:

While mobility windows have been considered in study programmes, some bachelor programmes in certain fields (see comment D 4a) still have difficulty in providing this opportunity as their tight curriculum due to professional regulations often does not allow longer periods abroad and the rigorous quality criteria for placements also restrict mobility

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

Especially students of economic and science studies and students of universities of the Arts report problems with recognition when coming back. (see Student Social Survey 2009 (D.1.a), International Mobility, p.38ff.

universities of applied sciences:

health-related bachelor programmes that also have to comply with professional regulations specific for Austria are therefore, on the one hand, very tightly structured, and on the other hand, quite restricted in the recognition of credits earned abroad

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

e.g. Legal Issues for incoming students: to receive a visa in time is still difficult for students from "Third countries"

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Information and counselling services are frequently evaluated and further developed (in close co-operation with the stakeholders) as this is a key element of the OeADs quality management.

The respective issues are tackled in close co-operation with the Federal Ministry, social partners and other authorities. There are various fora for discussions such as the national Bologna Follow-up Group (BFUG).

Legal problems are reported and discussed with the authorities concerned in order to achieve suitable solutions; f.ex. Visa issues are subject to frequent mutual discussions. This basis of good communication guarantees that the OeAD can provide quick and reliable information.

Recommendations on how to recognize academic qualifications acquired elsewhere (Austrian ENIC-NARIC office).

* Implementation of 'mobility windows' for study abroad periods (15 ECTS credits recognized as optional part of a number of bachelor curricula)

* § 54 (12) University Act 2002 (UG 2002): The use of foreign languages in courses and exams etc. is allowed.

* offering scholarships also for short stays abroad

* trying to increase the number of classes in English

* KUG/University of Graz improved the information service for incomings regarding study fields, application requirements to reduce the obstacle "curriculum/study organisation". KUG offers intensive guidance regarding recognition to reduce the obstacle "recognition" for its outgoing students. The rules in Austria regarding recognition are strict (OEAD/funding and prolongation of the duration of the studies). Other European countries do not have or do not follow these strict (European) requirements regarding recognition.

* The University of Salzburg adopted a new Strategy Plan "International Mobility", which addresses many of these obstacles. A committee for international relations was established at the rectorate level, including representatives of all faculties, and a promoter of international mobility was installed.

The Ministry of Science and Research started a dialogue with higher education stakeholders in autumn 2009 the results of which were published in the form of recommendations in summer 2010. Right now different working groups are dealing with such issues as more flexible curricula, streamlining the national Bologna Follow-up Group, and promoting mobility in an action programme called "Bologna Reloaded"

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

no systematic monitoring but regular dialogue with HEIs

Up-to-date statistics at www.oead.at/statistik

Yearly reports of the OeAD

Erasmus reports at www.erasmus.at/outgoing/?sekt=1&txt=0-1&lng=de

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

Careers of Doctorate Holders - CDH

http://www.oecd.org/document/63/0,3343,en_2649_34409_39945471_1_1_1_1,00.html

Statistik Austria: "Survey: Careers of Doctorate Holders" (CDH)

From Dr. to Ph.D. - Doctoral Studies: Austria compared with international examples:

http://www.bmwf.gv.at/startseite/mini_menu/service/publikationen/forschung/studien/rollenmodelle_des_doktoratsstudiums_in_oesterreich/

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions	3 (depending on length of stay); 1; 2;	3 (depending on length of stay)
Recognition issues		
Language issues	3	2
Incompatibility of pension and/or social security systems	1; 2; 3	1; 3
Legal issues	2	2
Other, please specify:	funding 2; remuneration procedure bureaucratic and restrictive 1;	funding 1;

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

Austria has adopted the Scientific Visa Directive 2005/71/EC as well as the two recommendations 2005/762/EC and 2005/761/EC

**Researchers can find a lot of information concerning the application for scientific visa in the Guide to Residence and Employment of Foreign researchers in Austria
http://www.euraxess.at/fileadmin/oead_zentrale/willkommen_in_oe/Recht/Leifaden-Forscher-engl.pdf.**

- * Measures concerning Non EU staff: Less strict immigration restrictions to foreign researchers, who are willing to come to Austria.**
- * encourage employees to go abroad**
- * staff mobility as a goal in the internationalization strategy**
- * regular information for employees - e.g. about Erasmus staff training opportunities**
- * putting staff mobility reports on website to attract further employees for this mobility program**

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students	X		X
more outgoing than incoming students			
approximately the same number of incoming and outgoing students		X	
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

http://eportal.bmbwk.gv.at/portal/page?_pageid=93,95229&_dad=portal&_schema=PORTAL&

see attached tables 1,2,3

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

Austria tends to have balanced mobility regarding incoming and outgoing ERASMUS students, but overall incoming outweighs outgoing.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

Germany; Italy

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: