



EUROPEAN
Higher Education Area

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

Finland

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Finland

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Data entry: (I_Degrees_qualifications)

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

Yes

I.1.1. 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.

<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm03.pdf>

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

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

The Finnish higher education system consists of two complementary sectors: polytechnics (University of Applied Sciences) 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.

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

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

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

- 14 universities of which 2 are foundations and 12 are independent corporations under public law
- 24 polytechnics/universities of applied sciences of which 3 are municipal and 21 are private (limited companies or foundations)

I.4. Comments

Finnish universities are independent corporations under public law or foundations under private law (Foundations Act). Polytechnics are municipal or private institutions (limited companies), 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.

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

180 ECTS "36"

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

210 ECTS "39"

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

240 ECTS "24"

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

Other duration "1"

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

270 ECTS

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

180 ECTS "36"

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

210 ECTS "39"

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

240 ECTS "24"

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

Other duration "1"

I.6.1. Please specify

The data is available only for the number of students in each field of study. There is no data collection of the number of study programmes. The percentages are therefore based on the number of students.

The degree structure is different in universities and in polytechnics. The first-cycle university degree consists of at least 180 credits (3 years of full-time study) and The first-cycle polytechnic degree consists of 210 or 240 credits (3,5 to 4 years of full-time study) depending on the study field. For specific reasons the scope of the degree may exceed 240 credits.

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

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)

The degree structure is different in universities and in polytechnics. The first-cycle university degree consists of at least 180 credits (3 years of full-time study) and the second-cycle university degree consists of at least 120 credits (2 years of full-time study). The first-cycle polytechnic degree consists of 210 or 240 credits (3,5 to 4 years of full-time study) depending on the study field. For specific reasons the scope of the degree may exceed 240 credits. The second-cycle polytechnic degree consists of 60 or 90 credits (1 or 1.5 years of full-time study).

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

Yes

I.9.1. In which study fields do these study programmes exist?

Polytechnics: Midwives and Marine Technology.

I.9.2. What is the typical duration of these degree programmes outside the Bologna model?

270 ECTS

I.9.3. What percentage of first cycle students is enrolled in these programmes?

2,4% of polytechnic students

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "5"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "10"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "83"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "2"

I.10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

150 ECTS and 180 ECTS

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "5"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "10"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "83"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "2"

I.11.1. Please specify

The data is available only for the number of students in each field of study. There is no data collection of the number of study programmes. The percentages are therefore based on the number of students.

The degree structure is different in universities and in polytechnics. The second-cycle university degree consists of at least 120 credits (2 years of full-time study). The second-cycle polytechnic degree consists of 60 or 90 credits (1 or 1.5 years of full-time study). The majority of the students in the 2 cycle study in universities.

I.12. Do integrated/long programmes leading to a second cycle degree exist?

Yes

I.12.1. Is the duration of the above programmes calculated in...

ECTS credits (or other credits)

I.12.2. What is the typical duration of these degree programmes?

360 ECTS or 330 ECTS

I.12.3. In which study fields do these study programmes exist?

Universities: Medicine and Dentistry

I.12.4. What percentage of first cycle students is enrolled in these programmes?

2,3%

I.13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

Yes

I.13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

150 ECTS or 180 ECTS

L13.2. What percentage of second cycle students is enrolled in these programmes?

2,3%

L13.3. In which study fields do these study programmes exist?

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

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

L14.1. What is the minimum duration of the Bachelor & Master together?

The degree structures of both sectors have been designed so that first and second cycle together makes 300 ECTS. Taking into account different lengths of first and second cycle degrees in university and polytechnic sectors it is possible, at a personal level that duration of the Bachelor+Master together is less than 300 ECTS (for example university Bachelor degree 120 ECTS + polytechnic Master degree 60 or 90 ECTS).

L15. Comments

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

L16.1. Please provide a source for this information.

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

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

51-75%

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

L17.1. Please provide a source for this information.

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

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

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

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

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

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

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

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.

Work experience is required in all polytechnic Master's programmes but not in University Master's programmes.

L18.3. Holders of a first cycle degree from a different study field..

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

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

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

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

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

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.

Work experience is required in all polytechnic Master's programmes but not in University Master's programmes.

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

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

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

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

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

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

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.

Work experience is required in all polytechnic Master's programmes but not in University Master's programmes.

I18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

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

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

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

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

I18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

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.

Work experience is required in all polytechnic Master's programmes but not in University Master's programmes.

I19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100%
According to University Act all second cycle programmes give general eligibility to apply for third cycle programmes. 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).

I19.1. Please provide a source for this information.

University Act (558/2009)

I20. What percentage of second cycle graduates eventually enter into a third cycle programme?

12.0000000000

I20.1. Please provide a source for this information.

No information available for the question for the question I20. There is no long term individual based follow-up of the graduates. There should be a possibility to answer that there is no information available!

Estimation above is based on the number of 2nd cycle and 3rd cycle degrees/year.

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

Yes, for some graduates

L21.1. Please specify the criteria

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.

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

0%

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

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

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

Yes

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

University Act (558/2009)
Education and Research 2011-2016 (Government development plan)
<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm03.pdf>

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

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

Traditional supervision-based doctoral education ""

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

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

Structured doctoral programmes "100"

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

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

Professional doctoral programmes ""

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

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

Industrial doctoral programmes ""

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

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

Other ""

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

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

Yes ▾

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

The doctoral education has undergone major changes in recent years. The current system is based on doctoral schools. The reform was conducted due to the recent evaluations, as well as the recommendations regarding doctoral education put forward by the Graduate School Working Group of the Academy of Finland in 2011.

The reform was prepared in common understanding between universities, the Ministry of Education and the Academy of Finland. The objective was to guarantee equal rights to all students despite of the discipline and university: graduate schools and doctoral programmes should involve all doctoral students. The aim was also to improve the transparency of the admission and student selection processes as well as to encourage all scientific fields towards more structured doctoral education. All universities have reformed their doctoral education according to these principles but the details are up to the autonomous universities.

Doctoral schools have been adopted in Finnish universities during 2011-2013. There are 1-4 doctoral schools per university. In doctoral schools there are several doctoral programmes.

Funding of doctoral schools is included in universities' lump sum funding.

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

76-99%

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

In theory / according to regulations: "4-5"

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

In empirical reality: "7-8 "

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

No NQF

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

Please choose

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

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

L28.1. Please specify

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

L29. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

L30. Comments

NQF is not accepted by the Parliament, yet. Doctoral studies are included in the proposal NQF put forward by the government. Apart from doctoral degrees there are The Licentiate Degree and Specialist training in Medicine, Dentistry and Veterinary Medicine referenced to level 3 of the QF-EHEA (level 8 EQF) in national qualifications framework proposal.

ECTS are commonly used in universities for taught elements. However, there are no regulations concerning the length of the doctoral programmes nor the use of ECTS in legislation.

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

No ▾

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

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

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

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only

- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

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

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

L34. Comments

ATTENTION!!!!

There is no short cycle programmes in the Finnish system. The question L32. and L33 are not relevant but we had to answer something in order to continue the questionnaire (word version ask to continue directly to the next section, but it was impossible here)

If a student has a short cycle degree from abroad Finnish HEIs consider the qualification part of recognition of prior learning.

Question L33: The short cycle programmes are not legally considered to be part of higher education nor post-secondary education because they do not exist in the Finnish system.

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

Yes

L35.1. 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 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.

Several elements of student-centred learning is included in steering documents. For instance the agreements between the Ministry and HEIs for the years 2013-2016 include enhancement of recognition of prior learning, the quality of teaching and learning, learning environments and flexible learning paths are as common objectives for all HEIs.

In addition, student feedback is included in the funding formulas of all HEIs.

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

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer
- Other 0 1 2 3 4 5 No answer

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

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer

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

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 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.

Several elements of student-centred learning is included in steering documents. For instance the agreements between the Ministry and HEIs for the years 2013-2016 include enhancement of recognition of prior learning, the quality of teaching and learning, learning environments and flexible learning paths are as common objectives for all HEIs.

In addition, student feedback is included in the funding formulas of all HEIs.

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

University Decree, Polytechnic Decree

Agreements between HEIs and the Ministry (available only in Finnish and Swedish):
http://www.minedu.fi/OPM/Koulutus/yliopistokoulutus/hallinto_ohjaus_ja_rahointus/yliopistojen_tulossopimuksct/?lang=fi
http://www.minedu.fi/OPM/Koulutus/ammattikorkeakoulutus/hallinto_ohjaus_ja_rahointus/tavoitesopimukset/?lang=fi

L36. Comments

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.

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

ECTS

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

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

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

Percentage of higher education institutions 100 % 76-99 % 51-75 % 1-50 % 0 % No answer

Percentage of programmes 100 % 76-99 % 51-75 % 1-50 % 0 % No answer

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

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

L39.1. Please specify

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

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

L40.1. Please specify

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

Yes

One academic year equals 60 ECTS, and 1600 hours of student's work.

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

26,7 (27)hours per credit.

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

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

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

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

National workshops, seminars. Consultative support given by ECTS counsellors, National Board of Education and the Ministry of Education and Culture. Learning outcomes and their assessment practices are a part of quality audits (FINHEEC).

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

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

National workshops, seminars. Consultative support given by ECTS counsellors, National Board of Education and the Ministry of Education and Culture. Learning outcomes and their assessment practices are a part of quality audits (FINHEEC).

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

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

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

L45.1. Please indicate the approximate percentage that participate

No data available.

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

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

Yes

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

Learning outcomes and their assessment practices are a part of quality audits (FINHEEC). Audit manual: http://www.finheec.fi/files/1335/KKA_0311.pdf (see p. 17, p. 37)

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

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

The Diploma Supplement is issued..

...automatically to all students:by 100% of HEIs

...automatically to all students:by 76-99% of HEIs

...automatically to all students:by 51-75% of HEIs

...automatically to all students:by 26-50% of HEIs

...automatically to all students:by 1-25% of HEIs

...automatically to all students:by 0% of HEIs

...automatically to some students:by 100% of HEIs

...automatically to some students:by 76-99% of HEIs

HEIs

...automatically to some students:by 51-75% of HEIs

...automatically to some students:by 26-50% of HEIs

...automatically to some students:by 1-25% of HEIs

...automatically to some students:by 0% of HEIs

...upon request:by 100% of HEIs

...upon request:by 76-99% of HEIs

...upon request:by 51-75% of HEIs

...upon request:by 26-50% of HEIs

...upon request:by 1-25% of HEIs

...upon request:by 0% of HEIs

...in certain fields of study:by 100% of HEIs

...in certain fields of study:by 76-99% of HEIs

...in certain fields of study:by 51-75% of HEIs

...in certain fields of study:by 26-50% of HEIs

...in certain fields of study:by 1-25% of HEIs

...in certain fields of study:by 0% of HEIs

...to no students :by 100% of HEIs

...to no students :by 76-99% of HEIs

...to no students :by 51-75% of HEIs

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

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

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

L48.1. Please specify to which students

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

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

Yes, for all graduates of these programmes

L49.1. Please specify

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

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

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

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

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

The responsible body for information concerning 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. Where needed a study, survey or similar can be conducted. The most recent survey is from 2010.

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

English

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

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

L54. Comments

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

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

Government Decree on University Degrees (794/2004, with later amendments)

Education and Research 2011-2016 (Government development plan)

<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteenokm03.pdf>

Strategy for the Internationalisation of Higher Education Institutions in Finland 2009-2015

L56. Does higher education legislation explicitly allow:

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

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

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

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

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

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

First cycle (%) "30"

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

Second cycle (%) "68"

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

Third cycle (%) "2"

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

Yes

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

Based on the enquiry made several years ago for higher education institutions, most programmes are in the fields of Sciences (Technology), Economics and Business Administration as well as Forestry. No current information available.

L61. Comments

Question L57

Specific QA decision concerning individual degree or programme is not needed.

Please note that we do not collect information especially concerning joint programs and/or joint degrees. Therefore, all figures above are rough estimations.

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

5: Consultation / national discussion has taken place and the design of the NQF has been agreed by stakeholders
A proposal for an act on the NQF and for a decree supplementing it was given to the Parliament the 3rd of May 2012. The Parliament has not adopted the legislation, yet.

However, the implementation concerning emphasis on learning outcomes in the higher education, in the educational sectors, in the higher education institutions and also on the study programmes level has already started. The institutions proceed according to their own schedules. There have been e.g. national working groups and projects to support the work at higher education institutions.

National Board of Education has been nominated as national QF contact point.

A proposal for an act on the NQF and for a decree supplementing it (describing also how qualifications are included) has been given to the Parliament.

The plan is to do one process, including self-certification and referencing towards the EQF. The self-certification/referencing will only take place when the legislation has been adopted.

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

08-20-2009

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

Yes

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

http://www.opf.fi/english/curricula_and_qualifications/qualification_frameworks

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

EQF level 4 or equivalent

The legal process has not been completed yet; but in the proposal the school leaving qualification is placed on level 4.

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

No: the process of referencing qualifications against EQF levels has not yet taken place

The referencing of qualifications against EQF levels has not yet taken place, but the proposal includes referencing all qualifications, including higher education, against EQF levels.

L64.1. Please provide a reference to official documents

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

No: there are no short-cycle qualifications in our system

L65.1. Please provide a reference to official documents

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

Higher education institution whose decision is made based on ENIC/NARIC centre advice

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

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice
The Finnish National Board of Education (FNBE) which is one of the competent authorities in professional recognition is also the ENIC/NARIC centre in Finland.

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

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

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

Depending on the purpose of recognition as well as the level of education, different legislation is applied

- For professional recognition: Act on the Recognition of Professional Qualifications (1093/2007)
- For professional recognition: Act on Eligibility Provided by Foreign Higher Education Degrees for Public Posts in Finland (531/1986) and
- Government Decree on studies supplementing higher education courses completed abroad (1206/2007)

Following legislation covers the articles of the Lisbon Recognition Convention (different articles have been implemented in different laws/statutes depending on their content):

- The Universities Act (558/2009)
- The Polytechnics Act (351/2003)
- Act on The Implementation of The Convention of The Recognition of Qualifications Concerning Higher Education in The European Region (877/2002)
- The Constitution of Finland 731/1999
- Administrative Procedure Act 434/2003
- the Administrative Judicial Procedure Act 586/1996

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

In general, the right of appeal, which as such is one of the principles in recognition legislation as such ensures that legal statements are implemented. Applicants have the right to appeal against decisions issued to them concerning their foreign education. The right to appeal applies to decisions issued by the competent authority concerning eligibility for public posts provided by a foreign higher education qualification (based on the act 531/1986) or a decision concerning professional recognition (based on the act 1093/2007) for a regulated profession in Finland. Applicants to higher education institutions also have the right to appeal against a decision made by the institution concerning student admission such as eligibility for higher education studies.

The well-functioning and conventional starting point in Finland is that the competent authorities, including higher education institutions, follow the legislation. There is no specific control mechanism—except the right to appeal - to ensure this when it comes to recognition.

In general, the Parliamentary Ombudsman exercises oversight to ensure that public authorities observe the law and fulfil their duties. Anyone can file a complaint with a Parliamentary Ombudsman. Illegals and shortcomings can come to Ombudsman's attention also via other channels. In such matters he can take matters under investigation on his own initiative.

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

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

According to the national legislation, a qualification that in the country of origin gives access (eligibility to apply) for education or studies of the same level, gives access also in Finland. In case the higher education institutions are unsure of the eligibility provided by a foreign qualification for further studies, they ask for advice from the ENIC-NARIC centre in Finland.

This principle is applied on all levels of education in our national system of education. (References: the Universities Act 558/2009 and the Polytechnics Act 351/2003).

L69.1. Please specify

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

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

According to the national legislation, a qualification that in the country of origin gives access (eligibility to apply) for education or studies of the same level, gives access also in Finland. In case the higher education institutions are unsure of the eligibility provided by a foreign qualification for further studies, they ask for advice from the ENIC-NARIC centre in Finland.

This principle is applied on all levels of education in our national system of education. (References: the Universities Act 558/2009 and the Polytechnics Act 351/2003).

L70.1. Please specify

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

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

According to the national legislation, a qualification that in the country of origin gives access (eligibility to apply) for education or studies of the same level, gives access also in Finland. In case the higher education institutions are unsure of the eligibility provided by a foreign qualification for further studies, they ask for advice from the ENIC-NARIC centre in Finland.

This principle is applied on all levels of education in our national system of education. (References: the Universities Act 558/2009 and the Polytechnics Act 351/2003).

L71.1. Please specify

L72. Do higher education institutions typically:

make recognition decisions in faculties/departments and mainly by staff teaching in the particular programme

L72.1. Please explain

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

Several higher education institutions collaborate in their student selection process and pre-assess applications in a centralised way. However, all decisions concerning student admission are always made at the department or faculty by members of the staff who are experts in their field and thus able to conduct an academic evaluation of the applicant's prior education and other merits.

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

Student mobility is primarily based on mobility agreements between Finnish and foreign HEIs. Before the student goes abroad the sending institution agrees with the student on the following matters: the term of mobility, what the student will be studying / where the training will take place, and how the studies / training period completed abroad will be accredited for (towards a degree awarded by the sending institution) when the student returns.

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

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

Formative advice on strengthening and enhancing quality

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

II.2.2. Please specify

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

No

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

II.4. Does the agency cover:

All higher education institutions

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

II.5. Do the agencies cover:

II.5.1. Please specify:

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

Institutions

II.6.1. Are all institutions included?

Yes ▾

II.6.2. Please specify

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

Please choose.. ▾

II.6.4. Please specify

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

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

All reports are publically available

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

- | | | | | |
|--|--------------------------------------|--------------------------|--|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

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

The audit targets, criteria and methodology are defined in the Audit Manual for the quality systems of higher education institutions 2011-2017. FINHEEC Publications 14:2012. The FINHEEC Audit Manual is available at: http://www.kka.fi/files/1783/KKA_1412.pdf

The audit targets in the second audit round implemented between 2012 and 2017 are:

1. The quality policy of the higher education institution

2. Strategic and operations management
3. Development of the quality system
4. Quality management of the higher education institution's basic duties:
 - a) Degree education (including first-, second- and third-cycle education)
 - b) Research, development and innovation activities, as well as artistic activity
 - c) Societal impact and regional development work (including social responsibility, continuing education, open university and open university of applied sciences education, as well as paid-services education)
 - d) Optional audit target
5. Three samples of degree education: degree programmes
6. The quality system as a whole.

In order to support the audit team's work, the FINHEEC Audit Manual defines a set of criteria in which the development stages of HEIs with reference to each audit target have been described using a four-point scale: 'absent', 'emerging', 'developing' and 'advanced' (please see Appendix 1 in the Audit Manual).

For instance, the criteria set for the audit target 4 a) Degree education defines four development stages in relation to the following sub-themes:

- quality management procedures used to achieve the goals set for the degree education
- links between goals set for the degree education and the HEI's overall strategy
- participation of the institution's personnel groups, students or external stakeholders in the development of the degree education
- quality management of support services that are key to the degree education.

Furthermore, the audit target 5. Samples of degree education: degree programmes defines four development stages in relation to the following sub-themes:

Planning of education

- Curricula and their preparation
- Intended learning outcomes and their definition
- Links between research, development and innovation activities, as well as artistic activities, and education
- Lifelong learning
- Relevance of degrees to working life

• Participation of different personnel groups, students and external stakeholders

Implementation of education

• Teaching methods and learning environments

• Methods used to assess learning

• Students' learning and well-being

• Teachers' competence and occupational well-being

• Participation of different personnel groups, students and external stakeholders

Effectiveness of quality work

- Suitability of key evaluation methods and follow-up indicators and their impact on the achievement of goals.

In addition QA Evaluations cover HEIs' social impact and regional development work.

The audit teams may comment on the recognition policy and practice under the audit target '4 a) Degree education' if needed.

II.8.3. Additional comments

The audit process of an individual HEI covers all of the above-mentioned six audit targets. In addition, each HEI must choose one optional audit target. The intention is for each HEI to select a function central for its strategy or profile that it would like to receive feedback on from the audit team. Themes chosen by the HEIs so far have included e.g. the well-being of students, the study guidance process, promotion of entrepreneurship through studies, lifelong learning and sustainable development.

As a further explanation of the use of the audit criteria, the audit team determines the HEI's development stage for each audit target and provides an appraisal of whether the institution should pass the audit or whether a re-audit is needed. The audit team can propose that the institution passes the audit if none of the targets is 'absent' and if the quality system as a whole is at least 'developing'. The FINHEEC Council decides on the audit result on the basis of a proposal by the Secretary General. The Council and the Secretary General are responsible for ensuring that the audit decisions are impartial and of equal quality. The Council is responsible for determining the national threshold for passing the audits, and may thus diverge from the proposal put forward by the audit team, where necessary. The uniform level of the audits is ensured through sufficient orientation provided to the auditors and using the same auditors in several different audits.

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

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

II.9.1. Please explain the differences

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

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

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

According to the Universities Act and the Polytechnics Act, all Finnish HEIs are required "to participate in external evaluation of their operations and quality assurance systems on a regular basis and to publish the findings of these evaluations". The Act also states that "attached to the Ministry of Education and Culture is an independent expert body called the Finnish Higher Education Evaluation Council (FINHEEC)."

Thus, the Act implicitly allows the HEIs to choose whether they wish their external QA evaluation be conducted by FINHEEC or another agency from abroad. The legislation does not mention special requirements, such as ENQA or EQAR membership, for the QA agency in question.

The Ministry of Education follows that every institution undertakes external evaluations regularly. In case there would be other organisations than FINHEEC involved, the sufficiency of the scope of the evaluation and the reliability of the QA agency will be estimated by the Ministry.

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

The HEIs are well informed about the possibility to choose Quality Assurance Agency outside Finland but so far all HEIs have chosen FINHEEC to implement their audit in 2012-2017.

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

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

II.11.2. Please specify

In Finland there is no programme level external quality assurance nor accreditation. HEIs are responsible for the quality of joint and double degree programmes in the same way as other programmes and operations.

II.12. Additional comments

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

- Listed in EQAR

Member of ENQA

There is no specification within the current legislation or steering documents

Yes, for an application to EQAR

Yes, for the purpose of ENQA membership

Yes, for other purposes

An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place

No

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

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

II.15.1. Please specify

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

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

II.16.1. Please specify

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

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

II.17.1. Please specify

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

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

II.18.1. Please specify

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

Yes

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

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 2013) Section 9. Quality assessment (Amendment 564/2009).

1. A polytechnic shall be responsible for the quality and continuous 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 findings of its evaluations.

AUDIT CRITERIA in Audit Manual for 2011-2017 http://www.finheec.fi/files/1780/KKA_1512.pdf

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

Higher education institutions

II.21.1. Please specify

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

Yes

II.22.1. Please specify

IL23. is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
 No
 In some cases

IL23.1. Please specify

IL24. is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

IL24.1. Please specify

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

100%

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

100%

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

All HEIs have adopted internal decision making procedures for the internal approval, monitoring and periodic review, but they may differ.

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

100%

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

100%
All FINHEEC audit results are publicly available (see, <http://www.finheec.fi/index.phtml?fen&s=103>). They all include recommendations for future development. Audit process includes HEI's self-evaluation report which are publicly available, too. According to legislation HEIs must publish the findings of the evaluations they undertake. However, the access to other evaluation reports than FINHEEC institutional audits may differ, e.g. they are not all available in the Internet.

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

Sometimes

IL29.1. Please explain

Audits assess the comprehensiveness, performance and effectiveness of the QA system of an institution, and focuses on two levels: the HEI's QA system as a whole and the quality assurance related to the HEI's basic duties (education, research/RD&I, interaction with and impact on society and regional development). Recognition policy and practices as one part of the academic affairs and study support services may be evaluated as a part of the Audit criterion 4. Quality management of the HEI's basic duties, 4a. Degree education, as well as a part of Criterion 5. Samples of degree programmes.

2.29.2 If you wish, please comment on how Internal Quality Assurance processes monitor recognition of qualifications

Data entry: (III_Social_dimension)

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

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

It is reflected through general policy statements but no concrete measures have been put in place

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

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

Yes, there are quantitative objectives WITH a reference to underrepresented groups of the student population (e.g. student with disabilities, mature students, disadvantaged students, male-female, etc.)

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

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

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

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

Students with disabilities:Objective set and period covered	see vcomments
Students with disabilities:Policy document (reference and link)	Finland's Disability Policy Programme, VAMPO 2010–2015
Adults/mature students:Objective set and period covered	
Adults/mature students:Policy document (reference and link)	
Students from lower socio-economic background/lower socio-economic group:Objective set and period covered	see comments
Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)	The Government Development Plan Education and Research 2011–2016
Male/female (gender groups):Objective set and period covered	see comments
Male/female (gender groups):Policy document (reference and link)	The Government Development Plan Education and Research 2011–2016
Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered	see comments
Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)	The Government Development Plan Education and Research 2011–2016
Students living in specific geographical areas (e.g. rural areas):Objective set and period covered	
Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)	
Migrants:Objective set and period covered	see comments
Migrants:Policy document (reference and link)	The Government Development Plan Education and Research 2011–2016
Migrants' children:Objective set and period covered	see comments
Migrants' children:Policy document (reference and link)	The Government Development Plan Education and Research 2011–2016
Other groups:Objective set and period covered	
Other groups:Policy document (reference and link)	

III.2.4. Comments

Equal opportunity in education and training for all is one of education policy priorities. There is a general approach to widen participation in all education. There are usually no targeted measures and objectives for specific groups. The Government Development Plan Education and Research 2011–2016 have set the following quantitative and qualitative objectives for higher education to promote equal opportunities:

- Measures will be taken to halve the gender and regional differences and the effect of the social and ethnic background on participation in higher education by 2020. The gender difference in graduation in the young age groups will be reduced by 2020 and halved by 2025. The long-term aim is to do away with these differences altogether.
- The effect of gender and the social and ethnic background on participation in higher education must be among the smallest in the OECD.
- Obstacles to immigrants' higher education will be removed through the development of guidance counselling, student selection and other support action.

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

Yes

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

HEIs are obliged to collect a wide range of data on yearly basis for Statistics Finland and for the Ministry of Education and Culture (incl. e.g. sex, age, citizenship, mother tongue)

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

Disability:At entry to HE

Disability:During HE studies

Disability:At graduation

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

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

There are in some programmes a quota for linguistic minority of Sami people and study places for programmes in Swedish.

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

III.4.3. Comments

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

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	0 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	1 ▼

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	0 ▼
Ministry/governmental body:At entry to HE	1 ▼
Ministry/governmental body:During HE studies	1 ▼
Ministry/governmental body:At graduation	1 ▼
Ministry/governmental body:After graduation	0 ▼
Independent bodies/agencies:At entry to HE	0 ▼
Independent bodies/agencies:During HE studies	0 ▼
Independent bodies/agencies:At graduation	0 ▼
Independent bodies/agencies:After graduation	0 ▼
Other:At entry to HE	0 ▼
Other:During HE studies	0 ▼
Other:At graduation	0 ▼
Other:After graduation	0 ▼
No systematic monitoring:At entry to HE	0 ▼
No systematic monitoring:During HE studies	0 ▼
No systematic monitoring:At graduation	0 ▼
No systematic monitoring:After graduation	1 ▼

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

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

HEIs are obliged to collect a wide range of data on yearly basis for Statistics Finland and for the Ministry of Education and Culture (incl. e.g. sex, age, citizenship, mother tongue)

III.5.3. Comments

HEIs are obliged to collect a wide range of data on yearly basis for Statistics Finland and for the Ministry of Education and Culture (incl. e.g. sex, age, citizenship, mother tongue)After graduation monitoring is based on different surveys and HEIs own follow-up systems.

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

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

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

There are legal restrictions concerning data collection on ethnic background and disability.

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

Yes ▼

III.7.1. How are these results published?

Information is shown for each individual higher education institution

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

Open data base and reporting portal Vipunen
<http://vipunen.csc.fi/fi-fi/ohjeet/Pages/default.aspx>

Also Statistic Finland publish statistical information covering all education in their website.

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

No major changes in the composition of the student body but the portion of female applicants, students and graduates at all three cycles has risen. The number of foreign students and their share of all HE students has also increased during last ten years.

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

Individuals that meet standard entry requirements have...

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

- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities
- no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

There are more applicants than there are places available in HEIs. A principle of numerus clausus is in place.

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

- Level of achievement in standard entry requirements:Universities
- Level of achievement in standard entry requirements:HEIs other than universities
- Entry examinations for all programmes:Universities
- Entry examinations for all programmes:HEIs other than universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities
- Other:Universities
- Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

There are more applicants than there are places available in HEIs. A principle of numerus clausus is in place. HEIs select their own students based on previous study performance, entrance exams or a combination of these two. The most common criteria is the combination of previous study performance and an entrance exam.

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "Matriculation examination of general upper secondary education or equivalent education giving access to HE in other countries"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "Vocational qualification, incl. competence-based qualifications"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "Open university and open polytechnic studies"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 "No formal education"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

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

- {III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

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

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

- {III_11_SQ001}:% of students entering HE through this access route Universities 95 %, polytechnics 75%
- {III_11_SQ001}:Official data based on central level monitoring, including surveys
- {III_11_SQ001}:Estimates
- {III_11_SQ001}:Impossible to say (no official data and impossible to estimate)
- {III_11_SQ002}:% of students entering HE through this access route universities 5 %, polytechnics 25%
- {III_11_SQ002}:Official data based on central level monitoring, including

surveys

{III_11_SQ002}:Estimates

{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ003}:% of students entering HE through this access route less than 1 %

{III_11_SQ003}:Official data based on central level monitoring, including surveys

{III_11_SQ003}:Estimates

{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ004}:% of students entering HE through this access route less than 1 %

{III_11_SQ004}:Official data based on central level monitoring, including surveys

{III_11_SQ004}:Estimates

{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ005}:% of students entering HE through this access route

{III_11_SQ005}:Official data based on central level monitoring, including surveys

{III_11_SQ005}:Estimates

{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)

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

III.13.2. Comments

HEIs may select their students using different routes. Route 1 and 2 give general eligibility but HEIs may also use routes 3 and 4 as a basis in assessing applicants competences.

Concerning route 3 and 4 there are no data at national level. We estimate that especially route 4 is seldom used.

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

No

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

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

III.15. Comments

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

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

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

Even if the answer was yes, options given does not fit to the Finnish system. Instead, Polytechnics may offer maximum of 60 ECTS field-specific bridging programmes targeted to immigrants with a qualification that gives them eligibility to HE. The idea of the programme is to give participants better knowledge of national languages of Finland (Finnish and Swedish) and give better academic skills for the field in question.

Completing the programme does not automatically give access to a HE programme.

III.17. Comments

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

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

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

Universities Act and Polytechnics Act: Eligible for studies may be a person whom the HEI judges to have sufficient knowledge and skills for the studies.

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

HEIs can autonomously decide whether they will provide relevant procedures.

Legislation gives the possibility for HEIs to consider applicants without standard qualifications to be admitted. Nevertheless, it is up to HEI to decide whether they use this option.

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

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

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

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

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

Less than 1%

III.21.1. Please indicate the source of this information

Estimates

III.21.2. Please specify:

III.22. Comments

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

Yes

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

The aim is to raise the completion rate in the upper secondary school to 90 per cent, in initial vocational education and training to 78 per cent, and in higher education to 75 per cent. The aims are set for 2020.

The Government Development Plan Education and Research 2011-2016 <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm03.pdf>

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

The Government Development Plan Education and Research 2011-2016 <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm03.pdf>

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

Yes

III.24.1. Please describe the targets:

The aim is to raise the completion rate in the upper secondary school to 90 per cent, in initial vocational education and training to 78 per cent, and in higher education to 75 per cent. The aims are set for 2020.

The Government Development Plan Education and Research 2011-2016 <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm03.pdf>

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

The Government Development Plan Education and Research 2011-2016 <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm03.pdf>

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

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

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

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

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

Yes

III.26.1. Please describe the measures:

Several HEIs have projects and programmes aiming at supporting the first year students in their studies and integration to HEI community. They are often referred to as First Year Experience activities.

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

See for example: <https://into.aalto.fi/display/enafye/Homepage>

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

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

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

Financial: Student financial aid is granted for a predetermined period, depending on the level of education. (Student Aid Act 65/1994.
Non-financial: a limited time for completion of studies is in place (Universities Act 558/2009, Polytechnics Act 351/2003)

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

Universities Act 558/2009 and Polytechnics Act 351/2003

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

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

III.28.1. Please provide details how:

The number of graduates is part of the funding formula.

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

See for example universities core funding formula:
http://www.minedu.fi/export/sites/default/OPM/Koulutus/yliopistokoulutus/hallinto_ohjaus_ja_rahoitus/liitteet/Universities_core_funding_2013.pdf

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

Yes

III.29.1. Please provide details:

By steering and target setting. The The agreements between tht Ministry and HEIs include quantitative targets (also number of graduates in each cylee. The Ministry monitors the targets and gives written feedback to HEIs on a yearly basis.

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

Each university and the Ministry conduct negotiations at the beginning of every four-year agreement term, in which they set operational and qualitative targets for the university and determine the resources required. The agreement also provides for the monitoring and evaluation of target attainment and the development of operations.

Publicly available information about the numbers of graduates from Vipunen data base and reporting portal: <http://vipunen.csc.fi/fi-fi/ohjeet/Pages/default.aspx>

III.30. Comments

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

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

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

Open data base and reporting portal Vipunen.
<http://vipunen.csc.fi/fi-fi/ohjeet/Pages/default.aspx>

III.31.2. Comments

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

No

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	52 % completion rate for recommended 5 years study time. Given enough time completion rate will rise to approximately 70 %. Figure is for polytechnics' where bachelors' degree is the standard degree.
Completion rate of 1st cycle programmes, most recent available year:Year	2011
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	52 %. See comments above
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	2006
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	46 % completion rate for recommended 7 years study time. Figure is for universities where completion rates for first and second cycle are counted together. Given enough time completion rate will rise to approximately 68 %.
Completion rate of 2nd cycle programmes, most recent available year:Year	2011
Completion rate of 2nd cycle programmes, most recent available year:not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	47 %. See comments above.
Completion rate of 2nd cycle programmes 5 years earlier:Year	2006
Completion rate of 2nd cycle programmes 5 years earlier:not available	
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	83 % completion rate for recommended 7 years study time. Includes only medicine where program is not divided into two cycles.
Completion rate of programmes not divided into two cycles, most recent available year:Year	2011
Completion rate of programmes not divided into two cycles, most recent available year:not available	
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	79 %. See comments above
Completion rate of programmes not divided into two cycles 5 years earlier :Year	2006
Completion rate of programmes not divided into two cycles 5 years earlier :not available	

III.34. Comments

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

Yes, at the end of each year

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

HEIs follow drop-out rates regularly. Also national follow-up exists based on data-collection.
Drop-out rate are currently published by Statistics Finland once a year (see <http://www.tilastokeskus.fi/til/kkesk/>).

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

No

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

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

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

Other

III.37.1. Please specify

Collected data allows counting of drop-outs in both ways. Basically student is considered to complete his or her studies when she or he graduates from some university or polytechnic in some field of study or programme.

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

Yes

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

Drop-out rate are currently published by Statistics Finland once a year but in the future they are also published by the Ministry of Education.

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

<http://www.tilastokeskus.fi/til/kkesk/>

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

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes, most recent available year:Year	
Drop-out in first year of 1st cycle programmes, most recent available year:not available	x
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	x
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	8,5 % from the total student population for 2011. Figure is for polytechnics' where bachelors' degree is the standard degree.
Drop-out in 1st cycle programmes, most recent available year:Year	2011
Drop-out in 1st cycle programmes, most recent available year:not available	
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	9,0 5 from the total student population for 2006. See comments above.
Drop-out in 1st cycle programmes 5 years earlier:Year	2006
Drop-out in 1st cycle programmes 5 years earlier:not available	
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	6,4 % from the total student population for 2011. Figure is for universities where completion rates for first and second cycle are counted together.
Drop-out in 2nd cycle programmes, most recent available year:Year	2011
Drop-out in 2nd cycle programmes, most recent available year:not available	
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	5,6 % from the total student population for 2006. See comments above.
Drop-out in 2nd cycle programmes 5 years earlier:Year	2006
Drop-out in 2nd cycle programmes 5 years earlier:not available	
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles, most recent available year:Year	
Drop-out in programmes not divided into two cycles, most recent available year:not available	x
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles 5 years earlier :Year	
Drop-out in programmes not divided into two cycles 5 years earlier :not available	x

III.40. Comments

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

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

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

sport services, special services for disabled students etc. see comments

III.42.1. Please specify

Mandatory in all HEIs:

- Personal study planning guidance. Practices vary from the student meeting eg. a teacher or academic counsellor individually from one time to several times during their studies

Other services provided in some HEIs:

- Courses supporting study management, health care services, sports services, advice services on financial support, special services for disabled students, special education teacher,

-Entrepreneurial services: advice on the establishment or other questions related to entrepreneurship

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

Yes, advice is available to ALL prospective students

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

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

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

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

The qualification a career counsellor must have at the upper secondary schools is regulated by law:
<http://www.finlex.fi/fi/laki/alkup/1998/19980986>

III.44.3. Comments

External services refer to the regional or municipal labour and employment offices

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

For students with learning disabilities, for students with disabilities. Services include: guidance, special arrangements for entrance or regular examinations, specialist for planning the campus infrastructure.

- In rare cases for students with immigrant-background. Services include guidance or preparatory courses for accessing higher education degrees

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

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

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

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

introductory courses "these are often organized in cooperation with the student union and faculty and relevant personnel from the HEI, such as the student and academic support services, international office, library etc. Courses last typically from 2-5 days. Whether they are mandatory or not, varies from one institution to another. "

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

tutoring or mentoring programmes "student tutors or unions engage in giving introductory courses and the initial information regarding the studies. In some programmes, teachers/professors act as teacher tutors and meet with the students minimum one time or regularly each year to discuss the student's progress and plans for the studies. "

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

support to acquire learning skills and/or organisational skills "- Support to acquire learning skills and/or organisational skills: several, but not all, HEIs arrange courses to acquiring learning skills. The academic guidance services offer courses or workshops, or in some cases offer individual support for students not progressing in time. "

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

other measures / incentives "Enhancing student support services is included in the steering processes of HEIs. The funding is allocated to HEIs as a lump sum. There are no additional governmental measures, nor special incentives for HEIs to provide these services. The responsibility lies within the HEI to decide what services and for whom they are provided. Nevertheless, HEIs provide such services. "

III.46.3. Comments

Introductory courses, tutoring or mentoring programmes, support for acquiring learning skills are available in almost all HEIs.

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

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

III.47.1. Please provide the details here:

No direct funding is allocated for career guidance services. It is up for the HEI to determine how the money received from the state is used and what amount is used. Overall, higher education institutions seem to think this is an important function and are increasingly paying attention to it.

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

a lump sum funding

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

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

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

Data entry: (IV_Fees_support_portability)

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

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

No ▾

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

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

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

1st cycle:Most common amount

1st cycle:Minimum amount

1st cycle:Maximum amount

2nd cycle:Most common amount

2nd cycle:Minimum amount

2nd cycle:Maximum amount

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

1st cycle:Most common amount

1st cycle:Minimum amount

1st cycle:Maximum amount

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

2nd cycle:Most common amount

2nd cycle:Minimum amount

2nd cycle:Maximum amount

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

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

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

Yes ▾

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

1st cycle international students:Most common amount no fees

1st cycle international students:Minimum amount no fees

1st cycle international students:Maximum amount no fees

2nd cycle international students:Most common amount 8 000 euros

2nd cycle international students:Minimum amount no minimum

2nd cycle international students:Maximum amount no maximum

IV.7. Who defines the fee amounts?

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

IV.7.1. Please specify

There is no fees for 1st cycle and 2nd cycle home students or 1st cycle international students. International students pay fees only in only in some 2nd cycle programmes belonging to a trial (years 2010-2014). In these programmes HEIs are able to define the amount of the fees.

IV.8. Comments

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

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

Financial aid is provided in the form of the following benefits:

- study grant (max 298 €/month)
- housing supplement (max 201,60 €/month)
- government guarantee for student loans (max 300 €/month). With the government guarantee for study loan student can apply for a bank loan. No other security is needed for these loans.

Student financial aid is granted for a predetermined period, depending on the level of education. The amount of aid depends on the student's age, the form of housing, the level of education and means-testing. In higher education, the means-testing usually concerns the student's own income.

Interest assistance is available after graduation to all those who have a low income.

A student loan tax deduction is provided if higher education degree is completed within the set time. The deduction is equal to 30% of the qualifying debt exceeding EUR 2,500.

Student cafés receive government subsidy and undergraduate and Master's students get meals for a subsidized price.

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

Financial aid for abroad studies is basically same as for studies in home country. For those studying outside Finland, the study grant is paid at the same rate as it would be in Finland, but housing supplement (usually 210 €/month) and government guarantee for study loans are paid at higher rate (max 600 €/month). The interest assistance and student loan deduction are also available after studies have completed.

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

First cycle Yes No No answer

Second cycle Yes No No answer

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

% of students receiving grants:First cycle 95

% of students receiving grants:Second cycle 90

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

All grants are portable

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

Yes ▼

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

Citizenship:Grant 1 ▼

Citizenship:Grant 2 ▼

Citizenship:Grant 3 ▼

Citizenship:Grant 4 ▼

Residency:Grant 1 ▼

Residency:Grant 2 ▼

Residency:Grant 3 ▼

Residency:Grant 4 ▼

Recognised HEIs/programmes only:Grant 1 ▼

Recognised HEIs/programmes only:Grant 2 ▼

Recognised HEIs/programmes only:Grant 3 ▼

Recognised HEIs/programmes only:Grant 4 ▼

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

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

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

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

Only certain countries:Grant 1 ▼

Only certain countries:Grant 2 ▼

Only certain countries:Grant 3 ▼

Only certain countries:Grant 4 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 1 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 2 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 3 ▼

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

Equivalency condition:Grant 1 ▼

Equivalency condition:Grant 2 ▼

Equivalency condition:Grant 3 ▼

Equivalency condition:Grant 4 ▼

Programme not available in the national system:Grant 1 ▼

Programme not available in the national system:Grant 2 ▼

Programme not available in the national system:Grant 3 ▼

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

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

There is only one financial aid system and the support (grant, government guarantee for study loan, housing supplement) is totally portable.

IV.16.2. Which other requirements exist?

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

First cycle Yes No No answer

Second cycle Yes No No answer

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

About 40% of higher education students utilize government guarantee for study loans.

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

All loans are portable

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

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

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

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

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

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

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

Only certain countries:Loan 1

Only certain countries:Loan 2

Only certain countries:Loan 3

Only certain countries:Loan 4

Only certain study programmes (e.g. where mobility is mandatory):Loan 1

Only certain study programmes (e.g. where mobility is mandatory):Loan 2

Only certain study programmes (e.g. where mobility is mandatory):Loan 3

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

Equivalency condition:Loan 1

Equivalency condition:Loan 2

Equivalency condition:Loan 3

Equivalency condition:Loan 4

Programme not available in the national system:Loan 1

Programme not available in the national system:Loan 2

Programme not available in the national system:Loan 3

Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

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

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

Loans are portable and there are no special additional requirements concerning just loans. The additional requirements for portable grants and loans are the same.

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

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

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

Yes ▼

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

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	0 ▼
1st cycle credit mobility:Travel costs	0 ▼
1st cycle credit mobility:Living cost difference	1 ▼
1st cycle credit mobility:Language courses	0 ▼
1st cycle credit mobility:Other	1 ▼
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	0 ▼
2nd cycle credit mobility:Travel costs	0 ▼
2nd cycle credit mobility:Living cost difference	1 ▼
2nd cycle credit mobility:Language courses	0 ▼
2nd cycle credit mobility:Other	1 ▼
1st cycle degree mobility:Study costs/ fees abroad (host institution)	0 ▼
1st cycle degree mobility:Travel costs	0 ▼
1st cycle degree mobility:Living cost difference	1 ▼
1st cycle degree mobility:Language courses	0 ▼
1st cycle degree mobility:Other	1 ▼
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	0 ▼
2nd cycle degree mobility:Travel costs	0 ▼
2nd cycle degree mobility:Living cost difference	1 ▼
2nd cycle degree mobility:Language courses	0 ▼
2nd cycle degree mobility:Other	1 ▼

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

The basic structure of the financial aid system is the same as home students, but rate of housing supplement double higher for abroad studies than for studies in home country. The total amount of support is little over 300 €/month more for abroad studies than for studies in home country.

IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	0 ▼
1st cycle credit mobility:Travel costs	0 ▼
1st cycle credit mobility:Living cost difference	0 ▼
1st cycle credit mobility:Language courses	0 ▼
1st cycle credit mobility:Other	1 ▼
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	0 ▼
2nd cycle credit mobility:Travel costs	0 ▼
2nd cycle credit mobility:Living cost difference	0 ▼
2nd cycle credit mobility:Language courses	0 ▼
2nd cycle credit mobility:Other	1 ▼
1st cycle degree mobility:Study costs/ fees abroad (host institution)	0 ▼
1st cycle degree mobility:Travel costs	0 ▼
1st cycle degree mobility:Living cost difference	0 ▼
1st cycle degree mobility:Language courses	0 ▼
1st cycle degree mobility:Other	1 ▼
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	0 ▼

2nd cycle degree mobility:Travel costs

2nd cycle degree mobility:Living cost difference

2nd cycle degree mobility:Language courses

2nd cycle degree mobility:Other

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

The basic structure of the financial aid system is the same as home students, but government guarantee for study loans is double higher for abroad studies than for studies in home country.

The total amount of support is little over 300 €/month more for abroad studies than for studies in home country.

IV.27. Additional comments

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

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

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

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

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

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

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

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

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

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

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

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

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

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

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

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

xxx

IV.31. Additional comments

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

Student

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

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

Salary from a full time job (not as a doctoral candidate), scholarships or salary from higher education institute based on doctorate programme.

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

No fees in third cycle studies

IV.35. Additional comments on doctoral education

Please note that both student and employee status are typical (question IV.32). All candidates are admitted as students and some of them are also employed by HEI.

Data entry: (V_Employability)

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

Yes ▾

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

Development Plan for Education and Science 2011-2016

<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm03.pdf?lang=fi>, see e.g. pages 12-14 as well as Appendix 1 and 2.

Agreements between the Ministry and HEIs for the period of 2013-2016 include a general target for improving employability as well as quantitative targets which are conducted based on labour market/skills forecasting.

http://www.minedu.fi/OPM/Koulutus/yliopistokoulutus/hallinto_ohjauksen_ja_rahoituksen_yliopistojen_tulosopimukset/?lang=fi

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

No ▾

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

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

Yes ▾

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

Yes ▾

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

- In regular intervals
 On an ad hoc basis

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

Yes ▾

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

- In regular intervals
 On an ad hoc basis

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

The Ministry is responsible for quantifying and targeting education and training provision at a national level. The Finnish National Board of Education (FNBE), operating under the auspices of the Ministry, produces national anticipation data on demand for labour and educational needs in support of decision-making. In addition, the Board supports regional anticipation efforts carried out under the supervision of regional councils. It obtains statistics and produces tools required for anticipation as well as estimates of labour demand and educational needs for regional councils in co-operation with regional councils, the Ministry of Employment and the Economy and the Government Institute for Economic Research (VATT). Labour demand and educational needs is anticipated both for Finnish-speaking and Swedish-speaking population.

Responsibility for qualitative anticipation of educational contents rests with the Finnish National Board of Education, higher education institutions and education providers. The system of National Education and Training Committees functions as the expert organisation in qualitative foresight of education, consisting of a steering group, the National Education and Training Committees and fixed-term expert groups.

Educational foresight findings are used in the targeting of education supply and in the development of educational content. Objectives concerning education and training provision are set in the Development Plans for Education and Research adopted every four years by the Government, which specifies the key qualitative, quantitative and structural policies for different educational sectors. See: http://oph.fi/download/144754_Education_training_and_demand_for_labour_in_Finland_by_2025_2.pdf
<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm03.pdf?lang=en>

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

Yes ▾

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

The Ministry is responsible for quantifying and targeting education and training provision at a national level. The Finnish National Board of Education (FNBE), operating under the auspices of the Ministry, produces national anticipation data on demand for labour and educational needs in support of decision-making. In addition, the Board supports regional anticipation efforts carried out under the supervision of regional councils. It obtains statistics and produces tools required for anticipation as well as estimates of labour demand and educational needs for regional councils in co-operation with regional councils, the Ministry of Employment and the Economy and the Government Institute for Economic Research (VATT). Labour demand and educational needs is anticipated both for Finnish-speaking and Swedish-speaking population.

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<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm03.pdf?lang=en>

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

Yes ▾

V.3.1. How are they involved?

- Curriculum development in higher education** Employers have to be involved Employers can be involved Employers are not involved No answer
- Teaching** Employers have to be involved Employers can be involved Employers are not involved No answer
- Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions** Employers have to be involved Employers can be involved Employers are not involved No answer
- Participation in governing bodies of HEIs** Employers have to be involved Employers can be involved Employers are not involved No answer

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

Participation in governing bodies of HEIs: the composition of the governing bodies are regulated by law (Universiteits Act, Polytechnic Act).

Otherwise it is up to HEIs to involve employers in their activities such as curriculum development and teaching. All HEIs have advisory boards (institutional or field specific) or other means of communication with their stakeholders.

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

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

Yes

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

HEIs' receive their public funding as a lump sum. HEIs decide independently how they use their funding. It is possible to allocate funding to university-business cooperation.

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

Yes

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

Polytechnic Master level programmes are oriented to the development of the working life. Curricula is developed in close cooperation with working life. Entry requirement is at least 3 years working experience after Bachelor degree. The degree can be completed while working. Studies are completed in accordance with a personal study plan. The studies are practical and work oriented, and are carried out through a combination of face-to-face sessions, online studies and independent work.

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

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

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

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

Yes: All first cycle Polytechnic degrees include practical training/work placement at least 30 ECTS. This is regulated by legislation.
No: Universities may decide whether the programmes include obligatory training.

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

- 1st cycle** 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
- 2nd cycle** 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
- 1st and 2nd cycle combined** 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

1st cycle: all polytechnic programmes in the first cycle study programmes include training/work placements. Data collection covers the number of students in these programmes.

2nd cycle: rough estimation without exact statistical data based on general information on the programme descriptions.

1st and 2nd cycle combined programmes: there are only a few fields with combined degrees (medicine, dentistry) and these programmes include practical training

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

No

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

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

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

Yes

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

Follow-up through data collection.

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

Yes, within a funding formula

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

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

Employment of the graduates is included in the universities' and in the polytechnics' funding formulas.

See for example universities core funding formula:

http://www.okm.fi/export/sites/default/OPM/Koulutus/yliopistokoulutus/hallinto_ohjaus_ja_rahoytus/liittect/Universities_core_funding_2013.pdf

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

Yes ▼

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

Yes ▼

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

- In regular intervals
 On an ad hoc basis

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

Yes ▼

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

- In regular intervals
 On an ad hoc basis

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

Yes ▼

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

- In regular intervals
 On an ad hoc basis

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

Aarresaari is a network of Academic Career Services representing Finnish Universities. The network offers services for university students, graduates and employers, as well as for the universities themselves. They publish surveys about Masters' and PhDs' graduates employment (5 or 3 years after graduation). Surveys include graduates' opinion about the relevance and usefulness of their studies in the working life.

<http://www.aarresaari.net/english/index.htm>

<http://www.aarresaari.net/uraseuranta/julkaisu.htm>

In addition several research organisations and researchers have studied graduate employability.

HEIs use also their own feedback and alumni surveys with regularity.

Regional authorities and employment services may use different kind of employment tracer studies on an ad hoc basis.

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

Yes ▼

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

Information is used when forecasting demand for labour and educational needs. Regular follow-up is part of the steering process of HEIs.

Development Plan for Education and Science 2011-2016

<http://www.minedu.fi/export/sites/default/OPM/Julkaisuut/2012/liittect/okm03.pdf?lang=fi>

Data entry: (VI_Lifelong_learning)

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

Yes ▼

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

e.g. Education and research 2011-2016 (government's development plan): <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm03.pdf?lang=fi>
"Lifelong learning means learning throughout the lifespan and in all walks of life"

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

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

Yes, all institutions

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

- Polytechnics Act and Universities Act define that when carrying out their mission, the HEIs must promote lifelong learning
- Education and research 2011-2016: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm03.pdf?lang=fi>
- The strategic development of the guidance of lifelong learning (Ministry of Education and Culture): <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2011/liitteet/tr15.pdf?lang=fi>

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

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

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

Formal HE programmes provided under flexible arrangements

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Non-formal courses open to all (e.g. languages)

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Preparatory courses for HE entrance examinations

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Professionally-oriented upgrading of already achieved qualifications

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Tailor-made provision for industry

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

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

No ▼

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

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

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

No ▼

VL4.1. Please explain these restrictions.

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "90"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "10"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "0"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

Please note that we were only able to estimate the shares of open higher education provision. No data collection available on in-service training, made to order education and other continuing education which does not get any public funding.

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

Education and research 2011-2016 plan: <http://www.minedu.fi/export/sites/default/OPM/Julkaistut/2012/liitteet/okm03.pdf?lang=fi>

HE institutions own strategies for lifelong learning. Council for lifelong learning: http://www.minedu.fi/OPM/Koulutus/aikuis-koulutus_ja_vapaa_sivistystyoe/elinikaisenoppimisenneuvosto/?lang=fi

VL7. Which of the statements on student statuses best describes the situation in your country?

There is only one status for all students (i.e. the status of student) without any further distinctions

VL7.1. Please explain what student statuses exist in your country and how you define them.

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

Yes, HE students can change the pace of their studies and follow de facto part-time studies

There is only one status for degree students even if they study part time. In addition, there are students with restricted right to study certain courses or modules for example at open university.

Persons interested in higher education but do not have the right to study in HEI in the education leading to a degree can study part time also via open university non-degree studies. They can earn a pathway to degree studies.

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

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

No fees for any category of students

Tuition leading to a degree is free of charge. 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.

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

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

De facto part-time students are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements. There is only one status for degree students even if they study part time. Students get financial aid if they complete enough credits/year. Also students's own income is taken into account.

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

Polytechnic Master's degree programmes are designed for students studying alongside with working life. There are no fees for these programmes. See above questions.

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes

VL10.1. Please choose the statement that best applies to your country-specific situation.

It is a legal right for candidates to have their prior non-formal and informal learning recognised towards fulfilment of a HE study programme and HE institutions must provide relevant procedures. It is a legal right for a student to apply for recognition of prior learning. The institution evaluates and recognises the prior learning.

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can lead to a complete award of a higher education qualification

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

The possibility applies to all HEIs. The HE institutions have autonomy, by law, to decide how much and which parts of the program is recognised. However, in practice all HE institutions require studies as part of the program and full recognition is not used (process can only lead to a limited number of credits).

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

Universities act, section 44 / 3: <http://www.finlex.fi/fi/laki/kaannokset/2009/en20090558.pdf>
Polytechnic act (351/2003)

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

No

VL10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data but it is possible to provide estimates

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

+96%

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data and it is impossible to provide estimates

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

Yes ▾

VL11.1. Please specify what they are.

An individual and personal study plan is used for all students. It facilitates the planning of studies according to individual needs.

Recognition of prior learning has been promoted through national and field specific recommendations and nationwide projects that include training for HEI staff.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

The current government programme (2012-2015) sets out general objectives for internationalisation of higher education and states that Finnish higher education must be made more international. The national development plan for education and research (2011-2016) defines more closely the policies set out by the government programme. The national strategy for the internationalisation of higher education institutions (2009-2015) is a detailed document providing clear aims and objectives for the HE Community as well as other stakeholders in the field of internationalisation of higher education. The five primary aims for internationalisation are: 1) a genuinely international higher education community, 2) increasing the quality and attractiveness of higher education institutions, 3) promoting the export of expertise, 4) supporting a multicultural society and 5) promoting global responsibility.

The Strategy for the Internationalisation of Higher Education Institutions defines concrete measures to enhance internationalisation. Please see the document at <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>

Internationalisation is one of the funding criteria in funding formula of HEI's. Internationalisation is also taken into account in the steering of HEI's. Steering includes general internationalisation objectives and targets for whole higher education system and for individual HEI's (both qualitative and quantitative targets).

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

Yes

7.3.1. Please provide a reference and link to the document (if available, also in English):

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. <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>

7.3.2. Has the impact of the strategy been assessed?

Yes

7.3.2.1. Please specify by whom, and provide a reference/link:

The Ministry has carried out an intermediate review on the implementation of the strategy at institutional level and is now about to start a process of updating the actions and guidelines.

Furthermore the impact of the strategy as well as the state of internationalisation of HEIs, in general, is monitored in many ways:

- mobility statistics are collected by CIMO and the Ministry on annual basis, and these statistics provide data for indicators based on which the Ministry is monitoring the developments at each HE institution in the area of internationalisation
- The objectives of the strategy have been included in the performance 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.
- There have also been thematic surveys/evaluations with a focus on specific themes:
 - o on mobility windows "Mobility Windows. From Concept to Practice" by CIMO participating in an ACA study
 - o on international modules embedded in degrees "Internationality as part of Higher Education Studies" by CIMO
 - o on obstacles to mobility "Living and Learning. Exchange Studies Abroad" by CIMO in cooperation with Nordic sister organisations
 - o on quality and relevance of English-taught degree programmes – Programme evaluation by Finnish Higher Education Evaluation Council
 - o in addition International Student Barometer implemented on national level in 2011 and again in autumn 2014 has provided valuable information on how international students perceive studying in Finland and more generally on the attractiveness of Finland as a study destination.

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

100%

7.3.3.1. Please provide a source for this information:

The steering mechanism by the Ministry (funding model, performance agreements) makes internationalisation and the goals stated in the strategy a mainstream issue for all institutions. Furthermore many institutions do have a separate internationalisation strategy, and others have adopted an embedded internationalisation strategy where the elements of internationalisation are included in the main institutional strategy (this becoming a more "popular" approach)

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

0%

7.3.4.1. Please provide a source for this information:

HEI strategies are part of agreement procedures between the Ministry and HEIs. Strategies of HEIs can be found from HEI websites.

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility yes (see comments)

Credit mobility:Incoming mobility yes (see comments)

Degree mobility:Outgoing mobility no

Degree mobility:Incoming mobility yes (see comments)

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes

7.4.2.1. Please specify:

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

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

No

7.5.1. Please specify:

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes

7.6.1. Please name and describe them:

- The funding model for HE institutions: higher level of internationalisation is rewarded through the funding model that is based on certain criteria ie. student mobility, the number of foreign staff at universities etc.
- There are many national initiatives to support mobility and internationalisation, and funding for HE institutions is allocated through various instruments by CIMO (mobility with Russia, cooperation with China etc. more information at www.cimo.fi) as well as other actors.
- Other bilateral activities and instruments such as Fulbright scheme with USA and Canada.

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

Yes

7.7.1. Please explain this funding, and how it is allocated:

The nationally funded instruments managed by CIMO ie. FIRST programme for cooperation with North-Western Russia and CIMO's China programme provide support for cooperation where joint/double degrees can be developed and implemented among other cooperation activities.
European Neighbourhood and Partnership Instrument support is available for cross-border activities such as joint/double degree programme development between Finland and Russia.

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required, but is nevertheless common

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

Yes

7.9.1. How many campuses do your higher education institutions have abroad?

2.0000000000

7.9.2. In which countries do they have these campuses?

There is only a few campuses abroad and they operate with cooperation with local HEI's focusing on research including some programme modules.
The Sino-Finnish Environmental Research Centre (SFERC) in Nanjing (China) which is joint campus of University of Eastern Finland and University of Nanjing.
Sino-Finnish Centre and Design Factory, joint campus of Aalto University and Tongji University

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "0"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "0"

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa

- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes ▼

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

Yes ▼

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes ▼

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

Yes ▼

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia Institutional capacity building of HEIs with developing countries
- China specifically
- India specifically

- Middle East
- North Africa
- Central and Southern Africa Institutional capacity building of HEIs with developing countries
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

Student mobility targets:

Outgoing mobility/credit mobility
Polytechnics 8 000 (8 % of all students)
yearly by 2015; Universities 8 000
(6 % of all students) yearly by 2015.

Incoming mobility/credit mobility
Polytechnics 8 000 (8 % of all students)
yearly by 2015; Universities 8 000 (6 % of all students) yearly by 2015.

Incoming mobility/degree mobility
20 000 (7 % of all students) by 2015

20 % the share of non-Finnish students in 3rd cycle programmes by 2015.

- the percentage of HEIs offering MOOCs: the figure is not known
- the number of MOOCs currently offered: the figure is not known

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles Yes No No answer
- Specific fields of studies Yes No No answer
- Credit mobility Yes No No answer
- Degree mobility Yes No No answer

7.14.1. Please specify:

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

The strategy for internationalisation 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.

CIMO as well as the Academy of Finland and Tekes have developed the availability of information on the Finnish higher education and research system and study opportunities by developing their online services.

CIMO has also developed information offer for Finnish students (www.maaillalle.net) to encourage them to participate in student and trainee exchange. Furthermore, the possibilities of getting specific assistance and specific scholarships for mobile student with special needs (i.e. accessibility grants) have been highlighted in information and communication activities by CIMO.

As for mobility obstacles related to recognition and curriculum/personal study plans there is a lot of work done by the Ministry and the National Team of Bologna Experts, CIMO and other HE stakeholders in supporting the implementation Bologna transparency tools, ECTS principles and enhancing of learning outcomes –based thinking at our HE institutions.

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

No

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes ▾

7.18.1. Please provide a link to the website:

www.cimo.fi and www.studyinfinland.fi

7.18.2. Is the website linked to Bologna website?

Yes ▾

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes
The Maailmalle.net website by CIMO offers information for Finnish students on studying abroad not only in Europe but in other parts of the world as well.

7.19.1. Please provide a link to such information:

www.maailmalle.net

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes ▾

7.20.1. Do students have to pay additional fees?

Please choose.. ▾

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

Several bilateral meetings both in Finland and abroad: Nordic Council of Ministers; Council of Europe, EU etc.

Several bilateral and international conferences working sessions both in Finland and abroad.

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes ▾

7.25.1. Please specify and provide reference:

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

7.26. Are there any national mobility programmes for higher education staff?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

mobility of teaching staff is funded in CIMO programmes: FIRST for Russia, CIMO China programme, North-South-South programme for cooperation with developing countries, please see www.cimo.fi

FiDiPro - the Finland Distinguished Professor Programme provides competitive grants to projects recruiting highly merited scientists, who are able to commit to long-term cooperation with a Finnish university or research institute. The Programme is financed by the Academy of Finland and Tekes.

Fulbright grants (bilateral between Finland and USA)

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Technical staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

Universities: Teacher and researchers mobility incoming 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) by 2015.

The share of non-Finnish students in 3rd cycle programmes 20%.

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Teaching staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

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

Polytechnics outgoing mobility 4 000 (62 % of all teacher and expert staff) by 2015.

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Technical staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

The Ministry is collecting data on staff mobility, please see the following for universities: <http://vipunen.csc.fi/fi-fi/yliopistokoulutus/kansainvalisyys/Pages/default.aspx>
for polytechnics: <http://vipunen.csc.fi/fi-fi/ammattikorkeakoulutus/kansainvalisyys/Pages/default.aspx>

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages** Yes No No answer
Financial benefits Yes No No answer
Non-financial benefits Yes No No answer
Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

the HE institutions are fully autonomous in deciding on rewarding of staff, no information on practices is available at national level. There might be different rewarding practices at individual HE institutions.

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "8"

7.31.1.1. Additional comments:

Surveys and studies does not include this kind of list of obstacles. The answer is based on estimation.

Administrative burden was considered broadly including general workload at the home institution.

One important identified obstacle missing from the list is lack of assistance and support services for issues like housing, schooling for children etc.). Possibility to find employment for spouse is also considered very important.

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "8"

7.31.2.1. Additional comments:

Surveys and studies does not include this kind of list of obstacles. The answer is based on estimation.

Administrative burden was considered broadly including general workload at the home institution.

One important identified obstacle missing from the list is personal reasons, life situation (life situation (family, spouse employment etc.)

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

CIMO is promoting teacher mobility by highlighting its significance for HE institutions as well as disseminating good practices at CIMO website.

Steering and funding encourages HEIs to develop internationalisation, among other things, staff mobility.

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

No

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: