

**NATIONAL REPORT 2005**

<b>Country:</b>	Denmark
<b>Date:</b>	January 2005
<b>Responsible member of the BFUG (one name only):</b>	Mogens Berg
<b>Official position:</b>	
	<b>Email address:</b> <a href="mailto:mob@vtu.dk">mob@vtu.dk</a>
<b>Contributors to the report:</b>	Ole Winther, Min. of Education Line Arnmark, Min. of Culture Tue Vinther-Jørgensen, EVA Jette Kirstein, CIRIUS

**1. Main achievements since Berlin*****1.1. Give a brief description of important developments, including legislative reforms***

In April 2004 The Ministry of Education and The Ministry of Science, Technology and Innovation submitted a policy report to the Parliament: "Enhanced Internationalisation of Danish Education and Training". The paper contains a proposal for a coherent plan for enhanced internationalisation of Danish education and training.

**a. Universities**

A new act on universities was adopted in May 2003 enhancing institutional autonomy and introducing external boards. We are still in a process of implementation. The executive orders issued are on

- Doctoral studies (previous, 2002)
- Bachelor/Master programmes
- Access to university programmes
- Examinations
- Quality Assurance (Spring 2005)

An amendment on enhancing internationalisation is submitted to the Parliament on 9 December 2004

Executive orders on Bachelor/Master programmes have also been issued at most specialist university-level institutions within music, architecture, design and library and information science.

**b. College sector**

A new act was adopted in spring 2004 introducing the University College-label as a quality label to those institutions that meet a series of conditions set by the ministry.

New legislation is expected to be passed within a few months concerning

- Transparency in the education system

Furthermore a number of departmental orders will be issued on

- Admission requirements
- Examinations and the use of external examiners as part of quality assurance

## 2. National organisation

### **2.1. Give a short description of the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their competencies** (For example, do higher education institutions report to different ministries?)

Three Danish ministries are responsible for higher education:

- The Ministry of Science, Technology and Innovation for universities
- The Ministry of Education for the college sector
- The Ministry of Culture for institutions for education in the arts

There are a number of government agencies servicing the education sector as a whole, such as

The State Education Grant and Loan Scheme in Denmark (SU-Styrelsen)

Danish Centre for International Cooperation and Mobility in Education and Training (CIRIUS)

Danish Center for Assessment of Foreign Qualifications (CVUU)

Danish Evaluation Institute (EVA)

### **2.2. Give a short description of the institutional structure**

(For example, number of public/private universities/other HE institutions or numbers/percentage of students in public/private sector. To what extent are private and State higher education institutions covered by the same regulations?)

	Number	Students	Enrolment
Universities	12	97,000	19,000
Specialist institutions in the arts	13	6,000	2,000
Centres for higher Education	36	86,000	25,000
Academies of Professional Higher Education	49	16,000	5,000
<b>TOTAL</b>	<b>110</b>	<b>205,000</b>	<b>51,000</b>
There is no significant private sector in Danish higher education			

### **2.3. Give a brief description of the structure which oversees the implementation of the Bologna Process in your country**

(National Bologna group, thematic working groups, composition and activities, stakeholder involvement)

The implementation is overseen by two groups

- The Bologna Steering Group composed of representatives from
  - 3 ministries
  - 4 Rector's Conferences
  - 4 Labour market organisations (2 employers and 2 employees)

2 students organisations

- b. The Bologna Coordination Group (dealing with international cooperation) composed of representatives from
- 3 ministries
  - 3 agencies
  - 3 coordination bodies (int. cooperation) in different sectors of higher education
  - 2 teachers organisations (HE)
  - 2 students organisations

### 3. Quality assurance

The following questions have been included in the template at the request of the Working Group on Stocktaking.

***3.1. National quality assurance systems should include a definition of the responsibilities of the bodies and institutions involved.***

***Please specify the responsibilities of the bodies and institutions involved.***

Danish Evaluation Institute is the agency responsible for external quality assurance. It carries out

- Programme evaluation
- Accreditation of programs at private institutions with a view to give access to students grants and loans
- Institutional audit
- Audit establishing the basis for ministry decision on University College status, see 1.1.b

HEI are responsible for organising internal quality procedures.

Universities and specialist institutions in the arts may choose another approved (foreign) agency for external evaluations that are not covered by the Danish Evaluation Institute.

***3.2. National quality assurance systems should include a system of accreditation, certification or comparable procedures.***

***Describe the system of accreditation, certification or comparable procedures, if any.***

Universities decide on the provision of programmes but new programmes have to be approved by the Ministry of Science. The university has to submit information on research-base, labour market relevance, quality assurance procedures, access requirements and relation to other programmes. The ministry conducts a legal control of the application. If approved the ministry decides on the level of funding (in the Danish taximeter-system).

As for the specialist institutions in the arts programmes are both approved by and legally controlled by the Ministry of Culture.

The Ministry of Education approves new programmes within the college sector. A departmental order is issued for each programme. Most HEI within the college sector are specialised institutions offering programmes within their specialisation.

Private institutions can operate without any approval, but they must abide by an accreditation procedure to make their students eligible for state study grants (see 3.1).

**3.3. National quality assurance systems should include international participation, co-operation and networking.**

***Are international peers included in the governing board(s) of the quality assurance agency(ies)?***

The Danish Evaluation Institute is founding member of ENQA and of the international network INQAAHE.

Expert panels for evaluations usually include peers from other Nordic countries.

Please add any general comments, reflections and/or explanations to the material on quality assurance in the stocktaking report.

#### **4. The two-cycle degree system**

The two-cycle degree system is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

The short cycle higher education programmes (2-years programmes provided by Academies of professional HE) exist within the first cycle. A number of the short cycle higher education programmes have a/the possibility of full credit transfer to a relevant bachelor programme.

#### **5. Recognition of degrees and periods of study**

Recognition of degrees and periods of study is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

#### **6. Doctoral studies and research**

**6.1. Give a short description of the organisation of third cycle studies**

*(For example, direct access from the bachelor level, balance between organised courses, independent study and thesis)*

Danish PhD programmes are equivalent to 180 ECTS credits. Admission to a PhD programme is based on a previously completed Master's degree course.

The programme shall include:

- 1) Conduction of an independent research project under supervision (the PhD project).
- 2) Preparation of a written thesis based on the PhD project.
- 3) Completion with a satisfactory result of research courses (PhD courses), approved by the institution. The total extent of the courses must correspond to approximately 30 ECTS points.
- 4) Participation in research activities, including stays at other, mainly foreign, research institutions, or in similar ways.
- 5) Gaining teaching experience or experience in the dissemination of knowledge, directly related as far as possible to the PhD project in question.

The members of the assessment committee must be professors, full-time associate professors or persons with corresponding academic qualifications. At least two of the members must come from outside the institution, preferably from abroad.

**6.2. What are the links between HE and research in your country?**

*(For example, what percentage of publicly funded research is conducted within HE institutions?)*

The University Act says, “The university shall conduct research and offer research-based education at the highest international level in the disciplines covered by the university. The university shall ensure a balanced relationship between research and education.....”

The total revenue of universities is used as  
27 % for education  
37 % for research  
36 % for general expenditure incl. housing

52% of publicly-funded research is conducted within universities.

HEI's offering professional oriented bachelor programmes (college sector) are research affiliated and are obliged to enter a research contract with universities.

**7. Mobility of students and staff**

**7.1. Describe the main factors influencing mobility of students from as well as to your country** *(For instance funds devoted to mobility schemes, portability of student loans and grants, visa problems)*

- 1) The Danish study-grant system - for which nearly all Danish students are eligible -allows student to bring study grants with them for studies abroad for a period of 4 years.
- 2) The internationalisation taximeter grant: To encourage the Danish higher education institutions to promote mobility and help them with the administrative burden, most higher education institutions receive a special allowance (taximeter grant for internationalisation) for each Danish student they send abroad on credit transferable study periods, and for each international student they receive from abroad
- 3) Employability prospects. Study abroad periods give an advantage on an increasingly globalised labour market.
- 4) Programmes taught in English: More and more programmes are offered in English - both in Denmark for international students and abroad in language areas which may not be available for Danish students if not taught in English.
- 5) Institutional partnerships and joint study-programme possibilities

**7.2. Describe any special measures taken in your country to improve mobility of students from as well as to your country**

- a) Outgoing mobility
  - Portability of grants and loans
  - Institutional co-funding
- b) Incoming mobility
  - New scholarship schemes under development

In a ministerial policy paper on the enhancement of internationalisation in education and training (see 1.1) the higher education institutions are encouraged to set objectives and quantitative targets on mobility.

**7.3. Describe the main factors influencing mobility of teachers and staff from as well as to your country (For instance tenure of appointment, grant schemes, social security, visa problems)**

Institutional cooperation agreements  
Research cooperation  
An increasing number of programmes taught in English

**7.4. Describe any special measures taken in your country to improve mobility of academic teachers and staff from as well as to your country**

Special taxation regulations for foreign researchers.  
A special travel-grant scheme for academic teachers and staff in the college sector to start up international activities.  
Agreements between Danish and foreign organisations for teachers in HE on counselling on work conditions.

## **8. Higher education institutions and students**

**8.1. Describe aspects of autonomy of higher education institutions**

*Is autonomy determined/defined by law? To what extent can higher education institutions decide on internal organisation, staffing, new study programmes and financing?*

Institutional autonomy (universities) is defined by law. The government has no power over universities except when it is entitled by law.

- Internal organisation: The charter has to be approved by the minister
- Staffing: The university appoints its own staff but has to follow the rules on wage and employment conditions as laid down or agreed with the Ministry of Finance.
- New study programmes: See 3.2
- Financing: Lump sum funding

Specialist institutions in the arts have institutional autonomy within the framework of general regulations concerning study programmes, quality assurance, award structure etc. issued by the Ministry of Culture.

HEI under the Ministry of Education have institutional autonomy defined by law concerning management, organization and agreements for labour etc. issued by the Ministry of Education.

**8.2. Describe actions taken to ensure active participation from all partners in the process**

Staff and students elect representatives to the university board, the academic council and the study boards.

As for the specialist institutions in the arts staff and students elect representatives to the academic councils and study boards

Staff and students elect representatives to the study board and the academic council in the college sector.

**8.3. How do students participate in and influence the organisation and content of education at universities and other higher education institutions and at the national level?**

*(For example, participation in University Governing Bodies, Academic Councils etc)*

The study boards comprise equal numbers of representatives from academic staff and students.

Students elect representatives to the university board and the academic council (see 8.2).

## **9. The social dimension of the Bologna Process**

### ***9.1. Describe measures which promote equality of access to higher education***

The Danish grants and loans scheme has fairly high allowances. The grant system is independent of parental income.

## **10. Developments in lifelong learning**

### ***10.1. What measures have been taken by your country to encourage higher education institutions in developing lifelong learning paths?***

Introduction of specific programmes and degrees for part-time students at each HE-level.

### ***10.2. Describe any procedures at the national level for recognition of prior learning/flexible learning paths***

In fall 2004, the Ministry of Education issued a policy report on Lifelong Learning to the Danish Parliament, and a report on Assessment and recognition of formal and informal learning was issued in November 2004.

## **11. Contribution to the European dimension in higher education**

### ***11.1 Describe any legal obstacles identified by your country and any progress made in removing legal obstacles to the establishment and recognition of joint degrees and/or joint study programmes***

#### ***11.1.1. Describe the extent of integrated study programmes leading to joint degrees or double degrees***

#### ***11.1.2. How have these programmes been organised? (Joint admissions, mobility of students, joint exams, etc.)***

### ***11.2. Describe any transnational co-operation that contributes to the European dimension in higher education***

Institutional cooperation agreements, including cooperation on joint study programmes, intensive programmes and European modules  
Cooperation via the Erasmus Mundus programme

### ***11.3. Describe how curriculum development reflects the European dimension***

*(For instance foreign language courses, European themes, orientation towards the European labour market)*

Danish students are supposed to be able to study in at least one foreign language due to

language education in primary and secondary school and especially at university level the literature studied will primarily be by international researchers and in one of the main European languages Courses in Danish and Culture are offered to exchange students free of charge.

## **12. Promoting the attractiveness of the European Higher Education Area**

### ***12.1. Describe actions taken by your country to promote the attractiveness of the EHEA***

Participation in international education fairs (e.g. EAIE and NAFSA) either as coordinated activity between several institutions or on an individual basis.

Participation in EU-supported the European Higher Education Fair in Bangkok. Marketing and promotion activities by individual institutions.

Web-based information on Studying in Denmark.

## **13. Concluding comments**

### ***13.1. Give a description of your national Bologna strategies***

A Danish Bologna Follow Up Group was established in 2000 in which all principal stakeholders were represented. The group adopted a workplan for the implementation following the action lines in the Declaration. The group has functioned as a reference group for European Bologna questions and for EU initiatives in Higher Education.

The Group has initiated several projects.

Since 2004 the Danish Follow Up Group is organised with two bodies: a steering group and a coordination group (see 2.3).

### ***13.2. Give an indication of the main challenges ahead for your country***

We see three main challenges (in the Bologna context):

- Internalisation of Danish Higher Education Institutions (OECD review on Danish universities: promote the benefits to students to study abroad; developing integrated study programmes or joint Master courses to facilitate study abroad)
- Enhance international mobility of staff
- Making Danish higher education attractive to foreign students