



EUROPEAN
Higher Education Area

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

**Belgium Flemish
Community**

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Belgium Flemish Community

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

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Contributors to the report:

• Government representatives "X"

Contributors to the report:

• Employer representatives "no"

Contributors to the report:

• Student representatives "no"

Contributors to the report:

• Academic and other staff representatives "X"

Contributors to the report:

• Other representatives (please specify) "X NVAO"

Data entry: (I_Degrees_qualifications)

I1. Do your higher education steering documents address demographic projections for your country?

No

I1.1. How do these projections affect higher education policy planning?

I2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I2.1. Please specify

University colleges (hogescholen)

Specialising institutions: management schools and institutions for protestant theology, Institute of Tropical Medicine

Private private institutions offering one or a few accredited bachelor or master degree programmes. Those programmes are not funded.

There is a transnational university.

I3. 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

I3.1. What is the number of institutions in the categories identified?

Universities: 3 public and 2 private ones

University colleges: 6 public and 11 private ones

I4. Comments

Universities offer academically oriented bachelor and master degree programmes.

University colleges offer in principal the professionally oriented bachelor degree programmes.

In the field of arts (fine arts, performing arts and music) the academically oriented bachelor and master degree programmes and the professionally oriented bachelor degree programmes are offered by Schools of arts which are autonomous units of a university college. One third of the members of the governing board of those schools of arts must be appointed by a university.

The Higher Education Institute of Maritime Sciences also offers academically oriented bachelor and master degree programmes and the professionally oriented bachelor degree programmes.

I5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "100"

I5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS ""

I5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS ""

I5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "100"

I6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

I6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS ""

I6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I6.1. Please specify

I7. Please note that short cycle programmes are treated in a separate section below.

I8. 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)?

No

what do you mean with the structure of the programme?

I9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

I9.1. In which study fields do these study programmes exist?

I9.2. What is the typical duration of these degree programmes outside the Bologna model?

I9.3. What percentage of first cycle students is enrolled in these programmes?

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "47"

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "0"

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "52"

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "1"

I10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

180 ECTS for medicine and veterinary sciences

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "44"

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "0"

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "47"

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "9"

I11.1. Please specify

180 ECTS for medicine and veterinary sciences

I12. Do integrated/long programmes leading to a second cycle degree exist?

No

I12.1. Is the duration of the above programmes calculated in...

Please choose

I12.2. What is the typical duration of these degree programmes?

I12.3. In which study fields do these study programmes exist?

I12.4. What percentage of first cycle students is enrolled in these programmes?

I13. 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

I13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

I13.2. What percentage of second cycle students is enrolled in these programmes?

I13.3. In which study fields do these study programmes exist?

I14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

No

I14.1. What is the minimum duration of the Bachelor & Master together?

I15. Comments

I16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%
In principal all graduates from the first cycle programmes have access to a second cycle study programme. Graduates from a professionally oriented bachelor course must complete a bridging programme.

I16.1. Please provide a source for this information.

Our Regulations in the Codex Higher Education

I17. 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.

database higher education

All bachelor degree holders from academically oriented study programmes continue to study in the second cycle.
I estimate that some 25 % of the bachelor degree holders from a professionally oriented study programme continue to study in the second cycle through a bridging programme.

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:

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:

no other requirements

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:

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

100%

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

Regulations Codex Higher Education

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

15.0000000000

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

estimation on the basis of our databases

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

The possibility of entering a third cycle programme without a second cycle degree is very exceptional. The universities make use of this exception in case of candidates coming from abroad with only a bachelor degree and some research experience or in case of refugees who cannot submit their credentials. It is up to the departments to examine the dossier of the candidate. In most cases the departments require the completion of a pre-doctoral training demonstrating that the candidate is qualified to do doctoral research.

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

1-5%

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

L23. Do higher education steering documents mention doctoral education/training?

Yes

L23.1. Please provide a reference to the relevant steering document(s):

Decree of the Flemish government regarding the funding of doctoral schools (dd;

L24. 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"

L24. 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"

L24. 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"

L24. 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"

L24. 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 "0"

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

Yes

L25.1. What are the main features of these schools and how many doctoral schools are there?

The Doctoral Schools have a three-fold mission:

- to increase the international and social value of the doctorate from the perspective of potential researchers as well as from a labour-market point of view,
- to enhance the support provided to doctoral students in the course of their doctorate research,
- to strengthen a quality culture in (doctoral) research;
- to strengthen the inter-university co-operation and the international mobility of students,
- to develop the transferable skills of doctoral students.

Number of doctoral schools:

each university is autonomous in establishing doctoral schools. Each of the 5 universities has established at least one doctoral (institutional) school. Other universities have established discipline-based doctoral schools or doctoral schools of related disciplines (humanities, social sciences, natural sciences, life sciences, ..).

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

100%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "not specified"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "4&5"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

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?

No

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?

Yes, for taught elements only

L30. Comments**L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

Yes

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

After completion of a short cycle programme the following degree is awarded: 'gegradueerde' 'associate degree'.

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?

Yes, part of higher education

L34. Comments

holders of short cycle qualifications when continuing to professionally oriented bachelor degree programmes gain substantial credit for their previous studies. There is always an agreement between the institutions. The associate degree is always a joint degree awarded by a centre for adult education and a university college. Short cycle programmes can only be offered by a partnership between a centre of adult education and a university college. For short cycle programme in nursing: a partnership between a school for secondary education and a university college. substantial credit means: for a short cycle programme of 90 ECTS the holders gain at least 60 credits, for short cycle programmes of 120 ECTS the holders gain at least 90 credits provided that the programmes belong to the same study field or discipline.

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?

There is no definition. All study programmes are by definition aiming at student learning. Also the whole teaching and learning process is aiming at student learning. Student learning is the core of higher education.

Generic Quality Standard 2:

The teaching and learning process makes it possible for the students to realise the intended learning outcomes.

Criteria:

The content and the design of the programme, including the programme-specific teaching and learning methods, enable the admitted students to achieve the intended learning outcomes.

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)?

- Independent learning** 0 1 2 3 4 5 No answer
- Learning in small groups** 0 1 2 3 4 5 No answer
- Training in teaching for staff** 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes** 0 1 2 3 4 5 No answer
- Recognition of prior learning** 0 1 2 3 4 5 No answer
- Learning outcomes** 0 1 2 3 4 5 No answer
- Student/staff ratio** 0 1 2 3 4 5 No answer
- Student evaluation of teaching** 0 1 2 3 4 5 No answer
- Other** 0 1 2 3 4 5 No answer

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

- Independent learning** 0 1 2 3 4 5 No answer
- Learning in small groups** 0 1 2 3 4 5 No answer
- Training in teaching for staff** 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes** 0 1 2 3 4 5 No answer
- Recognition of prior learning** 0 1 2 3 4 5 No answer
- Learning outcomes** 0 1 2 3 4 5 No answer
- Student/staff ratio** 0 1 2 3 4 5 No answer
- Student evaluation of teaching** 0 1 2 3 4 5 No answer

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

No other elements

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

The accreditation framework for programme accreditation.

L36. Comments

What is the definition of student-centred learning? To our opinion all programmes are by definition aiming at student learning.

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?

Yes

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

1 ECTS equals 25-30 hours of student workload.

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.)

In all programmes

see final comments.

This is a very ambivalent question. Do you make a distinction between the allocation of ECTS to modules on the one hand and the award of credits on the other hand? The allocation of ECTS (study points) is based on a combination of student workload and teacher-student contact hours. Credits are awarded on the basis of a combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes.

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?

During the past three years we have provided some funds to the rectors' conference for developing the subject specific learning outcomes.

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

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

see accreditation framework

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

In most universities and university college there are training programme on topics such as curriculum design, teaching, and so on for newly appointed staff.

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

In principle for all staff of academic staff but in particular for newly appointed members of academic staff.

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

see the accreditation framework for programme accreditation:

Generic quality standard 3: exit level achieved

The programme has a sufficient system of evaluation, testing and examination and shows that the intended learning outcomes are being achieved.

Criteria:

The level realised is apparent from the validity, reliability and transparency of the assessment, the evaluation and the examination of the students, the degree of openings for the graduates on the labour market or the transfer to a further education programme and from the number of degrees earned by each incoming cohort.

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

This is a very ambivalent question. Do you make a distinction between the allocation of ECTS to modules on the one hand and the award of credits on the other hand? The allocation of ECTS (study points) is based on a combination of student workload and teacher-student contact hours. Credits are awarded on the basis of a combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes.

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?

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?

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

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

in Dutch and in English or in Dutch and the language of instruction (there are some 4a5 programmes taught in French or Spanish)

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

DS is issued in English for a fee when the first DS is issued in Dutch and the language of instruction other than English.

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

Codex Higher Education article II.172, II.173 and II.139.

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

L57. 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

L58. 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

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "3"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "72"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "25"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

L60.1. Please explain briefly and mention/link to the source of this information

database higher education

It is a mix of study fields. Most common study fields are economics and applied economics, natural sciences, life sciences, and technical sciences. But there are joint degrees in other study fields as there is 'urban studies', 'ethics',

L61. Comments

L62. 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.

11: The final NQF and the self-certification report can be consulted on a public website

L62.1. Please provide the date when the step was completed.

02-02-2009

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Please choose..

L62.3. Please provide the link to the website:

http://www.nvao.nct/page/downloads/NQF_Flemish_National_Qualifications_Framework.pdf

L63. 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

L64. 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

L64.1. Please provide a reference to official documents

Report of July 2011 Referencing of the Flemish Qualifications framework to the European Qualifications Framework.
<http://www.ond.vlaanderen.be/kwalificatiestructuur/european-qualifications-framework/koppelingsrapport-vks-eqf/>

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

Yes: short-cycle qualifications have been referenced against EQF level 5

L65.1. Please provide a reference to official documents

Report of July 2011 Referencing of the Flemish Qualifications framework to the European Qualifications Framework.
<http://www.ond.vlaanderen.be/kwalificatiestructuur/european-qualifications-framework/koppelingsrapport-vks-eqf/>

L66. 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?

Central (or regional) government authority (e.g. ministry) whose decision is made based on 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

Codex Higher Education article II.255 and II.256

Decree of the Flemish Government of 14th June 2013 regulating the decision making process for recognition of foreign qualifications in higher education

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

It is stated in the law that the institutions have to apply the Lisbon Recognition convention principles. There is the right to appeal if the applicant disagrees with the decision taken by the competent authority.

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?

The qualification is considered in a different way to the national qualification

L69.1. Please specify

in general we make a distinction between the countries that have ratified the LRC and those that have not. LRC: automatic recognition and non-LRC: case by case decision.

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?

The qualification is considered in a different way to the national qualification

L70.1. Please specify

The qualifications of the first cycle that have been declared equivalent/that have been recognized by a decree or another general legal are considered in the same way as the qualification in the national context. That is the case of the Dutch qualifications and the degrees awarded after completing a study programme that has been accredited by an EQAR listed agency.

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?

The qualification is considered in a different way to the national qualification

L71.1. Please specify

The qualifications of the first cycle that have been declared equivalent/that have been recognized by a decree or another general legal are considered in the same way as the qualification in the national context. That is the case of the Dutch qualifications and the degrees awarded after completing a study programme that has been accredited by an EQAR listed agency.

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

make recognition decisions at central level on the basis of an advice of the academic staff in a particular department or programme. The HEI are autonomous how to organise the process of recognition foreign diplomas. In most cases there is no formal recognition decision. It is decision admitting person A to a particular programme.

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

There is a right to appeal. Every 5 years there is an evaluation of the recognition procedures the HEI have in place.

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

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

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

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?

Yes

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

only accredited study programmes are eligible for funding.

II.4. Does the agency cover:

All higher education institutions

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?

Institutions and programmes

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?

No, only some institutions and some programmes

With regard to the institutional review all universities and university colleges are included. Not the private private ones neither the specialising institutions.

With regard to the programmes all bachelor and master study programmes are included but not the doctoral programmes.

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

All reports are publically available

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

Generic Quality Standards for programme accreditation:

2.2.1 Generic quality standard I: intended exit level

The intended exit level is determined based on the manner in which the subject/discipline-specific learning outcomes are translated into programme-specific learning outcomes.

Criteria:

The intended programme-specific learning outcomes match the level and orientation (Bachelor's or Master's degree; professional or academic orientation) within the Flemish qualification framework and, if available, the validated subject/discipline-specific learning outcomes framework. They correspond with the current requirements that are set from an international perspective in the professional field and the discipline for the content of the programme.

Assessment:

The assessment panel gives a well-considered and substantiated assessment according to a four-point scale: "satisfactory", "good", "excellent" or "unsatisfactory" based on the aforementioned criteria and substantiated by the verifiable facts accompanying the assessment report.

2.2.2 Generic quality standard 2: teaching and learning process

The teaching and learning process makes it possible for the students to realise the intended learning outcomes.

Criteria:

The content and the design of the programme, including the programme-specific teaching and learning methods, enable the admitted students to achieve the intended learning outcomes. The quality and quantity of the staff and the quality of the programme-specific facilities are essential for this. Curriculum, staff and facilities form a cohesive teaching-learning environment for the students. The transfer rate for incoming students serves as an indicator in this respect. The measures for improvement ensuing from the quality assurance at the programme level are taken into consideration, as is the follow-up to the previous assessment.

Assessment:

The assessment panel gives a well-considered and substantiated assessment according to a four-point scale: "satisfactory", "good", "excellent" or "unsatisfactory" based on the aforementioned criteria and substantiated by the verifiable facts accompanying the assessment report.

2.2.3 Generic quality standard 3: exit level achieved

The programme has a sufficient system of evaluation, testing and examination and shows that the intended learning outcomes are being achieved.

Criteria:

The level realised is apparent from the validity, reliability and transparency of the assessment, the evaluation and the examination of the students, the degree of openings for the graduates on the labour market or the transfer to a further education programme and from the number of degrees earned by each incoming cohort.

Assessment:

The assessment panel gives a well-considered and substantiated assessment according to a four-point scale: "satisfactory", "good", "excellent" or "unsatisfactory" based on the aforementioned criteria and substantiated by the verifiable facts accompanying the assessment report.

2.2.4 Generic quality standard 4: set-up and organisation of the internal quality assurance

The set-up and organisation of the internal quality assurance is aimed at systematically improving the programme with the involvement of the relevant stakeholders.

Assessment:

The assessment panel gives a well-considered and substantiated assessment according to a four-point scale: "satisfactory", "good", "excellent" or "unsatisfactory" based on the aforementioned criteria and substantiated by the verifiable facts accompanying the assessment report.

The fourth generic quality standard only applies to programmes at registered institutions. These programmes are not subject to an institutional review.

For these programmes, the measures for improvement ensuing from their quality assurance are discussed under the fourth generic quality standard rather than under the second generic quality standard.

Themes for Institutional Review

2.1 Theme 1: Vision and Policy

The institution's vision of higher education and its quality, and the policy it pursues in the area of education, as well as the policy it pursues in the areas of research and social and academic services in relation to the quality of the education it provides, provide a sufficient answer to the social challenges present.

Explanation and Criteria:

The institution should provide a sufficient answer to the social challenges present. To that end, it should possess a broadly supported vision of high-quality education and the corresponding policy.

This should encompass in any case: policy in the area of education, as well as research and social and academic services in relation to the education it provides.

The institution should have a vision of higher education and the quality of its higher education in relation to the social challenges in its surrounding area. This connection can be fleshed out at the regional, national, European or international level. To realise this vision, the institution should formulate sufficient policy. This policy is aimed at providing people with the necessary qualifications as an answer to the social challenges present.

The institution is responsible for formulating and pursuing its own policy autonomously from the perspective of its specific context in a well-reasoned fashion. The extent to which and the manner in which the following policy themes receive attention are determined by the institution and that guides the review: internationalisation, multi-disciplinary and interdisciplinary approach, interrelatedness of education and research, flexible pathways, social dimension, lifelong learning (including prior learning policy), attitude formation, democratisation of or participation in higher education, including diversity and language policies, entrepreneurship, innovation, sustainability and quality-oriented culture.

Vision and policy should be broadly supported in the institution. An active role for everyone in the creation of the policy is vitally important here and typifies a quality-oriented culture.

2.2 Theme 2: Policy Implementation

The institution realises its policy in an effective manner and optimises the education it provides by implementing sufficient policy measures, processes, procedures, practices and instruments.

Explanation and Criteria:

The institution should realise sufficient policy to guarantee the quality of the education it provides by implementing suitable policy measures, processes, procedures, practices and instruments.

The institution should implement policy with concrete objectives that ensue from its vision, combined with the allocation of sufficient resources for the implementation of its policy. The institution should clarify what policy measures, processes, procedures, practices and instruments it uses and why it is convinced that they are the most efficient and effective. From the participation, the process, the results and the manner in which the instruments are employed, the quality-oriented culture present can be derived.

2.3 Theme 3: Evaluation and Monitoring

The institution guarantees the effectiveness of the policy actions it takes to further the quality of its education by employing feedback and monitoring systems and, especially, internal quality assurance systems.

Explanation and Criteria:

The institution should regularly measure and evaluate the effectiveness of its policy actions in order to guarantee the quality of the education it provides; to that end, it should maintain a sufficient system of quality assurance.

To be able to guarantee the effectiveness of its policy measures, the institution must have insight into the degree to which the policy objectives are being realised. For this purpose, it should have a well-established system of evaluation and monitoring. This system should provide the institution with authorised information. These results pertain to all relevant policy domains, including procedures and instruments that the institution employs to realise its policy objectives and to guarantee the quality of the education it provides.

The system of regular internal evaluations and external assessments should fit with the management model used. It is not necessary for the measurement and evaluation activities to be uniform throughout the institution.

An active role for students, employees, alumni and representatives of the occupational field in the evaluation is indispensable in a system of quality assurance and encourages the further development of a quality-oriented culture.

2.4 Theme 4: Improvement Policy

The institution undertakes actions to improve the realisation of its policy objectives.

Explanation and Criteria:

The institution can show that it systematically improves its policy to guarantee the quality of the education it provides where necessary.

The institution should pursue an active improvement policy based on the results of the measurement and evaluation activities. Among other things, it should demonstrate its capacity to innovate and to adapt itself in order to improve the education it provides.

The improvement policy of the institution should lead to a quality-oriented culture in which all parties involved contribute to innovation and quality improvement.

2.5 General Assessment

The institution has a sufficient educational policy that it implements effectively and with a view to making improvements so that it can, taking account of the prevalent quality-oriented culture, guarantee that the quality of the education it provides is at an international and socially relevant level.

Assessment:

The panel issues an assessment on a three-point scale: positive, positive with restricted validity or negative.

If the panel issues the assessment of 'positive with restricted validity', then it will explicitly indicate the period of validity.

Full documents:

Accreditation Framework for existing higher education programmes in Flanders 2nd round, 8 February 2013

Assessment framework for institutional reviews in higher education in Flanders 1st round, 6 September 2013.

URL: www.nvao.net

II.8.3. Additional comments

Other issues that are included in external QA:

Quality and quantity of the staff; the intended learning outcomes; quality of the programme specific facilities; the assessment, evaluation and examination of the students; transfer to subsequent study programmes;

Research is included in the external quality assurance as far as it could have an impact on the quality of the education that the institution provides.

** Our Higher education system is characterized by open and free access to higher education provided that the individuals meet the entry requirements and have been awarded the required qualification. The admission process as such cannot be an issue for evaluation., except for the processes regarding the recognition of prior learning, formal, informal and non-formal. These processes are mostly done by the associations of a university and associated university colleges, but are reported in the SERs and the review reports.

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?

Yes, all institutions are able to choose, and the evaluation outcomes are treated in the same way as an evaluation from a/the national quality assurance agency

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?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA))

The agency must be listed in the EQAR or the agency must function in substantial compliance with the ESG. If not listed in EQAR the agency must be recognized by the NVAO (the transnational accreditation agency) and the basis of a comparable methodology of EQA and an indication of the added value for the chosen study programme(s).

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

4

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?

Yes, the QA agency is required to be listed in the European Quality Assurance Agency Register (EQAR)

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?

Yes

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

Codex Higher Education article II.122

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

Higher education institutions

II.21.1. Please specify

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

Yes

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?

Yes

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?

25 - 49 %

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

100%

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

All HEIs have in place internal arrangements. It starts with programme committees, further the departmental level, and the final decision is made by the governing board.

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

100%

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

1 - 24%

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

Yes

The recognition of recognition of prior learning is obliged to be reported in the SER and the external review report.

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 a set of concrete measures

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

1. the funding method applies premiums (i.e. higher weighting factors (X1.5)) for:
 - students from underrepresented socio-economic groups (i.e. low cultural capital groups);
 - disabled students;
 - working students, provided that the institution has specific provisions in place.
2. Apart from the lump sum, the funding model will have multi-annual agreements between the minister and each higher education institution, stipulating agreed objectives and targets as well as the commitment of the institution to deliver on them, and the amount of funding involved. The performance agreements cover an increase in participation of specific student target groups and an incentive for the institutions to support student achievement and progression and to improve academic success (in terms of completing credits and gaining a qualification), especially the achievement and success of students from more vulnerable backgrounds (i.e. low cultural capital groups).
3. supplementary grant for mobile students from disadvantaged background.
4. funding for student facilities: housing, meals, social, psychological and medical support, mobility with the overall aim of guaranteeing equal access and participation to higher education for all students and to remove all obstacles with regard to the socio-economic or cultural background and with regard to (physical) disabilities.

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?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population
The objectives of the additional funding is to increase the participation of students from underrepresented groups and to improve the progression and the academic achievement of those students and to enhance the completion rates. The concrete quantitative targets (for instance increase of the academic success ratio with x%) will be determined by the end of this academic year.

We have identified the following underrepresented groups:

- students with disabilities following the UN convention
- adults and mature students (+26 in bachelor programmes and +30 in master programmes)
- students combining working and learning
- new immigrants (new comers from abroad)
- disadvantaged students (lower socio-economic background)
- students whose mother has not completed secondary education
- students whose mother has no higher education qualification
- students from families using another language at home than Dutch

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).

47.8% of the population in the age cohort (30-34) year that have attained higher education by 2020.
Flemish Europe 2020 benchmark

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

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:

Monitoring through the database higher education. The student numbers, degrees, and credits are used in the funding formula for the distribution of the funds to the HEIs.

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

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

linguistic regime at home (the use of another language at home than Dutch
Education attainment of the mother
A combination of both.

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

Education attainment of the mother

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	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
Ministry/governmental body:At entry to HE	<input type="text" value="1"/>
Ministry/governmental body:During HE studies	<input type="text" value="1"/>
Ministry/governmental body:At graduation	<input type="text" value="1"/>
Ministry/governmental body:After graduation	<input type="text" value="0"/>
Independent bodies/agencies:At entry to HE	<input type="text" value="0"/>
Independent bodies/agencies:During HE studies	<input type="text" value="0"/>
Independent bodies/agencies:At graduation	<input type="text" value="0"/>
Independent bodies/agencies:After graduation	<input type="text" value="0"/>
Other:At entry to HE	<input type="text" value="0"/>
Other:During HE studies	<input type="text" value="0"/>
Other:At graduation	<input type="text" value="0"/>
Other:After graduation	<input type="text" value="0"/>
No systematic monitoring:At entry to HE	<input type="text" value="0"/>
No systematic monitoring:During HE studies	<input type="text" value="0"/>
No systematic monitoring:At graduation	<input type="text" value="0"/>
No systematic monitoring:After graduation	<input type="text" value="0"/>

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: age, gender, disabilities and qualification prior entry to HE

Government: others (education attainment of the mother), linguistic minority

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.

Students can not be obliged to indicate their status with regard to disabilities or ethnicity of religion

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 aggregated

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

Some results are published for each individual HEI: age, gender, nationality
Other results are only published at aggregated level.

www.ond.vlaanderen.be/onderwijsstatistieken

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?

increased participation
increased number of female students

increased number of foreign students (in particular from the Netherlands)

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:

open and free access to HE. All individuals that have obtained the secondary education diploma have access to HE. The HEI has to accept all students that meet that entry requirement. Two exceptions: entrance examination for medicine and dentistry and for arts (fine arts, performing arts and music).

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 "secondary school leaving certificate (secondary education attainment)"

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 "Without school leaving certificate: - , humanitarian grounds - medical, psychological or social grounds and - the general level of qualification, merits or competencies of the candidate. Admission can depend on an aptitude test."

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 ""

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 ""

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 ""

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 IIEs / IIE programmes some IIEs / IIE 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:

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 99.74
{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 0.26
{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
{III_11_SQ003}:Official data based on central level monitoring, including surveys
{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
{III_11_SQ004}:Official data based on central level monitoring, including surveys
{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
{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:

Database higher education

III.13.2. Comments

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

Yes ▼

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.

extra weighting factor in the funding formula for mature students combining working and learning.

There are no incentives for non-traditional students in the narrow definition of students entering HE without the secondary school leaving certificate.

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):

III.17. Comments

There are no formal bridging programmes for HE candidates who do not possess the secondary school leaving certificate. But the HEI may organize such preparatory programmes and some HEI do it.

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 all higher education institutions/programmes.

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):

Codex Higher Education

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):

Less than 1%

III.21.1. Please indicate the source of this information

Official data based on central level monitoring, including surveys

III.21.2. Please specify:

Database higher education

III.22. Comments

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:

extra funding for completion of bachelor and master programmes

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

Codex Higher education: article III.14
The explanatory note accompanying the legal regulations of the funding model.

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?

Yes, underrepresented groups of students are targeted

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

- Adult and mature students
- students from lower socio-economic background
- students whose mother doesn't possess a higher education qualification
- students combining working and learning
- disabled students
- students from ethnic minorities
- new immigrants

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

Codex Higher Education Article II.59, II.60 and II.61

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:

There is a financial incentive to the HEI when a new entrant student changes of study programme and institution during the academic year.

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

Codex Higher education: article III.12,§3

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)?

No, there are no 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:

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

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:

The number of degrees awarded and the number of credits awarded are important parameters in the funding formula.
The budget is allocated to the different institutions proportionate to the share of each institutions in the total number of degrees or credits awarded.

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

Codex Higher education

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):

Database Higher education
The government provides those completion rates to the HEIs in order to prepare their self-evaluation reports in the framework of quality assurance.

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:

- Adult and mature students
- students from lower socio-economic background
- students whose mother doesn't possess a higher education qualification
- students combining working and learning
- disabled students
- students from ethnic minorities
- new immigrants

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

database higher education

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

<p>Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring</p> <p style="padding-left: 40px;">Completion rate of 1st cycle programmes, most recent available year:Year</p> <p style="padding-left: 40px;">Completion rate of 1st cycle programmes, most recent available year:not available</p>	<p>The number of degrees awarded and the number of credits awarded are important parameters in the funding formula.</p> <p>2014</p>
<p>Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring</p> <p style="padding-left: 40px;">Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year</p> <p style="padding-left: 40px;">Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available</p>	<p>For students with their first enrolment in year 2006-2007 (due to fundamental changes in the structure of our higher education this is the first year for which we have data) : 38,73% graduated within 3 years, 10,29% after 4ycars, 3,16% after 5 years and 1,14% after 6 years and 0,46% after 7 years. This makes a completion rate of 50,62%</p> <p>2014</p>
<p>Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring</p> <p style="padding-left: 40px;">Completion rate of 2nd cycle programmes, most recent available year:Year</p> <p style="padding-left: 40px;">Completion rate of 2nd cycle programmes, most recent available year:not available</p>	<p>For 1 year second cycle programs: For students enrolled in 2012: 49,38% graduated after 1 year. For 2 year second cycle programs: For students enrolled in 2011:65,55% graduated after 2 years</p> <p>2014</p>
<p>Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring</p> <p style="padding-left: 40px;">Completion rate of 2nd cycle programmes 5 years earlier:Year</p> <p style="padding-left: 40px;">Completion rate of 2nd cycle programmes 5 years earlier:not available</p>	<p>For 1 year second cycle programs: For students with their first enrolment in year 2007-2008 (due to fundamental changes in the structure of our higher education this is the first year for which we have data) : 65,47% graduated within 1 year,16,42% after 2 years, 3,24% after 3 years, 1,11% after 4 years, 0,44% after 5 years and 0,14% after 6 years. This makes a completion rate of 86,82% For 2 year second cycle programs: For students with their first enrolment in year 2007-2008 (due to fundamental changes in the structure of our higher education this is the first year for which we have data) : 71,99% graduated within 2 years, 11,70% after 3 years, 2,79% after 4 years, 0,82% after 5 years and 0,42% after 6 years. This makes a completion rate of 87,72%</p> <p>2014</p>
<p>Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring</p> <p style="padding-left: 40px;">Completion rate of programmes not divided into two cycles, most recent available year:Year</p> <p style="padding-left: 40px;">Completion rate of programmes not divided into two cycles, most recent available year:not available</p>	<p>X</p>
<p>Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring</p> <p style="padding-left: 40px;">Completion rate of programmes not divided into two cycles 5 years earlier :Year</p> <p style="padding-left: 40px;">Completion rate of programmes not divided into two cycles 5 years earlier :not available</p>	<p>X</p>

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):

database higher education

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

Yes

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

- Adult and mature students
- students from lower socio-economic background
- students whose mother doesn't possess a higher education qualification
- students combining working and learning
- disabled students
- students from ethnic minorities
- new immigrants

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

database higher education

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

Other

III.37.1. Please specify

It depends when the students are changing study programme. If they change study programme in their first before December year they are counted only in the cohort of their new programme. If they change study programme in their first year after December they are counted in the cohort of their old programme and in the cohort of their new programme.

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

No

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

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

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	For students with their first enrolment in year 2010-2011: 12,88% dropped-out after 1 year .
Drop-out in first year of 1st cycle programmes, most recent available year:Year	2014
Drop-out in first year of 1st cycle programmes, most recent available year:not available	
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	For students with their first enrolment in year 2006-2007 (due to fundamental changes in the structure of our higher education this is the first year for which we have data) : 12,21% dropped-out after 1 year.
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	2014
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	For students with their first enrolment in year 2010-2011: 12,88% dropped-out after 1 year and 8,16% after 2 years. In total 21,04% dropped-out.
Drop-out in 1st cycle programmes, most recent available year:Year	2014
Drop-out in 1st cycle programmes, most recent available year:not available	
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	For students with their first enrolment in year 2006-2007 (due to fundamental changes in the structure of our higher education this is the first year for which we have data) : 12,21% dropped-out after 1 year, 6,31% after 2 years, 3,26% after 3 years, 2,43% after 4 years, 1,67% after 5 years, 1,94% after 6 years. In total 27,24% dropped-out
Drop-out in 1st cycle programmes 5 years earlier:Year	2014
Drop-out in 1st cycle programmes 5 years earlier:not available	
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	Since students in a second cycle programs already have a degree in higher education (since having a degree of a first cycle program is a necessary condition to enter the second cycle programs), calculating how many people drop-out without a degree is not meaningful.
Drop-out in 2nd cycle programmes, most recent available year:Year	2014
Drop-out in 2nd cycle programmes, most recent available year:not available	
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	Since students in a second cycle programs already have a degree in higher education (since having a degree of a first cycle program is a necessary condition to enter the second cycle programs), calculating how many people drop-out without a degree is not meaningful.
Drop-out in 2nd cycle programmes 5 years earlier:Year	2014
Drop-out in 2nd cycle programmes 5 years earlier:not available	
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 information, advice and guidance don't target certain categories of prospective higher education students. Information, advice and guidance services target all prospective students.

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 ""

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 "The government provides some funds to the HEI for tutoring programmes aimed at secondary education pupils from lower socio-economic backgrounds and ethnic minorities"

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 ""

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:

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

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

No ▼

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

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

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!)

Yes ▼

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 620
1st cycle:Minimum amount 103
1st cycle:Maximum amount 620
2nd cycle:Most common amount 620
2nd cycle:Minimum amount 103
2nd cycle:Maximum amount 620

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

Any student has to pay fees. The amount may vary according to the volume of study (number of study points for which the student is enrolled), whether the student is eligible for a public grant, the income of the parents, the saldo on his or her learning account.

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

Yes ▼

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

1st cycle international students:Most common amount 620
1st cycle international students:Minimum amount
1st cycle international students:Maximum amount 26436
2nd cycle international students:Most common amount 620
2nd cycle international students:Minimum amount
2nd cycle international students:Maximum amount 26436

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

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.

Student grants are allocated on the basis of economic need and academic merit. Eligibility is determined by the income of parents and/or the student and academic achievement in the past academic year. Amounts typically range from EUR 247.84 to EUR 3 835.53. However, a student is entitled to an extraordinary grant of up to EUR 5 164.02 on the basis of extremely low income and a lack of support from family members (2012-2013 figures)

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

- Students can keep their grant/ use their grant when studying abroad (degree mobility outside the EHEA) if the programme is not available in the Flemish Community
- For students who want to earn a number of credits at a foreign institution abroad as part of their course or who want to complete their work placement abroad (credit mobility) a generic system of mobility grants has been set up. Extra financial incentives will be provided for students from under-represented groups (= students from lower socio-economic groups, students with disabilities).

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 22.5

% of students receiving grants:Second cycle 14.0

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

All 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:

The grants and scholarships awarded by the Flemish governments to students in higher education are portable for credit mobility and for degree mobility within the EHEA. For using the grant outside the EHEA there are additional requirements.

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?

Please choose.. ▾

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

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

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

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

There are no public loans available for studying abroad.

IV.27. Additional comments

No loans.
The costs that may be covered by mobility grants are not specified.

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

Yes ▼

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	1 ▼
Need-based criteria:Grant/loan 2	0 ▼
Need-based criteria:Grant/loan 3	0 ▼
Need-based criteria:Grant/loan 4	0 ▼
Merit-based criteria:Grant/loan 1	1 ▼
Merit-based criteria:Grant/loan 2	0 ▼
Merit-based criteria:Grant/loan 3	0 ▼
Merit-based criteria:Grant/loan 4	0 ▼
Course load (e.g. full time):Grant/loan 1	1 ▼
Course load (e.g. full time):Grant/loan 2	0 ▼
Course load (e.g. full time):Grant/loan 3	0 ▼
Course load (e.g. full time):Grant/loan 4	0 ▼
Criteria based on field of studies:Grant/loan 1	0 ▼
Criteria based on field of studies:Grant/loan 2	0 ▼
Criteria based on field of studies:Grant/loan 3	0 ▼
Criteria based on field of studies:Grant/loan 4	0 ▼
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1	0 ▼
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2	0 ▼
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3	0 ▼
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4	0 ▼

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

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:

course load: minimum 15 ECTS

Merit-based criteria: HEIs may include merit-based eligibility criteria and they do.

Need-based criteria: there is a supplementary grant for students from disadvantaged groups.

http://www.ond.vlaanderen.be/hogeronderwijs/beleid/ActieplanMobiliteit/actieplan2013_english.pdf

Codex Higher Education article II.352 and II.353

IV.31. Additional comments

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

Other

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?

Tax free scholarship granted by either a research council or by a university. The amount of the scholarship is equivalent to the net salary of a teaching/research assistant employed by an university with an employment contract. There is also full social security coverage (health, pension, unemployment).

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.

Yes. The fees that third cycle candidates are required to pay are: maximum: 320 euro. It has to be paid twice: at the time of the start of the doctoral training and at the time of the defence of the PhD dissertation.

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).

Employability is part of the accreditation framework:

The programme has a sufficient system of evaluation, testing and examination and shows that the intended learning outcomes are being achieved.

Criteria:

The level realised is apparent from the validity, reliability and transparency of the assessment, the evaluation and the examination of the students, the degree of openings for the graduates on the labour market or the transfer to a further education programme and from the number of degrees earned by each incoming cohort.

Employers must be involved in Internal Quality Assurance and external Quality Assurance

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 Flemish Employment Agency (VDAB) publishes with regular intervals information on the unemployment rates of graduates.

<http://www.vdab.be/trends/schoolverlaters/schoolv2012.pdf>

The VDAB also publishes a list of bottleneck professions/jobs

<http://www.vdab.be/jobs/knelpuntberoepen.shtml>

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

Yes

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).

There is no systematical use of those labour market forecasts. But they use them in their guidance and counselling activities towards new entrants and students in secondary education. They use also those forecasts in developing new study programmes or new study paths within existing study programmes.

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.

It is up to the HEIs themselves to involve the employers.

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?

No

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).

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

No

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?

No, higher education institutions are autonomous beyond the scope of Directive 2005/36/EC (if this Directive applies)

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

there is no regulatory framework.

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
1st and 2nd cycle combined 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.

Estimation: all professionally oriented bachelor degree courses include work placements or practical training. Although the higher education institutions are autonomous beyond the European directive in designing the curriculum. But work placements or practical training are inherent to professionally oriented study programmes. We see that also the academically oriented study programmes include more and more practical training or work placements.

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)?

No

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).

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?

No

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).

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?

No

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.

VDAB
yearly
Graduates' unemployment (both bachelor and master) 6 months and 1 year after graduation
Publication: ratio of unemployed people per study field. The publication provides information about the number of unemployed people for each study programme, compared to the study field and compared to the corresponding level.

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

No ▼

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).

Data entry: (VI_Lifelong_learning)

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

No ▾

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

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

There is no explicit definition of LLL in higher education in Flanders. It is mentioned in the law regulating higher education:

The HEI may offer

- subsequent specialising bachelor and master programmes accessible for holders of a first professional bachelor degree or a first master degree;
- short training programmes aiming at upskilling or reskilling holders of a higher education qualifications;
- the bridging programmes for the holders of a professional bachelor degree in order to continue to a master degree course
- the postgraduate programmes (20 ECTS) for specializing professional training for holders of a higher education qualification
- there are credit contracts: students may enroll for some modules of the regular study programmes with the aim to update their knowledge or understanding in a specific area.

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

Yes, all 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:

There are no legal obligations to offer the programmes mentioned above or to offer LLL provisions.

See the relevant articles in the Codex Higher education II.61, II.62, II.64, II.65 and II.201.

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

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.

Formal HE programmes provided under flexible arrangements

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Non-formal courses open to all (e.g. languages)

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Preparatory courses for HE entrance examinations

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Professionally-oriented upgrading of already achieved qualifications

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Tailor-made provision for industry

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide 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.

VL4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No ▼

VL4.1. Please explain these restrictions.

VL5. 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 (%) "50"

VL5. 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"

VL5. 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 (%) "30"

VL5. 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 (%) "20"

VL5. 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"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. 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

VL6.1. Please provide a short description of specific policy measures that exist in your country.

credits awarded after completion a credit contract are taken into account in the funding formula
Bridging programmes are funded on equal footing as the bachelor and master programmes
part-time students are funded on equal footing as full-time students

VL7. 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

VL7.1. Please explain what student statuses exist in your country and how you define them.

VL7.2. 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, HE students can change the pace of their studies and follow de facto part-time studies
Students may change the intensity of the study programmes according to their personal circumstances. Students may enrol for less than 60 study points.

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.

De facto part-time students pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements
The fees are calculated as following:
There is a fixed amount of 61.9 euro plus 9.3/5.8/0.7 euro per study point.

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
In order to be eligible for a grant or for a child allowance students have to be enrolled for at least 27 study points per academic year.

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?

Yes

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

It is a legal right for candidates to have their prior non-formal and informal learning recognised towards fulfilment of a HE study programme and HE institutions must provide relevant procedures

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.

Recognition of non-formal and informal learning can lead to a complete award of a higher education qualification

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.

In principal to all HE qualifications.

This possibility is not commonly used in practice. It is very exceptional.

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.

Codex Higher education Article II.245

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?

No

There are specific requirements but the higher education institution as degree awarding institution has to evaluate/assess whether the candidate has acquired the learnign outcomes/competences of the qualification concerned.

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)?

There are no official data but it is possible to provide estimates

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).

26-50%

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?

Yes, there are official data based on central level monitoring, including surveys

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.

137

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

2013-2014
database higher education

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?

Yes ▼

VL11.1. Please specify what they are.

We have a full fledged credit accumulation system in higher education

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:

Increasing mobility: outgoing credit mobility, incoming degree mobility, incoming degree mobility;

Acquiring international and intercultural competence through high-quality mobility and their validation; by acquiring those competences the graduates will be well equipped to face the global challenges and they will see their employability improved;

Concrete measures:

- Mobility window in the curriculum
- Joint degrees and joint programmes
- International classroom
- International summer schools
- Grants for outstanding incoming international students
- Making the curriculum more international
- International work placements
- A generic system of mobility grants for outgoing credit mobility
- A system of supplementary grants for students coming from disadvantaged background
- Incorporation of incentives in the funding formula
- A better overall coordination and support structure

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?

Yes

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

http://www.ond.vlaanderen.be/hogeronderwijs/beleid/ActieplanMobiliteit/actieplan2013_english.pdf

7.3.2. Has the impact of the strategy been assessed?

No

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?

51-75%

7.3.3.1. Please provide a source for this information:

Internet search

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

26-50%

7.3.4.1. Please provide a source for this information:

Internet search

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

Credit mobility: Outgoing mobility X

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:

There is a budget for mobility grants to students.

In 2013-2014: 3.8 Meuro and that will increase up to 7.0 Meuro by 2019-2020

Non EER students up to a volume of 2% of the number of EER students enrolled are take into account in our funding formula

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?

No, such practice is not required, but is nevertheless common

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

Yes ▼

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

4.0000000000

7.9.2. In which countries do they have these campuses?

Korea, Poland, Russia

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

Yes ▼

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "5"

7.10.1. Please provide:

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

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

No ▼

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

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:

With the exception of the bilateral agreements all the action lines are open to all parts of the world. Only a couple of small mobility programmes have specific countries of operation: ASEM -DUO (China, India, Vietnam and Korea) and the programme for what we call transition countries: Turkey, Morocco, South-Africa and Brazil.

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:

no other

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:

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

Action lines in our mobility action plan specific:

- growing budget for mobility
- more flexible rule for establishing English taught master courses (up to 35% of the master courses may be taught in English).

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

No ▼

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

Who is responsible (which institution(s)) ""

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

How regularly is monitoring conducted (annually, biannually, etc.) ""

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

The most recent results (please specify) ""

7.17. Comments:

The implementation of the mobility action plan just started.

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:

<http://www.studeerinhetsbuitenland.be/nl/beurzen/>
<http://www.studyinlanders.be/en/scholarship-programmes/>

7.18.2. Is the website linked to Bologna website?

No ▼

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

Provide information on the EHEA, with links to other national systems and European programmes
The agency provide information on the national programmes and on programmes and scholarship opportunities offered by other countries, inside and outside EHEA.

7.19.1. Please provide a link to such information:

<http://www.studeerinhetsbuitenland.be/nl/beurzen/>
<http://www.studyinlanders.be/en/scholarship-programmes/>

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:

visit to Brazil and Morocco

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

ASEMME 4: mobility, recognition, quality, LLL
Brazil and Morocco: international cooperation and exchange of students and staff

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

Research Council (FWO) provides funding for mobility of researchers and doctoral candidates (are considered as early stage researchers)
Pegasus programme administered by the Research council (FWO)
Odysseus programme for attracting outstanding professors from abroad

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:

no targets

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:

No targets

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.

For teaching staff mobility EPOS collects information of mobile teaching staff funding by the LLL/Erasmus + programme
FWO collects information on the participation of the researchers and doctoral candidates in its own mobility programme.

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:

A stay at a foreign university is always a plus in career development.

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 "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "7"

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 "3"

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 "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "6"

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 "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "3"

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 "7"

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 "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "4"

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?

Odysseus programme for incoming outstanding professors
A more flexible remuneration scheme for professors

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:

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