PART I

BOLOGNA PROCESS
TEMPLATE FOR NATIONAL REPORTS: 2007-2009

Notes:

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template (shaded areas) and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

Details

Country	**Denmark**
Date	**October 29th 2008**
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	All members of the Danish national Bologna follow-up group have been consulted and have contributed with comments and amendments to the report.

1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

The legislative reforms and continued internationalisation of the Danish system of Higher Education is aimed at strengthening the competitiveness and strong social cohesion so that Denmark continues to be an inclusive as well as an affluent society. These aims were clarified in the strategy launched by the Danish government in May 2006 called "Strategy for Denmark in the Global Economy".[1] The strategy contains 350 initiatives and has entailed extensive reforms in the fields of education, training and research as well as substantial improvements in the framework conditions for growth and innovation in all areas of society. It is thus a specific objective for the Danish government that 50% of year group of young people will complete a higher education programme in 2015 and substantial funding are allocated to reaching this aim.

In accordance with the strategy and the political agreements between the government and the Danish parliament, a grand scale merger of Danish universities and government research institutions was completed in 2007. The number of Danish universities decreased from 12 to 8 and both research and education activities have been strengthened as a result of the merger. The research of the former individual government research institutions now also underpins the university programmes, and the higher education system is ensured a strong and stabile university structure.

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[1] The strategy can be found in English at:
http://www.globalisering.dk/multimedia/Pixi_UK_web_endelig1.pdf

Institutions providing professionally oriented first cycle higher education (Professional Bachelors' degrees) have been merged into eight multidisciplinary, regionally based university colleges and two engineering colleges in order to create stronger and more modern study environments. In addition, institutions providing professionally oriented short cycle higher education (Academy Professions degrees) have also joined in ten academies of professional higher education in order to strengthen short cycle programmes and join the university colleges in strengthening and developing programmes in the economic and technical areas. Furthermore, the link and flexibility between short cycle programmes and first cycle professional programmes have been strengthened through legislative reform. The reform also includes the introduction of double and joint degrees and compulsory periods of work experience placements (internships).

The existing quality assurance system for higher education was supplemented and improved by the establishment of a national accreditation system in the fall of 2007. All new and existing higher education programmes, including short cycle programmes, are subsequently accredited according to international standards (i.e. the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG)). The Danish Qualifications Framework, which has been revised in 2008, is incorporated in the quality criteria of the accreditation system.

In order to further the opportunities for Danish students to study abroad and increase the outward mobility, a new scholarship programme for Danish students of higher education has been implemented. The scholarship programme covers fully or partially the tuition fees of the foreign institutions for a period of up to two years. Also, there has been an increase in the number of available scholarships for international students as well as further developments of frameworks for joint/double degrees and international institutional cooperation.

Life long learning and training opportunities has been strengthened further with the creation of a national framework for recognition of prior learning.

General information on the Danish system of higher education:
By 1st of January 2008 the number of institutions of higher education in Denmark is:
- 8 universities under the auspices of the Ministry of Science, Technology and Innovation offering first, second and third cycle programmes, comprising Bachelor, Diploma (continuing education), Candidatus, Master (continuing education), and PhD degrees.
- 16 tertiary artistic education institutions and other institutions of higher education under the auspices of the Ministry of Culture offering first, second and third cycle, programmes comprising Bachelor, Diploma, (continuing education), Candidatus, Master (continuing education), and PhD degrees.
- 8 university colleges and 2 colleges of engineering (which will merge with the university colleges by the end of 2014) offering mainly first cycle programmes comprising Professional Bachelor and Diploma degrees (continuing education).
10 academies of professional higher education offering mainly short cycle professionally oriented programmes, comprising Academy Profession degrees and VVU degree (continuing education).

> **The distribution of admissions to the respective institutions is:[2]**
> **- Tertiary artistic education: 2,6 %**
> **- University colleges and academies of professional higher education: 42,8 %**
> **- Universities: 54,6 %**
>
> **Further information about the Bologna Process in Denmark can be found at: http://www.ciriusonline.dk/Default.aspx?ID=74 (only in Danish)**

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

> **See below**

a) Does your country have a national working group for Bologna Follow-up? [3]

Yes ☒   No ☐

b) Does your national Bologna follow-up group include representatives of?

Ministry	Yes ☒	No ☐
Rectors' conference	Yes ☒	No ☐
Academic staff	Yes ☒	No ☐
Students	Yes ☒	No ☐
Staff trade unions	Yes ☒	No ☐
National Quality Assurance Agency	Yes ☒	No ☐
Employers	Yes ☒	No ☐

Other (please specify):

> **- CIRIUS (an authority within the Danish Ministry for Science, Technology and Innovation and the Danish ENIC/NARIC office).**
>
> **- SU-styrelsen (Danish Education Support Agency).**
>
> **- Professional trade unions.**

c) Does your country have a Bologna promoters' group[4]   Yes ☒   No ☐

d) Does your national Bologna promoters' group include representatives of?

Ministry	Yes ☐	No ☒
Rectors' conference	Yes ☐	No ☒
Academic staff	Yes ☒	No ☐
Students	Yes ☒	No ☐
Staff trade unions	Yes ☐	No ☒
National Quality Assurance Agency	Yes ☐	No ☒
Employers	Yes ☐	No ☒

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[2] The available data is for admission in 2006 and are calculated on the basis of data from Statistics Denmark, http://www.dst.dk/HomeUK.aspx.
[3] A group that develops policy proposals for implementing the Bologna Process
[4] A group that supports/advises HEIs on implementation of the Bologna Process

Other (please specify) _____

*Please add any additional comments if necessary***:**

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle
a) Please describe the progress made towards introducing the first and second cycles.

> **The two cycle system was introduced in 1993 and fully implemented at university level in 2003. Professional Bachelor degrees were introduced as first cycle programmes in 2000 in the university college sector, which also offers short cycle programmes. Most tertiary artistic education institutions offer first and second cycle programmes and some offer third cycle programmes.**

b) Please give the percentage of the total number of all[5] students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09[6]	% of all students enrolled in the two cycle degree system in 2008/09
183.438	**175.472**	**96 %**

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

> **The newest available statistical data for the total number of all students are from 2006. As the two cycle system was fully implemented within higher education in 2003, a small percentage of the total number of students in 2006 was still enrolled in undivided programmes, in particular medicine and engineering students. All new students since 2003 are enrolled in the two cycle system.**

4. Stage of implementation of the third cycle
Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:
- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements[7] apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies

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[5] "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*
[6] If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009
7 E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

Doctoral studies are fully implemented as third cycle programmes in the Danish system of higher education. All doctoral programmes are structured PhD programmes, which include taught courses, teaching, and independent research. Accordingly, the status of doctoral students is that of both early stage researcher and student. The programmes are planned as 3-year programmes (180 ECTS) but students in average use 4 years (maternity leave incl.).The university appoints a general supervisor and a research project supervisor for the student. Each student has a plan for the entire doctoral programme. Progress according to this plan is assessed twice a year. A committee of three members, one of which is external to the university, assesses the thesis.

Transferable skills are a part of the programmes e.g. teaching, communication, and presentation skills.

Doctoral studies are included in the Danish Qualifications Framework for Higher Education, which for all levels include descriptors based on learning outcomes and credit points (ECTS).

In addition to the ordinary PhD programmes, industrial PhD programmes were introduced in 2002. The industrial PhD is a very successful three-year research project and research training programme with an industrial focus conducted jointly by a private company, an industrial PhD student and a university. The student is employed by the company, and timeshares 50/50 between the university and the company. Approximately 50% of the company's expenses are reimbursed by the Ministry of Science, Technology and Innovation. The student is enrolled in a PhD graduate school at a university, with the same requirements as for an ordinary PhD plus a business course and a business report. The obligations regarding knowledge disseminating are the same as for an ordinary PhD, except that the student will do no teaching.[8]

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

A number of grand scale mergers of universities and government research institutions in Denmark became effective from the 1st of January 2007. This reduced the number of universities in Denmark from 12 to 8 and incorporated the majority of government research institutions into the universities. The mergers have strengthened the Danish universities and made the essential link between research and education at the universities even stronger. Furthermore, the

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8 More information may be found at: http://fi.dk/site/the-industrial-phd-program and http://fi.dk/site/the-industrial-phd-program.

mergers have strengthened existing research environments at the individual institutions as well as the synergy between research environments and between the industry and the research institutions. Overall, the universities are the most important research institutions in Denmark.

Another step to strengthen research in Denmark is the concrete goal of the Danish government to double the number of PhD-students at the universities (The Strategy for Denmark in the Global Economy, cf. 1).

A key characteristic of the university college and academy profession sector is the integration and transfer of the latest national and international knowledge, research and development, which must be applied and developed in all programmes and activities as well as in professional practice. This was emphasized in the recent legislative reform of the Professional Bachelors' and Academy Profession degrees, which introduced the term "development based programmes". Development based programmes are characterised by having a strong knowledge triangle integrating profession/professional practice, research and education/training. A total of EUR 16.700.000 for the years 2008/2009 has been allocated to strengthening the link between research, development and professional practice.

Central to the fulfilment of this objective are the "national knowledge centres". In the period 2004-2007, 27 national knowledge centres have been established with government funding in order to provide development based excellence in specific areas such as reading, e-learning, recognition of prior learning, etc.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:
- percentage of GDP spent on research
  - from public funds
  - from private funds
- total annual national research expenditure (expressed in national currency)
  - from public funds
  - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

The goal of the Danish government is to spend 3% of GDP on research in 2010: 1% from public funds and 2% from private funds (The Strategy for Denmark in the global Economy, p.24).

In 2006, 2.43% of GDP in total was spent on research from both private and public funds[9]. The percentage from public funds accounted for 0.81% of GDP whereas the percentage from private funds accounted for 1.65% in 2006[10].
In 2008, the public research funds are expected to account for 0.89% of GDP and according to the bill for the Finance Act for 2009 the number will grow to 0,94% of

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[9] OECD publication: Main Science and Technology Indicators, 2008. Table 2, p. 18.
[10] Statistics Denmark, www.statistikbanken.dk (only in Danish)

> **GDP in 2009. The budget shows that the goal of spending 1% of GDP on public research in 2010 will be reached.[11]**
>
> **The total annual national research expenditure was 37.959 billion DDK in 2005: 10.469 billion DDK from public funds and 22.595 billion DDK from private funds[12]. In accordance with the goal of the Danish government, the research expenditures from the public funds increased to 13.366 billion DDK in 2006 – corresponding to an 8.7% increase relative to 2005.[13]**
>
> **In terms of funding, 26.1% of research was carried out in higher education institutions.[14]**

c) Is there any tracking system to follow the further career of doctoral graduates?
<div align="center">Yes ☒   No ☐   If Yes, please specify:</div>

> The career patterns of doctoral graduates can be tracked through the comprehensive statistics and data generated by Statistics Denmark.[15]

6. Access[16] and admission to the next cycle
Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please indicate:
a) the percentage of first cycle qualifications that give access to the second cycle

> **All bachelor graduates have access to second cycle programmes (in relevant and/or specific subject areas). Depending on subject area, bridging courses may be necessary. Particularly for professional bachelor graduates access to fulltime second cycle programmes (traditional candidatus programmes) often require completion of additional courses.**
>
> **Within the first cycle the link between short cycle programmes (Academy Profession degrees) and professional first cycle programmes (Professional Bachelor degrees) has been strengthened via a new legislative framework passed in the spring of 2008. The framework gives short cycle graduates (Academy Profession graduates) easier access to first cycle professional programmes (professional bachelors' programmes) as well as to new combinations of programmes and flexible learning paths towards a Professional Bachelor degree.**

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[11]Press release from the Danish Ministry for Science, Technology and Innovation: http://videnskabsministeriet.dk/site/forside/nyheder/pressemeddelelser/2008/offentlig-forskning-udgoer-094-procent-af-bnp-naeste-aar (only in Danish)

[12] Data from the Danish Ministry for Science, Technology and Innovation.

[13] Data from The Danish Centre for Studies in Research and Research Policy: http://www.forskningsanalyse.dk/ (only in Danish)

[14] OECD publication: Main Science and Technology Indicators, 2008. Table 18, p. 26.

[15] Website of Statistics Denmark: http://www.dst.dk/

[16] Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

b) any first cycle qualifications that do not give access to the second cycle (please specify)

No

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must*:

sit entrance exam	Yes ☐	No ☒	In some cases ☐
complete additional courses	Yes ☐	No ☒	In some cases ☐
have work experience	Yes ☐	No ☐	In some cases ☒

If the answer to the last point is *yes*, please specify what type of work experience is required:

For access to the second cycle programmes within the continuing education system, which are directed at adult learners and in-service learning in a life long learning perspective, two years of relevant work experience are required.

d) any further special requirements for access to a second cycle programme in the same field of studies

No

e) to which students the above special requirements apply *(please tick)*:

all students	Yes ☐	No ☐
holders of particular first cycle qualifications	Yes ☐	No ☐
students of the same field coming from other HEIs	Yes ☐	No ☐

f) which of the requirements apply to students coming from other fields of studies *(please tick)*:

entrance exam	Yes ☐	No ☐	In some cases ☐
additional courses	Yes ☐	No ☐	In some cases ☐
work experience	Yes ☐	No ☐	In some cases ☐

6.2 Access and admission between the second and third cycles

Please indicate:

a) the percentage of second cycle qualifications that give access to the third cycle

All regular Master degrees (candidatus - 120 ECTS) give access to the third cycle. Master degrees from the above mentioned continuing education system (60 ECTS) do not give access to third cycle (not end of cycle qualifications).

b) any second cycle qualifications that do not give access to the third cycle (please specify)

See above.

c) any measures planned to remove obstacles between cycles

7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

> **By law all Danish higher education programmes (short, first and second cycle) must qualify the graduate for admission to relevant further education as well as for employment.**
>
> **New legislative and other measures have helped enhance the dialogue between institutions of higher education and the labour market, particularly through a strong labour market representation in boards at universities, institutions of tertiary artistic education, and university colleges as well as in programme advisory boards, accreditation panels and the Accreditation Council.**
>
> **Accreditation of programmes of higher education includes criteria regarding labour market relevance. New programmes are thus required to analyse and document a labour market demand for the programme as well as document the involvement of labour market representatives in the initial development of the programme. Existing programmes must provide documentation that an ongoing dialogue with employers, advisory boards and graduates - often through the professional trade unions - on the quality and relevance of the programme is upheld.**
>
> **The most recent statistical data on the employment status of graduates from 2007 shows that the employment rate for the professionally oriented higher education degrees is 98% for first cycle graduates (Professional Bachelors degrees) and 97% for short cycle graduates. The employment rate for both graduates with a first cycle university degree and graduates with a second cycle university degree (traditional candidatus programmes) is 97%.**
>
> **Statistical data from 2005 shows that the vast majority (88%) of graduates with a first cycle university degree continue their studies on a second cycle programme. The employment rate for university bachelors calculated on the basis of all graduates with a first cycle university degree is thus 8%.**

b) To what extent there is a dialogue in your country between higher education institutions and employers on:
- curriculum design, work placements and international experience
  Significant ☒   Some ☐   A little ☐   None ☐

- accreditation/quality assurance
  Significant ☒   Some ☐   A little ☐   None ☐

- university governance
  Significant ☒   Some ☐   A little ☐   None ☐

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

<div align="right">Yes ☒   No ☐   In some cases ☐</div>

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

<div align="right">Yes ☒   No ☐   In some cases ☐</div>

<div align="right">If no, or in some cases only, please explain the current situation:</div>

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared[17]?

<div align="right">Yes ☒   No ☐</div>

Comment
Denmark has had a Qualifications Framework for Higher Education since 2003. The framework has been widely implemented and used by institutions of higher education. In the spring of 2008 the second generation framework was completed and implemented in the legislation. This legislative implementation, as well as the inclusion of the framework in the accreditation criteria, will ensure the homogeneous implementation of the framework at institutional level.

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

<div align="right">Yes ☒   No ☐</div>

Comment

c) Does it include ECTS credit ranges for the first and second cycle?

<div align="right">Yes ☒   No ☐</div>

Comment

d) Has the NQF been nationally discussed with all stakeholders?

<div align="right">Yes ☒   No ☐</div>

Comment
The revision of the framework included all relevant stakeholders as did the development of the original framework from 2003. The process of revision was based on evaluations of the knowledge and practical experience gained by the institutions as well as continous consultations with stakeholders. A reference group consisting of the relevant ministries, quality assurance agencies, student organisations, higher education institutions, and labour market representatives prepared the revised Qualifications Framework.

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[17] A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA.

If the answer to d) is No, please answer question e):
e) has a timetable been agreed for consultations with all stakeholders?

Yes ☐   No ☐

Comment

If the answer to d) is Yes, please answer the following questions:
f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes ☒   No ☐

Comment

g) How far has the implementation of the national qualifications framework progressed *(please tick one)*

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation) ☐

- There is significant progress on implementing the framework ☒

- The work of describing all qualifications in terms of learning outcomes and competencies has been completed ☐

- There is a timetable for implementation and the work has started ☐

- Work on implementing the framework has not yet started but a timetable for implementation has been agreed ☐

- Work on implementing the framework has not yet started and there is no timetable for implementation ☐

Comment

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed ☐   Started, but not yet completed ☒   Not yet started ☐

Comment

i) Has the self-certification report been published?

Yes ☐   No ☒

Comment

*Please add any additional comments if necessary***:**

Comment
The self certification process will be initiated in the fall of 2008 and be completed in the first semester of 2009.

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)[18]

9. Reviewing the QA system against the ESG[19] and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes ☒   No ☐   ☐ Not yet, but such a review is planned
(Please specify time) _____

b) If a review has been undertaken or is planned, please give further details of the review process.

> **The Danish Evaluation Institute (EVA) was reviewed against the ESG in 2005. The overall assessment was that the approaches and methods used by EVA are in agreement with international practice and standards. EVA is planning to go through another external review in 2010.**
>
> **The existing Danish quality assurance system was supplemented by the establishment of a national accreditation system for higher education in the fall of 2007 (cf. 1) and an accreditation secretariat was established as an integrated part of the new accreditation system. It is a requirement that this new accreditation institution (ACE Denmark) is reviewed against the ESG within 3 years of its establishment and that the institution applies for inclusion in the European Quality Assurance Register for Higher Education (EQAR).**
>
> **EVA is already an ENQA member and also plans to apply for inclusion in the EQAR.**

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?
                                                                            Yes ☐   No ☒

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?
                                                                            Yes ☐   No ☒

If Yes, please give details of these incentives:

> **See above and below regarding the introduction of a system of accreditation in the higher education sector. However, these changes can not be seen as the result of a single review process.**

- Other measures
                                                                            Yes ☐   No ☒

If Yes, please outline these measures

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[18] http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf

[19] ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes ☐   No ☒

> **If Yes,** please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

> **According to the respective acts and agreements on institutions of higher education, quality assurance of courses and programmes is the responsibility of the institutions. Thus, institutions are responsible for carrying out evaluations of courses and programmes and other activities relevant for assuring and enhancing the quality of programmes.**
>
> **The newly established Accreditation Council will accredit all new and existing higher education programmes according to centrally specified criteria for quality and for relevance to the labour market. The accreditation criteria include an assessment of whether internal quality assurance systems are in place. For the university programmes it is specified that internal quality assurance systems must be in line with the ESG for internal quality assurance in higher education institutions. Approval and public funding of programmes depend on a positive accreditation (cf. 1 and 9.c).**
>
> **Due to the autonomy of the Danish universities and to the fact that the ESG does not provide a specified regulatory set of measures and procedures on how to work with quality assurance within higher education institutions, but is a framework within which quality assurance should be carried out, the Danish universities have each implemented their own structure for internal quality assurance.**

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs ☐   Most HEIs ☒   Some HEIs ☐   No HEIs ☐

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs ☒   Most HEIs ☐   Some HEIs ☐   No HEIs ☐

> Please describe what kind of arrangements are in place

See above

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs ☐   Most HEIs ☒   Some HEIs ☐   No HEIs ☐

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs ☒　　　Most HEIs ☐　　　Some HEIs ☐　　　No HEIs ☐

Please describe how the above is achieved.

> **According to the "Ministerial order on the grading scale and other forms of assessment" (BEK 250 of 15/03/2007) it is a requirement that all student assessments (exams) are designed to measure the achievement of the intended learning outcome.**

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs ☒　　　Most HEIs ☐　　　Some HEIs ☐　　　No HEIs ☐

> **Additional information if necessary**

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:
a) the stage of implementation of your external quality assurance system

> **A Danish external quality assurance system has been fully implemented since the early nineties and has recently been strengthened with the establishment of an accreditation system for higher education (cf. 1 and 9), particularly with regards to initial accreditation and programme approval.**
>
> **Since the establishment of the accreditation system all new and existing higher education programmes, including short cycle programmes, are accredited according to international standards (ESG). Public funding and approval of programmes now depend on a positive accreditation by the Accreditation Council.**
>
> **Parallel to the new accreditation system, The Danish Evaluation Institute (EVA) still acts as a national agency for quality assurance of higher education. EVA was established by the Danish parliament in 1999 as an independent institution under the auspices of the Danish Ministry of Education, with its predecessor having already operated since 1992. EVA carries out programme evaluation of short, first, and second cycle programmes, institutional audits, institutional accreditations and certifications.**

b) does your external quality assurance system operate at a national level;

Yes ☒　　No ☐

> If **No**, please specify:

c) does your external quality assurance system cover all higher education[20]

Yes ☒   No ☐

If No, please specify which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:
- self-assessment report   Yes ☒   No ☐
- external review   Yes ☒   No ☐
- publication of results   Yes ☒   No ☐
- follow-up procedures   Yes ☒   No ☐

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes ☒   No ☐

Additional information if necessary:

As explained above, it is a prerequisite that the new independent accreditation institution (ACE Denmark) within three years of its establishment is reviewed against the ESG with a view to applying for inclusion in the European Quality Assurance Register for Higher Education (EQAR). The existing evaluation agency, The Danish Evaluation Institute (EVA), is already an ENQA-member and underwent a review in 2005.

11. Level of student participation
From the following, please indicate all aspects of quality assurance in which students are involved:

a) in governance of national agencies for QA.

Yes ☒   No ☐   In some cases ☐

b) as full members in external review teams

Yes ☒   No ☐   In some cases ☐

c) as observers in external review teams

Yes ☐   No ☒   In some cases ☐

d) as part of the decision making process for external reviews

Yes ☒   No ☐   In some cases ☐

e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)

Yes ☒   No ☐   In some cases ☐

f) in internal quality assurance (e.g. periodic review of programmes)

Yes ☒   No ☐   In some cases ☐

g) in preparation of self-assessment reports.

---

[20] Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

	Yes ☒	No ☐	In some cases ☐

h) in follow-up procedures:

	Yes ☒	No ☐	In some cases ☐

*Please add any additional comments, especially if students are **not** involved in any of the aspects***:**

12. Level of international participation
In which of the following is there international participation in quality assurance
a) the governance of national agencies for quality assurance

	Yes ☒	No ☐	In some cases ☐

b) the external evaluation of national quality assurance agencies

	Yes ☒	No ☐	In some cases ☐

c) teams for external review of institutions or programmes, either as members or observers

	Yes ☒	No ☐	In some cases ☐

d) membership of ENQA

	Yes ☒	No ☐	In some cases ☐

e) membership of any other international network

Yes ☒	No ☐	If **Yes**, please specify:

The Danish Evaluation Institute (EVA) is also a member of INQAAHE.

*Please add any additional comments, especially if there is no international involvement in any of the aspects***:**

The Accreditation Council as well as the various accreditation panels of the newly established national accreditation institution, ACE Denmark, must have international representation. While there are no international members of the board of EVA, the expert panels responsible for the external reviews of higher education generally have international members.

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement
Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

All graduates of higher education receive a Diploma Supplement.

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes   Yes ☒   No ☐
- 2nd cycle programmes   Yes ☒   No ☐
- 3rd cycle programmes   Yes ☒   No ☐
- remaining "old type" programmes   Yes ☒   No ☐   Not applicable ☐
- short higher education programmes   Yes ☒   No ☐   Not applicable ☐

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language　　Yes ⊠　　No ☐
  - *please specify the language:* **English**
- issued　　　　　free of charge ⊠　　　for a fee ☐
- issued　　　　　automatically ⊠　　　on request ☐
- corresponds to the EU/CoE/UNESCO Diploma Supplement format　　　　⊠

- a national Diploma Supplement is used that is
  different from the EU/CoE/UNESCO Diploma Supplement format　　　☐

13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes ⊠　　No ☐

Comment

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes ☐　　No ⊠

Comment: **No, they don't**

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes ☐　　No ⊠

Comment
Usually the Certificate together with a Diploma Supplement in a widely spoken language will be enough to prove the validity of foreign qualifications.

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes ⊠　　No ☐

Comment
In the context of the Europass activities, information on all five Europass documents - including the Europass Diploma Supplement - is being provided also for the labour market.

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary

documents[21] of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes ☒   No ☐

If Yes, please demonstrate how it is achieved:

Denmark formally ratified the Lisbon Convention on 20th of March 2003, and the ratification was deposited with the Secretary General of the Council of Europe. A de facto implementation of the convention was already in place with the establishment of the Danish Centre for Assessment of Foreign Qualifications (now CIRIUS) and the adoption of the Act No. 344 of 16 May 2001 on the Assessment of Foreign Qualifications. The Act was based on the text of the Lisbon Convention and the criteria and principles of the UNESCO-text and the Council of Europe "Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications. This means that all applicants have the right to a fair assessment, and that recognition is granted if no substantial differences can be proved. These recognition principles and criteria are also incorporated in later legislation.

b) Does appropriate legislation comply with the later Supplementary Documents:
   i) Recommendation on the Criteria and Procedures for Recognition

Yes ☒   No ☐

If Yes, please demonstrate how it is achieved:

Danish legislation on recognition is based on "Recommendation on the criteria and Procedures for Recognition" as demonstrated above.

   ii) Recommendation on the Recognition of Joint Degrees

Yes ☒   No ☐

If Yes, please demonstrate how it is achieved:

Recognition of joint degrees in Denmark is based on the general national legislation on recognition of foreign qualifications (see above). The recognition of joint degrees follows the principles of the Lisbon Recognition Convention and the accompanying Recommendation of the Recognition of Joint Degrees (2004).

In order to assure transparency concerning recognition of joint degrees the national ENIC/NARIC office (CIRIUS) has prepared specific guidelines on recognition of joint degrees as well as transnational education.

According to those guidelines, CIRIUS will recognise a joint diploma issued by two or several educational institutions on the condition that the diploma and the institutions are publicly accredited/recognised in the diploma-issuing countries. Joint degree diplomas awarded as national diplomas are recognised on equal terms with other national diplomas from the country in question.

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[21] Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

> **The guidelines are published on the Internet site of the national ENIC/NARIC bureau, www.ciriusonline.dk, which is the official site with information about internationalisation of education in Denmark.**

iii) Code of Good Practice in the Provision of Transnational Education

Yes ☒   No ☐

> **If Yes**, please demonstrate how it is achieved:
>
> **The Danish ENIC/NARIC office, CIRIUS, has published guidelines on recognition of transnational degrees on their website, www.ciriusonline.dk. According to these principles CIRIUS will recognise a transnational degree as a part of the educational system of the diploma issuing country provided the diploma issuing institution is recognised in its own country.**
>
> **Since 2007, education offered by Danish universities abroad must be accredited either in Denmark or in the relevant country in accordance with this country's system of quality assurance of higher education.**

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes ☒   No ☐

> **If Yes,** please describe how it is ensured at national and institutional level
>
> **Every person holding a foreign degree has a right to get a fair assessment of his or her educational qualifications. CIRIUS assesses foreign educational qualifications on all levels. As demonstrated above the Danish legislation on recognition encompasses all the texts of the Lisbon Recognition Convention.**
>
> **CIRIUS' assessments are binding for Danish educational institutions when they are handling applications for admittance based on foreign degrees. The institutions must comply with CIRIUS' assessments, including whether the specific foreign degrees give access to higher education programmes in Denmark. CIRIUS lays down guidelines for the assessment of foreign qualifications for entry to higher education, including conversion of subject levels and grades. The guidelines are published on the CIRIUS website. The individual educational institution makes decisions on credit transfer of foreign qualifications to replace parts of a Danish educational programme. The educational institution may use an assessment from CIRIUS as a guide in its decision on credit transfer.**
>
> **Holders of foreign qualifications may file a formal complaint regarding educational institutions' credit transfer decisions to a special complaints board: The Qualifications Board. A decision made by the Qualifications Board will be the final and conclusive administrative decision.**

ii) recognition if no substantial differences can be proven

Yes ☒   No ☐

> **If Yes,** please describe how it is ensured at national and institutional level
>
> **The principles and procedures of the Lisbon Recognition Conventions are transposed into Danish recognition legislation. All assessments of foreign degrees are based on the principle that the foreign degree should be recognised as being comparable to a**

similar Danish degree unless substantial differences between the foreign and the Danish degree can be proved.

At institutional level CIRIUS provides guidelines for recognition of foreign degrees on its website. CIRIUS actively inform institutions on the principles and procedures of the Lisbon recognition Convention. In 2008 CIRIUS held a seminar for all institutions focusing on recognition according to the Lisbon Recognition Convention and its underlying texts. Furthermore CIRIUS published a leaflet aimed at the institutions explaining the principles and procedures of recognition in the Lisbon Recognition Convention.

Iii) demonstration of substantial differences, where recognition is not granted

Yes ☒　　No ☐

If Yes, please describe how it is ensured at national and institutional level

All foreign educational qualifications are recognised provided the qualifications are recognised in their country of origin. CIRIUS provides information on the Danish system of education on their website and in a fact sheet accompanying all letters of assessments. Applicants are given information, guidance and explanations of the assessments either in letters or by telephone.
At the institutional level decision on credit transfer are made in writing stating which courses the applicant with foreign qualifications can be exempted from. Based on these decisions the applicant can appeal the decision to the Qualifications board as stated above.

iv) provision of information about your country's HE programmes and institutions

Yes ☒　　No ☐

If Yes, please describe how it is done in practice

The Danish ENIC/NARIC office, CIRIUS, upholds a website with exhaustive information on the Danish system of education and the Danish institutions. The information covers the whole system of information from primary school to doctoral level as well as information on the adult education system and recognition of prior learning in Denmark. CIRIUS also publishes country manuals, which contain a comparative overview of other education systems or qualifications in relation to the Danish system. Links to all Danish higher education system can be found on <ins>www.ciriusonline.dk</ins>.

CIRIUS has also published a leaflet on the Danish educational system.

v) do you have a fully operational ENIC

Yes ☒　　No ☐

If Yes, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally

The Danish ENIC/NARIC office is placed within the national authority CIRIUS under the Danish Ministry of Science Technology and Innovation. Besides being responsible for recognition, CIRIUS is the Danish National Agency for the EU-mobility programmes as well as other national or Nordic mobility programmes. CIRIUS also incorporates the Danish Eurydice, Euroguidance, Europass and Eurodesk units and the marketing of Danish higher education programmes. CIRIUS was created to in order to improve coherence and synergy in the work related to mobility, recognition,

transparency and international cooperation and to strengthen internationalisation in Denmark.

Legal competence
In Denmark, the responsibility for academic recognition is shared between CIRIUS and the educational institutions. The primary responsibility for professional de facto recognition lies with the employer, the union, the unemployment fund etc. Finally, competent authorities have the responsibility for professional de jure recognition. According to the Assessment of Foreign Qualifications Act assessments issued by CIRIUS are binding on the following decisions:
• The decision on admission by a publicly recognised educational institution.
• The decision on admission by an unemployment fund.
• The decision by a public authority on appointment of personnel.
• The decision by a competent authority on access to a regulated profession.
• The decision by a trade committee (fagligt udvalg) or by the Council for Agricultural Education (Landbrugsuddannelsesrådet) on a reduction in the length of study.
In relation to academic recognition educational institutions must follow CIRIUS' assessment on admission meaning that an educational institution cannot deny admission to an applicant, claiming that he or she does not hold educational qualifications, which in level is comparable to the required Danish educational level. The institutions decide whether the applicant's qualifications meet the specific requirements for admission, grade average, levels of different subjects, while CIRIUS decide on the level of general admission. CIRIUS publishes an "Eksamenshåndbog" (guide to admission) electronically where standards for grade conversion and conversion of levels of different subjects are provided as a tool for admission officers. The majority of CIRIUS' assessments are assessments made for seeking employment or admission to higher education programmes. Except for instances where educational institutions themselves request CIRIUS' assistance CIRIUS does not conduct assessments with a view to decisions on credit transfers. This latter category of recognition decisions is a prerogative of the educational institutions, although an appeals Board, the Qualifications Board, has been established to deal with complaints on credit transfer assessments. CIRIUS functions as secretariat to the Qualifications Board.

The existing legal framework for recognition furthermore gives CIRIUS responsibility to: Advice municipalities and other authorities responsible for the integration of foreigners on assessment and recognition of foreign qualifications, function as Danish National Reference Point in the EU-cooperation in the field of Vocational Educational and Training (VET), and function as competent authority in relation to recognition of foreign teacher qualifications.

Internationally CIRIUS is part of the ENIC/NARIC-networks and takes part in network meetings and the mailing list. A very close relationship with the Nordic ENIC/NARIC-offices has been developed, which has formed an umbrella organisation called NORRIC.

CIRIUS provides information on recognition both nationally and internationally through its website and by leaflets in both Danish and English. Information on recognition principles and procedures are published in order to establish transparency on the recognition process and all assessments are published in an anonymous form on the CIRIUS website.

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

A leaflet on the Lisbon Recognition Convention and the Bologna Process has been published and distributed widely to inform about the recognition tools covered by the Lisbon Convention and the Bologna declaration.

15. Stage of implementation of ECTS[22]

Describe the implementation of ECTS in your country.

a) Please include the percentage of the total number of higher education programmes[23] in which all programme components are linked with ECTS credits

100% ☒   75-99% ☐   50-75% ☐   <50% ☐

The ECTS credit point system is mandatory to use for all first and second cycle higher education programmes. The ECTS credit point system is used both as a credit transfer and as an accumulation system, and it is the only national credit and accumulation system in force.

A new Danish grading scale comparable to the ECTS grading scale was implemented in the entire education system in 2007. All new certificates and diplomas will have a record of the national Danish grade as well as the equivalent ECTS grade.

b) Are ECTS credits linked with learning outcomes[24] in your country? Please tick one:

No ☐   In some programmes ☐   In the majority of programmes ☐
In all programmes ☒

c) If you use credit system other than ECTS, please give details of your national credit system:

i) is it compatible with ECTS?   Yes ☐   No ☐

ii) what is the ratio between national and ECTS credits?

d) Are you taking any action to improve understanding of learning outcomes?

Yes ☒   No ☐

If Yes, please explain:

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[22] Please refer to definitions in the ECTS User's guide:
http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html
[23] Except doctoral studies
[24] Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

> **In the course of the implementation of the revised Qualifications Framework for Higher Education a new series of seminars and conferences for higher education institutions and other stakeholders will be organised by the relevant ministries. This and other types of dissemination of knowledge and experience of the use of qualifications frameworks and learning outcomes has been a part of the development process of the Danish Qualifications Framework both as regards the original framework and the second generation framework, which is being implemented at the moment.**

e) Are you taking any actions to improve measurement and checking of student workload?

Yes ☐   No ☒

> **If Yes,** please explain:

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

Yes ☒   No ☐

> **If Yes,** please explain:
>
> **Several seminars on the implementation of ECTS for higher education institutions have been organised both at national, regional and institutional level. Furthermore the Bologna experts and the designated ECTS counsellors are involved in institutional information and counselling activities on ECTS and how to link ECTS credits to learning outcomes. Finally, CIRIUS gives advice on ECTS both to educational institutions, organisations and other stakeholders and maintain a web-site with information and guidelines on ECTS.**

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes ☒   No ☐

> **If Yes,** please specify:
>
> **Access to short, first and second cycle programmes at universities, university colleges and academies of professional higher education by exemption from formal admission criteria is possible if the individual institution assesses that an applicant has sufficient qualifications - other than those formally specified - to complete the programme. In such cases a number of objective criteria are considered, i.e. work experience, prior learning etc. Access to master programmes is regulated entirely by the individual university.**
>
> **Furthermore, legislation on increased recognition of prior learning (including nonformal and informal learning) in adult education and continuing training**

entered into force in 2007. Within higher education, recognition of prior learning encompasses two degrees in the continuing education system: VVU-degrees (short cycle) and Diploma degrees (first cycle). Recognition of prior learning is possible in relation to entry requirements, parts of a degree or a full degree. Individual assessments of prior learning are carried out by the institutions and are subject to quality assurance including the right of appeal.

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes ☒   No ☐

If Yes, please specify:

National procedures for assessment and recognition of prior learning are laid down in ministerial order no. 8/2008. Procedures concern short and first cycle (VVU degrees and Diploma degrees) only.

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes ☒   No ☐

If Yes, please specify: **See above.**

d) To what extent are any such procedures applied in practice?

Comprehensively ☐   Some ☒   A little ☐   None ☐

Please describe the current situation:

Procedures for assessment and recognition of prior learning were adopted in January 2008; thus activity in recognition of prior learning is still at a very early stage.

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

The Danish system of higher education is characterised by having a broad representation from all societal groups and a long tradition for the encouragement and strengthening of equal participation. Higher education is free and admission is based purely on academic (or artistic) criteria. All students of higher education are entitled to substantial student grants and loans provided by the Danish state. Furthermore, a long-established system of continuing/adult education subsidised by the state provides opportunities for lifelong learning and a continuous professional, personal and social development for the individual at a higher education level.

Broad access to first cycle higher education programmes is also provided through a so called quota system, which is laid down in the legislation regarding admission. A certain percentage of admissions are reserved for applicants who do not meet the formal admission criteria e.g. grade point average, certain combination of academic subjects from qualifying studies etc. Access through

exemption from formal admission criteria is given on the basis of an individual assessment by the institutions of the applicants profile and experience. In such cases a number of objective criteria are considered, i.e. work experience, prior learning etc. The legislation states, that these criteria may not include age and must be made publicly available.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes ☒   No ☐

Please add appropriate comments to describe the current situation:

As stated earlier, the link and flexibility between short cycle programmes and first cycle professional programmes have been strengthened through legislative reform.

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes ☐   No ☒

Please add appropriate comments to describe the current situation

c) Is there flexibility in entry requirements aimed at widening participation?

Yes ☐   No ☒

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles

Please see above for description of the possibilities for exemption from the formal entry requirements to access to short, second and third cycle programmes.

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes ☒   No ☐

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycles.

Denmark has a long tradition for the use of diverse and progressive teaching and learning methods in order for all learners to be involved and motivated - both in the interest of the individual learner and that of democratic and broad participation. Project based learning, group based learning, and participative learning at all levels of the education system is usual as is the strong commitment of teachers, researchers and supervisors to motivate the critical reflection and independent thinking in all students. Furthermore, university programmes are characterised by providing research based teaching in all cycles and not reserving it for second or third cycle programmes. First cycle professional programmes are also obliged to include a developmental perspective in all teaching.

e) Are there modular structures of programmes to facilitate greater participation?

Yes ☒   No ☐

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

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JOINT DEGREES

18. Establishment and recognition of joint degrees[25]
a) Describe the legislative position on joint degrees in your country.
   Are joint degrees specifically mentioned in legislation?

	Yes ☒	No ☐

   Does the legislation fully allow:
       i) establishing joint programmes?   Yes ☒   No ☐

If No please explain what are the obstacles

       ii) awarding joint degrees?   Yes ☒   No ☐

If No please explain what are the obstacles

b) Please give an estimate of the percentage of institutions in your country which are involved in
   i) joint degrees

   75-100% ☐   50-75% ☐   25-50%☐   1-25% ☒   0%☐

   ii) joint programmes

   75-100% ☐   50-75% ☒   25-50%☐   1-25% ☐   0%☐

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle?	None ☐	Little ☒	Widespread ☐
In the second cycle?	None ☐	Little ☐	Widespread ☒
In the third cycle?	None ☐	Little ☒	Widespread ☐

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

e) Estimate the number of joint programmes in your country

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[25] A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

f) Describe any actions being taken to encourage or allow joint programmes.

> **In accordance with the 'Strategy for Denmark in the Global Economy' approximately 4.400.000 EUR has been allocated for 2008/2009 for marketing and development of double and joint degrees.**

g) Are there any specific support systems for students to encourage joint degree cooperation?

MOBILITY

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19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

> **The main national measures taken to remove obstacles to student mobility and to promote the full use of the mobility programmes include:**
>
> **- Financial incentives for higher education institutions to support mobility.**
>
> **- Information seminars and information dissemination activities are organised on a regular basis on the various mobility programmes and how to overcome the obstacles. These activities are organised at national and institutional level.**
>
> **- A national study on the motivation for some students to study abroad and the obstacles that keep others from doing so and the impact of having been abroad is being conducted in 2008. On the basis of the results the need for new initiatives will be decided.**
>
> **Specific measures to increase the inward student mobility include:**
>
> **- In 2007 Denmark launched an action plan for promoting Denmark internationally. The Action Plan, which is realised through "a whole of government approach", is intended to generate a clear and positive image of Denmark abroad to ensure that Denmark will continue to hold a strong position in the global economy. The Action Plan includes a campaign to promote Denmark as an attractive study destination. The government has the responsibility for taking the initiative forward, but is working in close collaboration with the Danish higher education institutions. Some key elements of the campaign include the redesigning and relaunching of the national information site on study opportunities in Denmark (studyindenmark.dk), which acts as a dynamic platform for marketing Denmark as a study destination. The site includes an easily accessible database of higher education programmes in Denmark taught in English.**
>
> **- Together with the educational institutions, Denmark is represented at a range of higher education fairs throughout the world.**
>
> **- The regulations on residence and work permit for students have been changed to simplify the procedures.**
>
> **- Scholarship programmes for non-EU/EEA students have been introduced and the number of scholarships has been continually increased. More than 250 full scholarships and tuition waivers are now available to non-EU/EEA students.**
>
> **- Denmark has signed bilateral cultural agreements with 27 countries. Through these agreements, a number of scholarships are available to international students and researchers wanting to study or research in Denmark for a period between 2 and 10 months.**

Specific measures to increase the outward student mobility:
- A national web portal on mobility and study possibilities outside Denmark (www.udiverden.dk) has been developed. It is updated on a regular basis.
- Information leaflets on mobility opportunities are produced and distributed widely at institutions, education fairs, and to student counsellors etc.
- Information seminars are held at national and institutional level to communicate and encourage student mobility. There are seminars for different target groups, e.g. students, staff and educational advisers.
- A new scholarship programme for Danish students of higher education studying abroad has been implemented. The scholarship covers fully or partially the tuition fees of the foreign institutions for a period of up to two years. In addition, the Danish State Education Grant and Student Loans are fully portable for studies abroad for a maximum period of four years.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes ☒   No ☐

Please add appropriate comments to describe the current situation:

As mentioned above, the regulation on residence and work permits for students has been changed to simplify the procedures. As part of the overall marketing strategy for Denmark as a study destination the government is looking into how easier procedures for residence and work permits for students may be implemented. Various ministries are working together to speed up visa handling procedures for inward students.

c) Is there financial support for national and foreign mobile students and staff?

Yes ☒   No ☐

Please add appropriate comments to describe the current situation:

Please see above. In addition to the initiatives mentioned in 19a, international students and staff may apply for grants offered by private funds on the same conditions as Danish students. Also, scholarships for international students combined with internships in industry are available at some universities.

d) Are study periods taken abroad recognised?

Yes ☒   No ☐

Please add appropriate comments to describe the current situation:

The individual educational institution decides on credit transfer of foreign qualifications. This is done in accordance with the Lisbon Convention, which is implemented in Danish Legislation. The educational institution may use an assessment from CIRIUS as a guide in its decision on credit transfer.

Holders of foreign qualifications may file a formal complaint against the credit transfer decisions of the educational institutions to a special complaints board:

> **The Qualifications Board. A decision made by the Qualifications Board will be the final and conclusive administrative decision.**

e) Is there accommodation for mobile students and staff?

<div align="right">Yes ⊠   No ☐</div>

> **Please add** appropriate comments to describe the current situation:
>
> **Generally speaking, yes. However, this is a service, which the institutions provide for mobile students and staff and is not a legal responsibility of the institutions or of the government.**

f) Have any measures been taken to increase outward student and staff mobility?

<div align="right">Yes ⊠   No ☐</div>

> **Please add** appropriate comments to describe the current situation:
>
> **See above**

20. Portability of loans and grants
a) Are portable grants available in your country?

<div align="right">Yes ⊠   No ☐</div>

> **If No**, describe any measures being taken to increase the portability of grants.

b) Are portable loans available in your country?

<div align="right">Yes ⊠   No ☐</div>

> **If No**, describe any measures being taken to increase the portability of loans.

THE ATTRACTIVENESS OF THE EHEA
AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

> **The main national measures being taken to enhance the attractiveness of EHEA and cooperation with other parts of the world include:**
>
> **- Scholarship programmes for non-EU/EEA students.**
> **- Development of a steady-growing number of study programmes taught in English.**

> **- Partnerships and cooperation agreements outside EU/EEA both at governmental and at institutional level e.g. active participation by Danish institutions in the Erasmus Mundus programme.**
>
> **- Development of a national strategy for the promotion of Denmark as an attractive study destination. Key elements of this strategy include: Participation in student fairs and other national branding and profiling activities outside Europe, development of printed as well as web-based information on the possibilities for foreign students to study in Denmark, development of a national strategy for the promotion of Denmark as an attractive study destination.**

b) What has your country done to:

i) improve information on the EHEA outside Europe?

> **See above**

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

> **See above**

iii) strengthen cooperation based on partnership in higher education?

> **See above**

iv) intensify policy dialogue with partners from other world regions?

>

v) improve recognition of qualifications with other world regions?

> **The national legislation on recognition of foreign qualifications covers qualifications from all countries around the world. Cf. above, section 14 on the Lisbon Convention**

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

> **The guidelines have been distributed to relevant stakeholders.**
>
> **On-line information on the contents of the guidelines is available in Danish.**
>
> **Information about the guidelines is published on the net site www.ciriusonline.dk[26].**
>
> **Following the recommendations in "Quality provision in cross-border higher education" CIRIUS - which is an authority within the Danish Ministry of Science, Technology and Innovation - has developed national guidelines about recognition of transnational education and joint degrees.**

d) Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to:

i) cross-border provision of your education programmes?

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[26] http://www.ciriusonline.dk/Default.aspx?ID=8966

Yes ☐   No ☐

If Yes please explain in what ways the guidelines are applied

ii) incoming higher education provision?

Yes ☐   No ☐

If Yes please explain in what ways the guidelines are applied

FUTURE CHALLENGES

22. Main challenges for higher education
Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

Like in Europe, and indeed globally, some of the main challenges for higher education in Denmark originates from the demographic challenges of an ageing population, increased demand for highly skilled labour and thus for increased recruitment to higher education.   **Within the Bologna-process Denmark finds that a continued focus on transparency - as regards recognition of qualifications as well as quality assurance - and mobility is required. It is thus an inherent and ongoing challenge to maintain the continued enhancement of the quality of provision of higher education while at the same time facilitating increased flexibility of governance, broadened access, flexible learning paths, and increased internationalisation.**

PART II

TEMPLATE for NATIONAL STRATEGIES
on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: secr@bologna2009benelux.org) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension**. The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

I. Definition of the Social Dimension in the London Communiqué

"We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity."

II. AS IS SITUATION (Current state of affairs)

1.   Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

The Danish system of higher education is characterised by having a broad representation from all societal groups and a long tradition for the encouragement and strengthening of equal participation. Higher education is free and admission is based purely on academic (or artistic) criteria. All students of higher education are entitled to substantial student grants and loans provided by the Danish state. Furthermore, a long-established system of continuing/adult education subsidised by the state provides opportunities for lifelong learning and a continuous professional, personal and social development for the individual at a higher education level.   **However, young people with a non-academic family background are still underrepresented among university students.[27] Furthermore, male students and students of ethnic minority origin are also slightly underrepresented in higher education.[28]**

2.   Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the

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[27] More information may be found at:
http://videnskabsministeriet.dk/site/forside/publikationer/2008/fremtidspanelets-rapport-12-udfordringer-for-videnpolitikken/Rapport_fremtidspanelet_NET.pdf, pp.43-50, only in Danish.
[28] Statistical data: http://www.uvm.dk/statistik/tvaergaaende/profilmodel/data.htm?menuid=551040

possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

> **The focus on broad representation in higher education was emphasized in 2006 by the government setting the goal that at least 50 per cent of all young people**
>
> **should complete a higher education programme in 2015 (cf. 1, about the Danish Government's "Strategy for Denmark in the Global Economy"). This aim was followed up in a report from a panel of experts appointed by the Minister for Science, Technology and Innovation (the so called "Fremtidspanelet"), which in January 2008 presented a number of recommendations regarding future challenges for higher education in Denmark.[29] Among other things, the panel recommended that specific action is taken to increase the recruitment of young people from non-skilled/non-academic family backgrounds in particular. The Minister of Science, Technology and Innovation has since launched a campaign aimed at decreasing the negative effects of social heritage with regards to the participation in higher education by appointing a committee, which is to identify main obstacles to equal participation in higher education and generate concrete proposals for relevant initiatives. The result of the committee's work is expected to be finished by the end of 2008.**

3.   Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report ion the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

> **As mentioned above, higher education is fully publicly financed (no tuition fee) in Denmark and all students at all higher education institutions are entitled to substantial student grants and loans in order to ensure equal access to higher education for all societal groups and to remove potential economical barriers to completing the studies.**
>
> **Furthermore, the Danish government set concrete goals in their "Strategy for Denmark in the Global Economy" (cf. 1) to provide better advising of the students through their course of study, to adjust the teaching methods further to the needs of the students and to support participative learning. For implementing these aims, a total of 213 mio DDK was earmarked for 2007-2009 for developing teaching methods, for continuing/in-service didactical training of teachers, and for improving student advising.**

4.   Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

> **In general, Denmark has a long tradition for extensive social research as reflected in the activities of The Danish National Institute of Social Research founded in 1958. This institution also provides the research and background analysis of the main**

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[29] More information can be found at:
http://videnskabsministeriet.dk/site/forside/publikationer/2008/frem-tidspanelets-rapport-12-udfordringer-for-videnpolitikken/Rapport_fremtidspane-let_NET.pdf

obstacles to participative equity for young people with non-academic family backgrounds to be used by the committee appointed by the minister as part of the current campaign focussing on the negative effects of social heritage with regards to higher education.

Furthermore, the Danish Council for Strategic Research has allocated 2 mio DDK as research funds in 2008 earmarked for research in the effects of social heritage on participation in higher education [30].

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5.   How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

As mentioned above, the Danish government has set conrete goals regarding broadening the participation in and completing education among young people in their "Strategy for Denmark in the Global Economy" (cf. 1). These include: At least 85% of all young people should complete a general or vocational upper secondary education programme by 2010 - and at least 95% in 2015. As regards higher education, at least 50% of a year group of young people should complete a higher education programme in 2015 (The Strategy for Denmark in the Global Economy, p. 12 and 16).
Further steps towards broadening the participation among young people with non-academic family backgrounds await the report being prepared by the committee investigating the possible negative effects of social heritage by the end of the year 2008.

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

See above

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

See above

d) is there a timeline for action? If yes, please provide details.

See above

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[30]http://fi.dk/site/english/councils-commissions-committees/the-danish-council-for-strategic-research/research-funds-2008

6.   What arrangements are planned for monitoring progress towards more equitable access, participation and success?

See above

IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a)contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

ANNEX A
Actions mentioned by the Bologna countries in the 2007 national reports

Financial
- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

Structural
- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

Certain groups
- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

Policy and practice
- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

ANNEX B

Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility

Measures to promote equal opportunities for access, participation and completion
• Anti-discrimination legislation covering higher education
• Admission rules that are simple, fair and transparent
Measures to widen access to and participation in higher education
• Outreach programs for underrepresented groups as defined nationally
• Flexible delivery of higher education
• Flexible learning paths into and within higher education
• Transparency of qualifications and recognition of prior learning
• Incentives for higher education institutions to take action to widen access and participation
Study environment that enhances the quality of the student experience
A, Provision of academic services
• Guidance (academic and careers) and tutoring
• Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
• Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)
B, Provision of social services
• Counselling
• Targeted support for students with special needs and students with children
• Appropriate housing conditions for all students
• Provision of healthcare
• Provision of transportation, student canteens etc.
Student participation in the governance and organisation of higher education
• Legislation or other measures to ensure student participation in higher education governance
• Provisions for the existence of and exercise of influence by student organisations
• Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken
Finances in order to start and complete studies
• Financial and legal advice for students
• Appropriate and coordinated national financial support systems that are transparent
• Targeted support for disadvantaged groups as defined nationally
• Support measures for students with children

ANNEX C
Suggested approach of the work on national strategies on the social dimension

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

• Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

• Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

• Study environment that enhances the quality of the student experience

A, Provision of academic services
B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

• Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not ableto finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

• Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

• Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?