> **Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email (secr@bologna2009benelux.org) no later than**
>
> **1 November 2008.**

PART I

BOLOGNA PROCESS
TEMPLATE FOR NATIONAL REPORTS: 2007-2009

Notes:

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

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

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

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

Details

Country	Luxembourg
Date	2nd February 2009
BFUG member (one name only) Position	Germain Dondelinger
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Contributors to the report	

1. Main developments since London 2007

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

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1. "short cycle within the first cycle": A Bill has been elaborated and negociated with the social partners to define the 1st cycle in terms of quality assurance/accreditation of programmes, workload and learning outcomes, internships and relevance for the labour market.

2. funding:

a. annual progression rate of 18% in the public contribution to the university of Luxembourg

b. new law on philanthropy to encourage endowments to the University of Luxembourg. (1st endowment received)

3. implementation of the Bologna Process within the civil service: new Bill to define access for holders of bachelor and master degrees into the civil service/ definition of which degree is expected for what type of position

4. new Bill to define entry conditions into Luxembourg for early stage researchers from Third countries/ giving special status to early stage researchers

5. new Bill giving early stage researchers full access to social security benefits

2. Partnership

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

Considering the size of the country, Luxembourg has not created a new structure to oversee the implementation of the Bologna Process. The various action lines are implemented through working groups in which the following are represented: ministries (higher education + justice, labour and employment, school education as the topic rerquires), university rectorate + deans + academic staff, employers. These working groups both develop policy proposals and guidelines for implementation.

a) Does your country have a national working group for Bologna follow-up [1]

Yes ☐   No ☐

b) Does your national Bologna follow-up group include representatives of

Ministry	Yes ☒	No ☐
Rectors' conference	Yes ☒	No ☐
Academic staff	Yes ☒	No ☐
Students	Yes ☒	No ☐
Staff trade unions	Yes ☒	No ☐
National Quality Assurance Agency	Yes ☐	No ☐
Employers	Yes ☒	No ☐

Other (please specify) _____

c) Does your country have a Bologna promoters' group [2]   Yes ☐   No ☒

d) Does your national Bologna promoters' group include representatives of

Ministry	Yes ☐	No ☐
Rectors' conference	Yes ☐	No ☐
Academic staff	Yes ☐	No ☐
Students	Yes ☐	No ☐
Staff trade unions	Yes ☐	No ☐
National Quality Assurance Agency	Yes ☐	No ☐
Employers	Yes ☐	No ☐

Other (please specify) _____

Please add any additional comments if necessary:

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[1] A group that develops policy proposals for implementing the Bologna Process
[2] A group that supports/advises HEIs on implementation of the Bologna Process

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle
a) Please describe the progress made towards introducing the first and second cycles.

> The University of Luxembourg was created by law on August 12, 2003 and was immediately aligned on the Bologna reforms. Teaching is based on 3 cycles, the first cycle comprising between 180 and 240 ECTS and the second cycle between 60 and 120. The University also runs specific professional courses (access into the judiciary, chartered accountacy, secondary school teaching) for professionals already in part time employment. They make up 21,9% of the student body at the University.

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

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09[4]	% of all students enrolled in the two cycle degree system in 2008/09
4267	3276	72.5%

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

> It should be noted that by country of prior education 76,2% of the students enrolled at the University of Luxembourg have a Luxembourg background. 49.6 % carry a Luxembourg passport.   The figures provided in this chapter only refer to the University of Luxembourg, they do not take into account students from Luxembourg studying abroad.

4. Stage of implementation of the third cycle
Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:
- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements[5] apart from independent research that are included in doctoral study programmes

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[3] "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*
[4] If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009
[5] E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

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

5.5% of the students at the University of Luxembourg are registered in a doctoral programme, a 34.4% increase from 2007/08. The length of a doctoral programme is 3 years, to which another year can be added if execptional circumstances require this. In general doctoral students are employed by the University and as such they have a teaching assignment (in seminars) for at most 2 hours/week. Supervision is carried out by the "directeur de thèse" as well as by a "comité d'encadrement de thèse", which is composed of three professors including the "directeur de thèse" and whose task it is to evaluate the progress made. A "jury de thèse" is set up for the defense or the viva. This jury is composed of 5 professors, two of whom must be external to the University of Luxembourg. Some doctoral programmes are industrial PhDs, i.e. the research is done within industry. The definition is in terms of years and not in ECTS. The third cycle is part of the qualifications framework and its outcome is defined in terms of learning outcomes mainly based on the Dublin descriptors.

5. Relationship between higher education and research

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

> One of the founding principles of the University of Luxembourg is that it is research driven. It has defined 7 thematic priority areas for research and the master programmes are defined in line with those research areas.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:
- percentage of GDP spent on research
  - from public funds
  - from private funds
- total annual national research expenditure (expressed in national currency)
  - from public funds
  - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

> The last official figures available are those for 2006: Percentage of GDP by public funds 0.22% (92mio.€), by private sector : 1.25%. It should be noted that as far as public investment is concerned, 28.1 M€ were invested in 2000, 114.4 M€ in 2006, 170.4 M€ in 2008. It should also be noted that public funding has increased in real terms, but has not been able to keep pace with GDP growth in Luxembourg.
>
> Doctoral students are early stage researchers and the principle is that they are employed by their host institution. Their salary is subsidized through a system called "Aide à la formation recherche" and they are also entitled to the student state aid system, consisting of a grant and loan.

c) Is there any tracking system to follow the further career of doctoral graduates?
Yes ☒   No ☐   If Yes, please specify:

> The University of Luxembourg has set up an alumni associaton; moreover, the student ancillary services will specifically monitor the first employment of graduates.

6. Access[6] and admission to the next cycle
Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

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

> 100%

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

>

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

sit entrance exam	Yes ☐	No ☐	In some cases ☒
complete additional courses	Yes ☐	No ☒	In some cases ☐
have work experience	Yes ☐	No ☒	In some cases ☐

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

>

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

>

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

all students	Yes ☒	No ☐
holders of particular first cycle qualifications	Yes ☐	No ☐
students of the same field coming from other HEIs	Yes ☐	No ☐

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

entrance exam	Yes ☐	No ☐	In some cases ☒
additional courses	Yes ☐	No ☒	In some cases ☐
work experience	Yes ☐	No ☒	In some cases ☐

6.2 Access and admission between the second and third cycles

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

Please indicate:

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

100%

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

none

c) any measures planned to remove obstacles between cycles

7. Employability of graduates/ cooperation with employers

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

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

> Statistical data are not available. For certain types of professional programmes, there is a numerus clausus determined with regard to open positions in the corresponding jobs.

b) To what extent there is a dialogue in your country between higher education institutions and employers on:
- curriculum design, work placements and international experience
    Significant ☒   Some ☐   A little ☐   None ☐

- accreditation/quality assurance
    Significant ☐   Some ☒   A little ☐   None ☐

- university governance
    Significant ☒   Some ☐   A little ☐   None ☐

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

    Yes ☐   No ☐   In some cases ☒

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

    Yes ☒   No ☐   In some cases ☐

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

8. Implementation of national qualifications framework

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

a) Has the national qualifications framework been prepared[7]?

Yes ☒   No ☐

Comment The national qualifications framework is being prepared and is aligned to the EHEA framework, the EU framework for lifelong learning and the levels as defined by the EU directive 2005/36.

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

Yes ☒   No ☐

Comment For the levels covering higher education, including the short cycle within the first cycle, the level descriptors are based on the Dublin descriptors. However, level 5 of the EU framework will also include vocational training and the descriptors have had to be adopted accordingly. Moreover, the levels prescribed by the EU internal market directive define propgrammes and outcomes in terms of duration. This has had to be taken into account as has the fact that level e) of the directive condenses levels 7 and 8 of the EU framework into one level. The latter is relevant for the "employability" objective of the qualifications framework.

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

Yes ☒   No ☐

Comment ECTS is also being used for the short cycle as well as for vocational training at the same level.

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

Yes ☐   No ☒

Comment The NQF has been discussed with some stakeholders and is currently being discussed with others. It should be noted that the qualifications framework has a direct influence on labour legislation especially in view of access to the whole array of regulated professions.

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[7] A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

If the answer to d) is No, please answer question e):
e) has a timetable been agreed for consultations with all stakeholders?

Yes ☒   No ☐

Comment This is an ongoing process to be concluded during the first term of 2010.

If the answer to d) is Yes, please answer the following questions:
f) Are all formal arrangementsdecisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes ☐   No ☐

Comment

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

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation) ☐

- There is significant progress on implementing the framework ☐

- The work of describing all qualifications in terms of learning outcomes and competencies has been completed ☒

- There is a timetable for implementation and the work has started ☐

- Work on implementing the framework has not yet started but a timetable for implementation has been agreed ☐

- Work on implementing the framework has not yet started and there is no timetable for implementation ☐

Comment

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

Completed ☐   Started, but not yet completed ☐   Not yet started ☒

Comment

i) Has the self-certification report been published?

Yes ☐   No ☒

Comment

Please add any additional comments if necessary:

Comment

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)[8]

9. Reviewing the QA system against the ESG[9] and national support for implementation

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

Yes ☐   No ☐   ☒ Not yet, but such a review is planned
                                           (Please specify time) <u>2011</u>

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

The questionnaire is based on the assumption that an agency has been set up. This is not the case for Luxembourg. Rather, a committee has been set up to organise and carry out the external evaluation of the University of Luxembourg. The committee is composed of international experts in the field of evaluation.

Prior to the evaluation of the University of Luxembourg, the Committee established the protocol for the evaluation in a handbook. The handbook was drafted in spring 2007, in consultation with the University of Luxembourg and the Ministry.

The main objectives of this external evaluation of the University of Luxembourg are functional improvement and robust accountability. The whole process has been designed to provide feedback and recommendations to the University of Luxembourg in order to support its further deveklopment and also provide information to the Government of Luxembourg, other stakeholders and the wider public about the quality of the services offered by the University of Luxembourg.

Three areas were evaluated: (1) Research and Innovation, (2) Teaching and Learning, and (3) Organisation and Management. In the area of Research and Innovation six units have been individually evaluated (the six defined priorities of the University) by specific expert panels, composed by the Committee in consultation with the University. The panels were composed of a Committee

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[8] http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf

[9] ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

member (chairing the panel), two international experts and one PhD student, and supported by a Higher Education Quality assurance professional functioning as an academic secretary. The area of Organisation and Mangament was evaluated by the Committee itself.

The external evaluation has provided an assessment of the present state and the dynamics of the University in order to make it possible for the University to demonstrate its accountability and to support its further development, including the further development of the quality culture and further implementation of its quality assurance system. The link between external evaluation and internal quality assurance is deemed essential. The external evaluation is based on the information from, and has provided feedback on, the internal quality system of the University. The self-assessment process of the University was, therefore, central to the external evaluation.

The areas that were evaluated are: Research and Innovation, Teaching and Learning and Organisation and Management.

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

Stakeholder consultation on changes required to the national QA system?
Yes ☐   No ☒

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?
Yes ☒   No ☐

If Yes, please give details of these incentives: Internal quality assurance is part of the contract that the University has with the public authiorities and there is specific funding for that post.

- Other measures
Yes ☒   No ☐

> **If Yes**, please outline these measures : Improving the internal quality assurance of the University is part of the four-year plan and the ensuing contract between the University and the ministry.

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

Yes ☐   No ☒

> **If Yes,** please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates : The impact of the changes will be measured in the course of 2013, with an interim review in 2011.

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

> "The University of Luxembourg as a whole has no integrated quality assurance system. That does not mean that quality is not regarded as important. Within the faculties, many local and informal quality assurance procedures exist. These might have worked well in the start-up phase of the University, but they require to be more formalised in the future. The Committee stresses that it is time for the University to formalise its quality assurance procedures including structures for systematized self-reflection at all levels." (quoted from the External Evaluation Report of the University of Luxembourg, January 2009, by the Committee of External Evaluation)

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

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

All HEIs ☐   Most HEIs ☐   Some HEIs ☐   No HEIs ☒

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

All HEIs☒   Most HEIs ☐   Some HEIs ☐   No HEIs ☐

Please describe what kind of arrangements are in place

> Formal quality assurance committees are being established within Faculties and at central level according to the recommendation of the Committee.Their remit is to systematically assess, reflect upon and report about quality.

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

All HEIs ☒   Most HEIs ☐   Some HEIs ☐   No HEIs ☐

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

All HEIs ☒   Most HEIs ☐   Some HEIs ☐   No HEIs ☐

Please describe how the above is achieved.

> "The programmes, as they are designed, are clearly aligned with the Dublin descriptors. Knowledge, skills and attitudes are generally addressed in a balanced way. They are strongly linked to the current research taking place at the University of Luxembourg, which contributes to the up-to-date character of the programmes. Based on initial data, the efficiency and effectiveness of the study programmes seem to be quite high." (External Evaluation Report)

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

All HEIs ☒   Most HEIs ☐   Some HEIs ☐   No HEIs ☐

Additional information if necessary

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:
a) the stage of implementation of your external quality assurance system

> See the description above. The external evaluation of the University of Luxembourg, based on the self assessment report has taken place, the report will be made public on 12 March 2009 and its recommendations will be part of the new four-year plan (2010 - 2013) of the University of Luxembourg.

b) does your external quality assurance system operate at a national level;
Yes ☒   No ☐

> If **No**, please specify:

c) does your external quality assurance system cover all higher education[10]
Yes ☒   No ☐

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

d) which of the following elements are included in your external quality assurance system:
- self-assessment report   Yes ☒   No ☐
- external review   Yes ☒   No ☐
- publication of results   Yes ☒   No ☐
- follow-up procedures   Yes ☒   No ☐

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place
Yes ☐   No ☒
If **No** is there a date set for the review? ☐ Yes (please specify date _____) No ☐

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

11. Level of student participation
From the following, please indicate all aspects of quality assurance in which students are involved:

a) in governance of national agencies for QA.

Yes ☒   No ☐   In some cases ☐

b) as full members in external review teams

Yes ☒   No ☐   In some cases ☐

c) as observers in external review teams

Yes ☐   No ☒   In some cases ☐

d) as part of the decision making process for external reviews

Yes ☒   No ☐   In some cases ☐

e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)

Yes ☐   No ☒   In some cases ☐

f) in internal quality assurance (e.g. periodic review of programmes)

Yes ☒   No ☐   In some cases ☐

g) in preparation of self-assessment reports.

Yes ☒   No ☐   In some cases ☐

h) in follow-up procedures:

Yes ☒   No ☐   In some cases ☐

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

12. Level of international participation
In which of the following is there international participation in quality assurance
a) the governance of national agencies for quality assurance

Yes ☒   No ☐   In some cases ☐

b) the external evaluation of national quality assurance agencies

Yes ☒   No ☐   In some cases ☐

c) teams for external review of institutions or programmes, either as members or observers

Yes ☒   No ☐   In some cases ☐

d) membership of ENQA

Yes ☒   No ☐   In some cases ☐

e) membership of any other international network

Yes ☐   No ☒   If **Yes**, please specify:

Most membres of the committee come from agencies with ENQA membership; moreover the Flemish VLIR, member of the Dutch/Flemish accreditation agency coordinated the process.

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

RECOGNITION OF DEGREES AND STUDY PERIODS

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

> All students at bachelor and master level receive the Diploma Supplement automatically and free of charge in German, French and English.

a) Is the Diploma Supplement issued to students graduating from:
- 1st cycle programmes   Yes ☒   No ☐
- 2nd cycle programmes   Yes ☒   No ☐
- 3rd cycle programmes   Yes ☐   No ☒
- remaining "old type" programmes   Yes ☐   No ☐   Not applicable ☒
- short higher education programmes   Yes ☒   No ☐   Not applicable ☐

b) which of the following apply to Diploma Supplements issued in your country:
- issued in a widely spoken European language   Yes ☒   No ☐
    - *please specify the language* <u>German, French and English.</u>
- issued   free of charge ☒   for a fee ☐
- issued   automatically ☒   on request ☐
- corresponds to the EU/CoE/UNESCO Diploma Supplement format   ☒
- a national Diploma Supplement is used that is
  different from the EU/CoE/UNESCO Diploma Supplement format   ☐

13.1. Use of Diploma Supplement for recognition of qualifications

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

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

<div align="right">Yes ☐   No ☒</div>

> **Comment** The Diploma Supplement does not carry any legal value. It conveys additional information.

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

<div align="right">Yes ☒   No ☐</div>

> **Comment** The statement is correct.

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes ☒　　No ☐

> *Comment* The statement is correct, although the validity of the qualification is not
> established by the Diploma Supplement.

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

Yes ☐　　No ☒

> *Comment*

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

Describe the stage of implementation of the main principles and later supplementary
documents[11] of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes ☒　　No ☐

> **If Yes**, please demonstrate how it is achieved: Article 12 of the statutory law of
> the University dealing wih access has an explicit reference to the Lisbon
> Recognition Convention.

b) Does appropriate legislation comply with the later Supplementary Documents:
　　i) Recommendation on the Criteria and Procedures for Recognition

Yes ☒　　No ☐

> **If Yes**, please demonstrate how it is achieved: The criteria and procedures as
> laid down in this particular recommendation serve as a guide for the ministry staff
> dealing with recognition; it serves as their handbook.

　　ii) Recommendation on the Recognition of Joint Degrees

Yes ☒　　No ☐

> **If Yes**, please demonstrate how it is achieved: All master and bachelor degrees
> can be awarded as joint degrees and all joint degrees are recognized in the same
> way as "ordinary" qualifications.

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

Yes ☒　　No ☐

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

If Yes, please demonstrate how it is achieved: Luxembourg does not have transnational education. However, Luxembourg does have foreign providers acting on its territory. They are considered as undertakings established in Luxembourg and therefore require accreditation. Accreditation is based on compliance with the criteria laid down in "section II. principles" of the Code of Good Practice in the Provision of Transnational Education. This accreditation procedure has legal status.

c) which of the following principles are applied in practice

    i) applicants' right to fair assessment

<div align="right">Yes ☒   No ☐</div>

If Yes, please describe how it is ensured at national and institutional level : This is a general requirement of adminsitrative law and jurisdiction.

    ii) recognition if no substantial differences can be proven

<div align="right">Yes ☒   No ☐</div>

If Yes, please describe how it is ensured at national and institutional level : There is automatic recognition through listing the award in the corresponding register. This registration confers the specific rights. (access to a next cycle of education, access to the labour market if a degree is required for a position, right to bear the professional title, etc).

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

<div align="right">Yes ☒   No ☐</div>

If Yes, please describe how it is ensured at national and institutional level : Recognition of awards for academic purposes is given if the degree is recognised by the competent authorities in the awarding country. The concept of substantial difference only applies in the case of recognition of degrees for professional purposes. In the latter the case, the code of conduct for the implementation of the EU directive 2005/36 is applicable.

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

<div align="right">Yes ☒   No ☐</div>

If Yes, please describe how it is done in practice : In accordance with the provision laid down in the code of conduct mentioned above

    v) do you have a fully operational ENIC

Yes ☒　　No ☐

> **If Yes**, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally **: The ministry office dealing with recognition also acts as Enic/Naric**

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

> It should be noted that the rules and regulation defined by the EU, both in the relevant directives and as a result of ECJ jurisdiction go beyond the actions recommended by the Supplementary Documents, except for the one on transnational education. Those rules put the burden of proof on the administration dealing with recognition.

15. Stage of implementation of ECTS[12]

Describe the implementation of ECTS in your country.

a) Please include the percentage of the total number of higher education programmes[13] in which all programme components are linked with ECTS credits

100% ☒　　75-99% ☐　　50-75% ☐　　<50% ☐

b) Are ECTS credits linked with learning outcomes[14] in your country? Please tick one:

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

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

　　i) is it compatible with ECTS?　　　　　　　　　Yes ☐　　No ☐

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

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[12] Please refer to definitions in the ECTS User's guide,
http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html
[13] Except doctoral studies
[14] Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

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

Yes ☒   No ☐

> **If Yes,** please explain: At institutional further work is being done to re-define programmes in terms of learning outcomes.

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

Yes ☒   No ☐

> **If Yes,** please explain: At institutional level, through international networking and reliance on external expertise.

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

Yes ☒   No ☐

> **If Yes,** please explain: Through international networking and reliance on external/European expertise

LIFELONG LEARNING

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

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

Yes ☒   No ☐

> **If Yes,** please specify: Recognition of prior learning is delegated to the University and the schools organizing the short cycle. The legal provision states the following: (a) recognition of prior learning requires an activity of three years in the field related to the qualification (the activity can be carried out as an employer, an employee, or on an honoryry basis) (b) recognition can be given for the part or the totality of the programme leading to the qualification/award; (c) recognition includes study periods abroad or work experience abroad; (d) for each person asking for recognition of prior learning an ad hoc commission is set up comprising university lecturers and professionals from the field of activity concerned; (e) the candidate has to supply a dossier describing his/her experience and there is an interview with the commission.

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

Yes ☒   No ☐

If Yes, please specify: Recognition of prior learning also entails giving ECTS credits to the experience.

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

Yes ☒   No ☐

If Yes, please specify: An award at bachelor level typically comprises between 180 and 240 ECTS credits. Exemption from programme parts is expressed as exemption in terms of so many credit points.

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

Comprehensively ☒   Some ☐   A little ☐   None ☐

Please describe the current situation: The procedures have been applied in areas where there has been a demande for recognition of prior learning - this has been the case for qualifications giving access to the teaching profession (300 candidates), as well as for access to specialised nursing programmes (6 candidates), access to programmes and qualifications in engineering (345 candidates).

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

Each qualification gives access to another level or another type of qualification of the same level on certain conditions. This is especially the case for holders of a short cycle diploma who want to go on to a bachelor programme. The provision of short cycle professional programmes is being extended as a way of giving underrepresented groups an opportunity to pursue their education at higher education level even though they would not traditionally go for university education. Access to higher education is also open to holders of diplomas from vocational training.

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

Yes ☐ No ☒

Please add appropriate comments to describe the current situation : Since the qualifications framework is still under construction, the answer must be no. However, as stated above, the legal provision is such that there is flexibility as far as entry requirements into higher education is concerned.

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

Yes ☒ No ☐

Please add appropriate comments to describe the current situation : There are no special support measures. This is part of the ongoing curriculum construction and curricular change at the University and the schools concerned. Staff engaging in these tasks have them included in their workload or are entitled to special financial rewards. In-service training is also organised.

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

Yes ☒ No ☐

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles : The requirement to be the holder of a specific diploma can be substitued by recognition of prior learning or by a specific entry examination.

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

Yes ☒ No ☐

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle : Delivery methods based on IT are still at an early stage though.

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

Yes ☒ No ☐

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle : All the bachelor and master programmes as well as the short cycle programmes have a modular structure and enrolment is each semester. Moreover, there is regulatory provision for part-time students.

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

> This is early stage in the development of the University of Luxembourg. Tentatively it could be argued that the percentage has gone up from 6% to 8%. Underrepresented groups would account for 12% of the population.

JOINT DEGREES

18. Establishment and recognition of joint degrees[15]

a) Describe the legislative position on joint degrees in your country.
   Are joint degrees specifically mentioned in legislation?

| | Yes ☒ | No ☐ |

Does the legislation fully allow:
   i) establishing joint programmes?   Yes ☒   No ☐

If No please explain what are the obstacles

   ii) awarding joint degrees?   Yes ☒   No ☐

If No please explain what are the obstacles

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

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

   ii) joint programmes

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

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

In the first cycle?	None ☐	Little ☒	Widespread ☐
In the second cycle?	None ☐	Little ☒	Widespread ☐
In the third cycle?	None ☐	Little ☒	Widespread ☐

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

> At the University of Luxembourg: physics, French and German language and literature, philosophy, law.

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

e) Estimate the number of joint programmes in your country

> work in progress: roughly speaking 12%

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

> The compulsory mobility at bachelor level calls for an increasing number of joint programmes. This is very much work in progress. Moreover, cooperation among the universities of the "Grande Région" i.e. Luxembourg and the neighbouring regions of Germany, France and Belgium have signed a Charter of cooperation leading to the creation of cross border doctoral schools.

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

> No

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

> At the University of Luxembourg student mobility at bachelor level is mandatory. At least 30 ECTS have to be obtained at another university. Besides, Luxemburgers account for only 49% of the student population at that institution.The staff at the University of Luxembourg are in their vast majority of non-Luxembourg citizenship.

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

Yes ☒   No ☐

> **Please add** appropriate comments to describe the current situation: Translation of the EU directives 2004/114 and 2005/71 into national legislation. Both directives facilitate immigration from non EU countries and give a special status to researchers and students.

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

Yes ☒   No ☐

> **Please add** appropriate comments to describe the current situation: The grants and loans are fully portable.

d) Are study periods taken abroad recognised?

Yes ☒   No ☐

> **Please add** appropriate comments to describe the current situation: For the mobile students within a bachelor programme at the University of Luxembourg, an average of 26 out of 30 ECTS gained abroad are recognized. In general, Luxembourg students tend to study abroad and in most cases there is automatic recognition.

e) Is there accommodation for mobile students and staff?

Yes ☒   No ☐

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

f) Have any measures been taken to increase outward student and staff mobility?

Yes ☐   No ☒

> **Please add** appropriate comments to describe the current situation: Mobility is at a satisfactory level.

20. Portability of loans and grants
a) Are portable grants available in your country?

Yes ☒   No ☐

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

b) Are portable loans available in your country?

Yes ☒   No ☐

> **If No**, describe any measures being taken to increase the portability of loans.

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

21. Implementation of strategy

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

see below.

b) What has your country done to:
   i) improve information on the EHEA outside Europe?

see below

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

There is no general programme. Luxembourg has specific cultural conventions with countries around the world and higher education is part of them.

   iii) strengthen cooperation based on partnership in higher education?

The University of Luxembourg has established partnerships across the world and continues to add new partners, also to make its mobility schemes work.

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

Higher education is part of "cultural agreements" that Luxembourg has with partners from other world regions. These provide specific bursary schemes and exchange of staff and students.

   v) improve recognition of qualifications with other world regions?

Recognition of awards from other world regions are dealt with in the same way as those from within the EHEA. Besides, directive 2005/36 determines the scope within which recognition of professional qualifications from outside the EU have to be dealt with.

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

see below

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

   i) cross-border provision of your education programmes?

                                                            Yes ☐   No ☒

If Yes please explain in what ways the guidelines are applied : Luxembourg does not export educational services.

ii) incoming higher education provision?

Yes ☒   No ☐

If **Yes** please explain in what ways the guidelines are applied : Incoming programmes have to accredited; both the criteria and the procedures are modelled on the OECD/UNESCO guidelines.

FUTURE CHALLENGES

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

The main challenges are: widening participation; scarcity of human resources: finding enough researchers to recruit; extending the funding base of the University

PART II

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

Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: secr@bologna2009benelux.org) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension**. The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

I. Definition of the Social Dimension in the London Communiqué

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

II. AS IS SITUATION (Current state of affairs)

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

The groups that are still underrepresented are those from a recent immigration background with families where parents have low educational attainment levels.

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

The actions taken are: (a): outreach projects into secondary education with tailor made information and preparation; (b) extending provision of short cycle programmes; (c) the creation of the University of Luxembourg has encouraged more students from such backgrounds to enter higher education.
Generally speaking, grants and loans and subsidised ancillary services are available to all students and the issue of not having enough students from underrepresented

groups is not related to the availability of such services. Similarly, tax relief and family allowance schemes are in place in a society whose welfare system is based on wealth redistribution. In that sense, most actions mentioned in Annex A and B are applicable. However, increasing participation from underrepresented groups requires efforts which need to go beyond the provision of services and financial incentives.

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

The introduction of part time status for students as well as flexible learning paths (mostly made possible through the modularisation of programmes) should cater for a more diverse student population.

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

Statistics are under construction.

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

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

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

Through continued outreach programmes. In fact, the main challenge lies at secondary level. The linguistic requirements are being adapted in relation to the Council of Europe criteria and definitions. The main point is to enable enough pupils to accede to higher education.

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the

2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

cf above

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

No. As stated above, the issue is not availability of funding or provision of services.

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

This is ongoing. The overall objective of the government policy is to reduce the drop out rate, especially at secondary school level. Moreover, since 2000, there has been a 50% increase in the number of students benefiting from the financial aid system and the number of means tested scholarships has increased by 112%.

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

The construction of a solid data base. This is challenging because the majority of Luxembourg students pursue their studies abroad.

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

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

Social policy is monitored through annual reporting with full stakeholder(social partners) involvement. Coordination is at government level.

ANNEX A
Actions mentioned by the Bologna countries in the 2007 national reports
Financial
• scholarships - means tested
• scholarships - merit based
• research grants
• grants for studying abroad
• grants or loans for (nearly) every student
• unspecified social support system
• free education (at least 1st cycle)
• reimbursement of tuition fees for certain groups
• financial assistance for certain groups/areas
• improved funding systems
Structural
• new /expanded routes of access
• broader teaching or learning strategies
• information and preparation at secondary schools
• increase student places
• indirect aid schemes (tax relief, family allowance)
• subsidised residences/meals/transport/books
• provision of student welfare services (health care, day care centres)
• counselling/guidance services
Certain groups
• measures for ethnic minorities (not financial)
• measures for disabled (not financial)
• measures for disadvantaged groups (not financial)
• allocation of study places to certain groups
• promote access from all national areas
Policy and practice
• explicit widening access policy (devoted funds/units/laws)
• carry out surveys (study & work, disabled students,...)
• evaluations/research of policies and practices
• monitoring access (and retention) by students

ANNEX B

Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility

Measures to promote equal opportunities for access, participation and completion
• Anti-discrimination legislation covering higher education
• Admission rules that are simple, fair and transparent
Measures to widen access to and participation in higher education
• Outreach programs for underrepresented groups as defined nationally
• Flexible delivery of higher education
• Flexible learning paths into and within higher education
• Transparency of qualifications and recognition of prior learning
• Incentives for higher education institutions to take action to widen access
and participation
Study environment that enhances the quality of the student experience
A, Provision of academic services
• Guidance (academic and careers) and tutoring
• Retention measures (modification of curricula, flexibility of delivery,
tracking academic success etc.)
• Working tools and environment (well functioning libraries, lecture halls and
seminar rooms, internet access, access to scientific data bases etc.)
B, Provision of social services
• Counselling
• Targeted support for students with special needs and students with children
• Appropriate housing conditions for all students
• Provision of healthcare
• Provision of transportation, student canteens etc.
Student participation in the governance and organisation of higher education
• Legislation or other measures to ensure student participation in higher
education governance
• Provisions for the existence of and exercise of influence by student
organisations
• Student evaluations of courses, programmes and institutions, including
action plans and follow-up of actions taken
Finances in order to start and complete studies
• Financial and legal advice for students
• Appropriate and coordinated national financial support systems
that are transparent
• Targeted support for disadvantaged groups as defined nationally
• Support measures for students with children

ANNEX C
Suggested approach of the work on national strategies on the social dimension

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

• Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

• Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

• Study environment that enhances the quality of the student experience

A, Provision of academic services
B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

• Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not ableto finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

• Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

• Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?