



EUROPEAN
Higher Education Area

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

Denmark

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Denmark

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Part 1.1 BFUG Data Collection on Context and Structures

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

Yes

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

The demographic projections for Denmark emphasise that in the future the share of pensioned citizens will increase compared to the share of citizens still on the labour market. This challenge is widely approached throughout Danish policy, including the Danish educational policy. General policies aimed at accommodating the challenge include initiatives to increase the productivity, pushing the age for public pensions etc. Within the Danish educational policy initiatives are aimed at: - Shortening the total educational completion time etc. - Lowering the average age of admitted students. - Lowering the drop out rate. - Increasing the share on the labour market with a higher education. Examples of how the Danish system has supported these initiatives include: - An advantageous system for young students including a final grade multiplication factor for students that are admitted to a higher education programme within two years of finishing upper-secondary education. - Stronger time restraints for finishing the master's theses in order to eliminate delays of study time. - Strengthening of the career guidance system. - Economic incentives to universities, academies of professional higher education and university colleges that increase the rate of students finishing within the prescribed period of study. - Reducing the drop-out rate at the university colleges and the academies of professional higher education. This main objective is part of the institutions' development contracts. However, Danish educational policy does not use demographic projections as a policy tool that specifically controls admittance rates, student quotas etc. Still, there is a renewed focus on increasing the number of new enrolments at universities and university colleges as a response to future challenges.

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?

There are four types of institutions offering higher education programmes. 1) Academies of professional higher education - 9 academies of professional higher education under the auspices of the Ministry of Education offering mainly short cycle professionally oriented programmes, comprising Academy Profession degrees and VVU degree (continuing education). 2) University Colleges - 7 university colleges, 2 colleges of engineering offering mainly first cycle programmes comprising Professional Bachelor and Diploma degrees (continuing education) and the Danish School of Media and Journalism; all under the auspices of the Ministry of Education. 3) Universities - 8 universities under the auspices of the Ministry of Science, Technology and Innovation offering first, second and third cycle programmes, comprising Bachelor, Diploma (continuing education), Candidatus, Master (continuing education), and PhD degrees. 4) University level institutions - 13 university level institutions under the auspices of the Ministry of Culture offering artistic and cultural first, second and third cycle programmes offering first, second and third cycle.

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

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

180 ECTS = 55

240 ECTS = 8

Other number of ECTS = 37

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

180 ECTS = 50

240 ECTS = 10

Other number of ECTS = 40

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

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

Yes

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

The Academy Profession Programmes exist within the fields of biotechnology, business and economic, IT, design and technology.

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

The Academy Profession Programmes can have an extent of 90, 120 or 150 ECTS, but are normally 2-year programmes.

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

Approximately 19.6% of all students studying for a first degree at the professionally oriented higher education institutions are enrolled in academy profession programmes.

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

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 99

Other = 1

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 = 97

Other = 3

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

Yes

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

Approximately 150-180 ECTS or 2½ - 3 years.

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

3

5.12. In which study fields to these programmes exist?

In the field of medicine, veterinary medicine and arts. The degree programme in medicine begins first with 3 years of study at the bachelor level and leading directly to three years of study at the master's level (3+3). At Copenhagen University, the full veterinary-programme takes 5½ years. The study programme is subdivided into a 3 year so-called bachelor programme followed by a 2½ year so-called MSc programme. At the Royal Danish Academy of Fine Arts' Schools of Visual Arts, the Master of Fine Arts in Visual Arts (MFA) is also 180 ECTS, and the officially stipulated time of study is six years, consisting of the two-year foundation course (obligatory), a two-year intermediate course and a two-year advanced course.

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

Danish higher education programmes are organised according to a binary division between academic research-based and professionally development-based programmes. The purpose of the research-based programmes is to educate students to the highest international level within and across the scientific disciplines, whereas the purpose of the professionally development-based programmes is to ensure education closely linked to knowledge from practice and research at an international level to meet the need for well qualified professionals in the private and public sectors. All Danish universities, as well as some cultural institutions of higher education, are research-intensive institutions offering research-based study programmes in all three cycles up to PhD level. The professionally development-based programmes are predominantly offered by the University Colleges and the Academies of Professional Higher Education. The knowledge base of these programmes can be described as business and profession based, as well as development-based and with a law-based obligation to integrate new knowledge from research. A smaller group of educational programmes fall under the auspices of the Ministry of Culture and encompass educational programmes which are both based on research and artistic disciplines and research in the arts and culture, e.g. schools of architecture and academies of music.

6. PROGRESSION BETWEEN CYCLES

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

>75%-<100%

According to the University Act and the Acts on higher education within the Arts and Culture, admission to the master's programme (2nd cycle) requires a relevant bachelor degree (1st cycle) or other relevant Danish or foreign qualification at a commensurate level. Exceptionally, the professionally oriented bachelor programmes don't give directly access to a master's programme.

6.1.1. Please provide a source for this information.

<http://www.ubst.dk/en/laws-and-decrees/Ministerial%20Order%20concerning%20the%20Act%20on%20Universities%20%28The%20University%20Act%29.pdf> & <http://www.ubst.dk/en/laws-and-decrees/The%20ministerial%20order%20of%20the%20study%20programmes.pdf>

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 %

To be exact, 84.5% of university bachelor graduates that have completed the first cycle programme continue to the second cycle

6.2.1. Please provide the source for this information.

<http://statweb.uni-c.dk/databanken/uvmDataWeb/ReportsForCategory.aspx?category=EOU>

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.

Within the framework of the Ministerial Order concerning the Act on Universities and the Ministerial Orders concerning higher education within the arts and culture, the university will stipulate in the curriculum for each master's programme, which bachelor degrees provide admission to the master's programme in question, and what special entry requirements, regarding subjects and their value in terms of ECTS points, the student must have achieved on each bachelor programme in order to be admitted to the master's programme. The higher education institutions may admit applicants who do not meet the conditions but who, according to an individual evaluation, have academic qualifications at a commensurate level. The university may require supplementary tests. Thus, admissions to many study programmes depends on the fulfilment of specific requirements. These may either be a specific subject combination or requirements concerning the level of the subjects taken, the grades obtained, work experience etc. Admission to programmes in certain fields such as art and music requires an entrance examination based on talent. Particularly for professional bachelor graduates, access to full-time second cycle programmes (traditional candidatus programmes) often require completion of additional courses. Some of these courses involve tuition fees. The university decides how many students to admit to each programme, unless the Minister stipulates an annual maximum capacity, cf. the University Act. The Ministry of Culture decides as a consequence of a political agreement within Parliament how many students to admit into each program within the arts and culture.

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

>75->100 %

6.4.1. Please provide a source for this information.

<http://www.ubst.dk/en/laws-and-decrees/Ministerial%20Order%20concerning%20the%20Act%20on%20Universities%20%28The%20University%20Act%29.pdf> & <http://www.ubst.dk/en/laws-and-decrees/The%20ministerial%20order%20of%20the%20study%20programmes.pdf>

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

11%

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

Yes, for some graduates

6.6.1. Under which criteria is this possible?

At Aarhus University, two different types of PhD are possible, besides a structured PhD education. The university has introduced an integrated MA/PhD programme option, which offers Master's students early admission to a doctoral programme – the so-called '4+4 track'. A student must have passed an education equivalent of 240 ECTS (for instance a first cycle degree of 180 ECTS and 60 ECTS at a second cycle degree programme). The 4+4 track consists of two parts: the first two years the PhD student receives a monthly fee of 1300 €. The remaining two years, the PhD student is employed as a doctoral student and receives a monthly pay of approximately 3400 €, including retirement benefits and holiday allowance. At certain PhD graduate schools, some students have the option of even earlier admission to a PhD programme via the so-called 3+5 track. This type of programme is an integrated part of the Bologna process; on completion of a Bachelor's

degree, talented students are admitted directly to a programme which combines a Master's programme with the first year of a PhD programme.

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

>2.5-5%

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

Tuition based, continuing education programmes called “Master programmes” are second cycle programmes but they do not give direct access to third cycle – PhD programmes.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

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

No

7.1.1. Please explain the differences.

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

Yes

7.2.1. Please specify how it is regulated.

For access to the second cycle programmes within the continuing education system, also called “professional masters degree”, which are directed at adult learners and in-service learning in a lifelong learning perspective, at least two years of relevant work experience are required. However, Master degrees from the above mentioned continuing education system (60 ECTS) do not give access to third cycle (not end of cycle qualifications).

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).

All doctoral programmes are structured PhD programmes, which include taught courses, teaching, and independent research. In addition to the ordinary PhD programmes, industrial PhD programmes were introduced in 2002. The industrial PhD is a very successful three-year research project and research training programme (a business-oriented PhD) with an industrial focus. The research project is conducted in cooperation between a private company, an Industrial PhD student and a university or cultural institutions of higher education. Third parties from both the public and private sector can be attached. The student is employed by the company, and timeshares 50/50 between a higher education institution and the company. Approximately 50% of the company's expenses are reimbursed by the Ministry of Science, Technology and Innovation. The student is enrolled in a PhD graduate school at a higher education institution, with the same requirements as for an ordinary PhD plus a business course and a business report. The obligations regarding knowledge disseminating are the same as for an ordinary PhD, except that the student will do no teaching. As part of the Ministry of Science's China-strategy, funds have been allocated for Industrial PhD projects for students with a Master's degree from a Chinese university. The programme promotes

mutual interchange of knowledge between Denmark and China by educating scientists with an insight into the commercial aspects of research and development in both countries and by developing personal networks in which the interaction between companies and universities can be strengthened.

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

Yes

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

The individual universities may award the PhD degree within the disciplines in which the universities conduct research and for which they have established a PhD school. A university may establish a PhD school on its own or in collaboration with one or more other universities. The individual university is responsible for organising its PhD programme within the framework of the PhD Order (Ministerial Order on the PhD programme at the Universities). The PhD programme trains PhD students at an international level to undertake research, development and teaching assignments in the private and public sectors, for which a broad knowledge of research is required. Each PhD student is appointed a principal supervisor who is responsible for the student's PhD programme. The principal supervisor must be a recognised researcher within the relevant field, be employed by the university and affiliated with the PhD school. The student may have additional supervisors appointed. The PhD programme comprises the following elements: - Conducting an independent PhD project under supervision - Completing a PhD thesis on the basis of the PhD project - Completing PhD courses corresponding to approx. six months - Participating in active research environments, including long-term stays at other, for example foreign, research institutions - Gaining experience of teaching or other form of knowledge dissemination The PhD student is required to publicly defend his or her PhD thesis at the university. The total number of PhD schools is 53 at 11 higher education institutions (Aalborg University, the Aarhus School of Architecture, Aarhus University, IT University of Copenhagen, Roskilde University, the Royal School of Library and Information Science, the Royal Danish Academy of Fine Arts, School of Architecture, the School of Conservation, the Technical University of Denmark, University of Copenhagen and University of Southern Denmark).

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.

3 year programmes – 180 ECTS

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?

Yes

The PhD level is the highest level in Danish higher education, corresponding to the third cycle in the Bologna Framework. Just one degree type is attached to this level. In the Danish National Qualifications Framework for Higher Education, the alignment of the descriptors for a PhD level is described in the following manner: Persons obtaining degrees at this level (Knowledge and understanding) - Must possess knowledge at the highest international level within the research field; - Must have made a significant contribution to the development of new knowledge and understanding within the research field based on scientific studies; (Skills) - Must master the scientific methodologies and tools as well as master other skills related to research and development tasks within the field; - Must be able to analyse, evaluate and develop new ideas, including design and develop new techniques and skills within the subject area; - Must be able to participate in international discussions within the subject area and disseminate scientific findings and progress to a wide audience; (Competences) - Must be able to plan and carry out research and development tasks in complex and unpredictable contexts; - Must be able to independently initiate and participate in national and international collaboration on research and development with scientific integrity; - Must be able to independently initiate research and development projects and, through these, generate new knowledge and new skills which develop the research field.

8.5. Are ECTS credits used in doctoral programmes?

Yes

The PhD level in the Qualifications Framework for Danish Higher Education corresponds to 180 ECTS.

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

The programme regulations for Danish PhDs are set out in Executive Order No.18 of 14 January 2008 regarding PhD programmes at universities (PhD Executive Order).

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?

Yes

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?

Yes, part of higher education

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

The link between short cycle programmes (Academy Profession degrees) and professional first cycle programmes (Professional Bachelor degrees) was strengthened via a legislative framework passed in the spring of 2008. The framework gives short cycle graduates (Academy Profession graduates) easier access to first cycle professional programmes (professional bachelors' programmes) as well as to new combinations of programmes and flexible learning paths towards a Professional Bachelor degree.

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.

University Act, no. 1368 of 7 December of 2007: <http://www.ubst.dk/en/laws-and-decrees/Ministerial%20Order%20concerning%20the%20Act%20on%20Universities%20%28The%20University%20Act%29.pdf> and <https://www.retsinformation.dk/Forms/R0710.aspx?id=29247> Act on academy profession programmes and professional bachelor programmes no. 207 of 31 of Marts 2008: <https://www.retsinformation.dk/Forms/R0710.aspx?id=116203>

10.2. Does higher education legislation allow:

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

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

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

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

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

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

No

10.5.1. Please explain briefly.

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

Some sections of laws and regulations under The Danish University and Property Agency have hindered Danish universities to actively seek international cooperation with foreign universities. On the 10th February 2011, amendments to change the University Act were presented in Parliament, proposition L143, allowing to a greater degree that Danish universities seek strategic cooperation opportunities with foreign universities and that the current set of regulation be simplified. Currently, Danish universities can only offer joint programmes in specific cases, and if the programmes meet a set of specified criteria. With the new proposition to change the University Act, universities will have a general opportunity to offer programmes abroad, alone or in cooperation with foreign universities. As a result, Danish universities will be able to issue joint or double degrees when cooperating with foreign universities. It is still a requirement that joint programmes offered in cooperation with foreign universities, and where only a part of the education take place abroad, are organised according to an economical balance between incoming and outgoing students.

Part 1.2 BFUG Data Collection on student-centred learning

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

Yes

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

The Ministerial order on bachelor and master's programmes (candidatus) at universities, also known as the ministerial order of the study programmes, sets forward specific rules for the content of the curricula/study plan, which the institutions must produce for every study programme. Curricula/study plans must include descriptions of the targeted learning outcomes of the programmes in terms of knowledge, skills and competences. Denmark puts great emphasis on student-centred learning since focus in ministerial order of the study programmes largely takes its point of departure in the needs and interests of the individual student, and how they can acquire academic knowledge and the theoretical and methodological qualifications to make them capable of independently identifying, formulating and solving complex problems. The Ministerial Orders on higher education within the arts and culture likewise set forward specific rules governing the programmes and describes the goals for learning outcome. Other institutions of higher education and professionally oriented higher education institutions have a similar focus on student-centred learning.

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

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

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

Yes

1.4. Please specify.

The development of the student's ability to think critically and engage independently with the curriculum is already sought in secondary education, although within the national qualifications framework for higher education emphasis is put on the fact that students must be able to analyse, evaluate and develop new ideas, including design and develop new techniques and skills within the subject area.

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

<http://en.iu.dk/transparency/qualifications-frameworks>

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

Higher education institutions are responsible for the high quality provision of education and training and must establish internal quality assurance procedures. In addition, their study programmes are subject to accreditation, and the students' learning outcomes are assessed and assured by external examiners. Also, all institutions of higher education are required to conduct systematic quality assurance of their provision of education. The quality assurance of study programmes is conducted via different

types of quality systems, but typically includes course evaluations, feedback from external examiners, strategies for the further education and training of teachers, and regular interaction with stakeholders. While the institutions can independently decide which approach and method they want to apply, they are legally obliged to make evaluation results publicly available on their websites, and their internal quality work will be assessed through accreditation procedures. The Ministerial order on bachelor and master's programmes (candidatus) at universities, no. 338 of 6 May 2004: <http://www.ubst.dk/en/laws-and-decrees/The%20ministerial%20order%20of%20the%20study%20programmes.pdf> Ministerial orders concerning higher education institution within the arts and culture: <http://www.kum.dk/en/english/Legislation/> The Danish Qualifications Framework <http://en.iu.dk/transparency/qualifications-frameworks> The Ministerial order on academy profession programmes and professional bachelor programmes no 636 of 29. June 2009: <https://www.retsinformation.dk/Forms/R0710.aspx?id=125610>

4. LEARNING OUTCOMES

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

Qualification levels and degree types are described in terms of the learning outcomes that students are intended to have when they finish a study programme. The learning outcomes are divided into three categories: 1) knowledge & understanding, 2) skills and 3) competences, which are further subdivided into more detailed subcategories (e.g. knowledge field, understanding, evaluation, decision-making, communication, collaboration, responsibility and learning).

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

In all programmes

The national framework and its qualifications are demonstrably based on learning outcomes, and the qualifications are linked to ECTS or ECTS compatible credits. The programmes and qualifications are defined in the NQF-HE as comprising a specific number of ECTS credits or an interval of ECTS credits. The use of ECTS in course descriptions is compulsory under law for all programmes of higher education in Denmark

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

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

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

The Qualifications Framework is a comprehensive, systematic overview, divided by levels, of qualifications that can be acquired within the Danish education system – from primary and lower secondary to university level and within the area of adult and continuing education and training. The NQF can be used by the general public, companies and counsellors who need an overview of qualification levels in Denmark, including the level at which specific qualifications are placed. In the case of educational institutions and authorities, the Qualifications Framework is a tool for counselling, description, assessment, comparison and recognition of qualifications and programmes leading to the qualifications.

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

Yes, this is done through compulsory measures (law, regulations, etc.)

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

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

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

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

Yes

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

In the Ministerial Order on Criteria for the Relevance and Quality of University Study Programmes and on Procedures for Approval of University Study Programmes and the Ministerial Order on accreditation and approval of higher education programmes under the Ministry of Culture, learning outcomes are part of criteria upon which accreditation of all higher education study programmes is decided. The same applies to professionally oriented higher education. Ministerial Order on Criteria for the Relevance and Quality of University Study Programmes and on Procedures for Approval of University Study Programmes, no. 294 of 27 March 2007: http://www.ubst.dk/lovgivning/akkreditering/da-en%20retsinformation_NY%20%282%29.pdf
Ministerial orders concerning higher education institution within the arts and culture: <http://www.kum.dk/en/english/Legislation>
The Ministerial order on accreditation and approval of academy profession programmes and professional bachelor programmes no 27 of June 2008: <https://www.retsinformation.dk/Forms/R0710.aspx?id=120524>

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

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

5.1. In your country, do you use

ECTS

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

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

100%

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

100%

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

Student workload only

5.4.1. Please specify.

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

Yes

5.4.3. What is the number of hours per credit?

28

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

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

There are 1650 annual workload hours per 60 ECTS credit. In average, that amounts to 27-28 hours ranged per credit. Workload hours include lessons, preparation for lessons, exams and time of study etc.

6. DIPLOMA SUPPLEMENT

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

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

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

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

No

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

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

No

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

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

English

6.5. Is the Diploma Supplement issued

free of charge

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

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

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

To issue a Diploma Supplement free of charge for all students in higher education has been mandatory for Danish HEIs since 2002. The Danish HEIs use the official model developed by the European Commission, Council of Europe and UNESCO/CHEPS. A new comprehensive guide on Diploma Supplement in Danish has been published in 2011. The guide is based on a national collection of Diploma Supplements undertaken by the Agency for International Education, and the Danish Bologna Expert team assisted in the making of a high quality guide.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

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

Yes

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

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

10. The Framework has self-certified its compatibility with the European Framework for Higher Education

7.2.1 Please provide the date when the step was completed.

20.10.2009

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

Approved by the Minister of Education and the Minister for Science, Technology and Innovation, the present qualifications framework came into force on 1 July 2008. <http://en.iu.dk/transparency/qualifications-frameworks/danish-qualifications-framework-for-higher-education>

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

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

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

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

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

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

7.2.9. Are ECTS included in the NQF?

Please choose..

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

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

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

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

http://en.iu.dk/transparency/qualifications-frameworks/Self-certification_DK.pdf

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

Yes

7.3.1. Please provide the link to that website.

www.kvalifikationsrammen.dk / www.nqf.dk

8. RECOGNITION OF QUALIFICATIONS

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

- Recognition for academic study
- Higher education institution
 - Central government authority (e.g. ministry)
 - Regional government authority (e.g. ministry)
 - National ENIC/NARIC centre
 - Regional/local specialised independent institution
 - Social partner organisation (employers' organisation, trade union etc)
 - Individual employers
 - Other
 - No answer
- Recognition for professional employment
- Higher education institution
 - Central government authority (e.g. ministry)
 - Regional government authority (e.g. ministry)
 - National ENIC/NARIC centre
 - Regional/local specialised independent institution
 - Social partner organisation (employers' organisation, trade union etc)
 - Individual employers
 - Other
 - No answer

8.1.1. Please specify.

The final decision concerning admission to Danish education programmes is taken by the institutions. However, if the Danish ENIC-NARIC Office has assessed that an applicant's foreign qualifications are comparable to the general admission requirements for Danish programmes the institutions are according to Danish legislation obliged to base their decision on admission on the recognition decision made by the Danish ENIC-NARIC office. This means that they in such a case cannot reject admission based on the grounds that the applicant's foreign qualifications are sub-standard. The institutions can deny admission based on the grounds that the applicant does not fulfil the specific requirements for admission, e.g. has not taken chemistry at upper secondary level when applying for admission to a bachelor of medicine programme. Concerning recognition of study and training periods the institutions make the final decision. However, all applicants can complain to an independent qualifications board composed by a chairman, which is a professor in laws, and two subject experts. The Qualifications Board then makes the final decision on recognition of study and training periods. The Danish ENIC-NARIC Office is a central government authority within the Ministry of Science Technology and Innovation. Therefore both central government authority and ENIC-NARIC Office should be ticked in both boxes.

8.1.2. Please specify.

See previous answer.

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

Where recognition is not granted, demonstration of substantial differences by the competent authority

The Danish legislation on recognition is based on the Lisbon Recognition Convention and its subsidiary texts. In the remarks of the Danish legislation on recognition there is an explicit reference to the Lisbon Recognition Convention, which states that with the approval of the Danish legislation on recognition Danish law adheres to the Lisbon Recognition Convention encompassing the three essential principles mentioned in question.

8.2.1. Please provide a reference to the relevant legislation.

- Assessment of Foreign Qualifications Act, cf. Consolidation Act, No. 74 of 24 January 2003, with the amendments following from Act No. 315 of 30 March 2007. - Assessment of Foreign Qualifications etc., Order No. 602 of 25 June 2003 - Qualifications Board Order, Order no. 447 of 10 May 2007

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

The Danish ENIC-NARIC Office is the central recognition authority making assessment for professional purposes outside the regulated professions and for academic recognition as described in question 63. The Danish ENIC-NARIC Office is strictly bound by national legislation on recognition. The Danish ENIC-NARIC Office has a very well developed co-operation with the Danish educational institutions. The ENIC-NARIC Office has held seminars on the Lisbon Recognition Convention, operates a hotline for admission officers at the institutions, holds annual training seminars for admission officers on recognition topics and an annual trouble shooting seminar where the institutions can bring difficult admission cases to the ENIC-NARIC office, where expert credential evaluators help make the decisions on admission. Furthermore, the ENIC-NARIC office has developed an online database with information and general standards of assessment of upper secondary qualifications for more than 140 countries.

8.4. Do higher education institutions typically:

make recognition decisions in faculties/departments

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

No

8.5.1. Please explain.

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

Students taking study periods or training periods abroad are applying for pre-approval of credits/course at the study board of the institute before beginning their studies abroad. In case of non-recognition of study periods the students can complain to the Qualifications Board, see question 63, after coming back to the Danish institution.

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

Transparency is regarded as very important. All recognition decisions done by the ENIC-NARIC Office is published in an open database. All decisions taken by the Qualifications Board concerning recognition of study and training periods abroad is also published on the Danish ENIC-NARIC Office's website.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

Several independent agencies operate legitimately.

Denmark has a national accreditation system for higher education including an Accreditation Council and two independent national, operational quality assurance agencies: The Danish Evaluation Institute (EVA) and the Danish accreditation institution (ACE Denmark). ACE Denmark assesses the university study programmes under the Ministry of Science, Technology and Innovation and EVA assesses other study programmes under the Ministry of Education and the Ministry of Culture. The quality assurance agencies prepare the related accreditation reports. The Accreditation Council makes decisions concerning the approval of both new and existing higher education programmes on the basis of accreditation reports drafted by the independent quality assurance agencies. The decision for new programmes may be positive or a refusal of accreditation while the decision for existing programmes may be positive, conditional positive or a refusal of accreditation. Regarding university programmes, the Accreditation Council may decide to use an internationally recognised institution other than the Professional Secretariat under ACE Denmark for the preparation of accreditation reports due to academic considerations or in order to test the competitiveness of the Professional Secretariat. The Council may, on its own initiative or following a request from a university, base its accreditation decision fully or partly on an accreditation report from another internationally recognised institution, to the extent that such report is prepared in accordance with the criteria laid down in the Ministerial Order on Criteria for the Relevance and Quality of University Study Programmes and on Procedures for Approval of University Study Programmes. Regarding programmes under the auspices of the Ministry of Culture, it is stated in the order that “the Minister of Culture decides which internationally recognised quality assurance agency to use that meets the standards and guidelines for quality assurance within the European Higher Education Area as adopted by the European education Ministers (the ESG standards)”. Until now EVA has been responsible for the accreditation of these programmes, but according to the order (no. 1174 of 01/12/2008) the Minister of Culture can choose any internationally recognised quality assurance agency. As regards to professionally oriented higher education programmes the Minister of Education can decide to use another internationally recognised operator of quality assurance than EVA to prepare an accreditation report to form the basis of a decision in the Accreditation Council.

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

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

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

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

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?

Yes

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

The external review forms the basis for the Accreditation Council's decision concerning the approval of the higher education programme: 1) Positive accreditation which is a precondition for the programme to operate and receive funding, 2) Conditional positive accreditation which requires that certain improvements are implemented within a defined period of time (typically 1-2 years), and this decision can only be awarded to existing programmes - not to new programmes. 3) Refusal of accreditation which implies that the programme cannot be approved, can no longer receive public funding, and can no longer enrol students.

1.5. Does the agency cover:

Please choose..

1.5.1. Collectively, do the agencies cover:

Public higher education institutions only

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

Programmes

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?

No

1.6.2.1. Please specify

All first cycle and second cycle programmes are subject to external evaluation. Third cycle programmes are not.

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

Please choose..

1.6.3.1. Please specify

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

All accreditation decisions positive, conditional positive as well as refusals and the accreditation reports are made publicly available.

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

All accreditation decisions positive, conditional positive as well as refusals and the accreditation reports are made publicly available.

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)

As regards to professionally oriented higher education programmes: Knowledge of central tendency within the area of employment and new research knowledge and knowledge from relevant development work.

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

For university-based programmes, the following criteria are to be assessed: Teaching: It must be documented that Instruction must be provided in a pedagogical and qualified manner by the lecturers. The study programme must be organised such that it supports the learning outcome targets of the programme, the specific admission requirements of the programme and the programme's examination forms. Student support services: It must be documented that the necessary resources and facilities are available in order for the students to realise the objectives of the learning outcomes (e.g. library, IT). The physical setting for the study programme must match the programme and the number of students. Lifelong learning provision: The learning outcome targets of the study programme must live up to the relevant degree type descriptors (bachelor (bachelor), master's (candidatus) (kandidat) or master's (master)) in the Qualifications Framework for Danish Higher Education (Kvalifikationsrammen for videregående uddannelser). Research: It must be documented that the study programme is based on research and connected with an active research environment of high quality. Employability: - Accreditation of new study programmes: The institution must account for the vocational applicability of the study programme and must identify employers for coming graduates. The institution must render probable that there is a demand for the study programme and that relevant employers and recruitment panels have been involved in developing the programme. The institution must also, where relevant, account for the special characteristics of the study programme compared with related programmes. The institution must describe the labour market situation for graduates from related study programmes. - Accreditation of existing study programmes: The institution must document that it is in constant dialogue with employers, recruitment panels and graduates with a view to ensuring the continued relevance and quality of the study programme. Based on employment and unemployment rates, the institution must document that graduates find relevant employment. Internal quality assurance/Management system: It must be documented that the study programme satisfactorily forms part of the institution's quality assurance system, cf. the European standards and guidelines for universities' internal quality assurance of study programmes. As regards to professionally oriented higher education programmes it has to be documented that the programmes are based on central tendency within the area of employment and new research knowledge and knowledge from relevant development work. For higher education within arts and culture under The Ministry of Culture, the following criteria are to be assessed: Employability: The institution must document that it is in constant dialogue with employers, recruitment panels and graduates with a view to ensuring the continued relevance and quality of the study programme. The institution must document its effort concerning vocational guidance and promoting graduates, and that graduates find appropriate employment. Content and Organisation: The learning outcome targets of the study programme, the examens, evaluations and internationalisation must live up to the relevant degree type descriptors in the Qualifications Framework for Danish Higher Education (Kvalifikationsrammen for videregående uddannelser). The study programme must be organised such that it supports the learning outcome targets of the programme, the specific admission requirements of the programme and the programme's examination forms. It must be documented that the necessary resources and facilities are available in order for the students to realise the objectives of the learning outcomes. It must be documented that Instruction must be provided in a pedagogical and qualified manner by the lecturers. Research, Artistic Research and Practice: It must be documented that the study programme is based on research and or Artistic research and practice and connected with an active research/artistic environment of high quality. Internal quality assurance/Management system: It must be documented that the study programme satisfactorily forms part of the institution's quality assurance system, cf. the European standards and guidelines for universities' internal quality assurance of study programmes and involve stakeholders.

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

2. CROSS-BORDER EVALUATION

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

Yes, some institutions are able to choose

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

Danish university programmes are normally accredited by the Danish Accreditation Agency for Higher Education, ACE Denmark. Joint education programmes offered in cooperation between Danish and foreign universities within the scope of the Erasmus Mundus programme are, for Denmark's part, only required to be quality assured by one quality assurance agency. The participating universities can agree that the education programme must be quality assured and accredited by ACE Denmark or by a foreign quality assurance agency that can document that it complies with the European Standards and Guidelines for Quality Assurance, including accreditation, by being registered in the European Quality Assurance Register for Higher Education (EQAR). With regard to Danish education programmes offered abroad, Danish universities can choose to have the programmes accredited by ACE Denmark or to have the programmes accredited according to the national quality assurance system in the country where the education programme is offered. Furthermore, in order to be able to issue a Danish diploma it is a condition that if the universities choose to use a foreign quality assurance agency this must be internationally recognised. In order to be internationally recognised the foreign quality assurance agency must be either registered in the European Quality Assurance Register for Higher Education (EQAR) or: 1) Have sufficient professional capacity to conduct quality assurance activities, such as accreditation, and be independent in its activities with regard to work processes, performance, choice of method and in its professional conclusions, evaluations and recommendations, 2) Ensure transparency and reliability in methods and processes and in its performance of quality assurance evaluations, and include international experts and stakeholders, including students, in its work, and 3) Itself be recurrently subjected to evaluations of own practice by an authority that is independent from the quality assurance institution. Regarding accreditation of Danish transnational higher education programmes under the auspices of the Ministry of Education, the higher education institutions can choose any quality assurance agency that is a full member of the European Association for Quality Assurance in Higher Education (ENQA) and complies with the European standards and guidelines for quality assurance of further and higher education (ESG). But the operator must follow the guidelines from EVA and further requirements defined by the Danish Accreditation Council. Higher education programmes under the auspices of the Ministry of Culture are normally assessed by the Danish Evaluation Institute (EVA), but it is stated in the Order of the Danish Ministry of Culture on accreditation that "the Minister of Culture decides which internationally recognised quality assurance agency to use that meets the standards and guidelines for quality assurance within the European Higher Education Area as adopted by the European education Ministers (the ESG standards)".

2.1.2. If no, please go to section XVII.

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

Other (please specify)

A quality assurance agency from another country must be internationally recognised. In order to be internationally recognised the foreign quality assurance agency must be either registered in the European Quality Assurance Register for Higher Education (EQAR) or: 1) Have sufficient professional capacity to conduct quality assurance activities, such as accreditation, and be independent in its activities with regard to work processes, performance, choice of method and in its professional conclusions, evaluations and recommendations, 2) Ensure transparency and reliability in methods and processes and in its performance of quality assurance evaluations, and include international experts and stakeholders, including students, in its work, and 3) Itself be recurrently subjected to evaluations of own practice by an authority that is independent from the quality assurance institution.

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

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

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

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

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

EVA was externally reviewed against the ESG in 2005 and again in 2011. EVA is a member of ENQA and has applied for inclusion in EQAR. ACE Denmark was reviewed against the ESG in 2010 and was subsequently included in EQAR.

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.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student involvement in governance structures of national quality assurance agencies | Source: Act on the Accreditation Agency for Higher Education, no. 294 of 27 March 2007
http://www.ubst.dk/lovgivning/akkreditering/ENDELIG%2012-09%20UBST%20rettelser%20til%20da-en%20Lovtekst%20L%20111_fra_FThp.doc.pdf |
| <input checked="" type="checkbox"/> As full members in external review teams | http://english.eva.dk/publications/memorandum-on-accreditation/download •
http://acedenmark.dk/fileadmin/user_upload/dokumenter/Om_ACE_Denmark/Final_ACE_brochure_til_download_-_enkelt_sidet.pdf |
| <input type="checkbox"/> As observers in external review teams | |
| <input checked="" type="checkbox"/> In the preparation of self evaluation reports | http://acedenmark.dk/fileadmin/user_upload/dokumenter/Om_ACE_Denmark/Final_ACE_brochure_til_download_-_enkelt_sidet.pdf |
| <input type="checkbox"/> In the decision making process for external reviews | |
| <input type="checkbox"/> In follow-up procedures | |
| <input type="checkbox"/> Other, please specify | |

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

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

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

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

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

Yes

The chairman and members of the Council shall possess knowledge and experience on quality assurance, higher education, research and labour market conditions for graduates between them. At least one member shall have international accreditation experience, cf. Act on the Accreditation Agency for Higher Education §4. According to the Ministerial Order on Criteria for the Relevance and Quality of University Study Programmes and on Procedures for Approval of University Study Programmes, higher education institutions must document that they are in constant dialogue with employers, recruitment panels and graduates with a view to ensuring the continued relevance and quality of the study programme. During accreditation of study programmes under the Danish Evaluation Institute, an external accreditation panel is subsequently appointed by EVA for each specific accreditation. The panel as a group should include the following knowledge profiles: subject specific knowledge of the programme; employer perspective on the programme; and pedagogical knowledge.

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

Specified answer to "Is there a formal requirement that academic staff are involved?" above where "Other (please specify)" is marked: The chairman and members of the Council shall possess knowledge and experience on quality assurance, higher education, research and labour market conditions for graduates between them. At least one member shall have international accreditation experience, cf. Act on the Accreditation Agency for Higher Education §4.

5. INTERNAL QUALITY ASSURANCE

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

Yes

5.1.1. Please specify these requirements and the relevant source.

The universities must ensure coherence between research, education and quality of education and teaching. The rules concerning the evaluation of education and teaching in the Act on universities are wide giving the universities flexibility in choosing how to orchestrate the quality assurance work. The evaluation of teaching must be carried out in accordance with the individual subject and subject areas. The university decides on the objective, the focus and the frequency of the evaluation of teaching. The university educational evaluations must have a comprehensive view of the individual programmes. Yet, as opposed to external educational evaluations (that are "peer reviews" including self evaluation, evaluation panel, institutional visit and evaluation report) there are no formalised models for the internal educational evaluations. The universities shall orchestrate their educational evaluations while showing regard for the overall quality assurance system. The universities must involve external actors in their quality assurance work as well as set up one or more advisory recruitment panels. Furthermore, the body of external examiners at the universities has a number of important functions when it comes to quality assurance and the development of education programmes. Other institutions of higher education are subject to similar rules and procedures. Institutions offering professionally oriented higher education programmes are required to have a system for quality and result evaluation of the programmes, development work and knowledge centre function and are required to inform about this.

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

Higher education institutions

5.2.1. Please specify.

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

Yes

5.3.1. Please go to Question 5.6.

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

Yes

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

Yes

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

All

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

All

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

The Danish University and Property Agency appoints a nationwide body of external examiners (body of appointed external examiners). A body of external examiners shall cover the bachelor and masters (candidatus) programmes as well as the master's programmes and other part-time programmes under the University Act within the same academic or similar area which one or more universities are authorised to offer. As part of the quality assurance of the examination and examination systems of the programmes, the chairmanship shall 1) nominate external examiners for appointment; 2) provide advice to the universities on the form and content of the examinations; 3) submit an annual report to the universities based on the external examiners reports; 4) respond to consultations on curricula and material changes made to the curricula for the programmes affecting the examination and examination system; and 5) otherwise be available to the university, including employer panels, in connection with the development of new examination forms. The chairmanship shall contribute to a continuous dialogue on the development of the quality of the examination and examination system, including the quality of exam assignments, by holding meetings between the external examiners in the body and contact meetings between the universities, including employer panels, and the external examiners at least every other year. The same applies to professionally oriented higher education. The Acts on higher education within the Arts stipulate that the institutions have to use external examiners appointed by The Ministry of Culture (body of appointed external examiners). A body of external examiners shall cover the programmes offered within the same academic/artistic or similar area which one or more institution are authorised to offer.

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

All

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

All

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

As a consequence of the Act on transparency and openness of education programmes (Lov om gennemsigtighed og åbenhed i uddannelserne) the universities / higher education institutions and professionally oriented higher education institutions are obliged to make public different information concerning the quality and content of education programmes, including evaluations, in an easily accessible manner e.g. on the university website. The following links provide a few of examples of the information available. Evaluations of the programmes of the Life Science Faculty of Copenhagen University (http://www.life.ku.dk/om_life/LIFE_fakta/statistik/evaluering.aspx); Evaluations of the education programmes of the different faculties of Aarhus University (<http://www.au.dk/fakulteterinstituttermv/adm/registra/gennemsigtighed/gennemsigtighed/evaluering/>).

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?

No

2. How do your steering documents define lifelong learning?

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

Lifelong learning focuses on access to high quality education from early childhood education and care up to higher education and also covering adult education and continuing training.

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

Denmark has a long-established system of continuing/adult education subsidised by the state that provides for lifelong learning and a continuous professional, personal and social development for the individual at a higher education level. There has been an development, that has gone from primarily understanding lifelong learning as covering adult education and continuing training to covering all aspects of education also including children and young students. Higher education institutions are primarily offering adult education and training covering short cycle, first cycle and second cycle.

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 university colleges for higher education, no. 562 of 6 June 2007: <https://www.retsinformation.dk/forms/r0710.aspx?id=25353> Act on academies of professional higher education, no. 850 of 8 September 2009: <https://www.retsinformation.dk/forms/r0710.aspx?id=125520> University Act, no. 1368 of 7 December 2007: <http://www.ubst.dk/en/laws-and-decrees/Ministerial%20Order%20concerning%20the%20Act%20on%20Universities%20%28The%20University%20Act%29.pdf> Act on Basic Adult Education and Higher Adult Education (VfV) no. 1049 of 9 November 2009 <https://www.retsinformation.dk/Forms/R0710.aspx?id=126363> Act on Open Education no. 952 of 2 October 2009 <https://www.retsinformation.dk/Forms/R0710.aspx?id=127240> A national qualifications framework for lifelong learning has been developed in 2010 and it provides an overview of qualifications in relation to one another. The Qualifications Framework for Lifelong Learning supports transparency in the education system and furthers the possibilities for mobility and lifelong learning.

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

Yes

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

University colleges and academies for professional higher education are only allowed to offer adult education and training covering short cycle and first cycle but not covering second cycle.

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

- Adults in employment The Government promotes the participation by adults in adult education and continuing training to improve their opportunities in the labour market
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications Adult education and continuing training must provide everyone with the opportunities to improve competences - not least those with the lowest level of formal education
- Other, please specify
- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

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?

It depends on the specific programme and the institution.

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

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

Now

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

Yes in some fields

2.1 Please specify.

To clarify, there are some university programmes that have restricted admission. Despite the fact that a student fulfils all admission requirements, the applicant's chance of being admitted to the university depends only on the grade point average from the secondary school examination. The university will enrol the students with the highest grade point average, and students, which otherwise meet all admission requirements but were surpassed by students with higher grade point averages, will then be offered an enrolment at the student's second choice. Similar, access to a number of higher artistic educations (within the arts, music, acting, and film) is based on highly selective entrance examinations.

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

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

4. UNDERREPRESENTED GROUPS

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

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 underrepresented) 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.

The Danish system of higher education is characterised by having a reasonably broad representation from many societal groups and a long tradition for the encouragement and strengthening of equal participation. Higher education is free and admission is based purely on academic (or artistic) criteria. All students of higher education are entitled to substantial student grants and loans provided by the Danish state. Furthermore, a long-established system of continuing/adult education subsidised by the state provides opportunities for lifelong learning and a continuous professional, personal and social development for the individual at a higher education level. However, young people with a non-academic family background are still underrepresented among university students. Furthermore, male students and students of ethnic minority origin are also slightly underrepresented in higher education. The male/female ratio admission at the universities for the academic year 2010/2011 is 45/55.

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

It is a specific objective for the Danish government that at least 50 percent of a youth cohort should complete a higher education programme (ISCED 5+6) by 2015. To ensure that the 50 percent target is met, the minister of science, technology and innovation has initiated a dialogue with the Danish universities on how to increase the number of students admitted to higher education programmes from 2011. As part of the Welfare Agreement, the Ministry of Education has set up contracts with university colleges and academies of higher education (short and medium cycle higher education programmes) that include specific targets for reducing drop-out rates. Furthermore a number of recruitment campaigns have been carried out within specific subject fields, i.e. health care and engineering. The Ministry of Education and the Ministry of Science, Technology and Innovation are monitoring progress towards the 50 percent target on a regular basis. The latest status shows that 49.4 percent of a Danish youth cohort completes higher education.

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

The percentage of a youth cohort with a higher education is an estimation based on mathematic modelling. The model provides a projection of the level of education 25 years after finishing primary school based on the current educational pattern. The source of data is Statistics Denmark which registers all educational activity of Danish citizens.

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

Yes

5.4.1. Who monitors on the basis of which criteria?

Statistics Denmark monitors the composition of the student body, for example according to gender based criteria, national origin or age.

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

The monitoring criteria are regularly updated by Statistics Denmark and by the ministries responsible for higher education to ensure that the data accurately reflect the student body admitted to higher education institutions. For the first time, Denmark is participating in the European-wide survey "Eurostudent IV" on the Danish students' social and economic conditions and the study is expected to provide students, educational institutions and politicians with a better platform for discussion and improvement of the students' conditions, education and training institutions

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

190,000 Danes benefit from educational support every year for higher education. The annual budget amounts to over 8.5 billion Danish Krone. The public grants make for a flexible system and is established to ensure equal access to higher education for all societal groups and to remove potential economical barriers to completing the studies.

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

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

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

Please choose..

6.2.1. Please describe these obstacles.

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

Please choose..

6.3.1. Please describe these groups.

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

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

7. COMPLETION OF STUDIES

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

Yes

7.1.1. Please describe the main features of these policies.

The Government has launched a range of initiatives to reduce the drop-out ratio in higher education and to increase the level of completion of studies. With regards to lowering the age of graduates and to ensure that more students complete higher education programmes, the government concluded the Agreement on Future Prosperity, Welfare and Investments in the Future (The Welfare Agreement) in June 2006. In short, the admission system should favour young people who start education no more than 2 years after the qualifying degree by upgrading their average grade. The financing and organization of universities should to a greater extent support earlier study completion, including through 6 months deadlines for completing the final thesis, strengthened study guidance, new financing structures for universities with a view to bring actual completion times better in line with the prescribed period of studies etc. The funds allocated for globalisation-related initiatives are intended to strengthen notably education, research and innovation, thereby strengthening growth potential in the slightly longer run and contributing to high employment and low unemployment. In the Agreement on the implementation of the globalisation funds, it was agreed that the quality in higher education should be strengthened through pedagogical efforts, improved student advising and flexible learning paths. As of 1 February 2008, universities are obliged to follow-up on drop-out endangered students, calling for a personal meeting, if they are more than 12 months behind in their higher education programme. The political objectives for increased study completion were reflected in the taximeter scheme when, in 2004, a new taximeter type was established in the form of a completion bonus for the universities which was triggered when the students completed a Bachelor programme. In 2009, a new completion bonus was introduced which, unlike previous schemes, is conditional upon the duration of the study so that the universities are only paid the completion bonus upon the student completing his/her study programme within a specified period. Effective from 2009, the universities receive a: - Bachelor bonus when students complete a Bachelor programme within the prescribed study period plus one year. - Master's bonus when students complete a Master's programme within the prescribed study period. The higher education institutions themselves also monitor the statistical development of the completion rate.

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?

The data on completion rates is used as one indicator – among a range of indicators – when monitoring and supervising the universities, university colleges and academies of professional higher education as well as other institutions of higher education. Each higher education institution has set a goal for completion rates in a contract with the Minister of Science, Technology and Innovation or the Ministry of Education which is supervised based on the data for student completion rates. In accreditation of programmes under the auspices of the Ministry of Education and of programmes under the Ministry of Culture, one of the criteria deals with completion and drop-out, and drop-out data is assessed.

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.

In 2009, a new completion bonus was introduced which, unlike previous schemes, is conditional upon the duration of the study so that the universities are only paid the completion bonus upon the student completing his/her study programme within a specified period. Effective from 2009, the universities receive a: - Bachelor bonus when students complete a Bachelor programme within the prescribed study period plus one year. - Master's bonus when students complete a Master's programme within the prescribed study period. As part of the criteria for accrediting and approving bachelor's programmes and master's programmes, study programmes of higher education institutions must be organised such that they support the learning outcome targets of the programme that have been set. It should furthermore be documented that institutions are in constant dialogue with employers, recruitment panels and graduates with a view to ensuring the continued relevance and quality of the study programme and based on employment and unemployment rates, the institution must document that graduates find relevant employment. Similar accreditation criteria apply to professional bachelor's programmes and academy profession programmes. In accreditation of programmes under the auspices of the Ministry of Education and of programmes

under the Ministry of Culture, one of the criteria deals with completion and drop-out, and drop-out data is assessed.

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.

The universities are legally obliged to offer special guiding for students that are deemed close to dropping out. Psychological counselling services and treatment are offered free of charge to students attending universities and university colleges in Denmark. This is done by the Student Counselling, which is a self-governing institution under the ministry of Science, Technology and Development. Special educational assistance (support scheme) is established to make sure that students with physical and psychological disabilities are able to finish a higher education on the same footing as students without disabilities.

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.

In connection with the Welfare Agreement the Government has established a "Globalisation Fund" amounting to DKK 10 billion in 2012. Among other things, the Globalisation Fund is allocated to ensure that at least 95 per cent of a youth cohort completes an upper-secondary education by 2015 and at least 50 per cent complete a tertiary education. The Globalisation Fund is a part of the Government's Globalisation Strategy that contains initiatives concerning research, education, innovation and entrepreneurship. Further, all higher education institutions fund student services and guidance as well. The work of the Student Counselling Service is financed by the state, and forms an independent paragraph in the Finance Act. § 19.26.04. Also, some of the universities have received a special grant to provide and test different types of career guidance initiatives. In total DKK 10 million in 2009-2010. Special education assistance is financed by the Ministry of Education.

8.4. What are the main tasks of the services?

Student services or student counselling is established to offer social, psychological or psychiatric counselling and advice to students in relation to their education and career. It can be related to fear of exams, anxiety, concentration problems, depression, study doubts or thesis problems, competence clarification, resume and application writing etc.

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.

Distance learning, e-learning, part time study, awarding of credits, recognition of prior learning. Also, the student is free to decide how many ECTS-points he/she will take each semester, so that he/she can do de facto part time low intensity semesters (except the final thesis semester) or high intensity semesters. However, the students can only get the state grant a limited period of time, and the grant is given per month enrolled and not per ECTS.

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

No

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

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

Yes

13. Please provide details of these measures.

According to the University Act, § 13(a), the universities are obliged to organise recruitment panels, consisting of external members, who shall have experience of and insight into the educational area and the areas in which graduates of the study programmes can find work. The members of the recruitment panel are consulted regarding the relevance (to the society) and quality of the study programmes, the development of new and existing study programmes as well as new modes of teaching and examination.

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: = General upper secondary education (? 95 %) - either by the grade point average or an assessment of qualifications.

Route 2: = Vocational or artistic education and training.

Route 3: = Entry without a full certificate but with supplementary courses.

Route 4: = For some continuing education programmes (short and medium cycle part time programmes) access can be obtained through recognition of prior learning.

Route 5: = n/a

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

Yes

15.1. Please briefly describe these measures.

Through the general upper secondary education, there are two main ways of being admitted to the university, either by the grade point average or an assessment of qualifications. The first option is quota 1 and for student, admission depends only on the grade point average from the secondary school examination. In quota 2, the second option, the student's chance of being admitted to the university depends on the individual assessment of his / her qualifications. The applicant must fulfil all the general and specific requirements for the study programme he / she apply for. In quota 2, applicants have to write a

motivational letter and curriculum vitae where they describe their qualifications. The university can assess the following criteria in quota 2: - Motivation and study potential - Relevant employment experience - Relevant education experience - Studies or work abroad - Grade point average from the secondary school examination - Grades in certain subjects in the secondary school - Other relevant experience which is relevant for university studies (e.g. volunteering) Some universities, like the University of Southern Denmark, conduct special admission interviews, also called Multiple Mini Interview, at certain programmes to further assess the applicant's motivation, ability to communicate and cooperate and his/her personal integrity.

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?

Part-time student or Master programme student (in Denmark there exists part time, tuition based, continuing education programmes called "Master programmes" in Danish - not to be confused with the regular Master's Degree - "candidatus"-programmes).

16.1.2. How do you define it?

1) Master programme, 2) Other continuing and further education courses, 3) VVU-programme, 4) Diploma programme, 5) Supplementary teaching in order to meet the admission requirements for a Master's programme (candidatus).

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

Part-time programmes are offered to adults who want to study at first and second cycle levels or to those who already have a further education degree and wish to continue their studies on first and second cycle levels. A job can be held while studying.

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

The university shall request part payment for participation in classes and tests and other assessment forming part of the exam for part-time programmes partially subsidised, see University Act, no. 1368 of 7 December 2007. Tuition fees are charged for the courses and can vary from subject to subject, and the fees can vary from university to university. VVU-, Diploma and Master Programmes (continuing education) are constructed as part-time programmes over a normally two year period on first (VVU and diploma) and second (master) cycle (60 ECTS) and are offered by the higher education institutions along with single-subject and part-time courses. At VVU-, Diploma and Master Programmes (continuing education) tuition fees are also charged. Higher education institutions' provision of part-time programmes can include all the courses that are approved to be offered on a full-time basis, single courses from these and domain-specific programmes. There is no official status called part-time students on regular university programmes. De facto part-time student exist though (see question 57 [II.1.1.]

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.

The ministerial order on part-time programmes, no. 1188 of 7 December 2009: <https://www.retsinformation.dk/Forms/R0710.aspx?id=127800>

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

Higher education institutions have autonomy to decide, but most of them 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?

Yes

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

Prior learning includes a person's total qualifications, knowledge, skills and competencies, irrespective of where and how they were acquired. Prior learning is the sum of all the things that the citizens know about and know how to do, i.e. not only diplomas and certificates but also what they have learned at work and in their spare time. The Danish Parliament adopted an act amending various legislation within the field of responsibility of the Ministry of Education (Act No 556 of 6 June 2007 to enhance the use of RPL in the field of adult education and continuing vocational training), which came into force on 1 August 2007. The aim of the act is to create better opportunities for individuals to have their knowledge, skills and competences assessed and recognised within the adult education and continuing training system regardless of where they are acquired. This is to promote the participation by adults in adult education and continuing training and to improve their opportunities in the labour market. The Danish Ministry of Education handbook on prior learning assessment within adult education and continuing training places great importance on quality assurance of institutions' work with prior learning assessment (Danish Ministry of Education, 2008). The handbook stresses that work on assessing and validating prior learning is to help ensure legitimacy based on valid and reliable methods. Institutions must develop transparent guidelines ensuring quality, validity and reliability, and clarify the professional groups that are to take on the various tasks (Danish Ministry of Education, 2008: 31-32). Several of the criteria for quality assurance of institutions' work with prior learning assessment have also been addressed in the publication "European guidelines for validating on-formal and informal learning" by CEDEFOP (2009).

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

Please choose..

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

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

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)
- Other: competences acquired outside the ordinary education system during spare time can be assessed and recognised. Such competences include organisational work, voluntary work, participating in development projects, positions of trust, etc.

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)
- Other: be taken into account as a fulfilment of a higher education study programme.

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

Legislation expressly obliges higher education institutions to implement procedures for validation of non-formal and informal learning

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

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?

No

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

In 2000/2001 the Danish Ministry of Education developed a separate system for adult education. The main reason for developing a separate system for adult learning in higher education was to make a coherent higher education system for adults with professional qualifications or qualification for academic studies. Coherent education paths and transparency in the adult learning higher education system were to contribute to targeted education and life-long skills upgrading and facilitate the best possible use of public re-sources. The system was to provide better and more visible opportunities for adult higher learning without educational “blind allies” or “dead ends” and to provide the educational structure for lifelong learning with a starting point in adults professional- and life experience. The separate adult higher education system is called “the parallel competence system” and has adult higher education qualifications available at levels corresponding to those of the ordinary (regular) higher education system. The three levels are: 1. VVU-degree/Further adult education (corresponding to 2-year professionally oriented higher education) 2. Diploma programmes (corresponding to professional bachelor) 3. Master programmes (corresponding to 2 year master degree) The Ministry of Education is responsible for the VVU- and the Diploma degree. The Ministry of Science, Technology and Innovation is responsible for the Master programmes. The programmes in the separate adult higher education system are typically part-time programmes, equivalent to one year of full-time study (60 ECTS credits) enabling students to receive supplementary education or training while holding a job. The public higher education institutions are responsible for providing the courses. In April 2007 Denmark presented a strategy for lifelong learning. The strategy covers the development of all forms of education, learning and lifelong skills upgrading for all – in the education system, in adult education and continuing training, at work and in the many other settings in which people learn and develop their knowledge, skills and competences. The national strategy for lifelong learning is mainly based on the Government’s globalisation strategy – http://pub.uvm.dk/2007/lifelonglearning/lifelong_learning.pdf

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?

DKK

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 Part-time students pay tuition fees
 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?

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

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

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

Minimum amount = 6,000 DKK

Maximum amount = 155,000 DKK

Most common amount = 11,000 DKK

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

The answer to this question pertains to both first and second cycle degree students, as it is not possible to distinguish between data for the two groups in this context. Also, full-time home students do not pay fees, so the answer to this question only concerns part-time students. All part-time students pay a fee. The universities receive funding for each student proportionally with the home students part-time-activity. For home students the sum of the fee and the government funding may not exceed the cost of the education. Otherwise the size of the fee is not defined according to law. Each higher education institution defines its own fees. Please note the amounts listed above relate to the year 2010, and are calculated as average fee per full-time equivalent part-time student. In Denmark, there is a distinction between 1) full-time student and 2) part-time student. - The higher education institutions offer full-time education in the first and second cycle. These educations are fully financed by the Danish Government and students that are admitted to these full-time education programmes do not pay any tuition fee. - Higher education institutions also offer part-time education programmes, for example as one-year Master programmes or single courses from all 1st and 2nd cycle courses that are approved to be offered on a full-time basis. These programmes are only partially financed by the Government and students that are admitted to these educational courses have to partially pay tuition fee. Each higher education institution (KVU and LVU) not defined as classic Universities define their own fees. The size of the fee is not defined according to law.

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

The answer to this question pertains to both first and second cycle degree students, as it is not possible to distinguish between data for the two groups in this context. Also, full-time home students do not pay fees, so the answer to this question only concerns part-time students. All part-time students pay a fee. The universities receive funding for each student proportionally with the home students part-time-activity. For home students the sum of the fee and the government funding may not exceed the cost of the education. Otherwise the size of the fee is not defined according to law. Each higher education institution defines its own fees. About 500 students pay more than 150,000 Danish kr. About 500 students pay less than 10,000 kr.

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

Minimum amount = 6,000 DKK

Maximum amount = 155,000 DKK

Most common amount = 11,000 DKK

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

See question 13. It is not possible to distinguish between first and second cycle degree students.

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

See question 14. It is not possible to distinguish between first and second cycle degree students.

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

Information not available.

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

Yes

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

Minimum amount = Information not available

Maximum amount = Information not available

Most common amount = The university shall request full payment from external students for their participation in tests and other assessment forming part of exams. The tuition fee must at least correspond to the costs.

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

Since 2006, students from non-EU/EEA countries have paid tuition fee as they are to be considered international students. Until 2006, education was free of charge for all foreign students from non-EU/EEA countries when they were admitted to a full-time programme and they could also study at part-time education programmes and only partially pay tuition fee. Legislation was changed in 2006 which meant that higher education institutions are to charge full tuition fee from all non-EU/EEA countries' students on both full- and part-time programmes. There has been no change in legislation for citizens of EU/EEA countries as they are on equal terms with Danish citizens. Higher education in Denmark is usually provided free of charge for all EU/EEA students, more specifically for full degree students, and for students who are participating in an exchange programme, in Fulbright, Denmark's International Study Program (DIS) or Rotary Ambassadorial Scholarships. Exempted from payment of tuition fees are also: 1) Students with a permanent residence permit (Danish: "Permanent opholdstilladelse") 2) Students with a temporary residence permit with the possibility of achieving a permanent residence permit (Danish: "tidsbegrænset opholdstilladelse med mulighed for varigt ophold i Danmark") 3) Children of workers from non-EU/EEA countries (students who have accompanied parents from non-EU/EEA countries to Denmark are exempt from payment of tuition fees for higher education if they have been issued a resident permit pursuant to section 9c of the Danish Aliens Act and if their parent(s) have been issued a resident permit as a consequence of employment in Denmark pursuant to section 9a of the Danish Aliens Act). All other students have to pay a tuition fee. Scholarships are available for students from non-EU/EEA countries studying at higher education institutions in Denmark. The scholarships are administered by the institutions. Through the Erasmus Mundus scheme, it is possible to apply for a scholarship to undertake specific Master's degree programmes offered jointly by a Danish institution and other European institutions. In accordance with the Cultural Agreement Programmes and other scholarship exchange programmes, Denmark offers scholarships to nationals from countries inside and outside the EU.

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

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

Higher education institutions can define their fees, but the sum of fees and government funding must not exceed the cost, see question 13.

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

Each higher education institution defines its own fees

Higher education institutions can define their fees, but there are limits set by the central/regional authority

Higher education institutions can define their fees, but they have to be approved by the central/regional authority

Central/regional authority defines the value range of fees

Higher education institutions can define their fees, but the sum of fees and government funding must not exceed the cost, see question 13.

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

No

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

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

Now

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

A combination of grants and loans for students

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

The Danish educational support system provides a combination of grants and loans to the students. Every student enrolled in a higher education course is entitled to a number of monthly grants corresponding to the prescribed duration of the chosen study, plus 12 months. Inside a maximum of 70 grants students can change from one course to another. If you are taking a higher education programme and have used all your study grant portions, you can get a completion loan. You can receive a completion loan in the last year of your studies. All students living with their parents are supported with a lower grant than students living in lodgings. Students who accept support in a year in which their private earnings exceed a set amount have to repay some of the grants and loans received that year plus 7%. However, they have the option of not accepting support for a period of time thus enlarging the set amount. Students in higher education (under a time limitation) have the choice of using these grants later, to prolong their studies (for instance, to prepare for re-examination after a failed exam). In particular situations - mainly sickness and childbirth - students can apply for extra monthly grants. New mothers are eligible for 12 and new fathers for 6 extra monthly grants, with certain stipulations. Altogether the rules make for a flexible system. Students have the option of organising their studies according to their personal preferences and earning possibilities. At the same time, however, they incur a measure of personal accountability for managing their financial situation. In combination grants, students are offered supplementary state loans (grants 2/3, loans 1/3 of total support). The interest rate for these loans is set by Parliament. Students must start paying back state loans no later than one year after the end of the year in which they graduate or give up their studies. The loan must be repaid within 15 years. About half of all students make use of state loans. 190,000 Danes benefit from educational support every year for higher education. The annual budget amounts to over 8.5 billion Danish Krone. The average after-tax annual income of students receiving support and earning an average private income - corresponding to roughly 10 hours paid work a week - is about 60% of that of typical industrial workers. Danes can obtain support for studies abroad.

13. PUBLIC GRANTS AND SCHOLARSHIPS

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

Yes, students of all cycles

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

All students

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

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

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

70

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

Minimum = DKK 2,728 per month (12 monthly rates per year) for students living with their parents.

Maximum = DKK 5,486 per month (12 monthly rates per year) for students living on their own.

Most common = n/a

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

All students

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

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

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

70

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

Minimum: DKK 2,728 per month (12 monthly rates per year) for students living with their parents / Maximum: DKK 5,486 per month (12 monthly rates per year) for students living on their own.

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

70

14. STUDENT LOANS

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

Yes, students of all cycles

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

Yes

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

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

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

Minimum first cycle = n/a

Most common first cycle = Support recipients without children can get a loan amount of DKK 33,372 during the academic year 2010/2011. This is the typical loan amount during 2010/2011 for debtors.

Maximum first cycle = A support recipient with a child can get a loan amount of DKK 50,076 during the academic year 2010/2011.

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

Yes

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

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

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

Minimum second cycle = n/a

Most common second cycle = Support recipients without children can get a loan amount of DKK 33,372 during the academic year 2010/2011. This is the typical loan amount during 2010/2011 for debtors.

Maximum second cycle = Students who have not completed their study programmes and have used their rights to SU-grants can get completion loans for one year. During 2010/11 they could get DKK 86,070.

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

Students can choose an arbitrary loan amount up to the maximum specified by the rules (i.e. they can choose an arbitrarily small amount). - Student loans as described above are offered to all students in higher education. - Students with children can take up an additional loan (DKK 1,405 per month). - Students in higher education, who have used up their study grant portions can get a completion loan (DKK 7,240 per month).

14.4. What percentage of students takes out loans?

In the first cycle = 34

In the second cycle = 47

Of all students = 37

14.5. Are student loans publicly subsidised or guaranteed?

Yes

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

Danish student loans are provided as an integrated part of the state education grant and loan scheme. Loans are paid out by a governmental agency under the auspices of the Ministry of Education. Loans are repaid to the Agency for Governmental Management (Ministry of Finance).

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

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

X

The same conditions govern cancellation of all debts owed to public authorities, including study loans. Cancellation of debt can only be granted after a specific evaluation and if the debtor is incapable of repaying the loan and has no prospect of repaying the loan within a foreseeable future. The cancellation of the debt should lead to a significant improvement of the debtor's financial circumstances.

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

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

Now

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

1st cycle Yes No No answer

2nd cycle Yes No No answer

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

Please choose..

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

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

17.1.1. Please specify.

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

Please choose..

17.2.1. Please explain the difference.

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

Please choose..

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

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

Please choose..

19.2. Please explain the difference.

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

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

Now

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

1st cycle Yes No No answer

2nd cycle Yes No No answer

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

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

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

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

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

- Subsidised accommodation:1st cycle
- Subsidised accommodation:2nd cycle
- Subsidised health insurance:1st cycle
- Subsidised health insurance:2nd cycle

24.1. Please specify the details of existing subsidies.

Students in both first and second cycle are eligible to receive a discount to their transport expenses, from their home to their higher education institution. The students themselves have to pay the first 562 DKK of their season ticket each month, and the rest are to be paid by the Danish government.

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

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

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

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

Only students that receive the Danish educational grant are eligible to receive the transport discount.

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

Yes

25.3. Please explain the difference.

In second cycle only students that receive the Danish educational grant are eligible to receive the transport discount, while all students in first cycle are eligible. Please note: the question "who is eligible to receive such non-cash support"

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

Students in both first and second cycle are eligible to receive a discount to their transport expenses, from their home to their higher education institution. The students themselves have to pay the first 562 DKK of their season ticket each month, and the rest are to be paid by the Danish government. In second cycle only students that receive the Danish educational grant are eligible to receive the transport discount, while all students in first cycle are eligible.

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

Now

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

Student

They hold and employment contract with a HEI

The position as PhD student is a fixed-term educational position. PhD students are typically employed by a university under a collective agreement for academic employees in the Danish State Sector. Industrial PhDs are employed by a company (public or private) while also being enrolled at a university.

28.1. Please explain why you selected multiple options?

n/a

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

No

28.3. Please explain the difference.

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

The main sources of funding are the public budget. All Danish universities are publicly-funded. For industrial PhDs, the company (public or private) employing the PhD can apply for subvention of parts of the costs related to the industrial PhD project.

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

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

A PhD student admitted to a PhD programme shall carry out independent research work under supervision, complete PhD courses totalling approximately 30 ECTS, participate in active research environments, gain experience of teaching or other forms of knowledge dissemination, and complete a PhD thesis. All PhD programmes are structured and include taught courses, teaching and independent research. Within three months of the start of the PhD programme, the university or other institutions of higher education shall approve a research and study plan (the PhD plan) for the individual PhD student. At regular points during the PhD programme, the university or other institutions of higher education shall assess whether the PhD student is following the PhD plan and, if necessary, adjust the plan. If the university or other institutions of higher education assesses that the PhD student is not following the plan, in spite of any adjustments made to the plan, the student shall be given three months to get back on track. If a new assessment is negative at the end of the three month period, the student shall be

expelled from the PhD programme.

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

The fees are typically covered by the employer be it a university or a company. PhD students are employed in fixed-term educational positions. The status as employee implies that PhD students are paid according to the scales outlined in the collective agreement for academic employees in the Danish State Sector. The fees that PhD students have to pay are normally covered by the employer be it a university or a company. Due to the status as employee, PhD students cannot receive support through the Danish Student's Grants and Loans Scheme. The university may request that PhD students, whose programme is funded by external sources, pay in full for their participation in classes and tests and other assessment forming part of exams.

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

An industrial PhD is a three year research project and research training implemented in cooperation between a public or private company, an industrial PhD student and a university. The industrial PhD scheme shall promote research and development in the Danish business community by training researchers with knowledge about business aspects of research and development. Furthermore, the objective is to support the establishment of networks for the exchange of knowledge between companies and Danish and/or foreign universities/research institutions. Companies, private as well as public, can apply for the subvention of parts of the costs related to industrial PhD projects.

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

Maria Bjerre, Head of Section, Department for Higher Education and International Cooperation, the Danish Ministry of Education

Mads Flyvholm, Special Adviser and Michael Huss Svejstrup, Special Adviser, Danish Agency for International Education, and Mette Eng, Head of Section, Department of Globalisation Policy, Danish University and Property Agency, the Danish Ministry of Science, Technology and Innovation

Mette-Astrid Jessen, Special Adviser, the Danish Ministry of Culture

B.1.b Stakeholder representatives

Jens Vraa-Jensen, DM (Dansk Magisterforening) / the Danish Association of Masters and PhDs

B.1.c Other contributors

The following stakeholders have been contacted, but did not provide input:

The National Union of Students in Denmark

Universities Denmark

C National strategies and action plans

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

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

Yes

No → please continue with section C.6.

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

Please note that in Denmark, Higher education is offered by four types of higher education institutions and regulated by three Ministries:

- Academies of Professional Higher Education (Erhvervsakademi) and University Colleges (Professionshøjskole) are regulated by the Ministry of Education and offer professionally oriented first cycle degree programmes.
- Research universities (Universitet) are regulated by the Ministry of Science, Technology and Innovation and offer first, second and third cycle degree programmes in all academic disciplines.
- A number of university level institutions are regulated by the Ministry of Culture and offer first, second and third cycle degree programmes in subject fields such as architecture, design, music and fine and performing arts.

In december 2009 the Danish Ministry of Education published "Stepping up study and internship abroad" (A), which is a strategy for enhanced outbound mobility in the academy profession and professional bachelor education programmes.

The strategy is available at this link:

<http://www.uvm.dk/service/Publikationer/Publikationer/Videregaaende%20uddannelse/r/2010/Stepping%20up%20study%20and%20internship%20abroad.aspx>

The Ministry of Science, Technology and Innovation is also taking necessary steps towards lining out a strategy covering outbound mobility of Danish university students.

Likewise, the Danish Ministry of Culture is conducting a thorough investigation into student mobility, staff mobility at all levels and internationalization in general at all HEIs, as part of preparing initiatives on internationalisation.

Concerning inbound mobility, in 2007 the Government published Action Plan for the Global Marketing of Denmark, covering marketing Denmark as a study Destination (B). <http://www.brandingdenmark.dk/international/en-gb/menu/marketing-of-denmark/action-plan/action-plan-marketing-denmark/action-plan+marketing-denmark.htm>. The strategy for marketing Denmark as a study destination is being implemented by the Danish Agency for International Education, under the auspices of the Ministry of Science, Technology and Innovation, and can be found in Danish here: <http://www.iu.dk/markedsfoering/national-strategi->

The Ministry of Science, Technology and Innovation has launched a strategy with the overall focus on knowledgebased collaboration with China which also includes mobility, "Strategy for Knowledge Based Collaboration between Denmark and China" (C) <http://en.vtu.dk/publications/2008/strategy-knowledge-based-collaboration-denmark-china-summary>.

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

Adopted: "Stepping up study and internship abroad", strategy for academy profession and professional bachelor education programmes (A): December 2009

The strategy for marketing Denmark as a study destination (B): 2007

"Strategy for Knowledge Based Collaboration between Denmark and China" (C): 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			
Outbound	20% by 2020 /"Stepping up study and internship abroad", strategy for academy profession		

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

	and professional bachelor education programmes (A)		
No target	The strategy for marketing Denmark as a study destination (B) + "Strategy for Knowledge Based Collaboration between Denmark and China" (C)		

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

As part of the Bologna-proces Denmark has adapted the goal, that in 2020 at least 20% of the students graduating from higher education should have had a study or training period abroad.

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	Germany (B), Poland (B)			
USA/Canada	USA (B)			
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia	China (B+C), India (B)	China (C)	China (C)	China (C)
Other (please specify)				

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

Please note the following for the above table: "Stepping up study and internship abroad", strategy for academy profession and professional bachelor education programmes (A), The strategy for marketing Denmark as a study destination (B) and "Strategy for Knowledge Based Collaboration between Denmark and China" (C)

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

Yes

No

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

The Academies of Professional Higher Education and the University Colleges address their individual mobility flows in various ways, including in their development contracts, agreed upon between the individual institution and the Ministry of Education.

Also, the universities address their individual mobility flows in various ways, including in their development contracts, agreed upon between the individual university and the Minister of Science, Technology and Innovation.

The strategy for marketing Denmark as a study destination (B) is being constantly developed further in dialogue with Danish HEIs and relevant ministries.

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.

The institutions of higher education has their own strategies for the internationalisation of their institution and the programmes they offer. Many include mobility targets.

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	The national state student	

to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)	grants are given to programmes of up to four years, except if they are offered at a HEI in another Nordic country (Sweden, Norway, Finland and Iceland). In that case, the terms are the same as in Denmark, i.e. up to six years.	
Grants/scholarships are restricted to specific programmes (if so, please specify)		
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		<p>On the initiative of a Danish HEI, selected non-EU students can obtain scholarships plus a special grant. The state supplies a financial basis for this and the institutions then allocate scholarships and grants to foreign students based on their academic credentials and the institutions' wish to foster a specific academic field. This type of measure applies to higher education institutions under the auspices of the Ministry of Education and the Ministry of Science, Technology and Innovation.</p>
Loans for outgoing students		
Grants/scholarships for outgoing students	<p>Students can receive national state student grants during a study or training period abroad on the condition, that the credits can be transferred. In addition, the Danish government has introduced a scholarship scheme for Danish students who want to study abroad at high-ranking quality universities (according to Times Higher Educational Supplement list but also other criteria may apply) for up to two years. The scholarship covers the total tuition fee or parts hereof which the Danish student may be charged at an HEI abroad.</p>	<p>Students can receive state student grant during studies for a full degree abroad based on certain conditions. In addition, the Danish government has introduced a scholarship scheme for Danish students who want to study abroad at high-ranking quality universities (according to Times Higher Educational Supplement list but also other criteria may apply) for up to two years. The scholarship covers the total tuition fee or parts hereof which the Danish student may be charged at an HEI abroad.</p>
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.)**

The University Act (Universitetsloven) of 2003 reflects the challenges and possibilities of internationalisation. and subsequent amendments and other legal acts for higher education have paved the way for further internationalisation. The Danish education system is transparent internationally, following the three cycle structure, the introduction of the Diploma Supplement, ECTS, and internationally comparable grading system and the development of national qualifications framework for higher education. On top of that, a quality assurance system for the assessment and documentation of the relevance and quality of programmes, according to international standards. At this point, Denmark is ahead of most of the European countries, when it comes to reaching the targets in the Bologna process.

In order to further promote mobility, the government grants Danish universities an additional one-off payment of approx. 670 EUR (2010) per exchange student (any nationality). Incoming as well as outgoing mobility is included in the scheme. The study period has to be at least three months. It is a requirement that the student obtains full credit for the study period abroad or in Denmark. The aim of the grant is to allow the universities to offer guidance etc. to incoming and outgoing students.

Concerning recognition, The Assessment of Foreign Qualifications etc. (Consolidation) Act was passed in April 2007 with the objective of to secure the access to have foreign qualifications assessed with a view to easing the access to the Danish labour market and the Danish education system and to improve the possibility of obtaining credit for Danish and foreign qualifications within a Danish programme of education. The individual educational institution makes the decision on admission of applicants with foreign qualifications. The educational institution must, however, use any assessment of foreign qualifications by the Danish Agency for International Education as a basis when deciding whether the foreign qualification satisfies the general entry requirements. This means that the application for admission must be treated on an equal footing with applications from applicants with Danish qualifications at the same level of education as that stated by the agency in its assessment. For more information on the recognition practices, please use this link: <http://en.iu.dk/recognition/dk-recognition-system/procedures>

Other than the Erasmus-programmes, Denmark has entered a number of bilateral Cultural Agreements, which include scholarships for students and researchers from around 30 different countries. The Agency for International Education administers this scholarships programme and specific requirements apply depending on where the international applicants come from. Different rules and procedures apply to Danish applicants, too. Link: <http://en.iu.dk/grants-and-scholarships/cultural-agreements>

Danish students also have the opportunity to get financial support to study abroad through the Nordplus programme. The programme covers student mobility in the Nordic and the Baltic countries. Link: <http://www.nordplonline.org/eng>

Launched in 2010 with funding from the Danish Ministry of Education, the Denmark-USA/Canada Program aims to strengthen the internationalization of Danish professional higher education programs and to promote the exchange of knowledge and best practices with partner institutions in the U.S. and Canada. The program supports outward mobility for students for study and internships and short stays by teachers at American or Canadian institutions to guest lecture or job shadow.

The Danish government Agency for International Education has been set up to support the internationalisation of education and training in Denmark. The Agency is the national agency for two EU education programmes, Lifelong Learning and Youth in Action, as well as for other similar programmes, including Nordic and Danish education programmes and initiatives.

The Agency is also the central institution in Denmark where persons with foreign qualifications can get these assessed and recognised, and in addition, the Agency is an information centre concerning internationalisation of all the educational sectors.

D Identifying and removing obstacles to mobility

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

Yes

No

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

Danish professional bachelor degree students and academy profession degree students - a quantitative analysis of the barriers and value of a study abroad. Conducted by UNI*C. Available by this link (only in Danish):

<http://www.iu.dk/publikationer/2009/uvm-kvantitativ-studenterrapport/Danske%20professionshoejskole-%20og%20erhvervsakademistuderendes%20udlandsophold.pdf>

Danish professional bachelor degree students and academy profession degree students - a qualitative analysis of the barriers and value of a study abroad. Conducted by the Danish Agency for International Education. Available by this link (only in Danish):

<http://www.iu.dk/publikationer/2009/danske-professionshoejskole-og-erhvervsakademistuderendes-udlandsophold-udbytte-og-fravalg>

Danish university students - a quantitative analysis of the barriers and value of a study abroad. Conducted by UNI*C. Available by this link (only in Danish):

<http://www.iu.dk/publikationer/2009/danske-universitetsstuderendes-udlandsophold>

Danish university students - a qualitative analysis of the barriers and value of a study abroad. Conducted by the Danish Agency for International Education. Available by this link (only in Danish):

http://www.iu.dk/publikationer/2009/danske-universitetsstuderendes-udlandsophold-fravalg-og-udbytte/Interviewrapport_studerende.pdf

Exchange and internships abroad - Inquiries into students benefits& recommendations for an intensified effort in the area. Conducted by The Danish Agency for International Education:

English version <http://www.iu.dk/publikationer/2010-1/exchange-and-internships-abroad>

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		2
Recognition		
Language		
Curriculum/Study organisation		
Legal issues		
Motivating and informing students		3
Other, please specify:		1 = Personal reasons (family, partner, friends etc.)

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

Yes

No

D.3.a If yes, please specify.

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

Yes

No

D.4.a If yes, please specify.

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

Yes

No

D.5.a If yes, please specify.

They all concern credit mobility

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

Yes

No

D.6.a If yes, please specify.

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

The Danish Agency for International Education launched a campaign in October 2010, "Grib Verden" - targeted towards all students, aiming to motivate and inspire them to go abroad for a period of study or internship.

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	1	
Recognition issues	3	
Language issues		3
Incompatibility of pension and/or social security systems		2
Legal issues	2	
Other, please specify:		1 (differing views on the need for collective agreements about measures to support mobility, e.g. sabbaticals, etc.)

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

None

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	X	X	X
more outgoing than incoming students			
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.

<http://www.iu.dk/publikationer/2010-1/mobilitetsstatistik-for-de-vidergaaende-uddannelser-2008-09>

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.

An approximately even number of ingoing and outgoing students

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?

Overall, in 2008/09 there are significantly more incoming students, than Danish students going abroad. For example, the number of Erasmus students in Danish HEI is more than double the number of Danish students taking part in Erasmus. However, there is a general symmetry between the most popular host countries and the most frequent sending countries. Poland stands out from the general picture, in the sense that many Polish students come to Denmark as the fourth biggest group of incoming Erasmus students, but not many Danish students go to Poland, which as a destination doesn't make the top-16 list of popular destinations.

The only destinations for which the situation is opposite, when looking at degree mobility, ie. where more Danish students go to the country in question, than incoming students from that same country are received by Danish HEIs, are the English-speaking countries in the Erasmus-cooperation, and countries on the English- and Spanish-speaking foreign continents.

Concerning degree mobility, the biggest groups of incoming students are mostly coming from neighbouring countries, with China as an exception.

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?

The strategy for academy profession and professional bachelor education programmes "Stepping up study and internship abroad" (A) was developed to increase outgoing mobility, partly in order to create a balance of student mobility flows. Also, the campaign "Grib Verden" - to be launched October 2010 - serves this purpose.

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

Space for Comments:

Thank you very much for your support!