



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

***1 November 2008.***

***April 2008***

## **PART I**

### **BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009**

#### **Notes:**

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

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

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

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

#### **Details**

Country	Belgium (Flemish Community)
Date	7 November 2008
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### 1. Main developments since London 2007

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

- 14/03/2008 - [Decreet betreffende de financiering van de werking van de hogescholen en de universiteiten in Vlaanderen](#) (B.S. 26/06/2008)

**On 14 March 2008 the Flemish Parliament adopted the Law on the Funding of the activities of university colleges and universities in Flanders (*Decreet betreffende de financiering van de werking van de hogescholen en universiteiten in Vlaanderen*, official publication 26/06/2008).**

**This legal act provides a new model of funding higher education , establishing a shift from mainly input funding (based on student enrolments) to a combination of input funding with output funding (successful completion of studies).**

## 2. Partnership

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

**The Flemish Ministry of Education and Training is in charge of the dissemination of information concerning the Bologna process.**

**The Flemish Ministry of Education and Training is responsible for the implementation of the Bologna Process, in particular in putting in place the legal framework.**

**For all matters of legislation on educational issues the Flemish Government is bound to seek advice of both the Flemish Education Council and the Social-Economic Council of Flanders, thus involving the main stakeholders (institutions, staff, students, employers...) in the process. For the practical implementation working groups established by the 2 Rectors' Conferences (Flemish Interuniversity Council and Flemish Council of University Colleges) play an important role. These working groups are generally composed of representatives of higher education institutions, students and public authorities.**

**Since July 2004 a Flemish Bologna Promoters (Experts) team has been established with members from the Flemish Interuniversity Council, the Flemish Council of University Colleges and the National Union of Students in Flanders.**

**Since 2005 the Flemish Education Council (see above) has installed a special working group (called VLOR-INTHO) on the internationalisation of higher education. This group is composed of representatives of the government, the different stakeholders (HEIs, students, teacher unions, employers...) and includes all members of the Flemish Bologna expert team. It is also in charge to assist the government to prepare the Flemish position at BFUG meetings, Bologna Ministerial meetings and EU meetings. This VLOR-INTHO group is to consider as the "national working group for Bologna follow-up" mentioned under question a) below.**

- a) Does your country have a national working group for Bologna follow-up <sup>1</sup>
- Yes  No
- b) Does your national Bologna follow-up group include representatives of
- |                                   |   |                             |
|-----------------------------------|---|-----------------------------|
| Ministry                          | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Rectors' conference               | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Academic staff                    | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Students                          | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Staff trade unions                | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| National Quality Assurance Agency | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Employers                         | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
- Other (please specify) \_\_\_\_\_
- c) Does your country have a Bologna promoters' group<sup>2</sup>
- Yes  No

<sup>1</sup> A group that develops policy proposals for implementing the Bologna Process

- d) Does your national Bologna promoters' group include representatives of
- |   |   |  |
|---|---|--|
| Ministry  | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Rectors' conference   | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Academic staff  | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Students  | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Staff trade unions  | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
| National Quality Assurance Agency   | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Employers   | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
| Other (please specify) <u>Representative of National Agency for the Lifelong Learning Programme (Erasmus)</u> |   |  |

*Please add any additional comments if necessary:*

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

## DEGREE SYSTEM

### 3. Stage of implementation of the first and second cycle

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

**The new degree system (Bachelor-Master-Doctor) has systematically replaced the older one and has been introduced gradually year by year from the academic year 2004-2005 onwards (starting in the first year of ALL the higher education programmes). In the academic year 2008-2009 the process will be complete in the first and second cycle, except for the second cycle of veterinary science and medical science where the old programmes will die out 1 to 2 years later because of their longer study duration of the Master stage (180 - 240 ECTS).**

b) Please give the percentage of the total number of all<sup>3</sup> students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 <sup>4</sup>	% of all students enrolled in the two cycle degree system in 2008/09
Figures 2007-2008 : 168.119 Figures 2008-2009 will be communicated early 2009	Estimation for 2008-2009 on the basis of figures of 2007-2008 : 168.546 students (all) -1195 (still in old system) Figures 2008-2009 will be communicated early 2009	Estimation 99 % (all students minus those in the last years of veterinary science and medical science 3 <sup>rd</sup> old second cycle year student, 3 <sup>rd</sup> and 4 <sup>th</sup> old second cycle year)

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

### 4. Stage of implementation of the third cycle

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

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements<sup>5</sup> apart from independent research that are included in doctoral study programmes

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

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

- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

**Although the organisation of doctoral studies is the autonomous decision of the universities (it can include courses or not, different subjects, different approaches to interdisciplinary training etc.) the common practice is already quite structured. Hereby some elements :**

- **Objectives (learning outcomes) of Ph.D. education in relation to the Ph.D. thesis are stipulated in the Law on the Structure of Higher Education, 04.04.2003.**
- **No credit points are used for doctoral studies, although at some universities ECTS is used for the course part of the programme.**
- **The normal duration of 4 years of full time study functions as standard for the doctoral grant system to Ph.D. students.**
- **Each university has a set of rules and procedures on the supervision structure. Ph.D. students present a study and research plan to their respective Faculty or Department for approval. During the whole duration of the studies the student will be supervised by a supervisor and an accompanying committee of professors to which the student has to report at regular intervals (usually intermediate assessment every 2 years).**
- **The committee can impose a course programme to the student.**
- **There are no statistical data available on the % of students taking courses during their Ph.D. studies but due to the recent establishment of doctoral schools at all universities, we can assume that their number will increase and eventually the studying at doctoral schools and taking doctoral training in addition to the Ph.D. research project will become the mainstream.**
- **Status : depending on the source of financing, doctoral candidates can be doctoral grant holders (benefiting from tax exemption but with full social security rights, including pension rights) or employee.**

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

## 5. Relationship between higher education and research

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

**Only figures available are on the spending of public budget to research.**

**Scientific research is part of the legally stipulated mission of the higher education institutions in Flanders.**

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

- percentage of GDP spent on research
  - from public funds: 0,70 % (2005)
  - from private funds : 1,43 % (2005)
- total annual national research expenditure (expressed in national currency)
  - from public funds: 1.202 (in million euro)
  - from private funds : 3.640 (in million euro)
- percentage of research carried out in higher education institutions (in terms of funding) 45,3 % from the public funds
- details of the funding mechanisms for doctoral students in your country

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

Yes

No

If Yes, please specify:

**The Support Unit for Indicators for Research and Development (SOOI) located at the University of Ghent, in cooperation with all Flemish Universities that provide doctoral studies signed a contract on 27 November 2006 with the Flemish Government to start up a comprehensive monitoring of the output of doctoral studies, the intersectoral and international mobility of researchers and the careers prospects of Ph.D. graduates and young researchers. The project will take several years and includes the creation of a data base with the data of all students and staff of Flemish Universities, information on their use of scholarships for international mobility. This database will be updated regularly.**

## 6. Access<sup>6</sup> and admission to the next cycle

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

### 6.1 Access and admission between the first and second cycles

Please indicate:

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

**100 % if the student remains in the same field of study**

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

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

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

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

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

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

**In Flemish legislation "study field" is a very broad concept. Each "study field" can contain several sub-options/programmes with different majors and minors, more academic or more professional orientations etc. When shifting from one sub-option to another substantially different sub-option in the transition from the first cycle to the second, completion of additional courses can be required. Students that stay in the same sub-option will always have automatic access to the next cycle without extra requirements.**

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

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

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

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

## **6.2 Access and admission between the second and third cycles**

Please indicate:

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

100 %

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

0 %

c) any measures planned to remove obstacles between cycles



**In order to tackle financial obstacles there is increased support for third cycle students as the Flemish Ministry of Economy, Research and Innovation has increased the appropriations to the universities and the research council for post-doctoral positions.**

## 7. Employability of graduates/ cooperation with employers

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

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

**First bachelors in the new degree system graduated in 2006-2007. By consequence we have no reliable data yet, just first observations.**

**The first observations are that vast majority of graduates of professional bachelor's programmes will directly enter the labour market, while most graduates from academic bachelor's programmes will continue to study in the 2<sup>nd</sup> cycle. Academic bachelor's programmes therefore seem in practice to function as a transitory degree for most students. Nevertheless it can be expected that a growing number of graduates from professional bachelor's programmes will continue their studies also in the 2<sup>nd</sup> cycle, while some graduates from academic bachelor's programmes might go directly to the labour market. According to statistical data from the Flemish Employment Service, unemployment longer than 12 months among this category of graduates is a marginal phenomenon and nearly not existing for newly graduated bachelors.**

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

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

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes  No  In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes  No  In some cases

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

**The issue of access for of graduates from academic bachelor's programmes to the teaching profession is still to be solved.**

## 8. Implementation of national qualifications framework

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

a) Has the national qualifications framework been prepared<sup>7</sup>?

Yes  No

**Comment**

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes  No

**Comment**

c) Does it include ECTS credit ranges for the first and second cycle?

Yes  No

**Comment**

d) Has the NQF been nationally discussed with all stakeholders?

Yes  No

**Comment**

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

e) has a timetable been agreed for consultations with all stakeholders?

Yes  No

**Comment**

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

f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes  No

**Comment**

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<sup>7</sup> A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

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

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

**Comment**

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

Completed  Started, but not yet completed  Not yet started

**Comment**

Site visit of an international verification commission takes place on 6 and 7 November 2008. Completion of the procedure is foreseen early 2009.

i) Has the self-certification report been published?

Yes  No

**Comment**

*Please add any additional comments if necessary:*

**Comment** Self-certification process is carried out simultaneously for the Netherlands and the Flemish Community of Belgium.

## NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)<sup>8</sup>

### 9. Reviewing the QA system against the ESG<sup>9</sup> and national support for implementation

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

Yes  No   Not yet, but  
such a review is planned

(Please specify time)

2010

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

**The question is unclear. Our answer refers to the review of the SYSTEM as a whole, where the answer seems to be rather “no”.**  
**Nevertheless the Accreditation Organisation of the Netherlands and Flanders (NVAO) has undergone a review by an international panel in 2007 (the full report can be found on <http://www.nvao.net>). The review concerned the standards and guidelines form the ESG regarding external QA and the QA agency. The review of the standards and guidelines concerning internal QA is part of the established accreditation system. Additionally the two other quality assurance bodies underwent (VLHORA) and are undergoing (VLIR) an ESG review by an international panel on order to remain full members of ENQA and to be registered on EQAR.**

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

Stakeholder consultation on changes required to the national QA system?

Yes  No

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

Yes  No

**If Yes, please give details of these incentives:**

- Other measures

Yes  No

**If Yes, please outline these measures**

<sup>8</sup> <http://www.enqa.net/files/BergenReport210205.pdf>

<sup>9</sup> ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes  No

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

## 9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

**According to legislation (Law on the Structure of Higher Education, 4 April 2004) each HEI should set up a system of internal QA. The self-evaluation of the programmes is organised by the higher education institution itself and results in the self-evaluation report, which functions as an important for further external QA.**

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

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

All HEIs       Most HEIs       Some HEIs       No HEIs

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

All HEIs       Most HEIs       Some HEIs       No HEIs

Please describe what kind of arrangements are in place

**Minimum arrangements for internal QA are legally defined. Additionally each accreditation procedure assesses the system of internal QA at programme level. The expert panel checks if the programme and the curriculum are periodically evaluated in the light of empirical targets, if improvement measures have been taken and if all relevant stakeholders (staff, students, professional field and alumni) are involved.**

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs       Most HEIs       Some HEIs       No HEIs

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

All HEIs       Most HEIs       Some HEIs       No HEIs

Please describe how the above is achieved.

**The systematic description of learning outcomes is a gradual process. Some disciplines have more experience than others. The Bologna expert team has played an important role in animating the process by setting up several pilot projects for certain disciplines where all Flemish HEIs were involved.**

**However, in their self-evaluation reports HE programmes are expected to present how the expected learning outcomes are/will be met by the graduates of the programme.**

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

All HEIs

Most HEIs

Some HEIs

No HEIs

**Additional information if necessary :**

**Each HEI has to provide comprehensive information on its programmes to the Higher Education Register, which is coordinated by the Accreditation Organisation for the Netherlands and Flanders (NVAO).**

**HEIs also draw up an ECTS fiche for each programme offered, which can be consulted by the wide public via internet (<http://www.highereducation.be>)**



## 10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

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

**The self-evaluation report is the starting point of the external quality assessment. The result of the external quality assessment is the assessment report. The external quality assessment is organised by the VLHORA and VLIR. VLHORA and VLIR organise these assessments by setting up an independent assessment panel of experts responsible for assessing all the programmes in a certain field of study. The assessment panel consists of experts in the field of study, experts in quality assurance, educational/pedagogical experts and experts in the international development of the field of study. Students are always involved and represented in the assessment report. Accreditation is carried out by the Accreditation Organisation for the Netherlands and Flanders (NVAO). NVAO contributes to the external QA system through its accreditation framework and the protocol for quality assessment agencies. The Flemish Interuniversity Council (VLIR) and the Flemish Council of University Colleges (VLHORA) are act as quality assessment agencies. They develop and update the guidelines for external assessments, convene expert panels and publish the expert panel's assessments reports.**

**NVAO has been externally reviewed in 2007 by an international commission and concluded that the system is in line with the ESG (see also Q 9b)**

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

Yes  No

If No, please specify: **Please note that we have a transnational accreditation agency (Accreditation Organisation for the Netherlands and Flanders)**

c) does your external quality assurance system cover all higher education<sup>10</sup>

Yes  No

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

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

- |                          |   |                             |
|--------------------------|---|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review        | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

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

- publication of results
- follow-up procedures

Yes  No   
Yes  No

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

Yes  No

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

**Comment** : review has taken place only for the accreditation agency NVAO (2007). The other quality assessment agencies (VLHORA and VLIR) will have completed the procedure in 2009 (see question 9b for details)

## 11. Level of student participation

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

- a) in governance of national agencies for QA .  
Yes  No  In some cases
- b) as full members in external review teams  
Yes  No  In some cases
- c) as observers in external review teams  
Yes  No  In some cases
- d) as part of the decision making process for external reviews  
Yes  No  In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)  
Yes  No  In some cases
- f) in internal quality assurance (e.g. periodic review of programmes)  
Yes  No  In some cases
- g) in preparation of self-assessment reports.  
Yes  No  In some cases
- h) in follow-up procedures:  
Yes  No  In some cases

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

**What is the definition of “governance” ? Students are formally part of the advisory board of the Accreditation Agency for the Netherlands and Flanders, not of the executive board, which explains the answer “in some cases”.**

## 12. Level of international participation

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

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

**NVAO is an active member of :**

**-International Network for Quality Assurance Agencies in Higher Education (INQAAHE)**

**- European Consortium for Accreditation in higher education (ECA).**

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

## RECOGNITION OF DEGREES AND STUDY PERIODS

### 13. Stage of implementation of Diploma Supplement

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

100 %

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes Yes  No
- 2nd cycle programmes Yes  No
- 3rd cycle programmes Yes  No
- remaining "old type" programmes Yes  No  Not applicable
- short higher education programmes Yes  No  Not applicable

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes  No 
  - please specify the language English and /or in some cases French, Spanish or German (in cases where these languages were the instruction language of the programme)
- issued free of charge  for a fee
- issued automatically  on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

#### 13.1. Use of Diploma Supplement for recognition of qualifications

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

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

Yes  No

**Comment**

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

Yes  No

**Comment**

Yes, if it is issued in French, English, German (or Dutch). Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market)

c).

Yes  No

**Comment** HEI can require more supporting documents (especially for guarantee of authenticity of the document)

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

Yes  No

**Comment**

Flanders was the first in Europe to introduce a statutory Diploma Supplement. This was introduced for universities in 1991 and for university colleges in 1994. The updated format of Diploma Supplement actually in use, is based on the model developed by the European Commission, the Council of Europe and UNESCO, which had taken the Flemish model as an inspiring example. Every student in Flanders automatically receives a Diploma Supplement with his degree. The degree and the accompanying diploma supplement are intrinsically interlinked and are regarded as one single whole..

#### 14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents<sup>11</sup> of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes  No

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

**The Higher Education Law of 4 April 2003 confirms that the recognition of foreign higher education qualifications in Flanders follows the principles of the "Lisbon Recognition Convention" of 1997 laid down by the Council of Europe and UNESCO. The Lisbon Recognition Convention was signed by Belgium on the 7th of March 2005. On the 15th of December 2006 the Flemish Parliament has completed its part for the ratification of the Lisbon Recognition Convention by the Federal State of Belgium.**

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

i) Recommendation on the Criteria and Procedures for Recognition

Yes  No

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

**The actual regulation on the procedure to be followed by NARIC-Flanders mentions the criteria which should be taken into account in the recognition procedure. In particular it refers to the level of the institution, level of the programme, core elements of the programme (including placements and**

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

dissertations), volume of the studies, access regulation, the professional recognition of the degree in the country of origin and professional experience.

ii) Recommendation on the Recognition of Joint Degrees

Yes  No

If Yes, please demonstrate how it is achieved:

**Art. 97 of the Law on the Structure of Higher Education (4 April 2004) provides a legal framework for the establishment, the accreditation and recognition of joint degrees**

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

Yes  No

If Yes, please demonstrate how it is achieved:

**Legal framework on quality assurance includes the possibility of accreditation (and hence recognition) of transnational education (both foreign provision on national territory as Flemish off-shore provision), with reference also to the UNESCO/OECD guidelines for quality provision in cross-border higher education**

**Programmes offered abroad are subject to normal accreditation procedures. Accreditation procedures regarding joint programmes offered across borders refer to the programme as a whole and include all the locations. The accreditation decision then formally includes the other institutions and locations involved in the programme.**

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes  No

If Yes, please describe how it is ensured at national and institutional level

**Each person has the right to apply for at NARIC-Flanders for recognition by the Flemish government. Decision on recognition is binding for HEIs as well as other parties.**

**The procedures and criteria used in the assessment and recognition of qualifications are transparent, coherent and reliable.**

**Every negative decision concerning recognition is motivated with reference to "substantial differences".**

**Every negative decision is accompanied with alternative possibilities in order to obtain another form of recognition.**

**Refugees, displaced persons and persons in a refugee-like situation who cannot submit certain documents for motivated reasons may be invited by experts of higher education institutions for an explanatory interview.**

**Applicants are able to make an appeal.**

ii) recognition if no substantial differences can be proven

Yes  No

If Yes, please describe how it is ensured at national and institutional level

**Decision of non-recognition by the Flemish government will always be motivated by the reference to substantial differences.**

See also answer under i).

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

Yes  No

**If Yes**, please describe how it is ensured at national and institutional level  
**In case of reference to substantial differences, the arguments of all advisory bodies will be included in the text of the decision by the Flemish government.**

**See also answer under i).**

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

Yes  No

**If Yes**, please describe how it is done in practice

- **Cooperation with the project "Study in Flanders" that i.a. provides general information on programmes online ([www.studyinlanders.be](http://www.studyinlanders.be)) and is present at international education fairs.**

- **A comprehensive overview of all recognised institutions and programmes can be found in the higher education register operated by the accreditation agency (<http://www.highereducation.be>)**

- **NARIC brochure *Higher Education in Flanders 2008* (<http://www.ond.vlaanderen.be/hogeronderwijs/NARIC/publicaties.htm>)**

v) do you have a fully operational ENIC

Yes  No

**If Yes**, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally

**NARIC-Flanders is also ENIC agency. It handles all applications for recognition of foreign degrees by the Flemish government.**

**Activities concerning recognition :**

- **Study visits in Belgium and abroad**
- **Visits of local and international bodies to NARIC-Flanders**
- **Participation in national (e.g. Flemish Socio-Economic Council) and international meetings, reflection groups (e.g. Flemish Integration Agency) and conferences**
- **Organisation on the implementation of EU Directive 2005/36 for regulated professions in education planned for Spring 2009**
- **Regular meetings with coordinators for recognition matters of the Flemish HEIs.**

**Activities concerning information provision :**

- **Website with information on the different recognition procedures and translation of the Dutch/English forms in 13 languages.**



- Course programme for “intake officers” of Employment offices and Integration of Immigrants Offices (8 courses in 2008, demand has been doubled in 2009).
- Two information seminars each year on recognition matters (in cooperation with other ENIC/NARIC Centres)
- Brochures in Dutch and English on the recognition procedures in the Flemish Community of Belgium (in cooperation with the Flemish Employment Agency, the Agency for Integration of Immigrants and the Entrepreneurship Agency).
- Information texts on recognition matters for different organisations (trade unions, political parties...)
- Information provision for scientific researchers
- Information point for EU Directive 2005/36.

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

**The Flemish Community of Belgium has finished the procedure for ratification in 2006 and the French Community in 2007. As soon as the German Speaking Community of Belgium has also finished the procedure the LRC, Belgium – as the federal state - will ratify the LRC.**

## 15. Stage of implementation of ECTS<sup>12</sup>

Describe the implementation of ECTS in your country.

a) Please include the percentage of the total number of higher education programmes<sup>13</sup> in which all programme components are linked with ECTS credits

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

b) Are ECTS credits linked with learning outcomes<sup>14</sup> in your country? Please tick one:

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

<sup>12</sup> Please refer to definitions in the ECTS User's guide,  
[http://ec.europa.eu/education/programmes/socrates/ects/guide\\_en.html](http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html)

<sup>13</sup> Except doctoral studies

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

Remark : According to the law on flexible higher education credits should be linked to learning outcomes. All programmes accredited since 2006 link their credits to closely defined learning outcomes

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

i) is it compatible with ECTS? Yes  No

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

d) Are you taking any action to improve understanding of learning outcomes?

Yes  No

**If Yes, please explain:**

**The Bologna expert team plays an important role by providing information on the field and by animating pilot projects for definition of learning outcomes for certain disciplines (nursing, social work, music, medicine, languages and literature...)**

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

Yes  No

**If Yes, please explain:**

**HEIs have developed a wide variety of methodologies to monitor student workload. This is also part of the QA and accreditation procedure (internal and external reviews)**

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

Yes  No

**If Yes, please explain: Bologna expert team and Erasmus NA agency play an important role in dissemination of information on the field.**

## LIFELONG LEARNING

### 16. Recognition of prior learning

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

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

Yes  No

**If Yes, please specify: see answer question c)**

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

Yes  No

If Yes, please specify: see answer question c)

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

Yes  No

If Yes, please specify:

**The procedures for recognition of prior learning which were already integrated in legislation before Bergen (Decree on flexible learning in Flemish Higher education – 2004) have been simplified and improved in the Law on the establishment of measures for restructuring and flexibility in higher education (2006).**

**Each “association” (cooperation platform between universities and university colleges) is legally authorized to act as an agency for the validation of prior learning. This validation of prior learning and/or professional experience may lead to :**

- **access to higher education programmes**
- **the awarding of credits either shortening of study duration or granting a degree**

**Procedure :**

- 1. Applicants have to introduce a portfolio presenting prior learning experiences**
- 2. Assessment by the validation agency of the “association” taking into account the learning outcomes of the programme applied for**
- 3. Issuing of a competence certificate, which is the basis for access or wavers for certain courses in the programme.**

**Note : the system of appeal to the decision of the validation agency has been improved with the last Decree of 2006**

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

Comprehensively  Some  A little  None

Please describe the current situation: see question c)

## 17. Flexible learning paths

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

**The Law on Flexible Learning Paths (2006) introduced a system of credit accumulation, which enabled the student more flexibility in the design of his/her study career and in the time schedule for completing the courses or programme. This was combined with a solid system for recognition of prior learning, described under Q 16.**

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

Yes  No

Please add appropriate comments to describe the current situation -

**see general description of the situation above**

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes  No

Please add appropriate comments to describe the current situation

**Government provides financial incentives for programmes that facilitate access for students combining their studies with professional duties.**

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

Yes  No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles

**The board of the higher education institution may, pursuant to the regulations, facilitate the access to a particular Bachelor's programme on the basis of deviatory admission requirements, solely based on**

- humanitarian grounds;
- medical, psychological or social grounds;
- the overall level of the candidate, which is assessed by the board of the institution.

**The regulations on the deviatory admission requirements have to be stipulated in their Education and Examination regulation.**

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

Yes  No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

**There is specific legislation on incentives for HEIs offering facilities to students that combine their studies with professional duties.**

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

Yes  No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

**The introduction of the credit accumulation system has made modular structures possible.**

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

**The last few years Flemish higher education shows a slight increase of students in the age range above 30 years old.**

## JOINT DEGREES

### 18. Establishment and recognition of joint degrees<sup>15</sup>

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

Are joint degrees specifically mentioned in legislation?

Yes  No

Does the legislation fully allow:

i) establishing joint programmes?

Yes  No

**If No** please explain what are the obstacles

ii) awarding joint degrees?

Yes  No

**If No** please explain what are the obstacles

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

i) joint degrees

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

ii) joint programmes

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

Remark : all universities except one and all university colleges except 3 are involved in international joint programmes

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

In the first cycle? None  Little  Widespread

In the second cycle? None  Little  Widespread

In the third cycle? None  Little  Widespread

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

All subject areas

e) Estimate the number of joint programmes in your country

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

around 50

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

Legislative framework for establishment, accreditation and recognition is in place

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

no

## MOBILITY

### 19. Removing obstacles to student and staff mobility

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

**Most actions in the context of the Erasmus programme : the government provides top-up financing in addition to the EU grant on means-tested basis.**

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

Yes  No

**Please add** appropriate comments to describe the current situation:

**Visa regulation for researchers has been made more flexible**

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

Yes  No

**Please add** appropriate comments to describe the current situation:

**Yes, in the framework of EU programmes and bilateral cooperation (government to government and interuniversity cooperation)**

d) Are study periods taken abroad recognised?

Yes  No

**Please add** appropriate comments to describe the current situation:

**Recognition is a prerequisite for top-up financing in the framework of the Erasmus programme**

e) Is there accommodation for mobile students and staff?

Yes  No

**Please add** appropriate comments to describe the current situation:

**All HEIs have made considerable effort to accommodate incoming students and staff. Moreover, HEIs receive the same amount of funding for students**

outside EU as for those from inside up to a ceiling of 2 % of the student population of the HEI in question.

- f) Have any measures been taken to increase outward student and staff mobility?  
Yes  No

Please add appropriate comments to describe the current situation:  
**Specific scholarship schemes, for students, staff and researchers exist most often in the context of bilateral cooperation and development cooperation.**

## 20. Portability of loans and grants

- a) Are portable grants available in your country?  
Yes  No

If No, describe any measures being taken to increase the portability of grants.

- b) Are portable loans available in your country?  
Yes  No

If No, describe any measures being taken to increase the portability of loans.  
**Portability is not applicable as there is no loan system in place.**

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

### 21. Implementation of strategy

- a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

- "Study in Flanders" project provides information on a portal site (<http://studyinlanders.be>) about studying in Flanders.  
- The Higher Education Register (<http://highereducation.be>) provides information about all recognised institutions and programmes, presented in the framework of the Flemish higher education system. The Higher Education Register is part of the European database being set up with all the information on accredited programmes and institutions in Europe (<http://www.grossroads.eu>)  
On 29 October 2008 an agency for the promotion of Flemish higher education abroad has been established jointly by the Flemish Interuniversity Council and the Flemish Council of University Colleges with support from the government.

- The Accreditation Organisation of the Netherlands and Flanders is actively involved in setting up external QA systems in line with the EHEA in Tunisia and Kyrgyzstan. They also organise workshops for QA agencies from outside Europe in order to acquaint them with the ESG and their relevant procedures.

**b) What has your country done to:**

i) improve information on the EHEA outside Europe?

The Flemish Community of Belgium actively participates in the joint delegations of EU countries to HE fairs around the world (EHEF and other fairs in Asia, Russia...).

The Accreditation Organisation of the Netherlands and Flanders is project manager in setting up an online database of accredited programmes and institutions in Europe (<http://grossroads.eu>). This website also provides information on European and national higher education to better understand the information presented on the programmes and institutions.

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

See answer to question a)

iii) strengthen cooperation based on partnership in higher education?

Financial incentives for cooperation with developing countries : scholarships for incoming and outgoing students and staff, capacity building projects for HE in developing countries, assistance to national authorities and quality assurance agencies.

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

Participation to EU initiatives for policy dialogue on HE with partners from other world regions

v) improve recognition of qualifications with other world regions?

NARIC Flanders treats applicants from inside and outside EU on the same basis.

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

The Accreditation Organisation of the Netherlands and Flanders takes full responsibility for programmes and degrees offered abroad by recognised Flemish HEIs. Foreign locations are therefore part of the assessment procedures and are published on the Higher Education Register.



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

i) cross-border provision of your education programmes?

Yes  No

If Yes please explain in what ways the guidelines are applied

**The accreditation system makes explicit reference to the OECD/UNESCO guidelines. Off-shore provision is evaluated on the same basis as national provision.**

ii) incoming higher education provision?

Yes  No

If Yes please explain in what ways the guidelines are applied

**Accreditation system makes explicit reference to the OECD/UNESCO guidelines. Incoming higher education provision is evaluated on the same basis as national provision.**

## FUTURE CHALLENGES

### 22. Main challenges for higher education

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

**Widening participation to higher education**

**Funding**

**Further development of degree structure (mainstream ECTS range for Masters 120 ECTS)**

**Review of quality assurance system as a whole by 2011**

**Internationalisation of higher education**

**Implementation of lifelong learning in higher education**

**Strengthen the knowledge triangle (higher education-research-innovation)**

## PART II

### TEMPLATE for NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

#### Practical instruction

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

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

#### I. Definition of the Social Dimension in the London Communiqué

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

#### II. AS IS SITUATION (Current state of affairs)

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

- lower socio-economic groups
- (unskilled) immigrants families
- disabled students
- men are relatively underrepresented in the first cycle of HE (effect even stronger with immigrants)

##### Main obstacles

- Choices made at secondary school level. Children from underrepresented groups often drop out from generally secondary education, which is a more solid preparation to higher education than the technical or vocational secondary education.

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

#### Financial

- grants on means tested basis
- general social support system

- partial reimbursement of tuition fees for certain groups (low income groups)
- improved funding system taking into account the success rate of students from disadvantaged backgrounds
- incentives for higher education institutions to take action to widen access and participation (Widening Access incentive fund))
- indirect aid schemes (tax relief) (on national level)
- financing social services
  - o subsidised residences/ meals/ transport
  - o provision of some kinds of healthcare
  - o counselling/ guidance services

**Structural (measures to promote equal opportunities for access, participation and completion)**

- admission rules that are simple, fair and transparent
- new/ expanded routes of access
- broader teaching or learning strategies
- flexible delivery of higher education
- flexible learning paths into and within higher education
- transparency of qualifications and recognition of prior learning
- information and preparation at secondary schools

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

**See Q 2. Structural measures apply to student population as a whole, as do most financial measures. Nevertheless the new funding system takes into account the social background of the student and the grants are attributed on means-tested basis.**

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

**HEIs started to collect data on the social background of their students. It is the intention to include this kind of information in the national data bases for higher education. Apart from this, Flanders participates in the Eurostudent survey.**

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

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

The *policy objectives* with regard to widening participation can be formulated as follows:

1. Getting more young people to and through higher education in a way that promotes social cohesion and addresses the demographic trends;
2. Improving attainment and achievement for those who are most at-risk of failing in higher education programs;
3. Reducing the educational attainment gap between the different groups participating in higher education;

The higher education landscape is changing due to some typical *driving forces* or trends:

1. increasing student numbers and the participation rates;
2. belief that a diverse student population enriches learning experience;
3. social justice; higher education has an important role to play in the export of equity and social justice to the wider society;
4. contributing to social and economic development;
5. tapping the pool of talent;
6. participation in higher education is important because of its implications for an individual's life chances;

Central to the policy is access to and participation in higher education but also progression and success within it. It is not just about access to higher education but it is also about completion.

The *policy instruments* used to achieve these objectives have been identified and can be formulated:

#### **1. Funding**

The funding figures as an incentive to institutions for improving access and participation of students coming from disadvantaged and underrepresented groups (such as ethnic minorities or lower socio-economic groups) and for improving the outcomes: funding is tied to performance through the funding formula and through performance agreements.

The aim is to providing financial rewards to institutions that enrol and graduate high numbers of grant recipients and other at-risk students. The situation of changing study programme in the first year is recognized as a positive progression and is financially not regarded as a 'drop out'. There is no financial punishment for losing students in the first year if a student change programme.

#### **2. Curriculum reform**

HEIs have ample room to provide flexible learning opportunities including curricula

#### **3. Further development of vocational oriented study programmes at EQF level 5 (associated degrees/short cycle – 90-120 ECTS study points)**

Graduates of those study programmes can progress to bachelor degrees on successful completion of a shortened study programme of about 90 ECTS study points at EQF level 6

**4. Graduates of the professional oriented bachelor study programmes**

Those graduates can progress to academic master study programmes on successful completion of a bridging programme and the master programme

There is no one best pathway for ensuring that the policy goals have been reached. HEIs are encouraged to develop their own approaches depending on their local and geographical context and environment, the supply of study programmes, partnerships: information and guidance, student support in terms of teaching and learning, support for students in respect of finance, disability, mental health and well being, pastoral support, summer classes, bridging courses for students coming from a non-academic track, languages courses, students as tutors for high school students, distance education, lifelong learning as a means for widening participation, recognising prior learning, monitoring academic progression

(a) Which concrete goals do you want to achieve?

**see Q 5 : policy objectives**

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

**see Q 5: policy instruments**

**Activities mentioned under Q 2 will be continued**

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

**Beside the incentives through the funding formula and the yearly amount for the financing of the social services, there is an extra amount for the performance agreements:**

**2008: €3.000.000 euro**

**From 2009 onwards: €6.000.000**

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

**See Q 5. Implementation is foreseen for the near future (2008-2010).**

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

**Evaluation of the progress of the performance agreements with the HEIs  
global evaluation in 2010 (end of the first agreements)**

- **list of performance indicators**
- **new performance agreements in 2011, financing will be based on performance and results**

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

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

**Contact point : Flemish Department of Education and Training, Higher Education Unit, Ms Linda De Kock (e-mail : [linda.dekock@ond.vlaanderen.be](mailto:linda.dekock@ond.vlaanderen.be))  
Main body for the monitoring of the implementation is the indicators working group of the Widening Access Incentive Fund.**