



EUROPEAN  
Higher Education Area

**National Report regarding  
the Bologna Process  
implementation  
2012-2015**

**Denmark**

## Data entry: (VIII QUESTIONNAIRE DETAILS)

### For which country have you completed the questionnaire?

Denmark

### Name(s) of the responsible BFUG member(s)

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- Government representatives "Claes Hagn-Meincke"

### Contributors to the report:

- Employer representatives ""

### Contributors to the report:

- Student representatives ""

### Contributors to the report:

- Academic and other staff representatives ""

### Contributors to the report:

- Other representatives (please specify) ""

## Data entry: (I\_Degrees\_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

No

I.1.1. How do these projections affect higher education policy planning?

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

\*

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
  - None of the above

I.3.1. What is the number of institutions in the categories identified?

There are five types of institutions offering higher education programmes.

- 1) Academics of professional higher education - 9 academics of professional higher education offering mainly short cycle professionally oriented programmes, comprising Academy Profession degrees and VVU degree (continuing education).
- 2) University Colleges - 7 university colleges offering mainly first cycle programmes comprising Professional Bachelor and Diploma degrees (continuing education) and the Danish School of Media and Journalism;
- 3) Universities - 8 universities offering first, second and third cycle programmes, comprising Bachelor, Diploma (continuing education), Candidatus, Master (continuing education), and PhD degrees.
- 4) University level institutions - 13 university level institutions offering artistic and cultural first, second and third cycle programmes offering first, second and third cycle.
- 5) Maritime education institutions – 5 maritime education institutions offering education programmes for the Danish merchant fleet and the fishing industry.

I.4. Comments

Danish educational policy does not use demographic projections as a policy tool that specifically controls admittance rates, student quotas etc., but projections are used for the National budget (grants for institutions and students).

For some years there has been a focus on increasing the number of new enrolments at higher education institutions. But focus has now shifted toward quality and labour market relevance.

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "55"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "35"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "8"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "2"

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

\*

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "60"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "27"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "4"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "9"

I.6.1. Please specify

\*

I.7. Please note that short cycle programmes are treated in a separate section below.

**I8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?**

Yes (please explain in the field on the right)

Academic bachelor's programmes has a duration of 180 ECTS. Professionally oriented bachelor's programmes have a duration of between 180 and 240 ECTS and have obligatory workplace training as part of the programmes.

**I9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?**

No

**I9.1. In which study fields do these study programmes exist?**

**I9.2. What is the typical duration of these degree programmes outside the Bologna model?**

**I9.3. What percentage of first cycle students is enrolled in these programmes?**

**I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

60-75 ECTS ""

**I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

90 ECTS ""

**I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

120 ECTS "99"

**I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

Other duration "1"

**I10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?**

\*

**I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

60-75 ECTS ""

**I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

90 ECTS ""

**I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

120 ECTS "97"

**I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

Other duration "3"

**I11.1. Please specify**

\*

**I12. Do integrated/long programmes leading to a second cycle degree exist?**

No

**I12.1. Is the duration of the above programmes calculated in...**

Please choose

**I12.2. What is the typical duration of these degree programmes?**

**I12.3. In which study fields do these study programmes exist?**

**I12.4. What percentage of first cycle students is enrolled in these programmes?**

**I13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?**

Yes

**I13.1. What is the typical duration of these second cycle programmes outside the Bologna model?**

180 ECTS

**I13.2. What percentage of second cycle students is enrolled in these programmes?**

3 %

**I13.3. In which study fields do these study programmes exist?**

Medicine and veterinary medicine

**I14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?**

Yes

**I14.1. What is the minimum duration of the Bachelor & Master together?**

300

**I15. Comments**

**I16. What percentage of first cycle programmes give access to at least one second cycle study programme?**

76-99%

**I.16.1. Please provide a source for this information.**

Calculations based on Data from Statistics Denmark (databanken)

**I.17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?**

26-50%

**I.17.1. Please provide a source for this information.**

Calculations based on Data from Statistics Denmark (databanken)

**I.18. What are the requirements for holders of a first cycle degree to access a second cycle programme?**

**I.18.1. All students...**

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**I.18.2. If other requirements apply and/or requirements apply only in some cases, please specify:**

Within the framework of the Ministerial Order concerning the Act on Universities and the Ministerial Orders concerning higher education within the arts and culture, the university will stipulate in the curriculum for each master's programme, which bachelor degrees provide admission to the master's programme in question, and what special entry requirements, regarding subjects and their value in terms of ECTS points, the student must have achieved on each bachelor programme in order to be admitted to the master's programme. The higher education institutions may admit applicants who do not meet the conditions but who, according to an individual evaluation, have academic qualifications at a commensurate level. The university may require supplementary tests.

Thus, admissions to many study programmes depends on the fulfilment of specific requirements. These may either be a specific subject combination or requirements concerning the level of the subjects taken, the grades obtained, work experience etc. Admission to programmes in certain fields such as art and music requires an entrance examination based on talent. Particularly for professional bachelor graduates, access to full-time second cycle programmes (traditional candidatus programmes) often require completion of additional courses. Some of these courses involve tuition fees.

The university decides how many students to admit to each programme, unless the Minister stipulates an annual maximum capacity, cf. the University Act.

**I.18.3. Holders of a first cycle degree from a different study field...**

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**I.18.4. If other requirements apply and/or requirements apply only in some cases, please specify:**

Within the framework of the Ministerial Order concerning the Act on Universities and the Ministerial Orders concerning higher education within the arts and culture, the university will stipulate in the curriculum for each master's programme, which bachelor degrees provide admission to the master's programme in question, and what special entry requirements, regarding subjects and their value in terms of ECTS points, the student must have achieved on each bachelor programme in order to be admitted to the master's programme. The higher education institutions may admit applicants who do not meet the conditions but who, according to an individual evaluation, have academic qualifications at a commensurate level. The university may require supplementary tests.

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The university decides how many students to admit to each programme, unless the Minister stipulates an annual maximum capacity, cf. the University Act.

**I.18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...**

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**I.18.6. If other requirements apply and/or requirements apply only in some cases, please specify:**

Within the framework of the Ministerial Order concerning the Act on Universities and the Ministerial Orders concerning higher education within the arts and culture, the university will stipulate in the curriculum for each master's programme, which bachelor degrees provide admission to the master's programme in question, and what special entry requirements, regarding subjects and their value in terms of ECTS points, the student must have achieved on each bachelor programme in order to be admitted to the master's programme. The higher education institutions may admit applicants who do not meet the conditions but who, according to an individual evaluation, have academic qualifications at a commensurate level. The university may require supplementary tests.

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The university decides how many students to admit to each programme, unless the Minister stipulates an annual maximum capacity, cf. the University Act.

**I.18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...**

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:**

Within the framework of the Ministerial Order concerning the Act on Universities and the Ministerial Orders concerning higher education within the arts and culture, the university will stipulate in the curriculum for each master's programme, which bachelor degrees provide admission to the master's programme in question, and what special entry requirements, regarding subjects and their value in terms of ECTS points, the student must have achieved on each bachelor programme in order to be admitted to the master's programme. The higher education institutions may admit applicants who do not meet the conditions but who, according to an individual evaluation, have academic qualifications at a commensurate level. The university may require supplementary tests.

Thus, admissions to many study programmes depends on the fulfilment of specific requirements. These may either be a specific subject combination or requirements concerning the level of the subjects taken, the grades obtained, work experience etc. Admission to programmes in certain fields such as art and music requires an entrance examination based on talent. Particularly for professional bachelor graduates, access to full-time second cycle programmes (traditional candidatus programmes) often require completion of additional courses. Some of these courses involve tuition fees.

The university decides how many students to admit to each programme, unless the Minister stipulates an annual maximum capacity, cf. the University Act.

**L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?**

76-99%

**L19.1. Please provide a source for this information.**

The Danish University Act

<http://fiv.u.dk/en/legislation/prevailing-laws-and-regulations/education/the-danish-university-act.pdf>

The ministerial order on admission to bachelor and masters programmes.

<http://fiv.u.dk/en/legislation/prevailing-laws-and-regulations/education/engelsk-oversaettelse-bacheloradgangs-bekendtgorelsen-2013.pdf>

**L20. What percentage of second cycle graduates eventually enter into a third cycle programme?**

6.0000000000

**L20.1. Please provide a source for this information.**

Employment of candidates 4-19 months after completed degree (completed 2nd cycle).

Calculations based on Data from Statistics Denmark (databanken)

The 6 percent was counted in 2011, but the number has been stable the previous years.

**L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?**

Yes, for some graduates

**L21.1. Please specify the criteria**

In Denmark two different types of PhD are possible, besides the ordinary PhD education.

It is possible to follow an integrated MA/PhD programme option, which offers Master's students early admission to a doctoral programme – the so-called '4+4 track' og '3+5 track'.

A student must have passed a first cycle degree of 180 ECTS, after that the student either undertakes 60 ECTS of a second cycle degree programme and is after that admitted to the 4+4 track. The 4+4 track consists of two parts: the first two years the student is following the candidate studies at the same time as the PhD studies – both half time. The remaining two years, the student has completed the candidate (2nd cycle) and is now a full doctoral student.

Some students are given the option of even earlier admission to a PhD programme via the so-called 3+5 track. This type of programme is an integrated part of the Bologna process; on completion of a Bachelor's degree, talented students are admitted directly to a programme, which for the first three years combines the full Master's programme with the first year of the PhD programme. The remaining two years, the student has completed the candidate (2nd cycle) and is a fulltime doctoral student.

**L21.2. What percentage of third cycle students enter without a second cycle qualification?**

6-15%

**L22. If you would like to make any additional comments on the progression between cycles, please provide them here**

**L23. Do higher education steering documents mention doctoral education/training?**

Yes

**L23.1. Please provide a reference to the relevant steering document(s):**

\*

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "95"

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes "5"

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

**L24.1. Please specify which other types of doctoral programmes exist**

**L25. Do doctoral and/or graduate schools exist in your higher education system?**

Yes ▾

**L25.1. What are the main features of these schools and how many doctoral schools are there?**

According to the Ph.d.-order all ph.d.-students admitted to the university must be part of a PhD-school.

There are in all 50 doctoral schools in Denmark.

Since 2007 it PhD schools have been mandatory. All PhD-students who complete a PhD programme must be affiliated to a PhD School, according to the university act.

The purpose of PHD Schools is to have a clear and unambiguous distribution of roles and responsibilities.

Doctoral schools provide the organizational framework for the PhD-program including the administration of courses, training, supervision etc. The doctoral schools have appointed a head of the doctoral school and a PhD committee is appointed by the university (the faculty).

Doctoral schools may be a result of collaboration between two or more universities, but it is administratively based at one university. Doctoral schools may also make collaboration agreements with research institutions and foreign universities abroad.

The universities have made a common website, which display all the PHD courses available to PhD students at every Danish university.

**L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools**

76-99%

**L26. What is the most common length of full-time third cycle (PhD) study programmes?**

In theory / according to regulations: "3"

**L26. What is the most common length of full-time third cycle (PhD) study programmes?**

In empirical reality: "4"

**L27. Are doctoral studies included in your country's qualifications framework?**

Yes

**L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?**

No

**L28.1. Please specify**

What are the names of such degrees? ""

**L28.1. Please specify**

What is the typical duration of programmes leading to such degrees? ""

**L28.1. Please specify**

What is the purpose/function of those degrees? ""

**L29. Are ECTS credits used in doctoral programmes?**

Yes

**L30. Comments**

Professional doctoral programmes: These programmes follow the same rules and regulations as the structured PhD programmes

**L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

Yes ▾

**L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)**

\*

**L32. How are short cycle HE programmes linked to the Bachelor-Master structure?**

**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

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments

L35. Do your steering documents mention the concept of student-centred learning?

No

L35.1. How do steering documents in your country define student-centred learning in higher education?

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- |                                       |                         |                         |                         |                         |                         |                         |  |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Independent learning                  | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups              | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Recognition of prior learning         | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning outcomes                     | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student/staff ratio                   | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student evaluation of teaching        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Other                                 | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- |                                       |                         |                         |                         |                                    |                         |                         |                                 |
|---------------------------------------|-------------------------|-------------------------|-------------------------|------------------------------------|-------------------------|-------------------------|---------------------------------|
| Independent learning                  | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning in small groups              | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Training in teaching for staff        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Recognition of prior learning         | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning outcomes                     | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio                   | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Student evaluation of teaching        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

L36. Comments

We have no evaluation of the different elements of student-centered learning

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

- |   |  |                               |                               |                              |                           |                                 |
|---|--|-------------------------------|-------------------------------|------------------------------|---------------------------|---------------------------------|
| Percentage of higher education institutions | <input checked="" type="radio"/> 100 % | <input type="radio"/> 76-99 % | <input type="radio"/> 51-75 % | <input type="radio"/> 1-50 % | <input type="radio"/> 0 % | <input type="radio"/> No answer |
| Percentage of programmes                    | <input checked="" type="radio"/> 100 % | <input type="radio"/> 76-99 % | <input type="radio"/> 51-75 % | <input type="radio"/> 1-50 % | <input type="radio"/> 0 % | <input type="radio"/> No answer |

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

The Higher Education Institutions use a standard measure of 1650 hours, corresponding 60 ECTS (1 ECTS corresponding 27,5 working hours). This standard was communicated to the HEIs when the ECTS system was introduced in Denmark.

L41.1. What is the number of hours per credit?

The Higher Education Institutions use a standard measure of 1650 hours, corresponding 60 ECTS (1 ECTS corresponding 27,5 working hours). This standard was communicated to the HEIs when the ECTS system was introduced in Denmark.



L42. 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.)

In all programmes

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

\*

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

L45. 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

L45.1. Please indicate the approximate percentage that participate

There is a growing understanding of the importance of good teaching. The Higher Education Institutions offer courses for their academic staff on how to make their teaching more effective, typically on voluntary basis.

L45.2. Please specify for which members of academic staff training programmes are offered

There is a growing understanding of the importance of good teaching. The Higher Education Institutions offer courses for their academic staff on how to make their teaching more effective, typically on voluntary basis.

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

Yes, following the regulations, the higher education institutions shall through their quality assurance measures ensure that:

- a concrete study programme live up to the relevant level corresponding the descriptions of learning outcome in the Danish Qualifications Framework for Higher Education
- The content of the study programme reflects the overall education goals and that the organization of the teaching and educational quality support student learning and achievement of these objectives.

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

...automatically to all students:by 100% of HEIs	<input type="text" value="1"/>
...automatically to all students:by 76-99% of HEIs	<input type="text" value="0"/>
...automatically to all students:by 51-75% of HEIs	<input type="text" value="0"/>
...automatically to all students:by 26-50% of HEIs	<input type="text" value="0"/>
...automatically to all students:by 1-25% of HEIs	<input type="text" value="0"/>
...automatically to all students:by 0% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 100% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 76-99% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 51-75% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 26-50% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 1-25% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 0% of HEIs	<input type="text" value="0"/>
...upon request:by 100% of HEIs	<input type="text" value="0"/>
...upon request:by 76-99% of HEIs	<input type="text" value="0"/>
...upon request:by 51-75% of HEIs	<input type="text" value="0"/>
...upon request:by 26-50% of HEIs	<input type="text" value="0"/>
...upon request:by 1-25% of HEIs	<input type="text" value="0"/>
...upon request:by 0% of HEIs	<input type="text" value="0"/>
...in certain fields of study:by 100% of HEIs	<input type="text" value="0"/>
...in certain fields of study:by 76-99% of HEIs	<input type="text" value="0"/>
...in certain fields of study:by 51-75% of HEIs	<input type="text" value="0"/>
...in certain fields of study:by 26-50% of HEIs	<input type="text" value="0"/>
...in certain fields of study:by 1-25% of HEIs	<input type="text" value="0"/>
...in certain fields of study:by 0% of HEIs	<input type="text" value="0"/>
...to no students :by 100% of HEIs	<input type="text" value="0"/>
...to no students :by 76-99% of HEIs	<input type="text" value="0"/>
...to no students :by 51-75% of HEIs	<input type="text" value="0"/>

...to no students :by 26-50% of HEIs

...to no students :by 1-25% of HEIs

...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for some graduates of these programmes

L49.1. Please specify

\*

L50. Is there any monitoring of how employers use the Diploma Supplement?

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

English

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

<https://www.retsinformation.dk/Forms/R0710.aspx?id=29247>

Act on academy profession programmes and professional bachelor programmes no. 207 of 31 of Marts 2008

<https://www.retsinformation.dk/Forms/R0710.aspx?id=116203>

L56. Does higher education legislation explicitly allow:

Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer  
Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer  
Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

Award joint degrees 100% 76-99% 51-75% 26-50% 11-25% 6-10% 1-5% 0% No answer  
Participate in joint programmes 100% 76-99% 51-75% 26-50% 11-25% 6-10% 1-5% 0% No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

...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

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "10"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "85"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "5"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

L60.1. Please explain briefly and mention/link to the source of this information

L61. Comments

**L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.**

11: The final NQF and the self-certification report can be consulted on a public website  
First Danish qualifications Framework for higher education was initiated in 2001 and implemented in 2003. The QF for higher education was revised in 2008. Answers in the following questions will take the current QF for higher educations as starting point

[http://fivu.dk/uddannelse-og-institutioner/anerkendelse-og-dokumentation/dokumentation/kvalifikationsrammer/andre/dk-videregaende/selfcertification\\_dk.pdf](http://fivu.dk/uddannelse-og-institutioner/anerkendelse-og-dokumentation/dokumentation/kvalifikationsrammer/andre/dk-videregaende/selfcertification_dk.pdf)

[www.nqf.dk](http://www.nqf.dk)

**L62.1. Please provide the date when the step was completed.**

12-31-2010

**L62.2. Is information on the development and/or revision of your NQF available through a national QF website?**

Please choose..

**L62.3. Please provide the link to the website:**

<http://ufm.dk/en/education-and-institutions/recognition-and-transparency/transparency-tools/qualifications-frameworks/background>

**L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?**

EQF level 4 or equivalent

**L64. Have you referenced your higher education qualifications against EQF levels?**

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

**L64.1. Please provide a reference to official documents**

Danish referencing report to EQF: [http://fivu.dk/en/education-and-institutions/recognition-and-transparency/transparency-tools/qualifications-frameworks/european-qualifications-framework/national\\_report\\_referencing\\_dk\\_qualifications\\_framework\\_to\\_eqf.pdf](http://fivu.dk/en/education-and-institutions/recognition-and-transparency/transparency-tools/qualifications-frameworks/european-qualifications-framework/national_report_referencing_dk_qualifications_framework_to_eqf.pdf)

**L65. Have you referenced your short-cycle higher education qualifications against EQF levels?**

Yes: short-cycle qualifications have been referenced against EQF level 5

**L65.1. Please provide a reference to official documents**

Danish referencing report: [http://fivu.dk/en/education-and-institutions/recognition-and-transparency/transparency-tools/qualifications-frameworks/european-qualifications-framework/national\\_report\\_referencing\\_dk\\_qualifications\\_framework\\_to\\_eqf.pdf](http://fivu.dk/en/education-and-institutions/recognition-and-transparency/transparency-tools/qualifications-frameworks/european-qualifications-framework/national_report_referencing_dk_qualifications_framework_to_eqf.pdf)

**L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?**

Other (please specify)

Higher education institution whose decision is made based on ENIC/NARIC centre advice: Danish ENIC/NARIC and higher education institutions

Danish institutions are legally bound by the decision of the ENIC/NARIC for access purposes. If the ENIC/NARIC has assessed that the qualification is comparable to a Danish access qualification of bachelor's degree the institution cannot reject the right to access to bachelor or master programmes because of not comparable levels of qualifications. The institutions make decisions to establish if the applicants meet the specific admission requirements

Higher education institution whose decision is made without ENIC/NARIC centre advice:

National ENIC/NARIC centre:

The Danish ENIC/NARIC Office is the central authority situated within the Ministry of Higher Education and Science and makes legally binding decisions for access purposes, while institutions make final decisions for admission purposes (fulfilling specific admission requirements)

**L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?**

Other (please specify)

Higher education institution whose decision is made based on ENIC/NARIC centre advice: Danish ENIC/NARIC and Competent Authorities for regulated professions

The Danish ENIC/NARIC Office is the central authority situated within the Ministry of Higher Education and Science making recognition decisions for employment provided it is not a regulated profession. The Danish ENIC/NARIC Office is the Competent authority for teacher recognition (regulated profession) while a range of authorities are competent authorities for other regulated professions.

Employers can make their own decisions for professional employment provided it does not concern regulated professions

**L68. Which of the following statements is specified in national legislation?**

Applicant's right to fair assessment of qualification

Recognition of qualification provided that no substantive differences can be proven

Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority

Where recognition is not granted or is granted only partly, the applicant has the right to appeal

None of the above

**L68.1. Please provide a reference to the relevant legislation**

Danish Law on recognition of foreign qualifications: <https://www.retsinformation.dk/Forms/R0710.aspx?id=25319>

Danish order on recognition of foreign qualifications:

<https://www.retsinformation.dk/Forms/R0710.aspx?id=24157>

ENIC/NARIC Website: <http://fivu.dk/en/education-and-institutions/recognition-and-transparency>

**L68.2. What measures exist to ensure that these legal statements are implemented in practice?**

The law and order mentioned in X 2.1. The Danish ENIC/NARIC Office has very close collaboration with Danish Higher Education Institutions and provides services for their recognition decisions for both admission and credit transfer purposes. The ENIC/NARIC publishes an online database on foreign access qualifications for institutions admission decisions holds regular seminars for

institutions on admission based on foreign qualifications and provides a hotline for institutions who ask for advice on specific applications for admission.

**L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context

**L69.1. Please specify**

**L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context

**L70.1. Please specify**

**L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?**

Qualifications from some countries are considered in the same way as the qualification in the national context

**L71.1. Please specify**

This requires specific assessments and comparison of learning outcomes. Some master level programmes from other countries do not include a research based thesis which is a requirement for Danish Master's programmes and thus a requirement for access to third level programmes in Denmark. It is therefore not a question of which country the applicant's country belong to, but a comparison of learning outcomes and investigation to establish if a research based thesis is included in the foreign Master's programme and of the formal rights attached to the foreign programme. Some master level programmes do not give access to third level programmes in their country of origin, wherefore they will generally not have access to third level programmes in Denmark. All Institutions can apart from the recognition of foreign qualifications base their decisions on admission to third level programmes on recognition of prior learning. If the foreign Master's programme does not correspond to a Danish Master's programme, other relevant qualifications educational or work based qualifications or relevant research experience may compensate for differences in the level and learning outcomes of the foreign and Danish master programmes thus giving access to third level programmes.

**L72. Do higher education institutions typically:**

Other

**L72.1. Please explain**

There are no central data on this issue. Institutions organise their recognition decisions differently. Based on our non-empirical experience recognition decisions are decided in faculties/departments for master level programmes, where a central authority screens the level of the applicants bachelor programmes and then forwards applicants with comparable bachelor level degrees to faculties/departments for assessments of specific admission requirements. For admission to bachelor programmes this is done at central level.

However, according to Danish legislation on recognition the institutions must base their recognition decisions of the educational level for access purposes on the assessments made by the Danish ENIC/NARIC Office. Recognition decisions on admission (fulfilling specific admission requirements) are taken by the institutions themselves.

**L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level**

**L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?**

In the vast majority of study and training periods abroad recognition decisions are covered in learning agreements finalised prior to the study period.

All students can file complaints against recognition decisions to the independent Qualifications Board for which the Danish ENIC/NARIC Office acts as secretariat. The board consists of a chairman, who is professor in Laws and subjects experts nominated according to the field of subjects for which the student seeks credit transfer for. The legal provisions of the Qualifications Board is established through the Law on recognition of foreign qualifications:

<https://www.rctsinformation.dk/Forms/R0710.aspx?id=25319>

**L74. Comments**

## Data entry: (II\_Quality\_assurance)

### II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

#### II.1.1. Please specify

### II.2. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

#### II.2.1. For each of the agencies, what is the main outcome of an external review?

#### II.2.2. Please specify

### II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

In some cases

#### II.3.1. Please specify the normal impact of an external review

The new Accreditation Act, July 2013, marks the transition from programme accreditation to institutional accreditation. It is the goal to make a rapid, flexible transition from programme accreditation to institutional accreditation, which will be phased in over the course of four years from the time that the first institutional accreditations are initiated in the autumn of 2013. Until an institution is positive accredited there will still be programme accreditation.

##### Programme accreditation

The external review forms the basis for the Accreditation Council's decision concerning the approval of the higher education programme:

- 1) Positive accreditation which is a precondition for the programme to operate and receive funding,
- 2) Conditional positive accreditation which requires that certain improvements are implemented within a defined period of time (typically 1-2 years), and this decision can only be awarded to existing programmes - not to new programmes.
- 3) Refusal of accreditation which implies that the programme cannot be approved, can no longer receive public funding, and can no longer enrol students.

##### Institutional accreditation

The external review forms the basis for the Accreditation Council's decision concerning the approval of the higher education institutions:

1. Positive accreditation which gives opportunity to establish new programmes and new local provisions of programmes when these have been pre-qualified and approved, and to make adjustments to existing programmes.
2. Conditional positive accreditation - All new programmes and local provisions of programmes must be externally accredited before they are established.
3. Refusal of accreditation - The education institution cannot establish new programmes or local provisions of programmes. Existing programmes must be accredited in accordance with a rota plan.

### II.4. Does the agency cover:

Public higher education institutions only

#### II.4.1. Considered together, do the agencies cover:

### II.5. Do the agencies cover:

#### II.5.1. Please specify:

### II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

#### II.6.1. Are all institutions included?

Please choose.. ▾

#### II.6.2. Please specify

#### II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

#### II.6.4. Please specify

#### II.6.5. Are all institutions and all programmes included?

Yes

All first cycle and second cycle programmes are subject to external evaluation. Third cycle programmes are not.

### II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

### II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- |  |                                      |                          |                                     |                                 |
|--|--------------------------------------|--------------------------|-------------------------------------|---------------------------------|
| Teaching                                     | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research                                     | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services                     | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision                  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes                         | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

**Employability**  Yes  No  In some cases  No answer

**Internal Quality Assurance / Management system**  Yes  No  In some cases  No answer

**Recognition policy and practice**  Yes  No  In some cases  No answer

#### II.8.1. Please specify

#### II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

Programme accreditation is performed on the basis of five statutory criteria:

1. Needs and relevance – an assessment carried out solely by the Danish Accreditation Institution in connection with accrediting existing programmes. The assessment of relevance when accrediting new programmes is carried out by the pre-qualification system under the Ministry of Higher Education and Science.

2. Knowledge base

3. Objectives of learning outcomes

4. Organisation of the programme and completion rate of students

5. Internal assurance and development of quality

Institutional accreditation is based on five statutory criteria:

1. Quality assurance policy and strategy

2. Quality management and organisation

3. The knowledge base of the programmes

4. The level and content of the programmes

5. Relevance of the programmes

Act on the Accreditation of Institutions of Higher Education, 12 June 2013, No. 601

<http://fiv.u.dk/en/legislation/prevaling-laws-and-regulations/accreditation>

Ministerial order on accreditation of higher education institutions and approval of new programmes <https://www.retsinformation.dk/Forms/R0710.aspx?id=152480> ( in Danish only)

The Danish Accreditation Institutions guides to programme and institution accreditation

<http://en.akkr.dk/accreditation-in-denmark/>

#### II.8.3. Additional comments

#### II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

Yes, all institutions are able to choose, and the evaluation outcomes are treated in the same way as an evaluation from a/the national quality assurance agency

Joint education programmes offered in cooperation between Danish and foreign universities within the scope of the Erasmus Mundus programme are, for Denmark's part, only required to be quality assured by one quality assurance agency. The participating universities can agree that the education programme must be quality assured and accredited by Danish Accreditation Institution or by a foreign quality assurance agency that can document that it complies with the European Standards and Guidelines for Quality Assurance, including accreditation, by being registered in the European Quality Assurance Register for Higher Education (EQAR).

With regard to Danish education programmes offered abroad, Danish universities can choose to have the programmes accredited by Danish Accreditation Institution or to have the programmes accredited according to the national quality assurance system in the country where the education programme is offered.

Furthermore, in order to be able to issue a Danish diploma it is a condition that if the universities choose to use a foreign quality assurance agency this must be internationally recognised. In order to be internationally recognised the foreign quality assurance agency must be either registered in the European Quality Assurance Register for Higher Education (EQAR) or:

1) It have sufficient professional capacity to conduct quality assurance activities, such as accreditation, and be independent in its activities with regard to work processes, performance, choice of method and in its professional conclusions, evaluations and recommendations.

2) Ensure transparency and reliability in methods and processes and in its performance of quality assurance evaluations, and include international experts and stakeholders, including students, in its work, and

3) Itself be recurrently subjected to evaluations of own practice by an authority that is independent from the quality assurance institution.

Regarding accreditation of Danish transnational professional higher education programmes the higher education institutions can choose any quality assurance agency that is a full member of the European Association for Quality Assurance in Higher Education (ENQA) and complies with the European standards and guidelines for quality assurance of further and higher education (ESG). But the operator must follow the guidelines from the Danish Ministry and further requirements defined by the Danish Accreditation Council.

#### II.9.1. Please explain the differences

#### II.9.2. Please specify which institutions are able to choose

#### II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA))

A quality assurance agency from another country must be internationally recognised. In order to be internationally recognised the foreign quality assurance agency must be either registered in the European Quality Assurance Register for Higher Education (EQAR) or:

1) Have sufficient professional capacity to conduct quality assurance activities, such as accreditation, and be independent in its activities with regard to work processes, performance, choice of method and in its professional conclusions, evaluations and recommendations.

2) Ensure transparency and reliability in methods and processes and in its performance of quality assurance evaluations, and include international experts and stakeholders, including students, in its work, and

3) Itself be recurrently subjected to evaluations of own practice by an authority that is independent from the quality assurance institution.

#### II.10.1. How many higher education institutions have used this opportunity?

\*

#### II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Yes, the QA agency is required to be listed in the European Quality Assurance Agency Register (EQAR)

Joint and double degree programmes can be either fully accredited by the Danish Accreditation Institution or by another QA Agency listed in EQAR. Furthermore it is recognised if each national part of the international programme is accredited in the country it is offered by a QA Agency listed in EQAR.

There is no central registration of how many universities have used the different possibilities.

#### II.11.2. Please specify

#### II.12. Additional comments

#### II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

Listed in EQAR

Member of ENQA

- There is no specification within the current legislation or steering documents
- Yes, for an application to EQAR
  - Yes, for the purpose of ENQA membership
  - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
- No

#### II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the preparation of self evaluation reports**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

#### II.15.1. Please specify

#### II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies?**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- As full members in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- As observers in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- In the decision making process for external reviews**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- In follow-up procedures**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

#### II.16.1. Please specify

#### II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

#### II.17.1. Please specify

#### II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

#### II.18.1. Please specify

#### II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

#### II.20.1. Please specify these requirements and the relevant source

#### II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

#### II.21.1. Please specify

#### II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

#### II.22.1. Please specify

#### II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
- No
- In some cases

#### II.23.1. Please specify

#### II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

**IL24.1. Please specify**

**IL25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?**

100%

**IL26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?**

100%

**IL26.1. Please describe what kind of arrangements are in place.**

**IL27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?**

100%

**IL28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?**

100%

**IL29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?**

Sometimes

**IL29.1. Please explain**

5 out of 8 universities have recognition policy and practice typically evaluated in Internal Quality Assurance processes. There are no data available for the other higher education institutions.



## Data entry: (III\_Social\_dimension)

**III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).**

### III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

#### III.1.1. Please indicate these measures in the form of bullet points:

If it is reflected through a set of concrete measures, please indicate these measures in the form of bullet points:

The Danish higher education system is based on the principle of equal access to – and equal opportunities to – all groups of society. All HE programs (not adult higher education) are tuition free and access is based on academic merit alone.

Furthermore, Denmark has a generous Grants and Loans Scheme for HE students. Every Dane over the age of 18 is entitled to public support for his or her further education – regardless of social standing.

Special examination conditions for students with physical or mental disabilities and students with another native language than Danish.

The objective of widening participation is reflected through general policy statements. It is a stated goal in the government basis that 60 % of the youth cohort shall obtain a higher education in 2020. Further, the goal is that 25 % of the youth cohort obtains a long cycle higher education in 2020. There is no specific reference to underrepresented groups, but as more students come in to higher education, the composition of the student body is changing.

Further, measures have been put in place, as far as funding for an increased student intake goes. The extra funding is being allocated to both higher education institutions, and to individual students through the student support system.

### III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

No, there are no specific quantitative objectives to be reached

#### III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

#### III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

#### III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

#### III.2.4. Comments

### III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

#### III.3.1. Please provide a short description of the mechanisms in place:

Data on the composition on the student body is collected by Statistics Denmark from all HEI

### III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability: At entry to HE

Disability:During HE studies	0 ▼
Disability:At graduation	0 ▼
Disability:After graduation	0 ▼
Labour market status prior to the entry to HE:At entry to HE	0 ▼
Labour market status prior to the entry to HE:During HE studies	0 ▼
Labour market status prior to the entry to HE:At graduation	0 ▼
Labour market status prior to the entry to HE:After graduation	0 ▼
Age:At entry to HE	1 ▼
Age:During HE studies	1 ▼
Age:At graduation	1 ▼
Age:After graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	1 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	1 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	1 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	0 ▼
Socio-economic background:At entry to HE	0 ▼
Socio-economic background:During HE studies	0 ▼
Socio-economic background:At graduation	0 ▼
Socio-economic background:After graduation	0 ▼
Gender:At entry to HE	1 ▼
Gender:During HE studies	1 ▼
Gender:At graduation	1 ▼
Gender:After graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	0 ▼
Religion:At entry to HE	0 ▼
Religion:During HE studies	0 ▼
Religion:At graduation	0 ▼
Religion:After graduation	0 ▼
Migrant status (migrants or migrants' children):At entry to HE	1 ▼
Migrant status (migrants or migrants' children):During HE studies	1 ▼
Migrant status (migrants or migrants' children):At graduation	1 ▼
Migrant status (migrants or migrants' children):After graduation	0 ▼
Other characteristics:At entry to HE	0 ▼
Other characteristics:During HE studies	0 ▼
Other characteristics:At graduation	0 ▼
Other characteristics:After graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	0 ▼
Not applicable (no systematic monitoring at the given stage):During HE studies	0 ▼
Not applicable (no systematic monitoring at the given stage):At graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):After graduation	0 ▼

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

Data on all students in higher education are collected by Statistics Denmark from the HEI as register data on an individual level using a personal identification number (CPR). The register data include information about age, gender, migrant status etc. of the student before, during and after their education studies. These data are public available at a web-based database (Databanken: <http://statweb.uni-c.dk/Databanken/uvmDataWeb/maincategories.aspx>). The database gives access to data both on national level and on an institutional level and are available at website of the Ministry of Education.

Furthermore, the register data give the possibility to follow the students after graduation (employment rate etc.). The Ministry of Science and Higher Education has access the register data and thereby has the possibility to monitor the student body at a more detailed level including socio-economic background (typical parents' educational background). The register data do not include information on ethnicity, religion or disability.

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	0 ▼
---	-----

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies 0 ▼

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation 0 ▼

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation 0 ▼

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE 0 ▼

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies 0 ▼

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation 0 ▼

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation 0 ▼

Ministry/governmental body:At entry to HE 1 ▼

Ministry/governmental body:During HE studies 1 ▼

Ministry/governmental body:At graduation 1 ▼

Ministry/governmental body:After graduation 1 ▼

Independent bodies/agencies:At entry to HE 0 ▼

Independent bodies/agencies:During HE studies 0 ▼

Independent bodies/agencies:At graduation 0 ▼

Independent bodies/agencies:After graduation 0 ▼

Other:At entry to HE 0 ▼

Other:During HE studies 0 ▼

Other:At graduation 0 ▼

Other:After graduation 0 ▼

No systematic monitoring:At entry to HE 0 ▼

No systematic monitoring:During HE studies 0 ▼

No systematic monitoring:At graduation 0 ▼

No systematic monitoring:After graduation 0 ▼

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

III.5.3. Comments

See the comments under 3.6.

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer

...publish data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer

III.6.1. Please specify which data cannot be collected or published and why.

The Ministry of Science and Higher Education has not issued any legislation that prohibits the collection and/or publishing of data on certain student characteristics. As a principle, the Ministry or any higher education institution cannot request students or applicants to provide information that is not relevant to the decision being made by the Ministry or the institution.

It should be noted that The Act on Processing of Personal Data might contain rules that directly or indirectly has the effect mentioned in the question. The Act on Processing of Personal Data is managed by The Danish Data Protection Agency under The Ministry of Justice.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

Yes ▼

III.7.1. How are these results published?

Information is aggregated

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Data on all students in higher education are collected by Statistics Denmark from the HEI as register data on an individual level using a personal identification number (CPR). The register data include information about age, gender, migrant status etc. of the student before, during and after their education studies. These data are public available at a web-based database (Databanken: <http://statweb.uni-c.dk/Databanken/uvmdataWeb/maincategories.aspx>). The database gives access to data both on national level and on an institutional level and are available at website of the Ministry of Education.

Furthermore, the register data give the possibility to follow the students after graduation (employment rate etc.). The Ministry of Science and Higher Education has access the register data and thereby has the possibility to monitor the student body at a more detailed level including socio-economic background (typical parents' educational background). The register data do not include information on ethnicity, religion or disability.

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

The question is too broad for answering.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

a guaranteed right to higher education in ALL fields and they are commonly 0 ▼

accepted to the institution of their own (first) choice:Universities

a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities 0 ▼

a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities 0 ▼

a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities 0 ▼

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities 0 ▼

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities 0 ▼

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities 0 ▼

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities 0 ▼

no guaranteed right to higher education:Universities 1 ▼

no guaranteed right to higher education:HEIs other than universities 1 ▼

### III.9.1. Please specify which fields are excluded:

### III.9.2. Comments

### III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities 1 ▼

Level of achievement in standard entry requirements:HEIs other than universities 1 ▼

Entry examinations for all programmes:Universities 0 ▼

Entry examinations for all programmes:HEIs other than universities 0 ▼

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities 0 ▼

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities 0 ▼

Other:Universities 0 ▼

Other:HEIs other than universities 0 ▼

### III.10.1. Please specify which other criteria apply:

### III.10.2. Comments

III.11. 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).

Route 1 "An upper secondary school leaving examination"

III.11. 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).

Route 2 "A vocational qualification"

III.11. 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).

Route 3 "An entry examination for professional bachelor's degrees"

III.11. 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).

Route 4 "A cluster of certain upper secondary school subjects at a"

III.11. 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).

Route 5 "An aptitude test"

### III.12. The different routes are opening access to...

{III\_11\_SQ001}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ002}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ003}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ004}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ005}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

In case of routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

A vocational qualification gives access to programmes within the same field at academics of professional higher education and university colleges. An entry examination for professional bachelor's

degrees in engineering is a specific 1-1½ year course for individuals with a vocational qualification who wants to enrol in a professional bachelor programme in engineering. The examination might give access to certain other related programmes as well such as engineering programmes at universities. A few programmes accept route 4 and route 5 as well.

**III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.**

{III_11_SQ001};% of students entering HE through this access route	82,9
{III_11_SQ001};Official data based on central level monitoring, including surveys	X
{III_11_SQ001};Estimates	
{III_11_SQ001};Impossible to say (no official data and impossible to estimate)	
{III_11_SQ002};% of students entering HE through this access route	3,8
{III_11_SQ002};Official data based on central level monitoring, including surveys	X
{III_11_SQ002};Estimates	
{III_11_SQ002};Impossible to say (no official data and impossible to estimate)	
{III_11_SQ003};% of students entering HE through this access route	0,2
{III_11_SQ003};Official data based on central level monitoring, including surveys	X
{III_11_SQ003};Estimates	
{III_11_SQ003};Impossible to say (no official data and impossible to estimate)	
{III_11_SQ004};% of students entering HE through this access route	%
{III_11_SQ004};Official data based on central level monitoring, including surveys	
{III_11_SQ004};Estimates	
{III_11_SQ004};Impossible to say (no official data and impossible to estimate)	
{III_11_SQ005};% of students entering HE through this access route	%
{III_11_SQ005};Official data based on central level monitoring, including surveys	
{III_11_SQ005};Estimates	
{III_11_SQ005};Impossible to say (no official data and impossible to estimate)	

**III.13.1. Please indicate the source of the official data:**

Route 4 and 5 are not possible to estimate

**III.13.2. Comments**

**III.14. Are there any incentives for higher education institutions to admit non-traditional students?**

Yes ▾

**III.14.1. Please indicate which incentives exist and how they operate.**

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

All applicants are treated equally and have to meet the same entry requirements. However, a university may and academics of professional higher education plus university colleges have to permit applicants to apply for admission on a different basis than the presupposed admission requirements if the applicant possesses comparable academic qualifications and if the university deems that the applicant will be able to complete the programme.

**III.15. Comments**

**III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?**

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.  
 Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.  
 No, such programmes do not exist.

**III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):**

An entry examination for professional bachelor's degrees in engineering (route 3) can be categorised as a bridging programme. One of the recognised upper secondary school leaving examinations (of which there are several types) can as well: The bridging programme for refugees and immigrants in Denmark– an upper secondary school examination for those with a foreign upper secondary school examination which is not recognised as being at the same level as a Danish one. Finally, single upper secondary education supplementary courses are offered for those who want to apply for a programme with specific requirements (specific subjects in the upper secondary school leaving examination but who do not fulfil these requirements).

**III.17. Comments**

**III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?**

Yes, this is possible in all higher education institutions/programmes.

**III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):**

<https://www.retsinformation.dk/Forms/R0710.aspx?id=160752>

<https://www.retsinformation.dk/Forms/R0710.aspx?id=162040>

**III.19. Please choose the statement that best applies to your country-specific situation:**

Access to the recognition procedures is a legal right for candidates and all/some HEIs (as indicated above) must provide relevant procedures.

**III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?**

- Yes, steering documents refer to specific age requirements  
 Yes, steering documents refer to requirements related to the duration of prior professional experience  
 Yes, steering documents refer to other requirements  
 No, there is no reference in steering documents to any requirements

**III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:**

There is no requirement to duration of professional experience, to get access to the normal educational system and there is requirement of 2 years' experience to get access to the educational system for adults.

**III.20.2. Please also provide the full reference(s) to relevant document(s) here:**

\*

**III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):**

6-10%

**III.21.1. Please indicate the source of this information**

Estimates

**III.21.2. Please specify:**

**III.22. Comments**

Approximately 4.000 applicants are accepted to a higher education programme (University bachelor programmes, professional bachelor programmes and academy profession programmes) which is around 6 percent. The data is based on the statement of the applicants when they are applying.

**III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?**

Yes

**III.23.1. Please specify how this objective is defined:**

Generally, the completion rates for Danish students are quite high, compared to international figures, but many students are delayed in their course of studies and no finishing on time particularly university students, for example because they change their field of study.

Reform of The State Educational Grant and Loan Scheme (SU) system

A political agreement of 18 April 2013 was reached regarding a "Reform of The State Educational Grant and Loan Scheme (SU) system and framework for study completion". The agreement focuses on 1) the efficient SU system that encourages early completion and 2) create a better framework for an active study completion. In supporting this, a number of initiatives that focuses on retention and completion are presented in the agreement.

For example:

- The average duration of study at universities in 2011 was 6.1 years. The political parties reached a consensus on implementing a change in some of the universities educational grants which is given as completion bonus. The purpose is to give universities a financial incentive to reduce the average study time by 4.3 months by 2020 as a part of the process aiming at having students complete their education in the prescribed time.
- The SU is given to students who are actively participating in their studies and where there is progress in studies. The payment of SU stops after 12 months for students who are behind time/late or inactive. The participants in the political agreement have agreed that students in the future are allowed to be only six months late before payment stops.
- Therefore, an example of an initiative from the political agreement is that universities in the future are required to ensure every academic year that all students are enrolled in training courses and examinations equivalent to 60 ECTS or enrolled subjects and examinations every semester study corresponding to 30 ECTS credits, whether the student needs to pass examinations from the previous academic year. By signing up for the courses, the individual student is automatically enrolled in examinations but something new will be that the possibility for students to unsubscribe the first exam is abolished. Exemptions may be granted in exceptional circumstances.
- To strengthen the possibilities to deal with delays or for achievement of additional ECTS, the parties wish to increase the supply of summer courses at all institutions substantially by 2020. In addition, the agreement contains initiatives to establish a better framework for credit transfer from studies at another institution or for changing study programmes, an increased use of winter intake and better transitions between undergraduate and graduate programs with the aims of creating an active study culture, good frameworks and as few barriers as possible when it comes to students' educational programme.

Reference: <http://fivu.dk/aktuelt/temaer/su-reform>.

Performance agreements

The Danish Minister for Science and Higher Education signs individual performance agreements with all higher education institutions. These agreements contain 3-5 obligatory/compulsory goals which the Minister for Science and Higher Education has appointed, and 3-5 self-selected goals that the university itself suggests as part of the development contract. For the universities one of the themes of the required goals is that students quickly complete their studies, which is reflected by specific objectives of the individual universities' development contracts.

The performance agreements with university colleges and academies of higher education (short and medium cycle higher education programmes) include specific targets for reducing drop-out rates, see: <http://fivu.dk/uddannelse-og-institutioner/videregaende-uddannelse/professionshojskoler/styring-og-ansvar/udviklingskontrakter/udviklingskontrakter-2013-2014>.

**III.23.2. Please also provide the full reference(s) to all relevant document(s).**

Reference: <http://fivu.dk/aktuelt/temaer/su-reform>.

**III.24. In your country, are targets set to measure progress regarding student retention and/or completion?**

Yes

**III.24.1. Please describe the targets:**

Yes, please see above 3.22.

**III.24.2. Please also provide the full reference(s) to all relevant document(s).**

Yes, please see above 3.22.

**III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?**

No, the aim is to improve completion rates for all students

**III.25.1. Please specify the groups of students that are targeted:**

**III.25.2. Please also provide the full reference(s) to all relevant document(s):**

**III.26. In your country, are there any specific measures to improve retention rates of first year students?**

Yes

**III.26.1. Please describe the measures:**

No specific measures at national level are target at first year students – besides the above mentioned (student support scheme etc.), but the higher education institutions provide different kinds of support and pay special attention to new students. This may be introductory courses, academic support, buddy programmes etc.

**III.26.2. Please also provide the full reference(s) to all relevant document(s):**

\*

**III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?**

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

**III.27.1. Please provide details on the incentives that exist in your country:**

In the political agreement of 18 April 2013 "Reform of the SU system and framework for study completion" a number of initiatives are included – initiatives that focus on students completing their studies faster than today. An initiative that is expected to enter into force on 1 January 2015 is the introduction of cash bonus for students who are quickly in completing their studies in higher education. The bonus is paid as stipend of 2,877 (equivalent to half of the SU grant for students living with their parents) to the student for each month the student complete his/her studies faster than the stipulated time.

**III.27.2. Please also provide the full reference(s) to all relevant document(s):**

Reference: <http://fivu.dk/aktuelt/temacr/su-reform>.

**III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?**

- Yes, within a funding formula  
 Yes, as a performance-based mechanism  
 No

**III.28.1. Please provide details how:**

The main source of education funding comes from the taximeter scheme where the institutions get funding based on the students activities (ECTS). An improvement of completion rates means more funding for the universities. Distributions of new funding for research between the universities are based on an output-based model. A part of this model is the education funding. As described above an improvement of completion rates gives more education funding, and in turn gives better performance in the model for distribution of research funding between the universities. However, improvement of completion rates does not change the total amount of research funding but only the distribution between the universities.

<http://fivu.dk/en/education-and-institutions/higher-education/danish-universities/the-universities-in-denmark/economics-of-university-sector/funding-for-research>.

Effective from 2009, the universities in addition receive a:

- Bachelor bonus when students complete a Bachelor programme within the prescribed study period plus one year.
- Master's bonus when students complete a Master's programme within the prescribed study period.

Similarly performance-based funding system exists for the rest for the higher education sector.

**III.28.2. Please also provide the full reference(s) to all relevant document(s):**

<http://fivu.dk/en/education-and-institutions/higher-education/danish-universities/the-universities-in-denmark/economics-of-university-sector/funding-for-research>.

**III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?**

Yes

**III.29.1. Please provide details:**

Through the performance agreements. Please see 3.22.

**III.29.2. Please also provide the full reference(s) to all relevant document(s).**

\*

**III.30. Comments****III.31. Are student completion rates systematically measured in your country?**

- Yes, at the end of the 1st cycle  
 Yes, at the end of the 2nd cycle  
 No, completion rates are not measured

**III.31.1. Please also provide the full reference(s) to relevant document(s):****III.31.2. Comments**

Completion rates are calculated (by a calculation model) as the percentage of the early intake who completes a programme during the duration of the programme time but normally not after first or each year.

**III.32. In your country, are completion rates calculated for underrepresented groups of students?**

Please choose..

**III.32.1. Please specify for which underrepresented groups data is calculated:****III.32.2. Please also provide the full reference(s) to relevant document(s):****III.33. Based on your official data, please provide the following information:**

Completion rate of 1st cycle programmes, most recent available year:%  
according to official data based on central level monitoring

Completion rate of 1st cycle programmes, most recent available year:Year

Completion rate of 1st cycle programmes, most recent available year:not  
available

Completion rate of 1st cycle programmes 5 years earlier (than most recent  
available year):% according to official data based on central level monitoring

Completion rate of 1st cycle programmes 5 years earlier (than most recent  
available year):Year

Completion rate of 1st cycle programmes 5 years earlier (than most recent

available year):not available

Completion rate of 2nd cycle programmes, most recent available year:%  
according to official data based on central level monitoring

Completion rate of 2nd cycle programmes, most recent available year:Year

Completion rate of 2nd cycle programmes, most recent available year:not  
available

Completion rate of 2nd cycle programmes 5 years earlier:% according to official  
data based on central level monitoring

Completion rate of 2nd cycle programmes 5 years earlier:Year

Completion rate of 2nd cycle programmes 5 years earlier:not available

Completion rate of programmes not divided into two cycles, most recent  
available year:% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles, most recent  
available year:Year

Completion rate of programmes not divided into two cycles, most recent  
available year:not available

Completion rate of programmes not divided into two cycles 5 years earlier :%  
according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles 5 years earlier :Year

Completion rate of programmes not divided into two cycles 5 years earlier :not  
available

#### III.34. Comments

#### III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of each year

#### III.35.1. Please also provide the full reference(s) to relevant document(s):

Drop-out rates are calculated (by a calculation model) as the percentage of the early intake who leaves a programme during the duration of the programme time but normally not after first or each year.

#### III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Yes

#### III.36.1. Please specify for which groups data is calculated:

Gender and migration

#### III.36.2. Please also provide the full reference(s) to relevant document(s):

\*

#### III.37. In your country, how are students who change study programme considered?

They are counted as "drop-outs" from the programme in which they enrolled

#### III.37.1. Please specify

#### III.38. Are data on drop-out rates publicly available in your country?

Yes

#### III.38.1. Please specify by which organisation and how frequently:

Students who re-enter the same or a similar programme within 15 months are not counted as drop-outs.

#### III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

Databanken: <http://statweb.uni-c.dk/Databanken/uvmDataWeb/maincategories.aspx>. See the comments under 3.6.

#### III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:%  
according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes, most recent available year:Year 2012

Drop-out in first year of 1st cycle programmes, most recent available year:not  
available

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent  
available year):% according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent  
available year):Year 2007

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent  
available year):not available

Drop-out in 1st cycle programmes, most recent available year:% according to  
official data based on central level monitoring

Drop-out in 1st cycle programmes, most recent available year:Year 2012

Drop-out in 1st cycle programmes, most recent available year:not available

Drop-out in 1st cycle programmes 5 years earlier:% according to official data  
based on central level monitoring

Drop-out in 1st cycle programmes 5 years earlier:Year 2007



Drop-out in 1st cycle programmes 5 years earlier: not available

Drop-out in 2nd cycle programmes, most recent available year: % according to official data based on central level monitoring

Drop-out in 2nd cycle programmes, most recent available year: Year 2012

Drop-out in 2nd cycle programmes, most recent available year: not available

Drop-out in 2nd cycle programmes 5 years earlier: % according to official data based on central level monitoring

Drop-out in 2nd cycle programmes 5 years earlier: Year 2007

Drop-out in 2nd cycle programmes 5 years earlier: not available

Drop-out in programmes not divided into two cycles, most recent available year: % according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles, most recent available year: Year 2012

Drop-out in programmes not divided into two cycles, most recent available year: not available

Drop-out in programmes not divided into two cycles 5 years earlier: % according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles 5 years earlier: Year 2007

Drop-out in programmes not divided into two cycles 5 years earlier: not available

#### III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

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

Psychological counselling services and treatment are offered free of charge to students attending universities and university colleges in Denmark. This is done by the Student Counselling, which is a self-governing institution under the Ministry.

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

by upper secondary schools: free of charge

by upper secondary schools: for a fee

by higher education institutions: free of charge

by higher education institutions: for a fee

by external services: free of charge

by external services: for a fee

by other service providers: free of charge

by other service providers: for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

Guidance in general

The Ministry of Science and Higher Education is responsible for continuous supervision and development of guidance services in the educational sector. The Act on guidance is primarily targeted at young people up to the age of 25 years, but it also concerns services for adults wishing to enter higher education.

Regional Guidance Centres

The Ministry has delegated the responsibility of guidance to seven regional guidance centres. The centres are responsible for:

Guidance related to the transition from youth education programmes to higher education

- Provision of information on all higher education programmes in Denmark
- Provision of information on the possible occupations or professions that higher education programme may lead to.

The regional guidance centres' main target groups are:

- Pupils in youth education programmes
- Young people and adults outside the education system wishing to enter a higher education programme.

The regional guidance centres focus on the transition from youth education programmes to higher education. The regional centres organize a wide variety of careers education and careers guidance activities for pupils in upper secondary education at the pupils' schools. This includes workshops, seminars, careers fairs, and individual- and group-guidance sessions. Furthermore, clients from both of the abovementioned target groups are welcome to call, e-mail or visit the centres to get information or to make an appointment for a guidance session.

The seven regional guidance centres have been selected after a call for tenders. Most of them are consortia of different higher educational institutions. Guidance and information is free and is given by professional guidance counsellors at the guidance centres and at the upper secondary schools.

Guidance in the course of academy profession programmes and professional bachelor programmes

All higher education institutions offer guidance and professional advice in relation to the educational

programmes offered. The academies of professional higher education and university colleges are obliged to support students in a way that enables them to complete their education. Students enrolled in an academy profession programme or professional bachelor programmes will therefore need support from the school staff such as teachers, guidance counsellors or other professional staff supporting students in various ways. The institutions are free to choose their methods and choose the appropriate staff to support students in completing their education.

Students, who want to change their choice of career, will have the possibility of individual guidance at the regional guidance centre. Students on a vocational higher education programme wanting to interrupt their education will be referred to the regional guidance centre.

#### The Education Guide

The aim of the national guidance portal (the Education Guide) is to supply updated information for everyone seeking information on job, education and career.

The portal has two main target groups:

- Young people and adults looking for information about education, training and careers
- Guidance practitioners/counsellors, teachers, educational, and career consultants.

The portal provides comprehensive and up-to-date information on:

- Youth education and training programmes
- Higher education programmes<sup>20</sup>
- Occupations/professions
- Labour market issues
- Study programmes taught in English at Danish colleges and universities.

Furthermore, eGuidance is offered to all students for free, also in the evenings and weekends. For a

description of programmes at the Educational Guide, see: <http://www.ug.dk/Programmes.aspx>

Read more at: [www.cvejledning.dk](http://www.cvejledning.dk) (in Danish).

The regional guidance centres and eGuidance are linked to the national guidance portal, [www.ug.dk](http://www.ug.dk)

### III.44.3. Comments

#### III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

Information, advice and guidance services in relation to the choice of higher education are free of charge and open to all target groups.

The regional guidance centres (see above) are obliged offer services directed at students with an extensive guidance's need.

#### III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

No

##### III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

##### III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

##### III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

##### III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

##### III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

### III.46.3. Comments

#### III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

##### III.47.1. Please provide the details here:

##### III.47.2. Please also provide the full reference(s) to relevant document(s):

#### III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

No

##### III.48.1. Please provide the details on such services here:

##### III.48.2. Please also provide the full reference(s) to relevant document(s):

## Data entry: (IV\_Fees\_support\_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▼

IV.2. Which home students at public higher education institutions have to pay fees?

1st cycle  All students  Specific groups of students  No students  No answer  
2nd cycle  All students  Specific groups of students  No students  No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount institutions set fees individually according to their costs  
1st cycle:Minimum amount \*  
1st cycle:Maximum amount \*  
2nd cycle:Most common amount institutions set fees individually according to their costs  
2nd cycle:Minimum amount \*  
2nd cycle:Maximum amount \*

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount  
1st cycle:Minimum amount  
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount  
2nd cycle:Minimum amount  
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

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

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▼

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount institutions set fees individually according to their costs. The minimum requirement is that their costs should at least be covered  
1st cycle international students:Minimum amount \*  
1st cycle international students:Maximum amount \*  
2nd cycle international students:Most common amount institutions set fees individually according to their costs. The minimum requirement is that their costs should at least be covered  
2nd cycle international students:Minimum amount \*  
2nd cycle international students:Maximum amount \*

IV.7. Who defines the fee amounts?

1st cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
1st cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

The Danish educational support system provides a combination of grants and loans to students.

Every student enrolled in a higher education course is entitled to a number of monthly grants corresponding to the prescribed duration of the chosen study, plus an additional 12 months. Inside a maximum of 70 grants students can change from one course to another. If the student is in a higher education programme and have used all his/her study grant portions, the student can apply for a completion loan. Students can only receive a completion loan in the final year of their studies.

All students living with their parents are supported with a lower grant than students living in lodgings.

Students who accept support in a year in which their private earnings exceed a set amount have to repay some of the grants and loans received that year plus 7%. However, they have the option of not accepting support for a period of time thus enlarging the set amount.

Students in higher education (under a time limitation) have the choice of using these grants later, to prolong their studies (for instance, to prepare for re-examination after a failed exam).

In particular situations - mainly sickness and childbirth - students can apply for extra monthly grants. New mothers are eligible for additional 12 monthly grants and new fathers for 6 monthly grants, with certain stipulations.

Altogether the rules make for a flexible system. Students have the option of organising their studies according to their personal preferences and earning possibilities. At the same time, however, they incur a measure of personal accountability for managing their financial situation.

In combination grants, students are offered supplementary state loans (grants 2/3, loans 1/3 of total support). The interest rate for these loans is set by the Danish Parliament.

Students must start paying back state loans no later than one year after the end of the year in which they graduate or give up their studies. The loan must be repaid within 15 years.

About half of all students make use of state loans.

190,000 Danes benefit from educational support every year for higher education. The annual budget amounts to over 8.5 billion Danish Kroner. The average after-tax annual income of students receiving support and earning an average private income - corresponding to roughly 10 hours paid work a week - is about 60% of that of typical industrial workers.

#### IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

The Danish state educational support (SU) can be awarded for a study period abroad if the Danish educational institution accepts the study period abroad as part of the current Danish study programme. This means that credits must be awarded for the study period in question. Where a study period abroad of 12 months is only given 6 months credits in the Danish study programme, the state educational support can only be awarded for 6 months.

Foreign citizens who are entitled to receive the state educational support for study programmes in Denmark may also receive the state educational support for study periods abroad.

The Danish educational institution must accept the study period abroad as entitling the student to support. A supplementary grant cannot be awarded for tuition fees during study periods abroad.

The rules governing the student workload required during a study period abroad are the same rules that apply to the Danish study programme.

The educational support for a complete education abroad is granted for higher education only. The education must provide the student with qualifications that can be used directly in Denmark without additional courses. The study programme must furthermore meet the conditions for recognition of Danish study programmes.

Support is granted for a maximum of 4 years, i.e. support can be granted for study programmes of up to 4 years duration or for the last 4 years of a longer programme. In very specific cases, support is granted for more than 4 years, if a long-lasting programme with the same occupational aim is not provided in Denmark, and if the qualifications obtained meet a special labour market need in Denmark.

Students who wish to study abroad may apply for a scholarship for up to two years. The scholarship is intended to partly or wholly cover the tuition fees at certain study programmes in other countries. Applications may be made for study periods or whole study programmes at master's level.

#### IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

#### IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 84

% of students receiving grants:Second cycle 65

#### IV.14. Can students use grants/scholarships for studying abroad?

All grants are portable

#### IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes

#### IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

- Only certain countries:Grant 4
- Only certain study programmes (e.g. where mobility is mandatory):Grant 1
- Only certain study programmes (e.g. where mobility is mandatory):Grant 2
- Only certain study programmes (e.g. where mobility is mandatory):Grant 3
- Only certain study programmes (e.g. where mobility is mandatory):Grant 4
- Equivalency condition:Grant 1
- Equivalency condition:Grant 2
- Equivalency condition:Grant 3
- Equivalency condition:Grant 4
- Programme not available in the national system:Grant 1
- Programme not available in the national system:Grant 2
- Programme not available in the national system:Grant 3
- Programme not available in the national system:Grant 4
- Other:Grant 1
- Other:Grant 2
- Other:Grant 3
- Other:Grant 4

**IV.16.1. If there is more than one type of grant, please specify:**

Only certain countries: For studies in another Nordic country there are fewer additional requirements

**IV.16.2. Which other requirements exist?**

**IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?**

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

**IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).**

First cycle: 36%  
Second cycle: 47%

<http://fivu.dk/publikationer/2013/filer-2013/su-stoette-og-su-gaeld-2011.pdf>

**IV.19. Can students use loans for studying abroad?**

All loans are portable

**IV.20. Are there any additional requirements for using the loan abroad?**

**IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.**

- Citizenship:Loan 1
- Citizenship:Loan 2
- Citizenship:Loan 3
- Citizenship:Loan 4
- Residency:Loan 1
- Residency:Loan 2
- Residency:Loan 3
- Residency:Loan 4
- Recognised HEIs/programmes only:Loan 1
- Recognised HEIs/programmes only:Loan 2
- Recognised HEIs/programmes only:Loan 3
- Recognised HEIs/programmes only:Loan 4
- Course load (e.g. full-time):Loan 1
- Course load (e.g. full-time):Loan 2
- Course load (e.g. full-time):Loan 3
- Course load (e.g. full-time):Loan 4
- Only certain countries:Loan 1
- Only certain countries:Loan 2
- Only certain countries:Loan 3
- Only certain countries:Loan 4
- Only certain study programmes (e.g. where mobility is mandatory):Loan 1
- Only certain study programmes (e.g. where mobility is mandatory):Loan 2
- Only certain study programmes (e.g. where mobility is mandatory):Loan 3

Only certain study programmes (e.g. where mobility is mandatory):Loan 4

Equivalency condition:Loan 1

Equivalency condition:Loan 2

Equivalency condition:Loan 3

Equivalency condition:Loan 4

Programme not available in the national system:Loan 1

Programme not available in the national system:Loan 2

Programme not available in the national system:Loan 3

Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)

1st cycle credit mobility:Travel costs

1st cycle credit mobility:Living cost difference

1st cycle credit mobility:Language courses

1st cycle credit mobility:Other

2nd cycle credit mobility:Study costs/ fees abroad (host institution)

2nd cycle credit mobility:Travel costs

2nd cycle credit mobility:Living cost difference

2nd cycle credit mobility:Language courses

2nd cycle credit mobility:Other

1st cycle degree mobility:Study costs/ fees abroad (host institution)

1st cycle degree mobility:Travel costs

1st cycle degree mobility:Living cost difference

1st cycle degree mobility:Language courses

1st cycle degree mobility:Other

2nd cycle degree mobility:Study costs/ fees abroad (host institution)

2nd cycle degree mobility:Travel costs

2nd cycle degree mobility:Living cost difference

2nd cycle degree mobility:Language courses

2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)

1st cycle credit mobility:Travel costs

1st cycle credit mobility:Living cost difference

1st cycle credit mobility:Language courses

1st cycle credit mobility:Other

2nd cycle credit mobility:Study costs/ fees abroad (host institution)

2nd cycle credit mobility:Travel costs

2nd cycle credit mobility:Living cost difference

2nd cycle credit mobility:Language courses

2nd cycle credit mobility:Other

1st cycle degree mobility:Study costs/ fees abroad (host institution)

1st cycle degree mobility:Travel costs

1st cycle degree mobility:Living cost difference

1st cycle degree mobility:Language courses

1st cycle degree mobility:Other

2nd cycle degree mobility:Study costs/ fees abroad (host institution)

2nd cycle degree mobility:Travel costs

2nd cycle degree mobility:Living cost difference

2nd cycle degree mobility:Language courses

2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

\*

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Employee with an employment contract with a HEI

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Sources of funding include:

- National funding (through the university)
- National research councils (Council of independent research, council of strategic research, council of technology and innovation, including funding for the industrial PhD)

- Public research funds, private research funds and private funding in general

The main sources of funding are public. All Danish universities are publicly-funded. For industrial PhDs, the company (public or private) employing the PhD can apply for subvention of parts of the costs related to the industrial PhD project.

**IV.34. Please explain any differences in the fees that third cycle candidates 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.**

\*

**IV.35. Additional comments on doctoral education**

PhD students are employed in fixed-term educational positions. The status as employee implies that PhD students are paid according to the scales outlined in the collective agreement for academic employees in the Danish State Sector. The fees that PhD students have to pay are normally covered by the employer be it a university or a company. Due to the status as employee, PhD students cannot receive support through the Danish Student's Grants and Loans Scheme.

The university may request that PhD students, whose programme is funded by external sources, pay in full for their participation in classes and tests and other assessment forming part of exams.

A PhD student admitted to a PhD programme shall carry out independent research work under supervision, complete PhD courses totalling approximately 30 ECTS, participate in active research environments (typically abroad), gain experience of teaching or other forms of knowledge dissemination, and complete a PhD thesis. All PhD programmes are structured and include taught courses, teaching and independent research.

Within three months of the start of the PhD programme, the university or other institutions of higher education shall approve a research and study plan (the PhD plan) for the individual PhD student. At regular points during the PhD programme, the university or other institutions of higher education shall assess whether the PhD student is following the PhD plan and, if necessary, adjust the plan. If the university or other institutions of higher education assesses that the PhD student is not following the plan, in spite of any adjustments made to the plan, the student shall be given three months to get back on track. If a new assessment is negative at the end of the three month period, the student shall be expelled from the PhD programme.



## Data entry: (V\_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes ▼

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

Steering documents specifies the following:

- Universities are required to provide career guidance to students.
- Other higher education institutions are required to provide guidance to students that take employers needs into consideration (e.g. the need of schools when guiding teacher students).
- Universities are required to set up employer panels who shall contribute to development of programmes and study plans. Other Higher education institutions are required to set up education committees that take relevance of programmes into account when planning education, and the composition of the committee shall include people with labour market knowledge.
- Pre-qualification of all new higher education programmes and new offerings of existing higher education programmes shall take employability of graduates into account when approving the programmes. Furthermore in their application for pre-qualification of a programme the higher education institutions are required to supply information that proofs sufficient demand in the labour market. Documents:

Bekendtgørelse af lov om universiteter: <https://www.retsinformation.dk/Forms/r0710.aspx?id=145366>

Bekendtgørelse om bachelor- og kandidatuddannelser ved universiteterne: <https://www.retsinformation.dk/Forms/R0710.aspx?id=160853>

Lov om professionshøjskoler for videregående uddannelser: <https://www.retsinformation.dk/Forms/R0710.aspx?id=25353>

Bekendtgørelse af lov om erhvervsakademier for videregående uddannelser: <https://www.retsinformation.dk/Forms/R0710.aspx?id=145721>

Act on the Accreditation of Institutions of Higher Education, 12 June 2013, No. 601: <http://fivu.dk/en/legislation/prevaling-laws-and-regulations/accreditation>

Ministerial order on accreditation of higher education institutions and approval of new programmes: <https://www.retsinformation.dk/Forms/R0710.aspx?id=152480>

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

Yes ▼

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

Aspirant-kursus in Aarhus for students from different ethnic backgrounds. The purpose of the course has been to support minorities' access to the engineering study programmes. <http://ase.au.dk/uddannelse/adgangskurser/aspirantkursus/>

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes ▼

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes ▼

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes ▼

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

All HE-institutions are required to ensure that their study programmes reflect the needs of the community and continuously are adapted to changes in the society and needs of the Danish labour market. Ad hoc initiatives in skills forecasting are taken by the ministry in certain fields.

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No ▼

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

V.3. In your country, are employers involved in higher education planning and management?

Yes ▼

V.3.1. How are they involved?

- |  |  |  |  |                                 |
|--|--|--|--|---------------------------------|
| Curriculum development in higher education   | <input type="radio"/> Employers have to be involved            | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching   | <input type="radio"/> Employers have to be involved            | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved            | <input type="radio"/> Employers can be involved            | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs  | <input checked="" type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved            | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

Employers are represented in HEEI boards and in advisory boards in connection with certain programmes.  
<http://fivu.dk/en/legislation/prevailing-laws-and-regulations/education/education-institutions>

**V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.**

Employers are represented in HEEI boards and in advisory boards in connection with certain programmes.  
<http://fivu.dk/en/legislation/prevailing-laws-and-regulations/education/education-institutions>

**V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?**

Yes

**V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).**

• Innovation strategy

Please also provide the full reference(s) to relevant document(s).

[http://fivu.dk/en/newsroom/issues/innovation-strategy?set\\_language=en&cl=en](http://fivu.dk/en/newsroom/issues/innovation-strategy?set_language=en&cl=en)

**V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?**

Yes

**V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).**

Most academy profession degree programmes and professional bachelor's programmes have been developed with close involvement of employers.

<http://fivu.dk/en/education-and-institutions/higher-education/business-academics/academy-profession-programmes>

<http://fivu.dk/en/education-and-institutions/higher-education/university-colleges/university-college-educations>

With the introduction of the new law on accreditation of institutions for higher education all new programmes must be pre-qualified before they can be offered to students. To be pre-qualified a new programme must document that employers have been consulted in the development process.

[http://fivu.dk/en/legislation/prevailing-laws-and-regulations/accreditation/endelig-12-09-ubst-rettelses-til-da-en-lovtekst-1-111\\_fra\\_fhp-doc.pdf](http://fivu.dk/en/legislation/prevailing-laws-and-regulations/accreditation/endelig-12-09-ubst-rettelses-til-da-en-lovtekst-1-111_fra_fhp-doc.pdf)

**V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).**

**In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?**

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

**V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).**

The universities that provide academic 1st and 2nd cycle programmes are autonomous regarding practical training: § 18 and 22 in "Bekendtgørelse om bachelor- og kandidatuddannelser ved universitetene" (<https://www.retsinformation.dk/Forms/R0710.aspx?id=160853#Kap5> (in Danish))

Requirements exist for all other 1st and 2nd cycle programmes: § 10 and 11 in Bekendtgørelse om erhvervsakademiuuddannelser og professionsbacheloruddannelser (<https://www.retsinformation.dk/Forms/R0710.aspx?id=160878> (in Danish))

**V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.**

1st cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer
2nd cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer
1st and 2nd cycle combined	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer

**V.4.2.1. Please provide the source information here.**

\*

**V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?**

Yes, in some higher education institutions/programmes

**V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).**

**V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).**

• Work placement/practical training a requirement in some 1st cycle programmes.

• The Danish Executive Order on access to Academies of Professional Higher Education and University Colleges (Bekendtgørelse om adgang til erhvervsakademiuuddannelser og professionsbacheloruddannelser BEK nr 210 af 01/03/2013)

**V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?**

Yes

**V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).**

Employment rate figures for higher education programmes are published yearly at [www.ug.dk](http://www.ug.dk)

**V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?**

- Yes, within a funding formula  
 Yes, as a performance-based mechanism  
 Yes, within a different funding mechanism (please specify)  
 No

**V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).**

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes ▼

V.6.1. Are there tracer studies conducted on national level?

Yes ▼

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

No ▼

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

No ▼

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

Funding/initiating authority and institution conducting the survey: Ministry of Science and Higher Education based on data from Statistics Denmark

Regularity: Yearly

Survey timing and target group: Register data

HEI participation/ sample: The entire student population

Results (indicators, publication, etc.): Unemployment rate of newly graduates and all graduates

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

If yes, please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/QA). Please also provide the full reference(s) to relevant document(s).  
Information on the labour market situation of graduates is used to assess the expediency of new offerings of higher education programmes by the Advisory Committee to Assess the Range of Higher Study Programmes.

[http://fivu.dk/en/legislation/prevailing-laws-and-regulations/accreditation/endelig-12-09-ubst-rettelser-til-da-en-lovtekst-l-111\\_fra\\_fhsp-doc.pdf](http://fivu.dk/en/legislation/prevailing-laws-and-regulations/accreditation/endelig-12-09-ubst-rettelser-til-da-en-lovtekst-l-111_fra_fhsp-doc.pdf)

## Data entry: (VI\_Lifelong\_learning)

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

No ▼

#### VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

#### VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

Lifelong learning focuses on access to high quality education from early childhood education and care up to higher education and also covering adult education and continuing training. Denmark has a long-established system of continuing/adult education subsidised by the state that provides for lifelong learning and a continuous professional, personal and social development for the individual at a higher education level. There has been a development, that has gone from primarily understanding lifelong learning as covering adult education and continuing training to covering all aspects of education also including children and young students. Higher education institutions offers adult education and training covering short cycle, first cycle and second cycle. [Link to Denmark's strategy for Lifelong Learning](http://pub.uvm.dk/2007/livslanglaering/livslang-laering.pdf)  
<http://pub.uvm.dk/2007/livslanglaering/livslang-laering.pdf>

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

Yes, all institutions

#### VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

Act on university colleges for higher education, no. 215 of 27 February 2013:  
<https://www.retsinformation.dk/Forms/R0710.aspx?id=145725>  
Act on academies of professional higher education, no. 214 of 27 February 2013:  
<https://www.retsinformation.dk/Forms/R0710.aspx?id=145721>  
University Act, no. 367 of 25 March 2013:  
<https://www.retsinformation.dk/Forms/R0710.aspx?id=145366>  
Act on Basic Adult Education and Higher Adult Education (VfV) no. 881 of 8 August 2011:  
<https://www.retsinformation.dk/Forms/R0710.aspx?id=137884>  
Act on Open Education no. 952 of 2 October 2009  
<https://www.retsinformation.dk/Forms/R0710.aspx?id=127240>  
A national qualifications framework for lifelong learning was developed in 2010 and it provides an overview of qualifications from primary and secondary school up to third cycle. The Qualifications Framework for Lifelong Learning supports transparency in the education system and furthers the possibilities for mobility and lifelong learning.

#### VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

#### VI.2.3. If necessary, please provide comments here:

### VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

- |   |   |
|---|---|
| <b>Formal HE programmes provided under flexible arrangements</b>            | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input checked="" type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |
| <b>Non-formal courses open to all (e.g. languages)</b>                      | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input checked="" type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |
| <b>Preparatory courses for HE entrance examinations</b>                     | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer            |
| <b>Professionally-oriented upgrading of already achieved qualifications</b> | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input checked="" type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |
| <b>Tailor-made provision for industry</b>                                   | <input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |

#### VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

Yes ▼

VI.4.1. Please explain these restrictions.

University colleges and academies for professional higher education are only allowed to offer adult education and training covering short cycle and first cycle but not covering second cycle.

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "25"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "25"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "25"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "25"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "0"

VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

The above requested informations are not available for the entire Danish lifelong learning sector.

VI.5.2. If you have any further comments regarding this section, please provide them here:

VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

No, there is no specific focus in HE policy on promoting the flexible provision of HE studies/programmes

VI.6.1. Please provide a short description of specific policy measures that exist in your country.

VI.7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

VI.7.1. Please explain what student statuses exist in your country and how you define them.

Part-time student or Master programme student (in Denmark there exists part time, tuition based, continuing education programmes called "Master programmes" in Danish - not to be confused with the regular Master's Degree - "candidatus"-programmes).

There is no official status called part-time students on regular university programmes. De facto part-time student exist though.

In the further adult education system in Denmark, other higher education institutions offer part time-education, i.e. Academy Profession Degree (VU-degree) and Diploma Degree.

VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of

credits) and follow de facto part-time studies.

**VL7.3. Please indicate which fees apply to students studying part-time.**

Students studying part-time pay (or are likely to pay) higher fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements  
In Denmark there is no fees for full-time students

**VL7.4. Please indicate which fees apply to de facto part-time students.**

**VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.**

No financial support for students studying part-time

Financial support (Statens Voksenuddannelsesstøtte - SVU) is available for master students (masteruddannelse) if the programme is scheduled as a full time study (90 ECTS).

Financial support (Statens Voksenuddannelsesstøtte - SVU) is also available for adult education on primary school or college level, both for full-time study programmes and part time study-programmes.

**VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.**

**VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?**

Yes ▼

**VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.**

A university college and academy of professional higher education can offer the following development based teaching as part-time programmes

- 1) VVU-programme
- 2) Diploma programme
- 3) Other continuing and further education courses

Higher education institutions' provision of part-time programmes can include all the courses that are approved to be offered on a full-time basis, single courses from these and domain-specific programmes.

People on these programmes pay fees, whereas full time students do not pay fees.

Universities and other institutions of higher education can offer the following research-based teaching as part-time programmes:

- 1) Master programme
- 2) Other continuing and further education.
- 3) Supplementary teaching in order to meet the admission requirements for a Master's programme (candidatus).

A university college and academy of professional higher education can offer the following development based teaching as part-time programmes

- 1) VVU-programme
- 2) Diploma programme
- 3) Other continuing and further education courses

Higher education institutions' provision of part-time programmes can include all the courses that are approved to be offered on a full-time basis, single courses from these and domain-specific programmes.

People on these programmes pay fees, whereas full time students do not pay fees.

Universities and other institutions of higher education can offer the following research-based teaching as part-time programmes:

- 1) Master programme
- 2) Other continuing and further education.
- 3) Supplementary teaching in order to meet the admission requirements for a Master's programme (candidatus).

**VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?**

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

**VL9.1. If you have any further comments regarding this section, please provide them here:**

**VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?**

Yes  
In Denmark, there are certain specific educational programs for adults, where it is possible to get recognition for a full degree if you have prior, non-formal and informal learning.

**VL10.1. Please choose the statement that best applies to your country-specific situation.**

HE institutions can autonomously decide whether they will provide relevant procedures

**VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.**

Recognition of non-formal and informal learning can lead to a complete award of a higher education qualification

**VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.**

**Please also specify whether this possibility is commonly used in practice.**

Recognition of non-formal and informal learning can lead to a complete award of a higher education qualification from one of the specific educational programs for adults, not to a full award from the normal educational programs.

**VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.**

<https://www.rctsinformation.dk/Forms/R0710.aspx?id=137884>

**VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?**

Yes

**VL10.4.1. Please specify these requirements.**

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify) Besides having an entrance giving education the applicant must have at least 2 years of relevant work experience after completing the entrance giving programme to be able to enter the HE programme.
- Other (please specify)

**VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?**

There are no official data and it is impossible to provide estimates

**VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).**

**VL10.5.2. Please indicate the source and the reference year.**

**VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?**

There are no official data and it is impossible to provide estimates

**VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.**

**VL10.6.2. Please indicate the source and the reference year.**

**VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.**

**VL10.6.3. If you have any further comments regarding this section, please provide them here:**

**VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?**

No ▼

VL11.1. Please specify what they are.



## Data entry: (VII\_Internationalisation\_mobility)

### 7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

#### 7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

#### 7.1.2. Please specify:

The Danish Government has launched a two-part action plan for increased internationalisation of the higher education programmes in Denmark.

The first part of the action plan, presented in June 2013, focuses primarily on the effort to strengthen the international competences of Danish students and on the international learning environments that Danish institutions are involved in.

The first part of the action plan contains four performance measures to be achieved by 2020.

They include:

Measure 1: More students studying, or taking an internship, abroad

In 2011, 17 per cent of all Danish students had studied, or taken an internship, abroad as part of their studies. By 2020, at least 50 per cent of graduates from Danish higher education institutions should have studied, or taken an internship, abroad.

Measure 2: More Danish students spending short periods abroad in growth countries

In 2011, a total of 563 Danish students either studied abroad or took an internship in growth countries like Brazil, China, India, Mexico and South Korea. By 2020, the number of Danish students studying abroad, or taking an internship, in growth countries (including the BRIC countries) should increase by at least 15 per cent annually.

Measure 3: More cooperation on double/joint degrees with international institutions

Most Danish educational institutions are involved in cooperative agreements with international educational institutions on the issue of dual and/or joint degrees. The institutions also have about 50 agreements in place for joint educational programmes, which have the potential to develop into collaborative whole degree programmes. By 2020, the percentage of cooperative agreements on double and/or joint degrees between international and Danish educational institutions should increase by 20 per cent compared to 2012 – measured per sector.

Measure 4: More Danish students spending short periods abroad in non-English speaking European countries

In 2011, 2,167 Danish students studied, or took an internship, abroad in a non-English speaking European country. By 2020, the number of these students should increase by a minimum of 15 per cent annually.

The first part of the action plan also includes the following specific initiatives.

- 1.1 Ordinary higher education programmes should contain a mobility window
- 1.2 Educational institutions should develop attractive and easily accessible exchange offers
- 1.3 Automatic recognition of credits should be introduced for all pre-approved study abroad programmes
- 1.4 Educational institutions should increase the number of joint education programmes
- 1.5 More Danish students should take an international internship
- 1.6 Students should have the opportunity to have exam results obtained when studying abroad converted to Danish grades
- 1.7 The Scholarship for Study Abroad will be continued and the administration simplified
- 1.8 A new loan opportunity will be created for students with a Scholarship for Study Abroad
- 1.11 A new website will be set up to inspire and inform students of relevant international options
- 2.1 More higher education educators should have international experience
- 2.2 The quality of courses and programmes in English should be at the same level as programmes taught in Danish
- 2.3 The Ministry of Higher Education will initiate a study of how to improve the use of ICT-supported distance learning at educational institutions
- 2.4 Collaboration with growth countries must be strengthened via the Danish innovation centres
- 2.6 There should be the greatest possible participation in European and Nordic education programmes
- 2.7 Institutions should develop the use of strategic partnerships
- 2.8 Rules for educational cooperation and offer of international programmes abroad for institutions under the Ministry of Higher Education must be harmonised and optimised
- 2.9 Institutions' offer of education programmes, or part thereof, abroad (either as a solo venture or with partner institutions) should be expanded
- 2.10 There should be expanded recruitment of international external lecturers
- 3.1 Diplomas should contain a foreign language profile
- 3.2 Institutions should improve efforts to promote students' foreign language skills in other languages than English
- 3.3 Follow-up is needed on the offer of languages as a main subject in teacher-training programmes
- 3.4 A study of the interpretation and translation field will be carried out
- 3.5 An annual account of intake development, completion rates and employment frequency within language programmes will be carried out
- 3.6 Danish membership of the European Centre for Modern Languages (ECML) under the Council of Europe
- 3.7 There should be increased Nordic cooperation on minor language subjects
- 3.8 Annual meeting about the language area and foreign language education

The second part of the action plan was launched in April 2014 and focuses on how to attract and retain talent from abroad.

The action plan contains 2 objectives and five strategic measures:

Objective 1: Denmark must attract the most capable international students

Measure 1.1 All components of study programmes and the study environments at institutions of higher education must have a significant international dimension.

Measure 1.2 Greater numbers of talented, tuition fee paying students.

Measure 1.3 The drop-out rate among international students must be brought into line with that of Danish students.

Objective 2 International graduates must be retained in Denmark

Measure 2.1 Larger numbers of international students must remain in Denmark after completing their studies.

Measure 2.2 International graduates who remain in Denmark must have the same employment to population ratio as Danish graduates.

The action plan is furthermore proposing a 24 concrete initiatives to make the international graduates' transition to the Danish labour market easier.

- 1.1 The government wants to introduce a new grant programme for talented students from non-EU/EES countries to chosen education programmes at Master's level in fields where there is an identified need for high-skilled employees and where Denmark has international positions of strength.
- 1.2 There is great potential for private foundations and businesses to contribute more than they currently do by way of providing scholarships or grants to attract skilled international students to Danish study programmes. The government will enter into dialogue with private foundations and businesses regarding this.
- 1.3 A significant source of knowledge on Danish educational institutions is [studyingindenmark.dk](http://studyingindenmark.dk). The government will therefore expand and target this website.
- 1.4 The Top Talent programme has successfully marketed Danish study and career pathways to Chinese and Brazilian students. The government is therefore expanding this programme to include India in the future.
- 1.5 Summer school courses are an obvious recruitment platform where educational institutions can spot talented international students. The government will therefore work towards summer schools being used more often.
- 1.6 Grants for courses in Denmark under the Cultural Agreements Programme serve to introduce international students to the Danish educational system and Danish society. The government will therefore work on targeting these agreements on countries outside Europe to a greater extent.
- 1.7 Online courses are an obvious option for giving international students outside Denmark a taste of how a Danish study programme operates. The government will therefore work to disseminate and develop digitalisation of study programmes.
- 1.8 Inflexible pricing of study programmes may restrict the options of educational institutions in the education market. The government therefore wants to give the institutions scope for more strategic and flexible pricing of study programmes.
- 1.9 At present, converting and assessing international students' examination results and subjects can be an inefficient process. Accordingly, the government wants to involve the educational institutions in looking at ways of increasing quality and effectiveness in processing the qualifications of international students.
- 1.10 Compliance with existing Codes of Conduct for the provision of Danish study programmes for international students is required. The government will ensure this through increased supervision and dialogue with the institutions.
- 1.11 Spouses not settling well in Denmark is often cited as one of the most significant reasons why highly-educated international employees leave Denmark. The government will therefore work towards offering more guidance to spouses/partners of academic staff at Danish educational institutions.
- 1.12 Denmark's ability to attract and retain international talent depends on factors such as the Danish authorities and educational establishments communicating in English. Therefore, the government will work towards getting the Danish authorities and educational institutions to communicate better in English, going forward.
- 1.13 To make it easier and quicker for students outside the EU/EES to apply for a student residence permit, the government will digitalise the application process for student residence permits.
- 1.14 At present, a number of private providers of study programmes in Denmark do not have the option of recruiting students from outside the EU/EES. The government will therefore set up clear rules in relation to residence permits for students from outside the EU/EES who wish to undertake private study programmes.
- 1.15 International students on study programmes with a mandatory work experience placement period currently have to apply separately for a permit for this placement. The government will ensure that students are also granted a permit for a work experience placement when they receive their residence permit and work permit.
- 1.16 Students on an Erasmus Mundus Joint Master Degrees (JMDs) currently have to apply for a residence permit for each component of the study programme undertaken in Denmark. The government will change the rules so that students on an JMD are granted a residence permit for the entire prescribed study period.
- 1.17 Current rules make it difficult for the universities to screen applicants for PhD programmes when the applicant is from outside the EU/EES. The government will therefore adjust the rules in this area so that potential PhD students who are to participate in a screening process are exempt from the requirement for a work permit for up to three months.
- 2.1 Welcoming, integrating and guiding international students is vital in relation to whether they subsequently wish to stay in Denmark. Therefore, the government will work towards improving these aspects and thereby to make Denmark a more attractive country to live and work in after completion of a study programme.
- 2.2 Careers guidance encourages people to apply for jobs in Denmark. Therefore, the government will work towards giving international students more and better guidance on job and career prospects in Denmark.
- 2.3 A connection with the labour market while studying is a key factor in determining whether international students remain in Denmark after completing their studies. Therefore, the government will work towards enabling more international students to get relevant student jobs and work experience placements while studying.
- 2.4 International students from third countries are currently allowed to work 15 hours per week, and full time in June, July and August. Danish students can work approximately 20 hours per week before any of their earnings are offset against the SU grant. The government will therefore ensure that international students are also allowed to work 20 hours a week, going forward.
- 2.5 Flexible PhD programmes and links with businesses can help to retain international PhD students in Denmark after they have completed their studies. Therefore, the government will work towards recruiting talented international PhD students early and strengthening their ties with the Danish labour market.
- 2.6 Currently, non-EU/EES students graduating with a master's degree from Danish educational institutions have to apply for residence on a par with everyone else. In order to retain more of the most highly-educated international graduates, the government will introduce an establishment pass which gives graduates with a master's or PhD from a Danish study programme access to take up work in Denmark for two years with no requirements as to income level and which also offers them the opportunity to start their own business.
- 2.7 PhD students from non-EU/EES countries are currently subject to differing conditions depending on whether they are employed by an institution or in a private enterprise, for example. The government will ensure that all fully-fledged PhDs are granted a six-month jobseeker's residence permit, and the rules for applying for a residence permit will be simplified, going forward.

## 7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution

- Specific Department in the Ministry responsible for Higher Education  
 Agency for the internationalisation of higher education  
 Stakeholder organisations  
 Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

Yes ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):

Part one:

A summary of the action plan in English can be found here:

<http://fivu.dk/en/education-and-institutions/internationalisation-and-cooperation/action-plan-for-internationalisation>

The full Danish version can be found here:

<http://fivu.dk/publikationer/2013/ogct-indsigt-gennem-globalt-udsyn>

Part two:

A summary of the action plan in English can be found here:

[http://ufm.dk/en/publications/2014/denmark-an-attractive-study-destination?set\\_language=en&cl=en](http://ufm.dk/en/publications/2014/denmark-an-attractive-study-destination?set_language=en&cl=en)

The full Danish version can be found here:

<http://ufm.dk/publikationer/2014/danmark-et-atraktivt-uddannelsesland>

7.3.2. Has the impact of the strategy been assessed?

No ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

76-99%

7.3.3.1. Please provide a source for this information:

N/A, based on dialogue with HEI.

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

1-25%

7.3.4.1. Please provide a source for this information:

N/A, based on dialogue with HEI.

Please note: question 7.3.3 and 7.3.4 are understood in such a way that if 76-99% of HEI have adopted a specific strategy focusing on (among other things) internationalisation, then 1-25 % are engaged in internationalisation without having a formal strategy. The conclusion is that all Danish HEI are involved in internationalisation actions in one way or the other, whether they have a formal strategy or not.

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility X

Credit mobility:Incoming mobility

Degree mobility:Outgoing mobility X

Degree mobility:Incoming mobility

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No ▼

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes ▼

7.4.2.1. Please specify:

The Danish Government has launched a two-part action plan for increased internationalisation of the higher education programmes in Denmark.

The first part of the action plan, presented in June 2013, focuses primarily on the effort to strengthen the international competences of Danish students and on the international learning environments that Danish institutions are involved in.

The first part of the action plan contains four performance measures to be achieved by 2020.

They include:

Measure 1: More students studying, or taking an internship, abroad

In 2011, 17 per cent of all Danish students had studied, or taken an internship, abroad as part of their studies. By 2020, at least 50 per cent of graduates from Danish higher education institutions should have studied, or taken an internship, abroad.

Measure 2: More Danish students spending short periods abroad in growth countries

In 2011, a total of 563 Danish students either studied abroad or took an internship in growth countries like Brazil, China, India, Mexico and South Korea. By 2020, the number of Danish students studying abroad, or taking an internship, in growth countries (including the BRIC countries) should increase by at least 15 per cent annually.

Measure 3: More cooperation on double/joint degrees with international institutions

Most Danish educational institutions are involved in cooperative agreements with international educational institutions on the issue of dual and/or joint degrees. The institutions also have about 50 agreements in place for joint educational programmes, which have the potential to develop into collaborative whole degree programmes. By 2020, the percentage of cooperative agreements on double and/or joint degrees between international and Danish educational institutions should increase by 20 per cent compared to 2012 – measured per sector.

Measure 4: More Danish students spending short periods abroad in non-English speaking European countries

In 2011, 2,167 Danish students studied, or took an internship, abroad in a non-English speaking European country. By 2020, the number of these students should increase by a minimum of 15 per cent annually.

The first part of the action plan also includes the following specific initiatives.

- 1.1 Ordinary higher education programmes should contain a mobility window
- 1.2 Educational institutions should develop attractive and easily accessible exchange offers
- 1.3 Automatic recognition of credits should be introduced for all pre-approved study abroad programmes
- 1.4 Educational institutions should increase the number of joint education programmes
- 1.5 More Danish students should take an international internship
- 1.6 Students should have the opportunity to have exam results obtained when studying abroad converted to Danish grades
- 1.7 The Scholarship for Study Abroad will be continued and the administration simplified
- 1.8 A new loan opportunity will be created for students with a Scholarship for Study Abroad
- 1.11 A new website will be set up to inspire and inform students of relevant international options
- 2.1 More higher education educators should have international experience
- 2.2 The quality of courses and programmes in English should be at the same level as programmes taught in Danish
- 2.3 The Ministry of Higher Education will initiate a study of how to improve the use of ICT-supported distance learning at educational institutions
- 2.4 Collaboration with growth countries must be strengthened via the Danish innovation centres
- 2.6 There should be the greatest possible participation in European and Nordic education programmes
- 2.7 Institutions should develop the use of strategic partnerships
- 2.8 Rules for educational cooperation and offer of international programmes abroad for institutions under the Ministry of Higher Education must be harmonised and optimised
- 2.9 Institutions' offer of education programmes, or part thereof, abroad (either as a solo venture or with partner institutions) should be expanded
- 2.10 There should be expanded recruitment of international external lecturers
- 3.1 Diplomas should contain a foreign language profile
- 3.2 Institutions should improve efforts to promote students' foreign language skills in other languages than English
- 3.3 Follow-up is needed on the offer of languages as a main subject in teacher-training programmes
- 3.4 A study of the interpretation and translation field will be carried out
- 3.5 An annual account of intake development, completion rates and employment frequency within language programmes will be carried out
- 3.6 Danish membership of the European Centre for Modern Languages (ECML) under the Council of Europe
- 3.7 There should be increased Nordic cooperation on minor language subjects
- 3.8 Annual meeting about the language area and foreign language education

The second part of the action plan was launched in April 2014 and focuses on how to attract and retain talent from abroad.

The action plan contains 2 objectives and five strategic measures:

Objective 1: Denmark must attract the most capable international students

Measure 1.1 All components of study programmes and the study environments at institutions of higher education must have a significant international dimension.

Measure 1.2 Greater numbers of talented, tuition fee paying students.

Measure 1.3 The drop-out rate among international students must be brought into line with that of Danish students.

Objective 2 International graduates must be retained in Denmark

Measure 2.1 Larger numbers of international students must remain in Denmark after completing their studies.

Measure 2.2 International graduates who remain in Denmark must have the same employment to population ratio as Danish graduates.

The action plan is furthermore proposing a 24 concrete initiatives to make the international graduates' transition to the Danish labour market easier.

- 1.1 The government wants to introduce a new grant programme for talented students from non-EU/EES countries to chosen education programmes at Master's level in fields where there is an identified need for high-skilled employees and where Denmark has international positions of strength.
- 1.2 There is great potential for private foundations and businesses to contribute more than they currently do by way of providing scholarships or grants to attract skilled international students to Danish study programmes. The government will enter into dialogue with private foundations and businesses regarding this.
- 1.3 A significant source of knowledge on Danish educational institutions is [studyingindenmark.dk](http://studyingindenmark.dk). The government will therefore expand and target this website.
- 1.4 The Top Talent programme has successfully marketed Danish study and career pathways to Chinese and Brazilian students. The government is therefore expanding this programme to include India in the future.
- 1.5 Summer school courses are an obvious recruitment platform where educational institutions can spot talented international students. The government will therefore work towards summer schools being used more often.
- 1.6 Grants for courses in Denmark under the Cultural Agreements Programme serve to introduce international students to the Danish educational system and Danish society. The government will therefore work on targeting these agreements on countries outside Europe to a greater extent.
- 1.7 Online courses are an obvious option for giving international students outside Denmark a taste of how a Danish study programme operates. The government will therefore work to disseminate and develop digitalisation of study programmes.
- 1.8 Inflexible pricing of study programmes may restrict the options of educational institutions in the education market. The government therefore wants to give the institutions scope for more strategic and flexible pricing of study programmes.
- 1.9 At present, converting and assessing international students' examination results and subjects can be an inefficient process. Accordingly, the government wants to involve the educational institutions in looking at ways of increasing quality and effectiveness in processing the qualifications of international students.
- 1.10 Compliance with existing Codes of Conduct for the provision of Danish study programmes for international students is required. The government will ensure this through increased supervision and dialogue with the institutions.
- 1.11 Spouses not settling well in Denmark is often cited as one of the most significant reasons why highly-educated international employees leave Denmark. The government will therefore work towards offering more guidance to spouses/partners of academic staff at Danish educational institutions.
- 1.12 Denmark's ability to attract and retain international talent depends on factors such as the Danish authorities and educational establishments communicating in English. Therefore, the government will work towards getting the Danish authorities and educational institutions to communicate better in English, going forward.
- 1.13 To make it easier and quicker for students outside the EU/EES to apply for a student residence permit, the government will digitalise the application process for student residence permits.
- 1.14 At present, a number of private providers of study programmes in Denmark do not have the option of recruiting students from outside the EU/EES. The government will therefore set up

clear rules in relation to residence permits for students from outside the EU/EES who wish to undertake private study programmes.

1.15 International students on study programmes with a mandatory work experience placement period currently have to apply separately for a permit for this placement. The government will ensure that students are also granted a permit for a work experience placement when they receive their residence permit and work permit.

1.16 Students on an Erasmus Mundus Joint Master Degrees (JMDs) currently have to apply for a residence permit for each component of the study programme undertaken in Denmark. The government will change the rules so that students on an JMD are granted a residence permit for the entire prescribed study period.

1.17 Current rules make it difficult for the universities to screen applicants for PhD programmes when the applicant is from outside the EU/EES. The government will therefore adjust the rules in this area so that potential PhD students who are to participate in a screening process are exempt from the requirement for a work permit for up to three months.

2.1 Welcoming, integrating and guiding international students is vital in relation to whether they subsequently wish to stay in Denmark. Therefore, the government will work towards improving these aspects and thereby to make Denmark a more attractive country to live and work in after completion of a study programme.

2.2 Careers guidance encourages people to apply for jobs in Denmark. Therefore, the government will work towards giving international students more and better guidance on job and career prospects in Denmark.

2.3 A connection with the labour market while studying is a key factor in determining whether international students remain in Denmark after completing their studies. Therefore, the government will work towards enabling more international students to get relevant student jobs and work experience placements while studying.

2.4 International students from third countries are currently allowed to work 15 hours per week, and full time in June, July and August. Danish students can work approximately 20 hours per week before any of their earnings are offset against the SU grant. The government will therefore ensure that international students are also allowed to work 20 hours a week, going forward.

2.5 Flexible PhD programmes and links with businesses can help to retain international PhD students in Denmark after they have completed their studies. Therefore, the government will work towards recruiting talented international PhD students early and strengthening their ties with the Danish labour market.

2.6 Currently, non-EU/EES students graduating with a master's degree from Danish educational institutions have to apply for residence on a par with everyone else. In order to retain more of the most highly-educated international graduates, the government will introduce an establishment pass which gives graduates with a master's or PhD from a Danish study programme access to take up work in Denmark for two years with no requirements as to income level and which also offers them the opportunity to start their own businesses.

2.7 PhD students from non-EU/EES countries are currently subject to differing conditions depending on whether they are employed by an institution or in a private enterprise, for example. The government will ensure that all fully-fledged PhDs are granted a six-month jobseeker's residence permit, and the rules for applying for a residence permit will be simplified, going forward.

**7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?**

Yes ▼

**7.5.1. Please specify:**

- State funding earmarked for the HEI. A part of the funding is allocated on the basis of the number of international exchange students as well as Danish exchange students going abroad.  
- Talented students from outside the EU studying at Danish Business Academies or University Colleges have the possibility to get their tuition fee paid partly or fully and/or receive a full or partial scholarship. The HEI control the application procedure, while The Danish Agency for Higher Education distributes the funds among the institutions.

**7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?**

Yes ▼

**7.6.1. Please name and describe them:**

Yes, if the question refers to other incentives than the financial. Contracts (udviklingskontrakter) signed between the Ministry of Higher Education and Science and HEI on the goals to be achieved by the HEI focus among other things on internationalisation of higher education.

**7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?**

No ▼

**7.7.1. Please explain this funding, and how it is allocated:**

**7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?**

Yes, this is required by legislation

**7.8.1. Please provide a reference:**

Universities: yes, it is required by law. Please refer to the Ministerial Order on the Appointment of Academic Staff at Universities: <http://fivu.dk/en/legislation/prevaling-laws-and-regulations/education/ministerial-order-on-the-appointment-of-academic-staff-at-universities.pdf>  
Business Academies and University Colleges: it is not required by law, but happens some times  
Maritime educational institutions: It is not required and is very unusual

Institutions in architecture and art: it is required at professor level, please refer to § 2 of the Danish version of the Ministerial Order: <https://www.retsinformation.dk/Forms/R0710.aspx?id=131586>

**7.9. Do any higher education institutions have campuses abroad?**

Yes ▼

**7.9.1. How many campuses do your higher education institutions have abroad?**

1.0000000000

**7.9.2. In which countries do they have these campuses?**

SDC in China.

**7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?**

Yes ▼

**7.10.1. Please provide:**

The percentage of HEIs offering MOOCs (%) "38"

**7.10.1. Please provide:**

The number of MOOCs currently offered (1,2,3 n) "16"

**7.11. Does your country have main regions of operation for international student mobility?**

Yes

**7.11.1. Which are the main regions of operation for student mobility?**

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

**7.11.2. Please specify**

**7.11.3. Does your country have main regions of operation for joint/double degrees?**

Yes

**7.11.4. What are the main regions of operation for joint/double degree programmes?**

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.5. Please specify**

**7.11.6. Does your country have main regions of operation for campuses abroad?**

Yes

**7.11.7. What are the main regions of operation for campuses abroad?**

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.7.1. Please specify**

**7.11.8. Does your country have main regions of operation for international cooperation in research?**

Yes

**7.11.9. What are the main regions of operation for international cooperation in research?**

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East

- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU/EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

\*

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles  Yes  No  No answer
- Specific fields of studies  Yes  No  No answer
- Credit mobility  Yes  No  No answer
- Degree mobility  Yes  No  No answer

7.14.1. Please specify:

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

Please refer to the question

"Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?"

and the description on the two part action plan for increased internationalisation of the higher education programmes in Denmark.

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

Yes

**7.16.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) "The Danish Agency for Higher Education conducts annual inspections (tilsyn) of HEL. Among the topics discussed is internationalisation. The specific topic varies. The Danish Agency for higher Education meets regularly (1-2 times a year) with representatives from HEL to discuss internationalisation, including information and follow-up on the action plans mentioned in 7.4.2 "

**7.16.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) "\*" "

**7.16.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) "N/A "

**7.17. Comments:**

**7.18. Do you have a central website which provides information about all mobility schemes for national and international students?**

Yes

**7.18.1. Please provide a link to the website:**

Outgoing mobility: [www.gribverden.dk](http://www.gribverden.dk)  
Incoming mobility: [www.studyindenmark.dk](http://www.studyindenmark.dk)

**7.18.2. Is the website linked to Bologna website?**

No

**7.19. Do your national institutions/agencies responsible for internationalisation:**

Provide information exclusively on national programmes and higher education institutions

[www.gribverden.dk](http://www.gribverden.dk) provides information on EHEA and other parts of the world.

<http://fivu.dk/uddannelses-og-institutioner/tilskud-til-udveksling-og-internationale-projekter/programoversigt/videregaende-uddannelses> This webpage provides information on national and European programmes.

**7.19.1. Please provide a link to such information:**

**7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?**

Yes

**7.20.1. Do students have to pay additional fees?**

Please choose..

**7.20.2. Are there any other differences? Please specify:**

**7.21. Comments:**

**7.22. Since 2012, has your higher education minister participated in:**

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

**7.22.1. Please specify with which countries:**

February 2012

Presentation of the Danish EU-Presidency in Brussels

Meeting in the Competitiveness Council in Brussels

Participation in conference on the European Research Council in Brussels

March 2012

Visit to the European Spallation Source (the site)

April 2012

Participation in Bologna Policy Forum in Bucharest

May 2012

Participation in seminar on Horizon 2020 in Brussels

Visit to South Korea with members of the Danish Royal Family

Meeting in the Competitiveness Council in Brussels

June 2012

Report to ITRE in Brussels

December 2012

Meeting in the Competitiveness Council in Brussels

May 2013

Meeting in the Competitiveness Council in Brussels

June 2012

Visit to Israel

Visit to Greenland

September 2013

Visit to China

Meeting in the Competitiveness Council in Brussels

December 2013



Meeting in the Competitiveness Council in Brussels

February 2014

Visit to United States of America

Meeting in the Competitiveness Council in Brussels

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes ▼

7.25.1. Please specify and provide reference:

\*

7.26. Are there any national mobility programmes for higher education staff?

Researchers  Yes  No  No answer

Teaching staff  Yes  No  No answer

Doctoral candidates  Yes  No  No answer

Technical staff  Yes  No  No answer

Administrative staff  Yes  No  No answer

International officers  Yes  No  No answer

Guidance counsellors  Yes  No  No answer

Others  Yes  No  No answer

7.26.1. Please provide details and a link for further information on relevant programmes

\*

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

Researchers  Yes  No  No answer

Teaching staff  Yes  No  No answer

Doctoral candidates  Yes  No  No answer

Technical staff  Yes  No  No answer

Administrative staff  Yes  No  No answer

International officers  Yes  No  No answer

Guidance counsellors  Yes  No  No answer

Others  Yes  No  No answer

7.27.1.1. Please specify any targets that exist:

\*

7.27.2. Does your country define quantitative targets for any outgoing mobility?

Researchers  Yes  No  No answer

Teaching staff  Yes  No  No answer

Doctoral candidates  Yes  No  No answer

Teaching staff  Yes  No  No answer

Administrative staff  Yes  No  No answer

International officers  Yes  No  No answer

Guidance counsellors  Yes  No  No answer

Others  Yes  No  No answer

7.27.2.1. Please specify any targets that exist:

\*

7.28. For each staff group, is information collected on participation rates in mobility?

Researchers  Yes  No  No answer

Teaching staff  Yes  No  No answer

Doctoral candidates  Yes  No  No answer

Technical staff  Yes  No  No answer

Administrative staff  Yes  No  No answer

International officers  Yes  No  No answer

Guidance counsellors  Yes  No  No answer

Others  Yes  No  No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages  Yes  No  No answer
- Financial benefits  Yes  No  No answer
- Non-financial benefits  Yes  No  No answer
- Other  Yes  No  No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

The new collective agreement for University Colleges and the Academies for professional higher education establishes a common position structure for the academic staff. It is required that all academic staff hired from 1 August 2013 has to qualify to the position as lecturer within a period of maximum 4 years. Provided of course they are not already qualified as Lecturers. The collective agreement describes in details what types of qualifications the academic staff have to possess in order to be appointed as Lecturer, and among these there is a focus on the international competences of the candidate. The candidate has to be able to demonstrate an international knowledge and perspective of the subject he/she teaches in. This will, according to the Erasmus -coordinators at the HEIs have a positive impact on staff mobility. There is now a concrete incentive to obtain an international professional network with teachers and researches within their subjects.

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "1"

7.31.1.1. Additional comments:

The ministry doesn't have enough knowledge about the question above.

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "3"

7.31.2.1. Additional comments:

The ministry doesn't have enough knowledge about the question above

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

We are publishing a best praxis catalogue in the fall 2014

**7.33. Has your country monitored the effects of these measures/programmes?**

No ▼

**7.33.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

**7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:**