



EUROPEAN
Higher Education Area

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

Finland

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Finland

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Other (please specify) = EU-sub-committee for education was consulted. Committee consist of representatives of different Ministries and some of their agencies, Confederation of Finnish Industries, Federation of Finnish Enterprises and employee organisations (Akava, STTK, SAK)

Part 1.1 BFUG Data Collection on Context and Structures

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

Yes

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

The Government adopts a development plan for education and research every four years. The development plan sets entrant targets for the educational provision. Targets are based on demographic projections, foresight for industrial branches, forecast for the occupational structure and the education and training foresight. The HEIs are steered by means of performance agreements concluded by each HEI with the Ministry of Education and Culture. The performance agreements specify the objectives of HEI operations, such as degree targets, the resources needed to achieve them, monitoring and evaluation of target achievement, and the development targets. Several ministries and stakeholders participate actively in the process of making educational foresights.

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

Higher education institutions can be either academically or professionally oriented

The Finnish higher education system consists of two complementary sectors: polytechnics and universities. The mission of universities is to conduct scientific research and provide instruction and postgraduate education based on it. Polytechnics train professionals in response to labour market needs and conduct R&D which supports instruction and promotes regional development in particular.

Higher education institutions are only academically oriented

Higher education institutions are either public or private

Finnish universities are independent corporations under public law or foundations under private law (Foundations Act). Polytechnics are municipal or private institutions, which are authorised by the government. However, all HEIs get their basic funding from public sources. All HEIs are steered under the same rules in spite of their legal statute.

All higher education institutions are public

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

16 Universities of which 2 foundations and 14 independent corporations. 25 polytechnics of which 4 are municipal and 21 are private (limited companies or foundations)

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

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

180 ECTS = 99

240 ECTS = 0

Other number of ECTS = 1

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

180 ECTS = 99

240 ECTS = 0

Other number of ECTS = 1

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

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

Universities: Medicine and Dentistry Polytechnics: Midwives, Music

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

Medicine 360 ECTS (long programme) and Dentistry 300 ECTS (long programme). Music, Midwives and Marine Tehnology 270 ECTS (first cycle programmes).

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

5 % of university students and 2,4 % of polytechnic students

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

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 98

Other = 2

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

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 98

Other = 2

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

Yes

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

Universities: Veterinary (180 ECTS), Psychology and Music (150 ECTS)

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

2

5.12. In which study fields to these programmes exist?

Universities: Veterinary (180 ECTS), Psychology and Music (150 ECTS)

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

The percentages given above consists of university students. There was no space for describing the situation for polytechnic sector. 7. III.2.The total number of first cycle students enrolled in polytechnic programmes of the following length: 180 ECTS 0% 210 ECTS 47,6 % 240 ECTS 50% over 240 ECTS 2,4 % 13.III.5 Percentages of the total number of second cycle students enrolled in programmes of the following length: 60-75 ECTS 35% 90 ECTS 65 % We do not regulate the number of programmes and for that reason the Ministry does not follow the number of the programmes. Therefore we can only provide the number of students in different programmes. Anyway, we marked the same percentages to the questions concerning programmes, even if there is no reliable data. The Finnish Higher Education evaluation Council carried out an evaluation about the implementation of the Bologna degree reform in December 2010. The evaluation project examined how well the original national and European objectives had been achieved. See www.kka.fi (english version available in the near future)

6. PROGRESSION BETWEEN CYCLES

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

100%

All first cycle programmes give general eligibility to apply for second cycle programmes.

6.1.1. Please provide a source for this information.

University Act (558/2009) and Polytechnic Act (351/2003)

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

>50-75 %

In Universities over 90% of the students get right to study up to a Master's degree. In the Polytechnic sector most students go to labour market after the first cycle. If they continue to polytechnic second cycle programmes they have to have at least 3 years work experience.

6.2.1. Please provide the source for this information.

Statistic Finland, University Act (558/2009) and Polytechnic Act (351/2003)

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

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

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

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

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

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

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

Work experience is required in all polytechnic Master's programmes but not in University Master's programmes. Most programmes use entrance exams in polytechnic sector. In universities there are some programmes that select students using prior success in studies. In Universities over 90% of the students get right to study up to a Master's degree without extra requirements. If a student comes from different study field or from another sector of HE there might be extra study requirements (max 60 ECTS) based on individual assessment of competences.

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

100 %

6.4.1. Please provide a source for this information.

All second cycle programmes give eligibility to 3rd cycle. It's up to University to decide whether there is need for some extra studies. (Students from other field of study or from another sector).

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

No information available.

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

Yes, for some graduates

6.6.1. Under which criteria is this possible?

Students in some cases may start 3rd cycle studies alongside first/second cycle studies, but cannot get a 3rd cycle degree without 2nd cycle degree.

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

>0-2.5%

There are only some talented individuals that do 3rd cycle studies alongside 1st/2nd cycle studies.

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

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

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

No

7.1.1. Please explain the differences.

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

No

7.2.1. Please specify how it is regulated.

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

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

The basic provision for doctoral training is given in the Government Degree on University Degree (794/2004) According to section 22, to be awarded a doctorate, the student must: 1) complete the required postgraduate studies; 2) demonstrate independent and critical thinking in the field of research, and 3) write a doctoral dissertation and defend it in public. In the fields of fine arts, music, art and design, and theatre and dance, a student admitted to postgraduate education may demonstrate in public the knowledge and skills required by the university. As a doctoral dissertation may also be approved a number of scientific publications or manuscripts vetted for publication deemed sufficient by the university which deal with the same set of problems and a paper summarising the findings or some other work which meets corresponding scientific criteria. The publications may include co-authored publications if the author's independent contribution to them can be demonstrated. The existing doctoral degree education structures can be divided to: 1) Individual mentoring and taught courses; 2) doctoral programmes including taught courses, and 3) doctoral research schools for PhD students?

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

Yes

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

The graduate school system was established in 1995. The objectives of the graduate school reform included shortening the time it takes doctoral students to write their thesis, increase supervision and thought courses, and to enhance international cooperation. The duties of the doctoral programmes include the provision of systematic, high-grade, supervised and appropriately scheduled doctoral education. The education must offer students qualifications for both the position of researcher and other demanding expert positions. Doctoral programmes ensure that a sufficient number of highly competent researchers and experts are educated to meet the needs of universities, the business sector and society at large. Applications for a graduate school are made through the Academy of Finland, and they are approved by the Ministry of Education and Culture. The Ministry of Education and Culture allocates the research education resources set by the Academy of Finland to the universities, while operating appropriations are granted directly by the Academy of Finland. The total number of such doctoral programme positions in Finland (as of 1 January 2010) is 1600. Since the beginning of 2010 Finland has had 112 nationally funded doctoral programmes.

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

No

8.3.1. Please specify the number of years.

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

4

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

Yes

8.5. Are ECTS credits used in doctoral programmes?

No

Some universities may use ECTS credits for describing the work load and requirement in some modules of 3rd cycle programmes. The legislation does not regulate 3rd cycle by ECTS credits.

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

Doctoral education is governed by national regulations which are prepared by the Ministry of Education and Culture. The central legislation concerning doctoral education consists of the Universities Act (558/2009) and the Government Decree on University Degrees (794/2004). In addition, the Ministry of Education and Culture governs the activities of universities and their doctoral education through several national guidelines. In practice, the Ministry of Education and Culture directs universities through performance agreements, the related indicator monitoring and feedback.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

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

No

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

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

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

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

Please choose..

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

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

No

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

10.2. Does higher education legislation allow:

- | | | | | |
|-------------------------------|--|--------------------------|---|---|
| Establishing joint programmes | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation doesn't mention joint degrees |
| | <input checked="" type="radio"/> No answer | | | |
| Awarding joint degrees | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation doesn't mention joint degrees |
| | <input checked="" type="radio"/> No answer | | | |

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

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

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

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

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

Yes

10.5.1. Please explain briefly.

Based on the enquiry made for the higher education institutions, most programmes are to be found in Sciences (Technology), Economics and Business Administration and Forestry.

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

Legislation allows establishing joint degree programmes. In the Development plan for education and research 2007-2012 approved by the Government HEIs are strongly encouraged to develop high quality joint degree programmes in international cooperation. Already in 2004 the Ministry of Education has given its recommendations concerning joint programmes. The recommendation was prepared jointly with higher education institutions and other stakeholders. After this, in 2005 the National Board of Education (ENIC/NARIC), Centre for International Mobility (CIMO), Finnish Higher Education Evaluation Council jointly with Finnish higher education institutions prepared practical guidelines and "good practice" document on joint programmes. Based on experience gathered, these documents were updated in 2010. On top of written instructions, there have been several seminars and training events organised by the National Board of Education (ENIC/NARIC) and Centre for International Mobility (CIMO).

Part 1.2 BFUG Data Collection on student-centred learning

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

Yes

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

The Government Decrees on University Degrees and Polytechnic studies determine the general objectives for the 1st and 2nd cycle higher education degrees. The legislation also requires the HE organizations to develop studies and teaching, and to organise student guidance and counseling to students to support the progress of studies and learning. The University and Polytechnic legislation includes the right to apply for the recognition of the students' prior learning. The national development plan for education and research 2007-2012 gives more detailed guidelines and states that e.g. the quality of education and training is a national priority and that the national HE qualifications must be defined in learning outcomes. The HE rectors' councils have given recommendations considering the assessment of students' prior learning outcomes and coordinated projects regarding student well being and national student feedback system. A national working group for recognition of prior learning prepared guidelines for learning outcomes approach and competence based curriculum work.

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

- | | | | | | |
|--|-------------------------|------------------------------------|-------------------------|------------------------------------|------------------------------------|
| Independent learning | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |

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

Yes

1.4. Please specify.

An individual and personal study plan is widely used tool, which facilitates the planning of studies and the monitoring of progress in studies and support student centered guidance and counselling. Lifelong guidance and counseling: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2011/liitteet/tr15.pdf?lang=fi> Development plan for Education and research: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2008/liitteet/opml1.pdf> Recognition of prior learning: http://www.helsinki.fi/halvi/srno/raportit_ja_julkaisut/AHOT_raportti_2009.pdf, Student well-being: http://www.helsinki.fi/halvi/srno/raportit_ja_julkaisut/Opiskelukyky_raportti.pdf, Plans for developing a national university student feedback system: http://www.helsinki.fi/halvi/srno/lausunnot_ja_kannanotot/yopalaraportti_010210.pdf

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

See above. In addition: Univeristy and Polytechnic Decree

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

The polytechnic teachers must have pedagogical studies and training (60 ECTS). The Universities offer voluntary in-service training for their teaching staff .

4. LEARNING OUTCOMES

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

Proposal for a NATIONAL FRAMEWORK FOR QUALIFICATIONS AND OTHER LEARNING (Reports of the Ministry of Education 2009): Learning outcomes means statements of what a learner knows, understands and is able to do on completion of a learning process. In the context of the European Qualifications Framework, learning outcomes are defined in terms of knowledge, skills and competence. In the Finnish framework, learning outcomes is defined as follows: a combination of knowledge, skills and competence; a wide-ranging ability to utilise knowledge, skills and proficiency in work and study situations and as a member of society.

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

In the majority (>50-<100 %) of programmes

Learning outcomes are not formulated for all programme components.

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

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

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

National seminars and national development projects, which offer support and training to develop learning outcomes.

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

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

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

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

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

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

Yes

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

The Finnish higher education evaluation council (FINHEEC) audits the HEIs' quality assurance systems. The quality audit manual for 2011-2017 www.kka.fi instructs the HEIs to display evidence of the learning outcome based curriculum and student assessment.

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

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

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

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

100%

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

100%

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

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

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

Yes

5.4.3. What is the number of hours per credit?

27

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

0

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

The ECTS grading system is not widely used, instead there is a widely used scale 1-5 or fail-pass assessment, which is based on the assessment of students individual learning outcomes.

6. DIPLOMA SUPPLEMENT

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

- All students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- Some students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer

- Upon request >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- In certain fields of study >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- No students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

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

No

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

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

Yes

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

The responsible body for the DS in Finland (Finnish National Board of Education, FNBE) encourages HEIs to provide continuous feedback on the DS, and keeps active contact with HEIs. FNBE also recently conducted a survey on the use of the DS in Finnish HEIs. The survey was conducted in autumn 2010 via phone interviews with HEIs. The aim of the survey was to collect information on the use of DS in Finland, as well as collect best practises and ideas for developing DS work in Finland. The level of satisfaction of the HEIs is high: DS is seen as an integral part of the graduation documents the HEI is responsible for, and considered an invaluable tool for their graduates' internationalisation. HEIs were also asked for their opinion on the support of the Finnish National Board of Education for their DS work, such as the guidelines and model texts prepared by the FNBE. HEIs are very satisfied. The summary of the results is available from www.europass.fi or europassi@oph.fi

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

English

6.5. Is the Diploma Supplement issued

free of charge

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

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

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

DS is fully implemented in Finland with 100% of all HEI graduates from all fields receiving the DS. Already since 1995, the Finnish legislation has required HEIs to provide their students a DS, on request. The new higher education legislation, in effect from 1.8.2005, requires that all HEIs issue the DS automatically, but in reality this was already the practise in the vast majority of HEIs since many years. In Finland there is no national model for the DS: HEIs are responsible for compiling and issuing their

official documents, however, all HEIs use the common international model developed by European Commission, Council of Europe and UNESCO/CEPES.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

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

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

5. Consultation / national discussion has taken place and the design of the NQF has been agreed by stakeholders

Please note that this applies for the NQF covering all qualification levels. Earlier there was a proposal for the higher education qualifications framework, which has now been integrated into the overarching national qualifications framework. All information that will be given below refers to the NQF covering all levels of education. The developments in Finland have not proceeded fully in line with the outline above. For instance, even if the NQF has not been adopted by legislation, the implementation concerning emphasis on learning outcomes in study programmes has already started. The roles and responsibilities are also clear. Also, there is a proposal for inclusion of qualifications into the NQF, which has been agreed upon among stakeholders and has received clear support in public consultation.

7.2.1 Please provide the date when the step was completed.

01.10.2010

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

In May 2004 the Ministry of Education appointed a working group to prepare proposal for higher education qualifications framework. The work was finalised in May 2005. The decision to start developing a NQF covering all qualification levels was made in 2007 when the Government Development Plan for Education and Research was approved (Plan when the Government Development Plan for Education and Research was approved (Plan covers years 2007-2012)). The proposal for higher education qualifications framework was integrated into the proposal for overarching national qualifications framework.

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

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

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

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

On 21 August 2008, the Ministry of Education appointed a committee to prepare a national qualifications framework describing qualifications and other learning. The task of the committee was to prepare a proposal on the national qualifications framework and to define its levels in terms of knowledge, skills and competences; to determine the criteria according to which the qualifications are placed on the different levels of the national and European qualifications frameworks; and to propose which

levels Finnish qualifications should be placed on in the frameworks. The committee's task was also to propose how the national qualifications framework ought to be maintained, updated and developed, and to describe how the quality assurance will be arranged. The committee also had to make a proposal on whether the national framework could be extended to cover all learning in addition to formal qualifications. The committee was also to make a proposal on the necessary legislative reforms. This committee was chaired by the Ministry of Education and Culture and it included representatives from all educational stakeholders and social partners: education providers, educational institutions, student organisations (secondary and higher education students), rectors' conferences, other Ministries, employers, employees and the Finnish National Board of Education. In its report, the committee describes how qualifications and learning outcomes are described in national legislation. Furthermore, the committee describes the quality assurance procedures for Finnish degrees and education, the current state and practices of recognising learning, and the measures that have been taken in different administrative sectors to promote the recognition of learning. The committee's key proposals regarding higher education are as follows: The national qualifications framework will have eight levels based on the EQF. The framework describes the requirements of Finnish qualifications (learning outcomes) in terms of knowledge, skills and competence, which are the criteria agreed upon in European cooperation based on the EQF levels. The dimensions of learning are not, however, distinguished from one another and the EQF levels are specified based on a national perspective. The qualifications are placed in the national framework according to the learning outcomes required by the different qualifications. Although a qualification may contain elements from several levels, it is placed on the level it suits best as a whole. Qualifications that are placed on the same level might emphasise different dimensions of learning. Finnish higher education degrees are placed in the national qualifications framework according to the three cycle system of the Bologna Process: the first cycle includes university and polytechnic Bachelor's Degrees (level 6). The second cycle includes university and polytechnic Master's Degrees (level 7). The third cycle includes scientific and artistic post-graduate degrees, such as licentiate and doctoral degrees. Finnish qualifications will be placed in the EQF by placing them on the levels of the national framework which correspond those of the EQF. The Ministry of Education invited feedback on the committee report from key employer and employee organisations, other ministries, the National Education and Training Committees, organisations and other bodies representing different educational sectors, the Education Evaluation Councils and higher education institutions. A total of 86 written opinions were submitted. In their opinions, the submitting parties considered the committee's initial proposal as being a good point of departure for describing qualifications and other learning and developing education to focus more on learning outcomes. They regarded preparation of a national framework for qualifications and other learning as justified and the framework itself as necessary. Placement of qualifications was mostly viewed as being a success, but some problems were also perceived in terms of certain types of vocational qualifications. All stakeholders considered it important to expand the framework to cover learning as well, although some pointed out that caution should be exercised when proceeding with expansion plans. The report can be found in Finnish at www.minedu.fi and in English at www.oph.fi/qualificationsframework

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

See previous

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

7.2.9. Are ECTS included in the NQF?

Please choose..

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

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

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

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

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

Yes

7.3.1. Please provide the link to that website.

www.oph.fi/tutkintojenviitekehys (in Finnish)

8. RECOGNITION OF QUALIFICATIONS

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

8.1.1. Please specify.

In Finland the decisions concerning recognition for professional employment are made by Government agencies or individual employers depending on the situation. In case the profession is regulated in Finland, the Finnish National Board of Education (which is also the ENIC/NARIC in Finland) is the competent authority for all professions excluding health care (competent authority is the National Supervisory Authority for Welfare and Health) and veterinarians (competent authority is the Finnish Food Safety Authority). If the profession is not regulated, individual employer will make independent decision.

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

Recognition of qualification provided that no substantive differences can be proven

Note that we would have liked to tick all options as all statements are covered by legislation, partly in higher education legislation, partly in legislation covering administrative procedures. Implementation of the Lisbon Recognition Convention and its enforcement is stated in the Law 877/2002. The Articles of the Lisbon Recognition Convention have been implemented in the relevant parts of the higher education legislation, e.g. in the Universities' Act (558/2009), Government Decree on University Degrees (794/2004), and the Polytechnics' Act (351/2003) and Polytechnic Decree (352/2003). The higher education legislation covers e.g. the competence of authorities, access and admission issues and the applicant's right to appeal. It also determines that access to higher education in the country of origin gives access to higher education also in Finland. Some Articles of the Lisbon Convention concerning e.g. the administration and information given to applicants have been implemented in the Administrative Procedure Act (434/2003) covering the administrative practice and procedures in Finland. The basic principles of equality are covered by the Constitution of Finland and it has been further specified in the higher education legislation. The documents are available on the internet at www.finlex.fi in Finnish and Swedish. The Finnish Constitution, part of the higher education legislation as well as the Administrative Procedure Act are also available in English. Information in English concerning legislation is also available from the Ministry of Education and the National Board of Education/ENIC/NARIC.

8.2.1. Please provide a reference to the relevant legislation.

See 65

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

Legislation is publicly available and the main principles have been stated also in application material. To ensure equal treatment, shared application procedures for polytechnics and universities have been organised for those who have foreign qualifications that give eligibility to higher education. See www.admissions.fi and www.universityadmissions.fi. There are also networks of higher education institutions discussing recognition of foreign qualifications in the context of student admissions. Finnish ENIC/NARIC has close links to higher education institutions and good practice is being discussed in information meetings, seminars etc.

8.4. Do higher education institutions typically:

make recognition decisions in faculties/departments

8.4. Do higher education institutions typically:

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

Sometimes

8.5.1. Please explain.

Auditing assesses the comprehensiveness, performance and effectiveness of the QA system and focuses on two levels: the HEIs' QA system as a whole and the quality assurance related to the HEIs' basic mission (education, research/R&D, interaction with and impact on society and regional development). Among auditing targets are for instance the comprehensiveness and effectiveness of the quality assurance procedures and structures related to the higher education institution's basic missions, incl. degree education as well as support services (incl. international services). In Finland recognition of foreign qualification is part of the admissions procedure, and thus at least indirectly also target to evaluation.

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

According to legislation the applicants have the right to appeal. There is a lot of co-operation among higher education institutions in matters related to admissions and recognition for study abroad periods. The Finnish ENIC/NARIC has not received any information that would hint to the direction of non-fair recognition procedures.

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

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

: FINHEEC (Finnish Higher Education Evaluation Council) is formally recognised as the primary organisation responsible for the evaluation of higher education in Finland. Its position and range of functions are stipulated in governmental decrees (1320/1995, 465/1998, 548/2005, 965/2007 and 794/2009).

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

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

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

Please choose..

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

Formative advice on strengthening and enhancing quality

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

No

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

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

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

Institutions

1.6.1. Are all institutions subject to external evaluation?

Yes

1.6.1.1. Please specify

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

Please choose..

1.6.2.1. Please specify

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

Please choose..

1.6.3.1. Please specify

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

All evaluation results are published, and at the end of every evaluation process an open discussion seminar is organised. A collective follow-up seminar with open participation is held every year for the institutions audited three years ago. The institutions prepare short self-evaluation follow-up report, outlining actions taken and developments since the audit. This report is then submitted for discussion at the seminar. These seminars reflect the level of openness and trust within the Finnish system. FINHEEC has also close co-operation with stakeholder groups such as the Rectors' Conferences from the two sectors, and Students' Unions. Summary reports and analysis relating to various evaluations are published regularly. E.g., in 2004 the Council published an extensive analysis of the impact of programme-related evaluations carried out between 1997-2003, in 2009 an analysis of audit outcomes 2005-2008. FINHEEC has also financed external research projects which aimed to assess the impact of evaluations.

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

All results of all evaluations are published and discussed in open seminars. See also previous answer.

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

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

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

Institutional audits conducted in Finland are fully described in audit manual, which refers to the ESG as providing the basis for the model. The main target of the audits is the quality assurance system developed by each institution, starting from its own premises and objectives. The audit assesses the comprehensiveness, performance, transparency and effectiveness of the quality assurance system, and the way in which its operation is monitored and developed by the institution. The scope of the audit has a broad focus on the quality system and quality management, giving a number of specified targets, which in addition to the assurance of academic provision includes, for instance, strategic management, quality assurance of research, and impact on society and regional development. The audit evaluation is supported by explicit criteria, which describe the characteristics of

each main target field under the headings for four developmental stages: 'absent', 'emerging', 'developing', and 'advanced'.
Audit manual: > <http://www.kka.fi/index.phtml?s=215>

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

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

Yes, all institutions are able to choose

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

2.1.2. If no, please go to section XVII.

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

Other (please specify)

The choice of a quality assurance agency is regulated by the Universities Act and Polytechnic Act. The model for external evaluation must fill following conditions : the evaluation must cover both other activities and quality assurance system of the institution, evaluations must be conducted regularly, and all results of the evaluations have to be made public.

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

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

3.1. Has the agency been evaluated against the European Standards and Guidelines?

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

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

FINHEEC passed an ENQA-coordinated external review and renewed its full membership in ENQA in 2010. FINHEEC was also included in EQAR. ENQA review: http://www.kka.fi/files/1122/Final_report.pdf ENQA and EQAR certificates: <http://www.kka.fi/index.phtml?s=178>

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

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

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other, please specify

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

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

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

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

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

Yes

The decision-making body (the Council) has 12 members, 4 from both sectors of higher education, 2 students and 2 employers. In all review teams as well as in different working groups, for instance for planning evaluation projects, the same groups are represented as full members. In 2011 an International Advisory Board will be appointed.

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

34 [XVIII.2.]Is there a formal requirement that international peers/experts are involved in any of the following: * International Advisory Board

5. INTERNAL QUALITY ASSURANCE

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

Yes

5.1.1. Please specify these requirements and the relevant source.

UNIVERSITIES ACT 558/2009 Section 87. Evaluation 1. The universities must evaluate their education, research and artistic activities and the impact thereof. The universities shall also take part in external evaluation of their activities and quality assurance systems on a regular basis. The universities must publish the findings of the evaluations they undertake. Polytechnics Act 351/2003 (As amended up to 2009) Section 9. Quality assessment (Amendment 564/2009) 1. A polytechnic shall be responsible for the quality and continuing development of the education and other activities it provides. The polytechnic shall evaluate its education and other activities and their impact. The polytechnic shall also participate in external evaluation of its operation and quality assurance system on a regular basis and publish the findings of its evaluations. Audit criteria in Audit Manual for 2008–2011. Audits of Quality Assurance Systems of Finnish Higher Education Institutions. http://www.kka.fi/index.phtml?C=54&a=results&product_id=17&s=4 Audit criteria in Audit Manual for 20012–2017 until now in Finnish: Korkeakoulujen laatujärjestelmien auditointikäsi kirja vuosiksi 2011-2017 http://www.kka.fi/index.phtml?C=750&product_id=225&s=174

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

Higher education institutions

5.2.1. Please specify.

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

Yes

5.3.1. Please go to Question 5.6.

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

Yes

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

Yes

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

All

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

All

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

All HEIs have adopted internal decision making procedures which may differ and include for example processes for starting new programmes.

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

All

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

All

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

All FINHEEC audit results are publicly available. They may include recommendations for future development. Audits include HEIs' self-evaluation follow-up reports which are publicly available, too. According to legislation HEIs must publish the findings of the evaluations they undertake. However, the access to these documents may differ (e.g. not available in the Internet)

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

All audit reports include information and evaluation of Internal Quality Assurance. : <http://www.kka.fi/index.phtml?s=79>
Analysis on FINHEEC Audit Outcomes 2005–2008 - All HEIs have feedback systems for collecting feedback from students, staff and stakeholders. - Results of the student evaluations are discussed in teaching staff performance reviews. - Teachers evaluate their teaching with voluntary self-evaluations. - Teachers evaluate each other's teaching. - Quite often, the senior management of HEIs monitors the quality of education with Ministry of Education indicators, which describe the number of degrees, completion times and placement of graduates in working life. Some of the HEIs have also defined their own indicators - Many HEIs implement internal evaluation activities of degree programmes, for example with the help of EFQM self-evaluations, cross-evaluations between degree programmes or internal audits. - Alumni surveys have been used for developing the curriculum. - Cross-evaluations between degree programmes supports dissemination of good practices. CASE Helsinki UNI: Teaching Evaluation Matrix of University of Helsinki http://www.helsinki.fi/julkaisut/aineisto/hallinnon_julkaisu_44_2007.pdf

Part 1.4 BFUG Data Collection on Lifelong Learning

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

Yes

2. How do your steering documents define lifelong learning?

Polytechnics Act and Universities Act define that when carrying out their mission, the HEIs must promote lifelong learning

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

Finnish Development Plan to Education and Research is determined following:

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

The main forms of lifelong learning in higher education: a) Degree Programmes in Universities and in polytechnics. b) Possibilities to study parts/modules of degree programmes c) Open University and open polytechnic education d) Special studies after taking the degree e) Short term further education courses

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

Yes, of all institutions

The HEIs have different profiles. Some of them are more oriented towards lifelong learning for instance by providing flexible learning possibilities to a larger public. It may depend for instance on which area the higher education institute is located and which are the needs of working life of HEI's area of operation (specially polytechnics)

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

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

Yes

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

Lifelong learning is mentioned as a mission of HEIs in legislation. See above.

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

No

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

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

- Adults in employment
- Unemployed adults
- Retired citizens

- Part-time students
- Adults without higher education qualifications

Other, please specify

Persons interested in higher education but do not have the right to study in HEI in the education leading to a degree

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

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

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

Tuition leading to a degree is free of charge (with one exception: a trial for students coming outside EU/EEA in some selected second cycle programmes). Funding comes mainly from the public budget. Open university and polytechnic studies are mainly funded from the public budget and partly from tuition fees. Tuition can be free of charge or maximum of 10 euros/ECTS credit point can be charged. In-service training is funded mainly by participants or their employers. Tuition fees are planned to cover total costs.

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

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

Now

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

No

2.1 Please specify.

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

There is a general policy approach to increase and widen participation and to overcome obstacles to access. Measures are not targeted at particular societal groups.

4. UNDERREPRESENTED GROUPS

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

Equal opportunity in education and training for all is one of education policy priorities. This is stated for example in Government Development Plan Education and Research 2007-2012. This goal does not define underrepresented groups. In the Development Plan there is also a set target that the share of immigrants among students in higher education to correspond to their share of the entire population.

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

A regionally covering network on higher education institutions has been created in order to ensure access from all geographical areas in the country. All higher education leading to a degree is free of charge for students. A public student finance scheme has been developed in order to ensure equal possibilities to enter higher education regardless of the student's social or financial background. Finnish student financial aid, which is funded by the government's budget is available for full-time studies from post-comprehensive school studies up to studies in institutions of higher education. Student financial aid is intended to provide an income to financially needy students whose parents are not under obligation to finance their studies and who are not eligible for aid under some other provisions. The financial aid may not be decreased on the basis of parents' income. Financial aid is also available for studying abroad. All full-time students enrolled in degree programs in polytechnics and universities are entitled to the student grant. The student grant is based on three elements: student grant, student loan and housing supplement. A tax relief can be granted for those who graduate in the normative time specified in legislation. Special needs of the national linguistic minorities are taken into consideration in student selection and educational provision. The possibility to give preparatory training for polytechnic studies for immigrants has been included as part of basic polytechnic funding. Access from non-traditional paths to higher is made possible through legislation. The university and polytechnic legislation makes it possible for higher education institutions to admit students without formal qualifications, in case the institution otherwise verifies the student's abilities.

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

If there is a need for special treatment/aid in entrance exam or in studies student should ask for that from HEI.

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

Yes

4.4.1. Please specify.

The possibility to give preparatory training for polytechnic studies for immigrants has been included as part of basic polytechnic funding.

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

Yes

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

In the Development Plan there is also a set target that the share of immigrants among students in higher education to correspond to their share of the entire population.

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

No

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

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

Yes

4.7.1. Please specify.

Finland will regularly carry out a student survey in order to monitor the progress. In addition, statistical information concerning students with immigrant background will be developed.

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

See above.

4.8.1. What data is collected?

Student surveys.

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

No

4.10. When are data generally collected?

Please choose..

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

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

The Finnish student survey 2010 <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2010/liitteet/okml18.pdf?lang=fi>

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

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

According to the government development plan for education and research 2007-2012, "a high level of education and the availability of high quality, free education are the cornerstones of the Finnish welfare society. The Government will secure equal opportunities for quality education from early childhood to university education throughout the country. The objective is to raise the population's educational and knowledge level close to the world top. Adult education and training supports the participation of citizens in society and the world of work." <http://www.minedu.fi/export/sites/default/OPM/Julkaisut>

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

General policy includes education that is free of charge, development of student financial aid and integration of migrants. The aim is to secure equal opportunities to all despite of their societal and cultural background. Latest spesific measures are targeted to immigrants as an underrepresented group in higher education. The study possibilities for foreign-language students and students with immigrant backgrounds in Finnish higher education institutions will be increased by removing barriers to student selection and studies for these students. Special attention will be paid to the adequate provision of Finnish and Swedish teaching and cultural teaching. Supply must be appropriately focused in terms of studies and employment. Steps were taken to increase preparatory training for polytechnic studies and to secure its funding by including it as part of basic polytechnic funding. The target is for the share of immigrants among students in higher education to correspond to their share of the entire population.

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

Annual follow-up of the Government programme and the development plan for education and research. Student's possibilities of making a living are followed by a student survey. Drop-out rates and graduation rates are part of national data collection and the performance indicators of HEIs.

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

No

5.4.1. Who monitors on the basis of which criteria?

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

For the time being it is not possible to monitor student body according to their ethnic or socio-economic background in the data-collection. Different student surveys and studies are used as background material for decision-making.

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

- From the general higher education budget preparation studies for immigrant students
- From a specific budget student aid
- From university budget measures to promote physical, psychological, and social accessibility in teaching and learning in Finnish higher education institutions (HEIs) so that everyone has the same right and access to study regardless of one's characteristics.
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

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

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

Please choose..

6.2.1. Please describe these obstacles.

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

Please choose..

6.3.1. Please describe these groups.

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

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

7. COMPLETION OF STUDIES

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

Yes

7.1.1. Please describe the main features of these policies.

Completion rate of studies is part of steering and monitoring processes of HEIs. Personal study plans are used in all HEIs to enhance completion of studies. National student feed-back system is in use in the polytechnics. Similar system is being developed for universities. Development of study guidance and counselling as well as student well-being has been promoted by various projects both in the institutional and national level.

7.2. Are student completion rates monitored in your country?

Yes, at the level of higher education institutions

7.2.1. What use is then made of the data?

Completion rate of studies is part of steering and monitoring processes of HEIs. Number of degrees taken are part of the funding formulas of HEIs. Completion rate is followed also in the national level.

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

Yes

7.3.1. Please specify the nature of these incentives.

The number of graduates are included in funding formulas of HEIs. Student well being and ability to study is supported by different measures and projects with the aim of developing student support services.

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

8. STUDENT SERVICES

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

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

- Academic guidance services
- Career guidance services
- Psychological counselling services

- Other
- No services

8.1.1. Please specify.

8.2. Who are the main users of the services?

No information available

8.2.1. Please specify.

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

General higher education budget is main source of HEI funding. HEIs allocate their funding to different purposes, including student services, according to their internal decisions. In addition, national projects are funded by the Ministry and e.g. European Social Fund

8.4. What are the main tasks of the services?

- Student counselling and guidance: to support completion of studies (personal study plans as main tools) - Career guidance: to enhance employability - Psychological counselling: to create a good learning environment by developing student centered learning; to support students with learning difficulties by individual and group counselling, - support for students sports activities (diverse possibilities for sport activities within and outside HEIs)

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

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

Now

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

Yes

10.1. Please provide details of specific policy measures.

Polytechnics offer adult education programmes with the possibility to study alongside work (evening tuition, week-end tuition. eLearning possibilities are largely provided.

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

No

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

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

Yes

13. Please provide details of these measures.

The right to apply for the recognition of prior learning (including work experience) in the Universities Act and in the Polytechnic Act. National recommendations for recognition of prior learning were made together with different stakeholders.

Work-placements are part of all polytechnic programmes(bachelor-level)and some university programmes.

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

Route 1: = upper-secondary general education (matriculation examination: universities)

Route 2: = vocational qualification

Route 3: = foreign qualification

Route 4: = no formal certification

Route 5: = n/a

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

Yes

15.1. Please briefly describe these measures.

1. Universities Act Eligible for studies leading to only a lower university degree or to both a lower and a higher university degree shall be a person (1) who has passed the examination referred to in the National Matriculation Examination Act (672/2005); (2) who has a vocational qualification awarded on the completion of education of at least three years' duration or a corresponding prior education; (3) a vocational qualification, a further vocational qualification or a specialist vocational qualification awarded under the Adult Education and Training Act (631/1998) or a corresponding prior qualification; or (4) who has a qualification completed abroad which in the awarding country gives eligibility for corresponding higher education. Eligible for studies referred to in this Section may also be a person whom the university judges otherwise to have sufficient knowledge and skills for the studies. 2. Polytechnics Act Eligible for studies leading to a first-cycle polytechnic degree shall be a person: (1) who has passed the examination referred to in the National Matriculation Examination Act (672/2005); (2) who has a vocational qualification or an equivalent prior qualification conforming to further provisions issued by Ministry of Education Decree; (3) who has a vocational qualification, a further vocational qualification or a specialist vocational qualification referred to in the Vocational Adult Education Act (631/1998) or an equivalent prior qualification conforming to further provisions issued by Ministry of Education Decree; or (4) who has a foreign education which in the country in question gives eligibility for higher education. Eligible for studies leading to a first-cycle polytechnic degree may also be a person other than one referred to in subsection whom the polytechnic judges to have sufficient knowledge and skills for the studies.

16. PART-TIME STUDY

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

No

16.1.1. If yes, what formal status does exist?

16.1.2. How do you define it?

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

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

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

There is no official status. In the statistics FTE-indicator (full-time equivalent) is used. According to a national student survey (2010) about 16% of HEI students describe themselves as part-time students. Of all HEI students around 30% work regularly during academic terms and 30% in part-time jobs. Adult education programmes of polytechnics provide opportunities to study alongside with the work.

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

Yes

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

See above: polytechnic adult education

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

Other

16.3.1. Please specify

There is no part-time student status. Still a large number of students study part-time. Polytechnics offer adult-education programmes. See above.

17. RECOGNITION OF PRIOR LEARNING

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

Yes

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

Universities Act and Polytechnics Act According to legislation a student may apply for recognition of his/her prior learning. In studying for a degree, the student may, as determined by the HEI, have studies completed in another Finnish or foreign higher education institution or other educational establishment counted towards the degree and substitute studies in the degree syllabus with other studies of the same level. The student may, as determined by the HEI, have knowledge and skills attested in some other manner counted towards the degree or substitute studies in the degree syllabus with knowledge and skills attested in some other manner. A student dissatisfied with the recognition of studies completed elsewhere or of prior knowledge demonstrated in some other manner may apply for a rectification of the grading orally or in writing from the teacher who made the grading decision as regards grading and from the person who made the decision on recognition as regards recognition of prior studies. Eligible for studies may also be a person whom the polytechnic/university judges otherwise to have sufficient knowledge and skills for the studies.

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

Please choose..

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

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

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

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

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

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

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

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

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

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

Please, do not take into account the answers to two questions above. The system did not allow us to continue without an answer so we selected one of the choices even if it does not describe the Finnish system. In Finland validation of non-formal and informal learning is done only for those who are admitted to HEIs. It is impossible to answer three previous questions concerning applicants. See legislation described above.

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

No

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

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

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

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

2. 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!

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

4. In principle, which home students at public higher education institutions have to pay fees?

During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

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

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

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

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

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

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

Minimum amount =

Maximum amount =

Most common amount =

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

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

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

Minimum amount =

Maximum amount =

Most common amount =

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

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

None

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

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

Please choose..

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

Minimum amount =

Maximum amount =

Most common amount =

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

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

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

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

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

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

Yes

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

University students are automatically members of the student union related to that particular university they are studying at. By Universities Act, student union is autonomous (in relation to the university, too). A student union may assign a membership fee, which students then must pay. A rector of the university confirms the amount of the membership fee, and the university is responsible to ensure that the fee is paid. The amount of the fee varies between student unions, and the range is 80-105 €, and the most common sum is approximately 85 €. For students in polytechnics the student union membership is optional and the percentage of students that belong to their local union varies quite a lot. The local student union decides on the fee of membership. It is usually around 20-30 euros per year.

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

Later

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

Please choose..

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

13. PUBLIC GRANTS AND SCHOLARSHIPS

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

Please choose..

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

Please choose..

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

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

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

0

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

Minimum =

Maximum =

Most common =

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

Please choose..

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

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

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

0

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

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

0

14. STUDENT LOANS

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

Please choose..

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

Please choose..

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

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

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

Minimum first cycle =

Most common first cycle =

Maximum first cycle =

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

Please choose..

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

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

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

Minimum second cycle =

Most common second cycle =

Maximum second cycle =

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

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 0

14.5. Are student loans publicly subsidised or guaranteed?

Please choose..

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

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

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

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

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

Now

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

1st cycle Yes No No answer

2nd cycle Yes No No answer

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

Please choose..

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

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

17.1.1. Please specify.

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

Please choose..

17.2.1. Please explain the difference.

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

Please choose..

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

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

Please choose..

19.2. Please explain the difference.

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

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

Later

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

1st cycle Yes No No answer

2nd cycle Yes No No answer

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

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

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

1st cycle Yes No No answer

2nd cycle Yes No No answer

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

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

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

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

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

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

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

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

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

Please choose..

25.3. Please explain the difference.

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

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

Later

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

- Student
- They hold an employment contract with a HEI

28.1. Please explain why you selected multiple options?

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

Please choose..

28.3. Please explain the difference.

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

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

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

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

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

Questionnaire on student and staff mobility

A Preliminary remarks

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

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

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

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

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

B Details on the completion of the questionnaire

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

B.1.a Government representatives

Ministry of Education and Culture:

Jukka Haapamäki, Senior Adviser

Maija Innola, Counsellor of Education (BFUG member)

Kaisu-Maria Piironen, Senior Adviser

Birgitta Vuorinen, Counsellor of Education (BFUG member)

B.1.b Stakeholder representatives

B.1.c Other contributors

Centre for International Mobility (CIMO):

Anni Kallio, Programme Manager

Ulla Tissari, Senior Programme Adviser

C National strategies and action plans

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

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

Yes

No → please continue with section C.6.

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

The key targets for education policy in the near future are adopted by Government in a development plan "Education and Research 2007-2011", which is based on the education and science policy aims recorded in the Government Programme and the Government's Strategy Document. Government's Development Plan includes aims for internationalisation of education. Preparation of the HEI's internationalisation strategy is included in the Government Programme (see below).

<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2008/liitteet/opm11.pdf>

Science and Technology Policy Council (currently called Research and Innovation Council) has drawn up every fourth year a policy report evaluating the development of the science, technology and innovation policy and presents the development measures to be undertaken in the near future.

http://www.minedu.fi/export/sites/default/OPM/Tiede/tutkimus-ja_innovaationeuvosto/TTN/julkaisut/liitteet/Review2008.pdf?lang=fi

Ministry of Education has prepared together with HEI's, students and personnel and other stakeholders a national Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015. The strategy was drawn up using an open and interactive methodology. A web-based open consultation was implemented, in which over 1,200 respondents shared their views on the internationalisation of HEI's. In addition, six thematic workshops were organised. A total of 130 experts participated in the workshops. The strategy provides guidelines for the internationalisation of HEI's. It set five primary aims for internationalisation: 1) a genuinely international higher education community (including mobility goals for 2015 and other measures to enhance mobility) 2) Increasing the quality and attractiveness of HEI's 3) Promoting the export of expertise 4) Supporting multicultural society and 5) Promoting global responsibility. V(<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>)

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

Adopted: The Strategy for Internationalisation of HEI's in Finland 2009 -2015 was adopted in 2009 and the other policy documents in 2007 (Education and Research 2003 - 2008, Development Plan) and in 2008 (Review 2008 by Science and Technology Policy Council).

Most recent revision:

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

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound		Polytechnic 8 000 (8 % of all students) yearly by 2015 Universities 8 000 (6 % of all students) yearly by 2015	20 000 (7 % of all students) by 2015 20 % the share of non-Finnish students in graduate schools by 2015
Outbound		Polytechnic 8 000 (8 % of all students) yearly by 2015 Universities 8 000 (6 % of all students) yearly by 2015	no targets
No target			

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

Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015
<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>)

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

Same

Differences

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

Polytechnics: targets for bachelor level students

Universities: main targets for bachelor and master level (combined), different targets for the 3rd cycle

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

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

² Mobility for an entire degree programme

Yes

No

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

Yes

No

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

Universities: Teacher and researchers mobility incoming 4 000 (29 % of all teacher and research staff), outgoing 4 000 (29 % of all teacher and research staff) by 2015.

Polytechnics: Teacher and expert mobility incoming 3 000 (47 % of all teacher and expert staff), outgoing 4 000 (62 % of all teacher and expert staff) by 2015.

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

Yes

No

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

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

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

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

Yes

No

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

The developments in mobility and the impact of the Strategy for the Internationalisation of HEI's are monitored in many ways.

The Ministry of Education and Culture and Centre for International Mobility (CIMO)

follow regularly statistical information. Recent results, see for example:

Internationalisation in Finnish Higher Education / key figures 2009.

http://www.cimo.fi/dman/Document.phx/~public/Julkaisut+ja+tilastot/English/faktaa_3c_2009e.pdf) The aim is also to improve the knowledge base, statistics and indicators for monitoring and evaluating internationalisation.

The objectives of the strategy has been included in the agreements between the Ministry of Education and Culture and the Academy of Finland (research funding), between MoEC and CIMO as well as between MoEC and the HEIs. The implementation of mobility goals are part of steering.

Furthermore, The Ministry of Education and Culture will evaluate the implementation of strategy as part of the preparation for the next government programme (starting its term of office in 2011). The attainment of the strategic goals will also be monitored through the means of international comparisons. The Ministry will commission an international final evaluation on the attainment of the strategy goals in 2016.

CIMO will carry out a survey about how the HEIs have incorporated a module supporting internationalisation (which was one of key measures proposed in the Internationalisation strategy).

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

Yes

No

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

e.g. HEI's own strategies which may include regional priorities.

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

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

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

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so, please specify)		
Other restrictions apply (please specify)		
No restrictions apply	Same rules for mobile students and students studying in Finland.	Same rules for mobile students and students studying in Finland

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

Measure	Credit mobility	Degree mobility
loans for incoming students	no	no
grants/scholarships for incoming students	some grants at HEIs and national level (eg. FIRST and North-South-South programmes)	some grants at HEIs
Loans for outgoing students	The Finnish student financial aid (grant, loan and housing allowance) is portable.	The Finnish student financial aid (grant, loan and housing allowance) is portable.
Grants/scholarships for outgoing students	The Finnish student financial aid (grant, loan and housing allowance) is portable. Grants through exchange programmes	Yes. The Finnish student financial aid (grant, loan and housing allowance) is portable.
Other: (please specify)		

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

International students can use the same student benefits as national students (for example subsidised local transport, student meals, housing). At the HEI level there are support services for international students.

There are also some nationally funded exchange programmes.

D Identifying and removing obstacles to mobility

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

Yes

No

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

There has been many studies and surveys about the mobility and internationalisation of HEIs. For example the Centre for International Mobility (CIMO) produces and publishes annually several research reports. (See list of publications by CIMO: <http://www.cimo.fi/Resource.phx/cimo/publications.htx>)

Otus (a private foundation) carries out research which focuses on students. Otus has carried out studies on students who have studied abroad, foreign students in Finland and students who have studied in two or more universities in Finland. (See <http://www.otus.fi/index.php/front-page.html>).

Finland participates in Eurostudent. Latest published national student survey is from 2006. Next Eurostudent survey is under way. <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2006/liitteet/opm51.pdf?lang=fi>

Also HEIs have carried out surveys and studies about the obstacles to mobility in their institutions.

CIMO organised a seminar to explore obstacles of mobility and ways to encourage internationalization at all educational levels in December 2009 . The results of the seminar are published in a report Matkalla kansainvälisyyteen (“On the road to Internationalisation”, English translation to be published later on) (http://www.cimo.fi/dman/Document.phx/~public/Julkaisut+ja+tilastot/Raportit+ja+selvitykset/Seminaarijulkaisu_2010.pdf)

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

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding	3	3
Recognition		
Language	1	

Curriculum/Study organisation		2
Legal issues		
Motivating and informing students		
Other, please specify:	2 support services and accommodation for international students	1. Personal reasons and lack of motivation (reluctance to leave because of family, social life, work place etc.)

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

Yes

No

D.3.a If yes, please specify.

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

Yes

No

D.4.a If yes, please specify.

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

Yes

No

D.5.a If yes, please specify.

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

Yes

No

D.6.a If yes, please specify.

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

The strategy for Internationalisation of HEIs presents concrete measures to support the attainment of the goals. For example all HEIs should incorporate into all their degrees a module supporting internationalisation. Its realisation will be determined in personal study plans. The internationalisation module will be completed with a mobility period or high-quality international courses.

Centre for International Mobility, Academy of Finland and Tekes will develop the availability of information on the Finnish higher education and research system and study opportunities by developing their online services.

The Ministry of Education and Culture has appointed a committee to enhance housing conditions of international students.

There are co-operation and projects between HEIs at the regional level. The co-operation includes for example common support-services and language courses. One example of specific projects is at Helsinki area where ESF funded project aims at improving international student traineeships.

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

Yes

No

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

See C5a.

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

Yes

No

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

There are only a few studies and surveys about staff mobility. However, the issue of staff mobility is often discussed between the Ministry of Education and Culture and HEIs. Also many HEIs have conducted surveys on staff mobility.

Staff in HEIs is a heterogeneous group consisting of teachers, researchers and other personnel in different life situations. Obstacles mentioned in D 10 might not be relevant to all.

Some examples of studies:

Academic Finns Abroad – Challenges of International Mobility and the Research Career
http://www.aka.fi/Tiedostot/Tiedostot/Julkaisut/7_07_Eramore_Verkko_pdf.pdf

International Teacher Mobility - Benefits and impact
http://www.cimo.fi/dman/Document.phx/~public/Julkaisut+ja+tilastot/occasional/summary_1_2007.pdf

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

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues	2. (especially outside own teaching or/and research function, being able to be part of society and higher education community.	3. (lack of trust in own language proficiency)
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:	1. Lack of support services(spouse employmet, housing, school for children etc.)	1. Personal reasons and life situation (family, spouse employment etc.) 2. workload in home institution

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

University reform has widened the autonomy of universties. Universities' management and decision-making system has been reformed. The universities are now employers of their staff and they are able to pursue independent human resources policies (including incentives for mobility for their staff) The new University Act came into force in 2010.

The Academy of Finland has developed various funding mechanisms to support the mobility of researchers. The Academy aims to encourage increased mobility both from and to Finland at all stages of the research career.

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

Yes

No

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

See C5 a. The impact of the university reform will be monitored and evaluated in coming years.

E Balanced student mobility flows

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

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

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

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students			
approximately the same number of incoming and outgoing students		X	
No information available			X (number of incoming students is known, the number of outgoing students is only estimation, based on financial support given)

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

Centre for International Mobility (CIMO) and Statistics Finland.

International mobility in Finnish vocational and higher education institutions 2008. Fakta - Facts and Figures -summary 3c/2009. Irma Garam and Sirku Korkala http://www.cimo.fi/dman/Document.phx/~public/Julkaisut+ja+tilastot/English/fakta_a_3c_2009e.pdf

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

Yes

No

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

Lately, the number of incoming and outgoing students in credit mobility have been quite well balanced. There are some yearly fluctuation but the difference between the number of outgoing and incoming students has not been significant. Also the target number set for credit mobility aims at balanced mobility (see c.2.)

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

Yes

No

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

Although the range of countries in credit mobility students includes 100 different countries, the majority of exchanges concentrate on a few European countries. A half of outgoing Finnish students and three quarters of incoming students participate in the Erasmus Programme.

The three most popular destination countries Spain, Germany and UK host more than 25% of all outgoing Finnish students in credit mobility. In return, more than 35% of all incoming students come from Germany, France and Spain. Top ten target countries for Finnish students in credit mobility include only two non-European countries - China and US. In mobility between Finland and Eastern Europe, Finland is clearly on the receiving end: more students come to Finland from Eastern European countries than vice versa.

In degree mobility Asian and African countries are overrepresented in incoming flows.

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

Yes

No

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

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

Space for Comments: