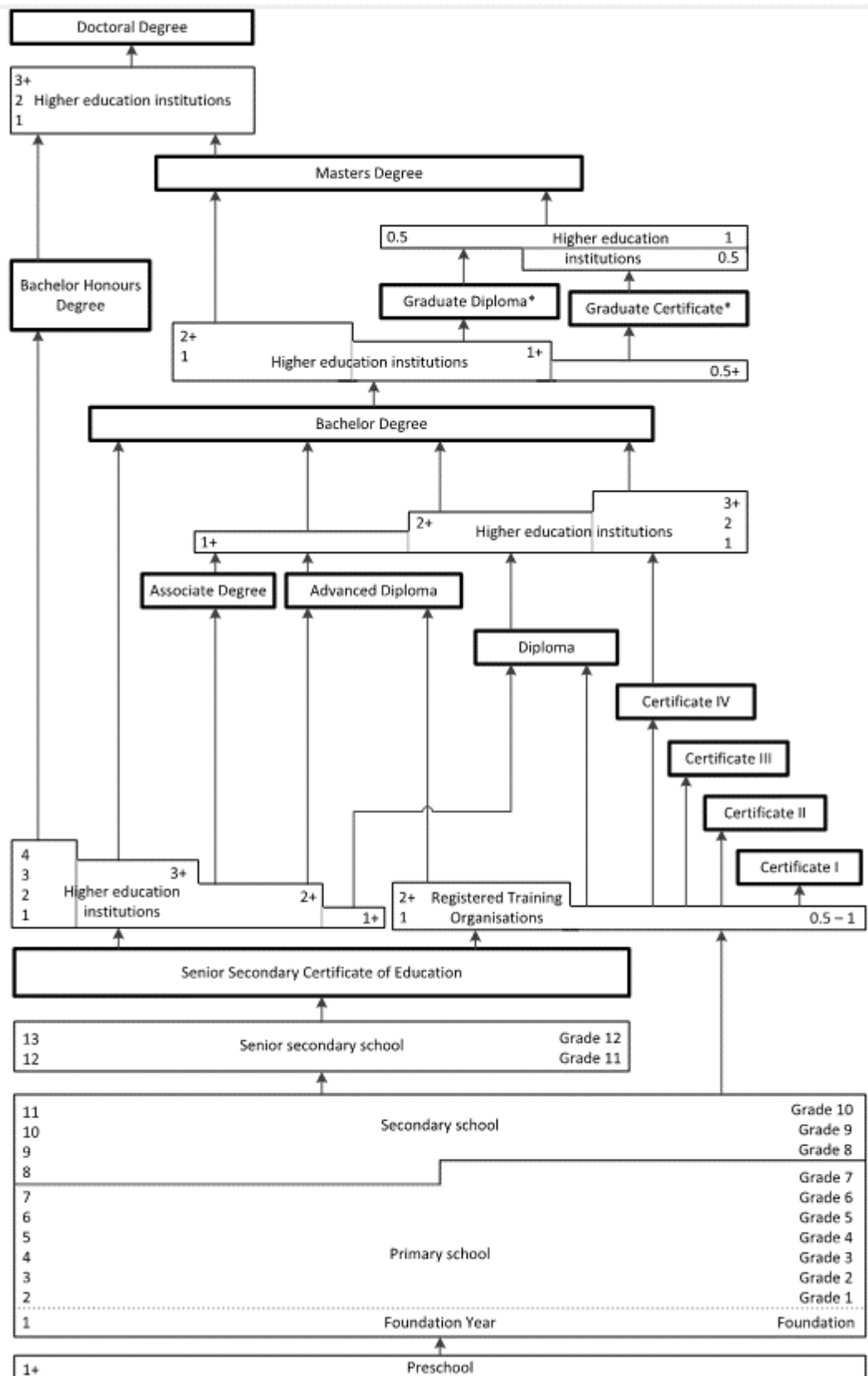




## Australia

### Chapter 1: Higher Education System

#### Section 1.1: Schematic Description of the Higher Education System



\*Graduate Certificates and Graduate Diplomas are also awarded by Registered Training Organisations (RTOs) as vocational education and training qualifications.

## Section 1.2: Description of Higher Education System

The higher education sector in Australia is made up of universities and other higher education institutions that award Australian Qualifications Framework (AQF) level 5 to 10 qualifications. There are three main cycles of higher education, which lead to the awards of Bachelor, Masters and Doctoral Degrees. There are

also sub-degree undergraduate qualifications and other postgraduate qualifications.

For more detail about the qualifications see [www.aqf.edu.au](http://www.aqf.edu.au)

## **Certificate I, II, III and IV**

Certificates I, II, III or IV qualifications can be gained through a number of pathways including RTO-based training, school-based training, apprenticeship, traineeship, and Recognition of Prior Learning (RPL).

In addition to literacy, numeracy and communication skills, students are expected to achieve competencies in their chosen field. The depth and breadth of these competencies becomes more complex with each certificate level. Graduates can progress to further VET or higher education or employment.

### **Certificate I**

Certificate I courses are preparatory and graduates achieve basic functional knowledge and skills in a narrow area of work or learning. Knowledge and skills at this level relate to basic practical skills, basic communication skills and the ability to undertake routine and predictable activities with limited autonomy. Courses are usually six months to one year full-time.

### **Certificate II**

Certificate II courses qualify graduates to achieve basic factual, technical and procedural knowledge in a defined work or learning context. Knowledge and skills at this level relate to the ability to undertake routine activities and apply known solutions to a limited range of predictable problems with autonomy and judgement. Courses are usually six months to one year full-time.

### **Certificate III**

Certificate III courses qualify graduates to achieve factual, technical, procedural and theoretical knowledge and skills in a field of work or learning. The qualification is intended to lead to skilled work and further learning. Knowledge and skills at this level relate to the ability to undertake routine and some non-routine skilled technical tasks in known contexts, apply solutions to predictable problems and manage unanticipated issues. The ability to transfer skills and knowledge is introduced at this level, and courses emphasise responsibility for outputs and assuming limited responsibility for the work of others.

Courses are usually one to two years full-time. Many Australian Apprenticeships lead to a Certificate III, and commonly require three or four years of training or employment.

### **Certificate IV**

Certificate IV courses qualify graduates to achieve a broad knowledge base including factual, technical and theoretical knowledge in a field of work or learning. The qualification is intended to lead to skilled work and further learning. Knowledge and skills at this level relate to specialised technical tasks or functions in a

known or changing context, applying technical solutions to problems, technical communication skills, and supervision and leadership in the workplace. Courses are usually six months to two years full-time. Many occupations and fields of study are covered at this level including a small number of Australian Apprenticeships.

### ***Undergraduate courses and qualifications***

#### **Diploma**

Diploma courses prepare graduates for paraprofessional work or further learning based on an applied academic course. Knowledge and skills at this level demonstrate understanding of a broad knowledge base incorporating theoretical concepts with depth in some areas. They include the ability to analyse and plan approaches to technical problems or management requirements, transfer and apply theoretical concepts and/or technical or creative skills to a range of situations, and to analyse and evaluate information, applications or programmes. Courses are usually one to two years full-time.

Diploma graduates can continue to employment or further education in the higher education sector with up to one year of credit granted towards a related Bachelor Degree course. The Diploma is also offered as a vocational education and training (VET) qualification.

#### **Advanced Diploma**

Advanced Diploma courses prepare graduates for paraprofessional or advanced skilled work or further learning. Knowledge and skills at this level include broad theoretical and technical knowledge of a specialisation or a broad field of work and learning. Graduates are expected to demonstrate specialised knowledge, problem-solving and analytical skills and communication in a range of specialised situations. Courses are usually one-and-a-half to two years full-time.

Advanced Diploma graduates can continue to employment or further education in the higher education sector with between one and two years of credit granted in a related Bachelor Degree course. The Advanced Diploma is also offered as a VET qualification.

#### **Associate Degree**

Associate Degrees are more academically focused and prepare graduates for paraprofessional work or further learning. Knowledge and skills at this level focus on underpinning technical and theoretical knowledge. Graduates are expected to demonstrate initiative and judgement, problem-solving, decision making and analytical skills, and communication in a range of paraprofessional situations. Courses are usually two years full-time.

The Associate Degree and the Advanced Diploma are at the same level on the AQF. The difference is in their focus. Associate Degrees are more academically oriented, whereas Advanced Diplomas emphasise vocational or occupational specific skills. Associate Degree graduates can continue to employment or further education with usually one-and-a-half to two years of credit granted towards a related Bachelor Degree course.

## **Bachelor Degree**

Bachelor Degree courses include development of knowledge and skills in one or more specialisations. Courses focus on progressive development of knowledge, critical analytical skills, and research and problemsolving techniques, which prepares graduates for postgraduate study or for professional work.

Some institutions offer Bachelor Degrees which cannot be entered directly from senior secondary school and require a Bachelor Degree for entry. Most of these courses are in professional specialisations. They are known as graduate-entry Bachelor Degrees. Students can enrol in a double or combined Bachelor Degree which leads to the award of two Bachelor Degrees. This is most common in arts, commerce, law and science. Such courses are at least four years full-time.

There is no prescribed length of study for a Bachelor Degree. Arts and science degrees can range between three to four years of full-time study, and professional degrees can range between three to six or more years of full-time study. Regardless of length or specific course requirements, all Bachelor Degree courses are quality assured and must conform to the AQF.

Bachelor Degree graduates are eligible for admission to Masters Degree study and other postgraduate qualifications such as the Graduate Certificate and Graduate Diploma.

### **Bachelor Degree course requirements**

Bachelor Degree courses differ depending on the major subject area, the department and/or faculty and the institution. Courses are highly focused on the major field of study from the first year onwards, and there is no significant general education component. Courses include mandatory core subjects, specialisation subjects and elective subjects.

Professional courses include a higher number of compulsory core subjects, with few choices for specialisation or electives. Non-professional Bachelor Degrees allow for a wider choice of specialisations. Courses must normally have at least one major specialisation that is studied over the duration of the course. Many students undertake two or three majors. Universities have regulations concerning the minimum and maximum numbers of units to be completed each year. A unit is a component of a qualification, and in Australia it may also be called a module, subject or unit of competency.

Courses may involve lectures, tutorials, seminars, laboratory work, and fieldwork or supervised practical work. The number of class contact hours per week varies according to the nature of the course of study. Assessment usually involves exams, research assignments and reports, presentations, field or practical work, individual or group research and performance in tutorials, seminars and laboratory work.

### **Bachelor Honours Degree**

Bachelor Honours Degrees focus on the development of advanced knowledge and skills in research principles and methods in one or more specialisations. A research thesis or significant project is required.

An additional year of intensive study after a Bachelor Degree is required, or it may be undertaken as a four-year integrated course. The additional year normally involves specialised study and research, and the submission of a thesis. Students specialise in one field of study, or more for a combined Bachelor Honours Degree. This is usually the field of study the student majored in. Bachelor Honours Degrees are available in most specialisations.

Bachelor Honours Degrees are usually awarded with the abbreviation 'Hons'—for example, BA (Hons)—and in a class or division—for example First Class or Second Class (Upper Division). Graduates with Honours in the First or Second (Upper Division) Classes may enter a Doctoral Degree course directly.

In the past Bachelor Degrees using Honours terminology on the basis of academic achievement were often awarded in some professional specialisations (for example, Bachelor of Laws with Honours). In such cases, an increased course load and/or thesis may have been required.

### ***Postgraduate courses and qualifications***

#### **Graduate Certificate**

Graduate Certificate courses are designed for professional or highly skilled work or further specialised learning. Graduate Certificate courses usually require one semester of full-time study.

Knowledge and skills at this level emphasise specialised theoretical and technical knowledge in either a new or existing discipline or professional area. Graduates are expected to demonstrate initiative, analysis, planning and evaluation in a range of specialised functions. Courses may extend the knowledge and skills gained in a preceding Bachelor Degree or other qualification.

A Graduate Certificate may be awarded if a student undertakes postgraduate study such as a Masters Degree but does not fully complete the course.

#### **Graduate Diploma**

Graduate Diploma courses are designed for professional or highly skilled work or further learning. Graduate Diploma courses usually require one year of full-time study, and cover a wider breadth and/or greater depth of knowledge in a particular field in comparison to the Graduate Certificate.

Knowledge and skills at this level emphasise advanced theoretical and technical knowledge in either an existing specialisation or area of professional practice or the development of new professional or vocational skills. Graduates are expected to demonstrate initiative, analysis, planning and evaluation in a range of specialised functions. Courses may extend the knowledge and skills gained in a preceding Bachelor Degree or other qualification.

A Graduate Diploma may be awarded if a student undertakes postgraduate study such as a Masters Degree but does not fully complete the course.

## **Masters Degree**

There are three types of Masters Degree courses—research, coursework and extended. Most Masters Degrees require one to two years of full-time study following a Bachelor Degree. There are several other pathways to complete a Masters Degree.

Knowledge and skills at this level focus on analysis and evaluation of complex information, ability to generate and evaluate complex ideas and concepts, and communication and research skills to present coherent knowledge to specialists and non-specialists. Graduates are expected to apply knowledge and skills to new situations, exercise high-level autonomy and accountability and to deliver a substantial piece of research or a research-based project. All Masters Degrees include research principles, methods and skills and require the completion of a substantial piece of research, a research-based project, a capstone experience, a piece of scholarship or a professionally-focused project. Graduates can continue to a Doctoral Degree course.

### ***Masters Degree (Research)***

Masters Degree (Research) courses are designed to provide graduates with advanced knowledge for research, scholarship and further learning purposes. Courses are at least two-thirds research with a substantial thesis, which is externally examined. Courses normally require one to two years of full-time study, depending on the preceding qualification and if it is in a related specialisation.

### ***Masters Degree (Coursework)***

Masters Degrees (Coursework) courses are designed to provide graduates with advanced knowledge for professional practice, scholarship and further learning purposes. Courses normally require one to two years of full-time study, depending on the preceding qualification and if it is in a related specialisation to the student's previous qualification(s).

### ***Masters Degree (Extended)***

Masters Degree (Extended) courses are designed to provide graduates with advanced knowledge in preparation for professional practice and further learning. Courses usually require structured learning and independent research involving substantial collaboration with organisations engaged in professional practice. Courses are usually three to four years full-time.

## **Doctoral Degree**

Doctoral Degrees are the highest level of academic study and focus on a critical understanding of a complex field of learning and highly specialised research skills. Graduates are expected to undertake research that makes a substantial original contribution to knowledge in the form of new knowledge or significant and original adaptation, application and interpretation of existing knowledge. Courses are usually three to four years full-time.

All Doctoral Degrees require completion of a thesis, dissertation or similar. It is usually examined by two or three expert academics of international standing, at least two of which must be external to the institution.

### ***Doctoral Degree (Research)***

Research Doctoral Degrees are by supervised research and an original thesis. At least two-thirds of the course must consist of research. Advanced coursework may be included to support research outcomes and the student's contribution to original knowledge.

### ***Doctoral Degree (Professional)***

Professional Doctoral Degrees require significant professional practice either prior to or as part of the course. Courses include structured coursework and independent supervised study. At least two years of the course consists of research. Research-based professional practice with a professional, statutory or regulatory body may also be included in the course to support research outcomes.

## Section 1.3: Number of Higher Education Institutions

There are three types of higher education institutions in Australia:

- Universities
- other self-accrediting higher education institutions
- non-self-accrediting higher education institutions.

All higher education institutions are quality assured by the **Tertiary Education Quality and Standards Agency (TEQSA)** and recognised institutions can be found at [www.teqsa.gov.au](http://www.teqsa.gov.au). All higher education institutions that offer Australian Qualifications Framework (AQF) qualifications must be registered with TEQSA.

The Australian higher education sector comprises of 43 universities; 40 Australian universities (37 public and 3 private), 1 Australian university of specialisation and 2 overseas universities.

Universities operating in Australia must be established or recognised under federal or state and territory legislation. Universities are **multi-disciplinary, self-governing institutions** that are responsible for their own management structure, budgets, staffing, admissions, internal quality assurance (including course accreditation) and curriculum.

There is a **small number of self-accrediting higher education institutions** that are established or recognised under state and territory legislation and can accredit their own courses. These institutions generally focus on offering courses in a specific field of study. They are usually institutes, colleges or schools.

There are 123 non-self-accrediting higher education institutions registered by TEQSA to offer accredited higher education courses. They must meet TEQSA's registration standards in addition to offering at least one course accredited by TEQSA.



## Section 1.4: Number of Students in Higher Education

- A total of 1 513 383 domestic and international students enrolled at higher education institutions in 2017, an increase of 3.9 per cent from 2016.
- There were 1 081 945 domestic students in 2017 (71.5 per cent of all students), an increase of 1.5 per cent from 2016. Overseas student enrolments increased by 10.3 per cent over the same period to 431 438.
- Postgraduate students increased by 6.4 per cent to 427 685 while undergraduate students increased by 3.0 per cent to 1 037 373.
- More than half of all students enrolled were female (55.5 per cent).
- Over seventy per cent of students (71.3 per cent) were studying full-time.
- Over ninety per cent of students were enrolled at Public Universities (90.5 per cent). Public University enrolments increased by 3.4 per cent in 2017 (1 369 423 students, up from 1 324 506 students in 2016), while Private University and Non-University Higher Education Institutions increased by 8.5 per cent (from 132 703 students in 2016 to 143 960 students in 2017). In 2017, there were 97 institutions classified as Private Universities and Non-University Higher Education Institutions.

<https://docs.education.gov.au/node/51301>

## Section 1.5: Structure of Academic Year

In higher education, the academic year is from February to November. Most institutions use the semester system, where one semester is 16 weeks long, including a mid-semester break and exam period. Some institutions have a trimester system or summer and winter sessions which are in addition to the two semesters. Some institutions run courses year round.

## Section 1.6: National Qualifications Framework (or Similar)

In the AQF there are **10 levels** with level 1 having the lowest complexity and AQF level 10 the highest

complexity. The levels are defined by criteria expressed as **learning outcomes**.

There are 14 AQF qualification types from across all education and training sectors and each, with the exception of the Senior Secondary Certificate of Education, is located at one of the 10 levels.

Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.

Level	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Summary</b>	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning
<b>Qualification Type</b>	Certificate I	Certificate II	Certificate III	Certificate IV	Diploma

Level	Level 6	Level 7	Level 8	Level 9	Level 10
<b>Summary</b>	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning	Graduates at this level will have advanced knowledge and skills for professional/highly skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice
<b>Qualification Type</b>	Advanced Diploma Associate Degree	Bachelor Degree	Bachelor Honours Degree Graduate Certificate Graduate Diploma	Masters Degree	Doctoral Degree

<https://www.aqf.edu.au/sites/aqf/files/aqf-2nd-edition-january-2013.pdf>

## Section 1.7: Learning Outcomes in Higher Education

Each qualification type is defined by a **descriptor** expressed as **learning outcomes**.

The learning outcomes are constructed as a **taxonomy** of what graduates are expected to know, understand and be able to do as a result of learning. They are expressed in terms of the dimensions of **knowledge, skills and the application of knowledge and skills**.

**Knowledge** is what a graduate knows and understands. It is described in terms of depth, breadth, kinds of knowledge and complexity, as follows:

- depth of knowledge can be general or specialised

- breadth of knowledge can range from a single topic to multi-disciplinary area of knowledge
- kinds of knowledge range from concrete to abstract, from segmented to cumulative
- complexity of knowledge refers to the combination of kinds, depth and breadth of knowledge.

**Skills** are what a graduate can do. Skills are described in terms of the kinds and complexity of skills and include:

- cognitive and creative skills involving the use of intuitive, logical and critical thinking
- technical skills involving dexterity and the use of methods, materials, tools and instruments
- communication skills involving written, oral, literacy and numeracy skills
- interpersonal skills and generic skills.

**Application of knowledge and skills** is the context in which a graduate applies knowledge and skills. Specifically:

- application is expressed in terms of autonomy, responsibility and accountability
- the context may range from the predictable to the unpredictable, and the known to the unknown, while tasks may range from routine to non routine.

The criteria for each level and the descriptor for each qualification type include the **three dimensions of the learning outcomes**. The levels criteria are expressed broadly to allow for more than one qualification type to be located at the same level. The descriptor for each qualification type is more specific to underpin consistency in graduate outcomes for the qualification type regardless of the discipline.

A **volume of learning** is included as an integral part of the descriptor for each qualification type. The

volume of learning is a dimension of the complexity of the qualification type. It identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years. Generic learning outcomes are incorporated into qualifications in the development process and their application is specific to the education or training sector.

**Generic learning outcomes** are the **transferrable**, non discipline specific skills a graduate may achieve through learning that have application in study, work and life contexts. The four broad categories of generic learning outcomes recognised in the AQF are:

- fundamental skills, such as literacy and numeracy appropriate to the level and qualification type
- people skills, such as working with others and communication skills
- thinking skills, such as learning to learn, decision making and problem solving
- personal skills, such as self direction and acting with integrity.

## Section 1.8: Admission Requirements to Higher Education

### ***Undergraduate admission requirements***

#### **Diploma, Advanced Diploma, Associate Degree, Bachelor Degree**

Undergraduate admission is usually based on a student's Australian Tertiary Admission Rank (ATAR). The ATAR is calculated by a state or territory Tertiary Admission Centre (TAC) (see table on following page) based on a Senior Secondary Certificate of Education course of study. The ATAR is reported on a scale of 0 to 99.95 with increments of 0.05. It indicates a student's ranking relative to student cohort. For example, an ATAR of 90.00 puts a student in the top 10 percent of their cohort. The ATAR is used in all states and territories except Queensland, which uses a similar ranking system of Overall Positions (OPs) and Field Positions (FPs).

Other undergraduate admission pathways include:

- a vocational education and training (VET) qualification, such as a Certificate III or IV

- tertiary education preparatory short courses
- additional requirements such as an interview, portfolio of work, prerequisite courses, and/or work experience relevant to the study course
- mature-age entry for students over 25 years based on relevant work experience, an entrance exam, interview or portfolio of work.

State/Territory	Responsibility for Domestic Undergraduate Tertiary Admissions in each State and Territory	Website
<b>Australian Capital Territory</b>	Universities Admissions Centre (UAC)	<a href="http://www.uac.edu.au">www.uac.edu.au</a>
<b>New South Wales</b>	Universities Admissions Centre (UAC)	<a href="http://www.uac.edu.au">www.uac.edu.au</a>
<b>Northern Territory</b>	South Australian Tertiary Admissions Centre (SATAC)	<a href="http://www.satac.edu.au">www.satac.edu.au</a>
<b>Queensland</b>	Queensland Tertiary Admissions Centre (QTAC)	<a href="http://www.qtac.edu.au">www.qtac.edu.au</a>
<b>South Australia</b>	South Australian Tertiary Admissions Centre (SATAC)	<a href="http://www.satac.edu.au">www.satac.edu.au</a>
<b>Tasmania</b>	University of Tasmania (UTAS)	<a href="http://www.utas.edu.au">www.utas.edu.au</a>
<b>Victoria</b>	Victorian Tertiary Admissions Centre (VTAC)	<a href="http://www.vtac.edu.au">www.vtac.edu.au</a>
<b>Western Australia</b>	Tertiary Institutions Service Centre (TISCOnline)	<a href="http://www.tisc.edu.au">www.tisc.edu.au</a>

## ***Postgraduate admission requirements***

### **Graduate Certificate and Graduate Diploma**

- Entry is normally based on a Bachelor Degree but it can also be gained through relevant work experience, depending on the field of study.

### **Masters Degree**

- Entry is normally based on a Bachelor Degree.
- For a research Masters Degree, a Bachelor Honours Degree, research-based Graduate Diploma, or preparatory course may be required, where credit may be granted towards the Masters Degree by research.
- For a coursework Masters Degree, entry is usually based on a Bachelor Degree, though entry can be gained through a Graduate Certificate and Graduate Diploma, where credit may be granted towards the Masters Degree by coursework.
- For a Masters Degree (Extended), entry is usually based on a Bachelor Degree.

### **Doctoral Degree**

- Entry is normally based on a research Masters Degree or a Bachelor Honours Degree (First or Second Class, Upper Division).
- International students may require additional requirements which depends on the country of education. Compulsory English language requirements are also required for international students.

## Section 1.9: Grading System

There is no national grading system in Australia. Each institution has its own grading system, and there are variations of several main types of unit/subject grades (see table below).

The grading system is usually indicated on the transcript or Australian Higher Education Graduation Statement (AHEGS).

Descriptive Grade	Percentage	Percentage	Letter Grade	Numeric Grade
<b>High Distinction</b>	85%-100%	80-100%	A	7
<b>Distinction</b>	75%-84%	70-79%	B	6
<b>Credit</b>	65%-74%	60-69%	C	5
<b>Pass</b>	50%-64%	50%-59%	D	4
<b>Fail (conditional)</b>	46%-49%	Below 50%	E/F	3
<b>Fail</b>	Below 45%	N/A	F	2
<b>Low fail</b>	N/A	N/A	N/A	1

Some institutions use a conditional or conceded pass, but the number of conceded pass results accepted in a course is limited to one or two per student. Failed subjects must be repeated or an alternative taken in its place to complete a course.

### ***Classifications for Bachelor Honours Degrees***

Bachelor Honours Degrees may be classified. There are four levels of classification. Each classification can be described in a number of ways:

- First Class, HI
- Second Class (Upper Division), Second Class Division A, Second Class Division One, HIIA,HII/i
- Second Class (Lower Division), Second Class Division B, Second Class Division Two, HIIIB,HII/ii

- Third Class, HIII.

Second Class Honours may not be differentiated. Third Class Honours is rarely awarded. A Bachelor Honours Degree may be awarded in the Pass Class if the level of academic achievement is low. Some institutions may use these classifications for individual subjects, (particularly in a Bachelor Honours Degree course).

### ***Postgraduate grading systems***

Most postgraduate qualifications are awarded unclassified, although exceptions may be made with research-based Masters Degrees. Some institutions award Masters Degrees 'with Honours' but unclassified.

## **Section 1.10: Tuition Fee System for International Students**

Higher education in Australia requires students to contribute to the costs of their tuition. The amount a student has to pay and when they have to pay **depends on the type of student and education institution**. Fees range from A\$6500 to A\$11000 per year. Eligible students may enrol as a Commonwealth supported student if their course and institution attract a Government subsidy, or may enrol in fee paying courses for places that are not subsidised.

The Government administers the **Higher Education Loan Programme (HELP)**, which includes a number of loans to assist students with the upfront cost of their tuition fees. Students are only required to begin repaying their loan when their income exceeds a minimum repayment threshold.

For more information on financial assistance including scholarships see [www.studyassist.gov.au](http://www.studyassist.gov.au)

International students fee structure varies from institution to institution.

## **Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements**

### ***Undergraduate courses and qualifications***

**Diploma** courses prepare graduates for **paraprofessional work or further learning** based on an applied academic course. Knowledge and skills at this level demonstrate understanding of a broad knowledge base incorporating theoretical concepts with depth in some areas. They include the ability to analyse and plan approaches to technical problems or management requirements, transfer and apply theoretical concepts and/or technical or creative skills to a range of situations, and to analyse and evaluate information, applications or programmes. Courses are usually one to two years full-time.

Diploma graduates can continue to employment or further education in the higher education sector with up to one year of credit granted towards a related Bachelor Degree course. The Diploma is also offered as a vocational education and training (VET) qualification.

**Advanced Diploma** courses prepare graduates for **paraprofessional or advanced skilled work or further learning**. Knowledge and skills at this level include broad theoretical and technical knowledge of a specialisation or a broad field of work and learning. Graduates are expected to demonstrate specialised knowledge, problem-solving and analytical skills and communication in a range of specialised situations. Courses are usually one-and-a-half to two years full-time.

Advanced Diploma graduates can continue to employment or further education in the higher education sector with between one and two years of credit granted in a related Bachelor Degree course. The Advanced Diploma is also offered as a VET qualification, see page 23.

**Associate Degrees** are more **academically focused** and prepare graduates for paraprofessional work or further learning. Knowledge and skills at this level focus on underpinning technical and theoretical knowledge. Graduates are expected to demonstrate initiative and judgement, problem-solving, decision making and analytical skills, and communication in a range of paraprofessional situations. Courses are usually two years full-time.

The Associate Degree and the Advanced Diploma are at the same level on the AQF. The difference is in their focus. Associate Degrees are more academically oriented, whereas Advanced Diplomas emphasise vocational or occupational specific skills.

Associate Degree graduates can continue to employment or further education with usually one-and-a-half to two years of credit granted towards a related Bachelor Degree course.

**Bachelor Degree** courses include development of knowledge and skills in one or more **specialisations**. Courses focus on progressive development of knowledge, critical analytical skills, and research and problemsolving techniques, which prepares graduates for postgraduate study or for professional work. Some institutions offer Bachelor Degrees which cannot be entered directly from senior secondary school and require a Bachelor Degree for entry. Most of these courses are in **professional specialisations**. They are known as graduate-entry Bachelor Degrees.

Students can enrol in a **double or combined Bachelor Degree** which leads to the award of two Bachelor Degrees. This is most common in arts, commerce, law and science. Such courses are at least four years full-time.

There is no prescribed length of study for a Bachelor Degree. Arts and science degrees can range between three to four years of full-time study, and professional degrees can range between three to six or more years of full-time study. Regardless of length or specific course requirements, all Bachelor Degree courses are quality assured and must conform to the AQF.

Bachelor Degree graduates are **eligible for admission to Masters Degree** study and other postgraduate qualifications such as the Graduate Certificate and Graduate Diploma.



## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

Not applicable.

## Chapter 2: Quality Assurance in Higher Education

### Section 2.1: Quality Assurance Body in Higher Education

The Tertiary Education Quality and Standards Agency (TEQSA) is Australia's independent national quality assurance and regulatory agency for higher education.

<https://www.teqsa.gov.au/about-us-0>

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector.

ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

<https://www.asqa.gov.au/about>

### Section 2.2: Quality Assurance System

	Study programme	Institution	Further explanation
<b>Voluntary</b>			
<b>Compulsory</b>	X	X	
<b>Regularity</b>		5- 7 years	Will vary depending on the status (private/public)
<b>External</b>			
<b>Internal</b>			
<b>Further information:</b> TEQSA - <a href="https://www.teqsa.gov.au/">https://www.teqsa.gov.au/</a> ASQA - <a href="https://www.asqa.gov.au/">https://www.asqa.gov.au/</a>			

### Section 2.3: Link Programme Authorisation with Quality Assurance

Explain the link between programme authorization and the system of QA in your country.

Please indicate a website or link with all programmes that are accredited or officially recognized on the basis of external quality assurance.

## Chapter 3: Credit System in Higher Education

### Section 3.1: Description of Credit System

Australia **does not have a national credit system**, though the AQF indicates the typical volume of learning required in years of full-time study and provides a credit transfer and articulation policy. As there are quality assurance arrangements in place to support national consistency and institutional autonomy, each institution has the **flexibility** to develop its own credit system to represent the quantitative load of a course of study.

For example, a Bachelor Degree may require a total of 24 credits at one institution and 600 credits at another. This does not mean that a Bachelor Degree requiring 600 credits is more substantial than a Bachelor Degree requiring 24 credits. It only means that the institutions are using a different credit system. Both Bachelor Degrees would have the same status as an AQF qualification. Credits are used to represent full-time study load, not contact hours. A subject may be worth 1 credit or 25 credits, and it may have different contact hours and study hour requirements depending on the system the institution uses. Therefore, the various credit systems used by Australian institutions cannot be converted into contact hours or study hours.

### Section 3.2: Credit Transfer System(s)

Credit transfer is available in both undergraduate and postgraduate courses, at the discretion of the education institution. Credit can also be given for previous vocational education and training (VET) study. The Australian Qualifications Framework Qualifications Pathways Policy specifies the minimum amount of credit recommended for a range of VET and higher education qualifications.

[https://www.aqf.edu.au/sites/aqf/files/aqf\\_pathways\\_jan2013.pdf](https://www.aqf.edu.au/sites/aqf/files/aqf_pathways_jan2013.pdf)

### Section 3.3: Additional Information

Decisions about credit transfer and recognition of prior learning (RPL) are made separately from admission decisions. Students usually need an offer of enrolment before any decision on credit or RPL is made.

### Section 3.4: Application of Credit System in Higher Education Institutions

## Obligatory?

Credit transfer is at the discretion of the education institution.

### Section 3.5: Number of Credits per Academic Year/Semester

Australia does not have a national credit system. Each institution has the flexibility to develop its own credit system to represent the quantitative load of a course of study.

### Section 3.6: Number of Credits per Higher Education Cycle

#### *Diploma*

Up to one year of credit granted towards a related Bachelor Degree course.

#### *Advanced Diploma*

Between one and two years of credit granted in a related Bachelor Degree course.

#### *Associate Degree*

Between one and a half to two years of credit granted towards a related Bachelor Degree course.

#### *Bachelor Degree*

Bachelor Degree graduates are eligible for admission to Masters Degree study and other postgraduate qualifications such as the Graduate Certificate and Graduate Diploma.

### Section 3.7: Description of Credit Unit

The various credit systems used by Australian institutions cannot be converted into contact hours or study hours.

### Section 3.8: Link between Learning Outcomes and Credits

The AQF indicates the typical volume of learning required in years of full-time study and provides a credit transfer and articulation policy. As there are quality assurance arrangements in place to support national consistency and institutional autonomy, each institution has the flexibility to develop its own credit system to represent the quantitative load of a course of study.

Credit agreements negotiated between issuing organisations for credit for students towards AQF qualifications at any level, vertical or horizontal, will take into account the comparability and equivalence of the learning outcomes.

*Last updated in 2018*

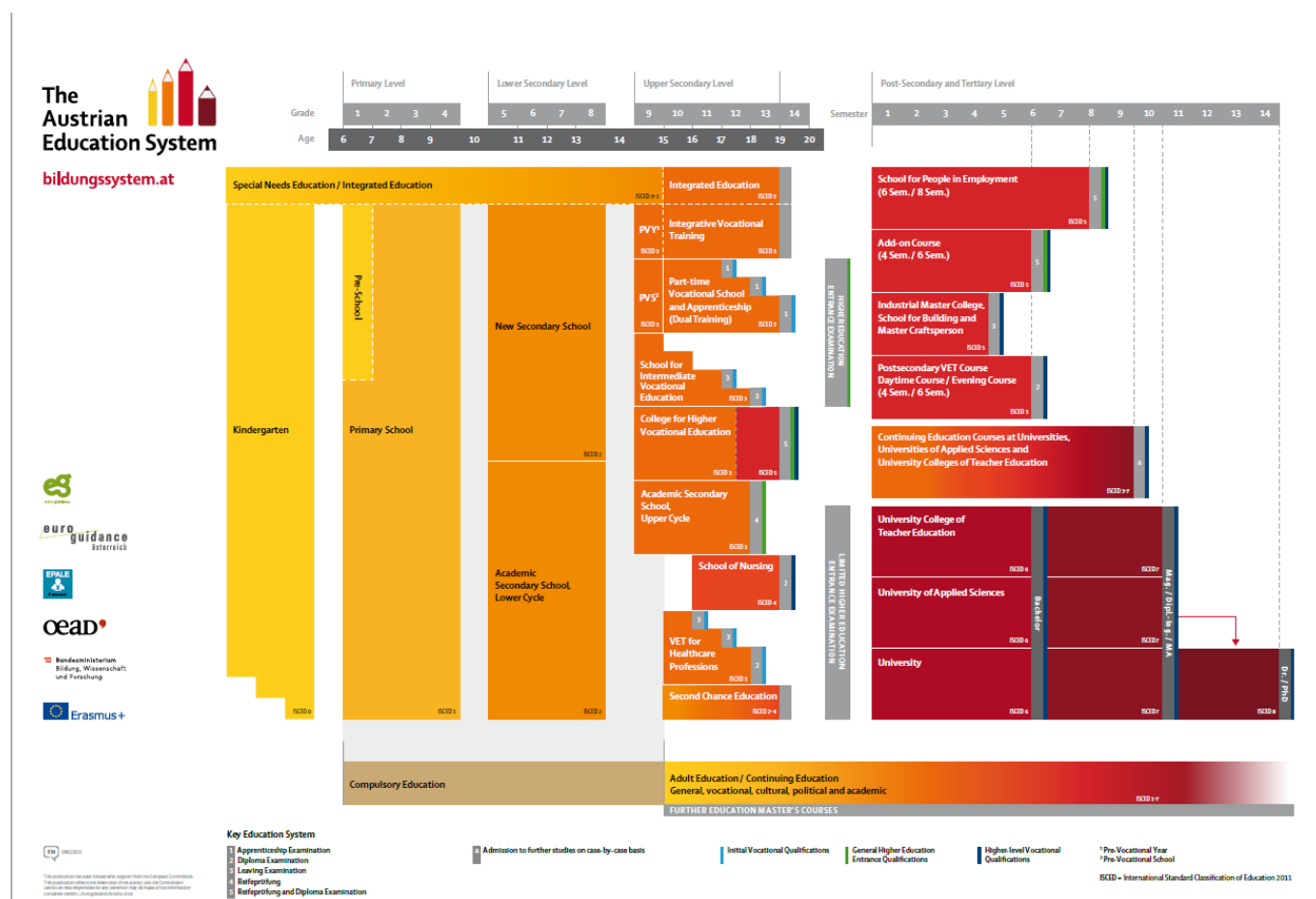
# Compendium for Higher Education

<https://www.asem-education.org/compendium/item/171-austria>  
Last modified on Wednesday, 01 January 2020



## Chapter 1: Higher Education System

### Section 1.1.: Schematic Description of the Higher Education System



- <https://www.bildungssystem.at/en/>
- <https://www.bildungssystem.at/en/tertiary-education> (interactive site)
- [https://eacea.ec.europa.eu/national-policies/eurydice/content/austria\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/austria_en)
- <https://www.enic-naric.net/austria.aspx>

## Section 1.2: Description of Higher Education System

The higher education location of Austria unites three very important aspects: a great number of high quality tertiary education institutions in all nine federal provinces, a long academic tradition and an open-minded atmosphere for creativity and innovation. In many areas the Austrian institutions have accomplished outstanding achievements on an international level and gained high reputation.

Austria combines a long tradition in higher education with state-of-the-art research and offers **six types of higher education institutions**:

- **22 Universities** (of which 6 Universities of the Arts, 3 Medical Universities and 3 Technical Universities)
- **16 Private Universities**
- **21 Universities of Applied Sciences**
- **14 University Colleges of Teacher Education**

### Structure and Role of Higher Education Institutions

#### Universities

the Austrian **universities** offer degree programmes in the

- humanities, engineering and artistic studies,
- programmes leading to qualified teaching credentials in upper secondary schools, as well as
- medical, natural science, legal, social, economic, and theological studies.

Currently, **three different types of degree programmes** exist in Austria, but the **diploma studies will be discontinued**.

- **Diploma studies** (*Diplomstudien*): Usually, these studies take 8 to 12 semesters (240 to 300 ECTS), they consist of two or three study sections, each of which is concluded with a degree examination. Those who successfully complete the programme are awarded a degree, such as:
  - a **master's degree**
  - a diploma, i.e. master's degree in engineering (*Diplom-Ingenieur/in*)
  - exception: in medical studies, the degree Doctor of General Medicine (*Doktor/in der gesamten Heilkunde*) or the degree Doctor of Dentistry (*Doktor/in der Zahnheilkunde*) is awarded.
- **Bachelor's and master's degree programmes**: According to the Bologna Declaration, the Austrian universities have already organised most of their study programmes in the form of bachelor's degree programmes (3 to 4 years, 180 to 240 ECTS) and master's degree programmes that build on the bachelor's degree programmes (1 to 2 years, 60 to 120 ECTS).

- The **bachelor's** degree programmes provide scientific or artistic vocational education and training and a qualification in the corresponding specialist area and lead to the awarding of a bachelor's degree.
- Depending on the specialist area involved, **master's** degree programmes lead to the awarding of a master's degree (*Master ... or Diplom-Ingenieur/in*).
- **Doctoral and PhD programmes:** Doctoral programmes and PhD programmes (Doctor of Philosophy) build on diploma degree and master's degree programmes at **universities** or **universities of applied sciences** and mainly provide further development of a student's ability to carry out independent research.
  - Completion of the study programme (after 3 years) goes along with the awarding of the doctoral degree in the relevant field (Doctor or PhD).

## Universities of Applied Sciences

**Universities of applied sciences** (*Fachhochschulen*) provide scientifically-based **vocational education** and training with strong occupational orientation (e.g. the **bachelor's** degree programme includes at least one practical training semester). At present, degree programmes at universities of applied sciences are offered in:

- engineering,
- economics,
- health sciences,
- social sciences,
- natural sciences,
- design/arts and
- military/security sciences.

The following types of programmes are offered: **Bachelor's and master's degree programmes:** Based on the Bologna Declaration, universities of applied sciences offer programmes in the form of bachelor's degree programmes (3 years, 180 ECTS) and master's degree programmes (1 to 2 years, 60 to 120 ECTS). The bachelor's degree programmes provide a practice-oriented education at university level with a qualification in the corresponding specialist area and lead to the awarding of a bachelor's degree (Bachelor of...). In certain subjects, mainly in the field of social work and healthcare, those who successfully complete the programmes are also authorised to practise in the corresponding profession (e.g. social worker, physiotherapist). Master's degree programmes build on the bachelor's degree programmes and, depending on the field involved, lead to the awarding of a master's degree (Master of... or Diplom-Ingenieur/in). **Successful completion of an university of applied sciences master's degree programme aims to qualify graduates to pursue a subject-related **doctoral** degree programme**

at an **university**.

## University Colleges of Teacher Education

University colleges of teacher education are legal entities under public law with restricted autonomy.

The following study programmes have to be offered and provided at university colleges of teacher education as part of initial teacher training:

- bachelor's and master's degree programmes to obtain teaching credentials for the primary sector,
- bachelor's and master's degree programmes to obtain teaching credentials for the secondary sector (general education as well as vocational education and training).

**Continuing training programmes** have to be offered for all occupational fields related to pedagogy.

The budget for public university colleges of teacher education is allocated by the **Federal Ministry of Education, Science and Research**.

For details please see **Chapter 9 Teachers and Education Staff**.

Since the academic year of 2016 joint teacher training programmes of universities and university colleges of teacher training were offered. The new teacher training scheme (*"Pädagoginnen-und Pädagogenbildung NEU"*) was followed by an amendment of study law in the **Universities Act and the Act on the Organisation of University Colleges of Teacher Education** in the year 2017.

## Section 1.3: Number of Higher Education Institutions

Across our four higher education sectors, a total of over 350.000 students registered to study here in Austria for the winter semester 2017. The majority of these enrolled at one of the **22 public universities**. The number of students at the **21 universities of applied sciences** is increasing constantly, as you can see from the overview. The same can be said of numbers opting for one of the **16 accredited private universities**.

Our universities vary according to their legal basis and funding models, as well as the subjects they offer. This is particularly the case with the fourth sector, the **14 university colleges of teacher education**. Together with the public universities, these colleges are responsible for the initial and continued training and development of teaching staff (teacher education).

## Section 1.4 Number of Students in Higher Education

### Public universities

**268,586**

Degree programme students of which 143,650 were women (winter semester 2018, counted on 28.02.2019)(1)

**38,519**

Newly-enrolled degree programme students of which 21,661 were women (academic year 2018/19, provisional)(1)

**36,655**

Degree programme graduates of which 19,548 were women (academic year 2017/18)(1)

### **Universities of applied sciences**

**53,401**

Degree programme students of which 26,616 were women (winter semester 2018, counted on 15.11.2018)(1)

**21,424**

Newly-enrolled degree programme students of which 10,772 were women (academic year 2018/19, provisional)(1)

**14,380**

Degree programme graduates of which 7,400 were women (academic year 2017/18)(1)

### **Private universities**

**13,656**

Degree programme students of which 8,265 were women (winter semester 2018)(1)

**3,986**

Newly-enrolled degree programme students of which 2,448 were women (winter semester 2018)(1)

**2,247**

Degree programme graduates of which 1,452 were women (academic year 2017/18)(1)

### **University colleges of teacher education**

**14,595**

Degree programme students of which 10,734 were women (winter semester 2018)(2)

**4,411**



Newly-enrolled degree programme students of which 3,286 were women (winter semester 2018)(2)

**2,268**

Degree programme graduates of which 1,580 were women (academic year 2017/18) (2)

### **Student Mobility & Student Beneficiaries**

**4,280**

Number of students in public university mobility programmes – incoming (winter semester 2018, reporting date 28 February 2019) (1)

**3,960**

Number of students in public university mobility programmes – outgoing (winter semester 2018, reporting date 28 February 2019) (1)

**45,000**

Number of students in the higher education sector receiving a study grant (2018/19 academic year)

## Section 1.5: Structure of Academic Year

### **Organisation of the Academic Year**

At **universities** the academic year in Austria, as a rule, **begins on October 1st and ends on September 30th** of the following year. It consists of **two semesters**:

- Winter semester (October 1st to January 30th),
- Summer semester (March 1st to September 30th)

There are also periods during in which no lectures are held (Christmas, semester and summer breaks). Exceptions to this schedule are possible. Detailed arrangements are laid down by the university senate.

Also at **universities of applied sciences, the academic year starts around 1 October**. Again, **detailed regulations are laid down by the individual providers**.

## Section 1.6: National Qualifications Framework (or Similar)

### **National Qualification Framework: (Nationaler Qualifikationsrahmen)**

Bachelor: Level 6

Master: Level 7

PhD: Level 8

### See also:

- <https://www.qualifikationsregister.at/>
- [https://ec.europa.eu/ploteus/en/compare?field\\_location\\_selection\\_tid%5B%5D=435&=Compare+selected+countries](https://ec.europa.eu/ploteus/en/compare?field_location_selection_tid%5B%5D=435&=Compare+selected+countries)
- [https://uniko.ac.at/modules/download.php?key=14790\\_DE\\_O&cs=C061](https://uniko.ac.at/modules/download.php?key=14790_DE_O&cs=C061)

## Section 1.7: Learning Outcomes in Higher Education

Yes, the **curricula of public universities are obligatory related to a degree qualification profile**.

The curricula shall contain a qualification profile (§ 51 para. 2 subpara. 29 of the Universities Act 2002: *A qualification profile is that part of the curriculum that describes which scientific, artistic and professional qualifications the students acquire in the course of the study programme*).

**University of applied sciences degree programmes may be provided by the federal authorities and other legal entities under public and private law.** A provider may maintain one or several institutions which are in charge of operating the degree programmes. The *Agency for Quality Assurance and Accreditation Austria* (AQ Austria) has to accredit the implementation of university of applied sciences degree programmes ("programme accreditation"). The curricula have to contain a qualification profile.

The HE curricula are recognized/accredited by Austrian law (public universities) or the AQ Austria for other HEIs (institutional accreditation for private universities and program accreditation for universities of applied sciences).

The so accredited qualifications are included in the Austrian National Qualifications Framework (NQF) from level 6 to 8 (§ 3 para. 2 of the Federal law on the National Qualifications Framework – *NQR-Gesetz*).

## Section 1.8: Admission Requirements to Higher Education

Possession of the **general university entrance qualification** for bachelor and diploma degree studies shall be certified by the following documents:

- Austrian upper secondary-school leaving certificate (*Reifezeugnis/Maturazeugnis*), including the lateral A-level exam for graduates of the dual training system (*Zeugnis über die Berufsreifeprüfung*);
- university entrance qualification certificate (*Studienberechtigungszeugnis*) for the respective degree programme;
- a foreign certificate which on the basis of an agreement under international law, of a nostrification, or a decision taken by the rectorate on a case-by-case basis is equivalent to one of the aforementioned Austrian certificates;
- International Baccalaureate (IB) Diploma;
- European Baccalaureate (EB) diploma (*Europäisches Abiturzeugnis*);

- a document certifying the completion of studies of at least three years (180 ECTS credits) at a recognised domestic or foreign post-secondary educational institution.

The admission requirement for art studies is the successful passing of an admission examination, as proof of the artistic aptitude; the upper secondary school-leaving examination is required for only a few studies. A minimum age of 17 years is required for enrolling as a degree programme student, or 15 years in exceptional cases when studying instruments.

**Proof of the general university entrance qualification for master degree programmes is to have completed a relevant bachelor degree programme or an equivalent to it.** Each university shall ensure that a person completing a bachelor degree programme is entitled to enrol in at least one relevant master degree programme without additional admission requirements; for the admission to other master degree programmes, the university may, as required, request additional qualitative requirements.

**For doctoral programmes it is necessary to have completed a relevant master degree programme or diploma programme or an equivalent.**

Whenever an applicant has obtained a **foreign admission title** (*ausländischer Zugangstitel*), its **equivalence to one of the aforementioned Austrian admission titles must be reviewed**. In many cases, equivalence has been determined by multilateral and/or bilateral agreements, such as, for example, for a major part of the secondary school-leaving certificates of European states on the basis of the Convention on the Recognition of Qualifications Concerning Higher Education in the European Region ("Lisbon Recognition Convention") of 1997. In all other cases, equivalence must be decided on a case by case basis; if necessary, supplementary examinations may be required as an admission condition.

**Specific university qualification** means that in addition to the general university entrance qualification, proof must be given that the study-specific admission requirements are met, including the right to immediate admission to a degree programme, as they exist in the country issuing the document that is proof of the general university entrance qualification. If, for example, the existence of a limit on the number of students (*numerus clausus*) is an admission requirement for a specific degree programme, an applicant having a secondary school-leaving certificate from that state must prove the existence of a limit on the number of students in order to be admitted to the respective degree programme in Austria. EU citizens require no special university entrance qualification.

As far as Austrian secondary school-leaving certificates are concerned, **supplementary examinations may have to be taken for specific subjects in the degree programme**, in accordance with the University Entrance Qualification Degree (*Universitätsberechtigungsverordnung, UBVO*). This shall also apply by analogy to university entrance certificates not issued in Austria.

#### **Language skills requirements:**

In general German is the language of instruction and therefor the HEIs require proof of German language proficiency. Besides several programmes and courses are taught in English (which requires English

language proficiency). Finally, course material may be in any language

## Section 1.9: Grading System

The positive results at examinations and regarding scientific or artistic theses are graded

- "excellent" (*sehr gut*) (1);
- "good" (*gut*) (2);
- "satisfactory" (*befriedigend*) (3) or;
- "sufficient" (*genügend*) (4);

The negative result is graded "insufficient" (*nicht genügend*) (5).

## Section 1.10: Tuition Fee System for International Students

**Generally, students, who are Austrian nationals or nationals of an EU or EEA country or of Switzerland, pay no tuition fee. If they exceed the prescribed duration of a programme by more than two semesters** (there are specific exemptions), they too shall pay tuition fees in an amount of **EUR 363.36 per semester**. The tuition fee is raised by 10% if it is paid during the additional period (ending on 30 November for the winter semester and on 30 April for the summer semester).

Students **from third countries** must pay a tuition fee of **EUR 726.72 per semester**.

Students, who have been **admitted to follow several programmes** at several universities, **only have to pay their tuition fee once**.

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

### Universities:

The denomination of the **academic degrees** shall be laid down in the curriculum. The most important examples are:

### **Bachelor's degrees:**

- Bachelor of Arts BA
- Bachelor of Science BSc

### **Master's degrees:**

- *Diplom Ingenieur/Diplom Ingenieurin DI or Dipl.-Ing.*

- Master of Arts MA
- Master of Science MSc

#### **Diploma degrees (to be discontinued):**

- *Diplom Ingenieur/Diplom Ingenieurin DI or Dipl.-Ing.*
- *Doktor/Doktorin der gesamten Heilkunde Dr. med. univ.*
- *Doktor/Doktorin der Zahnheilkunde Dr. med. dent.*
- *Magister/Magistra ... Mag.*

#### **Doctoral degrees:**

- *Doktor/Doktorin ... Dr. ...*
- Doctor of Philosophy PhD

#### **Master's degrees of continuing education:**

- Master of Arts MA
- Master of Science MSc

If a degree programme is completed on the basis of a **jointly offered diploma programme**, such as joint, double or multiple degree programmes (*gemeinsame Studienprogramme*), it is **admissible under certain conditions that the academic degree is awarded in one joint document**, together with the partner university (universities).

#### **Universities of Applied Sciences:**

Studies are established as **university of applied sciences bachelor degree programmes** (180 ECTS credits) **and** university of applied sciences **master degree programme** (60 to 120 ECTS credits); in few cases university of applied sciences **diploma programmes** (240 to 300 ECTS credits) are still offered. There are no doctoral degree programmes in the university of applied sciences sector.

After completing the requirements of every curriculum, the respective academic degree is awarded. AQ Austria defines by decree the denomination of the academic degrees.

Academic degrees awarded are currently the following:

Group of studies	Academic degree followed by a reference to the respective group of disciplines	Abbreviations
------------------	--	---------------

<b>Artistic studies</b>	Bachelor of Arts in Arts and Design	BA or B.A.
	Master of Arts in Arts and Design	MA or M.A.
<b>Studies in Engineering Sciences</b>	Bachelor of Science in Engineering	BSc or B.Sc.
	Master of Science in Engineering	MSc or M.Sc.
	<i>Diplom-Ingenieur / Diplom-Ingenieurin für technisch-wissenschaftliche Berufe</i>	DI or Dipl.-Ing.
<b>Studies in Social Sciences</b>	Bachelor of Arts in Social Sciences	BA or B.A.
	Master of Arts in Social Sciences	MA or M.A.
<b>Studies in Economic Sciences</b>	Bachelor of Arts in Business	BA or B.A.
	Master of Arts in Business	MA or M.A.
<b>Studies in Military and Police Sciences</b>	Bachelor of Arts in Military Services	BA or B.A.
	Master of Arts in Military Services	MA or M.A.
	Bachelor of Arts in Police Leadership	BA or B.A.
	Master of Arts in Security Management	MA or M.A.
<b>Studies in Cultural Studies</b>	Bachelor of Arts in Cultural Studies	BA or B.A.
	Master of Arts in Cultural Studies	MA or M.A.
<b>Studies in Natural Sciences</b>	Bachelor of Science in Natural Sciences	BSc or B.Sc.
	Master of Science in Natural Sciences	MSc or M.Sc.
<b>Health Studies</b>	Bachelor of Science in Health Studies	BSc or B.Sc.
	Master of Science in Health Studies	MSc or M.Sc.
<b>Law Studies</b>	Bachelor of Laws	LLB or LL.B
	Master of Laws	LLM or LL.M.

University of applied sciences providers may establish master degrees on the basis of completed **certificate university of applied sciences programme for further education**, in line with international customs, for example:

- Master of Arts MA or M.A.
- Master of Science MSc or M.Sc.

University of applied sciences degree programmes may be offered as **joint study programmes**, such as

joint, double or multiple degree programmes (*gemeinsame Studienprogramme*), with one or several Austrian or foreign higher education institutions.

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

[https://eacea.ec.europa.eu/national-policies/eurydice/%23\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/%23_en)

## Chapter 2: Quality Assurance in Higher Education

## Section 2.1: Quality Assurance Body in Higher Education

In 2012, the **Agency for Quality Assurance and Accreditation Austria (AQ Austria)** was established as an agency for quality assurance for Austrian higher education institutions on the basis of the Act on Quality Assurance in Higher Education ([HS-QSG](#)).

According to AQ Austria's legal remit, AQ Austria is **responsible for the entire higher education sector in Austria (with the exception of university colleges of teacher education)**. In carrying out its responsibilities, AQ Austria follows these basic principles:

- The higher education institutions (HEIs) bear the main responsibility for the quality of their activities and for quality assurance and improvement.
- AQ Austria understands its procedures as supplementary to an HEI's internal quality assurance. It is independent in what it does and not bound by any instructions. Decisions in quality assurance procedures are made exclusively in accordance with quality criteria.
- Quality assurance procedures are modelled on international good practice standards, especially the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).
- Cooperation with HEIs and other interested parties is the basis for the development of procedure rules and standards or criteria.



## Section 2.2: Quality Assurance System

Public universities: Audits of the quality management system			
	Study Programme	Institution	Further explanation
<b>Voluntary</b>	X		Several programmes for continuing education are accredited
<b>Compulsory</b>		X	
<b>Regularity (years)</b>	Voluntary or as prescribed by the accrediting agency	7	Especially in case of MBA programmes
<b>External</b>	X	X	
<b>Internal</b>	X	X	Usually for preparing the external audit
<b>Further information:</b> Public Universities are free to choose an in EQAR registered Agency for their Audit and they are obliged to publish the results on their websites. See also: • Federation of Austrian Universities: <a href="https://uniko.ac.at/index.php?lang=EN">https://uniko.ac.at/index.php?lang=EN</a> • Agency for Quality Assurance and Accreditation Austria <a href="https://www.aq.ac.at/en/audit/">https://www.aq.ac.at/en/audit/</a>			
Private universities: Accreditation + Audit			
	Study Programme	Institution	Further explanation
<b>Voluntary</b>			
<b>Compulsory</b>	X	X	
<b>Regularity (years)</b>	6	6	After 12 years accreditation a reaccreditation for 12 years is possible
<b>External</b>	X	X	
<b>Internal</b>	X	X	Usually preparing an external accreditation
<b>Further information:</b> Private universities have to undergo the accreditation with the national agency. <a href="https://www.aq.ac.at/en/accreditation/">https://www.aq.ac.at/en/accreditation/</a>			
Universities of Applied Sciences (UAS): Accreditation + Audit			



	Study programme	Institution	Further explanation
<b>Voluntary</b>			
<b>Compulsory</b>	X	X	
<b>Regularity (years)</b>	6	6	After 12 years UAS can undergo an institutional audit
<b>External</b>	X	X	
<b>Internal</b>	X	X	Usually for preparing an external accreditation
<b>Further information:</b> Universities of Applied Sciences have to undergo the accreditation with the national agency. <a href="https://www.aq.ac.at/en/accreditation/">https://www.aq.ac.at/en/accreditation/</a>			

## Section 2.3: Link Programme Authorisation with Quality Assurance

Public universities conduct their programmes with the Ministry of Education, Science and Research with performance agreements for 3 years. Quality Assurance see above. Programme accreditation or programme evaluation is voluntary and are published at the websites of universities.

Universities of Applied Sciences and Private Universities need an accreditation for their programmes and a permission by the Minister of Education, Science and Research that there is a kind demand for the programmes.

For further information: <https://www.aq.ac.at/en/>

# Chapter 3: Credit System in Higher Education

## Section 3.1: Description of Credit System

The European Credit Transfer and Accumulation System (ECTS)  
[http://ec.europa.eu/education/ects/users-guide/index\\_en.htm](http://ec.europa.eu/education/ects/users-guide/index_en.htm)

National legislation (§ 54 para 2 Universities Act 2002):

*The extent of degree programmes, with the exception of doctoral degree programmes, shall be defined in accordance with the European Credit Transfer System (ECTS, Decision No. 253/2000/EC of the European Parliament and of the Council, Official Journal No. L 28, February 3, 2000) and shall be expressed in ECTS credits. With these credits the share of the workload of the students related to the individual studies shall*

*be determined in relation to the entire degree programme, with an amount of 1,500 hours for one year of studies and 60 credits being assigned to this workload.*

Similar regulations within the Universities of Applied Sciences Studies Act:

The scope of a degree programme must be indicated in terms of the credits established under the European Course Credit Transfer System (ECTS). Studies are established as university of applied sciences bachelor degree programmes (180 ECTS credits) and university of applied sciences master degree programme (60 to 120 ECTS credits); in few cases university of applied sciences diploma programmes (240 to 300 ECTS credits) are still offered. There are no doctoral degree programmes in the university of applied sciences sector.

## Section 3.2: Credit Transfer System(s)

ECTS – European Credit Transfer and Accumulation System.

## Section 3.3: Additional Information

Not applicable.

## Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

Yes.

## Section 3.5: Number of Credits per Academic Year/Semester

Number of credits **per academic year: 60 ECTS credits** (standard).

## Section 3.6: Number of Credits per Higher Education Cycle

Essential components of ECTS are the **information package**, i.e. a precise break-down of the range of courses, the **credits**

(1 academic year = 60 credits, with the decisive factor being the workload of an average student with hours in attendance and all other work items in connection with a course, 1 credit being equivalent to 25 hours of study), and the **transcript of records**, which is a confirmation of the courses and examinations taken and the credits earned.

The workload must comprise:

- **for bachelor degree programmes - 180 or 240 ECTS credits;**
- **for master degree programmes - a minimum of 60 credits;**
- **for diploma programmes - 240 to 360 ECTS credits;**

for doctoral studies the duration is uniformly three years without the allocation of ECTS.

## Section 3.7: Description of Credit Unit

1 credit comprises **25 hours of student workload**.

## Section 3.8: Link between Learning Outcomes and Credits

A **course syllabus** is required for each course within the first and second cycle and a programme syllabus for each study programme. The course syllabus specifies degree cycle, number of credits, and intended learning outcomes.

*Last updated in 2020.*



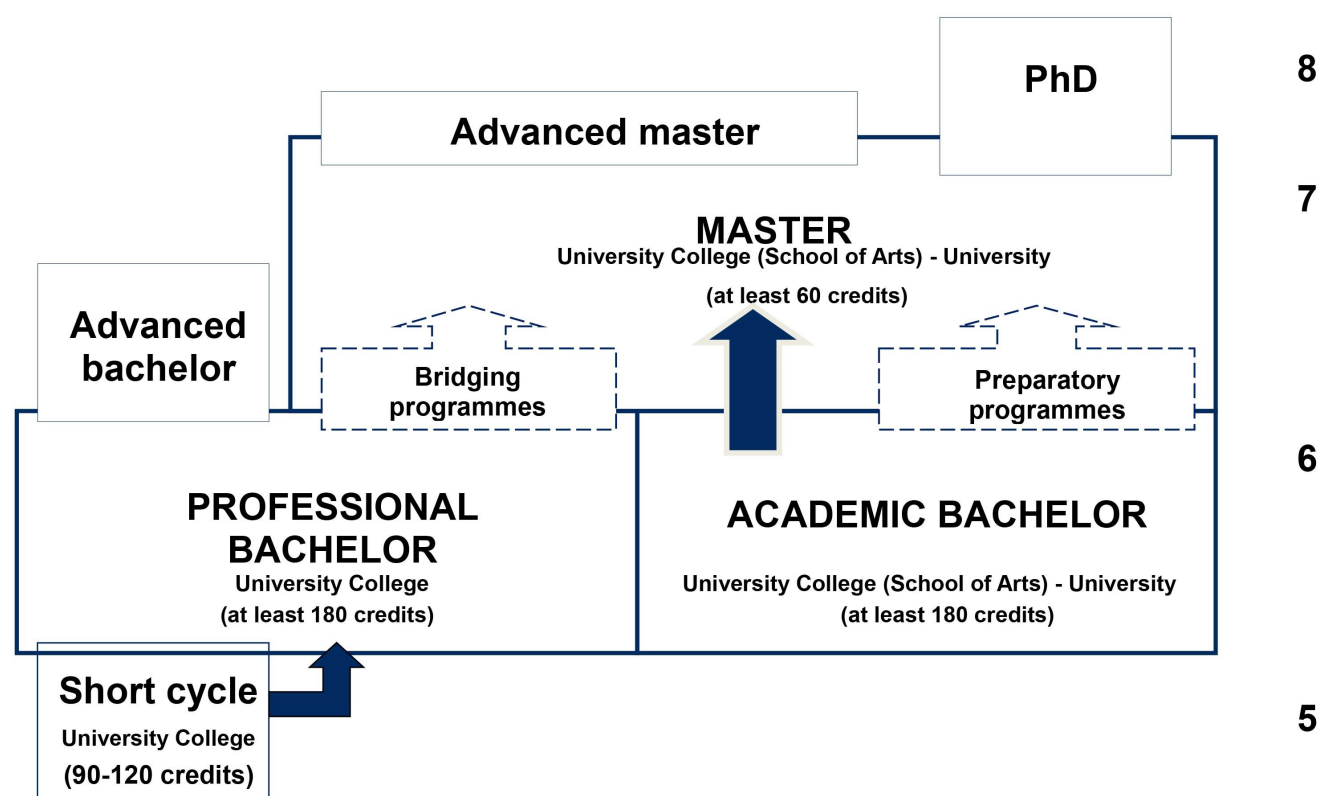
## Belgium - Flemish Community

In Belgium, education (including higher education) is the responsibility of the three communities. This part describes the situation in the Flemish (Dutch-speaking) part of the country.

### Chapter 1: Higher Education System

Belgium/Flemish Community is one of the countries that signed the Bologna Declaration and has hence adapted its higher education system to the “Bologna principles” since 2003-2004.

#### Section 1.1: Schematic Description of the Higher Education System



## Section 1.2: Description of Higher Education System

**After signing the Bologna Declaration** the Flemish Minister of Education started a process to **reform** the Flemish higher education system. The Flemish Parliament adopted a new **Higher Education Act** on the 4 April 2003. The degree structure based on three main cycles constitutes the core of the Act, which introduced this **new structure** for all programmes.

The higher educational system consists of short cycle programmes, professional Bachelor's Degrees, academic Bachelor and Master Degrees and PhD programmes.

**Short cycle programmes** (90-120 credits) and **professional bachelor programmes** (mostly 180 credits) prepare students for specific professions. Courses are therefore practice-oriented and include periods of work placement. These degrees are only awarded by the university colleges. Some university colleges offer profession-oriented specialisation programmes for holders of a Professional Bachelor Degree. These **advanced bachelor programmes** cover at least 60 ECTS credits.

**Academic bachelor programmes** prepare students for studies at master's level. These degrees are awarded by universities and some university colleges (in schools of arts).

**Master programmes** are characterised by the integration of education and research and a master's dissertation. They cover at least 60 ECTS credits. Depending on the field of study some programmes last longer. Master degrees are awarded by universities and some university colleges (in schools of arts). **Advanced master programmes** are organised at universities, university colleges in the framework of an association and at postgraduate training institutions.

Doctor is the highest level of specialisation in scientific research. It is based on an original research project that takes at least two years, resulting in the public presentation of a doctoral thesis. This degree is only awarded by universities.

More information on: <http://www.studyinlanders.be/en/publications/>

## Section 1.3: Number of Higher Education Institutions

- 6 universities
- 16 university colleges
- 13 other accredited institutions

## Section 1.4: Number of Students in Higher Education

### Enrolments 2018-2019

		Unknown	Belgian	non-Belgian
University college	Academic oriented bachelor	10	3.483	1.011
	Bachelor after bachelor		3.065	100
	Additional education in lifelong learning	1	117	12
	Master	3	1.255	680
	Master after master	1	6	16
	Professional oriented bachelor	66	106.301	6.414
	Bridging programme		43	19
	Specific teacher training after master		383	42
	Specific teacher training after professional oriented bachelor		7	4
	Preparatory programme		25	48
	<b>Total</b>	<b>81</b>	<b>114.685</b>	<b>8.346</b>
University	Academic oriented bachelor	51	63.721	4.627
	PhD	13	5.665	4.806
	PhD-education	11	6.840	6.320
	Master	21	36.792	6.475
	Master after master	3	5.284	1.095
	Master after professional oriented bachelor	1	598	39
	Bridging programme	7	7.376	412
	Specific teacher training after master	1	992	43
	Preparatory programme	2	1.954	813
	<b>Total</b>	<b>110</b>	<b>129.222</b>	<b>24.630</b>
<b>Total universities and university colleges</b>		<b>191</b>	<b>243.907</b>	<b>32.976</b>

## Section 1.5: Structure of Academic Year

The academic year starts in September. Classes take place in **two semesters** (September-January, February-June). Each semester ends with an examination period. There is a general second chance examination period in August-September.

## Section 1.6: National Qualifications Framework (or Similar)

The Flemish Qualifications Structure has the same **8 levels** as the European Qualifications Structure for Lifelong Learning.

Short cycle programmes are level 5. Bachelor programmes, including advanced bachelor programmes are level 6. (Advanced) Master programmes belong to level 7. PhD is level 8.

<https://www.vlaanderen.be/nl/publicaties/detail/the-flemish-qualifications-structure>

### Flemish Qualification Structure (VKS):

Professional qualifications and educational qualifications: an overview

VKS Level	Professional Qualifications	VKS level
8	X	a) Doctor
7	X	a) Master
6	X	a) Bachelor
5	X	a) one or more recognised professional qualifications at level 5
4	X	a) final objectives stage 3 of aso (general secondary education) and specific final objectives for stage 3 of aso which are linked to one or more areas of science b) final objectives stage 3 of tso (technical secondary education) and specific final objectives for stage 3 of tso which are linked to one or more areas of science c) final objectives stage 3 of kso (secondary education in the arts) and specific final objectives for stage 3 of kso which are linked to one or more areas of science d) final objectives for stage 3 of tso or kso and one or more recognised professional qualifications e) final objectives for the third year of stage 3 of bso and one or more recognised professional qualifications f) final objectives for additional general education in adult education and one or more recognised professional qualifications g) one or more recognised professional qualifications at level 4 h) final objectives and the specific attainment targets as determined in a), b) or c) and one or more recognised professional qualifications
3	X	a) final objectives for the second year of stage 3 of bso and one or more recognised professional qualifications
2	X	a) final objectives for adult basic education b) final objectives for stage 2 of bso and one or more recognised professional qualifications

4

1	X	a) final objectives for primary education
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## Section 1.7: Learning Outcomes in Higher Education

**Higher education institutions** describe subject-specific learning outcomes for each training programme. **The Accreditation Organisation of the Netherlands and Flanders (NVAO)** submits the recognised qualifications and the associated subject-specific learning outcomes to the **Agency for Quality Assurance in Education and Training**. These recognised qualifications are officially included in the Flemish Qualifications Structure at the relevant level.

## Section 1.8: Admission Requirements to Higher Education

**For bachelor programmes** (both professional and academic) the general admission requirement is the Flemish **secondary school-leaving certificate**. If a foreign **qualification is recognised on the basis of a Flemish decree**, a Belgian law, a European directive or an international convention, the holder will have direct access to bachelor's programmes. Admission may also be granted to students, after individual assessment of their secondary education diploma, if it gives access to higher education in the student's country of origin. The higher education institution boards are also allowed to admit persons who cannot meet the general admission requirement.

A number of professional Bachelor degrees give access to subsequent bachelor programmes (at least 60 ECTS credits). A preliminary examination may be required. The institution board will stipulate which bachelor degrees give access to these profession-oriented specialisation programmes.

**Academic bachelor degrees** give **direct access to master programmes**. Some master degrees will give access to advanced master programmes (at least another 60 ECTS credits), in some cases after a preliminary examination. The institution board will stipulate which master degrees give access to these specialised and advanced master programmes. Professional bachelor degrees may give access to **some master programmes after a bridging programme**. The programme and study workload will be determined by the institution board, with due consideration for individual skills, working experience, qualifications and competences of the student after an evaluation interview. **Foreign higher education degrees** give access to master programmes (including the advanced master programmes) if the **higher education institution boards** consider the foreign higher education degree equivalent to the Flemish higher education degree giving access to the programmes concerned.

**Doctoral programmes** are **open to graduates with a relevant master degree**, in some cases after a preliminary examination (depending on the study field). Foreign higher education degrees give access to doctoral programmes if the university board considers the foreign higher education degree equivalent to a Flemish master degree. The admission may still depend on a preliminary examination. The individual admission decisions take into account:



- Humanitarian reasons (e.g. refugees lacking the required documents).
- Medical, psychological and social reasons.
- The individual education level of the student assessed by the higher education institution board.

**Entry examinations** must be passed by any student (Flemish or other) who wants to take up studies in **Dentistry, Medicine and Fine Arts**.

### Language requirements:

In principal **Dutch** is the language of instruction. However, **foreign language courses**, courses with foreign guest speakers and teachers, internationally oriented courses, courses in the framework of international developing cooperation, courses in the framework of international exchange programmes and courses for groups of foreign students are taught in another language. Course material may be in any language. Most institutions require proof of Dutch language proficiency for the programmes taught in Dutch and a preliminary language test for the programmes taught in another language.

## Section 1.9: Grading System

- **Legal framework:** The overall Grading System is imposed by law (Flemish Decree)
- **Student target group:** Bachelor and Master
- **Grade range:** 0 to 20; Pass grade 10; other pass grade levels 10-11-12-13-14-15-16-17-18-19-20
- **Description of the grading system:** There is a system of 0-20 with an interval of 1 point. No half points are given. 10 is the pass mark. No overall average is necessary. Grades lower than 8 or higher than 18 are in practice seldom or never given. The median is often around 13-14. In some cases failure points (below 10) can be condoned e.g. during deliberation, e.g. a 9 or even an 8. For such course units no credit certificate is given. Normally the grading is absolute i.e. linked to how well the learning outcomes have been reached. Score distributions do not play a role
- **Specific features:** In principle the grading culture is the same everywhere, but there tend to be sometimes serious differences between professors, faculties and institutions. From the statistics, it seems that the pass mark is sometimes used as a 'grace' mark i.e. a professor does not want a student to fail only because of his course unit so he/she gives a 10.

Source: [http://egracons.eu/sites/default/files/COUNTRY\\_REPORTS\\_14.09.2015.pdf](http://egracons.eu/sites/default/files/COUNTRY_REPORTS_14.09.2015.pdf)

## Section 1.10: Tuition Fee System for International Students

Students from the European Economic Area (EU-member countries + Norway, Liechtenstein, Iceland) pay the same tuition fees as Belgian students (approx. 900 euro/academic year). For other international students the higher education institution can define the tuition fee, depending on the programme and the type of degree.

## Section 1.11: Graduation Requirements and/or Qualification Awarding

## Requirements

*Not applicable.*

### Section 1.12: Relevant Current and Prospective Reforms in Higher Education

*Not applicable.*

## Chapter 2: Quality Assurance in Higher Education

### Section 2.1: Quality Assurance Body in Higher Education

**The Accreditation Organisation of the Netherlands and Flanders (NVAO)** is established as an independent accreditation organization by Treaty between Flanders and the Netherlands and ensures as public bi-national institution the quality of higher education in both regions since 2005.

The carefully established independent judgment by the NVAO strengthens higher education institutions in their quality culture. NVAO is a binational organisation and works together internationally.

<https://www.nvaio.com/>

### Section 2.2: Quality Assurance System

	Programme	Institution
<b>Voluntary</b>		
<b>Compulsory</b>	X	X
<b>Regularity</b>		6 years
<b>External</b>	X	X
<b>Internal</b>	X	X

#### Further explanation:

Every 6 years HEI's have to go through an institutional review process in which they have to prove that they are in control themselves of the quality of their programmes. A positive result means that external quality assurance at programme level is no longer necessary. New programmes still need a prior external quality review.

## Section 2.3: Link Programme Authorisation with Quality Assurance

On the basis of the judgments of the Accreditation Organisation of the Netherlands and Flanders (NVAO), higher education programmes are recognized and students receive a legally recognized degree.

**The Register of Higher Education** contains all detailed **information on accredited Bachelor and Master's Programmes offered in Flanders**. If the programme has not been accredited, the programme will be removed from the Register of Higher Education and the institution will not be able to grant a recognised degree.

<http://www.highereducation.be>

## Chapter 3: Credit System in Higher Education

### Section 3.1: Description of Credit System

Higher education institutions in Flanders operate a full-fledged credit system **based on ECTS** (European Credit Transfer and accumulation System). Each course counts for at least 3 credits, with a maximum of 12 courses per 60 credits. One credit represents 25 to 30 hours of a student's workload. Courses are independent building blocks for which students may enrol according to their own preferences and timetable, with due consideration for the semester system and evaluations. They can opt for a traditional course of circa 60 ECTS credits a year, a half-time course or an individual course adjusted to their specific needs.

Link ECTS: [http://ec.europa.eu/education/ects/users-guide/introduction\\_en.htm#ectsTop](http://ec.europa.eu/education/ects/users-guide/introduction_en.htm#ectsTop)

### Section 3.2: Credit Transfer System(s)

ECTS – European Credit Transfer and Accumulation System

### Section 3.3: Additional Information

Students can be exempted from a course based on credits acquired elsewhere (another programme or institution), and on competencies acquired outside a formal learning context (i.e. prior experiential learning). These competencies are assessed by the institutions.

### Section 3.4: Application of Credit System in Higher Education Institutions

## Obligatory?

Yes.

### Section 3.5: Number of Credits per Academic Year/Semester

The number of credits per standard academic year is 60 ECTS (30 ECTS/semester).

### Section 3.6: Number of Credits per Higher Education Cycle

Short cycle programmes (level 5) are 90-120 credits. Most Bachelor programmes (level 6) are 180 credits. The number of credits for a Master programme (level 7) is minimum 60 credits and ranges between 60 and 180 credits. Advanced Bachelor and Master programmes are at least 60 credits. No credits are used for PhD (level 8).

### Section 3.7: Description of Credit Unit

1 ECTS-credit equals 25-30 hours (of 60 minutes) of student workload. Workload (ECTS-definition) is an estimation of the time the individual typically needs to complete all learning activities such as lectures, seminars, projects, practical work, work placements and individual study required to achieve the defined learning outcomes in formal learning environments.

### Section 3.8: Link between Learning Outcomes and Credits

A student is awarded credits upon achievement of the defined learning outcomes related to the educational unit/course. Learning outcomes (ECTS-definition) are statements of what the individual knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria.

Learning outcomes are attributed to individual educational components and to programmes as a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification.

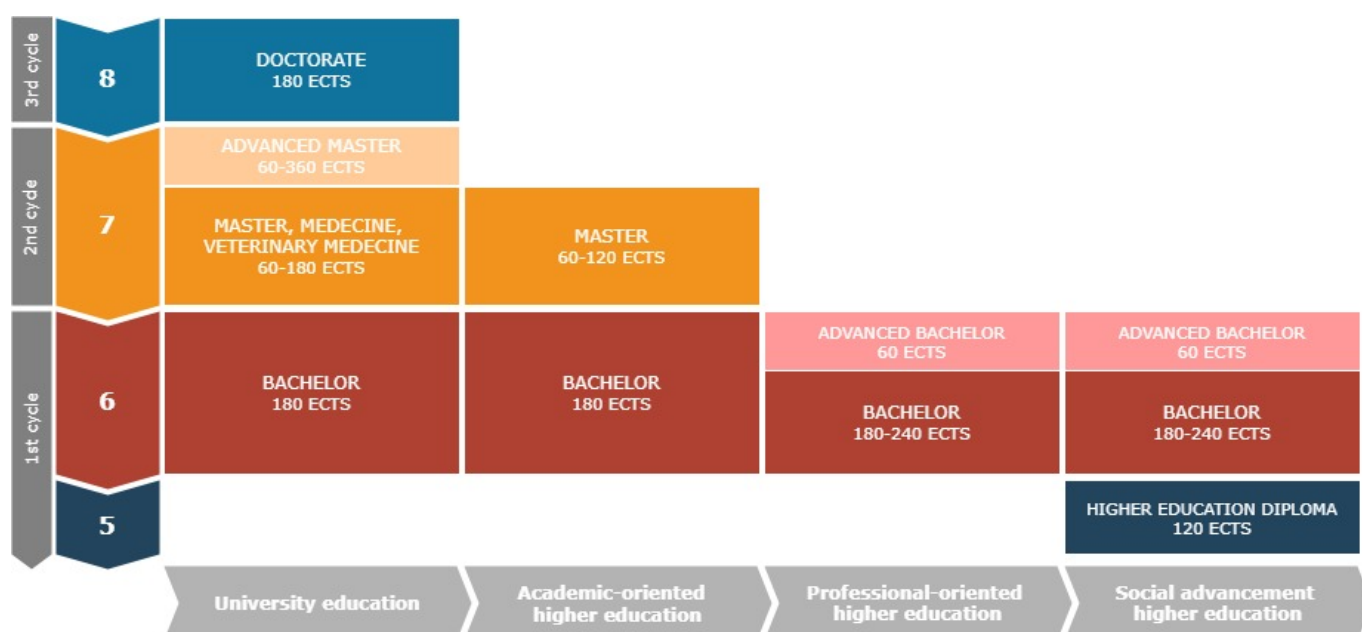
*Last updated in 2020*



## Belgium - French-speaking Community

### Chapter 1: Higher Education System

#### Section 1.1: Schematic Description of the Higher Education System



Source: Ministère de la Fédération Wallonie-Bruxelles, Direction Générale de l'Enseignement supérieur, de l'Enseignement tout au long de la vie et de la Recherche scientifique, Service de la gestion de la dimension internationale de l'enseignement supérieur, Overview of the structure, degrees and types of higher education in the Federation Wallonia-Brussels (FWB) 2018.

#### Section 1.2: Description of Higher Education System

There are four types of higher education institution: the universities, the university colleges (HE), the arts colleges (ESA), and the institutions of social advancement education institutions (EPS). Each type of higher education institution pursues specific objectives which determine the various structures and teaching methods.

##### 1) Binary system

The higher education system in the FWB is a binary system characterized by the coexistence of “short-

type” or professionalising education and “long-type” or academic education.

The short-type education system leads to certifications classified on level 5 or 6 on the [European Qualification Framework](#) while the long-type higher education system leads to certifications scaled on level 7.

- **“short-type” or professionalising higher education**, which closely relates theory and practice in terms of pedagogy, is organised by university colleges (HE), ESA and EPS (it generally leads to **Bachelor’s degrees** of 180 ECTS and exceptionally 240 ECTS) ;
- **“long-type” higher education**, which is based on fundamental concepts, experimentations and illustrations, is organised by universities, university colleges (HE), ESA and EPS. It is organized in 2 cycles: the first cycle leads to a bachelor degree of at least 180 ECTS; the second ‘professionalized’ cycle leads to a master degree of 60 to 120 ECTS (if it pursues a specific purpose).

To acquire a specific professional qualification (e.g. to enter and exercise certain professions), specialisation studies are organised in the first and second cycle (ex.: paramedical and medical specialisations) and lead to **specialised Bachelor degree and specialised Master's degree** and correspond to the Master’s level.

The EPS institutions – whose education offer is specifically intended for adults – also offer higher education programmes (“short-type” or “long-type”) in modular structure, which lead to the Bachelor’s and Master’s degrees. Within the first cycle, professionalising programmes are also organised, with the specific purpose of accessing a clearly identified profession. These programmes include 120 ECTS and lead to the award of the higher education diploma “(brevet d’enseignement supérieur”, BES).

*Source: Verification report of the compatibility of the Higher Education Qualifications Framework of the Federation Wallonia-Brussels with the Framework of Qualifications for the European Higher Education Area, Kevin GUILLAUME, 2014, [www.enseignement.be/download.php?do\\_id=11338&do\\_check=](http://www.enseignement.be/download.php?do_id=11338&do_check=)*

## 2) Three-cycle structure and higher education degrees

All higher education programmes are integrated into a three cycle structure. Upon completion of each cycle, a specific academic degree is awarded:

- The **Bachelor’s degree** is awarded upon completion of a first cycle programme including at least **180** credits;
- The **Master’s degree** is awarded upon completion of a second cycle programme including at least **60** credits and, if aiming at a specific purpose, at least 120 credits;
- The **Doctorate’s degree** is awarded upon completion of a third cycle programme of at least 180 ECTS. Only universities award the academic Doctorate degree after the defence of a thesis.

It is important to stress that no legal distinction is made between similar degrees, irrespective of the type of higher education institution awarding them.

## Section 1.3.: Number of Higher Education Institutions

List of recognized higher education institutions can be found at article 10 to 13 of the “Landscape Act” (The Act of November 7th, 2013 defining the higher education landscape and the academic organization of studies). Recognized programmes of studies are listed at annexes II to VI ([https://www.gallilex.cfwb.be/document/pdf/39681\\_044.pdf](https://www.gallilex.cfwb.be/document/pdf/39681_044.pdf)).

- 6 universities
- 19 university colleges (HE)
- 16 Arts College/ school of Arts (ESA)
- 84 Social advancement higher education institutions (LLL) (EPS)

## Section 1.4: Number of Students in Higher Education

### Belgian students

Enrolments 2016 - 2017		
University	Student population	
	TOTAL	97.409

Enrolments 2016 - 2017		
University College	Student population	
	Short type	76.125
	Long type	15.229
	TOTAL	91.354

Enrolments 2018 - 2019		
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Arts college School of Arts (ESA)	Student population	
	Short type	2.106
	Long type	5.637
	<b>TOTAL</b>	<b>7.743</b>

Enrolments 2017 - 2018		
Social Advancement Higher Education	Student population	
	<b>TOTAL</b>	31.701

Source: CREF ([www.cref.be](http://www.cref.be))-situation en fin d'année académique

## Non-Belgian students

Enrolments 2016 - 2017		
University	EU (Excl. Belgians)	Non-EU
	14.725	6.917

Enrolments 2018 - 2019		
	EU (Excl. Belgians)	Non-EU
University	(no data available)	(no data available)
University College	11.417	3.705
Schools of Arts (ESA)	3.115	446

Source: ARES - statistique



- **Number of outgoing exchange students with credit transfer:**
  - **Academic year 2015-2016:** 35 HEIs in FWB sent a total of 2795 students for a study stay outside Belgium. Amongst these students, 1947 (70%) came from the universities, 769 (27%) from the university colleges and 79 (3%) from the Arts College/ school of Arts
  - Academic year 2015-2016: 27 HEIs organized mobility for internship purposes for a total of 936 students. Amongst these students, 364 (39%) came from the universities, 561(60%) from the university colleges and 11 (1%) from the Arts College/ school of Arts
  - **Academic year 2016 - 2017:** we registered 2602 mobility “out” for study purposes (outside Federation Wallonie-Bruxelles).
- **Number of incoming exchange students with credit transfer (if available)**
  - **Academic year 2015-2016:** 36 HEIs in FWB welcomed in total 2356 foreign exchange students. 1666 foreign exchange students (70%) went to the universities and 690 (30%) went to the university colleges and Arts College/ school of Arts

Source: AEF Europe, Erasmus+, <http://www.erasmusplus-fr.be/menu-expert/ressources/statistiques/>

## Section 1.5 : Structure of Academic Year

The academic year starts in September (from 14 September to 13 September of next year). Classes take place in **3 quarters** (period of 3 months: 1st begin in September, the second begins in February, the 3rd begins in July) semesters (September-January, February-June). Each quarter ends with an examination period.

## Section 1.6: National Qualifications Framework (or Similar)

There are **two types of NQFs**: A QF dedicated to higher education qualifications (aligned with the Qualifications for the European Higher Education Area QF-EHEA) and another QF covering the 8 levels of the EQF-LLL (Cadre Francophone des Certifications).

The **Higher Education Qualifications Framework** of the Federation Wallonia-Brussels (HEQF-FWB) was established in **2008** and revised in **2013**. The HEQF-FWB describes in a generic way the three cycles of the higher education to which corresponds specific knowledges, capacities and skills. Each level (from 5 to 8) is related to the academic degrees awarded by the recognized higher education institutions of the Federation Wallonia-Brussels.

The “Cadre Francophone des Certifications” (**French-speaking qualifications framework**, called “CFC”, <http://www.cfc.cfwb.be/>) is a public interest framework regulated by the public authorities: the CFC ranks qualifications that are recognised and validated by the competent public authorities and that originate from public institutions or those pursuing public interest missions. As an integrative framework, the CFC targets both, **education and vocational qualifications**. This framework is still currently under construction.

## Section 1.7: Learning Outcomes in Higher Education

The “Landscape Act” defines a set of fundamental concepts for the implementation of the Higher Education Qualifications Framework of the Federation Wallonia-Brussels (HEQF-FWB) such as the learning outcomes. The learning outcomes are related to the list of what the student should know, understand and be able to do upon completion of a learning process, a course or a certified teaching unit; the learning outcomes are defined **in terms of knowledge, skills and competences**. The Annex I of the “Landscape Act” defines the learning outcomes for each level of certification (level 5 to 8) of the HEQF-FWB.

The higher education institutions are responsible for defining the education profiles, their constituent teaching units, the expected learning outcomes and the learning activities.

## Section 1.8 : Admission Requirements to Higher Education

### Access and admission requirements

The higher education system in the FWB is characterised by a high degree of democratisation, in particular in terms of access to higher education studies. The qualification required for accessing to 1st cycle of higher education is mainly an **upper secondary school-leaving certificate** (certificat d’enseignement secondaire supérieur, CESS), **or any other foreign qualification recognised as equivalent**. Students without CESS (or equivalent) can pass an admission examination organised by the HEI or pass a jury organised by the FWB. Passing this examination gives access to a first-cycle programme in the section(s) chosen by the candidate, but is in no way the equivalent of the CESS.

To be admitted to a **second-cycle programme**, the student must hold the **corresponding Bachelor’s degree, or any other foreign degree recognised** as its equivalent.

Finally, to be admitted to a **third cycle programme**, the student must hold the corresponding 120 credits- Master’s degree, or any other foreign qualification recognised as its equivalent.

There are nevertheless **exceptions** to this freedom of access, in specific study fields such as civil engineering sciences, medical sciences, arts, veterinary sciences for which specific admission examinations or orientation tests are organized. It should be also mentioned as another exception, that since 2006, in some study fields saturated by a too large number of enrolment applications (such as medicine, veterinary sciences, physiotherapy, dental sciences, speech therapy studies and audiology) **quotas** have been put in place for non-Belgian resident students. Those quotas limit to 30 % the total number of non-Belgian residents enrolled in those studies.

### Language requirements

In principle, **French** is the language of instruction and evaluation. However, some activities might be provided in other foreign languages (ex.: respecting a maximum amount of ECTS delivered in French in the first cycle, or for studies leading to a master, specialized studies or doctoral studies, studies dealing with international matters in the second cycle ...). Nevertheless, in order to access to the 1st cycle of study (bachelor), students have to demonstrate a sufficient knowledge of French. For studies leading to teacher

qualification (master with a didactic orientation), an in depth knowledge of French is required.

## Section 1.9: Grading System

- **Legal framework:** System follows the Landscape Act
- **Student target group:** All students
- **Grade range:** from 0 to 20. Pass grade: 10/20. Other pass grade levels: from 10 to 20.
- **Description of the grading system:** Exams can be written or oral.  
The grade scale goes from **0 to 20/20**. The pass grade to get the credits of a course is 10/20. At the end of the academic year the jury gives the credits for all the courses with a grade of at least 10/20. Exams are organised at the end of the semester (in January or in June). If the student fails at one or more exams, he/she can resit these exams in August/September. Specific features: besides the 10/20 pass grade, there are four other grades but those assessment systems can differ from institution to institution:

### Numerical grade - Degree classification

- 18-20 La Plus Grande Distinction (highest distinction)
- 16-17 Grande Distinction (great distinction)
- 14-15 Distinction
- 12-13 Satisfaction

Source: [http://egracons.eu/sites/default/files/COUNTRY\\_REPORTS\\_14.09.2015.pdf](http://egracons.eu/sites/default/files/COUNTRY_REPORTS_14.09.2015.pdf)

## Section 1.10: Tuition Fee System for International Students

Cycle	Year	University				University College Arts College (HE & ESA)				Diploma Higher Education (level 5)
		European	Non-European	Students in modest socio-economic	Scholarship Students	European	Non-European (common tuition fee)	Students in modest socio-economic	Scholarship Students	
First	1	835€	4.175€	374€	0€	175,01€	992€	64,01€	0€	26€/Year + (0,37€ x periods of 50 minutes). Fees might vary depending on the socio-economic situation of the student
	2	835€	4.175€	374€	0€	175,01€	992€	64,01€	0€	
	3	835€	4.175€	374€	0€	227,24€	992€	116,23€	0€	
Second	1	835€	4.175€	374€	0€	350,03€	1.487€	239,02€	0€	
	2	835€	4.175€	374€	0€	454,47€	1984€	343,47€	0€	

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

- If the 60 credits of the annual programme are validated by the jury, the following academic year, the student can register for the teaching unit of the following cycle programme, with a minimum of 60 credits.

- If at least 45 credits of the programme are validated by the jury, with the agreement of the jury, the following academic year, the student's annual programme of at least 60 credits includes :
  - teaching units whose credits were not acquired at the end of the previous academic year;
  - teaching units from the continuation of the cycle programme, taking into account the prerequisite and corequisite units.
- If at least 30 credits (but less than 45) of the programme are validated, the student's next annual programme, with the agreement of the jury, will be composed as explained above for the student who has passed 45 credits without being able to move on to the next block. He or she may also complete this programme with certain remediation activities which may be enhanced if they have been evaluated.

In this case, however, the student's annual program may not exceed 60 credits.

The following academic years: The student continues his or her course until all the teaching units registered in the cycle's programme have been validated.

At the end of the study cycle, when the minimum number of credits has been earned, the jury will award the student the corresponding academic degree with a possible mention [2].

*Source:*

<https://www.mesetudes.be/enseignement-superieur/organisation-pratique/reussir/conditions-reussite/>

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

None.

# Chapter 2: Quality assurance in Higher Education

## Section 2.1: Quality Assurance Body in Higher Education

Strictly speaking, there is **no system of accreditation** of higher education institutions (HEI) in the Federation Wallonie-Bruxelles. The recognized HEIs **are strictly listed by the laws** and can only organize studies in the fields for which they received an authorization. Only recognized HEIs can award recognized degrees, which have academic as well as legal effects (for example, access to regulated professions).

HEIs, by virtue of their autonomy, are free to seek **accreditation by trade or sector-based organizations** but this has no legal incidence (for example, on financing).

### The Agency for quality assessment in higher education (AEQES)

Nevertheless there is a **formative quality assurance system** led by the independent Agence pour

l'évaluation de la qualité de l'enseignement supérieur (AEQES, [http://www.aeqes.be/english\\_about\\_us.cfm](http://www.aeqes.be/english_about_us.cfm)).

The AEQES created in 2008, reviews every programme organised by those HEIs with audits of international experts and in conformity with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (<http://www.enqa.eu/index.php/home/esg/>). AEQES is an independent public sector agency, practising formative evaluation based on a dialogue between all stakeholders within the Wallonia-Brussels Federation.

The AEQES is a full member of the European Association for Quality Assurance in Higher Education (ENQA - <http://www.enqa.eu/>), and is included on the European Quality Assurance Register for Higher Education (EQAR- <https://www.eqar.eu/>).

## Section 2.2: Quality Assurance System

	Study programme	Institution	Further explanation
<b>Voluntary</b>		(X)	From 2019 to 2023, AEQES will launch pilot institutional evaluations. The objective is to fine tune the future institutional evaluation features: define scope, standards, criteria for robust IQA in collaboration with voluntary higher education institutions.
<b>Compulsory</b>	X	(X)	From 2023, institutional reviews will be compulsory.
<b>Regularity (years)</b>	5	6	Two kinds of program based evaluations, each five years. From 2023 on, the evaluations will be organised on a six years basis, for programs as well for institutions, with mid-term monitorings.
<b>External</b>	X	(X)	Programme external evaluations are compulsory since 2002. After the pilot period (during which the ESG part 1 will be used as the set of standards), institutional evaluations will be compulsory. AEQES will then develop its own standards in order to process external institutional evaluations.
<b>Internal</b>	X	(X)	By law, HEIs are to assure the quality of their activities. Moreover, after the pilot period (from 2023), internal quality assurance system at institutional level will be evaluated against AEQES institutional set of standards: this will include a formal self-evaluation.

### Further information:

After the pilot phase, HEI's will have to go through an institutional review process in which they have to demonstrate the robustness of their IQA system. If requested by the HEI, the institutional evaluation could lead to the recognition of the HEI's capacity of managing its programs external QA.

## Section 2.3: Link Programme Authorisation with Quality Assurance

Strictly speaking, there is **no system of accreditation** of higher education institutions (HEI) in the Federation Wallonie-Bruxelles. The recognized HEIs are strictly listed by the laws and can only organize studies in the fields for which they received an authorization.

The AEQES provides **formative evaluations by monitoring** an appropriate group of programmes with the aim of fostering the alignment of programme profiles and objectives with the missions of the institutions involved, disseminating good practice and promoting synergies. The Agency provides information on the quality of higher education by publishing on its website the review reports, the system-wide analyses and highlighting best practice. It provides the heads of the institutions reviewed and the Government with proposals on ways of enhancing quality, but those ones are not binding (no formal effects on HEIs funding or authorization to operate).

Link to Transversal Analysis : [http://www.aeqes.be/rapports\\_list.cfm?documents\\_type=5](http://www.aeqes.be/rapports_list.cfm?documents_type=5)

## Chapter 3: Credit System in Higher Education

### Section 3.1: Description of Credit System

The credit system of the FW-B is **totally compatible with the European Credit Transfer and Accumulation System (ECTS)**. A study year corresponds to 60 ECTS. One credit corresponds on an inclusive basis to 30 hours of learning activities (teaching, personal work, seminar, paper...). All curricula in full-time higher education are expressed in credits (ECTS). The credits associated with a course within a curriculum are expressed in whole numbers, or exceptionally in half-units, with a minimum of 1 and a maximum of 60 credits for one course.

Source: Landscape Act + <http://www.euroeducation.net/prof/belcofr.htm>

### Section 3.2: Credit Transfer System(s)

ECTS – European Credit Transfer and Accumulation System

### Section 3.3: Additional Information

For admission to studies, students can be exempted from a course based on credits acquired elsewhere (another programme or institution), or by means of the validation of competencies acquired outside a formal learning context (*validation des acquis de l'expérience-VAE*). These recognitions of credits or competencies are managed directly by the higher education institutions. A VAE procedure cannot lead to

the award of a degree, a minimum of 60 ECTS has to be completed by the student.

### Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

Yes.

### Section 3.5: Number of Credits per Academic Year/Semester

The number of credits per standard academic year is at least 60 ECTS.

### Section 3.6: Number of Credits per Higher Education Cycle

Study Cycles	Level of the HEQF-FWB	Academic title	Number of ECTS
1 <sup>st</sup> cycle	Level 5	Short cycle programmes ( <i>brevet de l'enseignement supérieur</i> )	120
	Level 6	Professional-oriented Bachelor Academic -oriented bachelor Specialized Bachelor	From 180 to 240 180 60 ECTS
2 <sup>nd</sup> cycle	Level 7	Master Specialized/advanced master	From 60 to 180 ECTS From 60 to 360 ECTS
3 <sup>rd</sup> cycle	Level 8	PhD/Doctorate	180 ECTS

### Section 3.7: Description of Credit Unit

Compatible with the European Credit Transfer and Accumulation System (ECTS), the credits system was introduced by the “Bologna” Act<sup>1</sup>, systemising the use of credits by all higher education institutions in the definition their higher education programmes. One credit corresponds on an inclusive basis to **30 hours of learning activities** (teaching, personal work, seminar, paper...).

<sup>1</sup> The Act of 31 March 2004 defining higher education, promoting its integration into the European Higher Education Area and refinancing the universities

### Section 3.8: Link between Learning Outcomes and Credits

The « Landscape Act » (2013) has systemised the learning outcomes-based approach.

A student is awarded credits upon achievement of the defined learning outcomes related to the educational unit/course. Learning outcomes (ECTS-definition) are statements of what the individual knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes

has to be assessed through procedures based on clear and transparent criteria.

*Last updated in 2020*



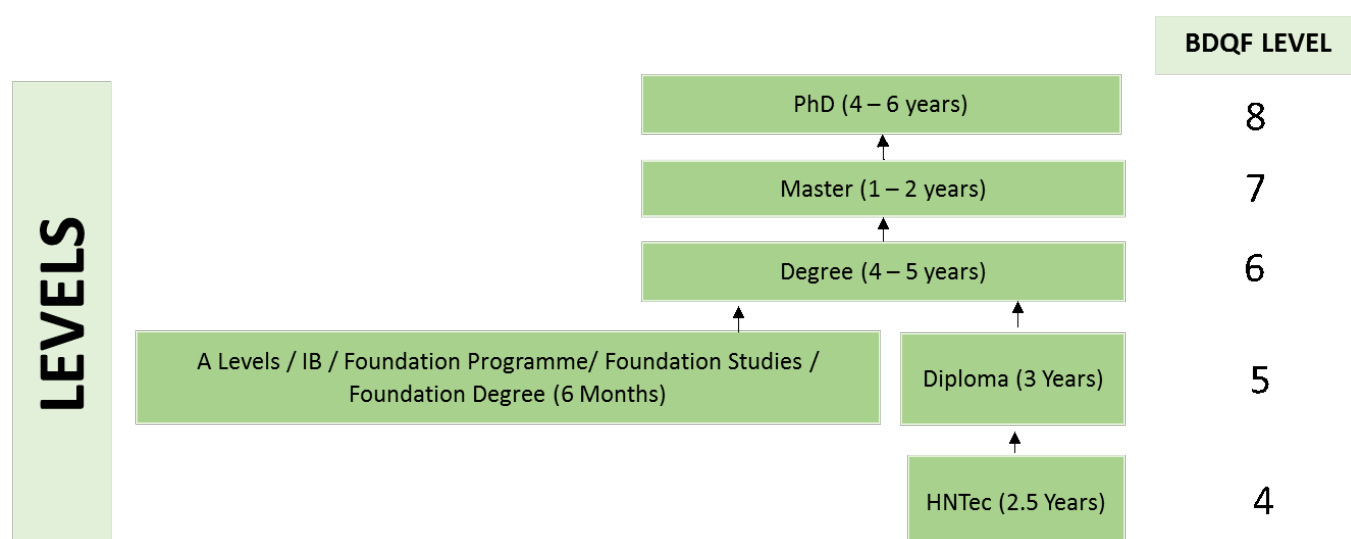


## Brunei Darussalam

### Chapter 1: Higher Education System

#### Section 1.1: Schematic Description of the Higher Education System

##### Higher Education System of Brunei Darussalam



There are 11 higher institutions in Brunei Darussalam consisting of 5 public and 6 private higher institutions as follows:

1. Universiti Brunei Darussalam (UBD) - <http://www.ubd.edu.bn/>
2. Universiti Teknologi Brunei (UTB) - <http://www.utb.edu.bn/>
3. Universiti Islam Sultan Sharif Ali (UNISSA) - <http://www.unissa.edu.bn/>
4. Kolej Perguruan Ugama Seri Begawan (KUPUSB) - <http://www.kupu-sb.edu.bn/>
5. Politeknik Brunei (PB) - <http://www.pb.edu.bn/>
6. Kemuda Institute (KI)- <http://kemudainstitute.com/>

7. Micronet International College (MIC) - <https://www.micronet.com.bn/>
8. Laksmana College of Business (LCB) - <https://www.lcb.edu.bn/>
9. Kolej International Graduate Studies (IGS) - <http://www.kolejigs.edu.bn/>
10. Cosmopolitan College of Commerce and Technology (CCCT) - <http://www.ccct.edu.bn/>
11. Brunei Darussalam Institute of Certified Public Accountants (BICPA) - <http://www.bicpabrunei.com/>

## Section 1.2: Description of Higher Education System

### **Foundation Degree / Studies / Program / Level 5 Diploma**

An Advanced Diploma and Foundation Degree awarded at BDQF Level 5 consist of programmes designed to facilitate student successful progression to the full degree or directly to employment. These degrees focus on learning within a work context, underpinned by both vocational and academic understanding, and enables learners to demonstrate learning outcomes that are explicitly relevant to employment and professional requirements. An Advanced Diploma or Foundation Degree recognizes technician, technologist, managerial and professional level skills and knowledge.

### **Bachelor Degree**

A Bachelor Degree awarded at BDQF Level 6 is a systematic, research-based, coherent, introduction to the knowledge, ideas, principles, concepts, basic research methods and to the analytical and problem-solving techniques of a recognized major subject or subjects. A programme leading to this qualification usually involves major studies in which significant knowledge is available. Programme content is taken to a significant depth and progressively developed to a high level, which can provide a basis for postgraduate study and professional careers.

**A Master Degree at BDQF Level 7** are normally designed to extend the principal subject or subjects of the qualifying degree or may build on relevant knowledge and skills derived from advanced occupational experience. A Master Degree contains a significant element of supervised research, normally embodied in a thesis, dissertation or substantial research paper.

**A Doctoral Degree awarded at BDQF Level 8** is a research qualification that is at a level significantly higher than the Master Degree, reflecting scholarly independence, and is awarded in recognition of research which has made a substantial and original contribution to knowledge.

## Section 1.3: Number of Higher Education Institutions

### **Eleven (11)**

- Five (5) Public Higher Education Institutions
- Six (6) Private Higher Educations Institutions

## Section 1.4: Number of Students in Higher Education

There are a total of 11,001 students (Nov 2018) in higher education with 9,776 from public higher education institutions and 1,225 students from private higher education institutions.

There are 10.10% of higher education students from the total student population.

	Undergraduate (Level 5 & 6)	Post Graduate (Level 7 & 8)	Total
<b>Number of students by Levels of Education</b>	88.85%	11.15%	11001
<b>Number of foreign students enrolled in Full Degree Programmes</b>	58.64%	41.36%	191
<b>Number of outgoing exchange students with credit transfer</b>	-	-	662
<b>Number of incoming exchange students with credit transfer</b>	-	-	356

Source: Higher Education Division, Ministry of Education

## Section 1.5: Structure of Academic Year

In general, all higher education institutions have two semesters in one academic year.

The first semester starts in late July/early August, and the second semester starts in early January. In total there are 18 weeks in each semester that comprised of 14 weeks of teaching period, 1 week of mid-semester break, 1 week of revision week and 2 weeks of examination. There is an inter-semester break in December for **5 weeks** and a long vacation period for **11 weeks** from May to July.

## Section 1.6: National Qualifications Framework (or Similar)

Brunei Darussalam Qualifications Framework (BDQF) comprises eight (8) levels hierarchy covering qualifications in the school, technical and higher education sectors. The BDQF is used as a tool to develop guidelines that classify qualifications based on criteria agreed at the national level and benchmarked with international good practice.

The framework explains the level of learning, achieved learning outcomes of study areas, and a credit system based on student academic load. This criterion applies to all qualifications recognised in Brunei Darussalam, thereby integrating and linking all qualifications recognised within the country.

BDQF	Schools Sector Qualifications	Technical and Vocational Education Sector Qualifications	Higher Education Sector Qualifications
8			- Doctoral Degree
		3	

7			<ul style="list-style-type: none"> <li>- Master's Degree</li> <li>- Post Graduate Diploma</li> <li>- Post Graduate Certificate</li> </ul>
6			<ul style="list-style-type: none"> <li>- Bachelor's Degree</li> </ul>
5		<ul style="list-style-type: none"> <li>- Advanced Diploma</li> <li>- Higher National Diploma (HND)</li> </ul>	<ul style="list-style-type: none"> <li>- Foundation Degree</li> <li>- Advanced Diploma</li> <li>- Higher National Diploma (HND)</li> </ul>
4	<ul style="list-style-type: none"> <li>- GCE "A" Level</li> <li>- IGCSE "A" Level</li> <li>- IB Diploma</li> <li>- STPU</li> </ul>	<ul style="list-style-type: none"> <li>- Diploma</li> <li>- Higher National Technical Education</li> <li>- Certificate (HNTec)</li> </ul>	
3	<ul style="list-style-type: none"> <li>- GCE "O" Level (grades A-C)</li> <li>- IGCSE and GCSE "O" Level 1 (grade A-C)</li> <li>- SPU (Grades A-C)</li> <li>- BTEC level 2 Diploma</li> </ul>	<ul style="list-style-type: none"> <li>- Skills Certificate 3 (SC3)</li> <li>- National Technical Education Certificate (NTec)</li> </ul>	
2	<ul style="list-style-type: none"> <li>- GCE "O" Level (grades D-E)</li> <li>- IGCSE "O" Level (grade D-E)</li> <li>- SPU (Grades D)</li> <li>- BTEC level 2 Extended Certificate</li> </ul>	<ul style="list-style-type: none"> <li>- Skills Certificate 2 (SC2)</li> <li>- Industrial Skills Qualifications (ISQ)</li> </ul>	
1	<ul style="list-style-type: none"> <li>- BTEC Level 1 Introductory Certificate</li> </ul>	<ul style="list-style-type: none"> <li>- Skills Certificate 1 (SC1)</li> </ul>	

Source: Brunei Darussalam Qualifications Framework 2013

## Section 1.7: Learning Outcomes in Higher Education

The HE curricula are designed based on learning outcomes stipulated in the BDQF. The level descriptors have been developed for all the eight (8) levels of the BDQF:

1. Knowledge and Understanding;
2. Practice: Applied Knowledge and Understanding;
3. Generic Cognitive Skills;
4. Communication, ICT and Numeracy Skills, and
5. Autonomy, Accountability and working with others (the level of independence).

## Section 1.8: Admission Requirements to Higher Education

The following are the admission requirements for all applicants regardless of foreign or local:

### Level 5:

Minimum Five (5) Credits in GCE 'O' Level or its equivalent **OR** National Diploma ND (Level 4 in NQF) in related field with GPA  $\geq$  2.0 (based on a 3 points system) **OR** Any other equivalent qualifications

accredited by Brunei Darussalam National Accreditation Council (BDNAC) **AND** Pass in an interview and/or test conducted by Politeknik Brunei.

### **Entry Requirement for Mature Applicants:**

Academic Qualification: Two GCE 'O' Levels with grade C or its equivalent\* **OR** Technical Qualification/Training: Equivalent to 'O' Level + relevant training **WITH** Not less than 5 Years working experience in relevant field.

Applicants who do not meet any of the above requirements may seek Accreditation of Prior Learning (APL) where applicable. This approval will be on case-by-case basis. \* Subject required will be based on the programme applied for.

## **Level 6:**

### **A. General Language Entry Requirements:**

At least a Grade C6 in English Language at GCE 'O' Level Examination or a grade 'B' in IGCSE English (as a Second Language) or an **IELTS score of 6.0** General Requirement or a **TOEFL minimum overall score of 550** or a pass in the **UBD Bridging English Course or Band B2** in the UBD English Proficiency Test.

Additional requirement for application to UNISSA is as follows:

- Passed Primary School Religious Certificate (Sijil Sekolah-Sekolah Rendah Ugama Brunei) examination or its equivalent including Penilaian Sekolah Rendah Certificate examination for applicants from Institut Tahfiz al-Qur'an Sultan Haji Hassanal Bolkiah (ITQSHHB) and Arabic Schools, or equivalent qualifications recognised by University Senate. (for English Medium programmes).
- Pass al-Qur'an al-Karim recitation test conducted by the University. (compulsory for all programmes)

### **B. General Entry Admission requirement:**

- A minimum of 160 points for two (2) 'A' Level passes or 200 points for three (3) 'A' Level passes in relevant subjects 'A' Level Qualification or its equivalent
- OR International Baccalaureate Diploma or International Baccalaureate International Certificate with a minimum score 24 points
- OR Higher National Diploma
- OR at least five (5) years working experience; and Applicants with at least one (1) 'A' Level in a relevant subject
- OR five (5) merits and/or Prior Work Experience distinctions in HND, or its equivalent.

## **Section 1.9: Grading System**

- The number of credits for each subject is determined at institutional level based on the standardised credit system.

- Subjects are categorised into lectures, tutorial, exercise, experiments, practical training or skill sessions (internships). Classes are included in any of these forms or in a combination of them, and credits are conferred for successful compilation of the classes. Further details need to be achieved from each institution concerned.
- Student credit transfer between local universities and other foreign universities is done on a case by case basis.

A Minimum credit students should complete to get (based on BDQF):

- Level 5 Diploma = 90 credit
- Bachelor's Degree = 120 credit
- Masters Degree = 40 credit
- PhD Degree = no given credit value

### Grading Scheme for Level 5 Diploma

Grade	Grade Point	% Range
<b>D [Distinction]</b>	3.0	80% - 100%
<b>M [Merit]</b>	2.0	65% - 79%
<b>P [Pass]</b>	1.0	50% - 64%
<b>F [Fail]</b>	0.0	0% - 49%

### Grading Scheme for Level 6 & 7 Bachelor & Master Degree

In general, the degree (Bachelor and Master by Coursework programmes) operates on a system in which students read modules and gain modular credits. The number of modular credits reflects the workload required for each module. The degree works on a **Cumulative Grade Point Average (cGPA)** system (see below):

Grade	Grade point Range
<b>A</b>	4.0 - 5.0
<b>B</b>	3.0 - 4.0
<b>C</b>	2.33 - 3.0
<b>D</b>	1.5 - 2.0
<b>Conditional Pass</b>	1.0
<b>F</b>	0

For master degree by coursework student must maintain a CGPA of not less than 2.5.

## Section 1.10: Tuition Fee System for International Students

In general, there are different fees for different programs and type of degrees offered by institutions which can be accessed via the following link:

### **UBD**

<http://www.ubd.edu.bn/admission/fees-and-funding.html>

For undergraduates:

BND3000 – BND 40, 000

<http://www.ubd.edu.bn/admission/undergraduate/gennext-degree-programme/fees-and-funding.html>

For postgraduates:

BND 3000 – BND 78,000

[http://www.ubd.edu.bn/admission/graduate/fees-and-funding\(graduate\)/](http://www.ubd.edu.bn/admission/graduate/fees-and-funding(graduate)/)

Scholarships are also available for international students:

[http://www.ubd.edu.bn/admission/graduate/fees-and-funding\(graduate\)/](http://www.ubd.edu.bn/admission/graduate/fees-and-funding(graduate)/) via Brunei Darussalam Government Scholarship, UBD Graduate Scholarship and UBD Bursary (all details in the link provided) under 'Scholarships' tab.

### **UTB**

For undergraduates:

BND 6000 – BND 10,000

<http://www.utb.edu.bn/academics/undergraduate-tuition-fees/>

For postgraduates:

BND 5,250 – BND 15,000

<http://www.utb.edu.bn/academics/postgraduate-degree-fees/>

### **UNISSA**

For undergraduates:

BND 12,000 – BND 15,000

For postgraduates:

BND 4000 – BND 9000

<http://www.unissa.edu.bn/future-student/tuition-fee/>

### **PRIVATE INSTITUTIONS**

General Course Fee for courses run by Private Higher Education Institutions based on BDQF Level per programme as follows:

BDQF Level	Course Fee Range
6	B\$ 29,000 - B\$ 35,000
5	B\$ 10,000 - B\$ 11,000

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

### A Minimum credit students should complete to get: (based on BDQF)

- Level 5 Diploma = 90 credits
- Bachelor's Degree = 120 credits
- Masters Degree = 40 credits
- PhD Degree = no given credit value

In general, **the classification of Bachelor degrees** to be awarded is as follows:

- Bachelor's Degree (First Class Honours)
- Bachelor's Degree (Second Class Honours Upper Division)
- Bachelor's Degree (Second Class Honours Lower Division)
- Bachelor's Degree (Third Class Honours)
- Bachelor's Degree (Pass)

For the **Degree of Master** (by Research or by Coursework) may be awarded at the following levels:

- Pass
- Pass with Merit (for Master by Coursework only)
- Pass with Distinction.

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

Not applicable.



# Chapter 2: Quality Assurance in Higher Education

## Section 2.1: Quality Assurance Body in Higher Education

Yes

Brunei Darussalam National Accreditation Council (BDNAC) is a sole accrediting body in Brunei Darussalam responsible on all matters related to the assessment and accreditation of qualifications recognised by the Government of His Majesty the Sultan and Yang Di-Pertuan of Brunei Darussalam. BDNAC has the missions to ensure and maintain the quality and standard of educational credentials in accordance with the provisions set by the Government of His Majesty.

<http://moe.gov.bn/SitePages/Secretariat%20of%20Brunei%20Darussalam%20National%20Accreditation%20Council.aspx>

In general, every Higher Education Institutions do have external quality assurance (International) bodies depending on programs, faculty and schools. Examples are The Association of Chartered Certified Accountants (ACCA) accreditation of the UBD Accounting and Finance programme, Institutions of Civil Engineers (ICE), Institutions of Chemical Engineers, (IchemE), British Computer Society (BCS).

## Section 2.2: Quality Assurance System

	Study programme	Institution	Further explanation
<b>Voluntary</b>	X	X	For Public Higher Education Institutions
<b>Compulsory</b>	X	X	For Private Higher Education Institutions
<b>Regularity</b>	Annually	Annually	
<b>External</b>	X	X	
<b>Internal</b>	X	X	

## Section 2.3: Link Programme Authorisation with Quality Assurance

Programmes that are offered at Private Higher Education Institutions are accredited and in line with the Brunei Darussalam Qualifications Framework in terms of its recognition.

There are six (6) Private Higher Education Institutions in Brunei Darussalam offering courses ranging from BDQF Level 2 to BDQF Level 6. Further information is available at the link below:

<http://www.moe.gov.bn/SitePages/Secretariat%20of%20Brunei%20Darussalam%20National%20Accreditation%20Council.aspx>

# Chapter 3: Credit System in Higher Education

## Section 3.1: Description of Credit System

### **A Minimum credit students should complete to get (based on BDQF):**

- Level 5 Diploma = 90 credit,
- Bachelor's Degree = 120 credit,
- Masters Degree = 40 credit,
- PhD Degree = no given credit value.

## Section 3.2: Credit Transfer System(s)

The following are the Credit Transfer system used by the UBD:

- AUN – ACTS: the AUN ASEAN Credit Transfer System <https://acts.ui.ac.id>
- UMAP – UCTS: the University Mobility in Asia and the Pacific Credit Transfer Scheme <https://umap.org/ucts/>

However, other universities use credit transfer on a case by case basis through various committees to ensure the validity of the credit transfer.

## Section 3.3: Application of Credit System in Higher Education Institutions Obligatory?

Yes.

## Section 3.4: Number of Credits per Academic Year/Semester

### **A Minimum credit students should complete to get: (based on BDQF):**

- Bachelor Degree = 100 - 140 credits
- PhD Degree = no given credit value
- Masters Degree = 40 credits,
- Bachelor's Degree = 120 credits,
- Level 5 Diploma = 90 credits,

### **For Higher Education Institutions minimum credit range:**

- Bachelor Degree = 100 - 140 credits

- Masters Degree = 48 – 188 credits
- PhD = no credit value

## Section 3.5: Number of Credits per Higher Education Cycle

### A Minimum credit students should complete to get (based on BDQF):

- Level 5 Diploma = 90 credits,
- Bachelor's Degree = 120 credits,
- Masters Degree = 40 credits,
- PhD Degree = no given credit value.

## Section 3.6: Description of Credit Unit

Forty **(40) hours of notional student learning** time is valued as **one credit** for the Higher Education Sector qualification. Credit is the quantitative measure that represents the volume of learning or academic load to attain the set learning outcomes. Academic load is a quantitative measure of all learning activities required to achieve a defined set of learning outcomes. These activities include lectures, tutorial, seminar, practical, self-study, retrieval of information, research, fieldwork, as well as preparing for and sitting of an examination.

For certain universities, for example, one four modular credit module (4 MC) is equivalent to 4 contact hours per week and 8 to 10 workload hours per week. Students take a minimum of four 4-MC modules per semester and take 4 years to complete their undergraduate Bachelor's degree.

## Section 3.7: Link between Learning Outcomes and Credits

Under the BDQF, the level descriptors set out the characteristic generic outcomes of every level. They are intended to provide a general, shared understanding of every level. They are not intended to be totally prescriptive or comprehensive statements, and there is no expectation that every unit and qualification should have all the characteristics. The level descriptors are in Appendix 1 as attached.

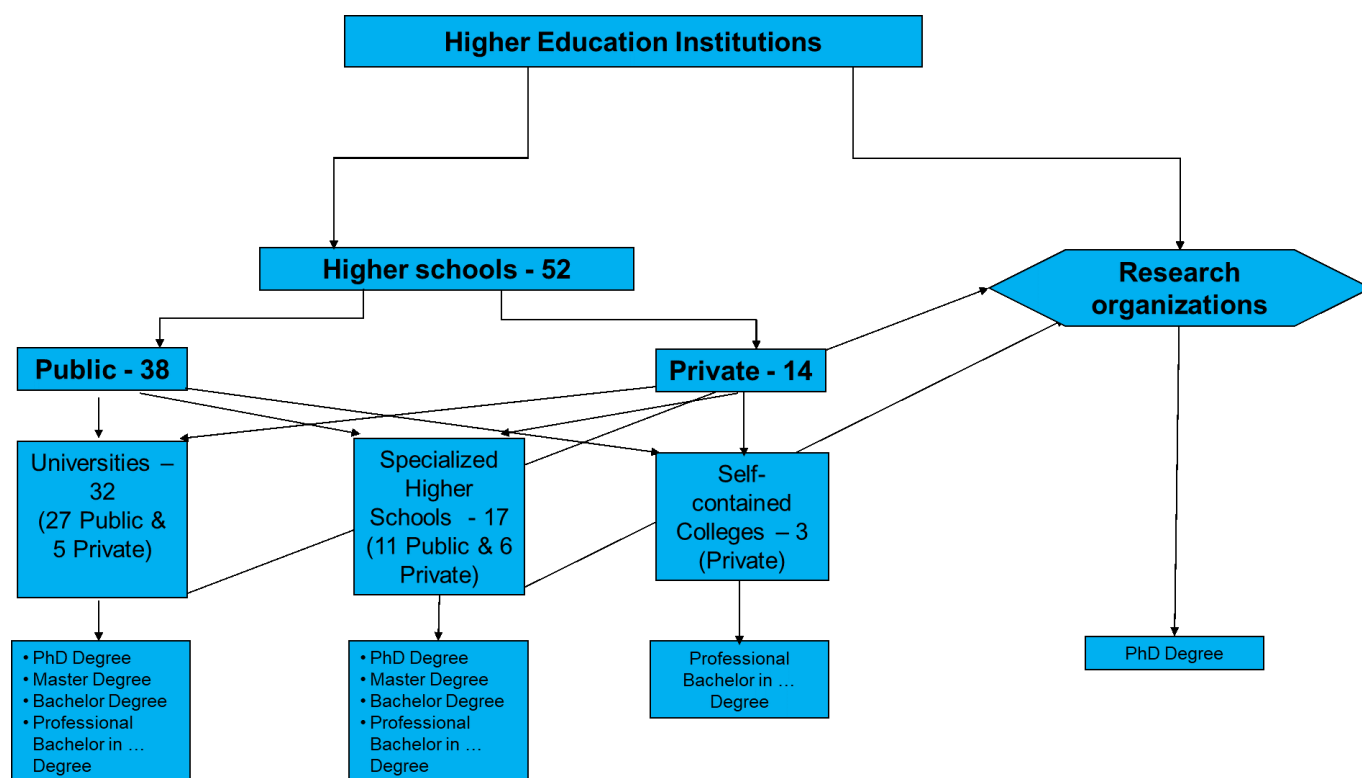
*Last updated in 2018*



## Bulgaria

### Chapter 1: Higher Education System

#### Section 1.1.: Schematic Description of the Higher Education System



Comprehensive information about the Higher Education system in Bulgaria can be obtained from the Bulgarian University Ranking System (<https://rsvu.mon.bg/rsvu4/#/>) and the Register of the Higher Education Institutions (<http://rvu.mon.bg/HomeEn/IndexEn>).

#### Section 1.2: Description of Higher Education System

The Bulgarian system of higher education is autonomous. According to the Higher Education Act, **higher education institutions enjoy academic autonomy** which includes academic freedoms, academic self-government and inviolability of the territory of the higher education institutions.

Higher education institutions perform their overall activities in adherence to the principle of academic autonomy and in compliance with Bulgarian laws. The system of higher education offers academic training after completion of secondary level. Higher education comprises the following levels:

**Bachelor's degree** which requires:

- at least 180 credits with a minimum length of studies of three years - "professional bachelor in...";
- at least 240 credits with a minimum length of studies of four years - "bachelor".

The training for the bachelor's degree in accordance with the curriculum shall provide comprehensive training or specialised professional training in professional areas and specialties.

**Master's degree** which requires:

- at least 300 credits in accordance with the curriculum with a minimum length of studies of five years (= programs in certain fields such as Medicine, Architecture, Law studies, etc.);
- at least 120 credits after the acquisition of a "professional bachelor in..." educational and qualification degree;
- at least 60 credits after the acquisition of a "bachelor" educational and qualification degree;

The training at the second level, up to the master's degree, provides profound fundamental training in combination with specialisation in a particular specialty.

**Doctoral (PhD) degree** – the training is organized in doctoral programs after having obtained the master's degree. The duration of training and independent research for regular and independent training is up to 3 years, and for part-time and distance learning – up to 4 years. By way of exception, governed by the regulations of the relevant higher education institution or scientific organization, the period may be extended, but not more than one year.

### Section 1.3: Number of Higher Education Institutions

52 higher education institutions (they may be universities, specialised higher education institutions and self-depend colleges). 38 out of them are public while the number of the private ones is 14. The Universities are 32 (27 public and 5 private), the Specialized Higher Education Institutions are 17 (11 public and 6 private) and the self-depend Colleges are 3 (private only).

The scientific organizations can perform training for acquiring of the PhD degree only.

### Section 1.4 Number of Students in Higher Education

#### 1. Total number of students /for the summer semester of the academic year 2019-2020/

<b>Total Number</b>	<b>Total Number without mobility and Erasmus students</b>
221 880	221 492

## **2. Number of students by type of institution**

<b>Type of institution</b>	<b>Total number</b>	<b>Number without mobility and Erasmus students</b>
Independent College	1 370	1 370
Specialized higher education institutions	32 634	32 593
University	187 876	187 529

## **3. Number of foreign students enrolled in full-time programs (excluding mobility and Erasmus students) – 15 797**

## **4. Number of outgoing exchange students (Bulgarian mobility and Erasmus students) – 88**

## **5. Number of incoming exchange students (foreign mobility students and Erasmus) – 264**

## **1. Total number of PhD students /for the summer semester of the academic year 2019-2020/**

<b>Total Number</b>	<b>Total Number without mobility and Erasmus PhD students</b>
9 597	9 594

## **2. Number of PhD students by type of institution**

<b>Type of institution</b>	<b>Total number</b>	<b>Number without mobility and Erasmus PhD students</b>
Scientific organizations	1 209	1 209
Specialized higher education institutions	1 085	1 085
University	7 303	7 300

## Section 1.5: Structure of Academic Year

The academic year begins in September or October (differs from one institution to another) and ends in June or July. It is divided in **two semesters** and students have their examinations after each one of them. The practical training happens both within the semester or after the examinations, depending on the subject and the curricula. Typically there are 15 weeks in one semester.

## Section 1.6: National Qualifications Framework (or Similar)

The **National Qualifications Framework of the Republic of Bulgaria** covers all education and training degrees and levels in lifelong learning context, including pre-school education, school education (both general education and vocational education and training), and higher education.

The NQF contains **9 levels in total**, including preparatory (zero) level covering the pre-school education. **The zero (preparatory) level** comprises the system of **pre-school education**. The zero level **has no analogue in the EQF levels**. It is included for thoroughness, so that the entire education system and all qualifications in it can be included in the NQF.

**The levels numbered from 1 to 8 correspond to the EQF levels.** The upper three levels of the NQF numbered from 6 to 8 correspond to the three cycles of the Bologna process (the degrees Bachelor, Master and PhD).

The expected learning outcomes described in the NQF are generic knowledge, skills and competences. The learners should acquire these competences upon completion of the training process at the respective NQF level. They are also a pre-requisite for further education or training aimed at acquiring professional qualification. They provide a snapshot of what the learner knows and is able to do after completing the training process.

The learning outcomes in the NQF of Bulgaria are described as:

- Knowledge;
- Skills;
- Competences.

The descriptors of the NQF levels conform both to those of the EQF and to the relevant QF-EHEA descriptors. The knowledge, skills and competences, which are defined in the Bulgarian Qualifications Framework are based on the State Educational Requirements (standards) within the national school and higher education systems. They correspond to the expected learning outcomes that are defined in those standards in terms of knowledge, skills and competences.

## Section 1.7: Learning Outcomes in Higher Education

The learning outcomes in the NQF of Bulgaria are described as:

- **Knowledge** – theoretical and/or factual;
- **Skills** – cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments);
- **Competences** – personal and professional. The competences are described in terms of responsibility and autonomy and are set in four main groups:
  - Responsibility and autonomy;
  - Learning competences;
  - Communication and social competences;
  - Professional competences.

The learning outcomes in the NQF and in the state educational requirements, are closely linked to the procedures for quality assurance and the use of educational credits awarded for units of learning outcomes (where applicable). The National Evaluation and Accreditation Agency is the national authority for external quality assurance and control in higher education. The autonomous higher education institutions should describe expected learning outcomes (knowledge, skills and competences) for each specialty.

## Section 1.8: Admission Requirements to Higher Education

For “**Professional Bachelor** in...” and **Bachelor programs** can apply people with **completed secondary education** that gives them access to universities (e.g. who have successfully passed the state matriculation exams).

For **Master programs** can apply persons who have:

- completed secondary education, giving them access to training in higher education institutions, e. g. who have successfully passed the state matriculation exams – for the integrated programs]
- or persons who have acquired Professional Bachelor in... or a Bachelor degree – for the rest of the programs.

Applicants who have successfully partaken in the admission competition to a higher education institution shall be admitted under easier terms and conditions as established in the higher education institution's Rulebook in any of the following cases:

- applicants who scored equally;
- disabled persons with long-term disabilities and reduction of the ability to work by 70 percent or more;
- disabled war veterans;



- orphans;
- mothers of three or more children;
- twins where both have concurrently applied to the same higher education institution and for the same professional area and one of them has been admitted.

Applicants who are winners at national or international competitions completing their secondary education in the year of the competition and medal winners at Olympic, worlds and European championships shall be admitted without any entrance examination and beyond the annual number of students to be admitted under the Decision of the Council of Ministers where the entrance examination for the specialty they apply for corresponds to the subject-matter of the competition or championship. The proposal can be made by the Minister of Physical Education and Sports and is followed by a decision of the academic council of the respective HEI.

**For admission to PhD programs** can apply only people with **Master degree**. Full-time and part-time doctoral students are admitted on the basis of a competition. Applicants for independent doctoral study propose for discussion to the relevant department or institute a plan of the dissertation which is developed in its main part, as well as a bibliography. Successful applicants are admitted on the basis of a decision of the faculty council or the academic council of the higher education institution. PhD students' training is based on a curriculum.

## Section 1.9: Grading System

Students' knowledge and skills shall be graded on the basis of a six-grade system<sup>1</sup> comprising of: Excellent (6.00), Very Good (5.00), Good (4.00), Fair (3.00) and Poor (2.00). The grade of at least Fair (3.00) is required for an examination to be successfully passed .

Still, any higher education institution shall have the right to introduce through its Rules of Operations different grading system whereas it shall be required to ensure comparability with the national grading system.

Higher education institutions shall provide a system for gaining and transferring credit points for grading the knowledge and skills acquired by the students in the course of studies. The credit points shall be awarded to students who have successfully completed the respective subject and/or module through an examination or another form of grading established.

<sup>1</sup>The grade system is from 2 to 6. In the old days 1 was used when somebody was giving a hint to a classmate. It is not used nowadays but tradition is kept.

## Section 1.10: Tuition Fee System for International Students

Foreign citizens can apply to be admitted in Bulgarian universities as follows:

1. Under bilateral agreements for educational, scientific and cultural exchanges – the tuition fees

matter is part of the certain agreement.

2. According to regulations of the Council of Ministers (decrees № 103/1993 and № 228/1997) - candidates shall be presented by the Ministry of Education and Science. These are: citizens of Bulgarian origin who live abroad and have no Bulgarian citizenship; citizens of North Macedonia. Some of them are free from paying taxes, while others pay taxes as Bulgarian citizens.
3. Citizens of Member States of the European Union and the European Economic Area can apply under the terms and conditions for Bulgarian citizens (also in terms of the tuition fees).
4. All non-residents (outside the above categories) pay annual tuition fees set for foreign nationals annually by the Council of Ministers.

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

The course of studies in each specialty of the bachelor or master educational and qualification degree shall be completed with a **final state examination or defence of a diploma thesis**. The state examination or the diploma thesis defence shall be conducted pursuant to the state diploma-granting requirements before a state board of examiners made up of habilitated persons having academic rank. As an exception members of the board of examiners may be also lecturers holding the educational degree and the scientific title and rank of a "doctor". Outside persons shall also be part of the boards of examiners. Typically, they are employers' representatives.

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

The development of the reform in higher education is stimulated through the constantly increasing internationalisation in the system at national, institutional and program level and at the level of human resources. This is also related to our participation in the European Higher Education Area (Bologna Process).

The most significant latest reforms introduced by amendments of the Higher Education Act are:

1. **Optimization of the institutional network for higher education** through:
  - adoption of a National Map of higher education - optimization of the territorial and profile structure of higher education;
  - designation of university with research status for 4 years.
2. **Improving the management system of the higher education institutions** by introducing a management model that combines academic autonomy with mechanisms for institutional accountability – the aim is to have achieved transparency, better public relations and public control and support:
  - the Minister of Education and Science shall approve a policy for the development of each public higher education institution with strategic goals and objectives, target values and indicators for their implementation;
  - the Minister of Education and Science shall sign a management contract with the respective rector elected by the General Assembly of the public higher education institution on the basis

of this approved policy;

- in order to encourage the development of the public , the Council of Ministers shall adopt national programs for intervention in certain area and with specific budget for this;
- in order to stimulate the professional development of young non-habilitated teachers and their responsibility for the development of the higher education sector, the quota of young teachers in the governing bodies of the is increased;
- The Board of Trustees of the public higher education institution shall include in its composition a representative of the municipality in which the seat of the higher education institution is located. The members of the Board of Trustees will also participate in the composition of the Academic Council of the public with an advisory vote.

### **3. Improving the accreditation model:**

- institutional accreditation will be initial (for newly opened or transformed ) and subsequent – for those that have already received accreditation;
- the program accreditation for a given professional field will be carried out simultaneously for all , teaching in specialties of the field.

### **4. Development of the higher education system in the conditions of digitalization:**

- promoting the digital skills and competencies for the academic teachers and staff;
- improving data analysis, research, strategic planning and communication, creative competences and activities to ensure the long-term employment of the higher education graduates;
- removing regulatory barriers to the provision of open and digital education.

### **5. Other changes:**

- the exemption from fees in the public of students studying in professional fields and protected specialties with the highest expected shortage on the labour market according to a list approved by the Council of Ministers;
- to facilitate the realization in our country of young people who have graduated in foreign universities, a two-month period is introduced for the recognition of their diplomas for higher education acquired abroad, including diplomas for degrees obtained in accordance with the educational and scientific degree "doctor";
- it is possible to conclude up to two agreements between a public higher education institution and state or municipal schools from the system of pre-school and school education;
- employers and people with rich working experience in certain area can be invited as lecturers.

The new developments in the policies for development of higher education will find expression in the prepared draft of the Strategy for development of higher education in the Republic of Bulgaria for the period 2020-2030.

# Chapter 2: Quality Assurance in Higher Education

## Section 2.1: Quality Assurance Body in Higher Education

The **National Agency for Assessment and Accreditation** (NEAA – <https://www.neaa.government.bg/en/>) under the Council of Ministers is the specialised state authority vested with the assessment, accreditation and quality control of the higher schools' activities. Besides the external evaluation and accreditation of institutions and programs NEAA shall also exercise post-accreditation monitoring and supervision of:

1. the capacity of the institution and its primary units and affiliates to ensure high quality of education and research through an internal system for quality assessment and assurance;
2. the fulfilment of the recommendations given in the course of the assessment and accreditation;
3. the observance of the capacity of the higher school and the capacity of professional areas and specialties of regulated professions.

## Section 2.2: Quality Assurance System

	Study programme	Institution
<b>Voluntary</b>		
<b>Compulsory</b>	X	X
<b>Regularity (years)</b>		
<b>External</b>	X	X
<b>Internal</b>	X	X

## Section 2.3: Link Programme Authorisation with Quality Assurance

Subject of evaluation and accreditation are the professional fields and the specialties leading to practicing of regulated professions. While the specialties leading to practicing of regulated professions are subject of concrete procedures, the others can be open after a decision of the respective HEI within an accredited professional field. The procedures can be seen at the web-site of NEAA (<https://www.neaa.government.bg/en/evaluation-and-accreditation/programme-accreditation/majors-from-the-regulated-professions>).

Full list of the accredited institutions with their accredited professional fields and specialties leading to practicing of regulated professions can be seen at the Ministry of Education and Science website (<http://rvu.mon.bg/HomeEn/IndexEn>) and at the website of NEAA (<https://www.neaa.government.bg/en/accredited-higher-education-institutions/higher-institutions>).

# Chapter 3: Credit System in Higher Education

## Section 3.1: Description of Credit System

Credit system is described as an organization of the learning process that:

1. is based on the full student workload in the process of education and in each separate academic discipline;
2. provides students with the opportunity to choose disciplines, different training activities, as well as mobility periods on the basis of mutual recognition.

## Section 3.2: Credit Transfer System(s)

A national System for Accumulation and Transfer of Credits is used. It is based on the ECTS one.

## Section 3.3: Additional Information

Credits are determined for all activities provided in the curriculum and also for the extracurricular activities in compulsory, elective and optional disciplines depending on the specifics of the certain specialty (lectures, practical and seminar exercises, individual work, individual work with academic teachers, projects, participation in practice), internship, course or diploma paper, etc.).

Each discipline receives a credit equivalent to its position within the curricula and reflecting the students workload.

## Section 3.5: Number of Credits per Academic Year/Semester

## Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

Yes.

## Section 3.6: Number of Credits per Higher Education Cycle

Curriculum training provides **60 credits per school year and 30 credits per semester**.

One credit is awarded for 25-30 hours of student workload. Credits are distributed by academic years, semesters and disciplines.

The share of the classroom activities cannot be more than half of the total number of credits. The ratio between the curricular and extracurricular activities shall be determined in the curriculum of the specialty, taking into account the requirements set by the national legislation.

## Section 3.7: Description of Credit Unit

The credit is a numerical expression of student workload, necessary for mastering certain skills and knowledge in the learning process of acquiring a degree of higher education.

### **Bachelor's degree:**

- at least 180 credits with a minimum length of studies of three years - "professional bachelor in...";
- at least 240 credits with a minimum length of studies of four years - "bachelor".

### **Master's degree:**

- at least 300 credits for the integrated Master programs with a minimum length of studies of five years;
- at least 120 credits after the acquisition of a "professional bachelor in..." educational and qualification degree;
- at least 60 credits after the acquisition of a "bachelor" educational and qualification degree.

**Doctoral (PhD) degree** – credits are not awarded.

## Section 3.8: Link between Learning Outcomes and Credits

**One credit is awarded for 25-30 hours of student workload.** 10 credits are awarded for successfully passed state exam or defended diploma thesis for acquisition of “professional bachelor in...” and “bachelor” degrees. For the “master” one the number of these credits is 15.

Credit points in each specialty shall consist of the total number of lectures, practical exercises and seminars, self-preparation (at laboratories, libraries, through papers, homework, and others), examinations passed and other forms of grading as established by the higher school. Credit points may also be awarded for participation in practical courses or course or diploma papers, where these activities constitute elements of the curriculum.

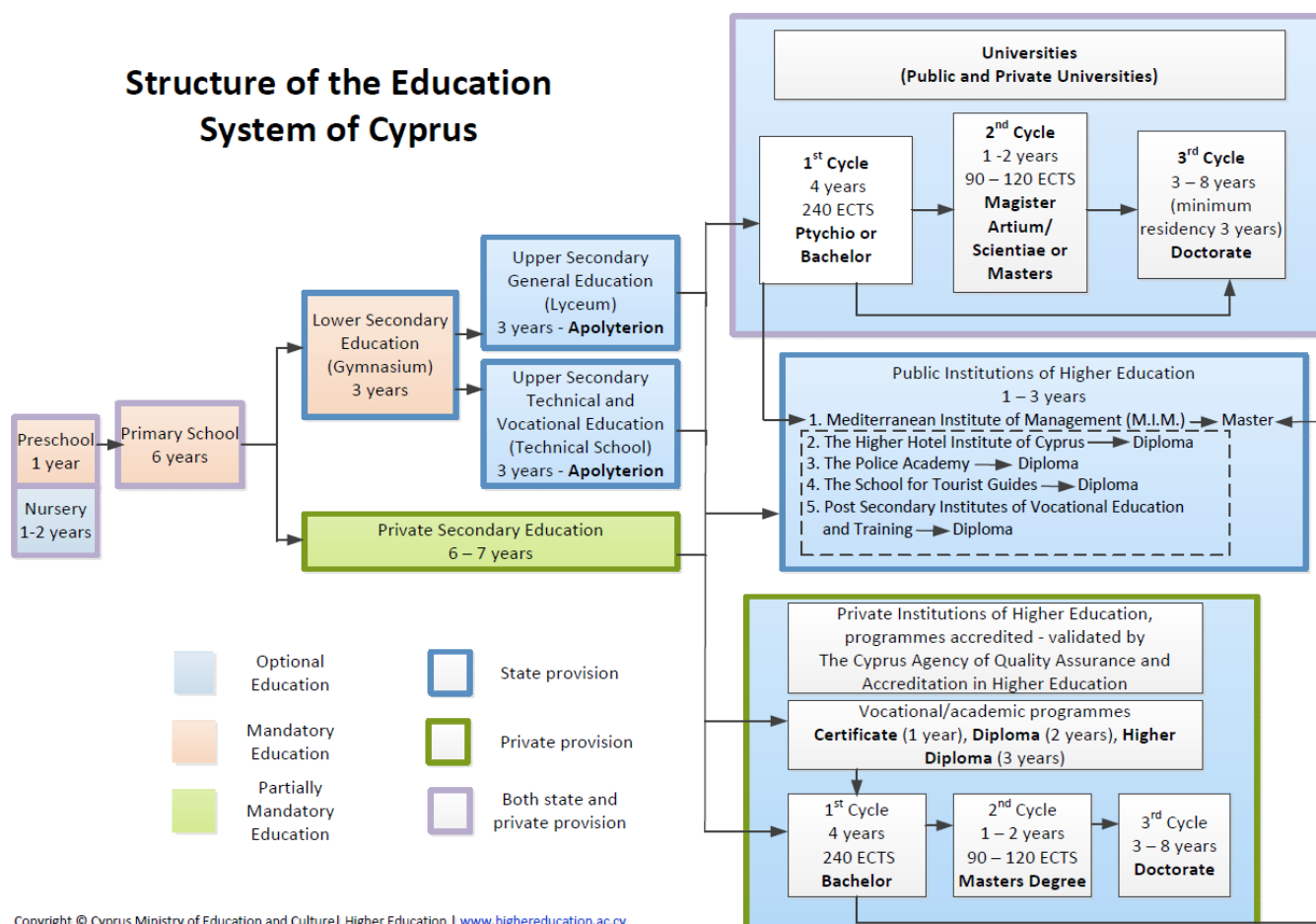
*Last updated in 2020.*



## Cyprus

### Chapter 1: Higher Education System

#### Section 1.1.: Schematic Description of the Higher Education System



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#### Section 1.2: Description of Higher Education System

Cyprus places a great deal of value on Higher Education. The country has the second highest tertiary educational attainment rate in the EU with 55.8 % of 30-34 year olds having a Higher Education degree in 2017 (EU average: 39.9 %).

Cyprus' Higher Education sector is still comparatively young (the country's first University – The University of Cyprus - was founded in 1989 and became operational in 1992), but it has nonetheless expanded substantially over the past three decades. The Higher Education System in Cyprus consists of Universities and Institutions of Higher Education, both Public and Private.

Some of the Institutions of Higher Education, offer **short term programmes, mostly for specific professions**, that provide students with **Certificates (1 year), Diplomas (2 years), and Higher Diplomas (3 years)**. Many courses include periods of placement at the workforce environment. There is also a significant number of Institutions of Higher Education that along with Universities, provide **Bachelor and Master Degrees**. Two private Institutions, namely the Cyprus Institute and the Cyprus Institute of Neurology and Genetics, provide **PhD Programs**. The Open University of Cyprus is the country's only Public University devoted entirely to open and distance education and lifelong learning. Distance learning is also provided as an option from the majority of the Institutions of Higher Education, especially after the emergency measures that Cyprus Government implemented towards the interception of the pandemic COVID-19.

Cyprus Universities, both public and private, offer Academic and Professional Bachelor Degrees of 4-year duration (240 ECTS ). A Bachelor Degree is a stepping stone for studies at a Master's level. Master programmes are characterised by the integration of education and research. Students are given the choice to fulfil the programs requirements either by succeeding in a specific number of modules (total 120 ECTS) or by combining selected modules along with a Master's dissertation.

Doctorate degree is the highest level of an academic degree provided by Cyprus Universities and Institutions of Higher Education. It is based on an original research project and aims to contribute in an innovate way to the existing international knowledge in any subject area.

### Section 1.3: Number of Higher Education Institutions

3 public Universities, 6 private Universities, 5 public Institutions of Higher Education, 44 private Institutions of Higher Education.

### Section 1.4 Number of Students in Higher Education

**Table 1: Population of Students per Type of Higher Education Institution for the Academic Year 2019-2020**

	2019-2020			
Type of Higher Educational Institution	Students			
	Cyprus	European Union	Rest of the World	Total



<b>Public and Private Universities</b>	18015	18694	2494	*39203
<b>Public Institutions of Higher Education</b>	775	36	6	817
<b>Private Institutions of Higher Education</b>	4159	133	8950	13242
<b>Total</b>	22949	18863	11450	53262

\* 40% of students follow the distance learning approach for their studies

**Table 2: Students enrolment per program of study for the Academic Year 2019-2020**

		2019-2020				
		Enrolments				
		Cypriot students	European Union students	International students	Total	Outgoing mobility
<b>Public and Private Institutions of Tertiary Education</b>	<b>Programs of studies (1-3 years) Certificate, Diploma, Higher Diploma</b>	2587	67	2767	5421	N/A
	<b>Bachelor</b>	1456	41	5716	7213	N/A
	<b>Master</b>	836	60	442	1338	N/A
	<b>PhD</b>	55	1	31	87	N/A
	<b>Total</b>	4934	169	8956	14059	N/A
<b>Public and Private Universities</b>	<b>Bachelor</b>	12493	5209	1569	19271	N/A
	<b>Master</b>	4480	13166	824	18470	N/A
	<b>PhD</b>	1042	319	101	1462	N/A
	<b>Total</b>	18015	18694	2494	39203	N/A
	<b>Total Universities and Institutions of Tertiary Education</b>	22949	18863	11450	53262	N/A

## Section 1.5: Structure of Academic Year

The academic year consists of **two semesters** and one summer period as follows:

Winter Semester: September – January

Spring Semester: February – June

Summer period: July – August

Each semester ends with an examination period and for the majority of HEIs there is also a second chance examination period in August-September.

## Section 1.6: National Qualifications Framework (or Similar)

The Cyprus National Qualifications Framework (CyQF) has been in alignment with the European Qualifications Framework and is structured as follows:

The Cyprus National Qualifications Framework			
NQF Levels	Educational /Academic Qualifications	Occupational/Vocational Qualifications	EQF Levels
8	Doctoral Degree		8
7c	Master's Degree		7
7b	Post Graduate Diploma		
7a	Post Graduate Certificates		
6	University Degree (Ptychion/Bachelor's Degree)	SVQ Level 6	6
5c	Higer Certificates and Diplomas (3 years or more)	SVQ Level 5	5
5b	Post Secondary Certificates and Diplomas (2 years)		
5a	Post Secondary Certificates and Diplomas (1 year)		

4	Upper Secondary General Education and Evening Schools Certificates (12th Class or 12&13th for Some Private Schools) - Apolyterion	Upper Secondary Technical and Vocational Education and Evening Technical Schools Certificates (12th Class) - Apolyterion		SVQ Level 4	4
3	Lower Secondary Certificate 10th Class		New Modern Apprenticeship Certificate	SVQ Level 3	3
2	Compulsory Secondary Certificate 9th Class		Preparatory Programme (New Modern Apprenticeship)		2
1	Compulsory Education Certificate (Elementary School Leaving Certificate and/or Graduates of 7th and/or 8th Class)				1
*SQV =System of vocational qualifications					

<http://www.cyqf.gov.cy/index.php/en/diagram>

## Section 1.7: Learning Outcomes in Higher Education

**Cyprus does not yet have a National Framework for validating non-formal and informal learning.** However, it is **currently under development**, through a project, partially funded by the European Structural and Investment (ESI) Funds. This project, which started at the beginning of 2018, has supported a mapping study of the current situation in Cyprus and a National Action Plan, setting up a validation mechanism for the validation of non-formal and informal learning.

The National Action Plan was discussed with stakeholders during the first half of 2018 and was completed in May 2018. Currently there is an ongoing pilot implementation of the plan, focusing on adult education, youth and volunteering. **The validation process will entail five stages: information-individualized counselling; identification; recognition of learning outcomes; assessment of learning outcomes; and certification.**

*CYPRUS European inventory on NQF 2018*

[http://www.cedefop.europa.eu/files/cyprus\\_-\\_european\\_inventory\\_on\\_nqf\\_2018.pdf](http://www.cedefop.europa.eu/files/cyprus_-_european_inventory_on_nqf_2018.pdf)

## Section 1.8: Admission Requirements to Higher Education

Type of Educational Institute	Students Admission Requirements	
<b>Public Universities</b>	<b>Undergraduate Studies</b>	The entrance for undergraduate studies in the two conventional Public Universities of Cyprus is attained upon success at the Pancyprian Exams which are organized centrally by the MOEC. Eligible to participate at the Pancyprian Exams are holders of a Cypriot Secondary School Leaving Certificate (Apolyterion) or an equivalent foreign qualification verified by an Accreditation Council/Body of the country of origin. The Open University of Cyprus offers Bachelor Degrees only in Greek.
	<b>Postgraduate Studies</b>	Applicants must have a University degree awarded by an accredited Institution of HE in the country where it operates, or a degree evaluated as equivalent to a University degree by the Cyprus Council for the Recognition of Higher Education Qualifications (KY.S.A.T.S.). In general, academic Bachelor degrees give access to Master degrees and Master degrees give access to PhD programmes. For admission to some postgraduate programmes, candidates are required to have proficiency in English that can be demonstrated through internationally certificates of English Language Proficiency (e.g. IGCSE, IELTS, TOEFL). For the majority of programmes of study applicants for PhD Degree must be holders of a Master Degree.
<b>Private Universities</b>	<b>Undergraduate Studies</b>	The general admission requirement for entry to an undergraduate programme of study is a recognised Secondary School Leaving Certificate or equivalent. Some programmes may have additional requirements, in which case, they are specified separately under the relevant programme requirements. English is often the main language of instruction at Private Universities. Students may be required either to take an English test before registering for classes, or to prove that they have passed an internationally recognised English exam which indicates their level of English proficiency.
	<b>Postgraduate Studies</b>	The minimum requirement for admission into a Postgraduate Study Programme (Master degree) is a Bachelor Degree from an accredited Institute of HE. In addition to the minimum requirements, special admission requirements may apply for some Departments. For the majority of programmes of study applicants for a PhD Degree must be holders of a Master Degree.

<b>Public and Private Institutions of Higher Education</b>	<b>Post-Secondary Certificates and Diplomas (1, 2, 3 years duration)</b>	Admission requirements may vary depending on the Institutions' requirements. However, the following two are necessary: - Qualified Secondary School Leaving Certificate. - Proof of proficiency in English language.
	<b>Undergraduate Studies</b>	
	<b>Postgraduate Studies (where applicable)</b>	Basic admission requirements: -University degree or equivalent qualification in any subject. -Master degree when applying to PhD programmes. -Proof of proficiency in English language for programmes offered in English.

## Section 1.9: Grading System

In general, for Bachelor and Master degrees the **Grading system ranges between 0 - 10** with an interval of half points (7.5, 8.5 etc.). **Grade 5 is the pass mark** in an overall average of assignments, tests and final examinations.

## Section 1.10: Tuition Fee System for International Students

<b>Type of Educational Institute</b>	<b>Tuition fees</b>	
<b>Public Universities</b>	Undergraduate Studies	EU students €3417,20/yearly (FREE - paid by the Republic of Cyprus) Non EU students €6868,41/yearly
	Postgraduate Studies	€4100-€10250/ in total
<b>Private Universities</b>	Undergraduate and Postgraduate Studies	Tuitions and fees are approved by the Ministry of Education and Culture of Cyprus and are announced at the Institutions' official websites. Nevertheless, the Universities reserve the right to change the fees and charges where appropriate €9000-€25000* *For the field of Medicine
<b>Public and Private Institutions of Higher Education</b>	Post-Secondary Certificates and Diplomas (1, 2, 3 years)	In general tuition fees vary depending on the Institutions' regulations and programs offered. Foreign students ≈ €3500-€6500/yearly
	Undergraduate Studies	Foreign students ≈ €4000-€7500/yearly
	Postgraduate Studies (where applicable)	Foreign students ≈ €5500-€7500/in total

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

There are specific graduation requirements, which are analytically **specified in each Institution of Higher Education's Prospectus**.

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

There are no relevant current/prospective reforms in HE at present.

# Chapter 2: Quality Assurance in Higher Education

## Section 2.1: Quality Assurance Body in Higher Education

The **Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA)**, is responsible to ensure the quality of Higher Education in Cyprus and to support, through the procedures provided by the relevant legislation for the continuous improvement and upgrading of Higher Education Institutions (HEI) and their programs of study.

Additionally, CYQAA has, according to the Law, extended competencies amongst which are the following:

- Institutional, Departmental and Programmatic Evaluation and Accreditation of Higher Education.
- Quality Assurance in Higher Education on the basis of the European Standards.
- The Evaluation and Accreditation of cross-border forms of education, offered by local Institutions of HE in member states or third countries.
- Assessment of the conditions for the provision of cross-border education from foreign Institutions of HE in Cyprus.
- Assessment of inter-institutional cooperation of HEI.
- The provision of information of Quality Assurance in Higher Education.  
With the cooperation of HEI, CYQAA will be a major contributor towards the effort for the establishment of Cyprus as district Educational and Research Center, in accordance to the standards and guidelines provided by the European Network for Quality Assurance (ENQA). CYQAA is a full member of the European Network of Quality Assurance (ENQA) and a full member of the International Network for Quality Assurance and Accreditation Higher Education (INQAAHE). It is also included on the European Network of Quality Assurance Register (EQAR), and is recognized by the World Federation for Medical Education (WFME).

**The lists of all recognized Institutions of Higher Education and of the accredited programs of study as well as evaluation for each HEI, are published in the CYQAA's website.**

## Section 2.2: Quality Assurance System

	Study programme	Institution
<b>Voluntary</b>		
<b>Compulsory</b>	X	X
<b>Regularity</b>	5 years	5 years
<b>External</b>	X	X
<b>Internal</b>	X	X
<b>Further information:</b> All Higher Education Institutions are obliged by the relevant laws to have an Internal Evaluation Committee which is responsible to conduct a General Evaluation Report for the Institution, every three years. CYQAA has the authority to require such a report on an annual basis. Every 5 years CYQAA goes through an external evaluation process that refers to Institutional, Departmental or Program of Study Evaluation.		

## Section 2.3: Link Programme Authorisation with Quality Assurance

On the basis of the judgments of CYQAA, Higher Education programmes are recognized and students receive a legally recognized degree.

The **lists of all recognized Institutions of Higher Education and of the accredited programs of study as well as evaluation results for each HEI, are published on the CYQAA's website:**

<http://www.dipae.ac.cy/index.php/en/axiologisi/pistopoiimena-programmata>

## Chapter 3: Credit System in Higher Education

### Section 3.1: Description of Credit System

The credit system of the HEIs in Cyprus is based on ECTS (European Credit Transfer and accumulation System). One ECTS represents 25 to 30 hours of a student's workload. Courses are often a combination of compulsory and non-compulsory thematic units for which students may enrol according to their own preferences and timetable, with due consideration for the semester system and evaluations. They can opt for a traditional course of 60 ECTS credits per year, a half-time course or an individual course adjusted to their specific needs.

Link ECTS:

[http://ec.europa.eu/education/ects/users-guide/introduction\\_en.htm#ectsTop](http://ec.europa.eu/education/ects/users-guide/introduction_en.htm#ectsTop)

## Section 3.2: Credit Transfer System(s)

ECTS – European Credit Transfer and Accumulation System.

## Section 3.3: Additional Information

Students can be exempted from a course based on credits acquired in other accredited Institution of HE.

## Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

Yes.

## Section 3.5: Number of Credits per Academic Year/Semester

The number of credits per standard academic year is **60 ECTS (30 ECTS/semester)**.

## Section 3.6: Number of Credits per Higher Education Cycle

Post-Secondary Certificates and Diplomas (**level 5**) are **60-180 ECTS**. Most Bachelor programmes (**level 6**) are **240 ECTS**. The number of ECTS for a Master programme (**level 7**) is minimum 90 ECTS and ranges **between 90 and 180 ECTS**. ECTS for a PhD (**level 8**) range from **180 to 300 ECTS**.

## Section 3.7: Description of Credit Unit

**1 ECTS-credit equals 25-30 hours (of 60 minutes) of a student's workload.** Workload (ECTS-definition) is an estimation of the time the individual typically needs to complete all learning activities such as lectures, seminars, projects, practical work, work placements and individual study required to achieve the defined learning outcomes in formal learning environments.

## Section 3.8: Link between Learning Outcomes and Credits

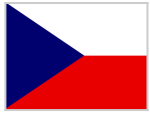
A student is awarded credits upon achievement of the defined learning outcomes related to the educational unit/course. Learning outcomes (ECTS-definition) are statements of what the individual knows, understands and is able to do on completion of the learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria.

Learning outcomes are attributed to individual educational components and to programmes as a whole. They are also used in European and National Qualifications Frameworks to describe the level of the individual qualification.

*Last updated in 2020.*







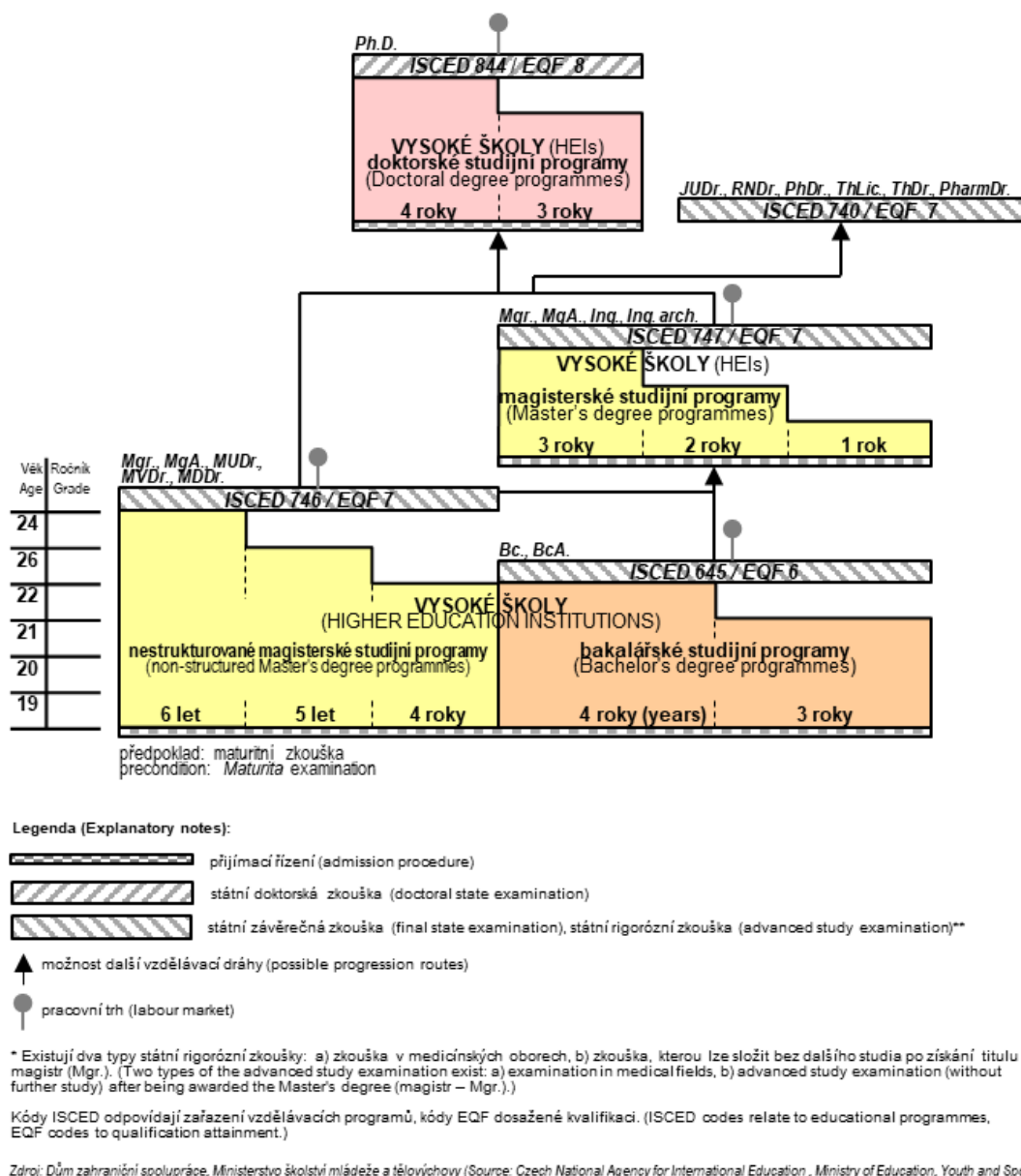
## Czech Republic

### Chapter 1: Higher Education System

#### Section 1.1.: Schematic Description of the Higher Education System

A diagram explains the structure of Czech Higher Education System. Higher education is the highest level of the education system in the Czech Republic. The central governing body for education is the [Ministry of Education, Youth and Sports](#). Higher education has three levels: bachelor study programmes and master study programmes, the third level of higher education is doctoral study programmes and is open to graduates of the master study programmes. The diagram displays the higher education system below. Higher Education system consists of higher education institutions that are legal entities and have the sole right to award academic degrees. The field of higher education is regulated by the Act No. 111/1998 Coll., on Higher Education Institutions and on Amendments to Other Acts (Act on Higher Education Institutions).

**Schéma vysokoškolského vzdělávání v České republice v akademickém roce 2020/21**  
**Diagram of the higher education in the Czech Republic 2020/21**



The whole structure of Czech Education System you will find here:

[https://www.studyin.cz/soubory/clanky/0021\\_publications/StudyIN-EduSystem-2017.pdf](https://www.studyin.cz/soubory/clanky/0021_publications/StudyIN-EduSystem-2017.pdf)

## Section 1.2: Description of Higher Education System

Higher education is provided by higher education institutions (*vysokoškolské instituce – vysoké školy*) in the Czech Republic.

The minimum entrance requirement to enter the higher education level is upper secondary education with Maturita examination (*střední vzdělání s maturitní zkouškou*); the graduates receive the school leaving examination certificate (*vysvědčení o maturitní zkoušce*).

Higher education institutions (*vysoké školy*) are supreme centres of education, independent knowledge and creative activities. The general goal of higher education is to provide students with adequate professional qualification, prepare them for engagement in research and participating in life-long learning, make them contribute to the development of civic society and international, particularly European

cooperation.

Considerable autonomy of higher education institutions is manifested in the area of education (implementation of study programmes, admission requirements/procedures, etc.), science and research, and to some extent in managing the funds allocated.

Higher education consists of the **three cycles**:

- **Bachelor's degree programmes**, lasting 3–4 years; 180 – 240 ECTS
- **Master's degree programmes**, lasting 1–3 years, 60 – 180 ECTS  
Master's degree programmes, lasting 4–6 years in case of programmes not following Bachelor's degree programmes (non-structured programmes) – study programmes in medicine, law, veterinary science, dentist, etc. 300 – 360 ECTS
- **Doctoral degree programmes**, lasting 3–4 years. 180 – 240 ECTS

Higher education institutions are public, state and private. They are either of a university type, providing all three cycles of study, or a non-university type, providing the Bachelor's and possibly Master's studies.

All public higher education institutions and most private higher education institutions have implemented the European Credit Transfer System (ECTS) or a system compatible with ECTS.

After completing studies in Bachelor's and Master's degree programmes, students take the final state examination (*státní závěrečná zkouška*), including a defence of a thesis.

Graduates of the Bachelor's degree programmes are usually awarded the degree Bc. Graduates of the Master's degree programmes most commonly acquire the title Mgr. or Ing. However, other types of academic titles exist in the Czech Republic.

Graduates of Master's degree programmes may proceed to Doctoral degree programmes (*doktorské studijní programy*) and, after completing the studies, take a doctoral state examination (*státní doktorská zkouška*) and defend a thesis. They are awarded the degree Ph.D.

The higher education diploma (*vysokoškolský diplom*) and a Diploma supplement<sup>1</sup> (*dodatek k diplomu*) are produced by higher education institutions as the documents confirming completion of studies and the right to use the relevant academic title.

<sup>1</sup>*The Diploma Supplement contains eight sections providing information regarding:*

- *the holder of the qualification*
- *the qualification type and its originating institution*
- *the qualification level*
- *the content of the course and results gained*
- *function of the qualification*
- *certification of the supplement*
- *details of the national higher education system concerned (provided by the National Academic Recognition Information Centres (NARICs))*

- *other relevant details*

## Section 1.3: Number of Higher Education Institutions

In the Czech Republic, there are currently operating **60 higher education institutions**. Of these, 26 are public, 2 state and 32 private higher education institutions. In the Czech Republic 18 foreign higher education institutions and their branches operate at its territory.

**Public higher education institutions** are established by a special law. Competence towards them according to Act No. 111/1998 Coll., on Higher Education Institutions and on Amendments to Other Acts, is exercised by the Ministry of Education, Youth and Sports.

Studying at a public higher education institutions in the Czech language is free of charge during the standard period of study increased by one year, regardless of age. Fee for studying in a foreign language study programme (English, French, German, etc.) in the order of thousands of EUR per academic year. The fee is then assessed to the student for a longer study, i.e. for an extended period of study).

**State higher education institutions** are military and police and have no legal personality. The Military University, specifically the University of Defense, belongs to the organisational unit of the state - the Ministry of Defense, while the Police University, i.e. the Police Academy of the Czech Republic in Prague, is in the competence of the Ministry of the Interior. Both are of the university type.

Study is free there. At the University of Defense, students receive a salary while studying.

**Private higher education institutions** are legal entities that have been granted state approval by the Ministry to operate as a private university. Their activities are specifically regulated by Sections 39-43 of Act No. 111/1998 Coll., on Higher Education Institutions and on Amendments to Other Acts.

**Foreign higher education institutions** and their branches can operate in the Czech Republic. The provision of foreign higher education in the Czech Republic, the status and obligations of foreign higher education institutions and their branches are regulated in Sections 93a to 93i of Act No. 111/1998 Coll., on Higher Education Institutions and on Amendments to Other Acts (Act on Higher Education Institutions), as amended. A foreign higher education institution must fulfil an information obligation in the Czech Republic in order to be granted a domestic authorization.

## Section 1.4 Number of Students in Higher Education

In 2019,

General number of students – **288 915 was enrolled at higher education institutions**

Number of students divided by type of institution:

- Public schools: **261269**

- Private schools: **28118**
- Number of foreign students enrolled in full degree programmes: **46441**
- Number of outgoing exchange students with credit transfer: **8246**
- Number of incoming exchange students with credit transfer: **8157**

## Section 1.5: Structure of Academic Year

The academic year is divided in **two semesters** or terms. These are generally organized as follows:

	Winter semester	Spring semester
<b>Teaching period</b>	mid-September – mid-December	mid-February – mid-May
<b>Examination period</b>	January – mid-February	mid-May – end of June

## Section 1.6: National Qualifications Framework (or Similar)

The Framework of Higher Education Qualifications of the Czech Republic describes and categorizes qualifications awarded by higher education institutions in the Czech Republic. It is based on the criteria of the so-called learning outcomes, which graduates of individual levels should achieve when completing their studies and which are divided into professional knowledge, professional skills and general competences. The aim of the Framework is therefore to determine the expected learning outcomes of individual levels of education and to clearly describe the qualification of higher education in the Czech Republic and to enhance the clarity of education systems in the national and international context. The Framework of Higher Education Qualifications was approved by the Minister of Education, Youth and Sports on 27 November 2018. The approval of the Framework is in line with the quality assurance system which is part of the Czech Republic's international obligations arising from its participation in the Bologna Process. In 2021, the qualifications framework is expected to become a part of the law on higher education.

More information in Czech language you can find here:  
<https://www.msmt.cz/vzdelavani/vysoke-skolstvi/ramec-kvalifikaci-vysokoskolskeho-vzdelavani-ceske-republiky>.

Description of the level of qualification	I.	II.	III.
<b>Type of study programme</b>	Bachelor's degree programmes	Master's degree programmes	<b>Doctoral degree programme</b>

<b>Relations to other frameworks</b>	<b>EQF/ISCED</b>	<b>6</b>	<b>7</b>	<b>8</b>
	<b>QF-EHEA</b>	<b>1 cycle</b>	<b>2 cycle</b>	<b>3 cycle</b>
<b>Credits (ECTS)</b>		<b>180-240</b>	<b>60-180 (300-360)</b>	<b>180-240</b>

## Section 1.7: Learning Outcomes in Higher Education

Learning outcomes are **administered by the higher education institutions individually**. Most HEIs are formally defining learning outcomes for their study programmes (less often for their courses).

**The Ministry of Education, Youth and Sports published the Handbook for the use of learning outcomes at higher education institutions** which is accessible in Czech: [https://www.msmt.cz/uploads/odbor\\_30/Jakub/Prirucka\\_Vyuziti\\_vysledku\\_uceni\\_na\\_vysokych\\_skolach\\_Impuls.pdf](https://www.msmt.cz/uploads/odbor_30/Jakub/Prirucka_Vyuziti_vysledku_uceni_na_vysokych_skolach_Impuls.pdf)

The handbook was created as a part of an Erasmus+ project on implementing national Bologna reforms (project name: “Learning Outcomes: Implementation of Qualifications Framework”). The objective of the handbook was to promote the concept of learning outcomes as an approach that increases the quality of teaching by making it more transparent both for teachers and students. It was also to explain that learning outcomes should not be understood and approached merely as a new obligation that needs to be formally fulfilled, but rather as a tool and opportunity to improve teaching and provide better learning experience to students. The main target groups of the handbook are higher education teachers and managers. The handbook represents a very valuable source of information and inspiration providing very concrete examples of good practice at different institutions and practical guidelines.

## Section 1.8: Admission Requirements to Higher Education

**Upper secondary education completed with a school leaving examination** (*maturitní zkouška*) is the **basic prerequisite** for the admission to a higher education institution. **Other requirements are set by a relevant higher education institution and usually include an entrance examination.**

Each higher education institution has specific requirements for admission process which are published at the websites of relevant higher education institution and if an applicant needs some advice, he/she can contact the study department or the international office of the higher education institution. The application deadline is mostly between February and April. Students may apply for several study programmes at various higher education institutions and faculties.

For fine arts degrees, applicants who have gained their graduate diploma from a conservatoire (*diplom absolventa konzervatoře*) may be admitted as well; in special cases also students without having completed upper secondary education with a *Maturitní zkuška* may be admitted.

A higher education institution or a faculty can set other conditions of the admission requirements concerning certain knowledge, competencies or talents or the achievement in the previous required education. The content and the form of the examination are entirely upon responsibility of the relevant higher education institution. It normally consists of written examinations (tests) that aim to assess the

applicant's knowledge. Tests of study skills (student's abilities – e.g. verbal thinking, analytical thinking, and spatial visualisation ability) may also be included; exceptionally, tests of study prerequisites are the only criterion for admission. Some higher education institutions organise admission interviews with applicants. Some higher education institutions use average results of the previous study as a criterion for admission. However, due to the decreasing number of students in upper secondary schools, some higher education institutions are beginning to feel student shortage in certain fields of study (e.g. in some technically oriented fields), thus passing the Maturita examination is sufficient for admission.

## Section 1.9: Grading System

The **frequency and methods of assessing students' achievements differ according to the field of study**. In some cases, a system of partial examinations taken after each semester has been introduced, in other cases one comprehensive examination after each completed part of studies is prescribed, mostly at the end of a certain module.

**Study outcomes at higher education institutions are assessed mainly by a system of credits or points.** The credit system (European Credit Transfer System) has been encouraged since it allows completed parts of studies to be recognised, thus contributing to transferability within the system.

## Section 1.10: Tuition Fee System for International Students

### Study in Czech language

**Higher education at public and state institutions offer study programmes in Czech language free of charge**

By law, higher education at public and state institutions is free of charge for citizens of all nationalities. However, some fees might be requested: fees for administration of admission proceedings and fees for extending the duration of study beyond a set limit. **Private institutions of higher education can fix their own fees.**

### Study in other languages

If the student wants to study in another language, he/she must pay for his studies. **The tuition fees differ from 0 - 22,350 USD per year.** The exact amount depends on the respective institution and study programme. There are several courses taught in English or in another foreign language.

More information is accessible from interactive portal - Study in - <https://portal.studyin.cz/en/> - section Programmes for applicants to choose the right study programme with the exact information about the fees.

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

Bachelor's degree programmes, lasting 3-4 years; 180 – 240 ECTS



Master's degree programmes, lasting 1–3 years, 60 – 180 ECTS

Master's degree programmes, lasting 4–6 years in case of programmes not following Bachelor's degree programmes (non-structured programmes) – study programmes in medicine, law, veterinary science, dentist, etc. 300 – 360 ECTS

Doctoral degree programmes, lasting 3–4 years. 180 – 240 ECTS

The graduation requirements is to pass the state exam and defend the bachelor's/ master's or Ph.D. thesis and the students have to have all years successfully completed with grades from 1 – 3 (A – E).

Some of higher education institutions use the following grading equivalency table. The table shows the equivalence of grades to alphabet comparing. Some use the internationally recognized A-F grading system, often referred to as ECTS grading.

For easier understanding we offer an explanation of the individual grades:

<b>A/B</b>	Excellent	excellent performance
<b>C/D</b>	Very Good	above the average standard with some errors
<b>E</b>	Good	generally sound work with a number of notable errors
<b>F</b>	Fail	unsatisfactory performance
<b>Z</b>	Pass/Credit	where a course is completed by a study requirement other than examination, it is not graded, but is recorded as "Zápočet (Z)." This is in effect a Pass in a two-tier Pass/Fail grading system.

The recommendation for using the A-F classification is as follows: To evaluate the student's performance in percentage (0-100 %) and providing the evaluation accordingly:

<b>100-91%</b>	A, outstanding performance with only minor errors
<b>90-81%</b>	B, above the average standard but with some errors
<b>71-80 %</b>	C, fair but with significant shortcomings
<b>61-70 %</b>	D, performance meets the minimum criteria
<b>51-60 %</b>	E, FAIL
<b>0-50%</b>	F, FAIL

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

In the autumn 2020, the Government of the Czech Republic adopted the draft amendment to the Higher Education Act (No. 111/1998 Coll.), which brings modernization of the legislative environment in the area of higher education, better conditions for students and a reduction of red tape.

The amendment should simplify the recognition of studies in the Czech Republic for graduates of foreign higher education institutions, shorten the length of proceedings and more clearly separate recognition for the purposes of further study and professional employment, and to enable easy transfers between study programmes, issue electronic certificates of study at higher education institutions, scholarships etc.

The amendment was submitted to the Parliament and is planned to be adopted in 2021.

Moreover, a new Strategy for higher education institutions, which is to apply from 2021, was published in June 2020, and is to focus on improving the preparation of students for the labour market in the 21st century, promoting lifelong learning or improving research. The strategic plan for higher education institutions follows on from the Innovation Strategy of the Czech Republic and is being prepared in coordination with the Strategy for Educational Policy until 2030 and other concepts. It was widely discussed with higher education institutions and other stakeholders – Czech Rector’s Conference. More information you can find here: <https://www.msmt.cz/vzdelavani/vysoke-skolstvi/strategicky-zamer-ministerstva-pro-oblast-vs-na-obdobu-2021-2025>.

## Chapter 2: Quality Assurance in Higher Education

### Section 2.1: Quality Assurance Body in Higher Education

The **National Accreditation Bureau for Higher Education** (hereinafter “Accreditation Bureau”) is an independent body established by the Act No. 111/1998 Coll. (amended and consolidated) on Higher Education Institutions and on Amendments and Supplements to Some Other Acts (Higher Education Act), as resulting from later amendments, with the authority to mainly:

- decide on **accreditation** of degree programmes, institutional accreditation and accreditation of the habilitation procedure and procedure for appointment of professors
- perform **audit of compliance** with legal regulations in carrying out accredited activities and
- carry out **external evaluation** of educational, scientific, research, development, innovation, artistic and other related activities of higher education institutions.

The Accreditation Bureau is located in Prague.

The Accreditation Bureau performs its activities in compliance with the Higher Education Act, Code of Administrative Procedures, other legal norms and this Statute of the National Accreditation Bureau for Higher Education.

The Accreditation Bureau applies the Standards for Accreditation, on which its activities are based along with administrative consideration, with attention to relevant principles of standards for quality assurance in the European Higher Education Area.

The Accreditation Bureau provides methodical support related to issues of a quality assurance system for educational, creative and other related activities of higher education institutions and internal quality evaluation.

In the interest of good public service, the Accreditation Bureau cooperates with the Ministry of Education, Youth and Sports (hereinafter “Ministry”) and possibly other relevant central bodies of public administration and bodies of representation of higher education institutions on issues within its competence that are key for the higher education system in the Czech Republic. The Accreditation Bureau cooperates, in the interest of good public service, also with other bodies of public administration, bodies of regional administration, professional chambers, employer associations and other social dialogue partners on issues related to graduates’ employability.

More information you can find here: <https://www.nauvs.cz/index.php/en/>

## Section 2.2: Quality Assurance System

	Study programme	Institution
<b>Voluntary</b>		
<b>Compulsory</b>	X	X
<b>Regularity</b>	<p>The accreditation for a degree programme is granted by the Accreditation Bureau for a period of ten years. The accreditation can be awarded or extended for a period shorter than ten years if:</p> <p>a) the accreditation of a given degree programme is granted to the applicant for the first time;</p> <p>b) the accreditation of a given degree programme is granted or extended especially with respect to providing its students a possibility to complete their studies; or</p> <p>c) the applicant does not provide sufficient provisions and development of a degree programme with respect to the personnel, financial, and equipment provisions for the period of ten years</p>	<p>Institutional accreditation can be granted on the basis of a voluntary application from the higher education institution. It is granted by the Accreditation Bureau for a period of ten years. All higher education institutions have the obligation stipulated in the Higher Education Act to develop and maintain internal quality assurance systems. They are required to carry out internal quality evaluation and publish reports on it every five years. The reports must be updated annually</p>
10		

<b>External</b>	X	X
<b>Internal</b>	X	X
<b>Further information:</b>  <b>Statute</b> <a href="https://www.nauvs.cz/attachments/article/131/Statute%20of%20the%20NAB%202018.pdf">https://www.nauvs.cz/attachments/article/131/Statute%20of%20the%20NAB%202018.pdf</a> According to the Higher Education Act, the quality assurance and evaluation of quality is an important autonomous activity of every institution. The Act imposes on higher education institution (since 1 September 2016) a duty to introduce and maintain a system of quality assurance and internal evaluation of quality of educational, creative and relating activities (further on “system of quality assurance and internal evaluation of quality”). Standards and procedures for quality assurance and internal evaluation of quality (e.g. rules for quality assurance and internal evaluation of quality) are set by a higher education institution in its internal regulation. The framework for this internal regulation is set in the Higher Education Act and its two implementation regulations: The Government Regulation on Standards for Accreditation in Higher Education and Government Regulation on Fields of Education in Higher Education.		
<b>Regulations</b> <a href="#">Act no. 111/1998 Coll., on higher education institutions (The Higher Education Act)</a> , Section 10 <a href="#">Government regulation no. 274/2016 Coll., on standards for accreditation in higher education</a> <a href="#">Code of Ethics</a>		

## Section 2.3: Link Programme Authorisation with Quality Assurance

**Accreditation Bureau is in general terms responsible for programme authorization. The primary responsibility for quality assurance of education, research and other related activities lies on the HEIs (internal QA) but the Accreditation Bureau performs external QA.** Website and link with all programmes that are accredited in the Czech Republic: <https://regvssp.msmt.cz/registrvssp/> - only in Czech language

The process of accreditation is described in the [Act no. 111/1998 Coll. on higher education institutions \(Higher Education Act\)](#), part IX. A HEI with a very advanced internal QA system and a high quality of education, research and other related activities may apply for and be granted institutional accreditation. With institutional accreditation, the HEI is entitled to approve (self-accredit) its degree programme without having to obtain degree programme accreditation from the Accreditation Bureau.

HEIs that do not have institutional accreditation are obliged to apply for and to receive degree programme accreditation from the Accreditation Bureau for every degree programme that they wish to carry out. Accreditation must be obtained prior to admission of students to the degree programme.

Authorization of a higher education institution to realize degree programmes pursuant to the conditions established by this Act arises from the institutional accreditation of a degree programme.

By an institutional accreditation the higher education institution becomes authorized to independently create and implement a certain type or types of degree programme in determined fields of study. In terms of its institutional accreditation, the higher education institution is entitled to implement a combined degree programme provided that the higher education institution possesses the particular institutional accreditation for all the fields of study to which the degree programmes belong. Institutional accreditation is granted to such higher education institution which complies with the standards for a specified field of

study in a given type of degree programme as it is established by Section 78a (2) a) and which has a working quality assurance system of the educational, creative, and related activities and the internal evaluation of the quality of the educational, creative, and related activities of a higher education institution.

The accreditation of a degree programme is granted to the higher education institution that complies with the standards for accreditation of a given type in accordance with Section 78a (2) b).

Section 79 – the process of the accreditation of a degree problem is as follows:

1. The accreditation of a degree programme is granted by the Accreditation Bureau, based on a written application submitted by a higher education institution. (2) The written application from a higher education institution for the accreditation of a degree programme must include the following:
  1. the name of the higher education institution or its constituent part that is responsible for providing the degree programme;
  2. the components of the degree programme under Section 44 (2), in the case of a combined degree programme, a share of the basic topics relevant to individual areas of knowledge in the education expressed as a percentage;
  3. evidence of appropriate staff, financial, material, and other support for the degree programme for at least the standard length of study, including information about adjustment of the demand to provide for conditions of equal access to the higher education;
  4. a description of the planned development of the degree programme, its rationale and the anticipated number of students to be admitted and information about assumed career opportunities of the graduates;
  5. a self-evaluating report describing and evaluating the fulfilment of individual requirements arising from the relevant standards for accreditation pursuant to Section 78a (2) b);
  6. in the case of degree programmes after the completion of which professional requirements for practice of a regulated profession are immediately acquired, as well as a statement that the relevant degree programme is focused on preparation for the practice of a regulated profession and a positive standpoint of the relevant recognition body<sup>19a)</sup> with respect to the appropriate competence on the part of graduates to practice this profession;
  7. in the case of degree programmes focused on the preparation of professionals in the field of the defence of the Czech Republic, a statement that the relevant degree programme is focused on the preparation of professionals for practice in the field of defence of the Czech Republic, and a positive standpoint of the Ministry of Defence or the Ministry of the Interior with respect to the appropriate competence on the part of the graduates to practice a profession in this field.

## Chapter 3: Credit System in Higher Education

## Section 3.1: Description of Credit System

Higher Education institutions in the Czech Republic have to implement the rules of the Erasmus Charter for Higher Education. This means that it is necessary to ensure full recognition for satisfactorily completed activities of study mobility and, where possible, traineeships.

### ECTS methodology

The study of individual programmes and courses is carried out on the basis of a credit system corresponding to ECTS, in which one credit corresponds to 1/60 of average annual student workload. All courses successfully completed at the host institution are recognized after the mobility; this applies also to student traineeships.

## Section 3.2: Credit Transfer System(s)

ECTS – European Credit Transfer and Accumulation System.

## Section 3.3: Additional Information

Not applicable.

## Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

Yes. The ECTS credit system is implemented at all universities in Europe, including the Czech Republic. Higher Education Institutions are committed to ECTS, as stated in both the EUC – Erasmus University Charter - ECHE.

## Section 3.5: Number of Credits per Academic Year/Semester

It is **individual according to the higher education institutions**.

In order to quantify the study load of individual courses, higher education institutions apply a unified credit system. **Credits obtained within a study program are added up; the cumulative number of credits serves as a tool for study assessment. For example, the ECTS credit system where one academic year of full-time studies is equivalent to 60 higher education credits** and 1.5 credits are equal to 1.5 ECTS credits. Each semester, students are expected to take 30 credits' worth of courses. Nevertheless, the minimum amount of credits that each student has to obtain in order to qualify to the next semester is 15 credits for Bachelor's degree programme and 20 credits for Master's degree programme per semester in the first year of study and 20 credits per semester for both levels in following years of study. The hours do not only include "contact hours" (i.e. hours you spend in classrooms), but also the time you prepare, do homework and so on - so your individual study times could be different.

## Section 3.6: Number of Credits per Higher Education Cycle

The qualification structure recognises Bachelor's, Master's and Doctoral levels.

A **Bachelor's degree programme** (*bakalářský studijní program*) aims at qualifying to enter a profession or a Master's degree programme (*magisterský studijní program*). It takes 3 or 4 years (**180-240 ECTS credits**). Graduates receive the academic degree Bachelor of Arts (*bakalář umění, BcA.*) in the fields of arts, and Bachelor (*bakalář, Bc.*) in other fields. The study programme must be completed in due form with a final state examination, which usually includes the presentation and defence of a Bachelor's thesis.

A **Master's degree programme** follows a Bachelor's degree programme. The length is 1 - 3 years (**60 - 180 ECTS credits**). **In selected fields**, where the nature of the study programme so requires (medicine, dentistry, veterinary medicine, law etc.), the Master's degree programme need not follow on from a Bachelor's degree programme (so-called non-structured Master's degree programme). In this case, the programme lasts 4 - 6 years (**240 - 360 ECTS credits**).

**The Czech government is encouraging institutions to use the European Credit Transfer System (ECTS) in accordance with the Bologna Process. However, the ECTS credit system is not fully implemented yet.**

It is necessary to obtain all **180 credits** in order to gain a **Ph.D. qualification**. This is beneficial for the Ph.D. study as it facilitates easier qualification recognition and student exchanges between institutions. Similarly to other countries, , the Ph.D. in the Czech Republic is focussed primarily on the research and writing of a doctoral thesis, these will make up the credits.

Some higher education institutions may require the completion of additional training or coursework components.

## Section 3.7: Description of Credit Unit

The higher education institutions use the **European Credit Transfer and Accumulation System (ECTS)** which is a workload-based system for measuring and comparing study results. The student is awarded **a certain number of ECTS credits** for each course which **reflects the workload** necessary to successfully complete a course. Credits are awarded only when the student has fulfilled the course requirements, for example regular attendance. The credits are allocated by the individual departments in accordance with the standard workload determined by the respective study and examination regulations whereby **one credit equals 30 hours of study**.

## Section 3.8: Link between Learning Outcomes and Credits

The ECTS credit system is implemented at all universities in Europe, including the Czech Republic. Thanks to this system, you can gain study credits at various schools in different countries and it still counts. One

ECTS credit is equal to approximately 30 hours of work per semester and for one single course you may be rewarded up to 10 credits.

*Last updated in 2020.*

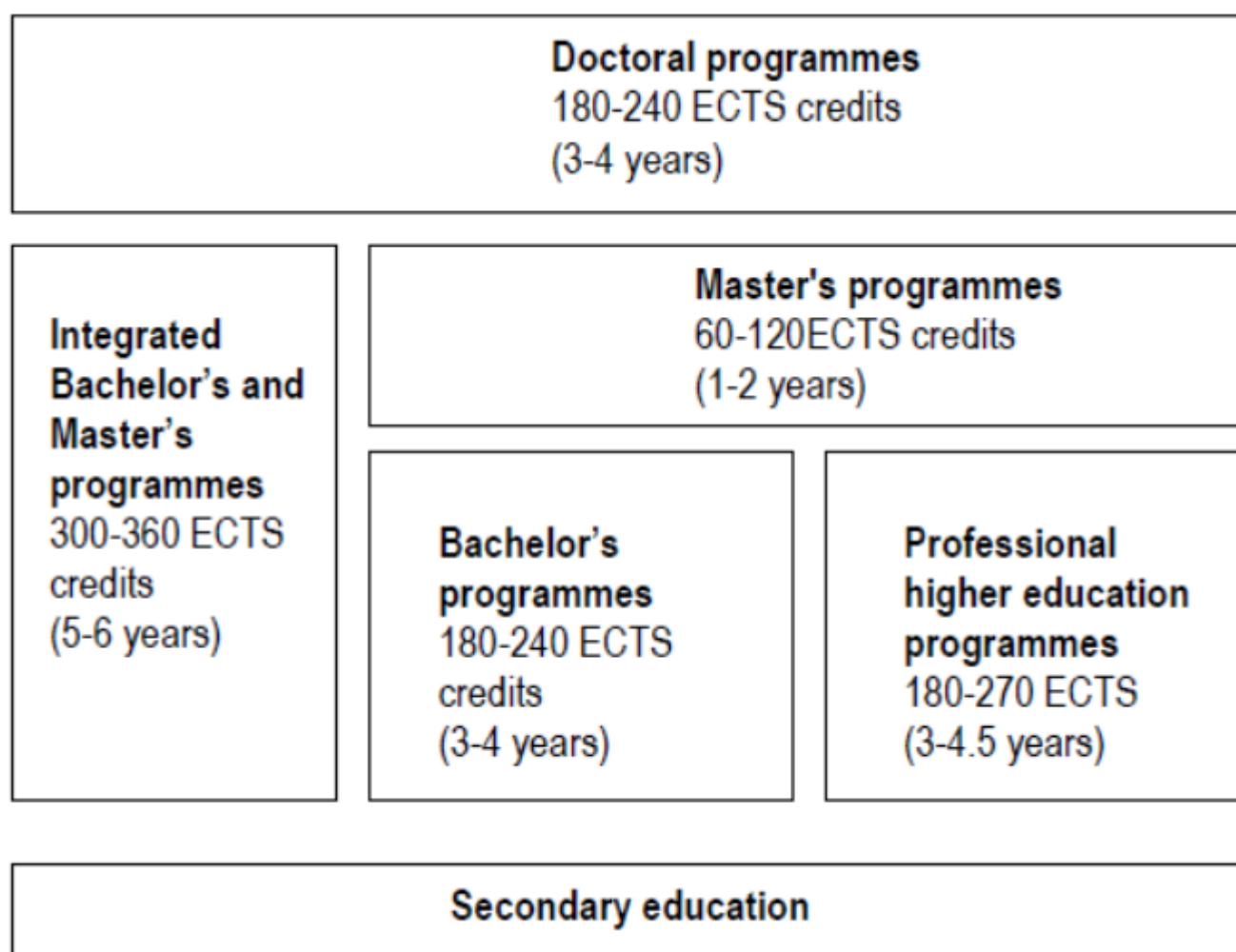




## Estonia

### Chapter 1: Higher Education System

#### Section 1.1: Schematic Description of the Higher Education System



#### Section 1.2: Description of Higher Education System

Estonia was among the countries signing the Bologna declaration in 1999. Since the academic year 2002/2003, the general structure of the system of higher education has three cycles:

## First-cycle

Bachelor's programmes are first-cycle higher education programmes. The purpose of **bachelor studies** is to broaden the scope of **general education**, to develop the basic knowledge and skills required for a certain field of study necessary for continuing at the master's level or for access to the labour market. The nominal duration of the programmes is **generally 3 years** (180 ECTS credits), as an exception, it may be up to 4 years (240 ECTS credits). The qualification awarded upon completion of the programme is bakalaureusekraad. The qualification gives access to master's programmes.

Professional higher education provides education tailored towards a certain **profession**. Graduates with a professional higher education degree can continue studying at the master's level.

The nominal duration of such programmes is 3-4 years (180-240 ECTS credits).

Midwifery studies and specialised nursing studies last 4.5 years (270 ECTS credits).

The qualification awarded upon completion of the programme is rakenduskõrghariduse diplom (Diploma of Professional Higher Education). The qualification gives access to master's programmes.

## Second-cycle

Master's programmes are second-cycle higher education programmes. The purpose of **master's level studies** is to develop the knowledge and skills required for a **certain field of study** and to acquire the necessary competences in order to enter the labour market or to continue studies at the doctoral level. The access requirement is a first-cycle higher education qualification. The nominal duration of the programmes is **1 to 2 years** (60-120 ECTS credits), but together with the first-cycle studies it is at least 5 years (300 ECTS credits). The qualification awarded upon completion of a master's degree programme is magistrikraad. The qualification gives access to doctoral programmes.

Integrated long-cycle programmes are offered in the fields of medicine, veterinary science, pharmacy, dentistry, architecture, civil engineering, and teacher education.

The nominal duration of programmes in medicine and veterinary science is 6 years (360 ECTS credits).

The nominal duration of other programmes is 5 years (300 ECTS credits).

Graduates receive a qualification certifying the completion of the integrated study programme.

- Graduates of a pharmacy, architecture, civil engineering and teacher education programme are awarded a degree of magister (master's degree).
- Graduates of a medicine, dentistry and veterinary medicine programme are awarded a degree of arstikraad (degree in medicine), hambaarstikraad (degree in dentistry) or loomaarstikraad (degree in veterinary science).

The qualifications give access to doctoral programmes.

## Third-cycle

**Doctoral programmes** represent higher education of the third-cycle, the purpose of which is to acquire knowledge and skills necessary for independent research, development or professional creative work. The access requirement for doctoral studies is a magistrikraad or a corresponding qualification. The nominal

period of study is 3 to 4 years (180-240 ECTS credits).

### Section 1.3: Number of Higher Education Institutions

- Universities' under public law: 6
- Private universities: 1
- State professional higher education institutions: 8
- Private professional higher education institutions: 5

Total number of higher education institutions 20.

All higher education institutions are recognised by State.

### Section 1.4: Number of Students in Higher Education

Total number of students in academic year 2017/2018 was 46 154.

#### Number of students divided by type of institution (2017/2018):

Type of Institution	Number of Students I Cycle	II Cycle	II Cycle
Public Universities	19 359	13 849	2430
Private Universities	1042	348	60
State Professional Higher Education Institutions	6726	149	
Private Professional Higher Education Institutions	1832	359	
Total Number of Students per Degree Cycle	28 959	14 705	2490

#### Number of foreign students enrolled in full degree programmes:

Total number of foreign students	4394
I cycle	1905
II cycle	2063
III cycle	426

#### Number of outgoing and incoming exchange students with credit transfer (2016/2017):

<b>Outgoing students</b>	1651
<b>Incoming students</b>	1795

## Section 1.5: Structure of Academic Year

The academic year usually **starts early September**. Academic year consist of **2 semesters** (September-January and February-June).

**Semester** means **five months** of study or a longer period of time upon the decision of an educational institution, the volume of which in credit points makes one-half of the study load of an academic year. Traditionally, examinations take place at the end of each semester. All higher education institutions are required to end courses with examinations or preliminary examinations. There may be several independent examinations or tests in separate parts for a subject. Usually, oral and written examinations are held at the end of each semester during the four-week examination session. Students shall have at least **eight weeks of holiday** in an academic year.

## Section 1.6: National Qualifications Framework (or Similar)

An **eight-level EstQF** was established in 2008: the 1st of which is the lowest and the 8th is the highest. The descriptions of the EstQF qualification levels are **identical to the EQF level descriptions**. The sub-frameworks for general education qualifications, VET qualifications, higher education qualifications, and occupational qualifications contain more detailed and specific descriptors and rules for designing and awarding qualifications. The EstQF levels are assigned to general education qualifications (on levels 1,2 and 4), VET qualifications (on levels 2-5), higher education qualifications (on levels 6-8), and occupational qualifications (on levels 2-8). Learning outcomes based descriptions of these types of qualifications have been compared with level descriptions of the EstQF and the best fit found.

**The following table presents the results of assigning the EstQF levels to Estonian formal education qualifications, and levelling of some occupational qualifications.**

Formal Education Qualifications	Level	Occupational Groups and Occupational Qualifications
<b>Basic education certificate based on simplified curriculum;</b>	1	
<b>Basic education certificate; VET certificate level 2 (without basic education requirement)</b>	2	<b>Elementary workers</b> (cleaner assistant, ...)
<b>VET certificate level 3</b>	3	<b>Skilled workers, machine operators, service and sales workers, clerical support workers</b> (logger, baker, carpenter, ...)
<b>Upper secondary general education certificate; VET certificate level 4 (upper secondary VET)</b>	4	

<b>VET certificate level 5 (based on upper secondary education certificate)</b>	5	<b>Technicians and craft masters, front line managers, clerical workers</b> (electrician, construction site manager, accountant, ...)
<b>Bachelor's degree, Professional higher education certificate</b>	6	<b>Specialists, supervisors</b> (energy auditor, career counsellor, ...)
<b>Master's degree</b>	7	<b>Specialists, managers</b> (Diploma Engineer, ...)
<b>Doctoral degree</b>	8	<b>Senior specialists, top managers</b> (principal architect, chartered engineer, ...)

## Section 1.7: Learning Outcomes in Higher Education

All study programmes have to be described in terms of learning outcomes in line with the 8 EQF qualifications level. National legislation (Government Act Higher Education Standard <https://www.riigiteataja.ee/akt/114072018004> ) provides that every single programme should indicate the learning outcomes achieved by the end of each cycle.

## Section 1.8: Admission Requirements to Higher Education

### General requirements

All individuals with upper secondary education or equivalent foreign qualifications have the right to compete to be admitted to a first-cycle higher education programme. The requirement for access to higher education is secondary education, certified by *Gümnaasiumi lõputunnistus* (Upper Secondary School Leaving Certificate), *Lõputunnistus kutsekeskhariduse omandamise kohta* (Certificate of Vocational Secondary Education), the corresponding qualifications of earlier education systems, and foreign qualifications giving access to higher education.

**Admissions to bachelor's programmes.** In addition to an upper secondary education certificate, the National Examination Certificate, entrance exams, professional aptitude interviews, academic aptitude tests, etc. may be considered.

**Admission to a master's programme** is on the basis of a bachelor's degree, a diploma of professional higher education or a corresponding qualification. In addition HEIs can decide if entrance exams, professional aptitude interviews etc are used.

**Admission to doctoral studies** is on the basis of a master's degree or an equivalent qualification. More detailed conditions and procedures for admissions are established by the university board. Entrants to doctoral studies may, for example, be required to submit a thesis research plan and undergo an admissions interview. The admissions committee may take account of the competences acquired in the course of previous professional experience and additional training.

### Specific requirements

The specific requirements are **set by the higher education institution** and depend on the chosen field

of study. The conditions and procedures for admission are established by the council of the higher education institution and approved by the Minister of Education and Research. There is a **selection procedure for most higher education institutions and programmes**. General knowledge test, an interview or a professional aptitude test may be required for admission. It may also include a number of **entrance examinations**. The results of state examinations (riigieksamid) passed in a general secondary school (gümnaasium) can be accepted as part of admission requirements. Entrance examinations are most commonly set by departments and approved by the boards of higher education institutions.

Prevalent subjects are usually those relevant to the course of study. The basis for the **admission decision** is usually a combination of **state examination results** of general subjects **and entrance examination results** in the subject relevant to the course of study. In certain cases, the Certificate of General Secondary Education and/or the state examinations average grade, or the gold or silver graduation award from the secondary school are accepted as special conditions for admission. For admission to study programmes in art and music, aptitude is tested through the presentation of a creative work or through a creative competition. Private higher education institutions may establish additional conditions for admission. Study places are filled with students according to their entry requirement results, under the conditions established by the council of the higher education institution.

### Special requirements for foreign students

All applicants to Estonian higher education institutions' degree programmes are required to have a **qualification giving access** to higher education institutions **in their home country**. Applicants also need to present a certificate of **English** skills. All internationally recognised language proficiency tests (e.g. IELTS, TOEFL) are accepted, though some institutions may run individual language tests. Usually, the required minimum test result for BA and MA is 5,5 in IELTS and 70 in TOEFL (IBT).

Applicants wishing to pursue bachelor-level studies are required to have completed their secondary education or an equivalent education level necessary for higher education. Applicants must be eligible for higher education in their own country. Additional qualifying examinations may also be required for admission to higher education institutions in Estonia.

Applicants wishing to pursue master-level studies are required to have completed bachelor-level studies, and those wishing to pursue a doctoral-level studies must have completed master-level studies.

## Section 1.9: Grading System

All courses taught at higher education institutions must end with an examination or a pass/fail assessment. There may be several independent examinations in separate parts of the course. At the end of each semester, during a 4-week examination session, there are usually oral and written examinations. The results of examinations or other forms of assessment may be given in numbers or expressed in words: pass or fail. Until the 1999/2000 academic year there was no unified grading system used in higher education institutions of Estonia. The two most common grading scales were a 5-point scale and a 6-point scale.

**The 5-point scale was as follows:**

<b>5</b>	väga hea / very good or excellent (pass)
<b>4</b>	hea / good (pass)
<b>3</b>	rahuldav / satisfactory (pass)
<b>2</b>	puudulik / unsatisfactory (fail)
<b>1</b>	kasin / poor (fail)

**The 6-point scale was as follows:**

<b>5</b>	suurepärase / excellent (pass)
<b>4</b>	väga hea / very good (pass)
<b>3</b>	hea / good (pass)
<b>2</b>	rahuldav / satisfactory (pass)
<b>1</b>	kasin / sufficient (pass)
<b>0</b>	puudulik / unsatisfactory (fail)

The fail grade indicates that the student has not met the minimum requirements for the course. If the student fails, he/she is allowed two chances to retake the examination.

In accordance with the Regulation of the Ministry of Education and Research, all higher education institutions started using a unified grading system in the 1999/2000 academic year.

**According to the regulation:**

- a 6-point percentage-based grading system was established;
- the minimum passing level in examinations is 51%;
- the distribution of marks among the students who pass the examination is not calculated.

<b>5</b>	<b>A</b>	suurepärase / excellent	91 – 100%
<b>4</b>	<b>B</b>	väga hea / very good	81 – 90%
<b>3</b>	<b>C</b>	hea / good	71 – 80%
<b>2</b>	<b>D</b>	rahuldav / satisfactory	61 – 70%
<b>1</b>	<b>E</b>	kasin / sufficient	51 – 60%

<b>0</b>	<b>F</b>	puudulik / insufficient	0 – 50%
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Some higher education institutions use letter grades A – F, others use numbers 5 – 0. Grades F or 0 are the fail grades. Since September 2010, the same grading scale has been in use, but assessment is based on learning outcomes.

## Section 1.10: Tuition Fee System for International Students

Generally, in our higher education system, **payment of tuition fees is directly linked to the language of instruction**, in other words no tuition fees when studying in Estonian language full time studies. Since 2013 HEIs are not entitled to demand the reimbursement of study costs from students who study full-time following a curriculum, the language of instruction of which is Estonian and who have by the starting semester cumulatively completed the study load subject to completion under the curriculum in the previous semesters.

Obviously, foreign students choose English language programme, so students from the **European Economic Area** (EU-member countries + Norway, Liechtenstein, Iceland) pay the **same tuition fees as Estonian students**. For **other international students** the higher education institution can define the tuition fee, depending on the programme and the type of degree (varying between €1500 to 2000 per semester, there are more expensive programmes).

At the same time, foreign students have the possibility to apply for a scholarship to pay the fees.

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

Diploma is issued to a person who has completed a nationally recognised programme of the Bachelor's study, Master's study, Doctoral studies and integrated curricula of Bachelor's and Master's study or professional higher education study in the full extent. The right and obligation to issue a respective diploma lies with the HEI providing studies based on the corresponding programme. Full completion of the programme includes the requirement to pass a final examination or to defend thesis.

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

Not applicable.

# Chapter 2: Quality Assurance in Higher Education



## Section 2.1: Quality Assurance Body in Higher Education

Since 2009, higher education quality has been assessed by an independent agency Eesti Kõrg ja Kutsehariduse Kvaliteediagentuur (Estonian Quality Agency for Higher and Vocational Education, EKKA). The responsibility of the agency is to conduct institutional accreditation of higher education institutions and quality assessment of programme groups.

<http://archimedes.ee/en/estonian-quality-agency-for-higher-and-vocational-education/>

## Section 2.2: Quality Assurance System

	Study programme	Institution
<b>Voluntary</b>		
<b>Compulsory</b>	X	X
<b>Regularity (years)</b>	7 (at least once every seven years)	7 (at least once every seven years)
<b>External</b>	X	X
<b>Internal</b>	X	X
<b>Further information:</b> Higher education institutions have an obligation to undergo the <b>institutional accreditation at least once every seven years</b> or within the term specified by EKKA. The institutional accreditation is an external evaluation during which the management, administration, academic and research activity, and academic and research environment of higher education institution are assessed. <b>Quality assessment of programme groups</b> takes also place once in seven years, unless EKKA has set an earlier deadline based on the results of the previous evaluation. Within the assessment process of programme groups it is assessed if the programmes correspond with the current legislation and with the national and international standards, including the quality of theoretical and practical training, the qualifications of the teaching and research staff, as well as the availability of the necessary resources. On the basis of <b>external assessment</b> , the Government of the Republic grants the higher education institution the right to conduct studies according to the programme belonging to the respective programme group.		

## Section 2.3: Link Programme Authorisation with Quality Assurance

From 2012, only institutions of higher education that have received a **positive result in the assessment of their study programme groups** and to which the Government of the Republic has **granted the right to conduct studies** may provide higher education in Estonia. Evaluation of higher education studies (professional higher education, Bachelor's, Master's and doctoral studies) takes place per study programme group, with one group containing all of the study programmes in the same field of specialty. Assessment may result in an institution of higher education being awarded an indefinite right to provide studies or the right to do so for a fixed period, or it may not be granted the right to provide studies at all:

- The indefinite right to provide studies means that the committee assesses that the quality of studies has been ensured for the study programmes in the study programme group.
- A fixed-term decision means that the institution of higher education must find solutions to the problems highlighted by the committee and undertake the assessment again within three years. It is important to know that in different institutions of higher education the amount and extent of problems varies greatly.
- A negative decision means that the institution of higher education may no longer provide studies in the study programme group in question and that students cannot complete their studies there. The institution must ensure that the students can continue their studies at the same institution in a different study programme or at a different institution.

All assessment decisions and reports can be found in the [EKKA database](#) (in Estonian).

## Chapter 3: Credit System in Higher Education

### Section 3.1: Description of Credit System

Since 01.09.2009, European Credit Transfer and Accumulation System (ECTS) is fully implemented as a national credit system. One ECTS credit corresponds to 26 hours of student work. The workload of one academic year is 1560 hours or 60 ECTS credits.

### Section 3.2: Credit Transfer System(s)

ECTS – European Credit Transfer and Accumulation System

### Section 3.3: Additional Information

Competences acquired outside formal programme (for example previous study results and work experience, informal learning, participation in other institution and programme) shall be assessed by the higher education institutions.

### Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

Yes.

### Section 3.5: Number of Credits per Academic Year/Semester

The workload of one academic year is 1560 hours or 60 ECTS credits (30 ECTS per semester).

## Section 3.6: Number of Credits per Higher Education Cycle

The study load of Bachelor's study and Professional Higher Education programmes is from 180 to 240 ECTS credit points. The exception is midwifery studies and nursing studies with additional specialisations, the volume of which is 270 ECTS credit points.

- The study load of Master's study is from 60 to 120 ECTS credit points.
- The study load of the Bachelor's study and Master's study together as well as studies in professional higher education and Master's study together shall be a minimum of 300 ECTS credits.
- The study load in integrated Bachelor's and Master's programmes is 300 ECTS credit points in most programmes, or 360 ECTS credit points in medical studies and veterinary studies.
- The study load of a Doctoral study is 180 to 240 ECTS credit points by law, but in reality all doctoral programmes are 240 ECTS credit points, 180 ECTS credit points of which comprise doctoral thesis.

## Section 3.7: Description of Credit Unit

Upon implementation of the European Credit Transfer and Accumulation System, ECTS, one credit point corresponds to 26 hours of study by a student, including learning activities such as participation in lectures, seminars, practical work etc.

## Section 3.8: Link between Learning Outcomes and Credits

The national framework and its qualifications are based on learning outcomes and the qualifications are linked to ECTS credits.

*Last updated in 2018*



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courses are held in high schools. It tends to align with the structuring of programs in 3 cycles: bachelor, master, PhD.

**Short cycle programs** (DUT: Diplôme Universitaire de Technologie, BTS: Brevet de Technicien Supérieur, and DEUST: Diplôme d'Études Universitaires Scientifiques et Techniques) correspond to 120 ECTS ; courses are therefore practice-oriented and include periods of work placement. DUT are only prepared in university colleges, DEUST in faculties, and BTS by high schools. Graduates can access in third year of a bachelor's program.

The **preparatory classes for the "grandes écoles"** (CPGE, Classes Préparatoires aux Grandes Écoles), present in many high schools, allow after two years of studies to attend entrance exams in many post-secondary schools, including engineering schools.

**Academic bachelor programs** ("Licence") prepare students for studies at master's level. These degrees are awarded by universities.

**Professional bachelor programs** (60 ECTS) are accessible after the first 120 ECTS of a bachelor's degree or after a short cycle program (DUT, DEUG, BTS). They prepare students for specific professions.

**The engineering programs** take place in 5 years (300 ECTS) and are accessible either in the third year after 120 ECTS validated (in a bachelor program or during a short cycle program), or directly in first year, from the end of secondary studies.

From 2020, **long-term health studies** (medicine, pharmacy, dentistry, maieutics) are accessible in two ways in the first year (access in the second year is selective in both cases):

- via a **specific "health access" course**, with an option from another discipline. These courses are organized in universities with health faculties. The high school student chooses the specific health course and an option that corresponds to their strengths and their other possible projects (eg. law option, biology option, languages option...). If he/she validates the 1st year, he/she then applies for health studies that interest him/her. If he/she is not admitted, he/she can continue in the 2nd year of the bachelor corresponding to his/her option, and can re-apply for health studies if he/she wishes after at least one additional year;
- via a **bachelor, with an "health access" option**. High school students choose the bachelor that best fits their projects and their strengths from any type of bachelor (eg. letters, law, biology, management-economics, etc.) which offers an "health access" option. Within this license, he/she thus follows additional lessons linked to the "health access" option. If he/she validates his/her 1st year of bachelor he/she can apply for the health studies that interest him/her. If not admitted, he/she can continue in the 2nd year of bachelor, and to re-apply for health studies after at least one additional year. If he/she does not validate the 1st year of bachelor, he/she cannot apply for health studies.
- These long-term health studies confer the **intermediate degrees of bachelor and master**, but which do not allow the exercise of a health profession. Only the professional diploma allows professional exercise. The paramedical and social sector diplomas take place in 3 to 5 years and are gradually reengineered to respect the Bachelor / Master framework.

**Master's programs** are characterized by the integration of teaching and research, a professional experience, and a master's thesis. They cover 120 ECTS. Master degrees are awarded by universities and some university colleges.

**Professional degrees** in different sectors, taught in specialized colleges and supervised by ministries other than the Ministry of Higher Education, now correspond to a bachelor's or master's degree.

**The Doctorate** represents the highest level of specialization in scientific research. It is based on an original research project that typically lasts three years and gives rise to the public presentation of a doctoral thesis. This degree is only issued by universities.

*More info about the French higher education system: <https://www.campusfrance.org/en>*

## Section 1.3: Number of Higher Education Institutions

Public higher education institutions are mainly dependent on the Ministry of Higher Education and Research, but other ministries supervise institutions of higher education: ministries in charge of culture, communication, food, armies ...

- 68 universities and 20 similar higher education institutions (called “Grands établissements”). Most of them are members of 19 university clusters.
- 265 engineering schools
- 50 others university educational institutions
- 450 preparatory classes for the “grandes écoles”
- 2449 preparatory classes for “BTS” in high schools
- 308 graduate schools specialized for business, management or accounting
- 304 artistic or cultural graduate schools
- 410 paramedical schools outside universities
- 192 schools preparing for social functions
- 329 schools of various specialties (legal and administrative schools, schools of journalism and literary schools, veterinary schools, architecture schools...) (data 2017).

*More info about the French higher education institutions:  
<https://www.campusfrance.org/en/institutes-higher-education-France>*

## Section 1.4: Number of Students in Higher Education

The number of student registrations in higher education in France is increasing and reaches **2,680,400 in 2017-2018**. University share of total enrolment accounts for 61.3%. Private education brings together

520,200 students in 2017-2018 (19.4% of total inscriptions). Nearly six out of ten students enrolled at university are female students. They are the majority in the Bachelor and Master programs, but remain in the minority in the PhD program (48.2%). Universities host 240,000 foreign students (14.6%).

Number of students (in thousands, academic year 2017-18)	Public	Private	Total
<b>Universities</b>	1642,2	0	1642,2
<b>Engineering schools</b>	97,5	58,5	156,0
<b>Others university educational institutions</b>	38,6	35,8	74,4
<b>Preparatory classes for the “grandes écoles”</b>	72,1	11,9	84,0
<b>Preparatory classes for “BTS” in high schools</b>	183,2	66,5	249,7
<b>Graduate schools specialized for business, management or accounting</b>	1,0	179,6	180,6
<b>Artistic or cultural graduate schools</b>	17,0	45,1	62,1
<b>Paramedical schools outside universities</b>	77,9	25,3	103,2
<b>Schools preparing for social functions</b>	0,9	31,2	32,1
<b>Schools of various specialties</b>	29,5	66,4	95,9
<b>Total</b>	<b>2160,2</b>	<b>520,2</b>	<b>2680,4</b>

## Section 1.5: Structure of Academic Year

The academic year usually starts in September. Classes take place in **two semesters** (September-January, February-June). Each semester ends with an examination period. There is a general second chance examination period in August-September.

## Section 1.6: National Qualifications Framework (or Similar)

France has adopted in January 2019 a revised **national qualification framework in line with the European 8-level qualification framework (EQF)**.

The National Register for Professional Certifications (RNCP: Répertoire National des Certifications Professionnelles) is operated by a multi-stakeholder body, the National Commission for Professional Certifications (CNCP), which includes, among others, the certifying ministries and the social partners.

## Section 1.7: Learning Outcomes in Higher Education

Higher education institutions describe the learning outcomes for each HE program. Reference skills for



bachelors, for the doctorate, as well as for professional degrees, particularly in the health sector have been published. They are being written for the masters. The Higher Education Quality Agency (Higher Council for the Evaluation of Research and Higher Education or Hcéres) evaluates the achievement of quality objectives every five years.

## Section 1.8: Admission Requirements to Higher Education

For bachelor's programs or short programs in 2 years, the **general admission** is the French **“Baccalauréat”** (diploma awarded after completion of secondary studies). If a **foreign diploma** is recognized on the basis of a French **decree**, a European directive or an international convention, the holder will have direct access to diploma programs. Students may also be admitted, after an **individual assessment** of their secondary education diploma, if they provide access to higher education in their home country. Higher education institutions are also allowed to admit persons who cannot meet the general admission requirement. For all students, French or foreigners, admission to a Bachelor's degree course may be subject to additional courses or other support measures, as part of a pedagogical success contract or “learning agreement”.

**Foreign higher education diplomas** give access to master's programs if the admission commissions of HE institutions consider that the foreign diploma of higher education is **corresponding** to the French higher education diploma giving access to the program concerned.

**Access to health studies** and other vocational degrees is subject to **special rules**.

**Doctoral programs** are open to graduates holding a relevant master's degree, after registration authorization issued by the doctoral school. Foreign higher education degrees give access to doctoral programs if the board of the doctoral school considers that the foreign higher education degree is corresponding to a French master's degree.

### Language requirements

In principle, **French** is the language for teaching and learning. However, **courses in English with foreign lecturers and teachers** may exist at the master level. Specific courses can sometimes be provided mainly or completely in English as part of international exchange programs.

Most HE institutions require a **test** of knowledge of French (“Test de connaissance du français”, TCF: <http://www.ciep.fr/tcf-dap>). Each HEI has the freedom to request the level of its choice, but the level 4 of the TCF is often the requested level. This corresponds to level B2 of the Common European Framework of Reference for Languages (<https://www.coe.int/fr/web/common-european-framework-reference-languages>).

## Section 1.9: Grading System

**Range of notes:** 0 to 20; Pass mark: 10 and up.

**Description of the scoring system:**

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For each course, there is a system of 0-20. **10 is the passing grade.**

Depending on the degree, there are systems of compensation between courses, so that the transition may be possible with the general average (for example, average earned in the year or semester).

Normally, the notation is **absolute**, that is to say related to the extent to which the learning outcomes have been achieved. In principle, the classification culture is the same everywhere, but in practice, there can sometimes be variability from one professor, faculty or institution and another.

## Section 1.10: Tuition Fee System for International Students

Tuition fees are the **same for French students and students from the European Union**. In public universities, tuition is largely subsidized by the State and registration costs are low: 170 € in “licence” (i.e. bachelor level), 243 € in master's courses, 601€ in engineer course, 380 € in doctorate. In addition, students must pay a fee for student life and campus life (CVEC): 91 € (2019-20 rates).

**For foreigners from outside of the European Union**, from September 2019, tuition fees will be 2770€ in “licence” and 3770€ in master's degree. However, as part of their autonomy, higher education institutions have the possibility of exempting nationals of one or more countries from specific fees for foreign students, depending on their international policy, and also in the case of supervised mobility (agreements between institutions). The ministry may also decide exemptions based on student excellence.

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

**Bachelor** : 180 ects

**Master** : 120 ects (ie : 300 ects in total after the Baccalauréat )

**Engineering degree** : 300 ects

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

Not applicable.

# Chapter 2: Quality assurance in Higher Education

## Section 2.1: Quality Assurance Body in Higher Education

**The High Council for Evaluation of Research and Higher Education (ie : the Hcéres)** is an independent administrative authority. With regard to evaluation criteria, its methods are based on **principles of objectivity, transparency and equal treatment** for all organisations assessed, and, with

regard to the selection of the individuals responsible for evaluations, on world-class scientific expertise, neutrality and balance in the representation of themes and opinions. It may carry out quality assessments directly or check the quality of assessments carried out by other bodies by validating the procedures used. Hcéres enables the organisations and institutions that it evaluates directly to present, at their request, observations throughout the evaluation procedure, and at its conclusion.

### The Hcéres is responsible for:

- evaluating higher education institutions and clusters of HEI, research bodies, scientific cooperation foundations and the French National Research Agency, or, where applicable, overseeing the quality of evaluations carried out by other bodies;
- evaluating research units on request from their own umbrella institution, in the absence of validation of evaluation procedures or in the absence of a decision by their own umbrella institution to use another evaluation body or, where applicable, to have validated research unit evaluation procedures carried out by other bodies.

The evaluation, organized by the Hcéres, is **carried out by peers** (researchers and teacher-researchers (ie : “enseignants-chercheurs”) and **by experts from other horizons** (students, professionals from the private or public sector, etc.). The composition of expert committees varies according to the specific nature of the entity being evaluated.

<http://www.hceres.com/Agency/Missions>

**The Commission des titres d’ingénieur (CTI)** is the relevant body in charge of carrying out evaluation procedures that lead to the accreditation of the institutions to award the engineering degree (“titre d’ingénieur diplômé”).

The various missions of the CTI currently include:

- **Periodic evaluation** of all engineering programmes offered by French higher education institutions, that leads to the accreditation of the institutions to award the engineering degree;
- The CTI is responsible for **accreditation decisions for private institutions** and those run by Chambers of Commerce; it issues recommendations to the relevant ministries for public owned higher education institutions;
- **Defining the generic profile** of the engineer at master’s level and drawing up criteria and procedures for awarding the engineering degree.

Official list of schools entitled to award the title of engineer (2018 update):  
<https://www.legifrance.gouv.fr/affichTexte.do?dateTexte=&categorieLien=id&cidTexte=JORFTEXT000036590636>

## Section 2.2: Quality Assurance System

	Study programme	Institution	Further explanation
<b>Voluntary</b>	X Private HEIs, except engineer schools	X Private HEIs, except engineer schools	
<b>Compulsory</b>	X Public HEIs and private engineer schools	X Public HEIs and private engineer schools	
<b>Regularity</b>	5 years for public HEIs	5 years for public HEIs	
<b>External</b>	X	X	
<b>Internal</b>	X	X	

## Section 2.3: Link Programme Authorisation with Quality Assurance

- On the basis of the Hcéres advice, the higher education programs (bachelor, master, doctorate) are accredited by the ministry in charge of higher education, and the students receive a legally recognized national HE diploma.
- On the basis of the CTI advice, engineering schools are empowered by the accreditation from their supervisory ministries to award the engineering degree.

List of accredited schools to issue the engineering degree:

<https://www.legifrance.gouv.fr/eli/arrete/2018/1/24/ESRS1733578A/jo/texte/fr>

## Chapter 3: Credit System in Higher Education

### Section 3.1: Description of Credit System

French higher education institutions use **ECTS (European Credit Transfer and Accumulation System)**. A credit represents 25 to 30 hours of work for a student. The courses are independent modules which, depending on the course, may all be compulsory or to which students can register according to their preferences and their schedule, taking due account of the semester system. In the bachelor's degree, the **new regulation favoring the flexibility and the personalization** of the courses makes that the students can choose a traditional rhythm of 30 credits per semester or to progress more or less quickly according to their capacities and their constraints.

## Section 3.2: Credit Transfer System(s)

ECTS – European Credit Transfer and Accumulation System

## Section 3.3: Additional Information

Students may be exempted from a teaching unit based on credits acquired elsewhere (in another program or institution, in France or abroad) or according to skills acquired outside a formal learning context (validation of acquired experience). These elements are evaluated by the institutions.

## Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

Yes for the vast majority of programs, but some programs, in particular professional courses and those of some “grandes écoles”, are not yet available in ECTS.

## Section 3.5: Number of Credits per Academic Year/Semester

A typical semester corresponds to 30 ECTS (except for the second cycle of medical studies: 20 ECTS).

## Section 3.6: Number of Credits per Higher Education Cycle

- Short cycle programs (European level 5): 120 credits.
- Bachelor degree programs (European level 6): 180 credits.
- Master degree programs (European level 7): 120 credits after Bachelor
- Engineer degree (European level 7): 300 credits (no intermediate degree)
- No credits are used for PhD (level 8).

## Section 3.7: Description of Credit Unit

**1 ECTS-credit equals 25-30 hours (of 60 minutes) of student workload.** Workload (based on the ECTS-definition) is an estimation of the time the individual typically needs to complete all learning activities such as lectures, seminars, projects, practical work, work placements and individual study required to achieve the defined learning outcomes in formal learning environments.

## Section 3.8: Link between Learning Outcomes and Credits

A student is awarded credits upon achievement of the defined learning outcomes related to the educational unit/course. Learning outcomes (in connection with the ECTS-definition) are statements of

what the individual knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria.

Learning outcomes are attributed to individual educational units and to programmes as a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification.

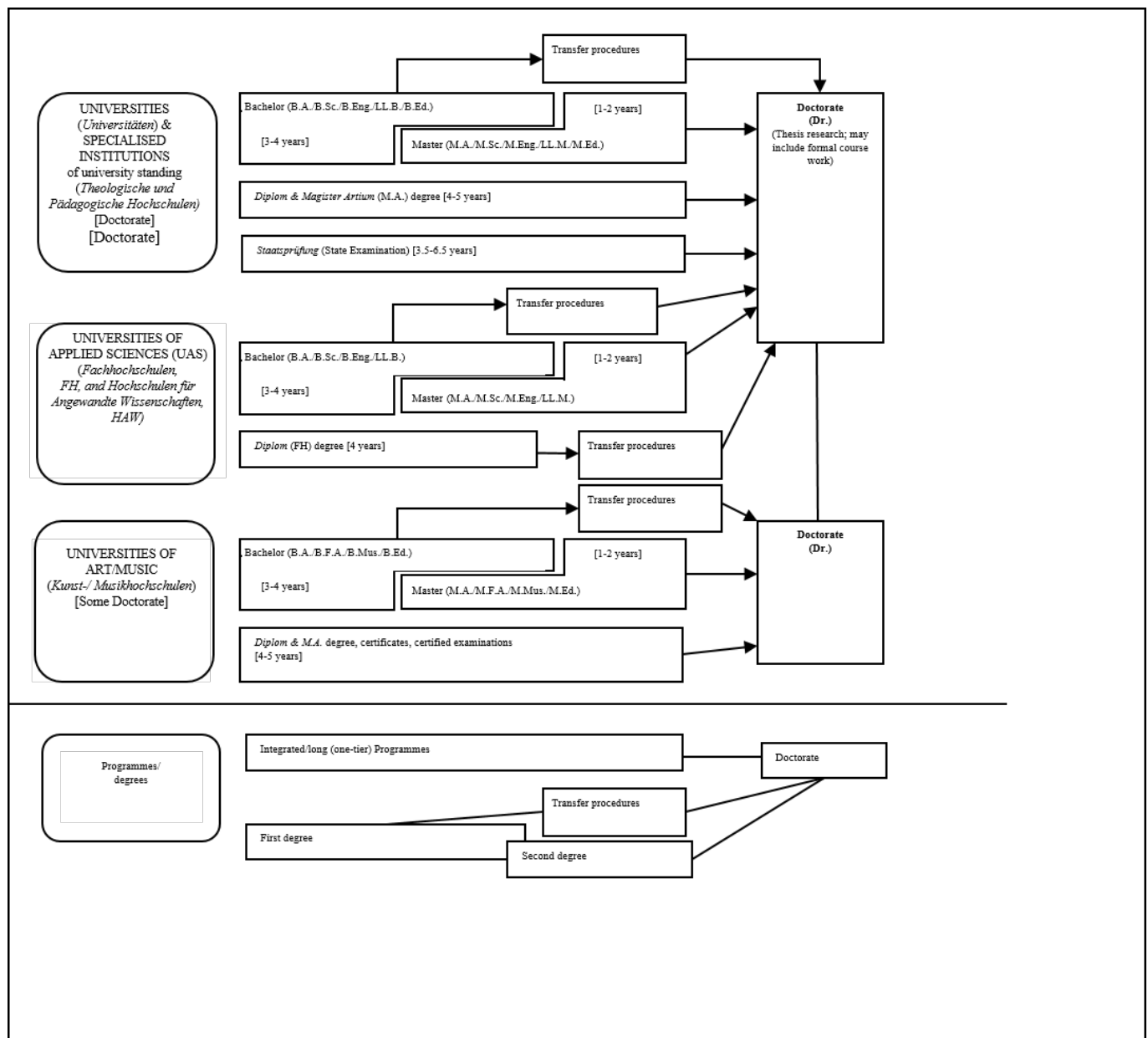
*Last updated in 2020*



## Germany

### Chapter 1: Higher Education System

#### Section 1.1: Schematic Description of the Higher Education System



## Section 1.2: Description of Higher Education System

There are currently **392 universities in Germany** with a combined student population of approximately **2.9 million**. Of these, 120 are universities, 215 are universities of applied sciences (in German 'Fachhochschulen') or similar institutions, 57 are colleges of art or music.

### Higher Education Institutions

**Higher education institutions (HEI)** are either state or state-recognized institutions. In their operations, including the organization of studies and the designation and award of degrees, they are both subject to higher education legislation.

**Universities** including various specialized institutions, offer the whole range of academic disciplines. In the German tradition, universities focus in particular on basic research so that advanced stages of study have mainly theoretical orientation and research-oriented components. Universities have the right to confer doctoral degrees and cater for the education and training of the next generation of academics.

**Universities of applied sciences** concentrate their study programmes in engineering and other technical disciplines, business-related studies, social work, and design areas. The common mission of applied research and development implies a distinct application-oriented focus and professional character of studies, which include integrated and supervised work assignments in industry, enterprises or other relevant institutions. Almost **a third of students** attend universities of applied sciences.

The third major group comprises **the colleges of art and colleges of music** offering studies for artistic careers in fine arts, performing arts and music; in such fields as directing, production, writing in theatre, film, and other media; and in a variety of design areas, architecture, media and communication. A central characteristic is the uniting of arts teaching, artistic practice and research. There is a clear difference between teaching of arts subjects, and teaching at universities and universities of applied sciences. Their core objective is to allow students to develop as artistic individuals. **About one per cent of all students** attend a college of arts or music. Almost all colleges of art and music have the right to confer doctoral degrees and the post-doctoral 'Habilitation' qualification for the title of 'professor'.

In total, there are approximately **9,200 different undergraduate programmes** and a further **9,700 postgraduate degree programmes** on offer at higher education institutions throughout Germany. There are essentially two university-level academic qualifications, a Bachelor's degree and a Master's degree. In addition, there are some subject areas in which courses lead to state-certified exams, for example, medicine, law and the training of teachers.

Finally, there are still some remaining degree programmes that lead to a **'Diplom' qualification**.

Higher education institutions are **either government-funded or government-accredited**. In spite of the increasing presence of private HEIs, a large number of which have been established in the last few

years, public HEIs remain clearly in the majority. There are **240 government-funded institutions of higher education**, compared with **152 private**. These are predominantly small institutions offering only a very limited range of subjects, e. g. Business Administration, Media Studies, Design. Roughly 91 per cent of all students are matriculated at public higher education institutions.

## Organisation and structure

Due to the federal system in Germany, **responsibility for education**, including higher education, lies **entirely with the individual federal states**. The states are responsible for the basic funding and organisation of HEIs. Each state has its own laws governing higher education. Therefore, the actual structure and organisation of the various systems of higher education **may differ from state to state**. The management structures of HEIs vary, as do the regulations governing the accreditation of new degree programmes. Currently, no fees are charged in the federal states.

However, in order to ensure the same conditions of study and to guarantee mobility within Germany **certain basic principles** have been agreed on by the federal state ministers for science within the framework of the Standing Conference of the Ministers of Education and Cultural Affairs. State governments must take these into account when formulating their laws and regulations.

**HEIs have a certain degree of autonomy** as regards organisation and in deciding on any academic issues. In the last two decades institutional autonomy has been increasingly broadened to include issues related to human resources and budget control.

Sources:

<https://www.hrk.de/activities/higher-education-system/>

[https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-06-Hochschulsystem/Statistik/2020-08-27\\_Statistikfaltblatt\\_Deutsch\\_2020\\_Hochschulen\\_in\\_Zahlen.pdf](https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-06-Hochschulsystem/Statistik/2020-08-27_Statistikfaltblatt_Deutsch_2020_Hochschulen_in_Zahlen.pdf)

## Section 1.3: Number of Higher Education Institutions

### 392 higher education institutions:

- 120 Universities
- 215 Universities of Applied Sciences
- 57 Colleges of Art and Music, thereof
  - State (public) institutions: 240
  - non-state, state-recognised institutions: 152
    - of which private: 113
    - of which church maintained: 39



## Section 1.4: Number of Students in Higher Education

**General number of students:** 2.9 million (winter semester 2019/2020)

**Number of students divided by type of institution:**

- Universities 1.78 million
- Universities of Applied Sciences 1.08 million
- Colleges of Arts and Music 36,644

**Number of foreign students enrolled in full degree programmes:** 14.2% foreign students (in total, including exchange students)

**Number of outgoing exchange students with credit transfer (if available):** 144,900<sup>1</sup> (in total, status of credit transfer unclear)

**Number of incoming exchange students with credit transfer:** see above, total number of foreign students

Sources:

<sup>1</sup>Wissenschaft Weltoffen 2020 (figures are for 2016)

[https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-06-Hochschulsystem/Statistik/2020-08-27\\_Statistikfaltblatt\\_Deutsch\\_2020\\_Hochschulen\\_in\\_Zahlen.pdf](https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-06-Hochschulsystem/Statistik/2020-08-27_Statistikfaltblatt_Deutsch_2020_Hochschulen_in_Zahlen.pdf)

## Section 1.5: Structure of Academic Year

The academic year is divided into **two semesters**: winter semester (October – February) and summer semester (March/April to June/July). The exact beginning of the semester varies somewhat between the HEI types.

## Section 1.6: National Qualifications Framework (or Similar)

The higher education degrees (Ba, Ma, Doctorate) are described in the “**Qualifications Framework for Higher Education Degrees**” (HQR), first issued in 2005, revised in 2017. It is linked to the Qualifications Framework of the **European Higher Education Area**. The HQR is the relevant framework for the accreditation of Bachelor and Master programmes (cf. 1.7).

Moreover, there is a **German overarching framework** for all educational sectors (level 1-8), corresponding to the European Qualifications Framework, placing Ba, Ma, Doctorate at levels 6, 7 and 8 respectively.

## Section 1.7: Learning Outcomes in Higher Education

Learning outcomes on programme as well on degree level need to correspond to the learning outcomes described in the “Qualifications Framework for Higher Education Degrees” (cf. 1.6). The correspondence is assessed in accreditation.

## Section 1.8: Admission Requirements to Higher Education

### Bachelor programmes

#### Foreign higher education entrance qualifications

If a student has gained a higher education entrance qualification outside of Germany or at a German school abroad, the foreign academic qualification **has to be recognised in Germany** as suitable for entry to higher education. The main condition is that the foreign school-leaving qualification would allow to enter higher education in the country of origin. If the certificate is not recognised as an equivalent, students have to attend a **preparation class** and do a final entrance exam at a Studienkolleg. In some countries, Studienkollegs have an outpost where you can sit the entrance exam. You will find information about this on the **Studienkolleg’s website**. Usually, however, you will need to come to Germany to the Studienkolleg in order to write the entrance exam. Details on recognition of certificates are available on the anabin database: [www.anabin.kmk.org/anabin.html](http://www.anabin.kmk.org/anabin.html) (in German only)

#### Part time study

A part time study abroad (two or three semesters) might be accepted as an equivalent to admission also.

#### Language proficiency

All foreign students who did not receive their higher education entrance qualification at a school where German is the language of tuition have to proof their language proficiency in German by specific language certificates on an academic level comparable to GER C1.

#### Citizenship

Students from EU-countries, Norway, Iceland and Liechtenstein have the same status as German students.

### Master programmes

A bachelor’s degree from a non-German university opens the access to a master programme at a German university according to the Lisbon Convention on the Recognition of Qualifications concerning higher education in the European Region. This treaty is also signed by a number of non-European countries. In addition, Germany signed specific agreements with certain countries on access to master and doctoral programmes.

For more information consult the following website:  
<https://www.kmk.org/zab/central-office-for-foreign-education/general-information-about-recognition/publica>

The **Central Office for Foreign Education (ZAB)** is the central authority for the evaluation of foreign qualifications in Germany. These include school-leaving certificates and academic degrees. The ZAB provides services for educational institutions, public authorities and individuals. The ZAB works closely together with the national information centres of the member countries of the European Union (NARIC), the Council of Europe and UNESCO (ENIC). The Central Office for Foreign Education (ZAB) is the German NARIC and ENIC.

## Section 1.9: Grading System

The grading scheme in Germany usually comprises **five levels** (with numerical equivalents; intermediate grades may be given):

- "Sehr Gut" (1) = Very Good;
- "Gut" (2) = Good;
- "Befriedigend" (3) = Satisfactory;
- "Ausreichend" (4) = Sufficient;
- "Nicht ausreichend" (5) = Non-Sufficient/Fail.

The minimum passing grade is "Ausreichend" (4). Verbal designations of grades may vary in some cases and for doctoral degrees.

In addition, grade distribution tables as described in the ECTS Users' Guide are used to indicate the relative distribution of grades within a reference group.

## Section 1.10: Tuition Fee System for International Students

Regulations on tuition fees are **subject to the respective state** higher education law, as HEI fall under the jurisdiction of the sixteen states (Länder). Generally speaking, HEI in **Germany do not charge tuition fees**, the only exception being Master level continuing education programmes (such as MBA programmes). In the winter semester 2017/18 the state of Baden-Württemberg introduced moderate fees for international students (non-EU), a number of exemption rules do apply.

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

The **following regulations apply to all three types** of institutions. Bachelor's and Master's study programmes may be studied **consecutively**, at various higher education institutions, at different types of higher education institutions and with phases of professional work between the first and the second qualification. The organisation of the study programmes makes use of **modular components** and of the

European Credit Transfer and Accumulation System (ECTS) with 30 credits corresponding to one semester.

### **Bachelor's degree (level 1 of HQR, cf. 1.6)**

Bachelor's degree programmes lay the **academic foundations**, provide **methodological competences** and include **skills** related to the professional field. The Bachelor's degree is awarded after 3 to 4 years.

The Bachelor's degree programme includes a thesis requirement. Study programmes leading to the Bachelor's degree must be accredited according to the Interstate study accreditation treaty.

First degree programmes (Bachelor) lead to Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Engineering (B.Eng.), Bachelor of Laws (LL.B.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.Mus.) or Bachelor of Education (B.Ed.). The Bachelor's degree corresponds to level 6 of the German Qualifications Framework (GQF) / European Qualifications Framework (EQF).

### **Master's degree (level 2 of HQR, cf. 1.6)**

Master is the second degree after another 1 to 2 years. Master's programmes may be differentiated by the profile types **"practice-oriented"** and **"research-oriented"**. Higher education institutions define the profile.

The Master's degree programme includes a **thesis** requirement. Study programmes leading to the Master's degree must be accredited according to the Interstate study accreditation treaty.

Second degree programmes (Master) lead to Master of Arts (M.A.), Master of Science (M.Sc.), Master of Engineering (M.Eng.), Master of Laws (L.L.M.), Master of Fine Arts (M.F.A.), Master of Music (M.Mus.) or Master of Education (M.Ed.). Master's programmes which are designed for continuing education may carry other designations (e.g. MBA). The Master's degree corresponds to **level 7 of the (GQF) / (EQF)**.

### **Integrated "Long" Programmes (One-Tier): *Diplom* degrees, *Magister Artium*, *Staatsprüfung***

An integrated study programme is either **mono-disciplinary** (*Diplom* degrees, most programmes completed by a *Staatsprüfung*) **or** comprises **a combination of either two major or one major and two minor** fields (*Magister Artium*). The first stage (1.5 to 2 years) focuses on broad orientations and foundations of the field(s) of study. An **Intermediate Examination** (*Diplom-Vorprüfung* for *Diplom* degrees; *Zwischenprüfung* or credit requirements for the *Magister Artium*) is prerequisite to enter the second stage of advanced studies and specialisations. Degree requirements include submission of a **thesis** (up to 6 months duration) and comprehensive **final written and oral examinations**. Similar regulations apply to studies leading to a ***Staatsprüfung***. The level of qualification is equivalent to the Master's level.

- **Integrated studies at *Universitäten* (U)** last 4 to 5 years (*Diplom* degree, *Magister Artium*) or 3.5 to 6.5 years (*Staatsprüfung*). The *Diplom* degree is awarded in engineering disciplines, the natural sciences as well as economics and business. In the humanities, the corresponding degree is usually the *Magister Artium* (M.A.). In the social sciences, the practice varies as a matter of institutional traditions. Studies preparing for the legal, medical and pharmaceutical professions are completed by a *Staatsprüfung*. This applies also to studies preparing for teaching professions of some *Länder*.

The three qualifications (*Diplom*, *Magister Artium* and *Staatsprüfung*) are academically equivalent and correspond to level 7 of the German Qualifications Framework/European Qualifications

Framework.

They qualify to apply for admission to doctoral studies. Further prerequisites for admission may be defined by the Higher Education Institution, cf. Sec. 8.5.

- **Integrated studies at *Fachhochschulen (FH)*/*Hochschulen für Angewandte Wissenschaften (HAW)*** (Universities of Applied Sciences, UAS) last 4 years and lead to a *Diplom (FH)* degree which corresponds to **level 6 of the GQF / EQF**.

While most of the *FH/HAW/UAS* are non-doctorate granting institutions, qualified graduates may apply for admission to doctoral studies at doctorate-granting institutions, cf. Sec. 8.5.

Integrated studies at *Kunst- and Musikhochschulen* (Universities of Art/Music etc.) are more diverse in their organisation, depending on the field and individual objectives. In addition to *Diplom/Magister* degrees, the integrated study programme awards include certificates and certified examinations for specialised areas and professional purposes.

### Doctorate (level 3 of HQR, cf. 1.6)

**Universities as well as specialised institutions of university standing**, some of the *FH/HAW/UAS* and some Universities of Art/Music are doctorate-granting institutions. Formal prerequisite for admission to doctoral work is a qualified Master's degree (UAS and U), a *Magister* degree, a *Diplom*, a *Staatsprüfung*, or a foreign equivalent. Comparable degrees from universities of art and music can in exceptional cases (study programmes such as music theory, musicology, pedagogy of arts and music, media studies) also formally qualify for doctoral work. Particularly qualified holders of a Bachelor's degree or a *Diplom (FH)* degree may also be admitted to doctoral studies without acquisition of a further degree by means of a procedure to determine their aptitude. The universities respectively the doctorate-granting institutions regulate entry to a doctorate as well as the structure of the procedure to determine aptitude. Admission further requires the acceptance of the Dissertation research project by a professor as a supervisor. The doctoral degree corresponds to level **8 of the GQF / EQF**.

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

Change within the accreditation system as of 1 January 2018.

# Chapter 2: Quality Assurance in Higher Education

## Section 2.1: Quality Assurance Body in Higher Education

There are **several quality assurance agencies** based in Germany that have undergone assessment and are **listed in the European Quality Assurance Register EQAR**: [www.eqar.eu](http://www.eqar.eu).

The accrediting body is the **Accreditation Council** (Akkreditierungsrat): <http://www.akkreditierungsrat.de/index.php?id=44&L=1>

## Section 2.2: Quality Assurance System

Accreditation is obligatory for Bachelor and Master programmes. Institutions **can choose between programme accreditation, system accreditation** (i. e. the accreditation of the internal quality management system in teaching and learning, comparable to a “self-accrediting” institution) or alternative forms of accreditation that have to comply with the Interstate study accreditation treaty and the Specimen decree of the treaty. **Internal quality assurance**, therefore, is performed in different ways but on a regular basis. The **accreditation period is 8 years** for all types of accreditation.

## Section 2.3: Link Programme Authorisation with Quality Assurance

The necessity for programme authorisation **differs according to the federal state** (Land) where the institution is based.

All accredited study programmes and universities are listed in the database of the Accreditation Council (<https://antrag.akkreditierungsrat.de/datenbank/>). Furthermore, the website [www.hochschulkompas.de/en/study-in-germany.html](http://www.hochschulkompas.de/en/study-in-germany.html) lists all study programmes offered in Germany and gives information on status.

# Chapter 3: Credit System in Higher Education

## Section 3.1: Description of Credit System

In Germany, the **European Credit Transfer System** is used, appointing **1 credit to 30 hours of student workload**; i. e. 30 credits per semester or 60 credits per year.

## Section 3.2: Credit Transfer System(s)

ECTS – European Credit Transfer and Accumulation System.

## Section 3.3: Additional Information

All the valid information on the credit system and learning outcomes can be found in the ECTS Users Guide 2015:

[https://europass.cedefop.europa.eu/sites/default/files/ects-users-guide\\_en.pdf](https://europass.cedefop.europa.eu/sites/default/files/ects-users-guide_en.pdf)

## Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

Yes.

## Section 3.5: Number of Credits per Academic Year/Semester

30 ECTS per semester, 60 ECTS per academic year.

## Section 3.6: Number of Credits per Higher Education Cycle

- 180-240 ECTS for a Bachelor's degree
- 60-120 ECTS for a Master's degree  
(cf higher education system)

## Section 3.7: Description of Credit Unit

1 Credit = 30 hours of student workload, 1 hour = 60 minutes.

## Section 3.8: Link between Learning Outcomes and Credits

The programme is monitored to establish whether the credit allocation, the defined learning outcomes and the estimated workload are achievable, realistic and adequate.

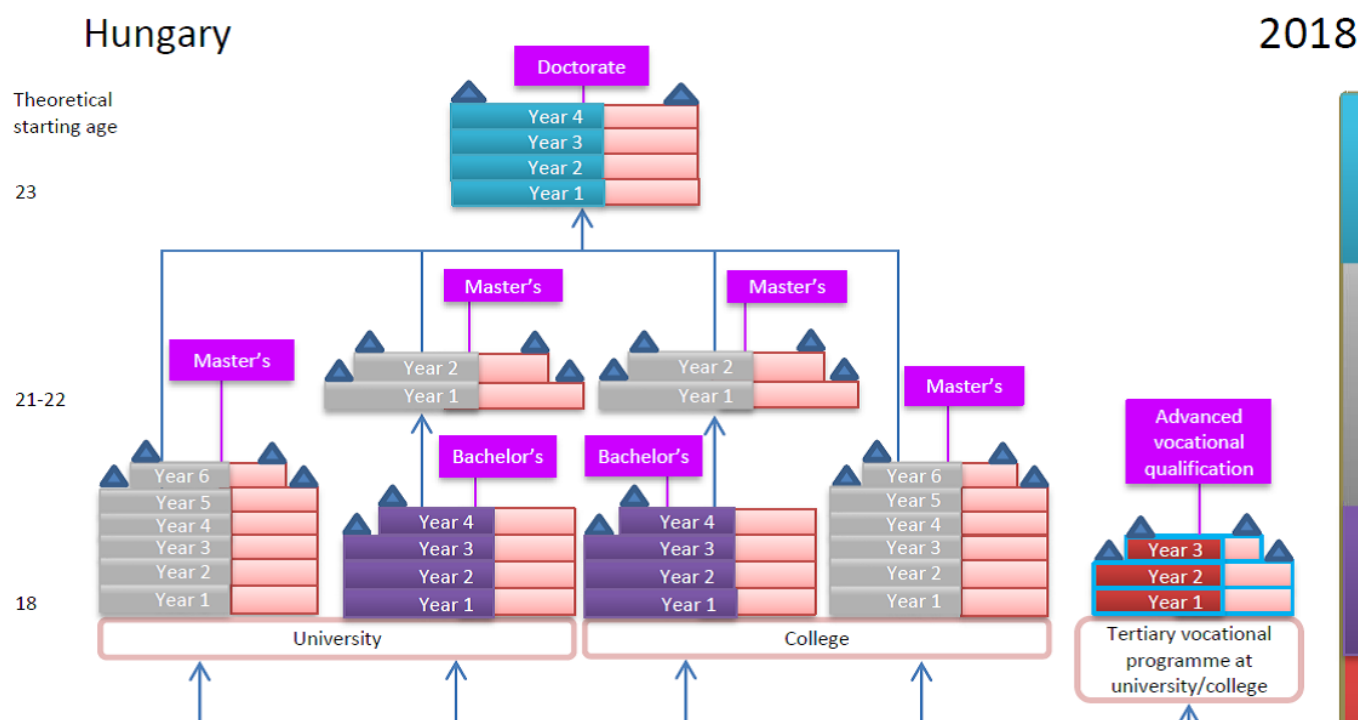
*Last updated in 2020*



## Hungary

### Chapter 1: Higher Education System

#### Section 1.1: Schematic Description of the Higher Education System



<http://gpseducation.oecd.org/CountryProfile?primaryCountry=HUN>

#### Section 1.2: Description of Higher Education System

The Bologna-type three-cycle degree system has been introduced in September 1, 2006. **First-cycle degree programmes** (6 to 8 semesters, 180 to 240 credits) lead to a Bachelors' degree, while **second-cycle degree programmes** (2 to 4 semesters, 60 to 120 credits) lead to a Masters' degree. In certain fields of study (e.g. in medicine, dentistry, pharmacy, law, teacher training etc.), Masters' degree can be obtained following the completion of **single cycle long Masters' degree programmes** (10 to 12 semesters, 300 to 360 credits). Based on a Masters' degree, PhD or DLA (Doctor of Liberal Arts) degrees as



**third cycle degrees** can be awarded after 8 semesters of study (240 credits).

Higher education institutions may also offer **tertiary vocational programmes** (short cycle programmes; 30 to 120 credits that can be recognised in relevant Bachelor programmes), not leading to a higher education degree. **Postgraduate specialisation programmes** also do not lead to a higher degree (but to a new qualification).

Higher education programmes are either offered as full time or part time (evening or correspondence) courses or as distance education.

## Section 1.3: Number of Higher Education Institutions

### Number of HEIs by type:

<b>Public universities</b>	21
<b>Non-public universities</b>	8
<b>Public universities of applied sciences</b>	5
<b>Non-public universities of applied sciences</b>	4
<b>Public colleges</b>	1
<b>Non-public colleges</b>	26
<b>Total</b>	<b>65</b>

## Section 1.4: Number of Students in Higher Education

Academic year 2019/2020 (as of October 2019)

Number of students by degree cycle and by maintainer			
	Public	Non-public	Total
<b>Tertiary vocational programmes</b>	9 890	1 307	<b>11 197</b>
<b>First cycle programmes (BA/BSc)</b>	141 209	30 895	<b>172 104</b>
<b>Second cycle programmes (MA/MSc)</b>	26 984	6 097	<b>33 081</b>
<b>Single cycle long MA/MSc programmes</b>	37 515	6 004	<b>43 519</b>
<b>Postgraduate specialisation programmes</b>	11 013	4 782	<b>15 795</b>
<b>Doctoral programmes (PhD/DLA)</b>	8 532	882	<b>9 414</b>
<b>Total</b>	<b>235 143</b>	<b>49 967</b>	<b>285 110</b>

Number of foreign students by degree cycle	
Tertiary vocational programmes	127
First cycle programmes (BA/BSc)	18 254
Second cycle programmes (MA/MSc)	5 898
Single cycle long MA/MSc programmes	10 771
Postgraduate specialisation programmes	974
Doctoral programmes (PhD/DLA)	2 398
<b>Total</b>	<b>38 422</b>

## Section 1.5: Structure of Academic Year

The Act CCIV of 2011 on the National Higher Education (NHEA) only stipulates that the academic year lasts 10 months and one term lasts 5 months. The organisation of the academic year (determined by the Senate) does not vary from one type of programme to the next within the same institution.

The organisation of the academic year in higher education in Hungary	
Type of information	Dates or periods
Number and length of intervals	2 intervals, 5 months each
Beginning of the academic year	Usually between 1 and 10 of September
Autumn term	From the beginning of September until the end of January. The exact dates are fixed by the institutions.
Teaching activity	From early or mid-September to mid-December.
Exam period	From mid-December to the end of January.
Holidays	In addition to national/public/church holidays, holiday periods vary greatly.
Spring term	From the beginning of February to the end of June The exact dates are fixed by the institutions.
Teaching activity	From the beginning of February to mid-May.
Exam period	From mid-May to the end of June.
(Holiday)	In spring term there is usually a one-week holiday around Easter (mid-April).

## Section 1.6: National Qualifications Framework (or Similar)

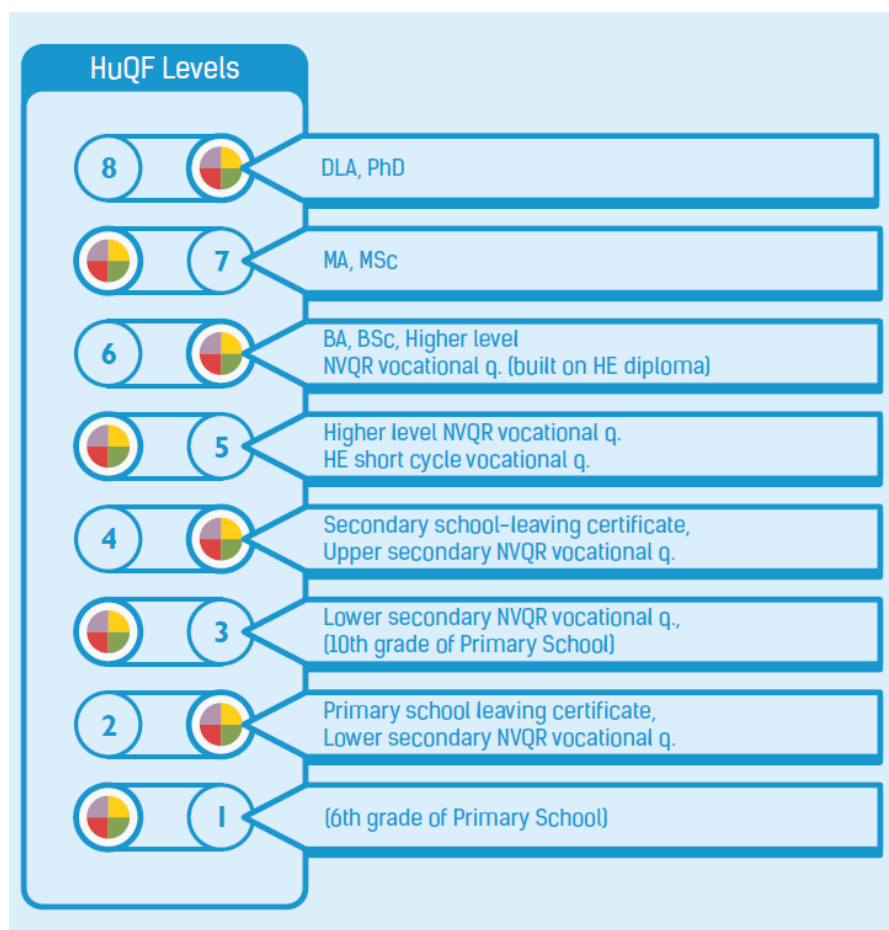
A **government resolution** on developing the **Hungarian Qualifications Framework (HuQF)** and joining the European Qualifications Framework was adopted in **2008**. Following that there was a period of research in order to describe the levels of a qualifications framework most suitable for the Hungarian system of qualifications. An inter-ministerial working group established in January 2011 started to draft the government resolution on the legal and institutional background of the future HuQF.

The **development of the Hungarian Qualifications Framework (HuQF)** was performed between **2010-2015**. As part of the development process, the state accredited vocational qualifications and qualifications, the state-acknowledged higher education qualifications were referenced and included in the HuQF. Some non-formal qualification groups have also been included in the HuQF such as qualifications obtained through post-graduate short courses in higher education and labour-market oriented vocational qualifications gained through adult learning courses.

The **referencing procedure**, in which the levels of the HuQF were adjusted to the levels of the European Qualifications Framework (EQF) was **completed in February 2015** and was adopted by the EQF Advisory Group. **Self-certificating of the levels of higher education qualifications** to the Qualifications Framework of European Higher Education Area (QF-EHEA) has been included in the referencing report as well. Between 2016 and 2018, the relevant legislation on vocational training and higher education was amended, thus already fixing the levels of qualifications in HuQF and EQF and requiring their inclusion in vocational certificates and higher education diplomas. Hungary has also included its qualifications into a database, which has been **linked to the European qualifications database**. Hungary is also participating in the development of **e-Europass** to ensure the international transparency and readability of its qualifications.

HuQF is an **8-level framework containing 4 descriptor categories**. The framework is open to the inclusion of the qualifications of the non-formal training sector as well. It serves as an overarching communication tool.

HuQF is featured as a **competence-framework**. Competence is generally defined in pedagogy and learning research as consisting of integrated dimensions of “knowledge”, “skills”, “attitudes” and its functioning is featured by “autonomy and responsibility”. HuQF applies these descriptor categories at each level.



Referencing and self-certification report of the Hungarian qualifications framework to the EQF and to the QF EHEA: [https://www.oktatas.hu/pub\\_bin/dload/LLL/HuQF/HuQF\\_referencing\\_report.pdf](https://www.oktatas.hu/pub_bin/dload/LLL/HuQF/HuQF_referencing_report.pdf)

## Section 1.7: Learning Outcomes in Higher Education

The **register of higher education qualifications** contains by study field the bachelor, master and tertiary vocational programmes that may lead to the award of tertiary qualifications. The qualifications awarded for the completion of these programmes are **linked to levels of the Hungarian Qualifications Framework** (hereinafter referred to as 'HuQF'), referenced to the relevant levels of the European Qualifications Framework (hereinafter referred to as 'EQF').

Learning outcomes for qualifications that give access to jobs, occupations and activities, and knowledge requirements for tertiary vocational qualifications, bachelor and master degrees and qualifications are laid down, in a manner that enables the relevant knowledge, skills and attitudes, and autonomy and responsibility to be referenced to HuQF level descriptors, in the *Decree No 18/2016 of the Minister of Human Capacities of 5 August 2016 on the programme and outcome requirements of tertiary vocational, bachelor and master programmes*.

**Higher education institutions** were extensively and intensively **involved in the development of the programme and outcome requirements** and were required (by law) to transform curricula of their study programmes meeting the above requirements before the beginning of the academic year of 2017/2018.

## Section 1.8: Admission Requirements to Higher Education

Admission to a tertiary vocational programme, a bachelor programme or a single-cycle long programme is conditional upon the **successful completion of the secondary school leaving examination**.

The government – after consulting higher education institutions – **annually publishes the capacity of each institution** (that is, the maximum number of students to be admitted) broken down by fields and also the minimum scores required for admission into higher education (as a quality criterion). The scores are calculated based on the central/national upper secondary school-leaving exam which is required to obtain a secondary school leaving certificate.

According to the **government decree on admission requirements**, only students with scores 240 (out of 500) or above may be admitted to higher education, and students with scores 280 or above to Bachelors or single-cycle Master's programmes. From the academic year of 2020/2021, admission requirements include successfully passing an advanced level secondary school leaving exam in at least one subject. In certain fields, admission may be conditional upon the possession of a specific level of language proficiency and/or upon an assessment of medical or occupational fitness or a career aptitude assessment.

The **minister responsible for higher education defines each year the minimum score for admission for the state funded spaces** of each faculty. Consequently, the minimum admission score might exceed 400 in the case of some faculties. A central computerised algorithm ranks the applicants of each programme and, on the basis of the programme's admission capacity, it provides a list of successful applicants.

Applicants **may submit their application to more than one HEI and/or programme**: on their application form, they indicate their preference of the institutions/programmes by ranking them and are admitted to the first one for which their score is sufficient.

Entry and admission requirements in Hungary **follow the standards of the Bologna Process**. To have access to Master's programmes, the applicant must have a Bachelor's degree, and to have access to a PhD programme, the applicant must have a Master's degree.

See also: [https://www.felvi.hu/for\\_foreigners/higher\\_education/the\\_admission/](https://www.felvi.hu/for_foreigners/higher_education/the_admission/)

## Section 1.9: Grading System

The general requirements of grading in higher education is regulated by **Government Decree** no. 87 of 2016 on implementation of certain provisions of the NHEA. According to the government decree, grading scale applied by HEIs for the assessment of students' knowledge may **by a three-grade scale** [fail (1), satisfactory (3), excellent (5)] or a five-grade scale [fail (1), pass (2), satisfactory (3), good (4), excellent (5)], or any other assessment system laid that is comparable and is laid down in the Studies and

Examinations Regulation of the HEI.

Another indicator of academic achievement is **credit index** (also regulated by the above government decree) that serves for quantitative and qualitative assessment of the student's academic workload. Credit index =  $\sum(\text{credits} \times \text{grade})/30$ , where credit index applies to one semester.

#### Hungarian grading v.s. ECTS grades:

University grade	Equivalent ECTS grade
5 (excellent)	A, B (excellent, very good)
4 (good)	C (good)
3 (satisfactory)	D (satisfactory)
2 (pass)	E (sufficient)
1 (fail)	F, FX (fail)

### Section 1.10: Tuition Fee System for International Students

Tuition fees **vary depending on institution (public, private), programme and level of study.** (Bachelor programmes are usually less expensive.) It may also differ based on the citizenship of the prospective students (EU citizen or non-EU citizen), and on the language of the programme. (Foreign language programmes are usually more expensive.)

Depending on the HEI the tuition fee is **between 700-4000 EUR/semester.**

Further information and actual prices can be found on the website of HEIs or in the central register: The above **examples** are based on the official register of all study programmes offered by HEIs in Hungary.

### Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

Graduation and qualification awarding requirements are defined by the Act CCIV of 2011 on National Higher Education.

For the completion of a **tertiary vocational programme** (leading to the award of a tertiary level qualification attested by a diploma, not qualifying as a degree), a minimum of one hundred and twenty credits shall be acquired. The programme and outcome requirements of a tertiary vocational programme shall specify the field of study it belongs to.

The number of credits to be acquired for the completion of a **bachelor programme** – that is the first cycle of higher education and give **access to master programmes** - leading to the award of a bachelor degree and a professional qualification shall be 180 to 240. The duration of the programme shall be 6 to 8

semesters.

The number of credits to be acquired for the completion of a **master programme** leading to the award of a master degree and a professional qualification shall be 60 to 120. The duration of the programme shall be 2- to 4 semesters.

The number of credits to be acquired for the completion of a **single-cycle long programme** (leading to a Master's degree) shall be between 300 and 360. The duration of the programme shall be 10 to 12 semesters.

Following a bachelor or master degree, a specialist qualification may be obtained by completing a **postgraduate specialisation programme**. The minimum number of credits to be acquired for the completion of a postgraduate specialisation programme shall be 60 to 120. The duration of the programme shall be 2 to 4 semesters.

**Doctoral programmes** prepare master degree holders for obtaining a doctoral degree. The number of credits to be acquired for the completion of a doctoral programme shall be 240. The duration of the programme shall be 8 semesters.

A **final certificate** (absolutorium) shall be issued by the higher education institution to students who have fulfilled the study and examination requirements prescribed in the curriculum, except for those relating to the language examination and the bachelor or master thesis, completed the required practice period and acquired the required number of credits.

Students participating in tertiary vocational, bachelor, master and postgraduate specialisation programmes shall take a **final examination** upon the completion of their studies. The final examination shall be taken after obtaining a final certificate (absolutorium). The final examination is the verification and assessment of the knowledge, skills and competences necessary for obtaining a diploma, in the course of which students are also required to demonstrate their ability to apply the acquired knowledge. As defined in the curriculum, the final examination may comprise several parts, such as the bachelor or master thesis defence and oral, written and practical components.

The **prerequisites for the award of a diploma** attesting to the completion of tertiary studies shall include the successful completion of the final examination and the required language examination.

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

In order to reinforce the position of the Hungarian higher education institutions as competitive actors in the European and global higher education area, amendments of the Act on National Higher Education seek to **remove some bureaucratic obstacles**:

- In **joint programmes, for the appointment of university professors**, it is not necessary to seek the opinion of the Hungarian Accreditation Committee's opinion in case the person to be appointed has been employed as a university professor in another country where the given university is already qualified or accredited by an accreditation agency being a full member of the European Association for Quality Assurance in Higher Education or under the European Standards and Guidelines.
- In the case of joint programmes, the expert opinion, as a prerequisite of launching programmes, can be sought from **any organisation being a full member of the European Association for Quality Assurance in Higher Education** and registered in the European Quality Assurance Register for Higher Education shall be accepted. (Previously, the Hungarian Accreditation Committee's expert opinion had to be sought.)

In order to enhance the competitiveness of the higher education programmes in the current continuously changing world, higher education policy makers have been systematically reviewing the higher education programmes involving relevant stakeholders such as the Hungarian Rectors' Conference and the employers' representatives. **During 2020, programme and outcome requirements of programmes will be updated** and new attractive and competitive programmes will be established.

The lower and the upper secondary school teacher education system launched in 2013 and providing separate degrees for lower and upper secondary school teachers will be reformed by unifying the programmes and the qualifications. Thus beginning teachers at the start of their careers can gain specific lower and also upper teacher secondary school teacher education knowledge in one teacher education programme, also providing a greater freedom of choice in seeking employment.

In order **to boost internationalization of the Hungarian higher education**, to make it more effective, to increase its competitiveness, and to provide a more flexible operating environment to, a new financing and operating model has been developed. Selected public universities changing to this this new model will be maintained by dedicated asset management foundations, and provide higher education as a service for the state, under longer term framework agreements and mid-term financing agreements.

To facilitate the **digital transformation** of the Hungarian higher education system by the redefinition and fine-tuning of the existing, system level strategic aims the Structural Reform Support Service of the European Commission (DG REFORM) and OECD will provide support in 2020/2021.

Based on Government Decree 1536/2016. (X. 13.) on the Digital Transformation of Public Education, Vocational Education, Higher Education and Adult Education and on the **Digital Education Strategy of Hungary the policy** field established the Digital Competence Centre for Higher Education (DCCHE), which aims to facilitate the digital higher education reform process in Hungary.



# Chapter 2: Quality assurance in Higher Education

## Section 2.1: Quality Assurance Body in Higher Education

In Hungary, there is **one external quality assurance body** in higher education, the **Hungarian Accreditation Committee (HAC)**.

The HAC is an independent national expert body established for the purposes of the **external evaluation of the quality of educational, academic, research and artistic activities** performed in higher education and the internal quality assurance systems operated by higher education institutions, and the provision of expert services in the procedures related to higher education institutions, as provided for in this Act.

In order to receive state recognition and to issue degrees, all HEIs, including private ones, must undergo an evaluation. Ecclesiastical higher education institutions are accredited but the HAC's mandate pertains only to secular programs. Foreign higher education institutions are also required to be evaluated in order to receive license to operate from the Education Authority of the Ministry of Human Capacities (ministry responsible for higher education in Hungary). A precondition is that they are legally recognized as HEI in their home country.

HAC performs institutional and programme accreditation.

### Institutional accreditation:

HAC conducts ex ante initial evaluation and accreditation of tertiary VET, Bachelor, Master programmes. In the ex post process, when institutions are accredited in five-year cycles, the accreditation procedure involves an extensive self-assessment report based on HAC guidelines, site visit, report and follow-up. The accreditation period of doctoral schools is a maximum of five years, after which the whole school is evaluated in a similar procedure as for the initial accreditation.

### Programme accreditation:

The HAC conducts only ex ante programme accreditation. By law, the minister may request also an ex post procedure but that has not been the practice so far. A HEI may also request such a procedure, which has been carried out on a pilot basis as an additional service along with an institutional accreditation process.

## Section 2.2: Quality Assurance System

	Study programme	Institution	Further explanation
Voluntary			

<b>Compulsory</b>	X	X	Programme: ex ante only
<b>Regularity (years)</b>		5	
<b>External</b>	X	X	
<b>Internal</b>	X	X	

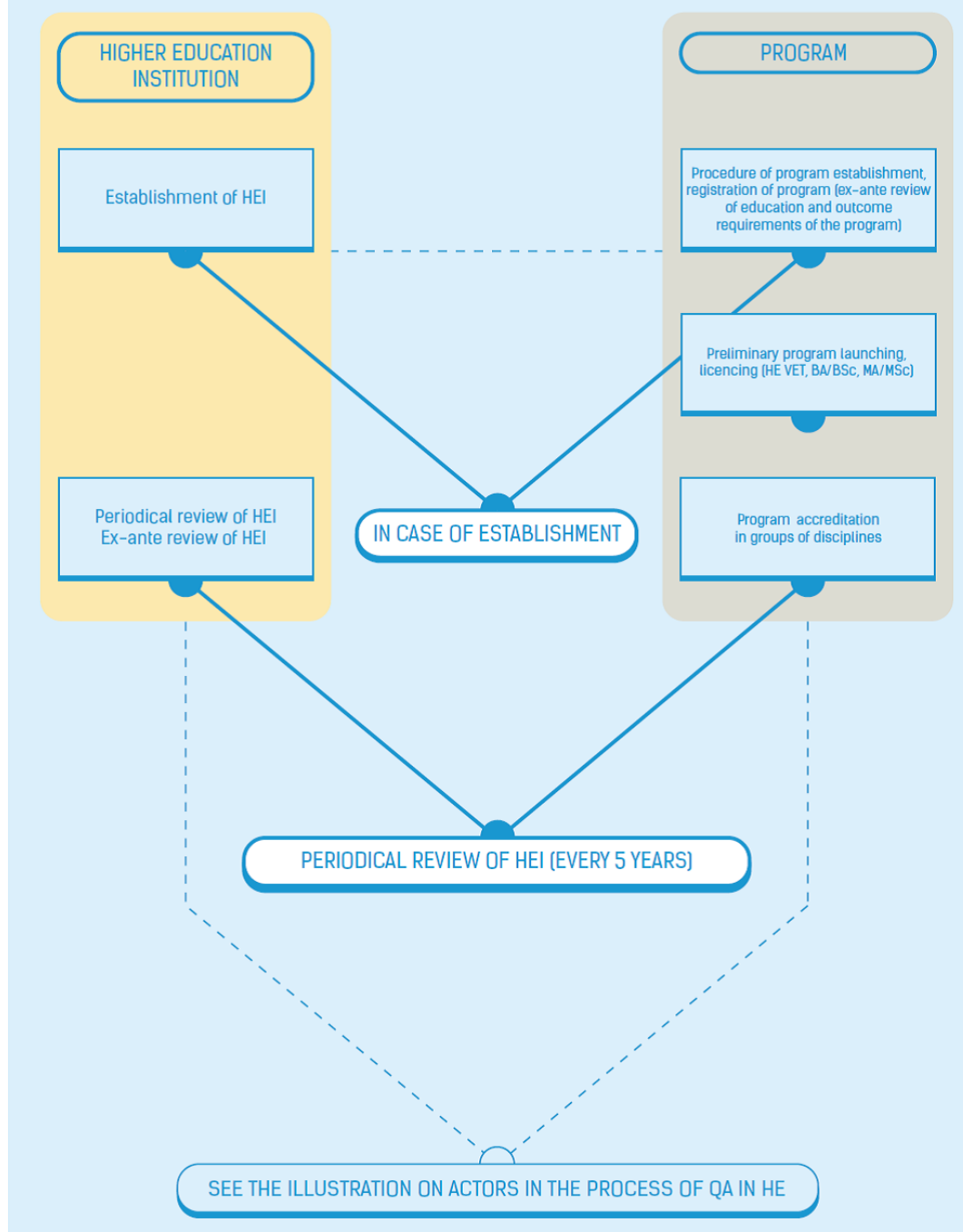
#### **Further information:**

The higher education quality assurance elements are the followings:

- quality assurance system operated by higher education institutions;
- multi-level and multi-functional accreditation system;
- the importance of the European Standards of higher education quality assurance [Standards and Guidelines in the European Higher Education Area (ESG) during programme and institution accreditation] .

Quality assurance in higher education (higher VET, BA/BSc, MA/MSc):

## Quality Assurance in Higher Education (HE VET, BA/BSc, MA/MSc)



The act on higher education and the related government decrees include the most important framework rules of quality evaluation and enhancement in higher education; amongst others, they confirm that each state recognized higher education institution shall operate quality assurance processes. By specifying the quality assurance systems, **institutions shall take an active part in the process of quality assurance** and development as well: regular monitoring and interventions to strengthen quality are needed. In this approach the interpretation of quality has also changed: quality does not mean that excellence is reached or minimum standards are met, but it means the ability to continuously raise standards and reach the set aims.

HAC bases all its external quality assurance evaluations and accreditation on the ESG. Therefore higher

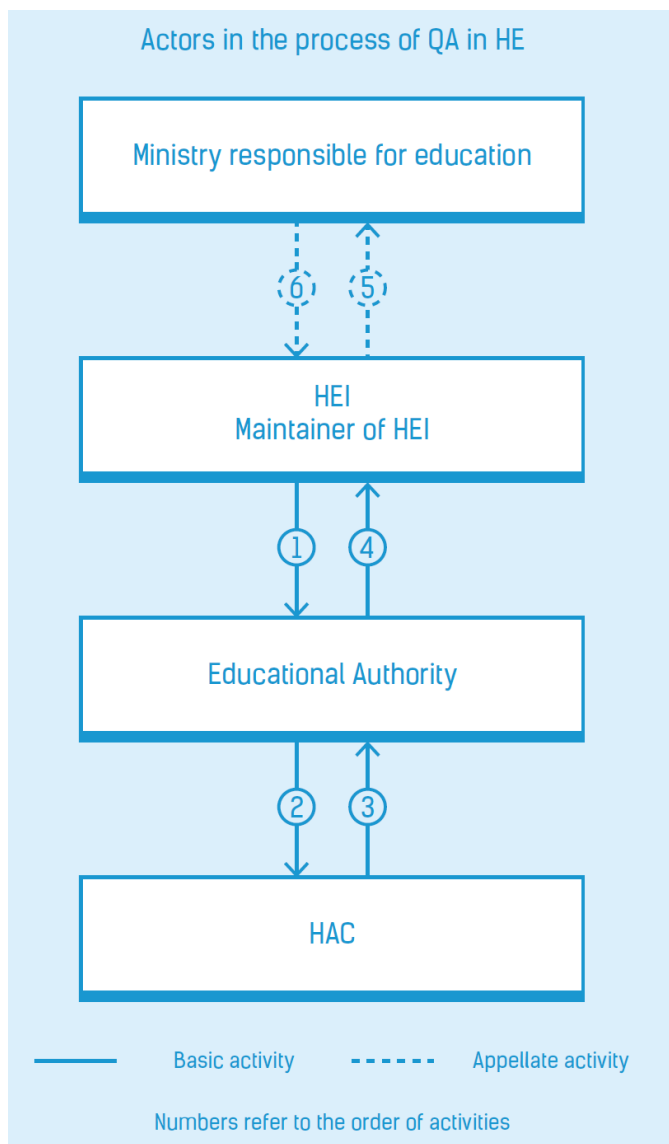
education institutions must **operate their internal quality assurance systems in accordance with the ESG**. According to the law on national higher education the operating licence of a higher education institution contains (amongst others) the compliance with the ESG, which is evaluated by the Hungarian Accreditation Committee during institutional accreditation.

According to the Act CCIV of 2011 on National Higher Education, the organisational and operational provisions of higher education institutions shall provide, in particular, for the following:

- the organisation, structure and governance of the higher education institution,
- the rules of procedure for the election of executive officers and senior executive officers, the functions and operation of organisational units,
- the rules of internal communication and the organisation of student events and services provided for students. Events organised by using the official name of the higher education institution may be held upon the request of the person (organiser) responsible for the content of the activities of the event, with the permit defined by the organisational and operational provisions. The invitation to participate in the event must include the name of the organiser. The **quality management rules of the higher education institution shall form part of the organisational and operational provisions**.

### Section 2.3: Link Programme Authorisation with Quality Assurance

Actors in the process of quality assurance of higher education degree programmes



A multi-level and multi-functional accreditation system is operated in Hungarian higher education linked with licensing procedures:

## Levels

- The process of establishment and operating licenses for higher education institutions:
  - preliminary (ex ante) institutional accreditation,
  - external evaluation of the training, scientific research, creative artistic activity provided within the institutional operation of the higher education institution, and that of the operation of the internal quality assurance system of the higher education institution in accordance with the ESG every five years (institutional accreditation);
- The accreditation process of the degree programmes of the higher education institutions
  - procedure of programme establishment (education and learning outcome framework requirements issued as ministerial decrees), inclusion in a special register,
  - preliminary (ex ante) accreditation of new programmes, registration of the programmes

provided by higher education institutions in the operating license of the institution.

## Functions:

- **Hungarian Accreditation Committee:** evaluating (accrediting) body, possible roles: partner (in agreements) or expert (in licensing and registration procedures)
- **higher education institutions:**
  - evaluated (accredited) clients (petitioners) requesting to have operating licence or to launch a new degree programme,
  - evaluated (accredited) clients having operating licence under review,
  - evaluated (accredited) partners asking voluntarily for being evaluated by the Hungarian Accreditation Committee (the institution, its degree programme or its quality assurance system);
- **Educational Authority:**
  - institutional licensing and registering authority with first instance competence,
  - degree programme licensing and registering authority with first instance competence,
  - operating licence reviewing authority with first instance competence,
  - partner ordering monitoring of degree programmes, evaluation/report of higher education institutions' development or quality development from the Hungarian Accreditation Committee;
- **minister:**
  - authority with second instance competence (appellate forum),
  - partner ordering monitoring of degree programmes, evaluation/report of higher education institutions' development or quality development from the Hungarian Accreditation Committee,
  - partner ordering programme accreditation carried out by the Hungarian Accreditation Committee.

Link with all programmes that are officially recognized on the basis of external quality assurance:

[https://www.felvi.hu/for\\_foreigners/academic](https://www.felvi.hu/for_foreigners/academic)

## Chapter 3: Credit System in Higher Education

### Section 3.1: Description of Credit System

The use of an ECTS-compatible credit system was introduced at all higher education institution in 2003 and it is regulated by the Article 49 of the Act on National Higher Education as a regulatory framework. Higher education institutions shall regulate credit issues in their study and examination rules.

Credits shall not be awarded for a given learning outcome more than once. Credits shall be recognised only after a comparison of the learning outcomes forming the basis of the credits gained, based on the outcome requirements of the courses (modules) concerned. Credits shall be recognised if there is a seventy-five percent or closer match between the learning outcomes compared. The comparison of learning outcomes shall be carried out by a committee set up for that purpose (hereinafter referred to as “credit transfer committee”) by the higher education institution.

## Section 3.2: Credit Transfer System(s)

An ECTS-compatible credit system is used in Hungary.

## Section 3.3: Additional Information

The **credit transfer committee of each higher education institution** decides on credit transfer issues. The committee may also recognise prior non-formal and informal learning, as well as work experiences, for the purpose of the fulfilment of academic requirements, as set out in the Act on National Higher Education and the applicable government decree.

## Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

Yes, the application of an ECTS compatible credit system is obligatory at all higher education since 2003.

## Section 3.5: Number of Credits per Academic Year/Semester

For any degree programmes the recommended amount of **credit is 30/semester**.

In the course of their studies, students shall have the opportunity to collect up to five percent of the total number of credits required for obtaining a diploma by taking optional courses, or by participating in voluntary activities in substitution for those courses, pursuant to the higher education institution’s rules for organisation and operation, and to choose from courses with a total credit value that exceeds the total number of credits required by at least twenty percent.

It shall be ensured that students can include in their individual study schedules, without having to pay any additional cost or fee,

1. courses with a total credit value that exceeds the total number of credits required by at least ten percent, and
2. courses taught in a language other than Hungarian up to ten percent of the total number of credits required.

## Section 3.6: Number of Credits per Higher Education Cycle

HE cycle	Number of credits	HuQF level	EQF level
	16		

Tertiary vocational programmes	30 to 120	5	5
Bachelor's programmes	180 to 240	6	6
Master's degree programmes:	60 to 120	7	7
<i>Single cycle long Masters' degree programmes</i>	<i>300 to 360</i>	7	7
PhD degree programmes	240	8	8

### Section 3.7: Description of Credit Unit

According to the Act CCIV of 2011 on National Higher Education, “*credit*: a unit for measuring students’ academic work which expresses in respect of a course or curriculum unit the time estimated to be necessary for acquiring the defined learning outcomes and meeting the requirements; **one credit represents thirty academic hours on average**, and the value of a credit does not depend on the assessment of the learning outcome acquired by the student, provided that the student’s performance was accepted;”

“*unit of study*: a curriculum unit or course for which credit is awarded and represents one semester of study;”

### Section 3.8: Link between Learning Outcomes and Credits

“**Credit**” is defined in the Act CCIV of 2011 on National Higher Education as a **unit for measuring** students’ academic work which expresses in respect of a course or curriculum unit the time estimated to be necessary for acquiring the defined **learning outcomes** and meeting the requirements.

*Last updated in 2020*

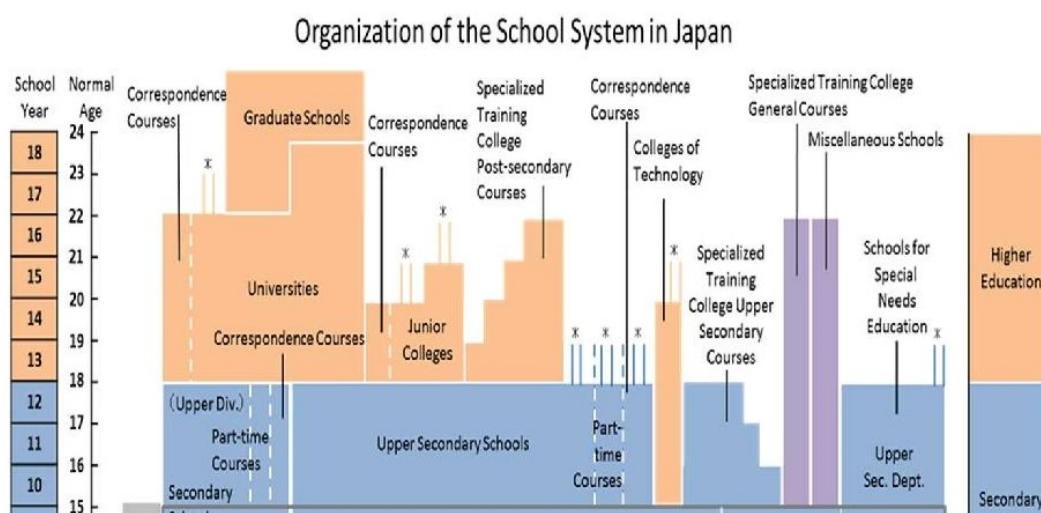




Japan

## Chapter 1: Higher Education System

### Section 1.1: Schematic Description of the Higher Education System



Note:

(1) \* indicates specialized course

(2) Higher Education schools, secondary education school/latter period courses, universities, junior colleges, and special needs schools can have separate courses with course terms of 1 year or more.

(3) Age and admission requirements for specialized Training College General Courses and Miscellaneous Schools are not defined uniformly.

### Section 1.2: Description of Higher Education System

Institutions of higher education in Japan include **universities, junior colleges and colleges of technology (kosen)**. In addition, specialized training colleges offering postsecondary courses may be regarded as one type of higher education institution.

**Universities** require **for admission the completion of upper secondary** schooling or its equivalent, and offer courses of at least four years leading to a bachelor's degree (gakushi). Universities may set up a graduate school offering advanced studies in a variety of fields leading to master's (shushi) and doctor's (hakushi) degrees.

**Graduate schools** normally last five years, consisting of the first two-year courses leading to a master's degree and the following three year courses leading to a doctor's degree.

**Junior Colleges** aim at conducting teaching and research in specialized subjects and at developing in students such abilities as are required for vocational or practical life. Junior colleges require for admission the completion of upper secondary schooling or its equivalent, and offer two- or three- year programs in different fields of study, which lead to an associate degree(tanki-daigakushi). Those who have completed junior college may go on to university and their credits acquired at junior college may be counted as part of the credits leading to a bachelor's degree. Junior colleges are also allowed to offer advanced courses which may lead to a bachelor's degree.

**Colleges of technology (kosen)**, unlike universities or junior colleges, accept those who have completed lower secondary schooling, and offer integrated five-year (five and a half years in the case of maritime technology) programs. Since its establishment, the "kosen" system has helped engineers acquire practical and creative skills. Students who graduate "kosen" are granted a title of associate and may apply to transfer to a university or go on to advanced courses.□

In addition to the above mentioned institutions of higher education, there are educational institutions known as "**Specialized Training Colleges Post-secondary Courses,**" which offer a variety of **practical vocational and technical education programs** in response to diverse demands of people in a changing society. The great majority of these schools are privately controlled. Specialized Training Colleges offering Post-secondary Courses are called "**Professional Training Colleges.**" These courses are conducted under the following three conditions. Each course has; 1)no fewer than 40 students, 2)is conducted for 800 class hours or more per year, and 3)lasts not less than one year.

**Professional Training Colleges** accept those who have graduated from the upper secondary schools or Upper Secondary Courses of Specialized Training Colleges and award the title, "**Diploma,**" to those who complete Post-secondary Courses that fulfil certain criteria, including a study period of at least two years, or "Advanced Diploma," to those who complete Post-secondary Courses that fulfil certain criteria, including a study period of at least four years.

### Section 1.3: Number of Higher Education Institutions

As of May 1, 2017, following **number of higher education institutions** are established:

- 780 Universities (National: 86, Public: 90, Private: 604)
- 337 Junior colleges (Public: 17, Private: 320)

- 57 Colleges of Technology (National: 51, Public: 3, Private: 3)
- 2,822 Specialized Training College Post-Secondary Courses (Professional Training Colleges) (National: 9, Public: 185, Private: 2,628)

## Section 1.4: Number of Students in Higher Education:

### Number of students by type of institution (as of 1 May, 2017)

- Total (source: MEXT)
  - University: 2,890,880
  - Junior Colleges: 123,949
  - Colleges of Technology: 57,601
  - Specialized Training College Post-Secondary Courses: 588,223
- \*For the details, refer to below the diagram(1.4b)

### Number of international students (as of 1 May, 2018)

- Total: 208,901 (source: JASSO)
  - Graduate Schools: 50,184
  - Undergraduate Schools/Junior Colleges/Colleges of Technology: 87,806
  - Specialized Training Colleges: 67,475
  - University Preparatory Courses: 3,436

### Number of Japanese students studying abroad

Japanese students studying abroad in 2016 (mainly degree seeking students): 55,969  
(source: OECD, IIE, etc.)

Japanese students studying abroad (students in Japanese university) in 2017

- Total: 105,301 (source: JASSO)
  - more than one year: 2,022
  - one month to one year: 35,797
  - less than one month: 66,876

### Number of students by type of institution (as of May 1, 2017)

Type of Institution	Total	National	Public	Private
	3			

<b>University</b>			2,890,880	609,473	152,931	2,128,476
	<b>Undergraduate</b>		2,582,670	441,921	133,757	2,006,992
	<b>Graduate</b>		250,891	151,711	16,091	83,089
		<b>Master's program</b>	160,387	94,725	10,550	55,112
		<b>Doctorate program</b>	73,909	50,548	4,809	18,552
		<b>Professional Graduate School</b>	16,595	6,438	732	9,425
<b>Junior Colleges</b>			123,949	-	6,670	117,279
<b>Colleges of Technology</b>			57,601	51,632	3,742	2,227
<b>Specialized Training College Post-Secondary Courses</b>			588,223	364	24,755	563,099

## Section 1.5: Structure of Academic Year

The academic year of schools in Japan normally **starts from April and ends in March of the following year**. Many universities in Japan adopt a semester system (two terms), with a **first semester** from April to September and a **second semester** from October to March. **Some** of the universities adopt a **trimester system** (three terms) or a quarter system (four terms). In general, students in Japan begin school in April, but some universities - especially graduate schools - also have a September or October admission program.

## Section 1.6: National Qualifications Framework (or Similar)

Not applicable.

## Section 1.7: Learning Outcomes in Higher Education:

In order to ensure the quality of university education from admission to graduation, universities in Japan are required to set and announce their three integrated policies, such as Diploma Policy, Curriculum Policy and Admission Policies.

## Section 1.8: Admission Requirements to Higher Education

In principle, **having completed the following years of education** is required to apply;

- For admission to a university (undergraduate), junior college; 12 years of education
- For admission to a college of technology; 11 years of education
- For admission to a graduate school (master's program); 16 years of education

For more detailed information of the admission eligibility in Japan; please see “JASSO 2018-2019 Student Guide to Japan” (pp 8-10)  
- [https://www.jasso.go.jp/en/study\\_j/\\_icsFiles/afieldfile/2018/06/28/sgtj\\_2018\\_e.pdf](https://www.jasso.go.jp/en/study_j/_icsFiles/afieldfile/2018/06/28/sgtj_2018_e.pdf)

## Section 1.9: Grading System

Under the Standards for Establishment of Universities, university in Japan shall, when assessing its students' academic achievement and approving their graduation, present them with a clear outline of the standards therefor, in advance, so as to ensure objectivity and rigorousness, and shall conduct an assessment and approval process appropriately in accordance with said standards.

Assessment system is different from each university.

## Section 1.10: Tuition Fee System for International Students

There is **no difference** for the tuition fee **between Japanese students and international students**.

The tuition fees, etc. in an **undergraduate program** in Japan is around JPY536,000/academic year at a national university, JPY539,000/academic year at a local public university, and JPY870,000 to ¥1,393,000 at a private university (excluding medical, dental and pharmaceutical schools).

The first academic year's school expenses include the admission fee in addition to the above-mentioned tuition fee, etc. (facility/equipment usage fee, among other things).

Depending on the programme and the type of institution, the tuition fee and admission fee are different. For more information, please see “JASSO 2018-2019 Student Guide to Japan” (pp 30-31)  
- [https://www.jasso.go.jp/en/study\\_j/\\_icsFiles/afieldfile/2018/06/28/sgtj\\_2018\\_e.pdf](https://www.jasso.go.jp/en/study_j/_icsFiles/afieldfile/2018/06/28/sgtj_2018_e.pdf)

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

To complete a programme and award a degree awarding, the followings are required;

### Universities

- a minimum of 4 years of study with 124 or more credits for a bachelor degree
- for medicine and dentistry, 6 years with 188 or more credits
- for pharmacy, 6 years with 186 or more credits
- for veterinary medicine, 6 years with 182 or more credits

### Graduate schools

- Master's programs: a minimum of 2 years of study with 30 or more credits, receiving necessary guidance on research, approval of a final dissertation or specifically assigned study, and success in

an examination.

- Doctoral programs: a minimum of 5 years of study (including 2 years of study in a master's program) with 30 or more credits (including those earned in a master's program), receiving necessary guidance on research,
  - approval of a final thesis, and success in an examination.
- Professional degree programs: a minimum of 2 years of study with 30 or more credits and completion of necessary academic programs.

\*The number of credits for each subject is determined at each higher education institution based on the principles described by the Standards for Establishment of Universities

(<http://www.japaneselawtranslation.go.jp/law/detail?id=1864&vm=&re>).

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

### 1. Promoting measures for future university education

Japan is now confronted with various domestic issues including declining birthrates and an increasingly aging society. At the same time, the nation must also grapple with the drastic societal changes of globalization and a knowledge based society. Against this backdrop, **universities** will play an extremely important and diverse **role for the nation's wellbeing and socio-economic development** by nurturing human resources possessing a broad range of knowledge and a high level of expertise, in addition to being able to solve society's various problems through a variety of research methods. Universities also serve as **a base for the revitalization of local communities** and must actively **lead society** in the creation and dissemination of new knowledge and values.

In order to respond to the nation's needs, MEXT strives to ensure the **execution of university reform** in order to realize university education of the highest international standards while considering the proposals and deliberations made by the Council for the Implementation of Education Rebuilding and the Central Council for Education.

### 2. Promoting the Internationalization of Universities and Two-way Student Exchange

The world is rapidly globalizing in various aspects, and giving people the skills needed to play an active role in the international arena is becoming increasingly important. Playing a vital role in developing highly capable human resources, Japanese universities are strongly expected to work on **internationalizing their education and research environments** and promoting **two-way student exchanges**.

MEXT is moving ahead with the **Top Global University Project\***, which is designed to support universities that are thoroughgoing in their efforts to internationalize -- including new efforts to build and accelerate partnerships and exchange programs with world-leading universities, as well as the Inter-University Exchange Project, which provides support to collaborative programs with universities in strategically important countries and regions while assuring the quality of higher education, and so on. (\*For more information on "Top Global University Project"; <https://tgu.mext.go.jp/en/index.html>)

# Chapter 2: Quality Assurance in Higher Education

## Section 2.1: Quality Assurance Body in Higher Education

Quality assurance system	Responsible body
Standards for Establishing University (SEU)	Government (Ministry of Education, Culture, Sports, Science and Technology; MEXT)
Establishment-approval system (EAS)	Government (MEXT)
Quality Assurance and Accreditation System (QAAS)	<ul style="list-style-type: none"><li>• National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE) (for universities and colleges of technology)</li><li>• Japan University Accreditation Association (JUAA) (for universities and junior colleges)</li><li>• Japan Institution for Higher Education Evaluation (JIHEE) (for universities and junior colleges)</li><li>• Japan Association for College Accreditation (JACA) (for junior colleges)</li></ul>

## Section 2.2: Quality Assurance System

	Study programme	Institution
<b>Voluntary</b>		
<b>Compulsory</b>	X	X
<b>Regularity</b>	4-5 years	6-7 years
<b>External</b>	X	X
<b>Internal</b>	X	X
<b>Further information:</b> In Japan, the quality assurance framework consists of the Standards for Establishing University (SEU), the establishment-approval system (EAS) and the Quality Assurance and Accreditation System (QAAS). The framework has both the advantage of the prior regulations that assure proper quality in advance, and the checking afterwards that assure quality constantly, while respecting the diversity of universities. Thus, it has been assumed that this combination of systems is the most effective and efficient for quality assurance.		

## Section 2.3: Link Programme Authorisation with Quality Assurance

[http://www.mext.go.jp/b\\_menu/link/1294885.htm](http://www.mext.go.jp/b_menu/link/1294885.htm) (Japanese only)

<http://www.mext.go.jp/en/policy/education/highered/title02/detail02/1373877.htm>

<https://www.niad.ac.jp/english/>

## Chapter 3: Credit System in Higher Education

### Section 3.1: Description of Credit System

Under the **Standards for Establishment of Universities**, it is required as follows:

The number of **credits for each class subject** shall be determined **by a university**. When determining the number of credits set forth in the preceding paragraph, a class subject for one credit shall normally be organized to contain contents that require 45-hour learning, and the number of credits shall be **calculated based on the following standards**, in light of the educational effects of said class and required learning other than that during class hours, in accordance with class methods;

1. regarding **lectures and seminar**, one credit shall consist of classes conducted for a number of hours determined by a university between 15 hours and 30 hours;
2. regarding **experiments, practical training, and skills practice**, one credit shall consist of classes conducted for a number of hours determined by a university between 30 hours and 45 hours; provided, however, that regarding skills practice classes tutoring in the artistic fields, one credit shall consist of classes conducted for a number of hours determined by a university; and
3. when **using two or more methods** out of either lectures, seminar , experiments, practical training, and skills practice for one class subject, one credit shall consist of classes conducted for a number of hours determined by a university in light of the standards prescribed in the preceding two items, in accordance with the combination of such methods.

### Section 3.2: Credit Transfer System(s)

A university may, when deeming it to be effective from an educational standpoint, regard credits that its student has acquired by completing class subjects at other universities or junior colleges, as credits acquired by completing class subjects at said university, to an extent not exceeding 60 credits, as specified by the university.

### Section 3.3: Additional Information

With regard to students who have completed one class subject, a university shall grant credits after examinations for them.

### Section 3.4: Application of Credit System in Higher Education Institutions



## Obligatory?

Yes.

### Section 3.5: Number of Credits per Academic Year/Semester

With regard to the number of credits to be acquired as graduation requirements, a university shall endeavor to fix an upper limit for the number of credits for which its students can register for a year or for a term, so that they should take class subjects appropriately for each school year.

### Section 3.6: Number of Credits per Higher Education Cycle

To complete a programme and award a degree awarding, the followings are required:

#### Universities

- a minimum of 4 years of study with 124 or more credits for a bachelor degree
- for medicine and dentistry, 6 years with 188 or more credits
- for pharmacy, 6 years with 186 or more credits
- for veterinary medicine, 6 years with 182 or more credits

#### Graduate schools:

- **Master's programs:** a minimum of 2 years of study with 30 or more credits, receiving necessary guidance on research, approval of a final dissertation or specifically assigned study, and success in an examination.
- **Doctoral programs:** a minimum of 5 years of study (including 2 years of study in a master's program) with 30 or more credits (including those earned in a master's program), receiving necessary guidance on research, approval of a final thesis, and success in an examination.
- **Professional degree programs:** a minimum of 2 years of study with 30 or more credits and completion of necessary academic programs.

\*The number of credits for each subject is determined at each higher education institution based on the principles described by the Standards for Establishment of Universities

(<http://www.japaneselawtranslation.go.jp/law/detail?id=1864&vm=&re>).

### Section 3.7: Description of Credit Unit

Under the **Standards for Establishment of Universities**, it is required as follows:

The number of credits for each class subject shall be **determined by a university**. When determining the number of credits set forth in the preceding paragraph, a class subject for one credit shall normally be

organized to contain contents that require 45-hour learning, and the number of credits shall be **calculated based on the following standards**, in light of the educational effects of said class and required learning other than that during class hours, in accordance with class methods;

1. **regarding lectures and seminar**, one credit shall consist of classes conducted for a number of hours determined by a university between 15 hours and 30 hours;
2. **regarding experiments**, practical training, and skills practice, one credit shall consist of classes conducted for a number of hours determined by a university between 30 hours and 45 hours; provided, however, that regarding skills practice classes tutoring in the artistic fields, one credit shall consist of classes conducted for a number of hours determined by a university; and
3. when using **two or more methods** out of either lectures, seminar , experiments, practical training, and skills practice for one class subject, one credit shall consist of classes conducted for a number of hours determined by a university in light of the standards prescribed in the preceding two items, in accordance with the combination of such methods.

### Section 3.8: Link between Learning Outcomes and Credits

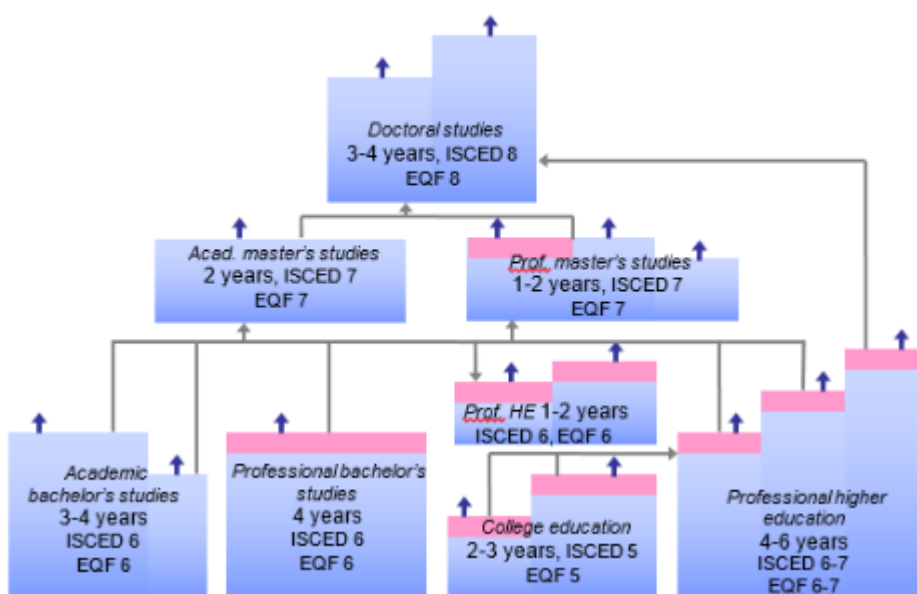
With regard to students who have completed one class subject, a university shall grant credits after examinations for them.



## Chapter 1: Higher Education System

### Section 1.1: Schematic Description of the Higher Education System

The education system of the Republic of Latvia (2018)



Source: Academic Information centre (<http://www.aic.lv/portal/en/izglitiba-latvija>)

### Section 1.2: Description of Higher Education System

There are **two types** of HE programmes in Latvia: **academic and professional** study programmes. There are **Bachelor's, Master's and Doctor's degrees** in both academic and professional higher education.

**Academic study programmes** focus on scientific research and providing theoretical basis for professional activities; studies are completed with the defence of thesis.

- The amount of an **academic bachelor study programme** is 120-160 credit points (180-240 ECTS) and it leads to Bachelor's diploma (LQF level 6). Duration: 3-4 years.

- The amount of an **academic master study programme** is 80 credit points (120 ECTS) and it leads to Master's diploma (LQF level 7). Duration: 2 years.
- The amount of a **scientific doctoral study programme** is 120-160 credit points (180-240 ECTS). Duration: 3-4 years.

**Professional study programmes** focus on the acquisition of in-depth knowledge, skills and competences in the scientific field. Bachelor's and master's studies include work placements and are concluded with a final stage examination (comprising defence of thesis).

- The amount of a **professional bachelor's study programme** is at least 160 credit points (240 ECTS) and it leads to Professional Bachelor's diploma (LQF level 6). Duration: 3-4 years.
- The amount of a **professional master study programme** is 40 credit points (60 ECTS) and it leads to Professional Master's diploma (LQF level 7). Duration: 1 year.
- The **professional doctoral study programme** in arts was introduced in 2018 and it leads to Professional Doctor's diploma in arts (LQF level 8).

In addition, there are **other types** of professional HE programmes:

- The amount of a **first level professional HE programmes** (short cycle programmes) is 80-120 credit points (120-180 ECTS) and it leads to Diploma of first level professional higher education (LQF level 5). Duration: 2-3 years.
- The amount of **second level professional HE programmes** leading to Diploma of professional qualification (LQF 6) is:
  - At least 160 credit points (240 ECTS) after secondary school. Duration: minimum 4 years.
  - At least 40 credit points (60 ECTS) after bachelor's studies. Duration: minimum 1 year.

**Graduates of both types** of programmes have right to choose **either academic or professional pathway**. However, Master's degree (either academic or professional) is awarded if the full-time HE studies in total have been at least five years (including Bachelor level studies). Graduates of long cycle programmes (300-360 ECTS), e.g. in medicine, have right to enrol in doctoral programme.

## Section 1.3: Number of Higher Education Institutions

In Latvia, **HEIs are divided into:**

1. **university type institutions** (higher education institutions, academies, universities) that run all the levels of higher education (academic and professional programmes);
2. **non-university type institutions** (colleges) that offer short cycle study programmes.

In total there are **54 higher education institutions** (27 university type institutions, 25 colleges (short cycle programmes), 2 branches of foreign HEIs)

## Section 1.4: Number of Students in Higher Education

	Total number of students	Incoming degree students	Outgoing exchange students
State universities	58467	4469	1171
Private universities	15439	3054	203
State colleges	4143	19	132
Private colleges	3553	21	11
Erasmus+ (short-term)	no data	1243	no data
Total	81602	8806	1517

Source: Ministry of Education and Science, 2018

Type of programmes	Number of students
Short cycle	14919
1st cycle / Ba	45706
2nd cycle / Mg	18781
3rd cycle / PhD	2196
Total	81602

Source: Ministry of Education and Science, 2018

## Section 1.5: Structure of Academic Year

The academic year is a 40-week study period starting in September and lasting until the end of June. The academic year is divided into two semesters – autumn and spring. Each semester ends with an examination period.

## Section 1.6: National Qualifications Framework (or Similar)

The Latvian Qualifications Framework (LQF) is a state level referencing system established in 2010 where all formal qualifications awarded in the Latvian education system are arranged in eight levels. The

structure and functions of LQF were developed on the basis of EQF and taking into account the context and traditions of Latvian education, as well as stakeholders' interests. The LQF is referenced to the EQF and QF-EHEA.

Qualifications (higher education)	LQF level	EQF level	QF-EHEA level
<b>Diploma of first level professional higher education (college, 2-3 years of full-time studies)</b>	5	5	short cycle
<b>Bachelor's diploma Professional Bachelor's diploma Diploma of professional higher education, diploma of higher professional qualification (at least 4 years of full-time studies)</b>	6	6	1st cycle
<b>Master's diploma Professional Master's diploma Diploma of professional higher education, diploma of highest professional qualification (in total at least 5 years of full-time studies)</b>	7	7	2nd cycle
<b>Doctor's diploma Professional Doctor's diploma in arts</b>	8	8	3rd cycle

## Section 1.7: Learning Outcomes in Higher Education

Since 2011, learning outcomes **are a compulsory part of the HE study programmes**, but already from 2005 general learning outcomes were elaborated for the **NQF of HE**.

In Latvia, learning outcomes are described in **two levels: LQF level descriptors** (Cabinet of Ministers Regulations), and learning outcomes of study programmes (developed by HEIs).

HEIs develop study programmes according to the relevant state education standards (Cabinet of Ministers Regulations) and occupational standards (in case of professional HE programmes). The **state education standards** include the part of **learning outcomes** in programmes, e.g. learning outcomes should be reflected in the strategic aim, main objectives of programmes, assessment criteria. The **occupational standards** outline **knowledge, skills and competences** necessary for performing the professional activity.

The expected learning outcomes of qualifications should be reflected in the **Diploma Supplement** by HEIs to all HE graduates.

## Section 1.8: Admission Requirements to Higher Education

Admission requirements to HEIs are based on Cabinet of Ministers Regulations No 846 "Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes". Regulations state that candidates must have:

- A filled-out form of **application** to the HEI.
- For enrolling **LQF level 5 and LQF level 6** programmes:
  - A proof of a completed **secondary education**: a certificate of general secondary education or a diploma of secondary vocational education.
  - Certificates of general secondary education outlining the achieved results of centralised **state examinations** in general study subjects.
- For enrolling **LQF level 7 programmes**: a proof of a completed LQF level 6 education: Bachelor's diploma, Professional Bachelor's diploma or Diploma of professional higher education, diploma of higher professional qualification (studies minimum 4 years).
- For enrolling **LQF level 8 programmes**: a proof of a completed LQF level 7 education: Master's diploma, Professional Master's diploma, or Diploma of professional higher education, diploma of higher education, diploma of higher professional qualification (studies minimum 5 years).
- **Statement of Academic Information Centre (Latvian ENIC/NARIC)** indicating the level and corresponding Latvian qualification (for foreign students).  
HEIs may have additional requirements, for example, entrance exams or language certificate.

## Section 1.9: Grading System

The degree of achievement of study results is evaluated on the **10-point scale** or with the grade "passed / not passed".

Results of state examinations are expressed in percentage showing the proportion of correct answers scored in points against the maximum points possible (5% is the lowest passing grade).

The **grades** of the study results in the **10-point scale are as follows**:

<b>10</b>	outstanding
<b>9</b>	excellent
<b>8</b>	very good
<b>7</b>	good
<b>6</b>	almost good
<b>5</b>	average
<b>4</b>	almost average
<b>3</b>	poor
<b>2</b>	very poor
<b>1</b>	very, very poor
Grade 4 is minimum positive grade, grades 3-1 are unsatisfactory.	

## Section 1.10: Tuition Fee System for International Students

Tuition fees vary by study programmes and are **determined by each HEI individually**. Tuition fee depends on the chosen programme. Popular study programmes tuitions fees per year are approximately:

- Medical Sciences, 7,000 – 15,000 EUR
- Business Studies and Management Sciences, 2,000 – 6,000 EUR
- Engineering and Technology, 2,200 – 4,000 EUR
- Mathematics and Informatics, 2,000 – 4,000 EUR

Tuition fees for non-EU students are usually higher.

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

Graduation requirements are regulated by the state education standard.

**Graduation requirements are:**

- passed all study courses;
- passed final state examination;
- written and defended final thesis;
- completed practice (for professional programmes).

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

### Modernization of teachers' education

New teachers' education system has been approved (09.01.2018) including structure and content reform. With the support of ESF project, teachers' education programmes composed of **competences-based modules** in accordance with the teacher's occupational standard will be created at **all levels of higher education**. At EQF level 6 **two alternatives** for obtaining teacher's qualification should be developed:

1. an integrated professional bachelor's study programme for secondary education graduates and
2. a study programme for obtaining a professional qualification of teacher after obtaining a bachelor's degree in another field of study.



## Chapter 2: Quality Assurance in Higher Education

### Section 2.1: Quality Assurance Body in Higher Education

The **Quality Agency for Higher Education (AIKA)** of AIC is responsible for quality assurance in HE. The AIKA is **autonomous** and recognized as the **national quality assurance agency for higher education**, set up to improve the **external** quality assurance system for Latvian higher education, which would operate **in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)** and promote the quality, visibility and international recognition of Latvian higher education, covering the entire Latvian higher education system: both state and private HEIs and from short-cycle HE programmes to doctoral ones.

Since June 2018 AIC is **member of the European Association for Quality Assurance in Higher Education (ENQA)** and since December 2018 AIC is included in the **European Quality Assurance Register for Higher Education (EQAR)**.

<https://www.aika.lv>

The **Council of Higher Education is an independent institution** which develops the national strategy in higher education, implements the cooperation between HEIs, state institutions and general public in the development of higher education, oversees the quality of higher education guarantees accepting of the best decisions in issues related to higher education. The Council takes decision on the accreditation of HEIs.

[http://www.aip.lv/eng\\_info.htm](http://www.aip.lv/eng_info.htm)

### Section 2.2: Quality Assurance System

	Study programme	Institution	Further explanation
<b>Voluntary</b>			
<b>Compulsory</b>	X	X	
<b>Regularity</b>	6 – 7 years	More than 10 years	
<b>External</b>	X	X	
<b>Internal.</b>	X	X	

#### Further information:

- **Initial accreditation of new programmes** (local title “Licensing”) is an ex-ante evaluation and an initial assessment. Licensing is carried out to determine the potential quality of a new study programme in order to give a permission to start programme implementation and enrol students.
- **Accreditation of study fields** is evaluation and assessment of programmes’ groups. Accreditation procedures lead to a formal decision. The conclusion is based on the set of pre-defined criteria. Maximum term of accreditation for study fields is 6 years, if avoidable deficiencies have been detected – 2 years. When conducting accreditation of the study field, all programmes in this field are accredited.
- **Institutional accreditation** includes examining the quality of all activities within a higher education institution that include the management of the organisation, financial matters, facilities, teaching and research, etc. There is no term for the accreditation of higher education institutions.
- **Assessment of feasibility on changes in study programmes** (i.e. study fields). Non-cyclical activity that is done based on the request of HEIs if changes were made in their study programme between two cyclical assessments of a study field falling under one of five cases mentioned in Cabinet Regulations (for example, changes in the title of the study programme, language of instruction, enrolment requirements, degree and qualification awarded and other).

## Section 2.3: Link Programme Authorisation with Quality Assurance

The **Register of Study Directions** (<http://svr.aic.lv>) provides **information on accredited Latvian HEIs**, which have the right to award state recognized qualifications. The register also provides information on accredited study programmes. This register can verify the date of the accredited study programmes.

# Chapter 3: Credit System in Higher Education

## Section 3.1: Description of Credit System

Latvia has a **national credit point system**, but it is compatible to **ECTS**. Latvian credit point is defined as a one-week full-time study workload. Thus, an average workload of a full-time study year in most cases is **40 credit points**. Transfer of Latvian credit points into ECTS credit points requires **multiplication by 1.5**.

## Section 3.2: Credit Transfer System(s)

In Latvia, national credit points are used in higher education, which are **equated with credit points of the European Credit Transfer System (ECTS)**. The credit point (CP) in Latvia is defined as the amount of one-week full-time study work. When converting ECTS, the number of Latvian credits should be **multiplied by 1.5**.

### Section 3.3 Additional Information

Not applicable.

### Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

Yes.

### Section 3.5: Number of Credits per Academic Year/Semester

The amount for one study year in full-time studies is 40 credit points (60 ECTS).

### Section 3.6: Number of Credits per Higher Education Cycle

	Academic higher education		
	credit points	Duration (years)	LQF level
<b>Bachelor's studies</b>	120-160 CP (180-240 ECTS)	3-4	6
<b>Master's programme</b>	80 CP (120 ECTS)	2	7
<b>Doctoral studies</b>	120-160 CP (180-240 ECTS)	3-4	8
	Professional higher education		
	Credit points	Duration (years)	LQF Level
<b>Short cycle studies</b>	80-120 CP (120-180 ECTS)	2-3	5
<b>Professional HE studies*</b>	at least 40 (60 ECTS)	at least 1	6
<b>Professional HE studies*</b>	160-240 CP (240-360 ECTS)	4-6	6-7
<b>Professional Bachelor's studies</b>	160 CP (240 ECTS)	4	6
<b>Professional Master's studies</b>	At least 40-80 (60-120 ECTS)	1-2	7
*After secondary education			

### Section 3.7: Description of Credit Unit

Credit point is a measure of students' workload. One credit point corresponds to 40 hours of student work

- including contact hours (lectures, laboratory papers, practical work, seminars) at the university and independent work.

### Section 3.8: Link between Learning Outcomes and Credits

A student is awarded credit points upon achievement of the defined learning outcomes related to the educational unit/course.

*Last updated in 2018*



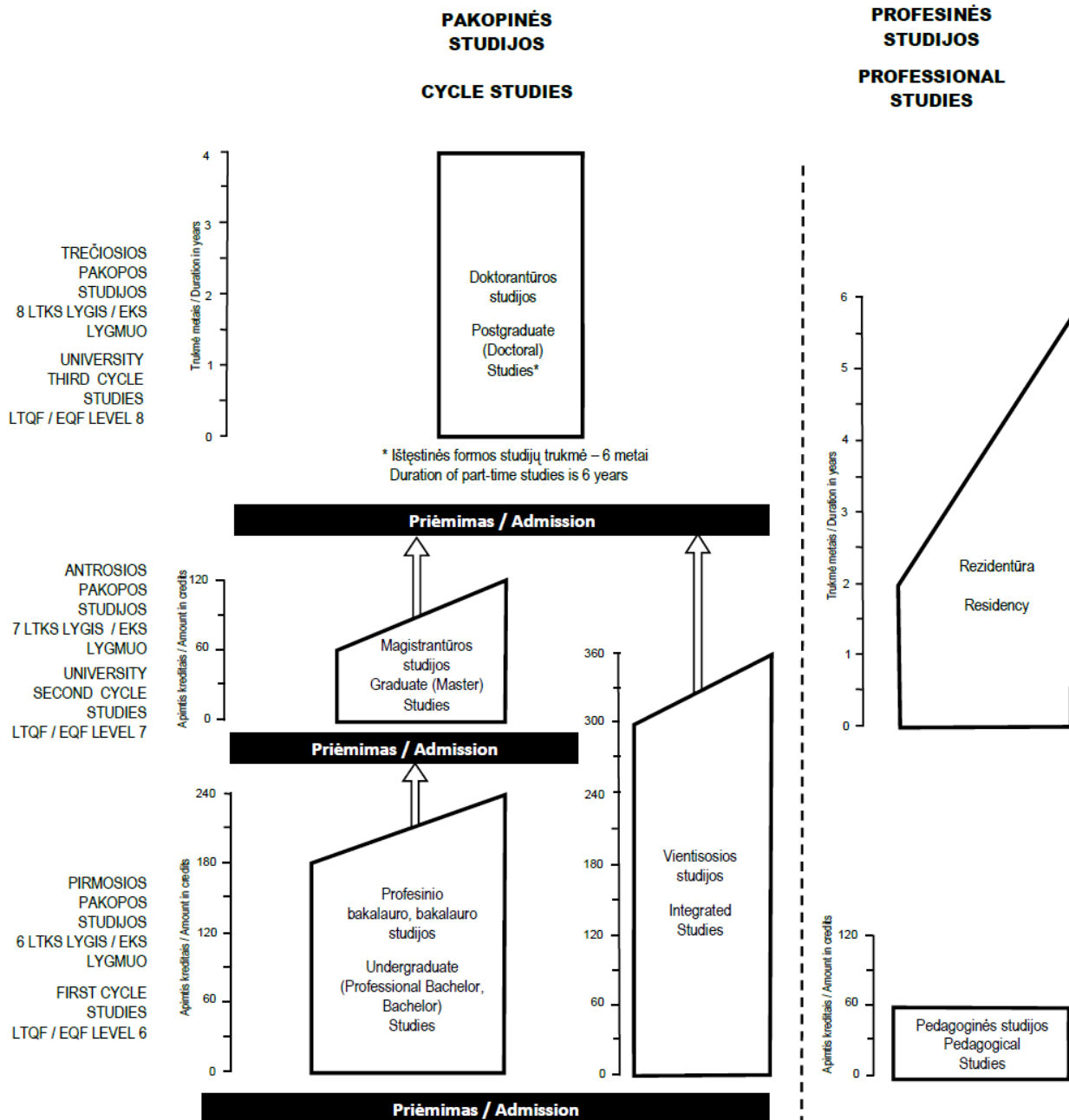
## Lithuania

### Chapter 1: Higher Education System

#### Section 1.1: Schematic Description of the Higher Education System

# LIETUVOS AUKŠTOJO MOKSLO SISTEMA

## LITHUANIAN HIGHER EDUCATION SYSTEM



## Section 1.2: Description of Higher Education System

Lithuania has a **three cycle degree structure:**

- **1st cycle:** profesinis bakalauros (Professional Bachelor) and bakalauros (Bachelor);

- **2nd cycle:** magistras (Master);
- **3rd cycle:** mokslo daktaras (Doctor of Sciences) and meno daktaras (Doctor of Arts).

### 1st cycle

**Professional Bachelor** degree is awarded after completion of the **first cycle college level study programmes**, which are aimed towards **preparation for professional activity** and are based on applied research.

**Bachelor degree** is awarded after completion of the **first cycle university level study programmes**, which are aimed at providing integration of **theoretical knowledge, professional and analytical skills** based on applied and scientific research.

The degrees are placed on the **level 6** of the Lithuanian Qualifications Framework (LTQF), which is referenced to level 6 of the EQF. They provide access to the labour market and further study at Master degree programmes.

Their workload of study ranges **from 180 to 240 ECTS**.

### 2nd cycle

**Master degree** is awarded after completion of programmes designed for **preparation for independent research or other activity**, which requires **scientific knowledge and analytical competence**.

There are also **Master of Business Administration (MBA)** and **Master of Laws (LL.M.)** degrees, which are **professionally oriented** degrees.

The workload of study ranges from **90 to 120 ECTS**. **MBA and LL.M.** degrees require at least **60 ECTS**.

**Master degree** may also be awarded after completion of **integrated long-cycle university studies**, which combine the requirements for 1st and 2nd cycle of university studies. These studies are offered in several fields of medicine, pharmacy, veterinary medicine, law, architecture and religious studies. The workload is **300-360 ECTS**.

The degree is placed on the **level 7 of the LTQF**, which is referenced to level 7 of the EQF. It provides access to the labour market and further study at Doctoral (PhD) degree programmes.

### 3rd cycle

The purpose of studies for the **Doctor of Science** is to prepare scientists who would be able to **independently conduct research** and experimental (social, cultural) development work, and to **solve scientific problems**.

The purpose of studies for the **Doctor of Arts** is to prepare artists researchers who would be able to **create, interpret and develop research based on art practice**.

Nominal length of study for Doctor of Science is up to 4 years and Doctor of Arts is usually 4 years, **240 ECTS** .

The degrees are placed on **level 8 of the LTQF**, which is referenced to level 8 of the EQF.

### non-degree programmes

Lithuania also has **non-degree granting study programmes**. The aim of the programmes is to prepare students for **independent professional practice** or to **upgrade a professional qualification**. Admission to these programmes requires a higher education qualification.

There are **two types** of non-degree programmes:

- residency programmes in medicine, odontology, and veterinary medicine (2 to 6 years);
- pedagogical (teacher training) programmes (30 to 120 ECTS).

## Section 1.3: Number of Higher Education Institutions

Higher education in Lithuania is offered by **2 types of institutions**:

- **universities** (titled universitetas (university), akademija (academy), or seminarija (seminary)) and
- **colleges** (titled kolegija (college) or aukštoji mokykla (higher education institution)).

Universities offer bakalauras (Bachelor), magistras (Master), and daktaras (Doctoral) degrees. Colleges award profesinis bakalauras (Professional Bachelor) degrees only.

Currently (2020) there are **19 universities** and **22 colleges** operating in Lithuania. The updated list of recognised higher education institutions is available at [www.aikos.smm.lt/](http://www.aikos.smm.lt/)

## Section 1.4: Number of Students in Higher Education

	Number of Students						
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Professional Bachelor and Bachelor</b>	113 881	108 083	102 425	95 539	88 468	82 178	77 130
<b>Master</b>	31 822	29 911	28 597	27 587	27 076	26 870	26 591
<b>Doctor of Sciences and Doctor of Arts</b>	2 686	2 635	2 737	2 737	2 743	2 720	2 733



	Number of Foreign Students					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Colleges</b>	359	409	567	700	577	819
<b>Universities</b>	5 104	5 646	6 198	6 595	7 153	7 592

	Number of Domestic Students on Exchange Programmes						
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Colleges</b>	646	690	803	867	634	724	754
<b>Universities</b>	2 628	2 653	3 254	3 307	3 168	3 225	3 374

## Section 1.5: Structure of Academic Year

The academic year consists of two semesters: autumn (usually September-January) and spring (usually February-June). Usually the last month of the semester is dedicated to taking the final examinations.

## Section 1.6: National Qualifications Framework (or Similar)

The Lithuanian National Qualifications Framework has the **same 8 levels as the European Qualifications Structure for Lifelong Learning**. It was adopted in 2010 as a comprehensive framework, which encompasses all sectors of formal education. The national qualifications framework has been formally referenced to the European Qualifications Framework (EQF) in 2012.

### Levels of the Lithuanian Qualifications Framework:

LTQF	Qualifications
<b>8</b>	Doctoral diploma
<b>7</b>	Master diploma Certificate of residency
<b>6</b>	Bachelor diploma Professional bachelor diploma
<b>5</b>	VET diploma*
<b>4</b>	VET diploma Matura diploma** (on completion of the upper-secondary education programme and passing matura examinations)

<b>3</b>	VET diploma Lower-secondary education certificate** (completion of lower-secondary education programme and testing learning outcomes) (grades 5 to 10)
<b>2</b>	VET diploma
<b>1</b>	VET diploma

Source: [www.kpmmpc.lt](http://www.kpmmpc.lt)

Additional information is available at:

<http://www.kpmmpc.lt/kpmmpc/en/information/qualifications-framework-2/>

## Section 1.7: Learning Outcomes in Higher Education

All higher education qualifications in Lithuania are **based on learning outcomes**. **Generic descriptors of learning outcomes** are provided in the NQF (approved by the Governmental resolution, **available here**: [http://www.kpmmpc.lt/kpmmpc/wp-content/uploads/2016/02/LTQF\\_official\\_translation.pdf](http://www.kpmmpc.lt/kpmmpc/wp-content/uploads/2016/02/LTQF_official_translation.pdf)) and **cycle and degree descriptors** (adopted by the Ministry of Education and Science, available here: [http://www.skvc.lt/uploads/lawacts/docs/346\\_6b83703b532be84be32dd512a348eae6.pdf](http://www.skvc.lt/uploads/lawacts/docs/346_6b83703b532be84be32dd512a348eae6.pdf)). Some of the study fields also have study field descriptors, also approved by the Ministry of Education and Science, which are available at: <http://www.skvc.lt/default/en/quality-assurance/study-program-descriptions>.

Higher education institutions develop **programme specific learning outcomes**, which should be in line with the aforementioned framework.

## Section 1.8: Admission Requirements to Higher Education

- Admission to the **first cycle programmes** requires *brandos atestatas* (school leaving certificate) or a foreign qualification recognised as comparable to *brandos atestatas*.
- Admission to the **second cycle programmes** requires *profesinis bakalauras* (Professional Bachelor), *bakalauras* (Bachelor), or a foreign qualification recognised as comparable.
- Admission to the **third cycle programmes requires** *Magistras* (Master) degree or a foreign qualification recognised as comparable.
- **Recognition of foreign qualifications** is carried out by the Centre for Quality Assessment in Higher Education and/or higher education institutions. Additional information on the system of recognition in Lithuania is available at: [http://www.skvc.lt/default/en/60/recognition\\_lithuania](http://www.skvc.lt/default/en/60/recognition_lithuania).

## Section 1.9: Grading System

Since 1993 a **ten-point grading scale** with 5 as the minimum pass grade and with 10 as the maximum pass grade was in use.

Alongside the ten-point grading the institution can use the **pass/fail system of evaluation**.

Examinations and work defence evaluations, as a rule, are graded. For the courses that do not end with examinations the pass/fail system is used to test if a student has earned the credits allocated to it. A student passes when he/she proves that he/she assimilated not less than 50 % of the required knowledge scope

**Since 2016 higher education institutions can choose to use their own grading scale,** but all the grades should be **referenced to a common framework of achievement levels**, which are excellent, typical, and threshold.

## Section 1.10: Tuition Fee System for International Students

Students from the **European Economic Area** can receive a **state funded place** and study for **free** under the **same conditions as students from Lithuania**. The state funded places are allocated based on the grades of previous study. Those who do not receive state funding or are citizens of third countries usually have to pay a **tuition fee**, which is **set by individual higher education institutions**.

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

### ***Profesinis bakalauras (Professional Bachelor)***

Graduation requirements include successful completion of all of the programme requirements amounting to at least **180 ECTS**, which encompass a final thesis or a final thesis and final examination(s).

### ***Bakalauras (Bachelor)***

Graduation requirements include successful completion of all of the programme requirements amounting to at least **180 ECTS**, which encompass a final thesis or final thesis and final examination(s).

### ***Magistras (Master)***

Graduation requirements include successful completion of all of the programme requirements amounting to at least **90 ECTS**, which encompass a master thesis or a master thesis and final examination(s).

Master of Business Administration (MBA) and Master of Laws (LL.M.) degrees require at least 60 ECTS and do not require a final thesis for graduation.

### ***Mokslo daktaras (Doctor of Science) and meno daktaras (Doctor of Arts)***

Graduation requirements include doctoral dissertation and exams (in the case of Doctor of Science) or an arts project (in the case of Doctor of Arts). The artistic research project consists of two parts: an artistic work and scientific research.

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

The **number and profile** of state higher education institutions are currently **under review** with the aim of consolidation of infrastructure and human resources. Some higher education institutions have been

merged or are in the process of being merged together.

The **external quality assurance system** has been **recently reviewed** in terms of types of applicable procedures and criteria. Study programme accreditation has been replaced with study field accreditation (accreditation of clusters of programmes).

**New qualifications** to be placed on the Lithuanian Qualifications Framework level 5 (**EQF level 5**) are **currently being developed** in the vocation education and training (VET) and higher education sectors.

## Chapter 2: Quality Assurance in Higher Education

### Section 2.1: Quality Assurance Body in Higher Education

In Lithuania the **primary responsibility** for quality of education rests with the **education providers**, which are **autonomous**. In addition, Lithuania also has an **external quality assurance system**.

External quality evaluation and/or accreditation in Lithuanian higher education is carried out by the **Centre for Quality Assessment in Higher Education (SKVC)** which is an **independent body**, established by the Ministry of Education and Research in 1995. SKVC is a sole national quality assurance agency, registered on **EQAR** and full member of **ENQA, CEENQA and INQAAHE**.

**Evaluations of study programmes** can also be carried out by any other agency **listed in the EQAR (European Quality Assurance Register for Higher Education)**, but the final accreditation decision is always taken by SKVC. Quality of catholic priest education is assured by AVEPRO under a bilateral treaty between Lithuania and the Holy See. Institutional reviews of HEIs are exclusively performed by SKVC.

**Quality assurance in doctoral studies and research** is carried out by the **Lithuanian Research Council**. (<http://www.lmt.lt/en/about.html>).

### Section 2.2: Quality Assurance System

#### Programme accreditation

External evaluation of study programmes for accreditation purposes **started in 1998**. Programme accreditation is applicable to the **first and second cycle programmes**. In Lithuania, a study programme has to be accredited before it can be offered by a higher education institution. The evaluation can be **carried out by SKVC or any other agency listed in the EQAR**. In all cases, either upon evaluation reports by an agency in EQAR, or based on **evaluation reports by expert panels** organized by SKVC,

the final accreditation decision is made by SKVC. Other accreditation requirements apply for programmes in the field of theology and priest seminaries.

**All new study programmes are checked for compliance with national legislation** and can be accredited for a period of **one year longer than the full duration of the study programme** (ex-ante accreditation). Running programmes can be accredited for 3 years, 7 years, or not accredited (ex-post accreditation). In case of non-accreditation, student enrolment is discontinued; current students can be transferred into another programme or an institution can be allowed to finish implementation of the programme within a specified period upon urgent implementation of quality amelioration plans.

**Starting from 2020 programme accreditation** will no longer be applied. It is being **replaced by periodic accreditation of study fields**.

**Evaluation of programmes will still be applicable for new study programmes outside of the study fields**, which received full 7 year accreditation. If the outcome of the evaluation of the new study programme is positive, the study field will receive interim accreditation until the next round of accreditation in this field, but not longer than for 3 years.

### Study field accreditation

Study field accreditation, which is **applicable to the first and second cycle studies**, was introduced in 2020. This external quality assurance procedure performs an **evaluation of a cluster of programmes offered by a higher education institution in the same field**.

The accreditation decision is based on the result of an evaluation by external panel of experts. The evaluation can be carried out by SKVC or any other agency listed in the EQAR, but the accreditation decision is always taken by SKVC. The accreditation decision lists a specific field of study and the applicable cycle (first, second cycle, or both). **The study field can be accredited for 7 years, 3 years, or receive a non-accreditation decision.**

If the study field is **accredited for 7 years, a higher education institution can develop programmes within this field without additional external accreditation for individual programmes**.

If the study field is **accredited for 3 years, any new programmes developed in this field by the higher education institution will have to undergo an evaluation**.

### Institutional accreditation

Regular mandatory institutional review and accreditation was **launched in 2011**. It is aimed at **enhancing the culture of quality and improvement** of the provision of higher education, as well as establishing compliance with the **requirements of Lithuanian legislation** and the principles of the **European Higher Education Area**. Higher education institutions can be accredited for **7 or 3 years** depending on the results of the institutional review. In case of a negative review outcome, a repeated evaluation within a period of two years is carried out. In case of a negative repeated review outcome, the license to operate as a higher education provider is revoked.

	Study programme	Institution
<b>Voluntary</b>		
<b>Compulsory</b>	X	X
<b>Regularity</b>	3 or 7 years	3 or 7 years
<b>External</b>	X	X
9		

<b>Internal</b>	X	X
<b>Further information:</b> Any new provider wishing to offer higher education studies has to obtain a license for operations, which is applicable for provision of studies and/or provision of activities related to studies.		

## Section 2.3: Link Programme Authorisation with Quality Assurance

All study programmes are listed in the official register overseen by the Ministry of Education, Science, and Sports. Only programmes covered by study field accreditation can be offered by Lithuanian higher education institutions and lead to a formally recognised official award.

The list of recognised and **accredited higher education institutions** and their study programmes is available at: [www.aikos.smm.lt/](http://www.aikos.smm.lt/)

# Chapter 3: Credit System in Higher Education

## Section 3.1: Description of Credit System

In 2011 Lithuania has implemented an **ECTS credit system**, which measures the workload required to attain intended learning outcomes.

## Section 3.2: Credit Transfer System(s)

**ECTS** (European Credit Transfer and Accumulation System).

## Section 3.3 Additional Information

Credits from other higher education institutions **can be transferred at the institutional discretion**. The transfer of credits is based on learning outcomes and usually results in exemptions from parts of a programme, maximum amounts of transfer are stipulated in Ministerial regulations.

## Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

Yes.

## Section 3.5: Number of Credits per Academic Year/Semester

The number of academic credits **per academic year is 60 ECTS** (30 ECTS per semester).

## Section 3.6: Number of Credits per Higher Education Cycle

- The workload of study for the **first cycle programmes** (*Profesinis bakalauras* (Professional Bachelor) and *Bakalauras* (Bachelor)) ranges **from 180 to 240 ECTS**.
- The workload of study for the **second cycle programmes** (*Magistras* (Master) degree) ranges **from 60 to 120 ECTS**.
- The workload of study for **integrated long-cycle programmes** (*Magistras* (Master) degree is awarded) is **300-360 ECTS**.
- The duration and/or workload of study for the **third cycle programmes** (*mokslo daktaras* (Doctor of Science) and *meno daktaras* (Doctor of Arts)) is usually **4 years or 240 ECTS**.

## Section 3.7: Description of Credit Unit

A credit is defined as a **measure of workload** required to achieve intended learning outcomes. One credit usually corresponds to **25-30 hours of student workload**.

## Section 3.8: Link between Learning Outcomes and Credits

All higher education courses and programmes are **based on learning outcomes**. Credits are awarded once a student demonstrates that s/he has successfully achieved the intended learning outcomes through assessment. There is no possibility to issue Diploma Supplements listing failed subjects, where no credits were awarded, instead students are required to **re-sit exams**.

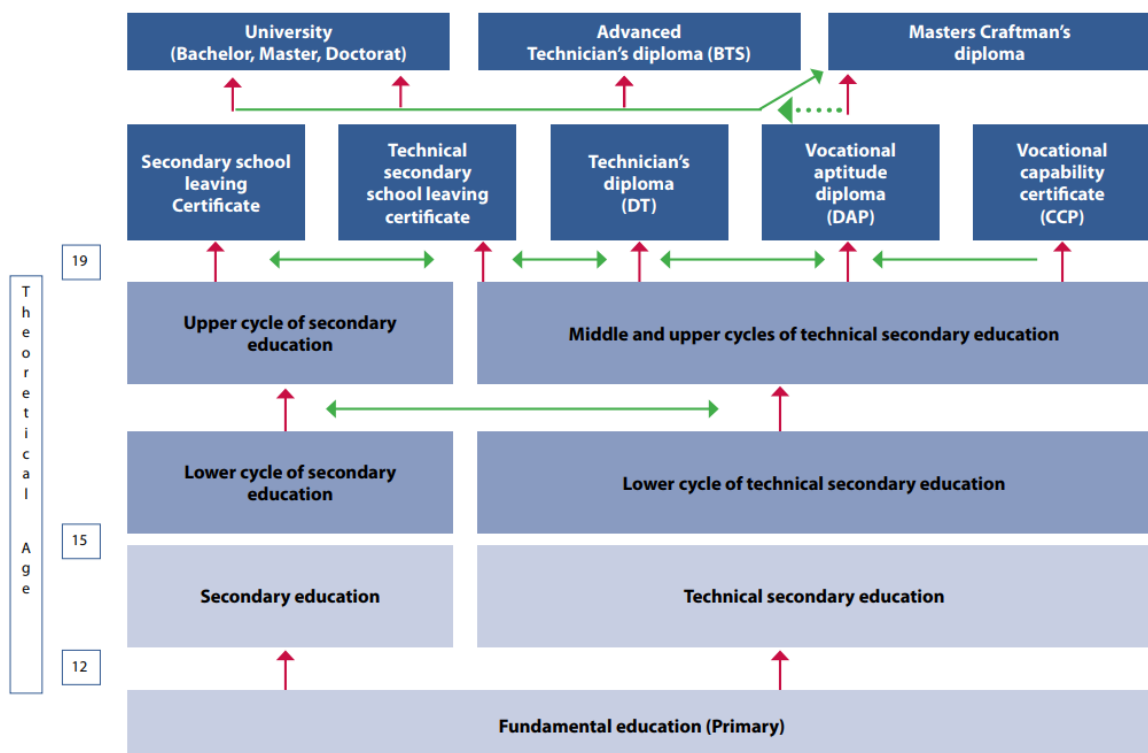
*Last updated in 2020*



## Luxembourg

### Chapter 1: Higher Education System

#### Section 1.1: Schematic Description of the Higher Education System



#### Section 1.2: Description of Higher Education System

Higher education in the Grand Duchy of Luxembourg is **governed by two laws:**

- the amended Law of 27 June 2018 on the organisation of the University of Luxembourg
- the amended Law of 19 June 2009 on the organisation of higher education

The **public University of Luxembourg** was founded by law in 2003 (**sole public university** in Luxembourg since its foundation). The Law of 27 June 2018 has replaced the founding Law of 12 August



The Law of 19 June 2009 defines the **scope of higher education in Luxembourg**. It creates the legal foundation for the development of **short cycle programmes**. It also lays down the **legislative framework** for the establishment and the accreditation of **foreign private higher education institutions** in the Grand Duchy.

The higher education system in Luxembourg is aligned with the structures provided for in **the Bologna Process** and comprises an initial short cycle, the Bachelor (1st cycle), the Master (2nd cycle) and the Doctorat (3rd cycle).

### **The short cycle consists of the “Brevet de technicien supérieur” (BTS).**

This **professionally oriented qualification** is awarded upon successful completion of studies in one of the following areas: industrial and commercial professions, applied arts, craft trades, service and health professions, and agricultural occupations. The general **access requirement** is the Luxembourgish **school leaving qualification** awarded after completion of **13 years of schooling** and passing the relevant state examination; comparable foreign qualifications may also be accepted. Admission to some degree courses may be based on specific course requirements. Learners prepare for the BTS by attending a course at a secondary school with internships in the work environment. The course of studies for obtaining the programme is **organised in modules, each lasting one semester**, comprising a certain number of courses, and **allocated a certain number of ECTS credits**. The studies last **2 or 3 years**. The BTS is awarded to students who have gained all the ECTS credits allocated to the programme (**minimum 120 and maximum 180 ECTS credits**) and satisfied all curricular requirements.

### **The first cycle consists exclusively of bachelor programmes.**

These degree programmes provide students with an adequate command of **general scientific methods and contents** as well as **with specific professional skills**. The general **access requirement** is the Luxembourg **school leaving qualification** awarded after completion of **13 years of schooling** and passing the relevant state examination; comparable foreign qualifications may also be accepted. Admission to some degree courses may be based on specific course requirements. The studies last **3 or 4 years**. The **Bachelor** is awarded to students who have gained **180 or 240 ECTS credits** respectively and satisfied all curricular requirements, including the production of a final written paper or equivalent final project.

### **The second cycle mainly comprises master programmes.**

They provide education at an advanced level for the **exercise of highly qualified activities in specific areas**. **Access is by a Bachelor's degree** or a comparable foreign degree corresponding to the level 6 of the Luxembourg qualifications framework; admission is based on specific course requirements determined by the higher education institutions. The studies last **1 to 3 years**. The master's degree is issued after completion of a full study programme of at least **60 ECTS credits and of a maximum of**

**180 ECTS** credits in the given education level, provided the achievement of a **total of at least 300 ECTS credits, bachelor's degree included**. The **master's degree** is awarded to students who satisfied all curricular requirements, including the production and defence of an original dissertation.

**The third cycle represents the Doctorat (research doctorate programme);** the students/young researchers enrolled in these programmes will acquire **methodologies for advanced scientific research**, will be trained in new technologies and will work in research laboratories, if appropriate.

**Access is by a master's degree** (or a comparable foreign degree corresponding to the level 7 of the Luxembourg qualifications framework). Studies last **at least three years** and include the completion and defence of an original research project.

**Double/multiple Degrees** - Higher education institutions and the University of Luxembourg are allowed to establish degree programmes **in cooperation with partner institutions** in Luxembourg and abroad, on completion of which double/multiple degrees can be awarded.

**Joint Degrees** - Higher education institutions and the University of Luxembourg are allowed to establish degree programmes **in cooperation with partner institutions** in Luxembourg and abroad, on completion of which joint degrees can be awarded.

### Section 1.3: Number of Higher Education Institutions

- Public university: 1
- Public secondary schools offering short cycle HE programmes: 11
- Private accredited HEIs: 3

### Section 1.4: Number of Students in Higher Education

#### General number of students (academic year 2017/18, public HE sector)

Total: 7179

- **Short cycle:** 763
- **First cycle:** 3096  
**Second cycle:** 1653  
**Third cycle:** 693
- **Others:** 974

**From those 6416 students enrolled at the University of Luxembourg (1st to 3rd cycle and others):**

- 40,7% were **residents**

- 45% came from **EU-countries**
- 14,3% came from **third countries**.

As for the academic year 2016-17, **89,8% of the students** who graduated from the University of Luxembourg **did a mobility abroad**.

During that same period, the university counted **8,8% of incoming mobility students**.

Important to note: A mobility period abroad of at least 1 semester is **obligatory** during the 3rd year of each bachelor's degree.

Students enrolled in **short cycle programmes** may also be mobile, especially in the form of an **internship abroad**, but the numbers are not available.

## Section 1.5: Structure of Academic Year

These data **vary according to the type of institution**. As for the University of Luxembourg, please find below the link to the academic calendar (1.). This is also the information published by the Eurydice network (2.).

1. [https://www.uni.lu/university/about\\_the\\_university/academic\\_calendar](https://www.uni.lu/university/about_the_university/academic_calendar)
2. [https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-academic-year-europe-%E2%80%93-201718\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-academic-year-europe-%E2%80%93-201718_en)

According to article 7 of the amended Law of 19 June 2009 on the organisation of higher education, the academic year **starts on 15 September and ends on 14 September of the next year**.

## Section 1.6: National Qualifications Framework (or Similar)

Like the EQF, the **CLQ** comprises **eight levels**:

Certification levels **6 to 8 fall within the remit of the ministry of Higher Education and Research**. Responsibility for the certifications at level 5 lies on the ministry of National Education as for the Masters Craftsman's Diploma and on the ministry of Higher Education and Research as for the "Brevet de technicien supérieur" (BTS) (short cycle programmes).

The learning outcomes of each qualification are described by **3 categories of descriptors**.

These descriptors set out in a general and non-disciplinary way what a learner usually knows, understands and is able to do at the end of a learning process.

These three **categories of descriptors** are:

- Knowledge (savoirs)

- Aptitudes (aptitudes)
- Attitudes (attitudes).

'**Knowledge**' should be understood as the **outcome of the assimilation of information** as a result of education and training. Knowledge refers to a group of facts, principles, theories and practices connected with a particular area of study or work; 'assimilation' is defined as the process by which knowledge or know-how is integrated by the learner. '**Aptitudes**' should be understood as referring to the **ability to apply knowledge** to the completion of tasks and the resolution of problems.

As in the European Qualifications Framework, aptitudes may be either:

- **cognitive** (use of logical, intuitive and creative thinking), or
- **practical** (based on both dexterity and the use of method, equipment, tools and instruments).

'**Attitude**' should be understood as referring to **personal and social dispositions** in work or study situations and for professional or personal development:

- **Personal abilities** are characterised by an autonomous, responsible disposition that allows critical consideration of one's own actions and the actions of other people; they also define the scope of a person's own development through either study or practice
- **Social skills** depend on an autonomous, responsible disposition that allows working with others and considering other people's interests.
- For levels 5 to 8, the descriptors are defined as communication aptitudes and the ability to form judgments.

The CLQ is **linked to EQF** and (concerning its levels 5 to 8) to the QF-EHEA.

The descriptors were developed **with reference to existing certifications as well as to the European descriptors** (knowledge, skills, and competences).

[https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-46\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-46_en)

**Please see also:**

- <http://www.men.public.lu/fr/actualites/grands-dossiers/formation-adultes/clq/140131-referencing-report.pdf>
- [http://www.cedefop.europa.eu/files/luxembourg\\_-\\_european\\_inventory\\_on\\_nqf\\_2016.pdf](http://www.cedefop.europa.eu/files/luxembourg_-_european_inventory_on_nqf_2016.pdf)

## Section 1.7: Learning Outcomes in Higher Education

Yes, our national qualifications framework is linked to working with **learning outcomes on programme level**.

Yes, our HE-curricula are based on learning outcomes.

For exhaustive information on the system of learning outcomes, please consult the following document (page 19 onwards):

<http://www.men.public.lu/fr/actualites/grands-dossiers/formation-adultes/clq/140131-referencing-report.pdf>

Learning outcomes will be an essential additional element in the **revised national Diploma Supplement** which is about to be issued to the HEIs and scheduled to be fully implemented at the end of the academic year 2019-2020.

## Section 1.8: Admission Requirements to Higher Education

### General admission requirements

**Admission to levels 5 and 6** is conditional on first obtaining **one of the following diplomas referenced at level 4**: the secondary school leaving certificate or a foreign certificate or diploma recognised as being equivalent, or the general secondary school leaving certificate (or a foreign certificate or diploma recognised as being equivalent), or the technician's certificate in conjunction with certain additional conditions.

**At levels 6, 7 and 8**, the **master's level follows after successful completion of the bachelor's level**, and the **doctorate level follows after obtaining a master's degree**. Exceptionally, access may be allowed to students able to furnish proof of professional experience and outcomes.

As a result, in order to be admitted to:

- **a short cycle programme**, students need to have passed secondary education (NQF/EQF 4);
- **a bachelor programme**, students need to have passed secondary education (NQF/EQF 4) or gained a short cycle degree, with full or partial recognition (NQF/EQF 5);
- **a master programme**, students need to have gained a bachelor's degree (NQF/EQF 6);
- **a PhD programme**, students need to have obtained a master's degree (NQF/EQF 7).

Additionally, many programmes have **specific selection criteria or procedures**.

As for the accreditation of prior and experiential learning:

[https://www.wen.uni.lu/students/useful\\_information\\_from\\_a\\_to\\_z/accreditation\\_of\\_prior\\_and\\_experiential\\_learning](https://www.wen.uni.lu/students/useful_information_from_a_to_z/accreditation_of_prior_and_experiential_learning)

**Admission requirements for non-European applicants** (University of Luxembourg):

[https://www.wen.uni.lu/students/application\\_re\\_registration/eligibility\\_criteria\\_for\\_non\\_ue\\_students](https://www.wen.uni.lu/students/application_re_registration/eligibility_criteria_for_non_ue_students)

**Important** to note is that the University of Luxembourg only allows entry to master degrees and PhD

programmes if prior diplomas have been registered at the Ministry of Higher Education and Research (unless they are EU Bologna bachelors or masters or they fall under the Benelux Mutual Recognition Decision).

## Section 1.9: Grading System

The following grading system is legally binding:

Points	Description	Meaning
<b>18-20</b>	Excellent	Excellent
<b>16-17</b>	Très bien	Very good
<b>14-15</b>	Bien	Good
<b>12-13</b>	Assez bien	More than sufficient
<b>10-11</b>	Passable	Sufficient
<b>0-9</b>	Ajourné	Failed

## Section 1.10: Tuition Fee System for International Students

Higher Education in Luxembourg is **mainly public** and not as expensive as in many other European and non-European countries.

### University of Luxembourg

- First year of Bachelor : 400.-€ / semester
- Second and third year of Bachelor : 200.-€ / semester
- Master programmes : tuition fees vary according to the programmes/faculties

### Advanced technician's diploma (BTS - Short cycle)

100.-€ / semester

### Preparatory classes to the "Grandes Écoles » in France

No tuition fees

### Private institutions

Tuition fees vary between institutions and according to the programmes.

## Part-time study programmes

Tuition fees are generally high and vary according to the programmes.

### Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

Each cycle gives access to/is set up of the **following number of credits**:

- **Short cycle**: 120-180 ECTS credits
- **Bachelor**: 180-240 ECTS credits
- **Master**: 60-180 ECTS credits

For short, first and second cycles, students must obtain at least 10 points out of 20 as an average mark per module.

Furthermore, students in first, second and third cycles need **to satisfy all curricular requirements**, including the production of a final written paper or defence of an original dissertation and/or research project.

### Section 1.12: Relevant Current and Prospective Reforms in Higher Education

Please find below the link to the National Description page for Luxembourg (**Eurydice**):

[https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-higher-education-40\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-higher-education-40_en)

The page gives an overview of the last reforms in the Higher Education system concerning **2016 and 2017**.

The most recent policy reform is the **amended Law of 27 June 2018 on the organisation of the University of Luxembourg**. The official text is only available in French.

In **2019**, the Ministry of Higher Education and Research will start working on the revision of the Law of 19 June 2009 on the organisation of higher education.

## Chapter 2: Quality Assurance in Higher Education

## Section 2.1: Quality Assurance Body in Higher Education

Luxembourg does **not have a national quality assurance agency**. However, in the accreditation procedure of foreign private HEIs the Ministry of Higher Education and Research is **working closely with foreign EQAR-registered QA agencies** (cross-border QA) as well as with an **Advisory group**, and in the accreditation procedure of “*Brevet de technicien supérieur*” (BTS) programmes it is working with an Accreditation committee. The Advisory group and the Accreditation committee both include at the same time **national and international experts**.

## Section 2.2: Quality Assurance System

	Study programme	Institution	Further explanation
<b>Voluntary</b>			
<b>Compulsory</b>	x	x	
<b>Regularity</b>	Every <b>4 years</b> for the <b>University of Luxembourg</b> (evaluation) Every <b>5 years</b> for <b>private HEIs</b> ; please note that it is always a joint evaluation/accreditation of both the institution and the programme(s). Every <b>5 years</b> for <b>short cycle programmes</b> (accreditation-reaccreditation)	Every <b>4 years</b> for the <b>University of Luxembourg</b> (evaluation) Every <b>5 years</b> for <b>private HEIs</b> ; please note that it is always a <b>joint evaluation/accreditation of both the institution and the programme(s)</b> (accreditation-reaccreditation). The secondary schools offering the short cycle programmes are not subject of an institutional accreditation since they are not HEIs.	As for the evaluation of the <b>university</b> , the focus alternates between research and learning&teaching.
<b>External</b>	x	x	
<b>Internal</b>	x	x In the form of a <b>self-evaluation</b> as an integral part of the evaluation/(re-)accreditation process.	

## Section 2.3: Link Programme Authorisation with Quality Assurance

The bachelor, master and PhD programmes offered by the **University of Luxembourg, created by law**, are automatically recognized.

The accreditation procedure of a programme offered by a **foreign private HEI**, based on the principles of the European Quality Standards and Guidelines, is always **intrinsically linked to the accreditation of the institution**. The QA procedure foresees both; a programme cannot be evaluated without taking into



consideration the institution as a whole.

The Minister of Higher Education and Research commissions a **foreign EQAR-registered agency** to perform the **institutional evaluation**. Based on the evaluation report of the agency, the **Minister decides** on the accreditation and the refusal of accreditation.

**Short cycle programmes** offered by secondary schools are evaluated by an **expert group** nominated by the Minister of Higher Education and Research. The expert group is an ENQA affiliate member. Based on the evaluation report of the expert group, the **Minister decides** on the accreditation and the refusal of accreditation.

Concerning **foreign private HEIs** and their programmes as well as **short cycle programmes** offered by secondary schools, **only accredited programmes and institutions are officially recognized by the state.**

## Chapter 3: Credit System in Higher Education

### Section 3.1: Description of Credit System

The results of learning in **levels 5** (for courses leading to the advanced technician's diploma), **6** (for courses leading to a bachelor's degree) **and 7** (for courses leading to a master's degree) are assigned **ECTS credits**. Credits in the European Credit Transfer and Accumulation System (ECTS) are units of measurement based on the volume of work / workload each student has to complete.

**60 credits correspond to one year of full-time study.** 1 credit is the equivalent of **25 to 30 hours of work** required of the student in order to achieve determined learning outcomes.

The credits are granted to students when they complete the conditions for validation of the teaching and the learning outcomes.

### Section 3.2: Credit Transfer System(s)

**ECTS** – European Credit Transfer and Accumulation System.

### Section 3.3 Additional Information

Not applicable.

## Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

Yes.

## Section 3.5: Number of Credits per Academic Year/Semester

The average/standard number of credits gained by students **per semester is 30 ECTS credits** (60 ECTS credits per academic year).

## Section 3.6: Number of Credits per Higher Education Cycle

Each cycle gives access to/is set up of the following number of credits (minimum – maximum):

- **Short cycle:** 120-180 ECTS credits
- **Bachelor:** 180-240 ECTS credits
- **Master:** 60-180 ECTS credits

## Section 3.7: Description of Credit Unit

According to the law, **1 ECTS credit represents 25-30 hours** of workload, including classes and preparation time.

## Section 3.8: Link between Learning Outcomes and Credits

Learning outcomes and credits are **not related**.

*Last updated 2018*



## Malaysia

### Chapter 1: Higher Education System

#### Section 1.1: Schematic Description of the Higher Education System

YEAR	AGE	LEVELS	SECTORS				ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING (APEL) (ADMISSION CRITERIA)	
			ACADEMIC	Technical & Vocational		Skills		
			Universities/ Colleges/ Degree Granting Institutions	Polytechnic	Community Colleges	Vocational Colleges		Skills Training Centres
21	27	Tertiary	Doctoral Degree 3 years					Master's Degree- 30 years old + relevant work experience + passed APEL assessment
20	26							
19	25							
18	24		Master's Degree 1-2 years					
17	23							Bachelor's Degree- 21 years old + relevant work experience + passed APEL assessment
16	22	Bachelor's Degree 3-4 years						
15	21		Advanced Diploma 1 year	Progression of Diploma & Advanced Diploma to Bachelor with credit transfer		Malaysian Skills Advanced Diploma (DLKM)* 1.5 years		
14	20			Diploma 2 years	Malaysian Vocational Diploma (DVM) 2 years	Malaysian Skills Diploma (DKM)* 1 year	Diploma- 20 years old + relevant work experience + passed APEL assessment	
13	19	Post-secondary	Malaysian Higher School Certificate (STPM)/ Matriculation/ Foundation/ Pre-University 1-2 years			Malaysian Skills Certificate 3* 1 year	Certificate- 19 years old + relevant work experience + passed APEL assessment	
12	18			Certificate 1 year			Malaysian Skills Certificate 1 & 2* 1 year (student normally enroll after upper secondary)	Malaysian Skills Certificate/ Diploma/ Advanced Diploma are also conferred through the Recognition of Prior Achievement
11	17	Upper Secondary	Malaysian Certificate of Education (SPM) (national secondary/ special education/ religious/ technical/ sports/ arts/ private schools) 2 years		Malaysian Vocational Certificate (SVM) 2 years			
10	16							
9	15	Lower Secondary	Form Three Assessment (PT3)					Note *The age guide does not strictly apply to the skills sector due to programme duration and lack of age limit to entry.
8	14		(national secondary/ religious school/ special education/ sports/ arts/ private schools)					
7	13		3 years					
6	12	Primary	Primary School Achievement Test (UPSR) (national/ national-type Chinese/ national-type Tamil/ special education/ religious/ private schools) 6 years					
5	11							
4	10							
3	9							
2	8							
1	7							
2	6	Preschool	Public/private preschools					
1	5		1-2 years					

## Section 1.2: Description of Higher Education System

The familiar degree structure containing **Bachelor, Master's and PhD programmes** is found in Malaysia and is **supplemented with undergraduate and postgraduate diploma programmes**. Minimum credit values are proposed for the qualifications pegged to the **Malaysian Qualifications Framework**.

Programmes offered by **private** higher education institutions are **accredited on a programme-by-programme basis**. Only the programmes **listed by the Malaysian Qualifications Agency (MQA)** on the Malaysian Qualifications Register (MQR) are considered to be national awards.

**Diploma courses** are **MQF Level 4** awards, offered by universities, polytechnics and accredited private providers. These awards are available in **both the higher education and vocational sectors**. The Diploma programmes require the completion of at least **90 credits** in the credit system.

The **Advanced Diploma** is a 40-credit **level 5** award in the MQF. It aims to provide individuals with the knowledge, practical skills and managerial abilities to take on more complex and higher responsibilities in the workplace.

### Bachelor degree

The duration of a **Bachelor degree (MQF Level 6)** is between three and **four years (120 credits and above)**, although courses in certain programmes may last longer, for example, medicine and dentistry are five-year degrees. Degree programmes usually comprise some **general study courses**, general and **specific core courses** and **some chosen subjects**. An Honours degree may be awarded if a sufficiently high score has been achieved. A dissertation or a final -year project may form part of the programme.

### Graduate Certificate and Graduate Diploma

Graduate Certificates (**30 credits**) and Graduate Diplomas (**60 credits**) are also available in some universities and accredited institutions. They are normally taken by students who wish to **change their field of study** or continue their **professional development**.

### Postgraduate Certificate and Postgraduate Diploma

Some institutions offer **postgraduate certificate and postgraduate diploma** programmes lasting between one and two years with a minimum **credit value of 20 and 30 points**, respectively. Most of the content of these courses are at **Master's degree level**, but they tend to be shorter and include less independent study.

### Master's degree

A Master's degree requires one to **three years of further study after a Bachelor degree**. There are three types of Master's degrees; a coursework only Master's (e.g., Master of Business Administration), a research only degree and mixed-mode programmes that include a **mixture of coursework and research**. The programmes that contain coursework have a credit value of at least 40 credits in the framework.

Some universities also offer **Master of Philosophy (MPhil) degrees**. In some cases, these are the same as Master's degrees (e.g., Master of Arts, Master of Science) by research. In other cases, they are **higher research degrees** that allow a student to convert their **candidacy to doctoral programmes** subject to specified requirements

### Doctorate

A PhD is awarded after the completion of a **further three years of study** following a Master's degree. In certain subjects, the course can last up to seven years. Doctoral students are expected to conduct **independent research** that contributes to the broadening of knowledge within their area of expertise.

### Collaboration between Private and Overseas Higher Education Institutions

**Local colleges working with overseas institutions** either offer a split degree programme or offer the entire degree programme in Malaysia.

A **split degree programme** can take the form of the following:

- **Twinning programme** - the student partially completes the award at the private college and completes the remaining years at the partner institution, which then awards the qualification.
- **Credit transfer programme** - the private college has an agreement with a number of foreign institutions so students can transfer the credits from their studies towards a degree programme at their chosen overseas institution.
- **Advanced standing programme** - students study for one or two years at the private college. They can then get recognition for part of or all of their study to gain advanced standing to complete the remaining portion of the degree programme at a foreign institution.
- **Entire degree programmes** can be taken at one of the private colleges. This can be done in the following ways:
  - **3+0 programme** - the entire programme is offered in Malaysia by a private college on behalf of the foreign partner institution.
  - **External programmes** - the student registers for the external programme of a foreign university, and the private college acts as a tutorial centre. The degree gained is identical to the one awarded to the internal students of the foreign university.
  - **Distance learning** - similar to the external programme, students learn through video conferencing and audio-visual materials with tutorial support provided by the private college.

### Section 1.3: Number of Higher Education Institutions

- **Public Universities:** 20
- **Polytechnics:** 36
- **Community Colleges:** 94

Cut-off date: 31 December 2017

Source: <http://www.mohe.gov.my/muat-turun/awam/statistik>

**Private HEIs: 467**

1. With University Status: 53
2. With University Status (International University Branch Campus): 10
3. With University College Status: 38
4. With College Status: 366

Cut-off date: 31 August 2018

Source: Registration and Standard Division, Department of Higher Education, MOE

## Section 1.4: Number of Students in Higher Education

### General number of students (enrolment) & number of students divided by type of institution

Higher Education Institutions	Sum
Public Universities	538,555
Private HEIs	666,617
Polytechnics	99,606
Community Colleges	20,921
<b>Total</b>	<b>1,325,699</b>

### Number of foreign students

Level of Studies	Sum
Diploma	37,176
Postgraduate Diploma	226
Others	8,879
Matriculation	26
Ph.D	15,513
Master	16,350

Bachelor	55,690
<b>Total</b>	<b>133,860</b>

**Number of outgoing exchange students with credit transfer:** not available

**Number of incoming exchange students with credit transfer:** not available

Cut-off date: 31 December 2017, Source: <http://www.mohe.gov.my/muat-turun/awam/statistik>

## Section 1.5: Structure of Academic Year

**Typical structure of an academic year are as follows:**

	Long Semester	Short Semester
<b>No. of Weeks*</b>	14	–
<b>No. of Semesters</b>	3	–

**Or**

	Long Semester	Short Semester
<b>No. of Weeks*</b>	17	9
<b>No. of Semesters</b>	2	1

**Or**

	Long Semester	Short Semester
<b>No. of Weeks*</b>	20	–
<b>No. of Semesters</b>	2	–

\*Including study week and exam

The **beginning** of academic year **varies by institution**. For public institutions, the academic year for most programmes begin in September and ends in May. Some institutions begin their academic year in February and ends it in November. There are also institutions which begin their academic year in June.

## Section 1.6: National Qualifications Framework (or Similar)

The **Malaysian Qualifications Framework (MQF)** is a national instrument, which develops and classifies qualifications based on a **set of criteria that is nationally agreed and internationally benchmarked**, and which clarifies the academic levels, learning outcomes and credit system based on student academic load. There **eight levels** of outcome-based qualification in the MQF.

MALAYSIAN QUALIFICATIONS FRAMEWORK (MQF) 2ND EDITION				
MQF LEVEL	MINIMUM GRADUATING CREDIT	SECTOR		LIFELONG LEARNING
		ACADEMIC	TVET*	
8	No credit rating	PhD by Research		Accreditation of Prior Experiential Learning (APEL)
	80	Doctoral Degree by Mixed Mode & Coursework		
7	No credit rating	Master’s by Research		
	40	Master’s by Mixed Mode & Coursework		
	30	Postgraduate Diploma		
	20	Postgraduate Certificate		
6	120	Bachelor’s degree		
	66**	Graduate Diploma		
	36**	Graduate Certificate		
5	40	Advanced Diploma	Advanced Diploma	
4	90	Diploma	Diploma	
3	60	Certificate	Certificate	
2	30	Certificate	Certificate	
1	15	Certificate	Certificate	
*Technical and Vocational Education and Training. **Inclusive of 6 credits from general studies subjects.				

## Section 1.7: Learning Outcomes in Higher Education

Learning outcomes are statements that explain what students should know, understand and can do upon successful completion of a period of study, which generally lead to a qualification or part of a qualification.



Below are the **five clusters of learning outcomes in MQF**:

<b>1</b>	Knowledge and understanding
<b>2</b>	Cognitive skills
<b>3</b>	Functional work skills with focus on: 1. Practical skills 2. Interpersonal skills 3. Communication skills 4. Digital skills 5. Numeracy skills 6. Leadership, autonomy and responsibility
<b>4</b>	Personal and entrepreneurial skills
<b>5</b>	Ethics and professionalism

Further, the learning outcomes are asserted in three categories, which are levels of qualification, fields of study and programme.

## Section 1.8: Admission Requirements to Higher Education

The **general entry requirement** for undergraduate degrees is **the Malaysian Higher School Certificate** (Sijil Tinggi Persekolahan Malaysia, STPM), Matriculation or an equivalent pre-university programme. The minimum entrance requirement is three passes in the STPM and applicants are generally expected to have achieved at least two principal passes, but in practice higher scores are needed. A minimum CGPA of 2.00 (grade C) in the Matriculation Examination is required to be considered for university admission, but a higher grade is normally needed to gain a place. The Unified Examination Certificate (UEC) Senior Middle Level Certificate is not accepted for entry into public universities, but often allows access to private institutions.

**The minimum entry requirement to higher education are as follows**

Qualification/MQF Level	
-------------------------	--

<b>Bachelor (Level 6)</b>	<ul style="list-style-type: none"> <li>Malaysian Higher School Certificate (<i>Sijil Tinggi Persekolahan Malaysia</i>, STPM) with minimum Grade C in two subjects; or</li> <li><i>Sijil Tinggi Agama Malaysia</i> (the Malaysian Higher Islamic Religious Certificate) with minimum achievement of <i>Jayyid</i>; or</li> <li>Unified Examination Certificate (UEC) with minimum Grade B in five subjects; or</li> <li>Matriculation/Foundation/Pre-University programme with minimum CGPA of 2.00; or</li> <li>Diploma (MQF Level 4)/Advanced Diploma (MQF Level 5) with minimum CGPA of 2.00; or</li> <li>Any other equivalent qualification.</li> </ul>
<b>Masters (Level 7)</b>	<p>Coursework</p> <ul style="list-style-type: none"> <li>Bachelor Degree (MQF Level 6) or its equivalent with minimum CGPA of 2.50 out of 4.00 as accepted by the Senate of the HEI; or</li> <li>Bachelor Degree (MQF Level 6) or its equivalent but not meeting CGPA 2.50 out of 4.00 can be accepted subject to a minimum of 5 years of working experience in relevant field.</li> </ul> <p>Mixed-mode and Research</p> <ul style="list-style-type: none"> <li>Bachelor Degree (MQF Level 6) or its equivalent with minimum CGPA of 2.75 out of 4.00, as accepted by the Senate of the HEI; or</li> <li>Bachelor Degree (MQF Level 6) or its equivalent with minimum CGPA of 2.50 out of 4.00, and not meeting CGPA 2.75 can be accepted subject to a rigorous internal assessment; or</li> <li>Bachelor Degree (MQF Level 6) or its equivalent not meeting CGPA of 2.50 out of 4.00 can be accepted subject to a minimum of 5 years of working experience in relevant field.</li> </ul>
<b>Doctoral (Level 8)</b>	<ul style="list-style-type: none"> <li>Masters Degree (MQF Level 7) as accepted by the Senate of the HEI; or</li> <li>Other qualification equivalent to a Masters degree that is accepted by the Senate of the HEI.</li> </ul>

## Language requirements

For Diploma level programmes, students are expected to achieve **Band 2 in the Malaysian University English Test (MUET)** or a **Score of 4.0 in the International English Language Testing System (IELTS)** or its equivalent. For Bachelor level, it is MUET Band 3 or IELTS 5.0 or its equivalent. For postgraduate programmes, international students are expected to achieve language proficiency of IELTS 5.0 or its equivalent. But, some fields of study require higher score, for example, programmes in the field of Business Studies require IELTS Score of 6.0 or its equivalent.

## Section 1.9: Grading System

Marks	Grade	Grade Point	Description
<b>80-100</b>	A	4.0	Distinction

<b>75-79</b>	A-	3.7	Distinction
<b>70-74</b>	B+	3.3	Good
<b>65-69</b>	B	3.0	Good
<b>60-64</b>	B-	2.7	Good
<b>55-59</b>	C+	2.3	Pass
<b>50-54</b>	C	2.0	Pass
<b>45-49</b>	C-	1.7	Conditional Pass
<b>40-44</b>	D+	1.3	Fail
<b>35-39</b>	D	1.0	Fail
<b>00-34</b>	F	0.0	Fail

## Section 1.10: Tuition Fee System for International Students

The fees for international students include tuition fees and other study fees **depending on the field of studies and duration of a programme**. The Ministry of Education (Higher Education Sector) is the entity that monitors and controls the fees for international students studying in Malaysia.

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

For **Bachelors Programme** minimum graduation credit is **120**.

For **Masters Programme** minimum CGPA for graduation is 3.00 and above with a minimum graduating credit of 40.

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

### Mid-Term Review of Malaysia Education Blueprint (MEB) 2015-2025 (Higher Education)

#### Background

- Based on the current political and socio-economic progress in Malaysia and the internal restructuring of the Ministry of Education, a review of the successful implementation of Wave 1 and the progress of Wave 2 of the MEB (HE) is needed for timely intervention, re-strategizing and ensuring the success of Wave 3 implementation.
- With the fast changing global patterns and trends (emergence and awareness of Industrial Revolution 4, Industry 4.0 and Society 5.0, etc.), further realignment of the MEB (HE) is needed to embrace these changes for a happier, loving and mutually trusting education ecosystem.

## Objective

- Thorough review of the effectiveness of the implementation, current achievements and challenges of the ten transformational shifts of the Malaysia Education Blueprint (MEB) 2015-2025 (Higher Education).

## Outcomes

- A comprehensive review of the Malaysia Education Blueprint (MEB) 2015-2025 (Higher Education).
- Transformational programmes and appropriate interventions in improving the next phase of implementation based on:
  - best practices from benchmarking
  - the needs of current challenges and future trends

# Chapter 2: Quality Assurance In Higher Education

## Section 2.1: Quality Assurance Body in Higher Education

### Malaysian Qualifications Agency (MQA)

The establishment of a **new entity** which merges the National Accreditation Board (LAN) and the Quality Assurance Division, Ministry of Higher Education (QAD) was approved by the Government on 21 December 2005. This entity is responsible for **quality assurance of higher education for both the public and the private sectors**.

The new entity, **the Malaysian Qualifications Agency (MQA)**, was established on 1 November 2007 with the coming in force of the Malaysian Qualifications Agency Act 2007. The MQA was officially launched by the Honourable Minister of Higher Education, Dato' Mustapa Mohamed, on 2 November 2007.

The **main role** of the MQA is **to implement the Malaysian Qualifications Framework (MQF)** as a basis for quality assurance of higher education and as the reference point for the criteria and standards for national qualifications. The MQA is responsible for **monitoring and overseeing the quality assurance practices and accreditation** of national higher education.

The establishment of the MQA saw LAN dissolved and its personnel absorbed into the MQA.

With the vision to be a global authority on quality assurance of higher education and the mission to put in place a system of quality assurance that is recognised internationally, the MQA is set to chart **new boundaries in higher education quality assurance**.

## Functions

As a quality assurance body, the **functions of MQA are:**

1. To implement MQF as a reference point for Malaysian qualifications;
2. To develop standards and credits and all other relevant instruments as national references for the conferment of awards with the cooperation of stakeholders;
3. To quality assure higher education institutions and programmes;
4. To accredit courses that fulfil the set criteria and standards;
5. To facilitate the recognition and articulation of qualifications; and
6. To maintain the Malaysian Qualifications Register (MQR)

Programmes offered by public institutions are listed on the MQR if they are recognised by the Public Service Department or by the relevant professional body.

**There are two processes involved in the current MQA accreditation system:**

1. **Provisional Accreditation** – this initial process is designed to help higher education providers achieve accreditation by enhancing the standards and quality of provision. Accreditation – this is a formal recognition that the certificate, diploma or degree programme meets MQA standards.
2. **New courses** are initially given provisional accreditation and full accreditation is awarded once a full cycle has been completed.

[http://www.mqa.gov.my/PortalMQAv3/default/en/profil\\_MQA.cfm](http://www.mqa.gov.my/PortalMQAv3/default/en/profil_MQA.cfm)

## Section 2.2: Quality Assurance System

	Programme	Institution
<b>Voluntary</b>	X	
<b>Compulsory</b>		
<b>Regularity</b>	5 years	5 years
<b>External</b>	X	X
<b>Internal</b>	X	X

**Further explanation**

*Every 5 years HEIs have to go through programme maintenance audit to maintain the accreditation status of their programmes.*

*For self-accrediting institutions, they have to go through self-accreditation maintenance audit to maintain their self-accrediting status once every five years and submit a biennial report to MQA.*

## Section 2.3: Link Programme Authorisation with Quality Assurance

### Malaysian Qualifications Register (MQR)

Section 81 of the Malaysian Qualifications Agency Act 2007 (Act 679) provides that the Agency shall establish and maintain a national register known as the Malaysian Qualifications Register (MQR), containing programmes, qualifications and higher education providers accredited under the Act.

The **MQR is the reference point** for accredited programmes awarded by higher education providers. These programmes or qualifications (i.e., certificate, diploma, advanced diploma, or degree) must conform to the Malaysian Qualifications Framework.

**The objectives of the MQR are:**

1. to provide information on accredited programmes and qualifications;
2. to enable stakeholders to know, understand and make comparison on the features of a qualification and its relationship with other qualifications;
3. to facilitate the credit transfer process.

**Contents of MQR are as follows:**

1. name and address of the higher education institution
2. application reference number
3. name of the qualification
4. field of the qualification
5. validity period
6. qualification level
7. credit requirements to graduate and
8. Mode and duration of study.

**Additional information** such as learning outcome statements of the programme, admission criteria and other relevant information will be uploaded from time to time.

The MQR plays a significant role in **ensuring that accredited higher education qualifications are**

**registered and made available for reference** to all stakeholders. Higher education providers, both local and foreign, may apply to have their qualifications registered in the MQR provided that the programmes fulfill the standards and criteria set and are accredited.

The MQR also contains **information on the credit requirements** of each qualification or programme, and thus **facilitate the credit transfer process** from one level to another.

The information in the MQR **can also be used for certification or clarification** regarding any registered qualification. Any interested party may refer to the MQR in order to obtain verification on the status of any qualification. An extract from the MQR is available upon request.

<http://www2.mqa.gov.my/mqr/>

## Chapter 3: Credit System in Higher Education

### Section 3.1: Description of Credit System

Provision for credit system is stated in MQA Act 2007 section 36(f) 'to establish a credit system to facilitate credit accumulation and transfer which is acceptable within and outside Malaysia'.

**Credit system** plays an **increasingly important role** in higher education, both at national and international levels.

Its key importance lies in its ability to quantify and record student-learning achievements.

#### **Credit system:**

1. helps to **measure student learning** and programme transparency;
2. provides **flexibility** to HEPs in programme design and delivery;
3. helps to achieve **common understanding** and secure standards of qualifications;
4. facilitates **credit transfer and recognition** within, and among the skills, technical and vocational, academic and professional sectors;
5. facilitates **comparability** of qualifications locally or internationally by comparing credit load;
6. aids **access and credit transfers** based on assessment of prior formal, informal and non-formal

learnings; and

7. **promotes mobility** of students and workers between institutions, regionally and globally.

Credit has **both qualitative and quantitative value** overall. MQF is also seen as Credit-Reference Qualifications Framework as mandatory minimum credit accumulation for each level and transferable credits are prescribed and regulated. At the institutional and programme levels, policies and requirements on credit exemptions and transfers between programmes and between institutions locally and abroad, must be provided.

### Key elements to be observed on the credit system:

1. The MQA Act 2007 defines a credit as **‘a representative measure to reflect the academic load’**. Within the MQF, ‘credit is a quantitative measure that represents the volume of learning or academic load to attain the set of learning outcomes.’ It is a measure of the total academic/learning load or volume of learning a student must undertake to achieve a defined group of learning outcomes.
2. In this aspect, ‘academic load’ is a **quantitative measure of all the learning activities** required to achieve a defined set of learning outcomes: lectures, tutorial, seminar, practical, clinical practice, self-study, retrieval of information, studio work, research, fieldwork, WBL as well as preparing and sitting for an examination.
3. The Malaysian credit value is **1 credit equivalent to 40 Notional Learning Hours (NLHs)**. This took into consideration the semester system and assumption of availability of learning hours of average students, various learning activities, guided or independent learning and non-face-to-face-learning.
4. Credit(s) may **also be acquired by learners through assessment and validation of prior experiential learning** in other settings.
5. The **minimal** credit load for each level is **defined by the Framework** (and is independent of the mode of delivery of learning). However, higher credit requirements for specific qualifications are established, indicated based on fields of study or for professional programmes accordingly.
6. **Credit transfer** is **subject to the policy and framework** set to enable learners to accumulate credits and to transfer credit.
7. **Credit exemption:** Allows a student to be granted credit on application for exemption for a course(s) based upon learning achieved in another programme. However, this does not preclude institutions from requiring, of those granted credit transfers or exemptions, obligations to meet all graduation requirements, including the satisfactory completions of the minimum number of courses of that institution.

<http://www.mqa.gov.my/portalmqav3/document/mqf/MQF%202nd%20Edition%2002042018.pdf>

## Section 3.2: Credit Transfer System(s)

Not applicable.

## Section 3.3: Additional Information

### General

	14	
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- CT can be **performed either vertically or horizontally** through subject to **subject mapping**. A strict subject-to-subject compatibility in terms of intended learning outcomes, content and performance is expected to be applied for curriculum components that define the body of knowledge of a programme. These include subjects classified as core, major, minor and specialisation.
- CT is subjected to the **general policy of credit transfer**:
  1. The applicant must have obtained a minimum grade of C or its equivalent (satisfactory performance or a pass) in the previous course;
  2. The credit transfer must be for the same credit as the course credits of the programme being transferred into;
  3. The credit transfer must be based on subject or course mapping with at least 80% match in content and equivalent course outcomes (parity of course); and
  4. The programme from which the course credits are transferred from are accredited or approved in the country of origin (recognition).

### CT for APEL(C)

- APEL(C) prescribes method of **assessing knowledge gained from work or life experiences**. On top of that, knowledge gained from previously subscribed short courses may allow credit transfer for related courses in academic programmes enrolled at higher education institutions.
- APEL(C) permits individuals to be **exempted from taking certain subjects** which will eventually help to accelerate in the completion of their study. Upon the mapping exercise conducted on the candidates, the achievement of learning outcomes can be measured for the credit transfer to be awarded.

This initiative is consistent with the government aspiration in supporting lifelong learning

### CT for MOOC

- Accumulative experiences and learning through **MOOC** are assessable and **can be awarded with credits**. Thus, the national policy recognises the award of credits for learning through MOOC and it covers all disciplines and levels of qualifications in the Malaysian Qualifications Framework (MQF).
- Candidates with MOOC whose **achievement were verified based on the competency assessed can be awarded with credits**. However, MOCC offered has to be confirmed on its quality, sufficiency of curriculum content and equivalency of credits for the related courses in academic programmes at higher education institutions.

### CT for Mobility Programme

- The mobility programme aims at enriching students' learning experience through residential programme in other institutional environment. The programme may **involve collaboration between local institutions or between local institutions with foreign institutions**. The credits earned through this programme at the host institution are **transferable** to the academic programme conducted at the sending institution.

- The HEPs involved in student mobility programme must have a **clear advance standing arrangement** with their partners which describes CT applications and options according to different curriculum components of the main programme of studies. A strict subject-to-subject mapping is expected for core, major, minor and specialisation as compared to mapping for open elective courses. In principle, student should enjoy a greater flexibility in completing the overall credit requirement of open elective components through mobility programme.

## Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

Yes.

## Section 3.5: Number of Credits per Academic Year/Semester

The number of credits per standard academic year is **50 credits**.

Semester system <https://bit.ly/2y9FELE>

## Section 3.6: Number of Credits per Higher Education Cycle

- **Short cycle programmes (level 5)** are 40.
- **Bachelor programmes (level 6)** are 120 credits.
- The number of credits for a **Master programme (level 7)** is minimum 40 credits
- **PhD** by Mixed mode and Coursework is minimum 80 credits (there are no credits for Masters by Research (level 7) and PhD (level 8)).

## Section 3.7: Description of Credit Unit

The Malaysian credit value is **one credit equivalent to 40 Notional Learning Hours (NLHs)**. This took into consideration the semester system and assumption of availability of learning hours of average students, various learning activities, guided or independent learning and non-face-to-face-learning. These activities include lecture, tutorial, seminar, practical, self-study, retrieval of information, research, fieldwork, as well as preparing for, and sitting of, an examination

## Section 3.8: Link between Learning Outcomes and Credits

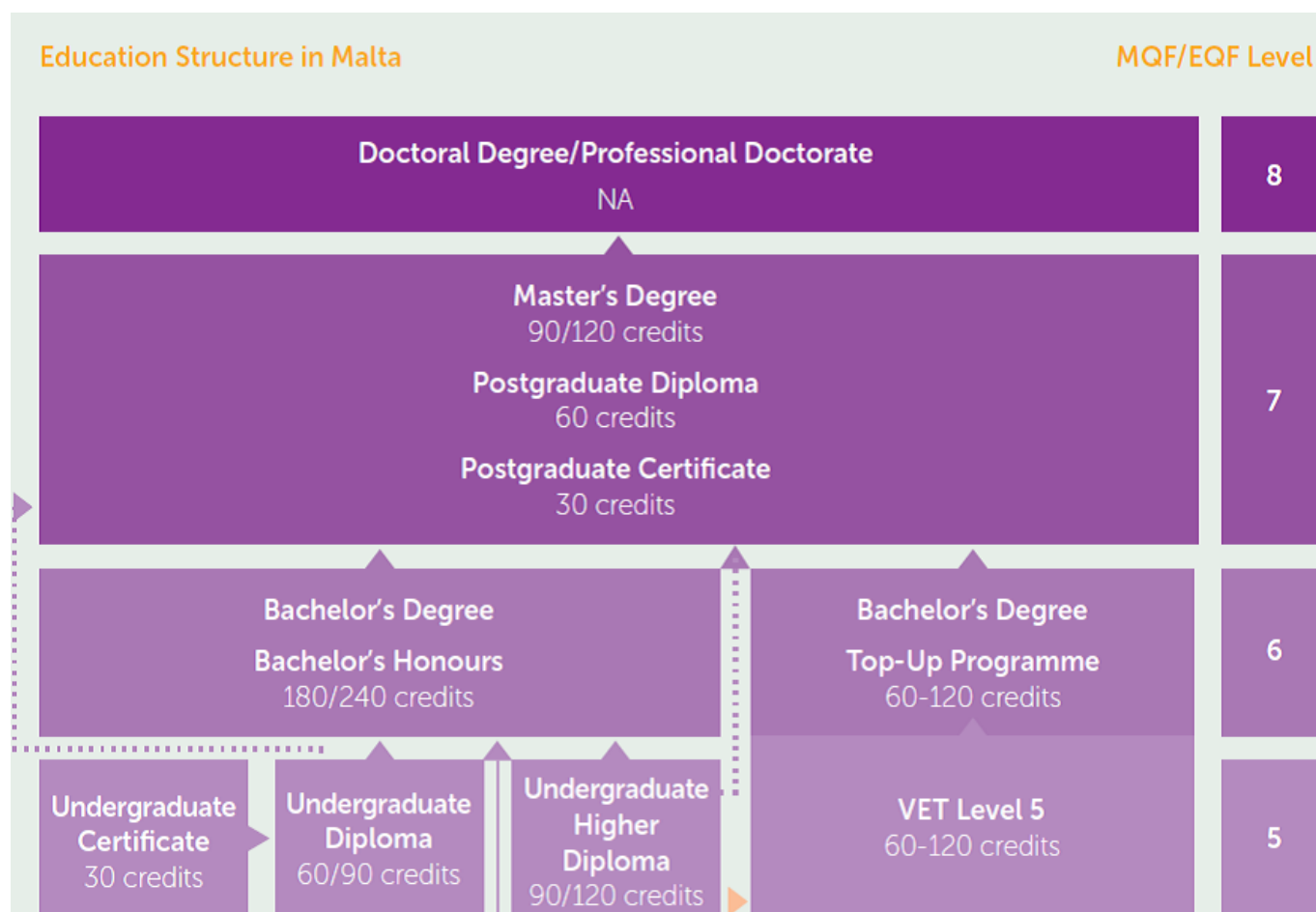
The MQF defines a credit as a **representative measure to reflect the academic load**. Academic load is a quantitative measure of all the learning activities required to achieve a defined set of learning outcomes.

*Last updated in 2018*



## Chapter 1: Higher Education System

### Section 1.1.: Schematic Description of the Higher Education System



Note: Undergraduate refers to the academic stream

<https://ncfhe.gov.mt/en/Documents/Referencing%20Report/Referencing%20Report%202016.pdf>

### Section 1.2: Description of Higher Education System

The **three main higher education institutions** in Malta which are state funded are the

1. University of Malta
2. Malta College of Arts, Science and Technology
3. Institute of Tourism Studies

Apart from these there are **several private higher education institutions** which offer courses from Level 5 to Level 8.

The diagram in section 1.1 shows the number of credits for each qualification. The number of credits per academic year on a full-time basis, assigned at Levels 5-8 falls within the Bologna Process which specifies that the associated workload of a full-time academic year, or its equivalent, is that of 60 credits. Hence a Bachelor's degree consisting of 180 credits is of 3 years duration. First cycle bachelor's degrees vary in duration between three to four years depending on the specialization and the area of study.

<https://ncfhe.gov.mt/en/Documents/Referencing%20Report/Referencing%20Report%202016.pdf>

### Section 1.3: Number of Higher Education Institutions

### Section 1.4 Number of Students in Higher Education

Please refer to the official publication below. Data is currently being collected for the period 2019-2020

[https://ncfhe.gov.mt/en/services/Documents/Research/NCFHE%20Statistics%20Report%202015-2016\\_synopsis.pdf](https://ncfhe.gov.mt/en/services/Documents/Research/NCFHE%20Statistics%20Report%202015-2016_synopsis.pdf)

### Section 1.5: Structure of Academic Year

The academic year starts in October and ends in June. There are **two semesters, from October to January and from February to June**. Examination period is held at the end of January and during the whole month of June.

The above structure is related to the publicly funded providers which the private institutions mostly follow.

### Section 1.6: National Qualifications Framework (or Similar)

The Malta Qualifications Framework (MQF)		
8	Doctoral Degree	
7	Master's Degree Post-graduate Diploma Post-graduate Certificate	
6	Bachelor's Degree	
	2	

5	Undergraduate Diploma Undergraduate Certificate	VET Higher Diploma Foundation Degree
4	Matriculation Certificate Advanced Level Intermediate Level	VET Diploma (iv)
3	General Education SEC Grade 1-5	VET Level 3 (iii)
2	General Education Level 2 SEC Grade 6-7	VET Level (ii)
1	General Education Level 1 School Leaving Certificate	VET Level (i)
B	Introductory Level B*	
A	Introductory Level A*	

\*These are not yet included in legislation

#### Annotations

1. A Full VET Level 1 qualification should enjoy the same parity of esteem as a Full Secondary School Certificate and Profile (SSC&P) Level 1.
2. A Full VET Level 2 qualification should enjoy the same parity of esteem as 4 Secondary Education Certificate (SEC) subjects at Grade 6 and 7.
3. A VET Level 3 qualification should enjoy the same parity of esteem as 6 Secondary Education Certificate (SEC) subjects at Grade 1 to 5.
4. A VET Diploma should enjoy the same parity of esteem as the Matriculation Certificate.

## Section 1.7: Learning Outcomes in Higher Education

Qualification levels on the Malta Qualifications Framework are specified through the **Level Descriptors**. These descriptors are **stated in terms of knowledge, skills and competences and the consequent learning outcomes achieved**. Subsidiary Legislation 327.431 'Malta Qualifications Framework for Lifelong Learning Regulations' establishes that qualifications forming part of the MQF shall be based on learning outcomes, and as such shall be expressed in terms of knowledge, skills and competences corresponding to the respective level descriptors.

Accreditation of HE curricula is based on learning outcomes which determine the level rating on the Malta National Qualifications Framework.

## Section 1.8: Admission Requirements to Higher Education

Whilst there is **no national legislation about admission requirements, usually providers of HE follow the below entry requirements of publicly funded HE institutions which are**

1. the **Matriculation Certificate and a pass at grade 5 or better in the Secondary Education**

**Certificate (SEC) examinations in English Language, Maltese and Mathematics.** A non-Maltese applicant may be allowed to offer another language as approved by the Admissions Board instead of Maltese. The other language cannot be English, and applicants whose mother tongue is English, shall be required to offer a language other than English instead of Maltese.

The Matriculation Certificate comprises six subjects and is awarded if students obtain a certain number of points including passes in a language, a science subject and a humanistic subject as well as a pass in a subject entitled 'Systems of Knowledge'. Two of the six subjects must be at Advanced Level, three others at Intermediate Level and Systems of Knowledge.

2. a **student who has pursued secondary education outside Malta**, the HE institutions would accept **comparable qualifications**, provided that the required mix of subjects and levels would be comparable to the Matriculation Certificate.
3. Applicants who hold **dual citizenship**, or who become naturalised Maltese citizens, are required to be in possession of a **pass in Maltese at SEC level** for entry to a course at the University of Malta (UM). Foreign qualifications are independently evaluated by UM to assess the comparability against national framework levels.
4. **At Malta College of Arts Science and Technology (MCAST) the general entry requirements into higher level programmes is usually two subjects at Advanced Level and a number of subjects at Ordinary level, or equivalent.** This may include the MCAST-BTEC (Malta College of Arts Science and Technology - Business and Technology Education Council) National Diploma in the main subject applied for. This permits for progression into higher level studies. Applicants from other EU member states as well as applicants from outside of the EU may apply to join programmes run by MCAST. It is the responsibility of such applicants to provide an equivalence certificate from the national authority.

## Section 1.9: Grading System

Each Higher Education System has its own grading system.

## Section 1.10: Tuition Fee System for International Students

Different tuition fees for international students apply in publicly funded HEI or Universities discriminating between EU/EEA citizens and non EU/EEA citizens where the latter pay higher than the former for all courses.

- University of Malta fees: <https://www.um.edu.mt/international/students/tuitionfees>
- Malta College for Arts Science and Technology fees: <https://www.mcast.edu.mt/fee-payments-for-non-eu-candidates/>
- Institute for Tourism Studies fees: <https://its.edu.mt/courses-admission/how-to-apply/tariff-and-fees.html>

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

- A **minimum of 180 ECTS** are required to obtain a **Bachelor's degree**
- A minimum of **30 ECTS** are required to obtain a **Postgraduate Certificate**

- A minimum of **60 ECTS** are required to obtain a **Postgraduate Diploma**
- A minimum of **90 ECTS** are required to obtain a **Master's degree**

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

In February 2020 the Parliament approved an Act to regulate further and higher educational institutions and education providers in Malta and other ancillary matters. The Act aims to establish the National Commission for Further and Higher Education in an Authority which is more independent from the Ministry of Education.

## Chapter 2: Quality Assurance in Higher Education

### Section 2.1: Quality Assurance Body in Higher Education

The **National Commission for Further and Higher Education (NCFHE)** is the competent authority in Malta responsible for quality assurance of the HE. For the purposes of its accreditation and external quality assurance functions, the Commission is independent from government, from providers as well as from business, industry and professional associations in all their operations and decisions.

In accordance with article 69(10) of the Education Act, Chap. 327 of the Laws of Malta, the Commission shall establish a Quality Assurance Committee to carry out its licensing, accreditation and quality assurance functions under these regulations. Decisions taken by the Quality Assurance Committee require adoption by the Commission for their validity and enforcement.

### Section 2.2: Quality Assurance System

	Study programme	Institution
<b>Voluntary</b>		
<b>Compulsory</b>	X	X
<b>Regularity</b>		5 years
<b>External</b>	X	X
<b>Internal</b>	X	X
<b>Further information:</b> Please refer to Subsidiary Legislation 327.433 <a href="http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&amp;itemid=11929&amp;l=1">http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&amp;itemid=11929&amp;l=1</a>		

## Section 2.3: Link Programme Authorisation with Quality Assurance

**The licensing of Further and Higher education institutions is subject to periodic external quality assurance auditing by NCFHE.** External quality assurance audits can focus either on programme quality audit or provider quality audit. The implementation of this regulatory framework is important as it gives national qualifications credibility on both national and international level.

The quality of the Qualifications and Awards accredited depends on the quality of the provision of education and training by the Further and Higher Education providers in Malta. In 2015, NCFHE established the National Quality Assurance Framework for Further and Higher Education institutions in Malta. The accreditation of Qualifications and Awards is based on the implementation of this National Quality Assurance framework within the education and training providers obtaining accreditation.

Hereunder is link to accredited courses by NCFHE:

<https://ncfhe.gov.mt/en/register/Pages/register.aspx>

## Chapter 3: Credit System in Higher Education

### Section 3.1: Description of Credit System

All courses accredited by NCFHE are assigned a **number of credits based** on their **total learning workload**. The University of Malta has fully implemented a credit system based on ECTS for a number of years. The Malta College for Arts, Science and Technology, the main VET provider also uses credits (ECVET for levels 1-4 and ECTS for Level 5 and higher). The Institute for Tourism Studies also uses ECVET credits as the basis for programme design and planning. All courses accredited by NCFHE are included in the national register for accredited courses with identifiable credit points.

### Section 3.2: Credit Transfer System(s)

ECTS – European Credit Transfer and Accumulation System.

### Section 3.3: Additional Information

Not applicable.



## Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

Yes.

## Section 3.5: Number of Credits per Academic Year/Semester

Qualifications at Levels 2-7 on the Malta Qualifications Framework are designed on a **maximum of 60 credits per academic year** where delivery is undertaken **on a full-time basis**. This amounts to 1500 hours (60 credits x 25 hours of learning per credit) per academic year. At MQF Level 1, the maximum number of credits per academic year is 40 credits (40 credits x 25 hours of learning per credit) per academic year. The number of credits per academic year on a full-time basis, assigned at Levels 5-8 falls within the Bologna Process which specifies that the associated workload of a full-time academic year, or its equivalent, is that of 60 credits.

## Section 3.6: Number of Credits per Higher Education Cycle

Education Structure in Malta			MQF/EQF Level
<b>Doctoral Degree/Professional Doctorate</b> NA			8
<b>Master's Degree</b> 90/120 credits <b>Postgraduate Diploma</b> 60 credits <b>Postgraduate Certificate</b> 30 credits			7
<b>Bachelor's Degree</b> <b>Bachelor's Honours</b> 180/240 credits		<b>Bachelor's Degree</b> <b>Top-Up Programme</b> 60-120 credits	6
<b>Undergraduate Certificate</b> 30 credits	<b>Undergraduate Diploma</b> 60/90 credits	<b>Undergraduate Higher Diploma</b> 90/120 credits	5
<b>VET Level 5</b> 60-120 credits			5

## Section 3.7: Description of Credit Unit

**1 credit = 25 hours of learning** (contact hours, practical sessions, mentoring, self-study such as reading, research, seminars, conferences, tutorials, assignments and assessments and related organised activities such as informal and non-formal learning)

- There should be as minimum 5 contact hours in each credit.
- Credits in vocational education can be called ECVET. Both ECTS and ECVET in Malta are equivalent to 25 hours of learning.

## Section 3.8: Link between Learning Outcomes and Credits

The use of learning outcomes reflects the trends in education across Europe and enables easy comparison to the European Qualifications Framework. The **tables in the Referencing Report** (link hereunder. Please refer to pgs. 43-52) compare the level descriptors of the MQF and EQF. Both sets of descriptors are stated in terms of knowledge, skills and competences and the learning outcomes achieved. They demonstrate the compatibility of the descriptors, both in terms of their linguistic similarity and the progressive level of difficulty in the learning associated with them.

<https://ncfhe.gov.mt/en/Documents/Referencing%20Report/Referencing%20Report%202016.pdf>

*Last updated in 2020.*

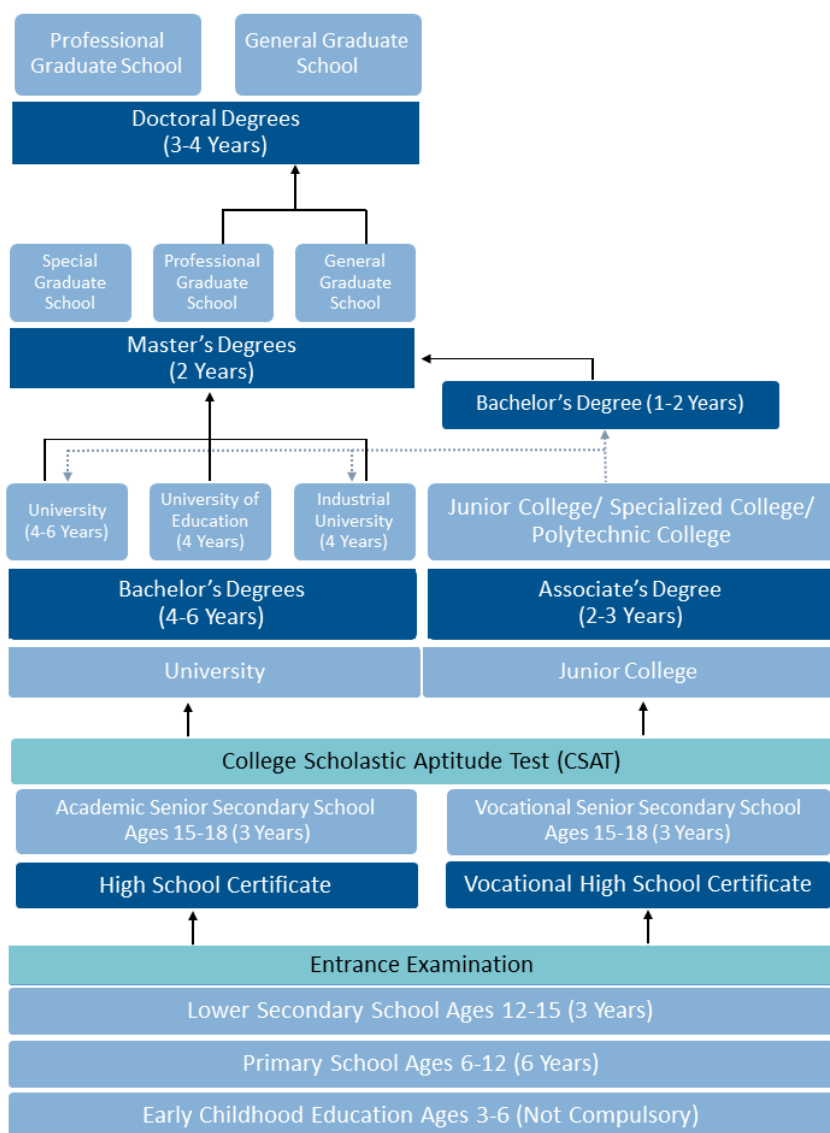


## Republik of Korea

### Chapter 1: Higher Education System

#### Section 1.1.: Schematic Description of the Higher Education System

Korean National Education System



Source: Korean Ministry of Education

## Section 1.2: Description of Higher Education System

According to the Korean Higher Education Act (2014), higher education institutions in Korea are classified into **seven categories: Universities, Industrial Universities, Universities of Education, Colleges and Technical Institutes, Open Universities and Cyber Universities, Technology Institutes, and Miscellaneous Colleges.**

The major higher education providers are Universities, and Colleges and Technical Institutes. “Universities”

refers to general four-year universities, a specific type of general HEI. **Universities provide bachelor's degree and postgraduate studies programs. Colleges and Technical Institutes (CTIs)** provide two- or three-year programs and **are intended to cultivate the technical workforce**. CTIs are often called "Junior Colleges", and the primary function of CTIs is to prepare young students for the workforce in specific industrial areas. **Students who graduate from CTIs are awarded a junior college diploma or associates degree.**

**Other HEIs have limited functions in Korean higher education.** Industrial universities are four-year institutions intended for training industrial personnel. Universities of Education are exclusively for training elementary school teachers, while secondary school teachers are mainly trained in the College of Education in general universities. The open universities and cyber universities contribute to the development of lifelong education and provide opportunities for distance learning through information and communication media. A technology institute, which provides two-year programs yet award professional bachelor's degrees, is intended to provide professionals with theory and practical abilities by allowing industrial workers to advance their education.

HEIs have different educational courses based on the education qualification system.

The below explain typical time lengths of study for full time students for higher education degrees including ABA, BA, MA, MS, ME, and Ph.D.

#### 1. **Junior College Diploma/Associates Degree**

- Two- to three-year courses taken at junior colleges, intended to produce mid-level technicians and technologists
- Designed in conjunction with industrial need

#### 2. **Degree Level**

- **Bachelor's degree:** four to six years, depending on the subject area; undergraduate programs
- **Master's degree:** typically two years, accumulating a minimum of 24 credits, up to a possible 36.
- **Graduate Schools** are categorized into 3, General Graduate Schools, Professional Graduate Schools, Special Graduate Schools. General Graduate schools are to train academic professionals. The Professional Graduate Schools are to train professionals in specific fields, (law schools and medical schools). The Special Graduate Schools serves the purpose of LLL for those whom work during the day.
- The followings are some examples of Master degrees off
  - MA (Master of Art): Humanities & Social Sciences
  - MA (Master of Architecture)
  - MSc.(Master of Science): Natural & Applied Sciences, (sometimes Engineering fields are included)
  - MBA (Master of Business Administration)
  - JD (Juris Doctor): Specialized graduate programs for Law, typically require 90 credits or above for graduation.

- **Doctoral degree:** minimum of two years; 36 credits

## Section 1.3: Number of Higher Education Institutions

Higher education institutions in total: 430 (2019)

- General universities: 191
- Junior colleges: 137
- Universities of education: 10
- Cyber universities: 19
- Technical colleges: 1
- Polytechnic colleges: 9

## Section 1.4 Number of Students in Higher Education

General number of students: 6,785,921 (2019)

Number of students divided by type of degree

- Diploma: 375,409
- Bachelor's degree: 2,315,279
- Master's degree: 319,240
- Doctorate: 75,942

Number of students divided by type of institution

- Autonomous universities: 25,535
- Public universities: 730,215
- Private universities/colleges: 1,539,706
- Junior colleges: 631,184

## Section 1.5: Structure of Academic Year

The school year is usually from March 1 until the last day of February of the next year. There are **two or more semesters in each school year**, and the number of school days in a school is to be at least 30 weeks in each school year.

## Section 1.6: National Qualifications Framework (or Similar)

### Associate Degree/Junior College Diploma

- These are two- to three-year courses taken at junior colleges, intended to produce mid-level technicians and technologists.
- Programs are available in a wide range of subjects, including humanities and social studies, natural sciences, engineering, arts and physical education and medical health studies.
- Courses are designed in conjunction with the needs of industry and training is often offered in cooperation with industry.
- Practical work is completed through on-site training in school-industry cooperative programs as well as in internships and specialty training programs.
- Training also includes work ethics and preparation for National Technical Certificate Examinations. Upon successful completion students receive an Associate Degree.

### Bachelor Degrees

- Universities offer undergraduate programs lasting four to six years depending on the subject area.
- Bachelor degrees are broadly focused on the liberal arts, although this component reduces year-on-year as the course progresses.
- The credit system is used for marking degree courses, and most courses require 140 credit hours, including at least 35 in the major.

### Postgraduate Studies

These are taken at graduate schools, which are generally part of research-oriented universities, although some institutions also offer postgraduate (“graduate”) study.

- Admission is based on the Bachelor’s degree and an entrance examination. Graduate studies require students to pass a foreign language test and comprehensive graduation examination.
- **Master’s degree:** Master’s courses generally take two years, accumulating a minimum of 24 credits, up to a possible 36. MBAs may take three and a half years to be completed, if studied on a part-time basis. Master’s degrees require both coursework and the submission of a thesis. The level of research is defined at institutional discretion.
- **Doctoral studies:** Doctorate courses take a minimum of two years, representing 36 credits. Doctoral students are required to submit a thesis and defend it orally. Integrated Master’s and PhD programs are also available and can be taken over four years.

## Section 1.7: Learning Outcomes in Higher Education

The purpose of universities and colleges is to develop students' personalities and teach and research the profound theories of science and arts necessary for the development of the nation and human society (Article 28 of the Higher Education Act). Expected learning outcomes are defined by individual institution

based on its mission statements and educational objectives.

Institution	Learning Outcomes
<b>University</b>	Colleges and graduate schools for education and research in various domains of knowledge
<b>Junior College</b>	Teach and research professional knowledge and theory about distinct fields of society, enhance skills necessary for the improvement of the state, and train professional personnel
<b>University of Education</b>	Educate teachers for elementary, middle, and high schools
<b>Industrial University</b>	Educate professionals and/or take on research for the improvement of skills essential for the industrial sectors; train industrial manpower and offer higher education opportunities to individuals who want to pursue education
<b>Cyber University (Distance University)</b>	Use computers and/or ICT for teaching, academic activities, and management of academics through distant learning
<b>Air &amp; Correspondence University</b>	Provide new university opportunities by air and correspondence to individuals who did not have educational opportunities to complete university courses and/or those who want to pursue post-university education for self-improvement and growth
<b>Technical College</b>	Provide university education for workers employed in industries, train necessary professional personnel with theory and practical business abilities for the needs of industries. These programs can be completed in fewer than three years, and thus differ from four-year industrial universities
<b>Intra-company University</b>	Established by an industry for employees. Based on the Lifelong Education Act, graduates of authorized intra-company universities can obtain a bachelor's degree or a professional license
<b>Polytechnic University</b>	Educate school drop-outs, highly educated unemployed personnel, laid-off individuals and so forth based on the Workers Vocational Skills Development Act. It trains skilled workers, multi-task technicians, master craftsmen, and so on for the national industry and newly established industrial fields

## Section 1.8: Admission Requirements to Higher Education

Higher education is provided to high school graduates or individuals with equivalent academic abilities approved by relevant laws in Korea, and a bachelor's degree or a professional license is conferred to those who complete the curriculum.

- Students who apply for universities need a high school diploma and required documents including transcripts of high school records and a CSAT (College Scholastic Ability Test) score. **University admission screening procedures include high school records screening, comprehensive school records screening, essay screening, performance screening (including special ability screening), and CSAT screening**; the ratio of each of the screening types, screening methods, and screening process is decided by the university.
- Students who apply for **graduate programs** must hold a **bachelor's degree or** those who have been recognized as having **equivalent** or higher academic background.
- **International students** who apply for Korean universities (any academic programs) need to provide official documents for their language abilities such as below:
  - **TOPIK**: students with 3rd degree or higher level will be admitted, but are required to get the 4th (min.) to graduate
  - Students with 2nd degree of the TOPIK should receive Korean language classes for more than 250 hours within a year after being admitted.
  - For students who will study in programs offered in English, **certified English language test score** will be required: eg. TOEFL : 550 (210 for CBT), Ibt 80, IELTS 5.5, TEPS 550
  - Language requirements for admission & graduation may be mitigated to students who are admitted to/enrolled in the programs or departments as: exchange, government invited, sponsored by governments, Arts, Music, and Sports, graduate students in Science and Engineering fields, Bi-lingual tracks.  
(as of 2017. Feb.)



## Section 1.9: Grading System

Korean higher education uses a letter grading system in both undergraduate and graduate programs. Two or more tests, including mid-term and final examinations, are given during the examination schedule each semester.

Mark	Grade	Grade point		Description
95-100	A+	4.3	4.5	Excellent
90-94	A	4.0	4.0	
	A-	3.7		
85-89	B+	3.3	3.5	Good or above average
80-84	B	3.0	3.0	
	B-	2.7		
75-79	C+	2.3	2.5	Fair or average
70-74	C	2.0	2.0	
	C-	1.7		
65-69	D+	1.3	1.5	Inferior Pass
60-64	D	1.0	1.0	
	D-	0.7		
0-59	F	0	0	Fail

## Section 1.10: Tuition Fee System for International Students

Tuition fees vary according to the type of institutions and major. For instance, national universities have lower tuition fees than private universities.

- Associate Degree: 1,500 - 7,300 USD/semester
- Undergraduate Degree: 1,600 - 10,800 USD/semester
- Graduate Degree: 1,100 - 10,600 USD/semester

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

- Bachelor's degree: 140 credits, including at least 35 major credits and other requirements depending on the university

- Master's degree: coursework and the submission of a thesis and other requirements depending on the programs
- Doctorate degree: submit a thesis and defend it orally and other requirements depending on the programs

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

The current government's policy on structural reform of higher education is based on "expanding the public nature of higher education" as a key principle.

Detailed reform policies are: (1) fostering the Major National Universities to develop into prominent universities; (2) transforming and fostering "publicized private universities"; (3) supporting national and public colleges and publicized private colleges; (4) supporting small- and medium-sized universities at the regional level; and (5) easing the university hierarchy and strengthening the competitiveness of universities through the establishment of a network, such as the joint operation system of national and public universities in the mid- to long-term.

# Chapter 2: Quality Assurance in Higher Education

## Section 2.1: Quality Assurance Body in Higher Education

There are several accreditation authorities in the Republic of Korea. For institutional accreditation, the **Korean University Accreditation Institute (KUAI)**, which is the affiliated agency of the Korean Council for University Education (KCUE), is the accreditation agency for four-year universities, and the **Korean Council for College Education (KCCE)** is for junior colleges. The purpose of institutional accreditation is to determine whether universities satisfy basic requirements as educational institutions and to provide public confidence by publishing the results of accreditation.

## Section 2.2: Quality Assurance System

The institutional accreditation procedure typically comprises a review of application dossiers, reports, a site visit, and decision making.

### Submission of an accreditation application and selection of the subject institution

- The subject institutions should submit an application form 6 months before the off-site documentary review.
- The Korean University Accreditation Institute (KUAI) reviews the application forms. If a subject institution meets the all 6 criteria, including the rate of full-time faculty and students filling, the institution will be selected as the institution for accreditation evaluation.

## Off-site documentary review and site visit

- The off-site documentary review is to determine whether the university meets the minimum standards of an educational institution based on its self-assessment report, and to point out any additional matters to be examined during the site visit.
- During the site visit, the University Evaluation Committee verifies data and information that the university has presented, visits university facilities, and interviews the staff members who participate in the self-evaluation at all levels, including the president, professors, staff, and students.

## Result verification

- Result verification compares results in order to ensure the consistency within the evaluation group and between the committee members. All members of the University Evaluation Committee are to confirm the evaluation result (to point out the areas for adjustment of evaluation results) and to review the criteria and, if warranted, to adjust decisions.

## Publishing accreditation results

- The Institutional Accreditation Committee decides if the university is granted with either "Fully Accredited: "Provisionally Accredited", "Accredited Deferral", or "Not Accredited" status.
- The Institutional Accreditation Committee shall confirm accreditation of universities based on the Evaluation Report provided by the University Evaluation Committee.

## Section 2.3: Link Programme Authorisation with Quality Assurance

As for program accreditation, the MOE recognizes different agencies for each professional field. All quality assurance related organizations are required to apply for and gain recognition from the Ministry of Education (MOE) to conduct institutional or program accreditation.

Recognized Accrediting Agencies	Scope
<b>Korean Accreditation Board of Nursing Education(KABONE)</b>	Nursing Education
<b>The Korea Architectural Accrediting Board (KAAB)</b>	Architectural Education
<b>Accrediting Board for Engineering Education of Korea (ABEEK)</b>	Engineering Education
<b>Korean Association of Business Education Accreditation</b>	Business Education
<b>Korean Institute of Medical Education and Evaluation</b>	Medical Education
<b>Korean Institute of Dental Education and Evaluation</b>	Dental Education
<b>Institute of Korean Medicine Education and Evaluation</b>	Korean Medicine Education
<b>Korea Trade Education Accreditation (KTEA)</b>	Trade Education

## Chapter 3: Credit System in Higher Education

### Section 3.1: Description of Credit System

Most **bachelor programs** require **140 credits, including 35 credits in the major**. **Master's programs** require **two or more years of study and 24 academic credits** in general, while **Doctoral programs** require **three or more years of study and 36 credits**. These are typical requirements degree programs, but specific requirements for individual degree programs are various, and minimum required credits, conditions for graduations are set at the departmental and institutional levels.

- 1 subject/course normally have value of 3 credits at the graduate level, but more various credit values are counted for a course for undergraduate study.
- 1 credit can be earned after at least 15 or more class hours
- Typical full time students take 9-12 credits, but 15-21 credits per semester can be taken.

The minimum credit requirement for earning a degree is established by the individual institution's academic regulations

### Section 3.2: Credit Transfer System(s)

Credit transfer is **decided by HE institutions**, students may be deemed to have earned credits at relevant schools, as prescribed by school regulations. For students who may want course waiver, or credit transfer, need to contact the university.

### Section 3.3: Additional Information

Not applicable.

### Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

**Credits can be transferred according to MoA** between local universities. Credit transfer between a local university and a foreign university depends on the MoA between the two universities.

## Section 3.5: Number of Credits per Academic Year/Semester

The minimum credit requirement for earning a degree is established by the individual institution's academic regulations.

Most **bachelor programs** require **140 credits**, including 35 credits in the major. **Master's programs** require two or more years of study and **24 academic credits** in general, while **Doctoral programs** require three or more years of study and **36 credits**. These are typical requirements degree programs, but specific requirements for individual degree programs are various, and minimum required credits, conditions for graduations are determined at the departmental and institutional levels.

- 1 subject/course normally have value of 3 credits at the graduate level, but more various credit values are counted for a course for undergraduate study.
- 1 credit can be earned after at least 15 or more class hours
- Typical full time students take 9-12 credits, but 15-21 credits per semester can be taken.

The minimum credit requirement for earning a degree is determined by the individual institution's academic regulations

## Section 3.6: Number of Credits per Higher Education Cycle

Number of credits per higher education cycle is established by the individual institution's academic regulations.

Qualification Framework at the national level is not applicable.

## Section 3.7: Description of Credit Unit

1 credit can be earned after at least 15 or more class hours.

## Section 3.8: Link between Learning Outcomes and Credits

A university has the right to set the credit. Link between learning outcomes and credit is prescribed by individual institution's academic regulations.



## Section 1.1: Schematic Description of the Higher Education System

8. INFORMAȚII PRIVIND SISTEMUL NAȚIONAL DE ÎNVĂȚĂMÂNT									
INFORMATION ON THE NATIONAL EDUCATION SYSTEM									
age									
^									
31/ Formare continuă - <b>Continuing Professional Training</b>									
32									
29/									
30  Ciclul III - Studii   ^   ^   ^   ^									
universitare de doctorat									
<b>PhD studies</b>									
24/									
25  Ciclul II - Studii									
universitare de masterat									
<b>Master studies</b>									
-22/									
23  Ciclul I - Studii universitare     Învățământul									
de licență    terțiar									
<b>Bachelor studies</b>    non-									
universitar									
-									
Post									
^   ^   ^   (*)  secondary									
(*)   (*)   (*)   <---  education									
18/									

- **1st cycle, BA (bachelor's degree)** – 3 years (or 4 years for some programs, such as engineering)
- **2nd cycle, M.A.(master's degree)** – 2 years
- **3rd cycle, Doctoral degree** – 3 years.

EU sectoral regulated professions can include even 5 or 6 years, such as for Medical, Pharmaceutical, Dental, Veterinary or Architectural studies, with master's degree included.

According with their assumed academic mission, the **accredited universities** in the national education system are **classified into four categories**:

1. Advanced Scientific Research and Education Universities
2. Education and Scientific Research Universities
3. Universities of Education and Artistic Creation, and
4. Universities focused only on education.

The **national higher education system** comprises **all accredited higher education institutions**. A higher education institution authorized to operate provisional becomes part of the national higher education system only after accreditation. For more information you can also visit the website of the Romanian Agency for Quality Assurance in Higher Education [www.aracis.ro](http://www.aracis.ro) and <https://www.edu.ro>

## Section 1.2: Description of Higher Education System

Higher education is **organized in universities, academies, institutes, schools of higher education**, referred to as higher education institutions and universities.

The Law no. 288/2004, with the subsequent modifications and completions, regulates the organization of the university studies on three cycles, namely Bachelor's Degree Programmes, Master's Degree Programmes, and Doctoral studies.

All Bachelor's and Master's Degree Programmes use the **ECTS system** for both accumulation and transfer:

- **The 1st cycle (Bachelor's Degree Programme)** includes a **minimum of 180 and a maximum of 240 ECTS** and is finalised with the level 6 of European Qualifications Framework; more specifically, one year of Bachelor's Degree Programme corresponds to 60 ECTS, while a Bachelor's Degree Programme typically takes 3-4 years to complete, depending on the field and area of specialisation. The length of the Bachelor's Degree Programmes in Engineering, Law and Theology is 4 years.
- **For professions regulated by European norms, bachelor (BA/BSc/BEng) and master studies (MA/MSc/MEng)** can be provided as part of a 5 to 6 year full-time programme of study, thus diplomas are recognized as master's degree (the following fields of study are considered: Medicine - 360 ECTS, Dentistry - 360 ECTS/, Pharmacy 300 ECTS, Veterinary Medicine - 360 ECTS, Architecture - 360 ECTS, Architecture of inside - 300 ECTS, Design of product - 300 ECTS).
- **2nd cycle (Master's Degree Programme)** includes a **minimum of 90 and a maximum of 120** transferable study credits and takes 1 - 2 years to complete. In order to access the 3rd cycle (PhD level), 300 ECTS are needed.
- **The 3rd cycle (PhD/Doctoral studies)** may include **at least 60 ECTS**; Full-time or part-time doctoral studies correspond to 3 years' work time. Some Doctoral Schools use ECTS only for the first year of advanced studies.

The **Master's degree** programmes are differentiated in **professional** Master's degree programmes, **scientific research** Master's degree programmes and **didactic** Master's degree programmes. Similarly

there are differences between the two existing types of Doctoral programmes: **scientific and professional PhDs**.

### Section 1.3: Number of Higher Education Institutions

Higher education institutions (HEIs) in Romania are **either public or private**. The Romanian higher education system includes **101 HEIs**: 54 public (state) accredited higher education institutions, 30 private accredited HEIs, and 7 private provisionally authorized HEIs. (A HEI authorized to operate on a temporary basis becomes part of the national HE system only after accreditation. A provisionally authorized HEI has no right to organize graduation exams.) <https://www.edu.ro/institutii-invatamanat-superior>

The nomenclature of academic areas and specializations /university study programs accredited or authorized to operate on a temporary basis, the structure of higher education institutions, geographical locations, the number of transferable credits for each university study program, the form of education or the language of instruction, and the maximum number of students who can be enrolled, proposed by the quality evaluation agencies that evaluated each program, are established annually by government decision.

### Section 1.4: Number of Students in Higher Education

- Number of students enrolled in 2016-2017 is 531586 students
- Number of students divided by type of institution (state/private)

Number of students 2016/2017	
<b>Bachelor programmes</b>	<b>405,638</b>
State	350,149
Private	55,489
<b>Master programmes</b>	<b>103,827</b>
State	92,838
Private	10,989
<b>Doctoral and postdoctoral programmes</b>	<b>19,154</b>
State	18,885
Private	269

- Number of foreign students enrolled in full degree programmes

### Number of students 2016/2017



	Total	Romanian students	Foreign students
<b>Bachelor programmes</b>	<b>405,638</b>	<b>381,952</b>	<b>23,686</b>
State	350,149	328,593	21,556
Private	55,489	53,359	2,130

For the academic year 2016-2017, 94.2% of all students enrolled in undergraduate studies are Romanian and **5.8% are foreign students**. Compared with previous years, the share of foreign students is slightly increasing in state education and relatively constant at the level of private higher education. Most foreign students come from Europe (63.7%), Asia (22%) and Africa (12.6%).

Foreign students at URL: [https://studyinromania.gov.ro/Study\\_in\\_Romania\\_in\\_Numbers](https://studyinromania.gov.ro/Study_in_Romania_in_Numbers)

#### According to the „Erasmus +” Dashboard for the academic year 2016-2017:

- 6631 outgoing student mobility;
- 3369 incoming student mobility;  
(Credit mobility. After the mobility period the institution that sent the students must grant academic recognition to all completed mobility activities under the study contract by granting ECTS or an equivalent system. The mobility period will also be included in the Diploma Supplement.)  
[https://ec.europa.eu/programmes/erasmus-plus/about/key-figures\\_en](https://ec.europa.eu/programmes/erasmus-plus/about/key-figures_en)  
[https://ec.europa.eu/programmes/erasmus-plus/about/who-can-take-part\\_en](https://ec.europa.eu/programmes/erasmus-plus/about/who-can-take-part_en)  
<https://www.anpcdefp.ro/erasmusplus>

## Section 1.5: Structure of Academic Year

The academic year **starts in the first week of October**. As Romanian higher education institutions are **autonomous**, they may **decide on the academic schedule**. Each year is divided into **two semesters**. Each semester lasts 14 weeks. The students have a summer holiday (typically from July until late September), a Christmas holiday, an Easter holiday (associated with the Orthodox Easter) and a short holiday (usually one week) at the end of the first semester. **Examinations** (oral or written) take place **at the end of each semester**. A re-examination period is typically scheduled before the beginning of the new academic year.

## Section 1.6: National Qualifications Framework (or Similar)

In Romania, with the adoption of the new Law of National Education in 2011 was established the **National Qualifications Authority (NQA)**, an institution under the authority of the Ministry of National Education. NQA act through the **development, monitoring and implementation of the National Qualifications Framework in Higher Education (NQF)**, in line with the European one - EQF, and through the management of the **National Qualifications Register for Higher Education (NQR)**. NQR for HE is the **main instrument** of the NQA, an **online platform** that includes information about all the qualifications which the universities in Romania grant students.

**National Qualifications Framework in Higher Education (NQF)** is a unique tool that **sets qualifications structure and ensure national recognition and compatibility**, international comparability of qualifications acquired in higher education system.

The matrix of the National Qualifications Framework in Higher Education integrates, depending on the qualification levels and on the **generic descriptors, the professional competences and transversal competences** through detailed level descriptors.

Academic qualifications are based on **setting goals and learning outcomes in terms of professional competencies / specific competences / transversal competences** that students have to acquire at the end of a university study programmes - Bachelor's, Master's or PhD, which will be completed in the Diploma Supplement.

Each qualification in the **National Register of Qualifications in Higher Education** is defined in terms of learning outcomes related to the qualification levels for higher education: level 6 for Bachelor's Degree Programme, level 7 for Master's Degree Programme and level 8 for PhD/Doctoral studies, according to the NQF in HE. [www.anc.edu.ro](http://www.anc.edu.ro).

## Section 1.7: Learning Outcomes in Higher Education

**HE-curricula** in Romania is **based on learning outcomes**. The university study programmes ensure the consistency between the acquired learning outcomes in higher education and the **competences related to occupational skills** existing in the **Romanian Occupation Classification** or the **International Standard Classification of Occupations (ISCO-08)**. The learning outcomes of the study programme are also detailed on the Diploma Supplement.

By registering qualifications in the NQR for HE, all the **learning outcomes** gained in the higher education system can be **recognized and related to the occupations in the labour market** and the consistency of qualifications and titles is ensured. The learning outcomes will be **completed according to the methodology of their own institution**, carried out in compliance with the NQA instructions on the methodology of writing learning outcomes for higher education institutions.

Accredited higher education institutions and those authorized to operate on a provisional basis are required to register and update the data in NQR for HE. New or revised university study programmes for enrolling in NQR are also required (mandatory) to contain learning outcomes correlated with the skills required by the labour market. The **external methodology of evaluation** of The Romanian Agency for Quality Assurance in Higher Education (ARACIS) requires as a **minimal standard for accreditation** of a programme the requirement to have the examination and evaluation of students' performance based on the learning outcomes.

## Section 1.8: Admission Requirements to Higher Education

The platform „Study in Romania” is unique gate access centralized information on study opportunities in

Romania. <https://www.edu.ro/studiaza-in-romania> According to the Methodology for receiving of foreign citizens at university studies programmes and their tuition fees starting with the academic year 2017 – 2018, approved by Ministerial Order no. 3473/2017, the **enrolment in university study programmes is conditioned by passing the admission exam / admission contest** and obtaining the **letter of acceptance** for studies issued by the Ministry of National Education (MEN), the Department of International Relations and European Affairs (DGRIAE). For the purposes of this methodology, foreign citizens are persons who have the nationality of a non-European Union State. The state guarantees to the citizens of Romania equal access to all levels and forms of higher education; The same rights as for Romanians shall be accorded to nationals of other Member States of the European Union, States belonging to the European Economic Area and the Swiss Confederation.

For the **study programmes** in which the education process takes place **in Romanian language, the admission is conditioned by the knowledge of the Romanian language; Foreign citizens** can be enrolled in the preparatory year for the Romanian language within the higher education institutions. The Ministry of National Education, through DGRIAE, are supporting the **entries of the third-country nationals** to study undergraduate, graduate and postgraduate in Romania; DGRIAE processes the dossiers of the students studying on their own expenses, and also processes the dossiers belonging to young people nominated by the Ministry of Foreign Affairs and Ministry of Economy, Trade and Business Environment, as scholars of the Romanian state, issuing letters of acceptance for studies, respectively registration provisions.

The admission procedure requires that the **candidates, the citizens from non-EU countries, have to send their dossier directly to the chosen university which evaluates the dossier**, and communicate to the MEN, DGRIAE, the list of those persons proposed for the issue of the letter of acceptance to studies, The MEN sends the letters of acceptance to the higher education institutions and, where appropriate, to the diplomatic missions.

The **registration of the foreign citizens** will be made **by the decision of the rector**, according to the schedule established by the host higher education institution, and according to the legislation in force. The issuing of the study visa is under the authority of the Ministry of Foreign Affairs

The **access to Bachelor's Degree Programmes is based on the baccalaureate diploma**; the access to Master's Degree Programmes is based on the bachelor degree (BA/BSc/BEng).

Also, only the **graduates of the master's degree programmes or equivalent studies have the right to participate in the admission to the PhD programs**.

The **National Centre for Recognition and Equivalency of Diplomas (CNRED)** is the national authority **in charge of recognition and validation of diplomas** obtained abroad or in Romania. Higher education institutions also verify documents related to prior studies, based on the existing legal framework. CNRED evaluates and recognizes study documents held by EU citizens, the European Economic Area and the Swiss Confederation for further studies in Romania, as well as those owned by citizens of the

non-EU to access the labour market in Romania. <https://www.cnred.edu.ro/en/higher-education>

## Section 1.9: Grading System

The **Diploma Supplement** gives the specific **information on grading scheme** and, if available, grade distribution guidance, such as: **Grades are integer numbers and given on a scale from 10 (the highest grade) to 1 (the lowest grade)**; the lowest passing grade is 5; the passing overall average grades for the class of .../..., field of study ..., study programme in ..., are: ... lowest average: ... (out of 10) and highest average ... (out of 10), the degree holder is ranked ... out of ... graduates.

The ECTs related to a discipline are received by a student only if he has passed the exam of that discipline. The average grades per academic year, and the arithmetic mean of the study years with two decimals and without rounding off, are filled in by the awarding institution that must check the legality of all information provided in the diploma and diploma supplement.

## Section 1.10: Tuition Fee System for International Students

While maintaining the academic standards of quality, Romanian universities have some of the **lowest tuition fees and living costs in the European Union**.

According with the Government Ordinance no. 22/2009 approved with amendments by Law no. 1/2010, the minimum amount of tuition fees in foreign currency for citizens who study on their own expense in Romania, from non-EU countries, as well as those that are not part of the European Economic Area and the Confederation Swiss, are in the following table:

Domain of university study	Bachelor's Degree Programmes, Master's Degree Programmes, and residency (euro/month)	Postgraduate, Doctoral studies (euro/month)
Technical, agronomic, sciences, mathematics and applied mathematics, sports	270	290
Architecture	350	370
Socio-human, psychology, economic	220	240
Medicine	320	340
Music and arts	420	440
Musical interpretation, theater	750	770

Movie	950	970
<p>According the law in force, the <b>Postgraduate study programs are:</b> a) Advanced scientific research post-doctoral programs; b) Postgraduate training programmes and continuing professional development; c) Postgraduate professional programmes. The specific form of postgraduate medical education is the residency.</p> <p>The tuition fees are charged for the entire duration of the academic year, including for the internships provided in the curriculum.</p>		

## Section 1.11: Graduation Requirements and/or Qualification Awarding Requirements

The **bachelor's finalisation exam consists of two requirements**, as follows: the evaluation of fundamental and specialized knowledge, and the presentation of the bachelor's thesis / diploma project. The diploma awarded is called a **Bachelor's degree**, Engineer's degree or, as the case may be, a diploma of urban architect, and contain all the information necessary to describe the graduate program, including the form of education followed and the title obtained.

**Master's degree programmes**, organized on the basis of Law no. 288/2004, with the subsequent modifications and completions, are finalized with a **dissertation examination** which consists of presenting the dissertation thesis. The diploma awarded after the promotion of a master's degree programme, including the dissertation thesis, is called a master's degree and includes all the information necessary to describe the graduated program. It is also accompanied by a supplement to the diploma.

**The doctoral diploma** is granted on the basis of the title of doctor awarded by order of the Minister of National Education, after evaluation of the doctoral thesis by National Council for Attestation of University Titles, Diplomas and Certificates (CNATDCU). [www.cnatdcu.ro](http://www.cnatdcu.ro).

## Section 1.12: Relevant Current and Prospective Reforms in Higher Education

In relation to the objectives of the Europe 2020 Strategy, the 2020 target for tertiary education undertaken by Romania is that at least 26.7% of people aged between 30 and 34 have completed tertiary studies.

The **National Strategy for Tertiary Education 2015-2020** aims at **improving tertiary education attainment, quality, and efficiency**, and at making higher education **more relevant to labour market needs** and **more accessible to disadvantaged groups**.

The vision for the development of tertiary education in Romania 2015-2020 is developed as an inter-related structure of support and pillars, which will be supported by several short, medium and long-term measures and initiatives.

**The strategy focuses on four main areas of action:**

1. strengthening the governance, funding, monitoring and evaluation of tertiary education ("support conditions");

2. Tertiary education attainment - encouraging and supporting wider disparities in tertiary education, especially for under-represented groups;
3. High-quality, adaptive and relevant programs - improving the quality and relevance of tertiary education;
4. Strategic engagement with industry - developing commitments to the economy, especially labour market and innovation / entrepreneurship.

## Chapter 2: Quality assurance in Higher Education

### Section 2.1: Quality Assurance Body in Higher Education

Romania was the first country in South-East Europe to set up a national quality assurance (QA) framework for higher education and a public agency to continuously monitor the quality of the Romanian higher education programmes. The Romanian Agency for Quality Assurance in Higher Education (ARACIS) was established in 2005 and is an autonomous public institution of national interest.

The National Education Law 1/2011 allows HEIs to request the external evaluation from another Quality Assurance Agency that is listed in the European Quality Assurance Agency Register (EQAR).

ARACIS provides evaluation and accreditation of both higher education institutions and programmes, for public and private universities.

ARACIS is member of the European Association for Quality Assurance in Higher Education (ENQA) and also included in the European Quality Assurance Register for Higher Education (EQAR).

<http://www.aracis.ro/nc/en/aracis/>

### Section 2.2: Quality Assurance System

	Study programme	Institution	Further explanation
<b>Voluntary</b>	x	x	Evaluation of study programs and higher education institutions is done periodically at the initiative of the Ministry of National Education or of the universities.
<b>Compulsory</b> Please tick.	x	x	By legal disposition, all accredited study programmes and institutions must undergo a periodical evaluation, every five years, to be granted the re-accreditation.
<b>Regularity (years)</b>	X5	X5	

<b>External</b>	x	x	
<b>Internal</b>	x	x	Each university has the obligation to carry out the internal evaluation at intervals of no more than 5 years.
<b>Further information:</b> The main mission of ARACIS is the external quality evaluation of the Romanian higher education institutions, at the level of study programs, as well as at the institutional level. By legal disposition, all accredited study programmes and institutions must undergo a periodical evaluation, every five years, to be granted the re-accreditation.			

## Section 2.3: Link Programme Authorisation with Quality Assurance

The Romanian **Agency for Quality Assurance in Higher Education (ARACIS)** is carrying out its activity according to the best international practices, which are taken in its own Methodology and whose implementation is focused towards **quality assurance and evaluation of the Romanian higher education**, as part of the European Higher Education Area (**EHEA**).

ARACIS working methods and external methodology are thus **in line with the revised European Standards** and Guidelines for Quality Assurance in Higher Education (ESG).

The **national education system** comprises **all accredited higher education institutions**. A higher education institution authorized to operate provisional legal procedures in force, becomes part of the national higher education system only after accreditation. For more information visit the website of the Romanian Agency for Quality Assurance in Higher Education, [www.aracis.ro](http://www.aracis.ro).

Throughout the external review the Agency verifies the compliance by the **evaluated study-programme with the criteria and standards** set legally. In case all criteria are met accordingly, the study-programme/institution is empowered to either enrol students and deliver courses (in case of provisional authorization) or to enrol students, deliver courses and organize final examinations and deliver degrees at the end of each Bologna cycle (in case of accreditation).

Based on the actual capacity of the respective study-programme, the agency also establishes the **maximum number of students permitted** to be enrolled for each year of study.

<http://www.aracis.ro/nc/en/aracis/>

By a **government decision** yearly are validated: the nomenclature fields and specializations / study programs, and the structure of institutions of higher education and private accredited or provisionally authorized, with the **following specifications**:

- undergraduate fields of study and specializations / study programs accredited or authorized to function temporarily,
- geographic locations of deployment,



- number of transferable study credits for each academic program,
- in education and language teaching
- maximum number of students that can be enrolled

The lists of the higher education institutions in Romania, accredited civil higher education, accredited military higher education, accredited private higher education, institutions private higher education institutions authorized to function temporarily: <https://www.edu.ro/institutii-invataman-superior>

## Chapter 3: Credit System in Higher Education

### Section 3.1: Description of Credit System

**ECTS credits allocation** is based on the **student workload** needed in order to achieve expected learning outcomes.

Credit allocation is **in line with international university practice**, following the ECTS methodology, according to which **60 credits** represent the numerical equivalent for the normal workload of the average student during a university year, and 30 credits correspond to a semester.

Allocation of credits refers to **all disciplines** (compulsory, optional and optional) offered in the curriculum, including practice, internships, as well as license works, dissertations, diploma projects.

In allocating the number of credits for each discipline / activity is exclusively considered the amount of work (workload) required by the average student for the discipline / activity, relative to the total amount of work required to promote a full year of study.

The **amount of student's work** refers to the physical presence classes at the organized didactic activities (courses, seminars, practical works, workshops, etc.), but also the individual study hours, the elaboration of papers, research, etc., necessary to achieve the formative objectives of the discipline.

In accordance with the Methodological Guide on Writing Learning Outcomes, a credit comprises **25-30 hours of teaching and individual study hours**; for uniformity in the university environment, the Methodological Guide recommends a multiple of 5 credits per module / discipline, respectively 125-150 hours of teaching, hours of practice and individual study hours.

Credits are **awarded only after the successful completion of the required activity and the proper evaluation** of the results understood as sets of acquired competencies, namely what the student knows, understands and is able to do following the attendance of the respective discipline.

### Section 3.2: Credit Transfer System(s)

ECTS – European Credit Transfer and Accumulation System



## Section 3.3: Additional Information

Implementation of ECTS in Romania: the first methodological recommendation on how to implement ECTS in Romanian universities was issued by the Ministry of Education even before signing the Bologna Declaration in 1998 and the implementation of ECTS has been updated by the regulation in 2005, as the Romanian higher education was reorganized into the three Bologna study cycles.

## Section 3.4: Application of Credit System in Higher Education Institutions Obligatory?

Yes, the implementation of credit system in HEI is mandatory. All Romanian universities use the European Credit Transfer System (ECTS).

## Section 3.5: Number of Credits per Academic Year/Semester

**One year** of Bachelor's Degree Programme or Master's Degree Programme corresponds to **60 ECTS**. The **academic curriculum** plans and organizes the workload specific to teaching, learning, practical application and examination in accordance with ECTS, expressing it in terms of transferable study credits.

## Section 3.6: Number of Credits per Higher Education Cycle

**All Bachelor's and Master's Degree Programmes use the ECTS system** for both accumulation and transfer:

- **The 1st cycle (Bachelor's Degree Programme)** includes a minimum of 180 and a maximum of 240 ECTS and is finalised with the level 6 of European Qualifications Framework; more specifically, one year of Bachelor's Degree Programme corresponds to 60 ECTS, while a Bachelor's Degree Programme typically takes 3-4 years to complete, depending on the field and area of specialisation. The length of the Bachelor's Degree Programmes in Engineering, Law and Theology is 4 years.
- **As EU regulated professions** (with automatic recognition within the EU), the Pharmacy 5-year programme is the equivalent of 300 transferable study credits (ECTS equivalent), whereas the Medicine, Dentistry, Veterinary Medicine programmes, which last 6 years, are equivalent to 360 ECTS.
- **2nd cycle (Master's Degree Programme)** includes a minimum of 90 and a maximum of 120 transferable study credits and takes 1 - 2 years to complete. In order to access the 3rd cycle (PhD level), 300 ECTS are needed.  
The cumulative total duration of the undergraduate and master study cycle corresponds to the acquisition of at least 300 transferable study credits.
- **The 3rd cycle (PhD/Doctoral studies)** in theory includes 240 ECTS; Full-time or part-time doctoral studies correspond to 3 years' work time. Some Doctoral Schools use ECTS only for the first year of advanced studies.

## Section 3.7: Description of Credit Unit

University curriculum plans and organizes the workload specific to the teaching, learning, practical

application and examination activities in accordance with ECTS, expressing it in terms of transferable study credits.

According to the National Education Law no. 1/2011, a transferable study credit consists of the **amount of directed and independent intellectual work** required for the individual completion by the student of a component of a course in a university degree program **complemented with validation of learning outcomes**.

Credits measure the amount of work, that is, the study time required for the student to obtain the planned results for a discipline or study program at an average level. The study time / workload required to achieve the expected results refers to **all activities performed individually**:

1. participation in courses, seminars and laboratories;
2. individual study;
3. projects, exams and practical activities.

Credits do not measure the quality of the student's training; the **quality of the student's training is assessed by the grades**.

Credits are given to the student along with the promotion of discipline or activity that is independently evaluated.

In accordance with the Methodological Guide on Writing Learning Outcomes, **a credit comprises 25-30 hours of teaching and individual study hours**; for uniformity in the university environment, the Methodological Guide recommends a multiple of 5 credits per module / discipline, respectively 125-150 hours of teaching, hours of practice and individual study hours.

The credits are included in all school documents along with the grades obtained at the disciplines evaluations.

### Section 3.8: Link between Learning Outcomes and Credits

In Romanian HEIs, the basis to award ECTS is the **combination of learning outcomes achieved and student workload**: student has to fulfil the prescribed workload and has to achieve the expected learning outcomes. A student is awarded credits upon achievement of the defined learning outcomes related to the educational unit/course.

The **learning outcomes are formulated for all study programme components** and **credits are awarded only when the stipulated learning outcomes are actually acquired**.

On the basis of the Methodological Guidelines on the Writing of Learning Outcomes, which is public, during the years 2018-2019, the National Qualifications Authority (NQA) prepares specialists in all university centers, able to design the study programmes based on the learning outcomes. The external methodology of evaluation of ARACIS requires as a minimal standard for accreditation of a programme the requirement

to have the examination and evaluation of students' performance based on the learning outcomes.

*Last updated in 2020*