



**EUROPEAN**  
Higher Education Area

**National Report regarding  
the Bologna Process  
implementation  
2012-2015**

**Austria**

## Data entry: (VIII QUESTIONNAIRE DETAILS)

### For which country have you completed the questionnaire?

Austria

### Name(s) of the responsible BFUG member(s)

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### Contributors to the report:

• Government representatives "the information was collected through and provided by the respective experts of the ministry of science, research and economy in charge of the specific field of interest"

### Contributors to the report:

• Employer representatives ""

### Contributors to the report:

• Student representatives ""

### Contributors to the report:

• Academic and other staff representatives ""

### Contributors to the report:

• Other representatives (please specify) ""

## Data entry: (I\_Degrees\_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

No

I.1.1. How do these projections affect higher education policy planning?

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

Public universities  
Universities of applied sciences (UAS - Fachhochschulen)  
University colleges of teacher education (Pädagogische Hochschulen)  
Private universities

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
  - Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
  - None of the above

I.3.1. What is the number of institutions in the categories identified?

22 Public universities  
21 UAS  
16 University colleges of teacher education  
12 Private universities

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "78.9"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "3.3"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "17.8"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "100"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "0"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "0"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I.6.1. Please specify

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)

1. At UAS bachelor programs normally one semester is set aside for internships in a subject-related enterprise

2. old diploma studies (a few still exist, see next question)

**I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?**

Yes

**I.9.1. In which study fields do these study programmes exist?**

As of winter semester 2013 these are mainly: medicine, dentistry, pharmacy; industrial design, theology, some art study programs, business law, business pedagogy, and teacher training.

**I.9.2. What is the typical duration of these degree programmes outside the Bologna model?**

9-12 semesters

**I.9.3. What percentage of first cycle students is enrolled in these programmes?**

Around 26.4%, which includes students in study programs which can no longer be enrolled in the old form of diploma studies.

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

60-75 ECTS "0.5"

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

90 ECTS "1.8"

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

120 ECTS "96.6"

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

Other duration "1.1"

**I.10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?**

none

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

60-75 ECTS "5"

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

90 ECTS "5"

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

120 ECTS "90"

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

Other duration ""

**I.11.1. Please specify**

**I.12. Do integrated/long programmes leading to a second cycle degree exist?**

No

**I.12.1. Is the duration of the above programmes calculated in...**

Please choose

**I.12.2. What is the typical duration of these degree programmes?**

**I.12.3. In which study fields do these study programmes exist?**

**I.12.4. What percentage of first cycle students is enrolled in these programmes?**

**I.13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?**

No

**I.13.1. What is the typical duration of these second cycle programmes outside the Bologna model?**

**I.13.2. What percentage of second cycle students is enrolled in these programmes?**

**I.13.3. In which study fields do these study programmes exist?**

**I.14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?**

Yes

**I.14.1. What is the minimum duration of the Bachelor & Master together?**

300 credits (in rare cases 240 at UAS)

**I.15. Comments**

The numbers under I/11 cannot be verified, they can only be guessed!

**I.16. What percentage of first cycle programmes give access to at least one second cycle study programme?**

100%

**I.16.1. Please provide a source for this information.**

University Act 2002 §64

**I.17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?**



51-75%

**L17.1. Please provide a source for this information.**

Statistisches Taschenbuch 2013 (handbook on statistics, table 3.5)

unidata: <http://wissenschaft.bmwfw.gv.at/bmwfw/wissenschaft-hochschulen/universitaeten/>

**L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?**

**L18.1. All students...**

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:**

entrance exam at UAS and e.g. at universities of the arts and medical studies.

**L18.3. Holders of a first cycle degree from a different study field..**

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:**

yes, if they miss subjects and skills which constitute a substantial difference

**L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...**

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:**

**L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...**

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:**

yes, if they miss subjects and skills which constitute a substantial difference

**L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?**

76-99%

**L19.1. Please provide a source for this information.**

University Act 2002

**L20. What percentage of second cycle graduates eventually enter into a third cycle programme?**

6.0000000000

**L20.1. Please provide a source for this information.**

no data available

**L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?**

Yes, for some graduates

**L21.1. Please specify the criteria**

only for graduates of a 4-year bachelor program, at present it is not applied

**L21.2. What percentage of third cycle students enter without a second cycle qualification?**

0%

**L22. If you would like to make any additional comments on the progression between cycles, please provide them here**

no data available

**I23. Do higher education steering documents mention doctoral education/training?****I23.1. Please provide a reference to the relevant steering document(s):**

Work program of the Austrian federal government 2013-2018.

**I24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "90"

**I24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "10"

**I24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes "0"

**I24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes "0"

**I24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

**I24.1. Please specify which other types of doctoral programmes exist****I25. Do doctoral and/or graduate schools exist in your higher education system?****I25.1. What are the main features of these schools and how many doctoral schools are there?****Doctoral programs (DKs) – FWF**

The Austrian Science Fund (FWF) offers a programme for the funding of structured doctoral programmes ("Doktoratskollegs") at research institutions that are entitled to award a doctoral degree. These are training centers for highly qualified doctoral candidates from the national and international scientific community. A "Doktoratskolleg" is formed as a result of a joint initiative by several scientists or scholars whose research is of internationally leading standard, and is based on a clearly defined research programme. The doctoral programmes have close cooperation with an existing large-scale research programme. Interim reviews every four years decide on continuation of funding of the doctoral programme, with a maximum length of 12 years. Doctoral candidates are employed on work contracts with full social coverage, the positions are advertised internationally. The programmes provide for a stay abroad and offer transferable skills training.

**Initiativkolleg:**

Several Austrian universities have developed structured doctoral programmes similar to those in the FWF model. For example the University of Vienna supports twelve structured doctoral programmes ("Initiativkolleg") for 3 years. The selection of the programmes is subject to strict quality assurance the assessment is made by international peers. Admission to an "Initiativkolleg" is competitive and based on an international call for applications. Doctoral candidates are employed by the university, with full social coverage. They work together in a research field, thereby focusing on their topic but at the same time being part of a comprehensive research project, and thus enabling them to network on an international and often interdisciplinary level. They are supervised by a team of top scientists.

Source: Report of Mapping Exercise on Doctoral Training in Europe  
<http://ec.europa.eu/euraxess/index.cfm/services/researchPolicies>

**Graduate schools – IST Austria**

The Graduate School of IST Austria allows students to earn a PhD degree. It is open to applicants from all over the world holding either a BS or MS degree (or equivalent). All participants are selected in an annual, institute-wide admissions procedure that assesses their research potential. PhD students take advanced courses and contribute to the research of one or more scientific groups. They are employed by the Institute and paid at an internationally competitive level. The language of research and instruction at IST Austria is English. The length of the doctoral studies depends on previous degrees and individual progress, and will on average last four to five years.

Source: <http://ist.ac.at/de/graduate-school/>

**I25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools**

1-25%

**I26. What is the most common length of full-time third cycle (PhD) study programmes?**

In theory / according to regulations: "3"

**I26. What is the most common length of full-time third cycle (PhD) study programmes?**

In empirical reality: "3-5"

**I27. Are doctoral studies included in your country's qualifications framework?**

No NQF

**L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?**

Please choose

**L28.1. Please specify**

What are the names of such degrees? ""

**L28.1. Please specify**

What is the typical duration of programmes leading to such degrees? ""

**L28.1. Please specify**

What is the purpose/function of those degrees? ""

**L29. Are ECTS credits used in doctoral programmes?**

No

**L30. Comments**

**L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

No

**L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)**

**L32. How are short cycle HE programmes linked to the Bachelor-Master structure?**

**Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....**

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

**L33. Are short cycle programmes legally considered to be an integral part of your higher education system?**

No, part of post-secondary education, but not part of higher education

**L34. Comments**

"Kollegs", i.e., two-year post-Matura programs

the Austrian higher education act does not foresee short cycle programs in the Bologna sense (L32 should not be obligatory if L31 allows for the answer "no"!

**L35. Do your steering documents mention the concept of student-centred learning?**

Yes

**L35.1. How do steering documents in your country define student-centred learning in higher education?**

student participation in most aspects and levels of HEIs (e.g. quality assurance..)

**L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?**

- |  |                                    |                                    |                         |                                    |                                    |                                    |                                 |
|--|------------------------------------|------------------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------------------|
| <b>Independent learning</b>                  | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| <b>Learning in small groups</b>              | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| <b>Training in teaching for staff</b>        | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| <b>Assessment based on learning outcomes</b> | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| <b>Recognition of prior learning</b>         | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| <b>Learning outcomes</b>                     | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| <b>Student/staff ratio</b>                   | <input type="radio"/> 0            | <input checked="" type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| <b>Student evaluation of teaching</b>        | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| <b>Other</b>                                 | <input checked="" type="radio"/> 0 | <input type="radio"/> 1            | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |

**L35.2h. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)**

- |  |                         |                         |                         |                         |                         |                         |  |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| <b>Independent learning</b>                  | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| <b>Learning in small groups</b>              | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| <b>Training in teaching for staff</b>        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| <b>Assessment based on learning outcomes</b> | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| <b>Recognition of prior learning</b>         | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| <b>Learning outcomes</b>                     | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| <b>Student/staff ratio</b>                   | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| <b>Student evaluation of teaching</b>        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

University Act 2002

L36. Comments

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions  100%  76-99%  51-75%  1-50%  0%  No answer

Percentage of programmes  100%  76-99%  51-75%  1-50%  0%  No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Not applicable

L41.1. What is the number of hours per credit?

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

Yes, in some (5-49%) programmes  
university act 2002 and UAS studies act

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

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

L43.1. Does your country take specific support measures on the national level?

no

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)  
university act 2002 and UAS studies act

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory  Yes, for all academic staff  Yes, for some academic staff  No  No answer

Voluntary  Yes, for all academic staff  Yes, for some academic staff  No  No answer

L45.1. Please indicate the approximate percentage that participate

L45.2. Please specify for which members of academic staff training programmes are offered

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

In accreditation (for UAS and private universities) and audit (for public universities)

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

...automatically to all students:by 100% of HEIs

...automatically to all students:by 76-99% of HEIs

...automatically to all students:by 51-75% of HEIs

...automatically to all students:by 26-50% of HEIs

...automatically to all students:by 1-25% of HEIs

...automatically to all students:by 0% of HEIs

- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for all graduates of these programmes

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

Satisfactory according to the performance contract evaluations

L52. In what language(s) is the Diploma Supplement issued?

German and English

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

University Act 2001 § 54

L56. Does higher education legislation explicitly allow:

Establishing joint programmes  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

Awarding joint degrees  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer  
Recognition of QA decisions on joint degrees  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

**I57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.**

Award joint degrees  100 %  76-99 %  51-75 %  26-50 %  11-25 %  6-10 %  1-5 %  0 %  No answer  
Participate in joint programmes  100 %  76-99 %  51-75 %  26-50 %  11-25 %  6-10 %  1-5 %  0 %  No answer

**I58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...**

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

**I59. Please estimate the share of joint programmes in the three cycles**

First cycle (%) "5"

**I59. Please estimate the share of joint programmes in the three cycles**

Second cycle (%) "60"

**I59. Please estimate the share of joint programmes in the three cycles**

Third cycle (%) "35"

**I60. Do you have information about study fields in which joint programmes / joint degrees are most common?**

Yes

**I60.1. Please explain briefly and mention/link to the source of this information**

<http://wis.senscha.ft.bmwf.w.g.v.at/bmwf.w/studium/studieren-in-oesterreich/oesterr-hochschulwesen/studien-und-akademische-grade/studien/>  
social sciences, business, law

**I61. Comments**

**I62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.**

10: The Framework has self-certified its compatibility with the European Framework for Higher Education  
The implementation of the Austrian NQF can be described as on-going. The presentation of the Austrian Referencing Report in June 2012 in the EQF AG can be understood as marking the end of the development of Austrian level descriptors and their linking to the EQF. Essential work preparing implementation through drafting a suitable model for allocation, setting the general conditions, clarifying responsibilities, defining the scope of the framework, informing the wider public and involving stakeholders will facilitate further implementation and allocation considerably.

It is envisaged to create a legal basis for the Austrian NQF, which should clarify responsibilities and allocation procedures. A draft model is currently being reviewed; a political decision is expected. Equivalence of current Austrian qualifications with bachelor and master qualifications has been almost completely implemented in the course of the conversion of the Austrian HE sector according to the objectives of the Bologna Declaration. The NQF degrees of the 'Bologna qualifications' (MA, BA, PhD) are described based on the descriptors that were decided on within the framework of the Bologna process and that are used in the HE sector (Dublin descriptors = cycle descriptors). In Austria no HE degrees are located between the cycles of the EHEA framework. Therefore it is possible to reference all current qualifications (such as diploma studies) and the Bologna qualifications unmistakably to Levels 6-8 using the Dublin descriptors. There has not been a legal decision yet and implementation has not started.

**I62.1. Please provide the date when the step was completed.**

04-30-2014

**I62.2. Is information on the development and/or revision of your NQF available through a national QF website?**

Yes

**I62.3. Please provide the link to the website:**

[www.oead.at](http://www.oead.at)

**I63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?**

EQF level 4 or equivalent

General education/school leaving certificate ("Reifeprüfung"):

One of the main issues to be resolved concerns the long-term inclusion of general education and the respective school leaving certificate. General education has not been included into the 'reference qualifications' as consensus regarding level allocation could previously not be found. However, a political decision on this issue has not yet been made and in the pursuit of a long-term inclusion of general education relevant stakeholders will recommence their dialogue and cooperate in finding a method to resolve this issue.

(VET: "Reifeprüfung" certificate and VET diploma (e.g. college of construction engineering, business college, college of tourism, etc. and the certificate of the secondary training college for nursery school teachers) are allocated in level 6.)

**I64. Have you referenced your higher education qualifications against EQF levels?**

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

**I64.1. Please provide a reference to official documents**

Austrian EQF Referencing Report: [http://www.lebenslanges-lernen.at/home/national\\_agency\\_for\\_lifelong\\_learning/national\\_coordination\\_point\\_for\\_nqf/austrian\\_eqf\\_referencingreport/EN/](http://www.lebenslanges-lernen.at/home/national_agency_for_lifelong_learning/national_coordination_point_for_nqf/austrian_eqf_referencingreport/EN/)

**I65. Have you referenced your short-cycle higher education qualifications against EQF levels?**

No: there are no short-cycle qualifications in our system

**I65.1. Please provide a reference to official documents**

**I66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?**

Higher education institution whose decision is made without ENIC/NARIC centre advice

**L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?**

Higher education institution whose decision is made without ENIC/NARIC centre advice

**L68. Which of the following statements is specified in national legislation?**

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

**L68.1. Please provide a reference to the relevant legislation**

Lisbon Recognition Convention (is valid as a law)

**L68.2. What measures exist to ensure that these legal statements are implemented in practice?**

in the framework of performance agreement evaluations

**L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?**

Qualifications from some countries are considered in the same way as the qualification in the national context

**L69.1. Please specify**

<http://wis.schulrat.bmwf.gv.at/bmwfw/studium/academic-mobility/enic-naric-austria/uebersicht/>

**L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?**

Qualifications from some countries are considered in the same way as the qualification in the national context

**L70.1. Please specify**

<http://wis.schulrat.bmwf.gv.at/bmwfw/studium/academic-mobility/enic-naric-austria/uebersicht/>

**L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?**

Qualifications from some countries are considered in the same way as the qualification in the national context

**L71.1. Please specify**

<http://wis.schulrat.bmwf.gv.at/bmwfw/studium/academic-mobility/enic-naric-austria/uebersicht/>

**L72. Do higher education institutions typically:**

make recognition decisions at central level (this may include employing or involving experts who are competent in various HE systems and recognition of qualifications, a decision making body consisting of members belonging to various parts of the HEI who have experience in credential evaluation; or other)

**L72.1. Please explain**

**L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level**

**L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?**

performance agreements

**L74. Comments**

## Data entry: (II\_Quality\_assurance)

### II.1. Which situation applies in your country?

Please choose

#### II.1.1. Please specify

### II.2. What is the main outcome of an external review?

Please choose

#### II.2.1. For each of the agencies, what is the main outcome of an external review?

#### II.2.2. Please specify

### II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Please choose

#### II.3.1. Please specify the normal impact of an external review

### II.4. Does the agency cover:

#### II.4.1. Considered together, do the agencies cover:

### II.5. Do the agencies cover:

#### II.5.1. Please specify:

### II.6. What is the main focus of the external evaluations undertaken?

#### II.6.1. Are all institutions included?

Please choose.. ▾

#### II.6.2. Please specify

#### II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

#### II.6.4. Please specify

#### II.6.5. Are all institutions and all programmes included?

### II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

### II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- |  |                                      |                          |                                     |                                 |
|--|--------------------------------------|--------------------------|-------------------------------------|---------------------------------|
| Teaching                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision                    | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes                           | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion   | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability                                  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice                | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.8.1. Please specify

#### II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

#### II.8.3. Additional comments

### II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?



II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

II.11.2. Please specify

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
  - Yes, for an application to EQAR
  - Yes, for the purpose of ENQA membership
  - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
  - No

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the preparation of self evaluation reports**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies?**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- As full members in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- As observers in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- In the decision making process for external reviews**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- In follow-up procedures**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

II.20.1. Please specify these requirements and the relevant source

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

II.22.1. Please specify

II.23. is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
- No
- In some cases

II.23.1. Please specify

II.24. is there a requirement for students to be involved in decision-making as an outcome of evaluation?

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

II.26.1. Please describe what kind of arrangements are in place.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

II.29.1. Please explain

## Data entry: (III\_Social\_dimension)

**III. Policy background:** In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

### III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through general policy statements but no concrete measures have been put in place

#### III.1.1. Please indicate these measures in the form of bullet points:

### III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

No, there are no specific quantitative objectives to be reached  
we adopted the EU 2020 strategy recommendation: 40% of the 30-34 years old should have a higher education degree by 2020

#### III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

#### III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

#### III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities:Objective set and period covered

Students with disabilities:Policy document (reference and link)

Adults/mature students:Objective set and period covered

Adults/mature students:Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group:Objective set and period covered

Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)

Male/female (gender groups):Objective set and period covered

Male/female (gender groups):Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas):Objective set and period covered

Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

#### III.2.4. Comments

2020 strategy

### III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes ▼

#### III.3.1. Please provide a short description of the mechanisms in place:

Universities are obliged to collect data from students upon first admission into higher education, data is then processed by the "Datenverbund der Universitäten" (certain data are to be submitted to Statistics Austria and the Ministry of Science, Research and Economy respectively). Private universities and Pädagogische Hochschulen (University Colleges for Teacher Education) deliver their data directly to Statistics Austria, whereas Fachhochschulen deliver via AQ (Agency for Quality Assurance and Accreditation Austria) to Statistics Austria. Another instrument for monitoring is the so-called Studierenden-Sozialerhebung (Student Social Survey) which the Ministry for Science, Research and economy usually commissions every three years. See [www.sozialerhebung.at](http://www.sozialerhebung.at)

#### III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE 0 ▼

Disability:During HE studies 0 ▼

Disability:At graduation 0 ▼

Disability:After graduation 0 ▼

Labour market status prior to the entry to HE:At entry to HE	<input type="text" value="0"/>
Labour market status prior to the entry to HE:During HE studies	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:After graduation	<input type="text" value="0"/>
Age:At entry to HE	<input type="text" value="1"/>
Age:During HE studies	<input type="text" value="1"/>
Age:At graduation	<input type="text" value="1"/>
Age:After graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="text" value="0"/>
Socio-economic background:At entry to HE	<input type="text" value="1"/>
Socio-economic background:During HE studies	<input type="text" value="1"/>
Socio-economic background:At graduation	<input type="text" value="0"/>
Socio-economic background:After graduation	<input type="text" value="0"/>
Gender:At entry to HE	<input type="text" value="1"/>
Gender:During HE studies	<input type="text" value="1"/>
Gender:At graduation	<input type="text" value="1"/>
Gender:After graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="text" value="0"/>
Religion:At entry to HE	<input type="text" value="0"/>
Religion:During HE studies	<input type="text" value="0"/>
Religion:At graduation	<input type="text" value="0"/>
Religion:After graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):During HE studies	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):After graduation	<input type="text" value="0"/>
Other characteristics:At entry to HE	<input type="text" value="1"/>
Other characteristics:During HE studies	<input type="text" value="0"/>
Other characteristics:At graduation	<input type="text" value="0"/>
Other characteristics:After graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="text" value="0"/>

**III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:**

**III.4.2. Please specify which other student characteristics are taken into account in the monitoring:**

educational background of parents at entry

at Fachhochschulen (UAS) there are certain measures for handicapped students (building, exam adaptations, IT-equipment) and for older students (courses timed in the evening and weekends). The UAS study act calls for an increase in the number of students with migrant background.

**III.4.3. Comments**

**III.5. Please specify who monitors the composition of the student body**

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>

- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation
- Ministry/governmental body:At entry to HE
- Ministry/governmental body:During HE studies
- Ministry/governmental body:At graduation
- Ministry/governmental body:After graduation
- Independent bodies/agencies:At entry to HE
- Independent bodies/agencies:During HE studies
- Independent bodies/agencies:At graduation
- Independent bodies/agencies:After graduation
- Other:At entry to HE
- Other:During HE studies
- Other:At graduation
- Other:After graduation
- No systematic monitoring:At entry to HE
- No systematic monitoring:During HE studies
- No systematic monitoring:At graduation
- No systematic monitoring:After graduation

**III.5.1. Please specify which other organisation monitors the composition of the student body**

**III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:**

HEI submit data to Statistics Austria as well as to Ministry of Science, Research and Economy. University Colleges of Teacher Education to Statistics Austria and Ministry Education and Women's Affairs. Fachhochschulen report to AQ Austria and private universities to Statistics Austria

**III.5.3. Comments**

**III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?**

- ...collect data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer
- ...publish data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer

**III.6.1. Please specify which data cannot be collected or published and why.**

e.g. religious affiliation

**III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?**

**III.7.1. How are these results published?**

Information is shown for each individual higher education institution individually and partly aggregated

**III.7.2. Please provide details on where the results of the monitoring activities can be consulted.**

Statistics Austria publishes Higher Education Statistics on their homepage as well as in the annual publication "Bildung in Zahlen". The Ministry for Science, Research and Economy publishes Facts and Figures on its homepage via "unidata". Results of the "Student Social Survey 2011" can be found at [www.sozialerhebung.at](http://www.sozialerhebung.at).

**III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?**

More students; more female students and graduates in first-degree programmes, but fewer women in master and doctoral programmes; average age of students is increasing; increase of international students; increase in number of students at Fachhochschulen;

**III.9. Please choose the statement that best describes your country-specific situation:**

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly

accepted to the institution of their own (first) choice:Universities

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities

no guaranteed right to higher education:Universities

no guaranteed right to higher education:HEIs other than universities

### III.9.1. Please specify which fields are excluded:

Colleges of Teacher Education; Medicine and Dental Medicine, Psychology, Journalism and Veterinary Medicine. For certain fields of studies at universities (Economics, Architecture, Pharmacy and Biology as of winter term 2013 specific admission procedures apply)

### III.9.2. Comments

### III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities

Level of achievement in standard entry requirements:HEIs other than universities

Entry examinations for all programmes:Universities

Entry examinations for all programmes:HEIs other than universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities

Other:Universities

Other:HEIs other than universities

### III.10.1. Please specify which other criteria apply:

### III.10.2. Comments

### III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "AHS Matura and BHS Matura (Upper Secondary School Leaving Certificate (general and vocational))"

### III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "Upper Secondary School Leaving Certificate (Matura) plus fulfilling entry requirements"

### III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "Entry without formal certification; "

### III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 "Berufsreifeprüfung; Studienberechtigungsprüfung"

### III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 "Foreign certificate which in the individual case is equivalent to one of the Austrian certificates above"

### III.12. The different routes are opening access to...

{III\_11\_SQ001}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ002}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ003}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ004}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ005}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

### III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

Route 2 - Matura plus fulfilling entry requirements: for all FH-study programmes and studies at University

Colleges of Teacher Education; Medicine and Dental Medicine, Psychology, Journalism and Veterinary Medicine. For certain fields of studies at universities (Economics, Architecture, Pharmacy and Biology as of winter term 2013 specific admission procedures apply).

Route 3 - Entry without formal certification: For all Art Studies at Universities of Arts the artistic aptitude is being tested.

Route 4 - Berufsreifeprüfung, Studienberechtigungsprüfung: Admission to a bachelor (diploma) degree programme is granted upon the the Austrian higher secondary school leaving certificate or the successful completion of a special university entrance qualification examination (Studienberechtigungsprüfung). Students of compulsory lower schools who have completed additional schooling in the form of apprenticeships as skilled workers may take a vocationally based examination acknowledged as equivalent to the higher secondary school leaving certificate (Berufsreifeprüfung).

At Fachhochschulen even relevant professional qualification plus additional examination gives access.

Additional remarks: Results from IIE Statistics and the Student Social Survey show that 10% of students do not access IIE's right after graduating from higher secondary schools, but start working first and only after several years of employment. These so called delayed students study to a certain extent alongside work. At Universities of Applied Sciences a lot of study programmes are offered for working students. At universities many curricula provide for studying alongside work.

For further information see [www.sozialerhebung.at](http://www.sozialerhebung.at)

**III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.**

{III_11_SQ001};% of students entering HE through this access route	60%; as of 2013/14:44%
{III_11_SQ001}:Official data based on central level monitoring, including surveys	x
{III_11_SQ001}:Estimates	
{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ002};% of students entering HE through this access route	UAS and teacher training colleges:100%; universities: 11%, as of 2013/14: 35%
{III_11_SQ002}:Official data based on central level monitoring, including surveys	x
{III_11_SQ002}:Estimates	
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ003};% of students entering HE through this access route	1%
{III_11_SQ003}:Official data based on central level monitoring, including surveys	x
{III_11_SQ003}:Estimates	
{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ004};% of students entering HE through this access route	5%
{III_11_SQ004}:Official data based on central level monitoring, including surveys	x
{III_11_SQ004}:Estimates	
{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ005};% of students entering HE through this access route	n.a.
{III_11_SQ005}:Official data based on central level monitoring, including surveys	
{III_11_SQ005}:Estimates	
{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)	

**III.13.1. Please indicate the source of the official data:**

[www.sozialerhebung.at](http://www.sozialerhebung.at)

**III.13.2. Comments**

the above figures are close estimates; official publications do not refer to the above mentioned groups of beginners. For further information on the composition of the group of study-beginners see also the "Special Report on Beginners" of the "Student Social Survey 2011": [www.sozialerhebung.at](http://www.sozialerhebung.at)

**III.14. Are there any incentives for higher education institutions to admit non-traditional students?**

No

**III.14.1. Please indicate which incentives exist and how they operate.**

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

**III.15. Comments**

**III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?**

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.  
 Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.  
 No, such programmes do not exist.

**III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):**

see questionnaire "modernization of higher education"

**III.17. Comments**

**III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?**

Yes, this is possible in some higher education institutions/programmes (please specify in comments).  
at UAS it is possible

**III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):**

UAS study act

**III.19. Please choose the statement that best applies to your country-specific situation:**

HEIs can autonomously decide whether they will provide relevant procedures.

**III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?**

- Yes, steering documents refer to specific age requirements  
 Yes, steering documents refer to requirements related to the duration of prior professional experience  
 Yes, steering documents refer to other requirements  
 No, there is no reference in steering documents to any requirements



**III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:**

**III.20.2. Please also provide the full reference(s) to relevant document(s) here:**

**III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):**

Information impossible to provide (no official data available and impossible to estimate)

**III.21.1. Please indicate the source of this information**

Please choose

**III.21.2. Please specify:**

**III.22. Comments**

a guess for UAS: about 6-10 percent

**III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?**

Yes ▼

**III.23.1. Please specify how this objective is defined:**

In order to facilitate retention and completion there are two principles: "Coaching and Mentoring in the orientation period for students and capacity-oriented controlling of the growth of the student population in the most popular academic disciplines. Pre-condition is to have a student-teacher ratio guaranteeing quality.

Reduction of high drop-out-rate (as far as possible in the context of the so-called "open access"- HE-entrance –regulation)

Measures for extended student counseling (Ministry, Student Union, universities)

Structured addressing of drop-out-topic in performance agreements with universities.

Targets here are awareness raising, definitions, finding common view-points of Ministry of Science and Research and universities, development of problem solving strategies.

**III.23.2. Please also provide the full reference(s) to all relevant document(s).**

Regulation of access to most popular study-programmes: see the Amendment of University Act 2002 §14h: (Architecture, Biology, Pharmaceutics, Business-study programmes, Informatics)

Hochschulplan: <http://hochschulplan.at/>,

Leistungsvereinbarungen (performance agreements):

<http://www.bmwf.gv.at/unidata/publikationen/leistungsvereinbarung>

Student counselling: <http://www.studienchecker.at/>

[http://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA\\_2013\\_I\\_52/BGBLA\\_2013\\_I\\_52.pdf](http://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2013_I_52/BGBLA_2013_I_52.pdf)

**III.24. In your country, are targets set to measure progress regarding student retention and/or completion?**

No ▼

**III.24.1. Please describe the targets:**

**III.24.2. Please also provide the full reference(s) to all relevant document(s).**

**III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?**

No, the aim is to improve completion rates for all students

**III.25.1. Please specify the groups of students that are targeted:**

**III.25.2. Please also provide the full reference(s) to all relevant document(s):**

**III.26. In your country, are there any specific measures to improve retention rates of first year students?**

Yes ▼

**III.26.1. Please describe the measures:**

STEOP Orientation period: A study entry and orientation phase lasting from 1-2 semesters helps students adapt to university life and to understand the exigencies of their chosen degree program.

**III.26.2. Please also provide the full reference(s) to all relevant document(s):**

Universities Act 2002, § 66:

[http://www.bmwf.gv.at/fileadmin/user\\_upload/legislation/E\\_UG.pdf](http://www.bmwf.gv.at/fileadmin/user_upload/legislation/E_UG.pdf)

**III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?**

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

**III.27.1. Please provide details on the incentives that exist in your country:**

For granting of additional funds to public universities (Hochschulraumstrukturmittel) two indicators are used, which should promote the success: "universities receive additional funds for active students with a defined amount of workload and graduates".

**III.27.2. Please also provide the full reference(s) to all relevant document(s):**

See § 14 amendment of Study act 2002: [http://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA\\_2013\\_I\\_52/BGBLA\\_2013\\_I\\_52.pdf](http://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2013_I_52/BGBLA_2013_I_52.pdf)

**III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?**

- Yes, within a funding formula  
 Yes, as a performance-based mechanism  
 No

**III.28.1. Please provide details how:**



III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s):

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle  
 Yes, at the end of the 2nd cycle  
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

Statistisches Taschenbuch; unidata <http://www.bmwf.gv.at/unidata/publikationen/taschenbuch>  
AQ Austria <https://www.aq.ac.at/cn/>  
Statistik Austria, Bildung in Zahlen [http://www.statistik.at/web\\_en/](http://www.statistik.at/web_en/http://www.statistik.at/web_en/statistics/education_culture/index.html)  
[http://www.statistik.at/web\\_en/statistics/education\\_culture/index.html](http://www.statistik.at/web_en/statistics/education_culture/index.html)

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

Yes

III.32.1. Please specify for which underrepresented groups data is calculated:

Yes, for some specific groups in the case of Fachhochschulen; specific groups are non traditional students (non traditional access) and students in specific study programmes for working students  
But completion rates for public universities are not available for specific groups, only for the whole student body

III.32.2. Please also provide the full reference(s) to relevant document(s):

UAS study act

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	Univ. and UAS:79%
Completion rate of 1st cycle programmes, most recent available year:Year	2010/11
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	62%; UAS 65%
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	2004/05
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes, most recent available year:Year	
Completion rate of 2nd cycle programmes, most recent available year:not available	x
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	x
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles, most recent available year:Year	
Completion rate of programmes not divided into two cycles, most recent available year:not available	x
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles 5 years earlier :Year	
Completion rate of programmes not divided into two cycles 5 years earlier :not available	x

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of each year

III.35.1. Please also provide the full reference(s) to relevant document(s):

[www.bmwf.ac.at/unidata](http://www.bmwf.ac.at/unidata) (for public univ.)

**III.36. In your country, are drop-out rates calculated for underrepresented groups of students?**

No

**III.36.1. Please specify for which groups data is calculated:**

**III.36.2. Please also provide the full reference(s) to relevant document(s):**

**III.37. In your country, how are students who change study programme considered?**

They are counted as "drop-outs" from the programme in which they enrolled

**III.37.1. Please specify**

**III.38. Are data on drop-out rates publicly available in your country?**

Yes

**III.38.1. Please specify by which organisation and how frequently:**

universities and ministry of science, research and economy

**III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:**

see source information above

**III.39. Based on your official data, please provide the following information:**

- Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring
- Drop-out in first year of 1st cycle programmes, most recent available year:Year
- Drop-out in first year of 1st cycle programmes, most recent available year:not available x
- Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring
- Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year
- Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available x
- Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring
- Drop-out in 1st cycle programmes, most recent available year:Year
- Drop-out in 1st cycle programmes, most recent available year:not available x
- Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring
- Drop-out in 1st cycle programmes 5 years earlier:Year
- Drop-out in 1st cycle programmes 5 years earlier:not available x
- Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring
- Drop-out in 2nd cycle programmes, most recent available year:Year
- Drop-out in 2nd cycle programmes, most recent available year:not available x
- Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring
- Drop-out in 2nd cycle programmes 5 years earlier:Year
- Drop-out in 2nd cycle programmes 5 years earlier:not available x
- Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring
- Drop-out in programmes not divided into two cycles, most recent available year:Year
- Drop-out in programmes not divided into two cycles, most recent available year:not available x
- Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring
- Drop-out in programmes not divided into two cycles 5 years earlier :Year
- Drop-out in programmes not divided into two cycles 5 years earlier :not available x

**III.40. Comments**

**III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.**

**III.42. What kind of student services are commonly provided by higher education institutions?**

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other

No services

**III.42.1. Please specify**

**III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?**

Yes, advice is available to ALL prospective students

**III.44. Information, advice and guidance services are provided to prospective HE students...**

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

**III.44.1. Please specify which other service providers offer information, advice and guidance services:**

**III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:**

**III.44.3. Comments**

**III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:**

No, all prospective students are targeted

**III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?**

**III.46.1. There are measures/incentives encouraging HEIs to provide...**

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

introductory courses "during STEOP: study entry and orientation phase"

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

tutoring or mentoring programmes "provided by senior students"

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

support to acquire learning skills and/or organisational skills "trainings and counselling provided by the psychological counselling services (www.studierendenberatung.at)"

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

other measures / incentives ""

**III.46.3. Comments**

**III.47. In your country, is public funding allocated to improve career guidance services in HEIs?**

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

**III.47.1. Please provide the details here:**

www.studienchecker.at  
www.studierendenberatung.at  
www.studienwahl

**III.47.2. Please also provide the full reference(s) to relevant document(s):**

www.oeh.at  
www.studierenprobieren

**III.48. In your country, are there any career guidance services targeting underrepresented groups of students?**

**III.48.1. Please provide the details on such services here:**

they are provided by individual HEIs and the national student union.

**III.48.2. Please also provide the full reference(s) to relevant document(s):**

www.oeh.at

## Data entry: (IV\_Fees\_support\_portability)

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

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

No ▾

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle  All students  Specific groups of students  No students  No answer  
2nd cycle  All students  Specific groups of students  No students  No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount

1st cycle:Minimum amount

1st cycle:Maximum amount

2nd cycle:Most common amount

2nd cycle:Minimum amount

2nd cycle:Maximum amount

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount

1st cycle:Minimum amount

1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount

2nd cycle:Minimum amount

2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

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

IV.5. Concerning fees, are international students treated differently in your country from home students?

No ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount

1st cycle international students:Minimum amount

1st cycle international students:Maximum amount

2nd cycle international students:Most common amount

2nd cycle international students:Minimum amount

2nd cycle international students:Maximum amount

IV.7. Who defines the fee amounts?

- 1st cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
1st cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer

IV.7.1. Please specify

IV.8. Comments

Only non-EU students with the exception of some developing countries pay fees (€ 726.72 per semester)

Home students at universities only pay if they study longer by 2 semesters than the official duration of their degree program (363.36 per semester)

UAS can decide individually whether they charge the official tuition or none whatsoever

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

mostly needs-based scholarships and top-ups for study-stays abroad

The different types of grants and allowances are listed at the website of the Study Grant Authority ([www.stipendiumat](http://www.stipendiumat)).

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

1. study stay abroad grant (credit mobility)
2. mobility grant (degree mobility)

travel expenses  
language preparation

see [www.stipendiumat](http://www.stipendiumat) concerning further information about "grants for study abroad" and "mobility grants" for needy students

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 15% in 2012/13 for both cycles

% of students receiving grants:Second cycle 15% for both cycles

IV.14. Can students use grants/scholarships for studying abroad?

Some grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes ▼

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

1. grant for study stays abroad (credit mobility)
2. mobility grant (degree mobility)  
(see IV.11)

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

IV.19. Can students use loans for studying abroad?

Please choose

IV.20. Are there any additional requirements for using the loan abroad?

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

Course load (e.g. full-time):Loan 1

Course load (e.g. full-time):Loan 2

Course load (e.g. full-time):Loan 3

Course load (e.g. full-time):Loan 4

Only certain countries:Loan 1

Only certain countries:Loan 2

Only certain countries:Loan 3

Only certain countries:Loan 4

Only certain study programmes (e.g. where mobility is mandatory):Loan 1

Only certain study programmes (e.g. where mobility is mandatory):Loan 2

Only certain study programmes (e.g. where mobility is mandatory):Loan 3

Only certain study programmes (e.g. where mobility is mandatory):Loan 4

Equivalency condition:Loan 1

Equivalency condition:Loan 2

Equivalency condition:Loan 3

Equivalency condition:Loan 4

Programme not available in the national system:Loan 1

Programme not available in the national system:Loan 2

Programme not available in the national system:Loan 3

Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

#### IV.21.2. Which other requirements exist?

#### IV.22. Additional comments on public grants and loans

Support of Studies Abroad according to the Student Support Act (Studienförderungsgesetz)

The 1992 Student Support Act (Studienförderungsgesetz 1992), Austrian Federal Gazette – BGBl. No. 305, last amended by Federal Law, Austrian Federal Gazette - BGBl. I Nr. 40/2014.

##### Grants for study abroad

Students of the Universities, Universities of Arts, Universities of Applied Sciences and Theological Colleges have a continuous title to study grants during studies abroad, for a duration period of a maximum of four semesters (students of Academies and University Colleges of Teacher Education for a maximum of two semesters).

Students entitled to receive study grants, who are performing a creditable study programme abroad, will be entitled to an additional support of the studies abroad, under special conditions and for a maximum of 20 months. Under special conditions students of Academies and University Colleges of Teacher Education may receive an additional grant for studies abroad, for a maximum of 12 months.

Students at Universities, Universities of Arts, Universities of Applied Sciences and Theological Colleges must have completed the first stage of their studies (and/or two semesters), students at Academies and University Colleges of Teacher Education must have completed the second semester.

The national study grants are paid out during the entire duration of the stay abroad.

##### Mobility Grants

In the winter term 2008/2009 the mobility grant is introduced as a new form of financial student support. The mobility grant has the function to support students who study the complete course of their bachelor or master program at a state approved University, University of Applied Sciences or a University College of Teacher Education outside Austria but within the EEA and Switzerland.

Preconditions for the mobility grant are:

1. the university entrance qualification was achieved in Austria (only valid up to August 31st 2014)
2. the applicant had her/his residence and centre of vital interests in Austria for at least five years before applying for the mobility grant and
3. the applicant has not applied for another financial support according to the Student Support Act.

Further promotional measures would be travel cost allowance and language study grants intended to prepare the student for studies abroad. They help prolong the title to such financial aid during the period of studies abroad, for child care costs during the stay abroad, in case of studies abroad in the period of completion of studies or during a vocational training abroad.

For a detailed description of Austrian promotion measures for studies abroad please consult the Internet pages [www.stipendium.at](http://www.stipendium.at) and [www.grants.at](http://www.grants.at)

**IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.**

**Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.**

#### IV.24. Is there any additional public financial support for studying abroad?

Yes ▼

#### IV.25. What kinds of additional public financial support are available for studying abroad?

##### Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	0 ▼
1st cycle credit mobility:Travel costs	1 ▼
1st cycle credit mobility:Living cost difference	0 ▼
1st cycle credit mobility:Language courses	1 ▼
1st cycle credit mobility:Other	0 ▼
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	0 ▼
2nd cycle credit mobility:Travel costs	1 ▼
2nd cycle credit mobility:Living cost difference	0 ▼
2nd cycle credit mobility:Language courses	1 ▼
2nd cycle credit mobility:Other	0 ▼
1st cycle degree mobility:Study costs/ fees abroad (host institution)	0 ▼
1st cycle degree mobility:Travel costs	0 ▼
1st cycle degree mobility:Living cost difference	0 ▼
1st cycle degree mobility:Language courses	0 ▼
1st cycle degree mobility:Other	0 ▼
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	0 ▼
2nd cycle degree mobility:Travel costs	0 ▼
2nd cycle degree mobility:Living cost difference	0 ▼
2nd cycle degree mobility:Language courses	0 ▼
2nd cycle degree mobility:Other	0 ▼

#### IV.25.1. Please specify which other additional public grants/scholarships are available:

#### IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle credit mobility:Travel costs	<input type="text" value="0"/>
1st cycle credit mobility:Living cost difference	<input type="text" value="0"/>
1st cycle credit mobility:Language courses	<input type="text" value="0"/>
1st cycle credit mobility:Other	<input type="text" value="1"/>
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle credit mobility:Travel costs	<input type="text" value="0"/>
2nd cycle credit mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle credit mobility:Language courses	<input type="text" value="0"/>
2nd cycle credit mobility:Other	<input type="text" value="0"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle degree mobility:Travel costs	<input type="text" value="0"/>
1st cycle degree mobility:Living cost difference	<input type="text" value="0"/>
1st cycle degree mobility:Language courses	<input type="text" value="0"/>
1st cycle degree mobility:Other	<input type="text" value="0"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle degree mobility:Travel costs	<input type="text" value="0"/>
2nd cycle degree mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle degree mobility:Language courses	<input type="text" value="0"/>
2nd cycle degree mobility:Other	<input type="text" value="0"/>

**IV.26.1. Please specify which other additional public loans are available for studying abroad:**

Austria does not have a student loan system

**IV.27. Additional comments**

**IV.28. Are there any specific eligibility criteria for receiving additional public financial support?**

**IV.29. Please specify the eligibility criteria for receiving additional public financial support.**

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1	<input type="text" value="1"/>
Need-based criteria:Grant/loan 2	<input type="text" value="1"/>
Need-based criteria:Grant/loan 3	<input type="text" value="0"/>
Need-based criteria:Grant/loan 4	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 1	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 2	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 3	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 4	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 1	<input type="text" value="1"/>
Course load (e.g. full time):Grant/loan 2	<input type="text" value="1"/>
Course load (e.g. full time):Grant/loan 3	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 4	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 1	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 2	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 3	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 4	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4	<input type="text" value="0"/>

**IV.29.1. If there is more than one type of grant or loan, please specify:**

course load: full time studies  
and only recognized programs at public HEI

**IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:**

**IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:**

Please refer to the homepage of the Study Grant Authority ( [www.stipendium.at](http://www.stipendium.at) ) concerning further information about additional public financial support for needy students who get a grant for study abroad.

**IV.31. Additional comments**



**IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?**

Student

**IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?**

**IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?**

Main source of income for doctoral students is earned income / income from employment (74% of the entire budget)

Source: Studierende im Doktorat, Zusatzbericht der Studierenden Sozialerhebung 2011, Tab. 13, page 40,  
[http://ww2.sozialerhebung.at/Ergebnisse/PDF/Sozialerhebung\\_2011\\_Doktorat.pdf](http://ww2.sozialerhebung.at/Ergebnisse/PDF/Sozialerhebung_2011_Doktorat.pdf)

**IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.**

doctoral students are eligible for a national study grant if they start their studies within 12 months from graduation and if they complete their master program within the envisaged duration plus 2 additional semesters maximum.

**IV.35. Additional comments on doctoral education**

## Data entry: (V\_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

UNIVERSITIES ACT 2002 Objectives § 1: The universities... "promote the advancement of junior academics, which goes hand in hand with the acquisition of scientific and artistic abilities and qualifications, and methodological skills, with the goal of helping a society in transition to master the challenges it faces in a humane and gender-equal fashion.

Guiding Principles: § 2. "The guiding principles to be observed by the universities in pursuance of their objects are: .....5. attention to the requirements for entry to professional careers"

The Universitätsrechts-Änderungsgesetz 2009 (amendment) (BGBl. I Nr. 81/2009), gives the possibility for more flexible programme duration of Bachelor studies. In exceptional cases they can be extended up to 240 ECTS, e.g. if it is obligatory for Employability reasons. Furthermore the universities are obliged to hold a "Qualifikationsprofil" (qualification profile) in the Curricula of all Bachelor-Study programmes since October 2013. In §51(1) Z. 51 of the university act 2002 a Qualifikationsprofil is defined as part of the curriculum describing the scientific and professional qualifications which are to be acquired by students.

The three annual performance agreements between public Universities and the Ministry have to include projects for the employability of Diploma-, Bachelor- and Masterstudies.

UNIVERSITY OF APPLIED SCIENCES STUDIES ACT – FHStG Objectives and Guiding Principles of University of Applied Sciences Degree Programmes § 3. (1)

Universities of Applied Sciences and institutions offering University of Applied Sciences degree programmes shall offer degree programmes at university level, providing a scientifically rigorous professional education. Their main objectives shall be:

1. Ensuring a practice-oriented education at university level;
2. Imparting the ability to solve problems in the respective profession according to the state of the art and the current and future practical requirements;
3. Promoting the permeability of the educational system and the professional flexibility of the graduates.

The act for the universities of applied sciences (Fachhochschul-Studiengesetz) refers explicitly to the employability and the demand of the employment market.

(FHStG: [http://www.bmwf.gv.at/fileadmin/user\\_upload/legislation/E\\_FHStG.pdf](http://www.bmwf.gv.at/fileadmin/user_upload/legislation/E_FHStG.pdf))

Higher Education Plan:

Chapter Societal tasks of the tertiary sector, page 16

<http://hochschulplan.at/wp-content/uploads/2012/12/Hochschulplan.pdf>

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

The Austrian labour market is regularly analysed by the Austrian employment Service AMS and the Austrian Institute of Economic research WIFO: <http://www.wifo.ac.at/jart/prj3/wifo/main.jart?ref=de&content-id=1357565372263>

Public Employment Service Austria (AMS):

"AMS-Qualifikationsbarometer (<http://www.ams.at/buw/14125.html>) und

Broschüren „Jobchancen-Studium“:

<http://www.ams-forschungsnetzwerk.at/deutsch/jobchancen/jobchancen.asp?sid=1050189083>

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

- Curriculum development in higher education  Employers have to be involved  Employers can be involved  Employers are not involved  No answer
- Teaching  Employers have to be involved  Employers can be involved  Employers are not involved  No answer

**Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions**

Employers have to be involved Employers can be involved Employers are not involved No answer

**Participation in governing bodies of HEIs**

Employers have to be involved Employers can be involved Employers are not involved No answer

**V.3.2. Please provide the details and the source of evidence here.**

Employers have to be involved in curriculum development for UAS only!

University Act 2002:

§1 (see above V\_1\_1)

§ 21: The university council shall consist of .... members, who shall be past or present holders of responsible positions, especially in academic, cultural or business life, and whose exceptional knowledge and experience are such as to enable them to contribute to the attainment of the objectives and the fulfillment of the tasks of the university.

Current regulations concerning the development of curricula at universities do not provide for an obligatory cooperation between the university and the business sector. It is at the discretion of the "curricula committee" to consult employers or the relevant business chambers when designing new curricula. Still, in Austria, higher education courses are to a large extent developed in cooperation with professionals from the field in question. The steering bodies of universities (university councils) often include representatives from industry and public life. The Fachhochschulcouncils actively involve the social partners in the accreditation of study programs.

Teaching: Experts from Business Sector are teaching at universities holding specific lectures or as visiting professors.

Universities of Applied Sciences:

\_ The group of persons entrusted by the provider with the development of the degree programme applied for must include at least four persons. Of them two must be academically qualified by a habilitation degree or an equivalent qualification, and two must furnish proof of an activity in an occupational field relevant for the University of Applied Sciences degree programme applied for.

\_ In case of accreditation, at least four persons of the group of persons entrusted with the development shall be full-time or part-time teachers in the degree programme. Of them two must be academically qualified by a habilitation degree or an equivalent qualification, and two must furnish proof of an activity in a professional field relevant for the University of Applied Sciences degree programme applied for.

(FHStG: [http://www.bmwf.gv.at/fileadmin/user\\_upload/legislation/E\\_FHStG.pdf](http://www.bmwf.gv.at/fileadmin/user_upload/legislation/E_FHStG.pdf))

\_ External quality assurance (Programme accreditation): Depending on the extent of the procedure, the experts group has to consist generally of three to four members and is composed as follows:

- one or two members with academic qualifications as well as an active teaching and research in a relevant department of the course

- one member with relevant specialist occupation

- one student in a relevant degree program

(AQ Austria: <https://www.aq.ac.at/de/akkreditierung/dokumente-verfahren-fh/fh-programmakkreditierungsverordnung-08052012-aq-austria.pdf>)

**V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.**

**V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?**

**V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).**

Performance agreements (Leistungsvereinbarungen): The universities have to point out their plans for improvement of employability.

Leistungsvereinbarungen. Muster und Arbeitsbehelf 2.0 für den Entwurf der Leistungsvereinbarungen.

• Page 10, 2.5.: Vorhaben zur Beschäftigungsfähigkeit der AbsolventInnen von Bachelor-, Diplom- und Masterstudien.

• Page 15: Zu 2.5. Vorhaben zur Beschäftigungsfähigkeit der AbsolventInnen von Bachelor-, Diplom- und Masterstudien

To find out to what extent universities have adopted this request of the Ministry of Science and Research in the performance agreements, please take a look at:

[http://eportal.bmbwk.gv.at/portal/page?\\_pageid=93,95229&\\_dad=portal&\\_schema=PORTAL&](http://eportal.bmbwk.gv.at/portal/page?_pageid=93,95229&_dad=portal&_schema=PORTAL&)

-> Öffentlicher Zugang

Path: Publikationen-> Berichtswesen Universitäten & Fachhochschulen -> Leistungsvereinbarung

Bologna Monitoring – Bericht über die Maßnahmen der Umsetzung der Bologna-Ziele in Österreich 2012

Employability. Page 25, 3.3. Beschäftigungsfähigkeit,

[http://www.bmwf.gv.at/fileadmin/user\\_upload/Bologna\\_Grundsatzdok/Bologna\\_Monitoring\\_Report\\_2012\\_Webversion.pdf](http://www.bmwf.gv.at/fileadmin/user_upload/Bologna_Grundsatzdok/Bologna_Monitoring_Report_2012_Webversion.pdf)

Universities of Applied Sciences:

In the procedure of program-accreditation by the agency of certification and accreditation Austria the universities of applied sciences has to verify the employability of their study-programs (§ 8 Abs. 3.

Z 9 FHStG

[http://www.bmwf.gv.at/fileadmin/user\\_upload/legislation/E\\_FHStG.pdf](http://www.bmwf.gv.at/fileadmin/user_upload/legislation/E_FHStG.pdf)

**V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?**

**V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).**

**V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).**

**In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?**

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

**V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).**

Universities of Applied Sciences:

\_ Within the framework of the University of Applied Sciences bachelor degree programmes and the University of Applied Sciences diploma degree programmes the students shall be required to attend a practical course on the job, which shall constitute a relevant part of the training. The period of studies shall not be extended by the duration of the practical course.

(FHStG: [http://www.bmwf.gv.at/fileadmin/user\\_upload/legislation/E\\_FHStG.pdf](http://www.bmwf.gv.at/fileadmin/user_upload/legislation/E_FHStG.pdf))

This includes various Study fields at Fachhochschulen like Business Studies, Technical Studies, Social Work, Health Sciences, Design....

**V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.**

1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

**V.4.2.1. Please provide the source information here.**

information about practical training see Studierenden-Sozialerhebung 2011:

23% of all students have passed an obligatory work placement, but there is a big difference between HEI-types and study fields. 90 % of fulltime students at Fachhochschulen participated in obligatory work placements, 70% students of Human Medicine, or 43% of students at University Colleges of Teacher Education.

[http://ww2.sozialerhebung.at/Ergebnisse/PDF/Studierenden\\_Sozialerhebung\\_2011\\_BAND\\_2\\_Studierende.pdf](http://ww2.sozialerhebung.at/Ergebnisse/PDF/Studierenden_Sozialerhebung_2011_BAND_2_Studierende.pdf)

[http://ww2.sozialerhebung.at/Ergebnisse/PDF/Studierenden\\_Sozialerhebung\\_2011\\_Materialien.pdf](http://ww2.sozialerhebung.at/Ergebnisse/PDF/Studierenden_Sozialerhebung_2011_Materialien.pdf)

**V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?**

Yes, in all higher education institutions/programmes

**V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).**

ERASMUS placements

[www.ocad.at](http://www.ocad.at)

**V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).****V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?**

Yes

**V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).**

In the three-annual performance agreements between the Public Universities and the Minister for Science and Research projects for the employability of Bachelor- Diploma- and Master-Graduates are included. The performance agreements of all universities can be found in the data warehouse of the Ministry of Science and Research: [http://eportal.bmbwk.gv.at/portal/page?\\_pageid=93,1172892&\\_dad=portal&\\_schema=PORTAL](http://eportal.bmbwk.gv.at/portal/page?_pageid=93,1172892&_dad=portal&_schema=PORTAL)

It is in the interest of the Fachhochschulen to take in mind the situation of the labour market not only in new study programs but also in existing ones. Due to obligatory practical training in the study programs Fachhochschulen have permanently to stay in contact with companies and reach their demands. The Fachhochschulen get feedback of the students and their skills by the companies. The financing contracts will only be renewed if the graduates have good opportunities on the labour market.

**V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?**

- Yes, within a funding formula  
 Yes, as a performance-based mechanism  
 Yes, within a different funding mechanism (please specify)  
 No

**V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).****V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?**

Yes

**V.6.1. Are there tracer studies conducted on national level?**

Yes

**V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.6.1.2. Are there tracer studies conducted on regional level?**

No

**V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.6.1.4. Are there tracer studies conducted on institutional level?**

Yes

**V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.**

The text will be sent separately!

**V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?**

Yes

**V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).**

The University of Vienna is using the results of their tracer studies for internal discussion and for providing advice for students, for information brochures. It is also planned to use the data for internal Quality development and to rebind the results for further development of Curricula. <http://www.qs.univie.ac.at/absolventinnenerhebungen>

The University of Graz is building up since 2009 a graduate monitoring system for regular Career tracking and for statements about employability of studies and for Curricula-development.

<http://www.equi.at/en/projects/employment/11/Studierenden-+und+AbsolventInnenmonitoring+der+Universit%E4t+Graz/>  
[http://alumni.uni-graz.at/media/documents/Neuigkeiten/2012AbsolventInnenbefragung\\_Newsletter.pdf](http://alumni.uni-graz.at/media/documents/Neuigkeiten/2012AbsolventInnenbefragung_Newsletter.pdf)

A graduate questionnaire in 2011 at the Veterinary University Vienna showed the necessity for an improvement of practical trainings. This information lead to the offer of obligatory lessons in Skills Lab:  
<http://www.vetmeduni.ac.at/en/studies-teaching/general-informations/skills-lab/>

The University of Music and Performing Arts Graz is building up a graduate tracking (start 2014):  
<http://www.equi.at/en/projects/employment/11/AbsolventInnenmonitoring+der+Kunstuniversit%E4t+Graz/>

## Data entry: (VI\_Lifelong\_learning)

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

Yes ▼

#### VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

The EUA LLL Charter for Lifelong Learning is used as a kind of definition in the performance agreements for a 3 year period concluded between each university and the Ministry of Science and Research. The Austrian Lifelong Learning Strategy, action line 5, goal 5.6. (see 6.2) states that Austrian universities are obliged to develop institutional strategies for lifelong learning according to the EUA Charter for LLL, the national LLL strategy and their own profiles based on their development plans.

Universities Act 2002, § 3 Z5; § 13 (2) f); § 56 und § 58  
<http://wissenschaft.bmwf.gv.at/home/studies/legislation/>

#### VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

### VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, some institutions

#### VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

#### VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

There are no data available for two HE sectors: Private universities and Universities Colleges for Teacher Education.

All Austrian universities provide an institutional strategy for lifelong learning during the performance agreement period 2013 - 2015, but not all of them will create opportunities for widening participation or increasing flexibility. Nearly 50% of all study programmes in the Fachhochschule/UAS sector address working students with evening classes, but alternative access is not very popular yet in this sector.

- Austrian Lifelong Learning Strategy, action line 5, goal 5.6:

HE institutions are major actors in the lifelong learning process and design their offers in line with the learners' needs, addressing new and underrepresented target groups. The HE institutions' self-understanding includes the use of target group-appropriate teaching and learning methods and the flexibilisation of programmes in terms of time.

[http://www.bmwf.gv.at/fileadmin/user\\_upload/aussendung/Strategie\\_zum\\_lbensbegleitenden\\_Lernen\\_in\\_Oesterreich.pdf](http://www.bmwf.gv.at/fileadmin/user_upload/aussendung/Strategie_zum_lbensbegleitenden_Lernen_in_Oesterreich.pdf) (German version)

#### VI.2.3. If necessary, please provide comments here:

### VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

<b>Formal HE programmes provided under flexible arrangements</b>	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input checked="" type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
<b>Non-formal courses open to all (e.g. languages)</b>	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input checked="" type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
<b>Preparatory courses for HE entrance examinations</b>	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input checked="" type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
<b>Professionally-oriented upgrading of already achieved qualifications</b>	<input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
<b>Tailor-made provision for industry</b>	<input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer

#### VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

#### VI.3.2. Please specify which forms and provide % of HE institutions involved.

#### VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

**VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?**

No ▼

**VI.4.1. Please explain these restrictions.**

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

General public higher education budget (%) "90"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Special budget for lifelong learning (%) "0"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from students (%) "5"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from business and industry (%) "5"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Other (%) "0"

**VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.**

**VI.5.2. If you have any further comments regarding this section, please provide them here:**

The main funding contribution to the budget for lifelong learning is general public higher education budget. Private contribution from business exists, but is very small. Students pay fees for certificate courses for continuing education. There are no data for formulating percentages.

**VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?**

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

**VI.6.1. Please provide a short description of specific policy measures that exist in your country.**

National Strategy for Lifelong Learning 2020, goal 5.6.

5.6. HE institutions are major actors in the lifelong learning process and they design their offers in line with the learners' needs, addressing new and underrepresented target groups. The HE institutions' self-understanding includes the use of target group-appropriate teaching and learning methods and the flexibilisation of programmes in terms of time (e.g. programmes for working students away from day-classes only).

[http://www.bmwf.gv.at/fileadmin/user\\_upload/aussendung/Strategie\\_zum\\_lebensbegleitenden\\_Lernen\\_in\\_OEsterreich.pdf](http://www.bmwf.gv.at/fileadmin/user_upload/aussendung/Strategie_zum_lebensbegleitenden_Lernen_in_OEsterreich.pdf)

**VI.7. Which of the statements on student statuses best describes the situation in your country?**

There is only one status for all students (i.e. the status of student) without any further distinctions

**VI.7.1. Please explain what student statuses exist in your country and how you define them.**

**VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.**

Yes, IIE students can change the pace of their studies and follow de facto part-time studies  
Public university students can organize their studies flexibly in terms of study/class times and duration.  
Fachhochschulen/UAS offer special programmes for working students.

**VL7.3. Please indicate which fees apply to students studying part-time.**

**VL7.4. Please indicate which fees apply to de facto part-time students.**

No fees for any category of students

**VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.**

**VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.**

De facto part-time students are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements  
Part time students are eligible, if they fulfill the criteria which encompass income caps as well as ECTS-credit and duration of studies criteria

**VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?**

No ▼

**VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.**

**VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?**

All higher education institutions are required to offer part-time studies or other alternative forms of study

**VL9.1. If you have any further comments regarding this section, please provide them here:**

**VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?**

No

**VL10.1. Please choose the statement that best applies to your country-specific situation.**

**VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.**

**VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.**

**Please also specify whether this possibility is commonly used in practice.**

**VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.**

**VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?**



VL10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

Please choose

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

Please choose

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

No ▼

VL11.1. Please specify what they are.

## Data entry: (VII\_Internationalisation\_mobility)

### 7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

#### 7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

#### 7.1.2. Please specify:

University Act 2002; UAS Studies Act

According to §23 of the Act on Quality Assurance in HE (HS-QSG) the assessment areas of the accreditation for universities of applied sciences (UAS) include "national and international cooperation". Quality management systems of UAS are furthermore subject to an audit and the integration of internationalisation into the quality management system is one of the assessment areas in this certification process (§22 IIS-QSG).

### 7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

#### 7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

### 7.3. Does your country have a formal national strategy for internationalisation of higher education?

No ▼

#### 7.3.1. Please provide a reference and link to the document (if available, also in English):

#### 7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▼

#### 7.3.2.1. Please specify by whom, and provide a reference/link:

#### 7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

26-50%

#### 7.3.3.1. Please provide a source for this information:

Austrian performance agreements with public universities

#### 7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

76-99%

#### 7.3.4.1. Please provide a source for this information:

Austrian performance agreements with public universities;  
Austrian Bologna Monitoring Report.

### 7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility 50%

Credit mobility:Incoming mobility

Degree mobility:Outgoing  
mobility

Degree mobility:Incoming mobility

#### 7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No ▼

#### 7.4.1.1. Please specify:

#### 7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No ▼

#### 7.4.2.1. Please specify:

### 7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes ▼

#### 7.5.1. Please specify:

national funds for ERASMUS+ and specific mobility actions

### 7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

No

7.6.1. Please name and describe them:

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

Yes, this is required by legislation

7.8.1. Please provide a reference:

University Act 2002, § 98&107

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

No

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) ""

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

Central and Eastern Europe, neighboring countries (Czech Republic, Slovakia, Hungary...)

7.11.3. Does your country have main regions of operation for joint/double degrees?

No

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

No

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

most of our degree programs are in German  
visa issues, labor legislation, and social security regulations are the responsibility of different ministries and therefore it is still difficult to arrive at an "incoming-friendly" mobility policy

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition

- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

**7.13.2.1. Please specify:**

**7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:**

Specific study cycles  Yes  No  No answer

Specific fields of studies  Yes  No  No answer

Credit mobility  Yes  No  No answer

Degree mobility  Yes  No  No answer

**7.14.1. Please specify:**

the older the students, the bigger the obstacles (source: Studierendensozial-erhebung 2011, p.81ff)

work placements for students at UAS, especially for students who work part- or fulltime,  
teacher training students do not get recognition for internships abroad

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

incoming: possibilities for students to work part-time

CEEPUS grants for Central and Southeastern European stud.

special scholarships for students of literature, etc.

ever more degree programs are offered in English

outgoing: national co-funding for ERASMUS+ grants

needs-based grants plus extra funds for study abroad can  
be used for degree mobility

mobility grants for degree mobility

better and timely information is provided to students in  
secondary education

study abroad offices at every HEI

learning agreements are a national requirement for all  
study-related stays abroad

fair and transparent recognition, curricular mobility  
and quality in mobility are included in performance  
agreements

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

Yes

**7.16.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) "ministry of science, research and economy"

**7.16.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) "partly annually (performance agreements) or triannually (national monitoring report)"

**7.16.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) "performance agreements: biennially, monitoring 2012, next one in spring 2015"

**7.17. Comments:**

**7.18. Do you have a central website which provides information about all mobility schemes for national and international students?**

Yes

**7.18.1. Please provide a link to the website:**

www.grants.at

**7.18.2. Is the website linked to Bologna website?**

Yes

**7.19. Do your national institutions/agencies responsible for internationalisation:**

Provide information on the ERIEA, with links to other national systems and European programmes

**7.19.1. Please provide a link to such information:**

www.ocad.at

**7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?**

Yes ▼

**7.20.1. Do students have to pay additional fees?**

Please choose.. ▼

**7.20.2. Are there any other differences? Please specify:**

**7.21. Comments:**

**7.22. Since 2012, has your higher education minister participated in:**

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

**7.22.1. Please specify with which countries:**

countries participating in the EU strategy for the Danube region;  
Brazil, China, South Africa, Canada, Israel,....

**7.22.2. What were the main higher education issues addressed in these events?**

exchange of general information concerning higher education and research, existing bilateral cooperations, EU-cooperations, student mobility/asymmetric mobility, exchange programs, study fees and admission issues, ERASMUS+, Horizon 2020, higher education budgeting, curricula, joint study programs, programs offered in foreign languages/English;

**7.23. Comments:**

**7.25. Are there national policy goals regarding staff mobility in higher education?**

No ▼

**7.25.1. Please specify and provide reference:**

**7.26. Are there any national mobility programmes for higher education staff?**

- Researchers**  Yes  No  No answer
- Teaching staff**  Yes  No  No answer
- Doctoral candidates**  Yes  No  No answer
- Technical staff**  Yes  No  No answer
- Administrative staff**  Yes  No  No answer
- International officers**  Yes  No  No answer
- Guidance counsellors**  Yes  No  No answer
- Others**  Yes  No  No answer

**7.26.1. Please provide details and a link for further information on relevant programmes**

Marietta Blau Grant ([www.grants.at](http://www.grants.at)) for researchers and doctoral candidates:

The MBG aims to generate internationally competitive PhD theses in Austria. It offers financial support to highly qualified doctoral candidates at Austrian universities for carrying out part of their doctoral programs abroad (6-12 months).

FWF - Erwin Schroedinger Fellowships

This program enables young scientists in Austria to work abroad at leading research institutions and in leading research programs in order to gain international experience. With the possibility of a re-integration phase the return to Austria and the reversal of the brain drain from Austria is facilitated.

please refer also to the researchers 'report>country profile Austria>inbound and outbound mobility:

<http://ec.europa.eu/euraxess/index.cfm?services/research/Policies>

**7.27.1. Does your country define quantitative targets for any incoming staff mobility?**

- Researchers**  Yes  No  No answer
- Teaching staff**  Yes  No  No answer
- Doctoral candidates**  Yes  No  No answer
- Technical staff**  Yes  No  No answer
- Administrative staff**  Yes  No  No answer
- International officers**  Yes  No  No answer
- Guidance counsellors**  Yes  No  No answer
- Others**  Yes  No  No answer

**7.27.1.1. Please specify any targets that exist:**

many universities have high percentages of incoming staff (e.g. Universities of the Arts) and all universities are encouraged to increase their foreign staff ratio in the framework of internationalization at home and the performance agreements

**7.27.2. Does your country define quantitative targets for any outgoing mobility?**

Researchers

Yes  No  No answer

**Teaching staff**  Yes  No  No answer

**Doctoral candidates**  Yes  No  No answer

**Teaching staff**  Yes  No  No answer

**Administrative staff**  Yes  No  No answer

**International officers**  Yes  No  No answer

**Guidance counsellors**  Yes  No  No answer

**Others**  Yes  No  No answer

**7.27.2.1. Please specify any targets that exist:**

It is intended to promote outgoing staff mobility in the framework of the envisaged mobility strategy (tentative launching: fall 2014) because university teachers with mobility experience are seen as important facilitators and motivators for student mobility

**7.28. For each staff group, is information collected on participation rates in mobility?**

**Researchers**  Yes  No  No answer

**Teaching staff**  Yes  No  No answer

**Doctoral candidates**  Yes  No  No answer

**Technical staff**  Yes  No  No answer

**Administrative staff**  Yes  No  No answer

**International officers**  Yes  No  No answer

**Guidance counsellors**  Yes  No  No answer

**Others**  Yes  No  No answer

**7.28.1. Which organisation(s) collect this information? Please provide a link.**

[www.bmwf.gv.at/unidata](http://www.bmwf.gv.at/unidata)

**7.29. Are there any mechanisms to reward staff who participate in mobility?**

**Career development advantages**  Yes  No  No answer

**Financial benefits**  Yes  No  No answer

**Non-financial benefits**  Yes  No  No answer

**Other**  Yes  No  No answer

**7.29.1. Please specify how staff who participate in mobility are rewarded:**

only at institutional level

**7.30. Is there a website which provides information about all international mobility schemes for staff?**

No

**7.30.1. Please provide a link:**

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Immigration restrictions "8"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Recognition issues "7"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Language issues "3"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of funding "1"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Administrative burden "2"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of personal motivation and interest "6"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Incompatibility of pension and/or social security systems "4"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Legal issues "5"

**7.31.1.1. Additional comments:**

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Immigration restrictions "8"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Recognition issues "7"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Language issues "3"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of funding "1"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Administrative burden "2"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of personal motivation and interest "6"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Incompatibility of pension and/or social security systems "4"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Legal issues "5"

**7.31.2.1. Additional comments:**

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

this will be part of the mobility strategy whose launching is planned for autumn this year

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

No

**7.33.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

**7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:**