National Report regarding the Bologna Process implementation 2009-2012

Slovak Republic

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Slovakia

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Contributors to the report

Government representatives =

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Employer representatives =

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Student representatives =

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Academic and other staff representatives =

Contributors to the report

Other (please specify) =

Part 1.1 BFUG Data Collection on Context and Structures

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

No

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

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

☐ Higher education institutions can be either academically or professionally oriented

☑ Higher education institutions are only academically oriented

☑ Higher education institutions are either public or private

☐ All higher education institutions are public

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

20 public, 3 state, 12 private

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

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

180 ECTS = 97.4

240 ECTS = 2.6

Other number of ECTS = 0

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

180 ECTS = 95.3

240 ECTS = 4.7

Other number of ECTS = 0

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?
These may include integrated/long programmes leading either to a first or a second cycle degree.

No

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

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

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

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

60-75 ECTS = 0.2

90 ECTS = 0

120 ECTS = 97.8

Other = 2   2

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

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 100

Other = 0

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

No

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

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

0

5.12. In which study fields to these programmes exist?

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

6. PROGRESSION BETWEEN CYCLES

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

100%

6.1.1. Please provide a source for this information.

Act on HEIs, § 56 (2)

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

>75-<100 %

6.2.1. Please provide the source for this information.

Only estimated. No data collected, only total number of second cycle students.

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

All students (Scale 1)	○ Yes ○ No ● Some ○ No answer
All students (Scale 2)	○ Yes ○ No ● Some ○ No answer
Holders of a first degree from a different study field (Scale 1)	○ Yes ○ No ● Some ○ No answer
Holders of a first degree from a different study field (Scale 2)	○ Yes ○ No ● Some ○ No answer
Holders of a first degree from a different higher education institution (Scale 1)	○ Yes ○ No ● Some ○ No answer
Holders of a first degree from a different higher education institution (Scale 2)	○ Yes ○ No ● Some ○ No answer

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

Specific admission conditions are stipulated for partucular study programmes by particular HEI.

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

100 %

6.4.1. Please provide a source for this information.

Act on HEIs § 56 (3)

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

No data collected, only total number of thirdy cycle students.

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

No

6.6.1. Under which criteria is this possible?

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

0%

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

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

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

Please choose..

7.1.1. Please explain the differences.

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

Yes

7.2.1. Please specify how it is regulated.

There is manadatory recognition of previous study.

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

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

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

Traditional study programmes based on research.

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

Yes

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

All universities (20 public HEIs, 3 state HEIs) and non-professional HEIs (some private HEIs) are allowed to provide doctoral programmes.

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

Yes

8.3.1. Please specify the number of years.

since 1996

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

3

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

No NQF

8.5. Are ECTS credits used in doctoral programmes?

Yes

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

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

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

No

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.
Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

☐ gain full credit for their previous studies

☐ gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught

☐ gain full credit for their previous studies but in professional bachelor programmes only

☐ gain substantial (>50%) credit for their previous studies

☐ gain some (<50%) credit for their previous studies

☐ gain little (<5%) or no credit for their previous studies

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

Please choose..

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

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

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

Act on HEIs, § 54a (1): A higher education institution may provide a study programme in cooperation with other higher education institutions including foreign higher education institutions and higher education institutions of the third countries. The students enrolled to study programme provided for by several higher education institutions (hereinafter referred to as "joint study programme") shall complete a comparable period of study in different higher education institutions. The cooperating higher education institutions shall participate in development of a joint study programme, decision-making on admission and decision-making on fulfilling conditions for regular completion of study.

10.2. Does higher education legislation allow:

Establishing joint programmes	◉ Yes	○ No	○ Legislation not clear	○ Legislation doesn't mention joint degrees	○ No answer
Awarding joint degrees	◉ Yes	○ No	○ Legislation not clear	○ Legislation doesn't mention joint degrees	○ No answer

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

Award joint degrees	○ > 75-100%	○ > 50-75%	○ > 25-50%	○ > 10-25%	○ > 5-10%	◉ > 0-5%	○ 0%	○ No answer

| Participate in joint programmes | ○ > 75-100% | ○ > 50-75% | ○ > 25-50% | ○ > 10-25% | ○ > 5-10% | ● > 0-5% |
| | ○ 0% | ○ No answer | | | | |

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

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

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

Yes

10.5.1. Please explain briefly.

University of Veterinary Medicine and Pharmacy provides joint degrre study programme bachelor of animal science with University College of Bodo, Norway since 2010/2011.

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

Part 1.2 BFUG Data Collection on student-centred learning

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

No

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

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

Independent learning	○ 1	○ 2	○ 3	○ 4	○ 5
Learning in small groups	○ 1	○ 2	○ 3	○ 4	○ 5
Initial or in-service training in teaching for staff	○ 1	○ 2	○ 3	○ 4	○ 5
Assessment based on learning outcomes	○ 1	○ 2	○ 3	○ 4	○ 5
Recognition of prior learning	○ 1	○ 2	○ 3	○ 4	○ 5
Learning outcomes	○ 1	○ 2	○ 3	○ 4	○ 5
Student/staff ratio	○ 1	○ 2	○ 3	○ 4	○ 5
Student evaluation of teaching	○ 1	○ 2	○ 3	○ 4	○ 5

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

Please choose..

1.4. Please specify.

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

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

4. LEARNING OUTCOMES

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

Partially in descriptions of study branches. Learning outcomes should be handled in ammendment of the Act on HEIs and other steering documents within next year.

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

No

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

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A government-dependent agency or ministry has responsibility for quality assurance.

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

Ministry of Education, Science, Research and Sports of the Slovak Republic Accreditation Cmt - advisory group for Government of the SR regulary accreditation process

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

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

Please choose..

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

Please choose..

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

Please choose..

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

1.5. Does the agency cover:

Please choose..

1.5.1. Collectively, do the agencies cover:

Please choose..

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

Please choose..

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

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

Please choose..

1.6.2.1. Please specify

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

Please choose..

1.6.3.1. Please specify

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

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

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

☐ Teaching

☐ Student support services

☐ Lifelong Learning provision

☐ Research

☐ Employability

☐ Internal Quality Assurance/Management system

☐ Other (please specify)

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

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

EUA evalutation process

2. CROSS-BORDER EVALUATION

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

No

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

2.1.2. If no, please go to section XVII.

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

The agency must be a member of the European Association for Quality Assurance in Higher Education (ENQA)

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

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

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

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

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

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

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

☐ Student involvement in governance structures of national quality assurance agencies

☐ As full members in external review teams

☐ As observers in external review teams

☑ In the preparation of self evaluation reports

☐ In the decision making process for external reviews

☐ In follow-up procedures

☐ Other, please specify

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

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

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

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

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

No

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

5. INTERNAL QUALITY ASSURANCE

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

No

5.1.1. Please specify these requirements and the relevant source.

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

Higher education institutions

5.2.1. Please specify.

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

No

5.3.1. Please go to Question 5.6.

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

Please choose..

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

Please choose..

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

50-<75%

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

25-<50%

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

yearly reports

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

More than 75%

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

25-<50%

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

yearly reports

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

Part 1.4 BFUG Data Collection on Lifelong Learning

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

Yes

2. How do your steering documents define lifelong learning?

act on higher education institutions

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

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

universities of third age, further education for academic staff and students

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

Yes, of all institutions

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

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

Yes

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

act on higher education institutions

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

No

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

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

☑ Adults in employment

☑ Unemployed adults

☐ Retired citizens

☐ Part-time students

☑ Adults without higher education qualifications

☐ Other, please specify

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

☑ general higher education budget

☐ special budget for lifelong learning

☑ private contributions from students

☑ private contributions from business and industry

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

only one of part, almost all is from private contributions

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

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

Now

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

Yes in all fields

2.1 Please specify.

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

This goal is not explicitly reflected in higher education policy.

4. UNDERREPRESENTED GROUPS

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

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

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

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

Please choose..

4.4.1. Please specify.

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

Please choose..

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

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

Please choose..

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

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

Please choose..

4.7.1. Please specify.

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

4.8.1. What data is collected?

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

Please choose..

4.10. When are data generally collected?

Please choose..

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

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

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

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

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

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

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

Please choose..

5.4.1. Who monitors on the basis of which criteria?

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

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

☐ From the general higher education budget

☐ From a specific budget

☐ From university budget

☐ There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

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

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

Please choose..

6.2.1. Please describe these obstacles.

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

Please choose..

6.3.1. Please describe these groups.

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

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

7. COMPLETION OF STUDIES

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

No

7.1.1. Please describe the main features of these policies.

7.2. Are student completion rates monitored in your country?

Yes, at the level of higher education institutions

7.2.1. What use is then made of the data?

budget revision

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

Yes

7.3.1. Please specify the nature of these incentives.

loans and scholarships

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

8. STUDENT SERVICES

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

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

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

8.1.1. Please specify.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

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

budget of HEI

8.4. What are the main tasks of the services?

information services for students

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

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

Now

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

Yes

10.1. Please provide details of specific policy measures.

individual study programmes

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

Yes

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

individual study programmes

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

Yes

13. Please provide details of these measures.

individual study programmes

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

Route 1: = school leaving exam

Route 2: = school leaving exam

Route 3: = school leaving exam

Route 4: = school leaving exam

Route 5: = school leaving exam

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

No

15.1. Please briefly describe these measures.

16. PART-TIME STUDY

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

Yes

16.1.1. If yes, what formal status does exist?

external study

16.1.2. How do you define it?

distance study programmes; more individual study, less study in HEIs

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

demand of students

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

fees

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

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

Yes

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

act on higher education institutions

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

All higher education institutions are required to offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

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

No

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

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

No

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

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

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

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

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

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

Higher education institutions are prohibited by legislation from implementing procedures to validate non-formal and informal learning

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

Please choose..

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

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

Yes

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

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

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

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

Now

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

Yes

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

euro

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

| During studies | ○ All students | ⦿ Specific groups of students | ○ No answer |
| After studies | ○ All students | ⦿ Specific groups of students | ○ No answer |

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

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

☐ Need

☐ Merit

☑ Part-time/Full-time/Distance learning   all part-time students since 2011/12

☐ Field of study

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

No

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

| During studies | ○ All students | ○ Specific groups of students | ⦿ No answer |
| After studies | ○ All students | ○ Specific groups of students | ⦿ No answer |

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

Questionnaire on student and staff mobility

A   Preliminary remarks

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

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

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

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.

- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

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

B   Details on the completion of the questionnaire

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

B.1.a   Government representatives

Ministry of Education, Science, Research and Sports of the Slovak Republic

B.1.b   Stakeholder representatives

B.1.c   Other contributors

Slovac Academic Asociation for International Cooperation - Lifelong Learning Programme National Agency

C National strategies and action plans

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

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

$\boxtimes$ Yes

$\square$ No → please continue with section C.6.

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

scholarships for secondary schools students

Bilateral agreements with individual countries (not EU)

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

Adopted: * by Resolution of the Government of the Slovak Republic No. 367/2008 dated 4th June 2008

Most recent revision:

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

	All forms of mobility	Credit mobility[1]	Degree mobility[2]
Inbound	x	x	x
Outbound	x	x	x
No target			

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

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[1] Mobility to a different country in the context of a programme in the home institution for which credits are awarded
[2] Mobility for an entire degree programme

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

⊠ Same

☐ Differences

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

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

☐ Yes

⊠ No

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

☐ Yes

⊠ No

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

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

⊠ Yes

☐ No

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

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA	x	x	x	x
USA/Canada	x	x	x	x
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				

Other (please specify)	x	x		

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

scholarships for secondary schools students

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

☐ Yes

☒ No

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

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

☐ Yes

☒ No

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

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

☐ Yes, for degree mobility

☒ Yes, for credit mobility

☐ Yes, for both

☒ No

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

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)	x	x
Grants/scholarships are restricted to specific programmes (if so, please specify)	x	x
Other restrictions apply (please specify)		
No restrictions apply		

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

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students	x	x
Loans for outgoing students	x	x
Grants/scholarships for outgoing students	x	x
Other: (please specify)		

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

D Identifying and removing obstacles to mobility

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

☐ **Yes**

☒ **No**

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

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

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		1
Recognition		2
Language	3	
Curriculum/Study organisation		
Legal issues	1	
Motivating and informing students	2	
Other, please specify:		

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

☐ Yes

☒ No

D.3.a   If yes, please specify.

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

☐ Yes

☒ No

D.4.a   If yes, please specify.

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

☐ Yes

☒ No

D.5.a   If yes, please specify.

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

☐ Yes

☒ No

D.6.a   If yes, please specify.

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

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

☐ Yes

☒ No

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

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

☐ Yes

☒ No

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

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

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions	x	
Recognition issues		
Language issues	x	
Incompatibility of pension and/or social security systems		
Legal issues	x	
Other, please specify:		

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

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

☐ Yes

☒ No

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

E   Balanced student mobility flows

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

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

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

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students	x	x	x
approximately the same number of incoming and outgoing students			
No information available			

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

LLP/Erasmus programme statistics

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

☐ Yes

☒ No

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

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

☒ Yes

☐ No

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

EU states

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

☐ Yes

☒ No

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

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

Space for Comments: