



EUROPEAN
Higher Education Area

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

France

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

FRANCE

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Data entry: (I_Degrees_qualifications)

Welcome to the first part of the data collection for the Bologna Implementation report 2015 on degrees and qualifications. Please note that the reference year for this questionnaire is the academic year 2013/14. With regard to changes in legislation or higher education organisation and administration, the date of 30 April 2014 will be considered as the final cut-off point. Any changes that are planned to occur after this date will not be considered in the report. Please consult the guide to answering the questionnaire, as well as the glossary. If you have any questions, please send an email to data.collectors@ehea.info. In urgent cases you can also call Eurydice at +32 2 299 5024.

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

Yes

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

Forecast surveys about student numbers are carried out on a regular basis in France, in particular by the ministry for higher education and research.

The latest survey, published in October 2013 and made for the 2013-2022 period, from scenarios based on draft results about the Baccalauréat's degree and the decisions made for higher education after it, as observed in the previous years, shows that at the horizon 2022, after a massive flow of academically-oriented « Baccalauréat » holders, if current trends about student guidance and higher education programmes would go on, student numbers would have a 8% increase at university from 2012 to 2022 ; this increase would be 12.3% for advanced preparatory classes ("classes préparatoires aux grandes écoles"(CPGE) and 4.1% for IUTs, but 0.1% only for advanced professionally-oriented STS courses. Higher education in France might therefore gather about 2.6 million students in 2022, meaning additional 200 000 students as compared to the 2012 academic fall :

<http://www.enseignementsup-recherche.gouv.fr/cid74682/projections-des-effectifs-dans-l-enseignement-superieur-pour-les-rentrees-de-2013-a-2022.html>

These demographic forecasts are monitoring tools for steering the higher education system, on the basis of various possible scenarios for change and their different impacts, from the budget point of view in particular.

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

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

In France, universities which belong to the "service public" of higher education are public institutions whose name is legally protected by a regulatory list of all the universities. Besides universities gathering 67% students registered in higher education, one major feature about the French higher education system is a very large diversity of institutions, public, private ones or under the remit of professional Chambers (Chambers of Commerce for business schools for instance), as described in point I.3.1 below.

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

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

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

The list of different legal types of institutions which are exclusively supervised by the ministry for higher education, or jointly supervised with other ministries is set in appendix 4 to the report about national policies for research and higher education (pages 233-237) :

http://www.performancepublique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2014/pap/pdf/jaunes/jaune2014_recherche.pdf

Therefore, among the large diversity and mass of public and private higher education institutions in France, it is currently possible to count :

-73 universities (including 113 IUTs, which are internal institutions within these universities)

-19 major institutions (« grands établissements »)

-24 clusters of universities and institutions (« COMUE »)

-255 engineering schools (including 77 private ones)

-203 business or management schools

-For local public education institutions providing post-"Baccalauréat" education :

*337 public upper secondary institutions (« lycées ») including at least one advanced preparatory class for the grandes écoles (CPGE) ; 13 "" for generally- and technologically oriented Agriculture education with at least one CPGE ;

*1236 public « lycées » with at least one advanced technologically-oriented STS course ; 140 « lycées » for education in agriculture with at least one preparatory course for the technologically-oriented BTS (« brevet de technicien supérieur agricole ») degree.

I.4. Comments

One major feature about the French higher education system is a large diversity linked to its history and its culture : diversity of programmes and of learning paths provided ; diversity of institutions, both public and private, and related to professional Chambers (such as Chambers of commerce), and in particular about public higher education, historical diversity between "grandes écoles" and universities, diversity between schools, parts of universities for some (engineering schools for instance) or autonomous bodies outside universities for others ; diversity over the territory with a post-secondary education in upper secondary education "lycées" where a socio-economic diversity can be seen (between technologically-oriented STS classes and CPGE preparatory classes for the "grandes écoles") ; or also, diversity in recognition of the higher education provided in private schools for instance (State-recognized degree or degree meaning a Master's degree) ; and diversity of ministries involved beyond the ministry for higher education and research.

Universities have a great diversity in programmes and learning paths provided from the 1st to the 3rd cycle. Some degrees, like the "diplôme universitaire de technologie" (DUT) or the « Licence professionnelle », do have a strong professional orientation and are meant for an immediate integration into a job or into a cluster of well-defined occupations (although most DUT holders go on studying). However, whatever the subject area, the gaining of transversal and pre-professional competences is ensured for a better graduate employability. In particular, on top of the principle about « an experience in a professional setting » (« expérience en milieu professionnel » (article 9)), the new national framework for higher education, set by the 2014 January 22nd "arrêté" for the "Licence" and the Master's degrees, embeds the principle of learning paths allowing "Licence" students to gradually make their own personal and professional project ("élaborer progressivement leur projet personnel et professionnel" (article 15)) and Master students to have a guidance fit for their own professional project and preparation to their graduate employability ("orientation adaptée à <son> projet professionnel (...) et (...) une préparation à son insertion professionnelle" (article 16)).

Concerning engineering schools or business schools, they can be considered professionally-oriented higher education institutions.

One major feature about the French higher education system is the coexistence of various types of higher education institutions. They belong to different legal categories :

- 1/ scientific, cultural and professional public institutions (« établissements publics à caractère scientifique, culturel et professionnel » or EPCSCP French acronym) :
- universities : built on education and research units (UFR : « unités de formation et de recherche ») since the 1984 Savary law, they also include internal institutes or schools legally related to them : « instituts universitaires de technologie » (IUT) providing short cycle technologically-oriented higher education ; engineering schools ; upper schools for teaching and education (“écoles supérieures de professorat et de l’éducation” or (ESPF)) ;
 - clusters of universities and institutions, called COMUE (« communautés d’universités et établissements ») which, since the 2013 July 22nd law, are a new legal arrangement for allowing clusters of universities and other institutions ;
 - major public institutions called « grands établissements » (Collège de France, CNAM, EHESS, Institut d’études politiques de Paris, INALCO, Muséum national d’histoire naturelle ...),
 - a type of « grandes écoles » called « écoles normales supérieures » ... ;
- 2/ administrative public institutions (« établissements publics à caractère administratif » (EPA)) : these institutions are very diverse and under the remit of several ministries for supervision. In this category, it is possible to list in particular :
- the « grandes écoles » in science and national engineering schools ; the political science institutes in France ; and local public education institutions (“établissements publics locaux d’enseignement » (EPL)) providing post-secondary education after the Baccalauréat : advanced preparatory courses for the “grandes écoles” (“classes préparatoires aux grandes écoles” (CPGE)) ; and advanced technologically-oriented courses (“sections de techniciens supérieurs” (STS)). These institutions are supervised by the ministry for higher education and research ;
 - higher education institutions for art (arts’ schools, « conservatoires nationaux supérieurs », « école nationale supérieure des beaux-arts », « école du Louvre » ...) and national architecture colleges (« écoles nationales d’architecture »). These institutions are supervised by the ministry for Culture ;
 - military education institutions that are under the remit of the ministry for the Army and involving in particular “grandes écoles” such as the “école de Polytechnique”, the “école navale”, the “école spéciale militaire de Saint-Cyr” ;
 - the « école nationale d’administration » (ENA) which is supervised by the Prime Minister administration ;
 - higher education institutions for agriculture at large, including the « écoles nationales vétérinaires », which are supervised by the ministry for Agriculture ;
 - colleges for health and social subject areas that are supervised by the ministry for Health.

3/ private institutes and private higher schools or colleges:
There are two types of institutions :

- free private higher education institutions, ruled by the 1875 July 12th law about freedom for higher education, (including catholic institutions in particular) ;
- and private technologically-oriented higher education institutions or higher education institutions related to professional Chambers (Chambers of Commerce for instance), including business and management schools and colleges.

Among these institutions, the category “établissement privé reconnu par l’Etat” involves private institutions which, after assessment procedures, are recognized by the State on the basis of the useful cooperation they bring to the « service public » of higher education and which can be therefore allowed to welcome students holding a grant financed by the ministry for higher education and research.

Concerning degree recognition, what matters only is another category based on the State-recognized degree (« reconnaissance du diplôme par l’Etat ») or the mention of a State-recognized degree with an official stamp (« diplôme visé par l’Etat »).

About the often used name of « grandes écoles », it should be underlined that this name which is not based on a legal category as such, refers to engineering schools, « écoles normales supérieures”, business schools or colleges for vet’ for instance. Generally speaking, these schools are based on a high selective admission and on a high level of higher education programmes and of degrees awarded.

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

180 ECTS "100"

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

210 ECTS ""

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

240 ECTS ""

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

Other duration ""

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

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

180 ECTS "100"

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

210 ECTS ""

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

240 ECTS ""

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

Other duration ""

I.6.1. Please specify

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

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

No

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

No

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

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

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

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

60-75 ECTS ""

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

90 ECTS ""

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

120 ECTS "100"

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

Other duration ""

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

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

60-75 ECTS ""

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

90 ECTS ""

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

120 ECTS "100"

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

Other duration ""

I.11.1. Please specify

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

Yes

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

ECTS credits (or other credits)

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

Engineering programmes are open to students, either on the basis of a competitive exam, or of a personal "dossier" for application, after 2 previous higher education years (meaning 120 ECTS credits), and lead to the award of engineering degrees which give the Master's degree in France (meaning a 300 ECTS credit-based level after the "Baccalauréat")

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

Engineering programmes are mainly concerned.

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

Students in engineering account for 5.21% of the total university student numbers (data from the "RERS 2013"/2012/2013 academic year).

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

No

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

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

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

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

Yes

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

300 ECTS credits in total (180 ECTS credits for a Licence degree + 120 ECTS credits for a Master degree), as required by French legal texts :

- « La licence (...) sanctionne un niveau validé par l'obtention de 180 crédits ECTS (...) » (article 2, arrêté du 1er août 2011 relatif à la licence) ;

- « le diplôme de master sanctionne un niveau correspondant à l'obtention de 120 crédits européens au-delà du grade de licence. » (article 3, arrêté du 25 avril 2002)

I.15. Comments

This minimum is however a maximum : no flexibility is allowed for the total ECTS credit number for a « Licence » degree (this means 180 credits) and for a Master's degree (this means 120 ECTS credits after a « Licence » degree).

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

100%
The overall programme architecture set for the higher education system in France, together with a genuine recognition of prior learning (« validation des acquis de l'expérience »), ensures smooth learning paths for all those who do have the potential capacity for higher education.

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

« Arrêté du 25 avril 2002 relatif au diplôme national de Master / article 5 » :
« Pour être inscrits dans les formations conduisant au diplôme de master, les étudiants doivent justifier :
- soit d'un diplôme national conférant le grade de licence dans un domaine compatible avec celui du diplôme national de master ;
- soit d'une des validations prévues aux articles L613-3, L613-4 et L613-5 du code de l'éducation »

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20020427&numTexte=56&pageDebut=07631&pageFin=07633

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

51-75%
About three quarters of the holders of a « Licence générale » go on studying for a Master's degree at university, the year after graduation, but the situation is quite diverse for each subject area. In law, 86 % study for a Master, and they are about 80 % in Sciences. On the other hand, for other subject areas, studying further for a Master is not as high (from 63% - in languages - to 71 % - in humanities and in economics & administration (AES programmes in France)).
However, only 26% graduates with a professionally-oriented « Licence » degree go on studying.

I.17.1. Please provide a source for this information.

http://publication.enseignementsup-recherche.gouv.fr/ccsr/7/EESR7_ES_17-lcs_parours_et_la_reussite_en_licence_licence_professionnelle_et_master_a_l_universite.php

I.18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

I.18.1. All students...

- ...must sit an entrance exam Yes No In some cases No answer
...must complete additional courses Yes No In some cases No answer
...must have work experience Yes No In some cases No answer
...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

** work experience :

for some applicants who apply on the only basis of their professional experiences for the "VAE" recognition ("validation des acquis de l'expérience"), without holding the required degree to access to a 2nd cycle.

I.18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
...must complete additional courses Yes No In some cases No answer
...must have work experience Yes No In some cases No answer
...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

** additional courses :

for some students if partial exemption for complete change of subject area ;

I.18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
...must complete additional courses Yes No In some cases No answer
...must have work experience Yes No In some cases No answer
...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

I.18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam Yes No In some cases No answer
...must complete additional courses Yes No In some cases No answer
...must have work experience Yes No In some cases No answer
...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

** additional courses :

for students whose first subject area was completely different and is not compatible with the new subject area (since legally it is required to have a compatible subject area for a smooth access);

** work experience :

VAE-based recognition of prior learning is also legally possible as quoted in I.16.1 :

for some applicants who apply on the only basis of their professional experiences for the "VAE" recognition ("validation des acquis de l'expérience"), without holding the required degree to access to a 2nd cycle.

I.19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100%
« Pour être inscrit en doctorat, le candidat doit être titulaire d'un diplôme national de master ou d'un autre diplôme conférant le grade de master à l'issue d'un parcours de formation établissant son aptitude à la recherche ». (taken from article 14 of the ministerial text mentioned before : « arrêté du 7 août 2006 relatif à la formation doctorale »).

I.19.1. Please provide a source for this information.

« Arrêté du 7 août 2006 relatif à la formation doctorale » :

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20060824&numTexte=22&pageDebut=12468&pageFin=12471

I.20. What percentage of second cycle graduates eventually enter into a third cycle programme?

49.0000000000

I.20.1. Please provide a source for this information.

statistical data / 2012 academic fall :

At the 2012 academic fall, nearly half doctoral candidates were registered at university the year before : 40 % come from a Master and 3% from a university study track in engineering. Graduates from abroad, students getting back to university after a break of at least one year, and engineering graduates from outside the university account for the second half of a new intake of doctoral candidates.

http://publication.enseignementsup-recherche.gouv.fr/eesr/7/EESR7_R_37-la_formation_par_la_recherche.php

I.21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

I.21.1. Please specify the criteria

I.21.2. What percentage of third cycle students enter without a second cycle qualification?

Please choose

I.22. If you would like to make any additional comments on the progression between cycles, please provide them here

I.23. Do higher education steering documents mention doctoral education/training?

Yes ▾

I.23.1. Please provide a reference to the relevant steering document(s):

« Arrêté du 7 août 2006 relatif à la formation doctorale » :

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20060824&numTexte=22&pageDebut=12468&pageFin=12471

2014 annual performance plan with indicators about doctoral education (success / indicator 2.5 ; and international opening / indicators 5.1 and 5.2) :
http://www.performance-publique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2014/pap/pdf/DBGPGMPGM150.pdf

I.24. Do the following types of doctoral programmes exist in your higher education system?

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

Traditional supervision-based doctoral education ""

I.24. Do the following types of doctoral programmes exist in your higher education system?

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

Structured doctoral programmes "100"

I.24. Do the following types of doctoral programmes exist in your higher education system?

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

Professional doctoral programmes ""

I.24. Do the following types of doctoral programmes exist in your higher education system?

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

Industrial doctoral programmes ""

I.24. Do the following types of doctoral programmes exist in your higher education system?

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

Other ""

I.24.1. Please specify which other types of doctoral programmes exist

I.25. Do doctoral and/or graduate schools exist in your higher education system?

Yes ▾

I.25.1. What are the main features of these schools and how many doctoral schools are there?

A doctoral school is State-accredited by the ministry for Higher education and Research, and gathers locally high quality scientific strengths in a meaningful set of subject areas and issues, together with research teams which take the responsibility of doctoral candidates' education and advice for further careers, in order to ensure the future PhD graduate to be provided with a high level environment and training helping for his/her further integration into the labour market. Doctoral schools are legally ruled by the 2006 august 7th "arrêté" about doctoral education, namely the "arrêté du 7 août 2006 relatif à la formation doctorale" :

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20060824&numTexte=22&pageDebut=12468&pageFin=12471

HEIs-connected Doctoral schools have been further developed on a wider basis since 2000. At the 2006 academic fall, there were 305 of them over the French territory ; there were 285 at the 2012 academic fall. In total, 70 000 doctoral candidates were registered then.

With the current reform which is in the making, for the readability of the doctoral education provision all over France, it is planned to create doctoral schools gathered in a local area (« écoles doctorales de site »), or based on subject areas, or on larger scientific fields.

I.25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

100%

I.26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "3 years as a general rule (article 15 / "arrêté du 7 août 2006 relatif à la formation doctorale")"

I.26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "4 years (72,3% doctorate degrees awarded in 2012 ; 2015 target set at : 75%)"

I.27. Are doctoral studies included in your country's qualifications framework?

Yes

I.28. Apart from doctoral degrees, are there other degrees / qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

Yes

I.28.1. Please specify

What are the names of such degrees? "1/ « Diplôme d'Etat de docteur en médecine 2/ « Diplôme d'Etat de docteur en pharmacie » ; 3/ « Diplôme d'Etat de docteur en chirurgie dentaire » ; 4/ « Diplôme d'Etat de docteur vétérinaire » "

I.28.1. Please specify

What is the typical duration of programmes leading to such degrees? "1/ 9 years for doctors without specialization (10-11 years for doctors with further specialization) 2/ 6 years for doing the job of a pharmacist (9 years for further specialization or for research); 3/ 6 years for pour practicing as a dentist (9 years for further specialization or for research ; 4/ 5 years as a general rule for being able to do a vet's job, after a preparatory course (« classe préparatoire ») (7 years in total). "

I.28.1. Please specify

What is the purpose/function of those degrees? "The main professional perspective for graduates in these fields is to practice the specific job they've been educated for. All these occupations are regulated (« professions réglementées » in the meaning set by the 2005/36/EC directive, modernized by the 2013/55/EC directive published in December 2013). These four professions enjoy a so-called automatic recognition in the framework of the European directive."

I.29. Are ECTS credits used in doctoral programmes?

No

I.30. Comments

In 2012, France had more than 62 000 doctoral candidates registered at university for more than 13 000 theses defended per year. Over the 2008-2012 period, the graduate numbers at this high level of higher education has been increasing for + than 15%, which is consistent with the overall upgrading of competences in society and with the needs for higher qualifications fit for innovation and economic development.

The objective set about a lower duration for a thesis defence must take into account the various situations in which doctoral candidates are preparing their own thesis, from a material and scientific point of view : working as an employee or not, having to teach or not, special characteristics of the subject area.

In France, the doctoral contract ("contrat doctoral »), which is an employment contract, allows many doctoral candidates to carry out their research works in good conditions.

I.31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

I.31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

The following higher education short cycle degrees are concerned :

- « Diplôme universitaire de technologie » (DUT)

- « Brevet de technicien supérieur » (BTS).

I.32. How are short cycle HE programmes linked to the Bachelor-Master structure?**Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....**

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

I.33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

I.34. Comments

Each of the degrees mentioned before, DUT and BTS, are based on 120 ECTS credits, linked to the 1st cycle learning path leading to the award of the "Licence" degree (180 ECTS credits in total). These DUT and BTS degrees are awarded after higher education short cycle programmes which are professionally-oriented, although the rate of graduates (in particular for DUT holders) who go on studying is high.

I.35. Do your steering documents mention the concept of student-centred learning?Yes **I.35.1. How do steering documents in your country define student-centred learning in higher education?**

Here is how the student-centred learning in higher education is defined, on the basis of the principles set by the national framework for higher education about the award of national « Licence » and Master degrees, adopted by the 2014 January 22nd "arrêté" :

« L'organisation de la formation s'inscrit dans une logique d'apprentissage, permettant de prendre en compte les caractéristiques des étudiants en leur proposant des dispositifs pédagogiques qui favorisent la mise en activité, l'interaction avec les autres acteurs de la formation au-delà de l'équipe pédagogique, la mémorisation et la valorisation de leurs productions et réalisations, le développement de l'esprit critique, l'autonomie. Cette logique favorise la cohérence entre les unités d'enseignement, le décloisonnement des apprentissages afin de permettre à l'étudiant d'établir des liens au sein d'une même formation et entre ses expériences de formations. Elle incite les étudiants à mobiliser les savoirs et les compétences développés en formation dans de nouvelles situations. Les moyens pédagogiques mis en œuvre s'inscrivent dans cette logique d'apprentissage. » (taken from article 4)

I.35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

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

I.35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

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

I.35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.**I.35.4. Please provide a reference for your steering documents on student-centred learning**

« Arrêté du 22 janvier 2014 fixant le cadre national des formations conduisant à la délivrance des diplômes nationaux de Licence, Licence professionnelle et de Master » :

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20140201&numTexte=25&pageDebut=01922&pageFin=01926

I.36. Comments

From now on, with the accreditation reform in France, higher education institutions will be accredited for degree awarding, on the basis of the national framework for higher education, together with specifications made for University degrees.

In this context, accreditation will be based on the institutional capacity to set up and deliver the programmes they are planning for, in particular on the basis of knowledge, skills and competences to be gained by future graduates, of the student follow-up, and of educational arrangements made.

I.37. In your country, do you use...

ECTS

I.37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)**I.37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)****I.38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?**

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

I.39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

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

I.39.1. Please specify**I.40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?**

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

I.40.1. Please specify

I.41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

The number of credits per module is defined on the basis of a total student workload including the teaching hours and autonomous works .

This workload takes on board digital technologies which are equivalent to teaching hours and which enable to gain the same competences as teaching hours. (article 11/ « arrêté du 22 janvier 2014 fixant le cadre national des formations de licence, licence professionnelle et master »)

I.41.1. What is the number of hours per credit?

One ECTS credit means a 25-to-30-hour workload and this is estimated as compared to the whole total student workload.

I.42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

Yes, in the majority (50-99%) of programmes

ECTS credits are gained when students fulfil the requirements set for student examinations and other student assessments about knowledge and skills to be gained for each programme involved.

Generally speaking, the degree award requires that knowledge and competences related to it are assessed, either by exams or by a jury competent to assess prior learning and professional experiences ("acquis de l'expérience") for their recognition.

I.43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

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

I.43.1. Does your country take specific support measures on the national level?

The competence-based approach, naturally linked to higher education programmes such as engineering, or chartered accountants', or medicine programmes, is currently being more widely enhanced for any higher education programme, on the basis of the three booster measures :

- the national framework for higher education, linked to specifications for "Licence" and Master's programmes, with the core concept of competences and skills to be gained for future graduates ;
- recognition of prior learning ("validation des acquis de l'expérience" (VAE));
- and the description, required for any degree to be registered into the national Register for qualifications ("Répertoire national des certifications professionnelles" (RNCP)), about competences and skills gained, on top of mere knowledge.

I.44. Does national policy steer student assessment procedures to focus on learning outcomes?

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

For the 2013-2014 academic year, these principles were taken on board for assessing higher education programmes in the framework of various assessment exercises carried out. Indeed, assessment criteria respectively set for the degrees of « Licence », Master, and « Doctorat », aim to check, among other elements, how relevant the proposed programme provision is, either for gaining competences or developing further competences ("l'acquisition de compétences" and "le développement de compétences" :

<http://www.aeres-evaluation.fr/Evaluation/Evaluation-des-formationen-diplomes/Principes-d-evaluation>

For engineering programmes and management programmes, benchmarks set for quality criteria and procedures, respectively made by the CTI Commission and the Commission for the evaluation of management programmes and degrees (CEFDG acronym in French), are also largely based on a learning outcome approach :

<http://www.cti-commission.fr/Nouvelle-version-du-referentiel>

https://www.cefdg.fr/c/document_library/get_file?uuid=fb01f073-30a7-4b44-9387-3b574276c272&groupId=11607

I.45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

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

I.45.1. Please indicate the approximate percentage that participate**I.45.2. Please specify for which members of academic staff training programmes are offered****I.46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?**

Yes

I.46.1. Please explain how, and provide a reference to further information

For the 2013-2014 academic year, these principles were taken on board for assessing higher education programmes in the framework of various assessment exercises carried out. Indeed, assessment criteria respectively set for the degrees of « Licence », Master, and « Doctorat », aim to check, among other elements, how relevant the proposed programme provision is, either for gaining competences or developing further competences ("l'acquisition de compétences" and "le développement de compétences" :

<http://www.aeres-evaluation.fr/Evaluation/Evaluation-des-formationen-diplomes/Principes-d-evaluation>

For engineering programmes and management programmes, benchmarks set for quality criteria and procedures, respectively made by the CTI Commission and the Commission for the evaluation of management programmes and degrees (CEFDG acronym in French), are also largely based on a learning outcome approach :

<http://www.cti-commission.fr/Nouvelle-version-du-referentiel>

https://www.cefdg.fr/c/document_library/get_file?uuid=fb01f073-30a7-4b44-9387-3b574276c272&groupId=11607

With the accreditation reform whose principle is embedded into law (2013 July 22nd law), implementing a competence-based approach, taking into account skills and competences to be gained by future graduates, is one of the core principles underlying specifications set for the "Licence" and Master's university degrees (ie : point 3/ appendix to the 2014 January 22nd « arrêté » about specifications mentioned before, namely « arrêté du 22 janvier 2014 relatif au cahier des charges (...) »).

>> web link / "arrêté" :

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20140201&numTexte=28&pageDebut=01927&pageFin=01928

Besides, the national framework for higher education, as defined in January 2014, requires to set up quality assessment mechanisms for each programme or for each cluster of programmes, in order to contribute, among other elements, to changing contents and teaching methods suited to make it easier for students to gain knowledge, skills and competences ("faciliter l'appropriation des savoirs, des connaissances et des compétences »), and by doing so, allowing a further enhanced quality for it (« permettre d'en améliorer la qualité ») [taken from article 5 in the 2014 January 22nd « arrêté » about the national framework for higher education about the award of national « Licence » and Master degrees, namely the « arrêté du 22 janvier 2014 relatif au cadre national des formations conduisant à la délivrance des diplômes nationaux de Licence, Licence professionnelle et de Master »].

>> web link /arrêté :

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20140201&numTexte=25&pageDebut=01922&pageFin=01926

I.47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

For the future, this learning-outcome based approach is being strengthened up further with the accreditation reform which means quality assessments of quality processes at the level of the institution, and will not be based anymore on the assessment of each higher education proposed for each degree, as carried out in the past years.

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

The Diploma Supplement is issued...

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

1.48.1. Please specify to which students

For student mobility purposes.

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

The « diploma supplement » is gradually issued with the degree award in most IIE fields. Currently, it is issued to a majority of students graduating from subject areas where student mobility is more developed : business and management, languages and literature, engineering programmes.

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

No

1.49.1. Please specify

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

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

On the basis of a Europe-wide survey published in 2014, involving the Centre « ENIC-NARIC France », it comes out that employers rarely use the diploma supplement.

In this context, a new European project, aimed to further encourage employers and other stakeholders to use the diploma supplement and other transparency tools on a wider basis, was proposed for Erasmus + : this project called EUMTR (« Enhancing the Use of Mobility Tools for Recognition ») is presented by the Centre “ENIC-NARIC France” and involves 5 other European partners.

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

>> Survey in French :
http://www.ciep.fr/sources/expert_educ/reconnaissance-des-diplomes/etude-de-cas/index.html

>> Survey in English :
http://www.ciep.fr/sources/expert_educ/reconnaissance-des-diplomes/Final-Report-QFs-UHSE/index.html

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

Yes

I.51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

The Europe-wide survey mentioned before, involving the Centre « ENIC-NARIC France », showed that the diploma supplement is still rarely used by the higher education institutions which were part of this survey :

>> survey in French :

http://www.ciep.fr/sources/expert_educ/reconnaissance-des-diplomes/etude-de-cas/index.html

>> survey in English :

http://www.ciep.fr/sources/expert_educ/reconnaissance-des-diplomes/Final-Report-QFs-UHSE/index.html

I.52. In what language(s) is the Diploma Supplement issued?

In French and/or another official language in the European Union (according to the decision made by the HEI).

I.53. The Diploma Supplement is issued...

free of charge

I.53.1. Please specify the categories of students

I.53.2. Please provide the amount and the reason for the fee

I.54. Comments

In order to further encourage the use of the Diploma Supplement in France, in the framework of the accreditation reform, the actual issue of the diploma supplement is one of the criteria which will base accrediting decision from now on.

Besides, the increasing use of the diploma supplement will be further encouraged by the requirement, made by specifications set for "Licence" and Master degrees (by the 2014 January 22nd ad hoc "arrêté"), to ensure skills and competences to be gained by future graduates, in connection to a competence-based approach to be implemented for the design and setting up of higher education programmes.

Additionally, with the current reform of the national framework for higher education, especially for the "Licence", which shows a deep simplification of the degree name liste (211 degree names or « mentions » instead of 2 120 « mentions » before), HEIs will be helped for this process, by competence benchmarks (« référentiels de compétences ») to be set for a subject area of a cluster of subject areas, and meant to list the different sorts of competences (disciplinary, linguistic, transversal and pre-professional competences) to be gained by "Licence" graduates.

Last but not least, it is currently planned to make it easy for institutions to issue the diploma supplement (or what is also called "annexe descriptive au diplôme"), with an easy abstract from the Europass proposed basic example to be more fit for purpose for employers.

I.55. Do national higher education steering documents mention joint or double degrees?

Yes

I.55.1 Please provide a reference to the legislation and/or cite the relevant articles

* The 2005 may Decree, namely the « Décret n°2005-450 du 11 mai 2005 relatif aux diplômes en partenariat international » makes it possible to award joint degrees (that is to say, the award of a genuine single degree involving several institutions), while it is still possible to award double degrees apart from joint degrees.

>> Web source : www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000810668

* The 2005 January ministerial text, namely the « Arrêté du 6 janvier 2005 relatif à la co-tutelle internationale de thèse » allows to make a doctoral thesis under the joint supervision of two higher education institutions located in two different countries in the framework of an institutional agreement.

>> Web source : www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000258089&dateTexte=

* The 2011 May ministerial note, namely the "circulaire ministérielle n°2011-0009 du 11 mai 2011 », published in the « Bulletin officiel du ministère de l'enseignement supérieur et de la recherche » on June 9th 2011, set the arrangements for the making and the award of degrees in the framework of an international partnership, with legal diploma designs for the concrete award of joint degrees, which are built on a possible multilingual version, together with the mention, on it, of the different names of the joint degree legally accredited in countries involved, with the various national languages :

>> Web Source : www.education.gouv.fr/cid56457/esrs1112997c.html

I.56. Does higher education legislation explicitly allow:

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

Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

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

I.57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

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

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

I.58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

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

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

I.59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "15"

I.59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "60"

I.59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "25"

I.60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

I.60.1. Please explain briefly and mention/link to the source of this information

Although the French participation to the European Community Erasmus Mundus programme (2004-2008 ; 2009-2013) shows that all subject areas are involved at the Master level, the most represented subject fields are : engineering, nature sciences, economics.

http://www.2e2f.fr/docs/20140110_ivret-mundus-2013-bd.pdf

I.61. Comments

While the 2005 January 6th ministerial "arrêté" allowed to set significantly more flexible conditions for French higher education institutions to sign institutional agreements for doctoral joint degrees with foreign partners, 1st year registrations for doctoral education based on international "co-tutelles" (joint supervision of thesis) are about 1700 (1695 exactly) for the 2012/2013 academic year, meaning a +7.3% increase as compared to the previous year. They only were 926 in the 2004/2005 academic year.

The target set for 2015 is to have 2000 registrations for PhD "co-tutelles" ("co-tutelle internationale de thèse").

I.62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

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

I.62.1. Please provide the date when the step was completed.

05-25-2010

**I.62.2. Is information on the development and/or revision of your NQF available through a national QF website?**

Please choose..

I.62.3. Please provide the link to the website:

The Internet website of the French NQF, called « Répertoire national des certifications professionnelles » (RNCP) is as follows :

<http://www.mcp.cncp.gouv.fr>

**** Comments :**

Since 1967, France has a national 5-level based qualifications framework (level 1 is the upper one), into which higher education qualifications have always been included.

The setting up of the National Register of professional qualifications – ie « Répertoire national des certifications professionnelles » (RNCP) – in 2002 shows the birth of a new generation for the national framework. All the higher education qualifications awarded should be, as such, registered in it, since all these do have a professional purpose, meaning that any HE graduate is meant to get a job on the labour market, eventually.

The self-certification report about the French qualifications framework, whose 5 qualifications levels, compatible with the EHEA-QF, concern higher education, is available at :

http://www.cncp.gouv.fr/sites/default/files/media/fr_nqf-eqfv.pdf

Further reflections are currently being developed on the issue of making the French grid more compatible with European qualifications frameworks, with a new grid where the Master degree would have its own separate level.

I.63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

I.64. Have you referenced your higher education qualifications against EQF levels?

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

I.64.1. Please provide a reference to official documents

>> Report available at :

http://www.cncp.gouv.fr/sites/default/files/media/fr_nqf-eqfv.pdf

I.65. Have you referenced your short-cycle higher education qualifications against EQF levels?

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

I.65.1. Please provide a reference to official documents

>> Report available at :

http://www.cncp.gouv.fr/sites/default/files/media/fr_nqf-eqfv.pdf

I.66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

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

I.67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Individual employers

I.68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal

None of the above

I.68.1. Please provide a reference to the relevant legislation

The right of any applicant to a fair assessment of qualifications is one of the key principle of the « Lisbon Convention » on the recognition of higher education qualifications in the European region, a Convention which was ratified by France on October 4th 1999.

The 2000 September Decree (ie : "décret n°2000-941 du 18 septembre 2000") provided the full publication of its provisions into the Official Journal of the French Republic (issued on September 26th 2000) :

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20000926&numTexte=11&pageDebut=15161&pageFin=15167

Furthermore, the concept of "recognition of prior learning" (ie : "validation des acquis" in French), put forward by the Social Modernisation Law in 2001, is embedded into the Code of Education, and involves the recognition of prior higher education and the recognition of prior experiences called "VAE" in French ("validation des acquis de l'expérience"), including non formal and informal learning and professional experiences, which ensures any candidate to benefit from the widest recognition of prior learning, beyond mere degrees, for access to higher education (articles D613-38 à D613-50) and for higher education degree awards (articles D613-32 à D613-37) :

http://www.legifrance.gouv.fr/affichCode.do?jssessionid=05451D6E9CFB8AB40E259CEB513C82AF.tpdjo04v_2?idSectionTA=LEGISCTA000027864703&cidTexte=LEGITEXT000006071191&dateTexte=2014070

http://www.legifrance.gouv.fr/affichCode.do?jssessionid=05451D6E9CFB8AB40E259CEB513C82AF.tpdjo04v_2?idSectionTA=LEGISCTA000027864717&cidTexte=LEGITEXT000006071191&dateTexte=20140709

I.68.2. What measures exist to ensure that these legal statements are implemented in practice?

Regulation based on the texts recalled above below is compulsory in a State based on the rule of law like France.

Should it be not implemented in practice, HFLs would have to cope with legal cases brought up to Courts by applicants.

I.69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

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

I.69.1. Please specify

France encourages bilateral recognition agreements with its main partner countries, that take on board final degrees after secondary education which, as such, allow access to the French higher education.

These degrees are generally recognized by most French higher education institutions as well, outside any legal recognition agreement.

I.70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

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

Main differences occur on the basis of substantial differences, in particular with third countries, whose higher education degree architectures and/or credit ranges related to these degrees cannot be comparable to what is set by the EHEA-QF framework

I.70.1. Please specify

France encourages bilateral recognition agreements with its main partner countries.

Besides, EHEA higher education degrees from the same subject area and based on the same ECTS credit range (180 ECTS credits for a final 1st cycle degree, which means access to Master's degrees at university) are easily recognized.

Eventually, access to Master programmes in France is possible as well on the basis of the recognition of prior learning ("validation des acquis"), as set by the 2002 ministerial text about the Master national degree ("arrêté du 26 avril 2002 relatif au diplôme national de Master"), for students who don't hold a "Licence" degree in a compatible subject area with the Master national degree's subject area.

I.71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

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

Main differences occur on the basis of substantial differences, in particular with third countries, whose higher education degree architectures and/or credit ranges related to these degrees cannot be comparable to what is set by the EHEA-QF framework, nor with the access requirements set for some degrees : for instance, in France, access to a Doctoral programme without a Master's degree or equivalent, and with only a « Licence » or Bachelor's degree or equivalent is not possible.

I.71.1. Please specify

France encourages bilateral recognition agreements with its main partner countries, which take on board the Master level.

Besides, access to the Doctorate for holders of foreign qualifications is made possible by registration rules set by the 2006 ministerial text about doctoral programmes (« arrêté du 7 août 2006 relatif à la formation doctorale ») in article 14 : if the requirement of a Master's degree is not fulfilled, as a special dispensation, students who studies abroad at an equivalent level or who benefit for recognition of prior learning ("validation des acquis") may be registered in a Doctoral programme, as mentioned in French by this legal text mentioned before :

« des étudiants ayant effectué à l'étranger des études d'un niveau équivalent ou bénéficiant de la validation des acquis prévue à l'article L.613-5 du code de l'éducation. » (taken from article 14)

Currently, about 40% foreign doctorate candidates are registered in doctoral schools in France.

I.72. Do higher education institutions typically:

make recognition decisions in faculties/departments and mainly by staff teaching in the particular programme

I.72.1. Please explain

I.72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

The Europe-wide survey mentioned before, involving the Centre « ENIC-NARIC France » shows that currently proposed European transparency tools, such as diploma supplements, FCTS credits, or Europass traineeship certificates, are not fully integrated yet in recognition practices which, despite a fair knowledge about these tools, are still currently using the study duration as one of the main criteria.

>> Survey in French :

http://www.ciep.fr/sources/expert_educ/reconnaissance-des-diplomes/etude-de-cas/index.html

>> Survey in English :

http://www.ciep.fr/sources/expert_educ/reconnaissance-des-diplomes/Final-Report-QFs-U11SE/index.htm

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

Article L 613-3 (last paragraph) puts it that any person may ask the recognition of higher education after studying abroad in particular :

«toute personne peut (...) demander la validation des études supérieures qu'elle a accomplies, notamment à l'étranger».

Implementing this recognition principle is framed by specific rules, set by the Education Code (articles R613-32 à R613-37), about how such a recognition should occur : what should be recognized, how application files should be made, how the jury for this recognition should be set up, and what should be the jury's powers. These rules to comply with for procedures to be set up within HEIs ensure the fair assessment of study periods spent abroad and higher education programmes studied abroad.

Therefore, any higher education courses attended abroad in an education institution or a training organization in the public or the private sector, in France or abroad, for any duration or under whatever conditions, may be recognized :

« peuvent donner lieu à validation toutes études supérieures suivies (...) dans un établissement ou un organisme de formation ressortissant au secteur public ou au secteur privé, en France ou à l'étranger, quelles qu'en aient été les modalités et la durée.(...) » - (Article R613-33, Code de l'éducation).

The application file to be submitted by an applicant must be clear about the knowledge and skills gained in prior learning, and connected to the degree sought after. This file should involve degrees, certificates and any other document enabling the jury to assess the nature and the level of education. When higher education was made abroad, in another European country in particular, the file should have the diploma supplement and ECTS credits certificates connected to the study period abroad :

« Le dossier de demande de validation présenté par le candidat explicite par référence au diplôme postulé les connaissances, compétences et aptitudes acquises au cours des études ou par l'expérience.

Pour la validation des études, le dossier comprend les diplômes, certificats et toutes autres pièces permettant au jury d'apprécier la nature et le niveau des études. En particulier, lorsque les études ont été suivies (...) dans un autre pays européen, le dossier comprend l'annexe descriptive du diplôme et les attestations certifiant les crédits européens obtenus représentatifs des études suivies » - (Article R613-35, ibidem).

The executive board defines the common rules to be implemented throughout the institution for recognition of prior learning, juries' setting up, and if necessary, special rules according to different types of degrees :

« Le conseil d'administration (...) définit les règles communes de validation des études ou des acquis de l'expérience par l'établissement et de constitution des jurys ainsi que, le cas échéant, les modalités particulières applicables aux divers types de diplômes (...) » - (Article R613-36, ibidem)

The jury examines the application file which is the basis for the interview to be made with the applicant. With its deliberation, the jury sets which knowledge and skills are recognized on the basis of those required for the award of the sought-after degree, and if necessary takes into account special conditions set by legislation or regulation for the award of such a degree. The jury may provide the student with recommendations or advice in order to make its further education easier. The Chair of the jury sends a report about how far the recognition of prior learning is made, and if part of a degree is only recognized, the kind of further knowledge and skills needed the applicant should get. The decision made is sent to the applicant by the head of institution :

«Le jury procède à l'examen du dossier du candidat et s'entretient avec lui au regard de ce dossier. (...) Par sa délibération, le jury détermine les connaissances et les aptitudes qu'il déclare acquises au regard des exigences requises pour obtenir le diplôme postulé et compte tenu, le cas échéant, des conditions particulières mises à l'obtention du diplôme par des dispositions législatives ou réglementaires spéciales. Le jury peut formuler des recommandations ou des conseils à l'étudiant afin de faciliter la suite de sa formation .

Le président de jury adresse au chef d'établissement un rapport précisant l'étendue de la validation accordée ainsi que, en cas de validation partielle, la nature des connaissances et aptitudes que le candidat doit acquérir ou, s'il y a lieu, celles devant faire l'objet d'un contrôle complémentaire.

Le chef d'établissement notifie cette décision au candidat . » - (Article R613-37, ibidem)

* Web link > Code de l'éducation (articles R613-32 à R613-37) :

http://www.legifrance.gouv.fr/affichCode.do?jsessionid=05451D6E9CFB8AB40E259CEB513C82AF.tpdjo04v_2?idSectionTA=LEGISCTA000027864703&cidTexte=LEGITEXT000006071191&dateTexte=2014070

L74. Comments

In order to make mobility easier and to contribute to a better readability of foreign degrees, the « ENIC-NARIC France » Centre adopted a comparative approach when examining requests made by foreign degrees' holders, from September 1st 2009 onwards. Since then, the holders of foreign qualifications are awarded a comparative statement assessing the foreign degree submitted in reference to the French system. Therefore, the assessment of foreign degrees complies with the European guidelines set for the recognition of qualifications by the Lisbon Convention in particular, and the ministerial Declarations and Communiqués adopted in the framework of the Bologna Process.

The expertise provided by the « ENIC-NARIC France » Centre about recognition is well-known internationally. Indeed, the French ENIC-NARIC was asked to participate to European projects set up for degree recognition, such as the following projects : EAR (European Area for Recognition) ; or The use of Qualifications frameworks and mobility tools . As a follow-up of this latter project, for the 2014-2016 period, in the framework of the European project called EUMTR (Enhancing the Use of Mobility Tools for Recognition), which is being carried out by the Centre «ENIC-NARIC France» with 5 partners in Europe, training actions are planned in order to better raise awareness of stakeholders involved (in particular, universities, employers, administrations) about using transparency tools and changing recognition practices.

Besides, this centre actively contributed to the creation of the MERIC network based on the setting up of recognition information centres in countries around the Mediterranean sea, and by doing so, getting into the position of one of the key actors in such a field of expertise.

Eventually, the ministry for higher education and research (Directorate-General for higher education and employability in particular) and institutions' Conferences (CPU and CDEFI), do play a key role in preparing bilateral agreements to be signed by country partners in Europe and round the world about the recognition of degrees (for instance, with Columbia, Mexico, Argentina, Russia, etc ...).

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

Several full-fledged independent agencies operate legitimately

II.1.1. Please specify

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

Please choose

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

Formative advice on strengthening and enhancing quality

II.2.2. Please specify

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

Yes

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

The outcomes of an external quality assurance assessment focusing both on the HE institution and on the programme provision and changes over time, are taken on board when the ministry for HE and Research (MIIER) and the university are having a policy dialogue with each other. These outcomes are the basis for any decision to be taken by the MIIER about national IIE degrees ("diplômes nationaux de l'enseignement supérieur"), with the allocation of financial resources and human resources that goes with it.

As far as higher education programmes provided by engineering or business schools are concerned, a piece of advice (for public institutions) or a decision (for private institutions) from the CTI or the CEFDG mentioned above are necessary for engineering programmes leading to the award of the engineer's title or for State-recognized degrees with the official stamp or leading to the award of a Master's degree.

II.4. Does the agency cover:

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

All higher education institutions

Engineering programmes for the CTI and business and management programmes for the CEFDG. As for the AERES, it is responsible for public HEIs or private HEIs bound by an agreement with the State.

The 2013 (july 22nd, n°2013-660) about higher education and research embeds the principle of a new independent administrative body taking over the agency for the evaluation of higher education and research (namely the AERES), created in 2006 : the Upper Council for the evaluation of research and higher education (whose French acronym is HCFERES, standing for : « Haut Conseil de l'évaluation de la recherche et de l'enseignement supérieur »).

With larger powers, this Upper Council will make it possible to have a coherent assessment of HEIs together with programmes and research laboratories. The HCERES, currently in the making, is meant to include the whole of higher education and research.

However, the 2013 (july 22nd) law, on the basis of its article 90, mentions that this Upper Council « can carry out assessments on its own, or quality assure assessments made by other bodies, while validating the implemented procedures for these assessments ». A decree which is being prepared will soon set the detailed conditions for implementing such principles.

As for the « Commission des titres d'ingénieurs » (CTI), created in 1934, it is entitled to assess all the engineering programmes in France.

Besides, the « Commission d'évaluation des formations et des diplômes de gestion » (CEFDG), first created in 2001 (ie : décret n°2001-295 du 4 avril 2001 modifié), is responsible for assessing business and management programmes provided by higher education institutions, (ie : private ones or under the remit of Chambers of Commerce), asking for being allowed to officially award a degree with a State-approved seal ("diplôme visé par l'Etat") and/or the Master's degree ("grade de Master").

The HCERES about to be actually created goes hand in hand with another major new principle : universities and other higher education institutions, which were formerly "habilitées" by the State to award national higher education degrees, from now onwards, will be accredited to award degrees in line with the national qualifications framework. The accreditation decision, made by the ministry responsible for higher education and research, takes into account "the link between higher education and research in the institution, the educational quality, the local distribution of programmes over a territory, the expected employability outcomes, and the connections between educational teams and professional representatives in the fields involved" (translated from article 37/ 2013 july 22nd law).

Therefore, the accrediting decision will be based on the institutional capacity to actually set up and deliver the programmes they want to offer (see further comments in point 2.9 below).

II.5. Do the agencies cover:

II.5.1. Please specify:

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

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

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

Please choose.. ▾

II.6.4. Please specify

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

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

All reports are publically available
X (by CTI et by AERES :

www.cti-evaluation.fr

<http://www.aeres-evaluation.fr/Rechercher-un-rapport-d-evaluation>

Mind: for the CEFDG only, only positive reports are publically available for officially stamps programmes:

<https://www.cefdg.fr/ecoles-et-formations-visees>

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

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

II.8.1. Please specify

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

A/ For « LMD » (« Licence/Master/Doctorat ») programmes at university :

For the 2014-2015 evaluation exercise, assessment criteria currently used are on the AERES website.

Therefore, for "Licence" and Master's degrees, 3 common criteria are to be taken account of: the educational project including the competence-based approach (learning outcomes), employability and possibility to go on further studying, the programme supervision. Besides these 3 common criteria, each level is concerned by an additional special criterion respectively: the follow-up for the student success at the "Licence" level; the scientific (research-based) and socio-economic environment for the Master level:

<http://www.aeres-evaluation.fr/Evaluation/Evaluation-des-formations-diplomes/Licences-criteres-d-evaluation>

<http://www.aeres-evaluation.fr/Evaluation/Evaluation-des-formations-diplomes/Masters-criteres-d-evaluation>

As for doctoral programmes, their external assessment requires to take into account the following special criteria: the way they operate and are research-based; supervision and doctoral training:

<http://www.aeres-evaluation.fr/Evaluation/Evaluation-des-formations-diplomes/Ecoles-doctorales-criteres-d-evaluation>

Along with the accreditation reform, and the systematic checking of each institution's capacity to set up and deliver a specific programme provision, as proposed at the educational, organizational and financial level, new specifications, as announced in the 2014 January (22nd) ministerial decree ("arrêté"), are expected to be gradually implemented when the HCERES Upper Council is set up for real: see answer to question 2.9 above.

B/ For engineering programmes:

Assessment criteria set by the « Commission des Titres d'Ingénieur » (CTI) for the 2012-2015 period are publically available as well and are on the CTI website. They include the 6 following dimensions:

A/ Mission (institutional purposes) and organization (programme/school/institution)

B/ partnerships and new perspectives opening up

C/ the way engineering students are educated

D/ registration policy for engineering students

E/ employability of graduate students in engineering

F/ quality approach and ongoing quality-led enhancement

These dimensions include some new action lines to be considered, mainly: the learning outcome-based approach which has been largely developed, and which is now taken into account for all the 10 semesters (5 years) of education: experience in research, HE internationalization in engineering schools, and the way the quality approach is to be implemented with details for it. Additionally, criteria for French double degrees, further specialization degrees and periods for breaks are further refined.

<http://www.cti-commission.fr/Nouvelle-version-du-referentiel>

http://fond-documentaire.cti-commission.fr/fr/fond_documentaire/document/6

http://www.cti-commission.fr/IMG/pdf/references_and_guidelines_2012-2-2.pdf

C/ For business and management programmes:

Assessment criteria leading to the official State-recognized stamp (« visa ») and the Master's degree are based on a set of different objectives.

The CEFDG Commission proposes to the ministry for higher education and research the list of institutions whose degree may be stamped and recognized by the minister for higher education, and if possible, may award degree holders the Master's degree.

Anyhow, the commission's expertise of programmes is based on the following main criteria:

- the institutional governance and organization
- the human, material and financial resources
- the academic resources for permanent Professors
- research activities and participation to knowledge advancement
- relevance for the labour market (graduate employability /labour-market integration)
- international openness.

The official stamp delivered by the State guarantees the quality-assurance of a professionally-oriented programme in management.

The master's degree (see the 1999 Decree (August 30th, n°99-747) must guarantee a high education level, both professionally and academically. Therefore, the master's degree which may back up the State-recognized stamped degree cannot be automatically awarded as the 5-year post-secondary stamp.

Criteria leading to the Master's degree are more demanding, especially for international exchanges' network, and for the institutional and educational capacity to include a genuine research

dimension with concrete results.

A special attention is paid in particular to the scientific research outcomes in management of the schools. Additionally, human resources dedicated to teaching and learning, on quantitative and qualitative aspects (numbers of permanent researcher-professors in management, of Professors holding a doctorate's degree or the awards to actually supervise research), are important elements under focus by the Commission.

<https://www.cfdg.fr/8>

II.8.3. Additional comments

The Ministry for higher education and research wants to renovate its supervision over the operating bodies within its remit and delivering higher education, with an accrediting decision based on a new set of criteria related to the institutional capacity to quality-assure the quality of the educational supervision and of graduate employability, and their educational provision sustainability as well. To do so, the 2013 July law includes the accreditation principle aiming to enhance the "education" function as a strategic institutional policy.

Therefore, in order to allow higher education institutions to award recognized national degrees at the "Licence, Master, Doctorat" levels, 4 main lines for the accrediting decision to be based upon are set (by the following 2014 ministerial legal text : "arrêté du 22 janvier 2014 fixant les modalités d'accréditation d'établissements d'enseignement supérieur") :

1/ the institution strategy for higher education programmes, and its connection to the other institutional strategies, in particular : the scientific policy, the doctoral policy, the human resources policy, the policy for student support, international relations, partnerships and networks (both from an academic or socio-economic point of view), digital strategy, lifelong strategy ;

2/ the implementation of the educational policy through procedures used and means displayed, in particular for making the programme provision, the quality approach, the student follow-up, the welcome of special audiences, the objectives and the teaching arrangements set for languages, the institutional regulation for examinations and other student assessments, the graduate employability to be taken care of (preparation, follow-up) ... ;

3/ the overall structure for the whole set of programmes delivered, organized by subject area and by level, and the way it is backed up by educational teams, the links with research strategy in particular, the way the socio-economic background is taken into account, the arrangements made for HE internationalization, scientific, industrial and institutional partnerships ... ;

4/and the institutional capacity to gather resources fit for its programme provision.

This new perspective goes together with the strengthened up institutional autonomy for higher education and with the making of a national qualifications framework based on the underlying principles and the specifications ("cahier des charges") set for the national degrees of "licence, licence professionnelle, master, doctorat". Among the key principles, concerning skills and competences for the graduate-to-be, the current specifications are based on the following main criteria : the implementation of a competence-based approach, the quality of partnerships made with professionals, the existence of professionally-oriented modules and of traineeships, and the making of relevant "fiches" for the national register of professional qualifications called RNCP ("répertoire national des certifications professionnelles")

This national framework is meant to also provide details for the whole name list of national degrees' names, in order to make this list easier to understand, and therefore, to make it easier, especially for students, families, and employers, to read the educational provision.

The national qualifications framework set for the award of the « Licence, Licence professionnelle » and of the Master, and the specifications made for the university degrees for Licence and Master are defined by 2 ministerial legal texts ("arrêtés"), both with the date of January 22nd 2014.

Finishing touches will be soon added to this major reform by revised principles for the Doctorate level and degree.

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

No

II.9.1. Please explain the differences

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

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

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

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

No, QA agency decisions are not recognised.

II.11.2. Please specify

II.12. Additional comments

Currently, outcomes from assessments that may be carried out by foreign quality-assurance bodies (for EQUIS labels for instance, that business schools are keen on and are asking for) are not recognized.

However, with the HCERES Upper Council, legally created by the 2013 July 22nd law and about to be set up, it is foreseen (by article 90 of this law) that this Upper Council can validate assessments carried out by other bodies, while providing the guarantee, through this validation and this control, the quality of the whole evaluation system :

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20130723&numTexte=2&pageDebut=12235&pageFin=12258

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

Listed in EQAR

Member of ENQA

There is no specification within the current legislation or steering documents

Yes, for an application to EQAR

Yes, for the purpose of ENQA membership

Yes, for other purposes

An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place

No

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

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

II.15.1. Please specify**II.16. Is there a formal requirement that international peers/experts are involved?**

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

II.16.1. Please specify**II.17. Is there a formal requirement that academic staff are involved**

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

II.17.1. Please specify**II.18. Is there a formal requirement that employers are involved**

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

II.18.1. Please specify**II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?**

Yes

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

External assessments carried out by the AERES, the CTT and the CEFDG require from HEIs to have developed internal quality-assurance systems and to have made a self-evaluation report.

<http://www.aeres-evaluation.fr/Evaluation>

<http://www.cti-commission.fr/Nouvelle-version-du-referentiel>

http://fond-documentaire.cti-commission.fr/fr/fond_documentaire/document/6

http://www.cti-commission.fr/IMG/pdf/references_and_guidelines_2012-2-2.pdf

<https://www.cefdg.fr/8>

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

Higher education institutions

II.21.1. Please specify**II.22. Are there formal requirements for students to be involved in internal quality assurance systems?**

Yes

II.22.1. Please specify**II.23. is there a requirement for students to be involved in the preparation of self evaluation reports?**

- Yes
- No
- In some cases

II.23.1. Please specify**II.24. is there a requirement for students to be involved in decision-making as an outcome of evaluation?**

Yes

II.24.1. Please specify

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

50 - 74%

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

75 - 99%

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

Setting up institutional arrangements for internal quality monitoring is left to the full initiative of universities themselves, in connection to the full autonomy they are made responsible. Therefore, there is a great variety when these arrangements are implemented.

As for engineering schools, that are fully in touch with firms on a regular basis, quality-based approaches are quite necessary and are being followed-up.

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

75 - 99%

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

1 - 24%

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

No

II.29.1. Please explain

Data entry: (III_Social_dimension)

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

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

It is reflected through a set of concrete measures

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

The 2013 law (July 22nd) on higher education and research makes success for all one of the ministerial priorities. To do so, it enhances the increasing student numbers, the democratization of higher education and integration into the labour market/graduate employability.

In this context, the policy for widening access and increase student success at university, which is currently implemented in France, is based on the following set of booster measures :

- an increased access to higher education, especially with a priority access, given to professionally- and technologically-oriented « Baccalauréat » holders, for higher education short cycle programmes – advanced post-secondary professionally-oriented courses in STS («section de technicien supérieur») and IUT (“institut universitaire de technologie”) -, better suited to their previous learning paths, in order to maximize the success potential of these students ;

- an easier access to higher education, especially with a better student guidance and an easier name list of Licence and Master’s degrees, together with an easier programme provision ;
- a better follow-up of students along their learning path in higher education for a better success, based especially on :

* learning paths based on a pluridisciplinary approach in “Licence” programmes and allowing bridges between courses to make it easier for students to get into other study tracks ;

* better conditions for students, especially by the reform of student grants (additional 458 million euros for student support for a 3-year period ; widened coverage for need-based grants concerning students from lower backgrounds, and accommodation for 40000 additional students.

- and an easier access to the labour market : struggling against university drop-out situations, and developing sandwich courses with switching periods between higher education and practice outside, and increasing traineeship opportunities, which are now made compulsory in Master and in professionally-oriented Licence programmes by the 2013 July 22nd law on higher education and research.

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

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

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

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

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

*Higher education graduates :

For the 2015 horizon, the objective set by the annual performance plan (PAP 2014) is to bring the tertiary education attainment rate to 50% for the same age group, on the basis of the objective set in France by law in 2005.

*Higher education graduate employability :

For the 2015 horizon, although the economic situation of the labour market remains a decisive factor of employability, objectives set by the PAP are respectively :

-93% for the holder of a professionally-oriented « Licence » degree

-and 92% for the holder of a Master’s degree, with 76% of them on a permanent job (or job on a stable basis : unfixed-term contracts in the private sector, free worker or civil servant in the public sector)

> link toward the PAP for the programme 150 :

http://www.performance-publique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2014/pap/pdf/DBGPGMPGM150.pdf

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

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

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

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

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

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

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

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

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

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

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

(reference and link)

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

III.2.4. Comments

*Access to higher education :

On the basis of statistical data published in february 2014, about 80% of the 2012 "Baccalauréat" holders immediately get registered in higher education, including for sandwich courses with switching periods between higher education and practice periods outside. More than half of the generally-oriented "Baccalauréat" holders register at university ; more than one out of two technologically-oriented "Baccalauréat" holders register in a short cycle programme ; as for professionally-oriented "Baccalauréat" holders with large increasing numbers, they are more and more registered in higher education.

http://publication.enseignementsup-recherche.gouv.fr/eestr/7/EESR7_ES_09-l_acces_a_l_enseignement_superieur.php

However, in order to ensure the best success opportunities to these « Baccalauréat » holders whose profile is more suited to short cycle education, the 2013 july 22nd law on higher education and research makes it possible (with its article 33-1) to set a minimum percentage of these professionally- and technologically-oriented "Baccalauréat" holders for an access to STS and IUT courses, respectively. Percentages are set locally, between the stakeholders involved (University Rectors, Heads of upper secondary education institutions including advanced STS courses, IUT Directors, Directors of apprentice training centres (CFA ("centres de formation d'apprentis") in France), under the supervision of the "Recteur d'académie" (local representative of the Minister for national education and higher education). Nevertheless, no ex-ante quantitative objective is set: this is to be set by the stakeholders involved, mentioned before, and on the basis of the local situation :

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20130723&numTexte=2&pageDebut=12235&pageFin=12258

As soon as the 2013 academic fall, this measure allowed a 8%-based increase for the welcome of professionally-based "Baccalauréat" holders in STS courses, and a 2%-based increase for technologically-oriented "Baccalauréat" holders in IUT courses.

Besides, trends under scrutiny show regular increasing student numbers : at the 2013 academic fall, about 2.42 million students, including 460 000 new "Baccalauréat" holders, are registered in higher education. This means additional 36 000 students as compared to the 2012 academic fall, and in other words, a larger student body with a 1.5% increase as compared to 2012.

On the basis of the current forecast exercises from these trends, the higher education in France might welcome about 2.6 million students in 2022, meaning 200 000 more students versus the 2012 academic fall.

*Higher education graduates :

In 2012, the rate of the graduates from higher education was 43.6 % in the 30-34 age group (43.4 % in 2011), which gives France a position above the average in Europe (35.7 %).

For the horizon 2015, the objective is to upgrade this rate up to 50%, on the basis of the benchmark set in 2005 in France, and reaffirmed by the introductory presentation of the bill which was later adopted with the 2013 july 22nd law on higher education and research.

This objective requires both to increase the rate of secondary education « Baccalauréat » graduates going on studying in higher education, especially for those from technologically-oriented courses, and to further develop success in the « Licence » courses.

*Higher education graduate employability :

The labour market integration is one of the core missions of the « service public » of higher education, reaffirmed by the latest 2013 july 22nd law on higher education and research.

In this context, this key issue is increasingly under focus, on the one hand, in the framework of institutional assessments and regular statistical surveys about labour market integration published in France (ie : surveys carried out by the ministry for higher education and research and the CEREQ organization), and on the other hand, on the basis of the objectives set for 2015 (see point 3.3 below)

On the basis of the available statistics for 2012, published for the 2014 annual performance report (RAP report : "rapport annuel de performances"), the survey about the labour market integration of university graduates shows that 90% Master graduates, after initial education, who are French and who did not go on studying further, have a job 30 months after graduation. 74% of these Master graduates with a job do have a stable job.

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

Yes

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

Several regular surveys make it possible to have statistical information about the composition of the student body published every year :

-surveys carried out by the ministry for higher education and research : the annual so-called « SISE » survey (« suivi informatique et statistique de l'étudiant ») including universities, and other surveys about engineering schools and other higher education or post-secondary institutions ;

- and special surveys carried out by other ministries responsible for higher education in the fields of Culture, Agriculture, Health and Social affairs.

Besides, the number of students holding a grant allocated by the ministry for higher education and research is taken from the central management database called AGLAE (FR acronym standing for "automatisation de la gestion du logement et de l'aide à l'étudiant") and especially set up to manage the overall set of requests made for grants and subsidised accommodation.

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

Disability:At entry to HE

Disability:During HE studies

Disability:At graduation

Disability:After graduation

Labour market status prior to the entry to HE:At entry to HE

Labour market status prior to the entry to HE:During HE studies

Labour market status prior to the entry to HE:At graduation

Labour market status prior to the entry to HE:After graduation

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

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

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

III.4.3. Comments

With the regular statistic monitoring made by various surveys carried out by the ministry for higher education and research, a special attention is given to the student body make up and to its trends, in particular :

- the proportion of students holding need-based grants, by level of education and by subject area ;
- the student share according to parents' occupations and social status, education level and subject area ;
- the share of girls among students, by education level and by subject area.

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

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	0 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	0 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical	1 ▼

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

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

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

On the basis of its surveys, the ministry for higher education and research centralizes all student data provided by the HEIs within its ministerial remit, in order to analyze them and to make outcomes available. These data are collected on the basis of automatically-processed feedbacks based on data files or investigations made in these HEIs.

III.5.3. Comments

Concerning graduate employability and labour market integration, a new core mission for the « service public » of higher education since 2007, regular surveys focusing on the Master and “Licence” levels are carried out by the ministry for higher education and research.

Besides, the CEREQ centre (« centre d'études et de recherches sur les qualifications ») and the OVE research institute (« Observatoire de la vie étudiante ») carry out complementary surveys, from time to time, on top of the whole set of data required from them by the ministry. For instance, the CEREQ carries out graduate tracking surveys, named “Génération” surveys, every 3 year; the OVE surveys focus on any dimension about student support and campus environments for students.

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

...collect data on certain student characteristics	<input type="radio"/> No legal restrictions apply to...	<input checked="" type="radio"/> Some legal restrictions apply to...	<input type="radio"/> No answer
...publish data on certain student characteristics	<input type="radio"/> No legal restrictions apply to...	<input checked="" type="radio"/> Some legal restrictions apply to...	<input type="radio"/> No answer

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

The conception of the nation and of the citizen in the French Republic requires to ban any discrimination, based on ethnic-based reasons in particular, which is in line with the principle of equality, set for the French Republic and embedded in the 1789 “Déclaration des Droits de l'Homme et du Citoyen”.

This principle of non-discrimination, which is one of the fundamental principles of the French law (« principes généraux du droit »), was reaffirmed by the Introductory section (“Préambule”) of the 1946 (October 27th) Constitution, and is still alive in the current 1958 (October 4th) Constitution :

« (...) tout être humain, sans distinction de race, de religion ni de croyance, possède des droits inaliénables et sacrés. Il réaffirme solennellement les droits et libertés de l'homme et du citoyen consacrés par la Déclaration des droits de 1789 et les principes fondamentaux reconnus par les lois de la République » (article 1)

<http://www.conseil-constitutionnel.fr/conseil-constitutionnel/francais/la-constitution/la-constitution-du-4-octobre-1958/pr%C3%A9ambule-de-la-constitution-du-27-octobre-1946.5077.html>

About publications, the 1978 law called « data computing and freedoms » (« informatique et libertés ») is about any computerized data about personal elements which should not be detrimental to human identity, human rights, nor private life or individual or public freedoms :

“ceci ne doit porter atteinte ni à l'identité humaine, ni aux droits de l'homme, ni à la vie privée, ni aux libertés individuelles ou publiques » (article 1 / loi n° 78-17 du 6 janvier 1978 relative à l'informatique, aux fichiers et aux libertés).

<http://legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000886460>

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

Yes ▼

III.7.1. How are these results published?

Information is aggregated

The survey about university graduates' employability shows information both on an aggregated basis, nationally and by subject area, and for each individual institution :

<http://www.enseignementsup-recherche.gouv.fr/pid24624/taux-d-insertion-professionnelle-des-diplomes-de-l-universite.html#diplomes2009>

Overall surveys, published by the « Etat de l'enseignement supérieur et de la recherche » in March 2014, show that in December 2012, about 9 graduates (in 2010) out of 10 who hold a Master, « Licence professionnelle » or a short cycle DUT degree have a job, 30 months after their integration into the labour market. This employability rate is 1 point lower as compared to the previous graduate intake, for these 2010 graduates who have to cope with a less easy economic situation. However, Master graduates did take advantage from a sharp increase of jobs for teachers (in the “service public”).

In higher education, employability opportunities are currently very different for graduates : advantage to those who graduated from engineering and business schools, and to the professionally-oriented higher education degrees at university, as compared to all the other graduates from higher education.

> « Etat de l'enseignement supérieur et de la recherche 2014 (Fiches 21 et 22) » :
<http://www.enseignementsup-recherche.gouv.fr/cid77560/l-etat-de-l-enseignement-superieur-et-de-la-recherche-n-7-mars-2014.html>

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

Annual data about students are provided in particular by 2 publications about general statistics, available on Internet besides "paper" books :

1/ « L'Etat de l'enseignement supérieur et de la recherche »
(latest issue : 2014)
www.enseignementsup-recherche.gouv.fr/cid77560/l-etat-de-l-enseignement-superieur-et-de-la-recherche-n-7-mars-2014.html

2/ « Repères et références statistiques (RERS) sur les enseignements, la formation et la recherche » :
(latest issue : 2014)
http://www.education.gouv.fr/cid57096/reperes-et-references-statistiques.html#Donnees_publicues

Besides, data about success rates to degrees at « L,M,D » levels are provided by the annual performance plan (PAP), and the last one is the 2014 PAP :
http://www.performancepublique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2014/pap/pdf/DBGPGM150.pdf

Also, higher education graduate employability is the focus of several surveys carried out on a regular basis :

>by the ministry for higher education :

<http://www.enseignementsup-recherche.gouv.fr/pid24624/taux-d-insertion-professionnelle-des-diplomes-de-l-universite.html#diplomes2009>

> and by the CEREQ centre for which employability and labour market integration is one of the favourite issues for analysis :

<http://www.cereq.fr/index.php/themes/Insertion-professionnelle-et-debut-de-carriere>

http://www.cereq.fr/index.php/menus/entete_de_page_menu_inferieur/thematiques/Insertion-professionnelle-et-debut-de-carriere/L-insertion-des-sortants-de-l-enseignement-superieur

Additionally, 2 interesting publications from the ministry for national education, higher education and research provide valuable insights into the French higher education, through its diversity over the whole territory :

-« l'Atlas régional des formations » which shows, with maps, graphs and tables, the student distribution over the French territory, by large subject area divisions, and by cycle :

http://multimedia.enseignementsup-recherche.gouv.fr/atlas_2014/index.html#/12/zoomed

-the « Géographie de l'école », which provides an analysis of various educational situations and local differences in education : economic and social backgrounds, situations, secondary education paths and results, material and human resources :

<http://www.education.gouv.fr/cid56332/geographie-de-l-ecole.html>

http://cache.media.education.gouv.fr/file/geo11/14/2/DEPP_GEO_2014_Parcours_scolaires_resultats_335142.pdf

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

Democratization of higher education access in France is going on : in 2012, 57% of the 20-24 age group are concerned by a past higher education experience (graduates or non graduates), versus 30% of the 45-49 age group.

Any social background is concerned by this increase. Among children of executives or intermediate occupations, 78% of the 20-24 age group are studying or studied in higher education, versus 57% of the 45-49 age group. Among children of workers or employees, they are 42% in the 20-24 age group, versus 18% of the 45-49 age group.

However, in 2012 like in 2003, the share of executives' children (about 30%) is twice as much as the share of workers' children (15.4%) in the main higher education study tracks.

This ratio from 1 to 2 in between these two social groups can also be figured out for graduation : on average, over the 2010-2012 period, 65% children of executives or intermediate occupations are higher education graduates, versus 30% children of workers or employees.

More than half students are women (56%). However, in 2012-2013, still, they only account for one quarter (27%) in the student numbers of engineering schools, despite a 3.5 point-based increase since 2002-2003.

> « Etat de l'enseignement supérieur et de la recherche 2014 (Fiches 21 et 22) » :
<http://www.enseignementsup-recherche.gouv.fr/cid77560/l-etat-de-l-enseignement-superieur-et-de-la-recherche-n-7-mars-2014.html>

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

Individuals that meet standard entry requirements have...

a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities

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

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

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

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

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

- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities
- no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

The « Baccalauréat » (or its equivalent or exemption) is a necessary condition for access to any higher education programmes in France. However, it is not necessarily enough for admission to some programmes.

Therefore, distinctions may be made :

- programmes with no selective admission : this means all university programmes, with the exception of the higher education short cycle courses in « instituts universitaires de technologie » (IUT) ;
- programmes with a selective admission on the basis of each applicant's application forms and personal "dossiers" showing progress and awards in secondary education : very selective preparatory courses for the « grandes écoles » (CPGE : « classes préparatoires aux grandes écoles »), advanced professionally-oriented higher education courses delivered in STS ("sections de techniciens supérieurs"), in IUTs and in specialized schools ;
- programmes with a selective admission based on competitive examinations : especially the « grandes écoles ».

Concerning actual student registration, the so-called APB scheme (« Admission Post-Baccalauréat ») set up in France allows to pre-register about 80% of applicants wishing to go on studying in higher education after the "Baccalauréat" in a higher education institution, on the basis of one of their wishes made electronically.

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

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

III.10.1. Please specify which other criteria apply:

Health programmes (medicine, pharmacy) are based on a numerus clausus.

Besides, many engineering and business schools have an admission based on competitive entrance exams, while some students may be registered on the basis of their own "dossier", whereas others (see "other" above), especially the quite selective upper "Grandes écoles" and other administration schools in particular only allow admission on the basis of competitive entrance exams.

III.10.2. Comments

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

Route 1 "Baccalauréat général"

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

Route 2 "Diplôme d'accès à l'enseignement supérieur (DAEU) /Capacité en droit"

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

Route 3 "Baccalauréat professionnel ou technologique "

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

Route 4 "Validation des acquis professionnels (VAP)"

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

Route 5 "Validation des acquis de l'expérience (VAE)"

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

- {III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

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

In France, the « Baccalauréat », whatever its specialization, together with the DAEU degree (« diplôme d'accès aux études universitaires ») and the « law capacity » qualification (« capacité en droit

»), recognized for the « Baccalauréat » exemption, allow a direct admission to university (IUTs excluded); the recognition of prior learning including professional experiences with the VAP (« validation des acquis professionnels »), and for the VAE (« validation des acquis de l'expérience »), professional experiences, informal and non-formal learning, may also taken into account.

However, for the upper « Grandes écoles », admission into the 1st year is based on the applicant's success to a competitive entrance exam. Nevertheless, some higher education schools may allow admission on the only basis of a personal "dossier" or application forms.

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

{III_11_SQ001}:% of students entering HE through this access route	71.8%
{III_11_SQ001}:Official data based on central level monitoring, including surveys	http://www.education.gouv.fr/cid57096/reperes-et-references-statistiques.html#Données_publiques
{III_11_SQ001}:Estimates	
{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ002}:% of students entering HE through this access route	0.2%
{III_11_SQ002}:Official data based on central level monitoring, including surveys	
{III_11_SQ002}:Estimates	estimate based on the amount of 'Others' without any type of Baccalauréat and taking into account VAE numbers
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ003}:% of students entering HE through this access route	22%
{III_11_SQ003}:Official data based on central level monitoring, including surveys	http://www.education.gouv.fr/cid57096/reperes-et-references-statistiques.html#Données_publiques
{III_11_SQ003}:Estimates	
{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ004}:% of students entering HE through this access route	3%
{III_11_SQ004}:Official data based on central level monitoring, including surveys	
{III_11_SQ004}:Estimates	
{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ005}:% of students entering HE through this access route	3%
{III_11_SQ005}:Official data based on central level monitoring, including surveys	
{III_11_SQ005}:Estimates	
{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)	

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

http://www.education.gouv.fr/cid57096/reperes-et-references-statistiques.html#Données_publiques

III.13.2. Comments

RFRS 2013 / Fiche 6.20 « Les entrants en 1ère année de l'enseignement supérieur universitaire »
http://www.education.gouv.fr/cid57096/reperes-et-references-statistiques.html#Données_publiques

These statistics show that 6.2% access to the 1st year of higher education without the « Baccalauréat » (without any distinction about it); hence estimated information for the access routes apart from those with different sorts of « Baccalauréat ».

More than 7 students out of 10 incoming students in higher education (at university) hold a generally-oriented "Baccalauréat" (2011/2012 statistical data), while the share of technologically-oriented "Baccalauréat" holders is lower (16%) and of professionally-oriented "Baccalauréat" holders is still very little (6%). Those being exempted of the "Baccalauréat" thanks to a recognition decision ("validation") account for 6% altogether.

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

Yes

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

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

Opening up university to non traditional audiences is made easier in particular :

- on the basis of the « validation des acquis de l'expérience » (VAE), meaning the recognition of prior learning including formal, informal, non-formal learning and any professional experience, for a full degree award or partially ; and by an easier organization for higher education programmes thanks to more flexible learning paths opportunities and a gradual specialization along programmes of the 1st cycle ;

- and by increasing bridges between different study paths to allow students to easily get into other study tracks.

Additionally, the individual's account for learning (« compte personnel de formation »), as reconsidered by the 2014 march 5th law on vocational education, should allow a new impulse about vocational education arrangements, especially for learners getting into short higher education programmes for qualifications.

III.15. Comments

Opening up university to non traditional audiences is made easier in particular :

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- and by increasing bridges between different study paths to allow students to easily get into other study tracks.

Additionally, the individual's account for learning (« compte personnel de formation »), as reconsidered by the 2014 march 5th law on vocational education, should allow a new impulse about vocational education arrangements, especially for learners getting into short higher education programmes for qualifications.

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

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

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

Those who did not get the « Baccalauréat » can study for special degrees called the « DAEU » («diplôme d'accès aux études universitaires») or law capacity ("Capacité en droit") universities are providing preparatory courses for. These qualifications are recognized as giving exemption of the "Baccalauréat" and do allow an access to higher education.

<http://www.daeu.fr/>

<http://www.onisep.fr/Ressources/Univers-Formation/Formations/Lycees/Capacite-en-droit>

III.17. Comments

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

Yes, this is possible in all higher education institutions/programmes.

Continuing education at university, introduced in 1971 (« loi du 16 juillet 1971 sur l'organisation de la formation professionnelle dans le cadre de la formation permanente »), is one of the « missions de service public » universities are made responsible for. As for the concept of « validation des acquis », meaning recognition of prior learning in the widest sense (formal but also informal and non-formal learning including professional or volunteering job experiences) is based on articles L.613-3 et L.613-4 of the "Code de l'Éducation", after the 2002 law (n°2002-72), as mentioned above.

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

« Article L613-3 (Modifié par Loi n°2002-73 du 17 janvier 2002 - art. 137 JORF 18 janvier 2002) :

Toute personne qui a exercé pendant au moins trois ans une activité professionnelle, salariée, non salariée ou bénévole ou de volontariat, en rapport avec l'objet de sa demande, peut demander la validation des acquis de son expérience pour justifier tout ou partie des connaissances et des aptitudes exigées pour l'obtention d'un diplôme ou titre délivré, au nom de l'Etat, par un établissement d'enseignement supérieur.

Toute personne peut également demander la validation des études supérieures qu'elle a accomplies, notamment à l'étranger.»

« Article L.613-4 (Modifié par Loi n°2002-73 du 17 janvier 2002 - art. 137 JORF 18 janvier 2002)

La validation prévue à l'article L. 613-3 est prononcée par un jury dont les membres sont désignés par le président de l'université ou le chef de l'établissement d'enseignement supérieur en fonction de la nature de la validation demandée. Pour la validation des acquis de l'expérience, ce jury comprend, outre les enseignants-chercheurs qui en constituent la majorité, des personnes compétentes pour apprécier la nature des acquis, notamment professionnels, dont la validation est sollicitée. Les jurys sont composés de façon à concourir à une représentation équilibrée entre les femmes et les hommes.

Le jury se prononce au vu d'un dossier constitué par le candidat, à l'issue d'un entretien avec ce dernier et, le cas échéant, d'une mise en situation professionnelle réelle ou reconstituée, lorsque cette procédure est prévue par l'autorité qui délivre la certification. Il se prononce également sur l'étendue de la validation et, en cas de validation partielle, sur la nature des connaissances et aptitudes devant faire l'objet d'un contrôle complémentaire.

La validation produit les mêmes effets que le succès à l'épreuve ou aux épreuves de contrôle des connaissances et des aptitudes qu'elle remplace. (...)»

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

Access to the recognition procedures is a legal right for candidates and all/some IIEIs (as indicated above) must provide relevant procedures.

After the principle of the recognition of professional experiences or « acquis » (VAP) for access to the various higher education levels was adopted by law in France in 1985, the principle of the recognition of prior learning including formal, non formal and informal learning and any professional experience, named "validation des acquis de l'expérience" (VAE), was adopted by the 2002 January 17th law, and embedded in the Education Code and Labour Code. The VAE principle creates an individual right, open to anyone, to get a degree or qualification in full or for parts of it, on the only basis of the VAE, without any further requirement for education. Therefore, a new access route to qualification awards is embedded into law, and is put on an equal basis with initial or continuing education or apprenticeship.

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

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

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

« Article L613-3 (Modifié par Loi n°2002-73 du 17 janvier 2002 - art. 137 JORF 18 janvier 2002) :

Toute personne qui a exercé pendant au moins trois ans une activité professionnelle, salariée, non salariée ou bénévole ou de volontariat, en rapport avec l'objet de sa demande, peut demander la validation des acquis de son expérience pour justifier tout ou partie des connaissances et des aptitudes exigées pour l'obtention d'un diplôme ou titre délivré, au nom de l'Etat, par un établissement d'enseignement supérieur. (...)»

« Article R613-33 (créé par Décret n°2013-756 du 19 août 2013) : (...) Peuvent également donner lieu à validation les acquis de l'expérience correspondant à l'exercice, continu ou non, pendant une durée cumulée d'au moins trois ans, d'activités salariées, non salariées ou bénévoles. Ces acquis justifient en tout ou partie des connaissances et des aptitudes exigées pour l'obtention du diplôme postulé. »

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

Article L613-3 / « Code de l'Éducation » :

<http://www.legifrance.gouv.fr/affichCodeArticle.do?idArticle=LEGIARTI000028698035&cidTexte=LEGITEXT000006071191&dateTexte=20140711&oldAction=rechCodeArticle&fastReqId=1043064988&nbResultRech=1>

Article R613-33 / « Code de l'Éducation » :

http://www.legifrance.gouv.fr/affichCode.do?jsessionid=05451D6E9CFB8AB40E259CEB513C82AF.tpdjo04v_2?idSectionTA=LEGISCTA000027864703&cidTexte=LEGITEXT000006071191&dateTexte=2014070

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

1-5%

III.21.1. Please indicate the source of this information

Estimates

III.21.2. Please specify:

III.22. Comments

There are some statistical data though about VAE only underlying the indicator 1.3 about lifelong learning in the annual performance plan (PAP 2014) http://www.performance-publique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2014/pap/pdf/DBGPGMPGM150.pdf

Comments :

In 2012, the VAE beneficiaries who got the recognition of prior are 4016 ; besides, about 12 000 persons a year get access to higher education thanks to the VAP recognition

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

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

The objective of better success is at the core of the 2013 July 22nd law and triggers off several measures, in particular with the following action lines :

- guidance of professionally- and technologically-oriented « baccalauréat » holders who have a priority access to higher education short cycle programmes ;
- gradual specialization along the « Licence » cycle and new study patterns to be tested out for the 1st years in health programmes ;
- increasing traineeships with a supervisor and increasing sandwich courses with switching periods between higher education and opportunities for practice outside HEIs.

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

[www.legifrance.gouv.fr/jopdf
/common/jo_pdf.jsp?numJO=0&dateJO=20130723&numTexte=2&pageDebut=12235&pageFin=12258](http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20130723&numTexte=2&pageDebut=12235&pageFin=12258)

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

III.24.1. Please describe the targets:

Several 2015 targets set by the 2014 annual performance plan for budget 150 focus on a better student success in higher education :

- 2015 target/ benchmark of tertiary education attainment for the same age group : 50%
- 2015 target/ success in university 1st cycle: 42% (share of «Licence» degrees awarded in 3 years)
- 2015 target : success in Master (2nd year) : 80%
- 2015 target: success in « Doctorat » (less than 40 months) : 42%

One 2015 target shows the will to curb down the drop-out share in the short cycle :

- 2015 target/ share of drop-outs from DUT, BTS or equivalent programmes, without any degree, based on the percentage of all the higher education drop outs : 17%

[/sites/performance_publique/files/farandole/ressources/2014/pap/pdf/DBGPGMPGM150.pdf](http://sites/performance_publique/files/farandole/ressources/2014/pap/pdf/DBGPGMPGM150.pdf)

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

[www.performancepublique.budget.gouv.fr
/sites/performance_publique/files/farandole/ressources/2014/pap/pdf/DBGPGMPGM150.pdf](http://www.performancepublique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2014/pap/pdf/DBGPGMPGM150.pdf)

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

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

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

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

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

III.26.1. Please describe the measures:

The will to increase completion rates, in particular for « Licence » courses, is shown by the following measures :

- priority access for technologically- and professionally-oriented « Baccalauréat » holders in higher education short cycle programmes ;
- easier higher education system with a renovated framework for higher education allowing a gradual specialization along the “Licence” programmes based on a pluri-disciplinary approach and more bridges between courses for easier switches into new study tracks, if wished so by students ;
- increasing opportunities for traineeships.

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

• “Loi n°2013-660 du 22 juillet 2013 relative à l’enseignement supérieur et à la recherche ” : [www.legifrance.gouv.fr/jopdf
/common/jo_pdf.jsp?numJO=0&dateJO=20130723&numTexte=2&pageDebut=12235&pageFin=12258](http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20130723&numTexte=2&pageDebut=12235&pageFin=12258)

• « Arrêté du 22 janvier 2014 relatif au cadre national des formations (Licence, Licence professionnelle notamment) » : [www.legifrance.gouv.fr/jopdf/common/jo_pdf
jsp?numJO=0&dateJO=20140201&numTexte=25&pageDebut=01922&pageFin=01926](http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20140201&numTexte=25&pageDebut=01922&pageFin=01926)

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

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

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

In France, the allocation of need-based grants (BCS grants) requires to get a «Licence» degree in 5 years maximum and a Master degree in 3 years (2 to 3 “rights to get a grant” are given for a post-“Licence” course on the basis of the numbers of “rights to get a grant” which were used before. Besides, the grant is only allocated if the student is progressing into his/her degree programme (from the 3rd « right to get a grant », the number of validated ECTS is controlled every year). This principle is recalled by the annual ministerial note (« circulaire ») about the need-based BCS grants.

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

“Circulaire relative aux BCS pour l’année universitaire 2013/2014 – Annexe 4 (partie 1) » (BO n°30 – 25 juillet 2013) : http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=72697

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

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

III.28.1. Please provide details how:**III.28.2. Please also provide the full reference(s) to all relevant document(s):****III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?**

Yes

III.29.1. Please provide details:

Increasing student success is a paramount objective, embedded at the core of 2013 July law. This objective, further enhanced by the annual performance plan (PAP) with several benchmarks about better completion rates for students, is shown by the combination of the following set of measures :

- priority access to short cycle programmes for technologically- and professionally-oriented “baccalauréat” holders in order to maximize their potential for success, (while only 4% of professionally-oriented “baccalauréat” holders have a “Licence”’s degree in 4 years, as compared to 80% of these students in higher education wish to study in a STS course to get a BTS degree instead) ;

- easier programmes provision by a renovated and easier framework for qualifications leading to the award of the “Licence”, “Licence professionnelle” and Master’s degrees, thanks to a gradual specialization along the “Licence” programme and increasing bridges between different sorts of programmes ;

- substantially increasing digital provision of higher education programmes to make access to higher education easier to all audiences and to trigger off new teaching and learning practices.

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

www.performancepublique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2014/pap/pdf/DBGPGMPGM231.pdf

www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20140201&numTexte=25&pageDebut=01922&pageFin=01926
www.france-universite-numerique.fr/

III.30. Comments

No additional comments

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

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

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

- « Etat de l’enseignement supérieur et de la recherche (2014) » :

<http://www.enseignementsup-recherche.gouv.fr/cid77560/l-etat-de-l-enseignement-superieur-et-de-la-recherche-n-7-mars-2014.html>

- « Projet annuel de performances (2014) » :

www.performancepublique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2014/pap/pdf/DBGPGMPGM150.pdf

III.31.2. Comments

Completion rates for short cycle degrees (BTS and DUT), « Licence », Master and « Doctorat » degrees are regularly measured. These data are a monitoring tool of the higher education system.

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

Yes

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

Completion rates for the BTS and DUT degrees (higher education short cycle) take into account the orientation of the « Baccalauréat ». Concerning technologically- and professionally-oriented “Baccalauréat” degrees (final degrees after secondary education required for the access to higher education), lower social backgrounds are more represented.

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

« Projet annuel de performances (programme 150) : indicateur 2.2 » :

www.performancepublique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2014/pap/pdf/DBGPGMPGM150.pdf

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

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	76.2 % («Licence» completion rates)
Completion rate of 1st cycle programmes, most recent available year:Year	(2011-2012)
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	72.9%

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	(2007-2008)
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	77.1% (Master completion rate)
Completion rate of 2nd cycle programmes, most recent available year:Year	(2011-2012)
Completion rate of 2nd cycle programmes, most recent available year:not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	73.8%
Completion rate of 2nd cycle programmes 5 years earlier:Year	(2007-2008)
Completion rate of 2nd cycle programmes 5 years earlier:not available	
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles, most recent available year:Year	
Completion rate of programmes not divided into two cycles, most recent available year:not available	not available
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles 5 years earlier :Year	
Completion rate of programmes not divided into two cycles 5 years earlier :not available	not available

III.34. Comments

No additional comments

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

No, drop-out is not measured

Drop-outs from higher education is not the usual focus of regular surveys and is still hard to measure exactly, considering how difficult it is to track students who go on studying into other study tracks. However, the destiny of "baccalauréat" holders who registered in higher education just after their « baccalauréat » are being tracked along on the basis of a sample group, like the 2008 sample group followed up until 2011, according to the latest published statistical data (RERS 2013, fiche 6.22).

http://www.education.gouv.fr/cid57096/reperes-et-references-statistiques.html#Données_publicues

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

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

Please choose.. ▼

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

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

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

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

In France, the « drop-out » student is included in figuring out the completion rate to a degree, but it is counted in student numbers of his/her new study track. Still, it is difficult to relate these two kinds of information with each other, because studying into a new study track remains a phenomenon which is hard to measure.

III.37.1. Please specify

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

No ▼

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

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

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

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes, most recent available year:Year

Drop-out in first year of 1st cycle programmes, most recent available year:not available

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available

Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes, most recent available year:Year

Drop-out in 1st cycle programmes, most recent available year:not available

Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes 5 years earlier:Year

Drop-out in 1st cycle programmes 5 years earlier:not available

Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes, most recent available year:Year

Drop-out in 2nd cycle programmes, most recent available year:not available

Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes 5 years earlier:Year

Drop-out in 2nd cycle programmes 5 years earlier:not available

Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles, most recent available year:Year

Drop-out in programmes not divided into two cycles, most recent available year:not available

Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles 5 years earlier :Year

Drop-out in programmes not divided into two cycles 5 years earlier :not available

III.40. Comments

Students who change study programmes are also counted in th cohort of their new programme (see comment in III.37)

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

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

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

Other : health services

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

Yes, advice is available to ALL prospective students

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

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

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

Other service providers refers mainly to the ONISEP body in France and to special information plafoms in "rectorats" (local Education administration services).

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

The main French legal texts about guidance are :

- the 2009 law about lifelong guidance and learning (« loi n°2009-1437 du 24 novembre 2009 relative à l'orientation et à la formation tout au long de la vie ») which includes the right to information and professional guidance with a new article L6111-3 into the « Code du travail » :

«Art. L. 6111-3 – Toute personne dispose du droit à être informée, conseillée et accompagnée en matière d'orientation professionnelle, au titre du droit à l'éducation garanti à chacun par l'article L. 111-1 du code de l'éducation.

Le service public de l'orientation tout au long de la vie est organisé pour garantir à toute personne l'accès à une information gratuite, complète et objective sur les métiers, les formations, les certifications, les débouchés et les niveaux de rémunération, ainsi que l'accès à des services de conseil et d'accompagnement en orientation de qualité et organisés en réseaux.»

-the « Code de l'éducation », modified by two laws about higher education ("lois du 10 août 2007 et du 22 juillet 2013"), on the basis of the following articles :

*Article L123-3 (extraits) : Les missions du service public de l'enseignement supérieur sont :
(...) 3° L'orientation, la promotion sociale et l'insertion professionnelle ; (...)

*Article L611-3 (extraits) : « Les étudiants élaborent leur projet d'orientation universitaire et professionnelle en fonction de leurs aspirations et de leurs capacités ainsi que des perspectives professionnelles liées aux besoins prévisibles de la société, de l'économie et de l'aménagement du territoire, avec l'aide des parents, des enseignants, des personnels d'orientation et des professionnels compétents. Les administrations concernées, les régions et, le cas échéant, les autres collectivités territoriales, les entreprises et les associations y contribuent. »

*Article L611-5 (extraits) : « Un bureau d'aide à l'insertion professionnelle des étudiants est créé dans chaque université (...). Il conseille les étudiants sur les problématiques liées à l'emploi et à l'insertion professionnelle. (...) Les statistiques comportant les taux d'insertion professionnelle des étudiants, un et deux ans après l'obtention de leur diplôme, sont rendues publiques. Chaque élève en est obligatoirement informé en amont de son orientation dans un nouveau cycle ou une formation supérieure. »

* Article L612-1 (extraits) : « Les établissements dispensant des formations sanctionnées par un diplôme d'études supérieures rendent publiques des statistiques comportant des indicateurs (...) de réussite aux examens et aux diplômes, de poursuite d'études et d'insertion professionnelle des étudiants. Chaque étudiant en dispose avant son orientation dans une formation supérieure. »

* « Article L612-2 (extraits) : Dans la continuité des enseignements dispensés dans le second cycle de l'enseignement du second degré, qui préparent à la poursuite d'études dans l'enseignement supérieur, le premier cycle a pour finalités : (...)
2° bis/d'accompagner tout étudiant dans l'identification et dans la constitution d'un projet personnel et professionnel (...);
3) de permettre l'orientation de l'étudiant, dans le respect de sa liberté de choix, en le préparant soit aux formations qu'il se propose de suivre dans le deuxième cycle, soit à l'entrée dans la vie active après l'acquisition d'une qualification sanctionnée par un titre ou un diplôme. »

III.44.3. Comments

The national objective aiming to upgrade 50% of an age group to tertiary education attainment with a higher education degree awarded requires to increase student success in the 1st cycle. Therefore, among measures developed in the framework of the active guidance policy, the 2013 July 22nd law on higher education and research embeds the principle of continuity between upper secondary education and the higher education first cycle, usually named « continuum bac -3/bac +3 » (before and after the « Baccalauréat ») and considering the 3 years before and after, on each side : what is at stake is to better equip pupils for higher education requirements and develop the right guidance allowing each of them to make the right decision for higher education, in order to increase their own success, both in secondary education and in higher education ; which means information about the higher education programmes provision, the working methods in higher education, occupations and employment opportunities ahead of study tracks and degrees sought after, and follow-up of the student along the 1st cycle to help him/her for building up each personal and professional project.

At university, besides information days or « open days », two ad hoc units or platforms allow to inform and provide guidance to students all the academic year long : the «service commun universitaire d'information, d'orientation et d'insertion professionnelle» (SCUIOIP) and the «bureaux d'aide à l'insertion professionnelle» (BAIP). Besides, a new « service public »-based scheme for guidance, organized with regional authorities, was set up. At the 2013 academic fall, 8 regional areas volunteered on a pilot basis.

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

Increasing access and success in higher education for the widest audiences is a paramount action line of the higher education policy in France. This democratization objective goes hand in hand with specific measures implemented to better encourage higher education access for some disadvantaged audiences.

Therefore, with article 20 of the 2005 February 11th law, higher education institutions (HEIs) are asked to register and to educate disabled students or students coping with a health problem making it hard for them to study, as they do for other students. To do so, the law makes HEIs responsible for setting up, if needed for programme organization, programme delivery and educational follow-up, arrangements required for the special situation of the students involved. At the national level, institutional schemes were set up, like the interministerial committee for supervision about access to higher education, chaired by the Secretary-General of the interministerial committee for disability (CIH acronym in French for "comité interministériel du handicap"), which shows the political will to implement a transversal policy for this audience.

Besides, the Charters co-signed by the ministry for higher education and research and the French Rectors' Conference (CPU), the "University/Disability" Charter adopted in 2007 and the "Grandes écoles/Disability" Charter signed in 2008, have detailed requirements for HEIs, allowing to increase the student follow-up until their labour market integration, inviting HEIs in particular to set up a special welcome unit for disabled students, with a responsible officer appointed for their welcome. These structures are also useful for enhancing special information initiatives these students need.

Since the 2007 «University/Disability» Charter was over, and in order to widen its scope, a new Charter was signed in 2012 by the ministry for higher education and research.

It encourages universities to implement a pluriannual development plan which must ensure to strengthen up initiatives made for the welcome and the follow-up of disabled students until their labour market integration, while implementing a transversal policy for disability in all the fields covered by the institution (human resources policy for disabled persons, consistent and readable programmes, research about disability, and increasing accessible services, units and equipments provided by the institution).

These principles are now embedded into the articles 47 and 50 of the 2013 (July 22nd, n°2013-660) law about higher education and research, requiring the adoption of a policy for the disabled ones by the university governing board and an annual discussion about the implementation report. Each institution can therefore develop its own "disabled" policy on the basis of its own strengths, its special features and its own local background.

Besides, since it was launched in 2008, the scheme of the « Climbing ropes for success » (« Cordées de la réussite »), based on networking HEIs and upper and lower secondary schools located in priority-labelled deprived areas in cities or in rural areas, aims to remove psychological and cultural obstacles which often lead pupils from lower social backgrounds to self-censorship, despite their own capacities to go on studying at higher education. Six years after its launch, there are now 358 "climbing ropes for success" in 29 local educational areas ("académies") over France, involving more than 250 higher education institutions and about 1900 secondary education institutions.

Therefore, in the framework of this scheme with 70 000 pupils as beneficiaries, a better information spread out is ensured, making it possible to show to deprived areas and audiences farther away from the higher education environment what higher education programmes are, what working methods mean, what professional opportunities and different sorts of occupations are available after each higher education study track.

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

Yes

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

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

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

introductory courses "see point III.46.3"

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

tutoring or mentoring programmes "see point III.46.3"

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

support to acquire learning skills and/or organisational skills "see point III.46.3"

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

other measures / incentives ""

III.46.3. Comments

COMMENTS for III.46.2 :

With the reform about accreditation, one of the criteria set for specifications about the « Licence » in particular deals with educational arrangements allowing to welcome and follow-up different audiences, and ensuring the right to equal opportunities : « modalités pédagogiques permettant l'accueil et l'accompagnement de publics diversifiés, garantissant le droit à l'égalité des chances » (point 2/ appendix to the 2014 january 22nd ministerial text ("arrêté").

Besides, the reform of the "Licence" degree is based, among other elements, on the principle of a gradual specialization along the programme, together with smoother, more flexible learning paths, with bridge opportunities between programmes, easier ways to get into other study tracks, and special arrangements to include and follow-up newcomers for an easier integration of them ; therefore, here are the requirements set by the 2014 january 22nd ministerial text ("arrêté") about the national qualifications framework :

« Article 14 - L'aménagement des parcours dès la première année de licence permet la réussite des étudiants en tenant compte des profils des bacheliers.

L'organisation de la formation favorise l'intégration, en cours de cursus de licence, d'étudiants issus de sections de technicien supérieur et de formations aux diplômes universitaires de technologie, que ce soit dans le cadre de réorientations, de poursuite ou de reprises d'études »

« Article 15 – (...) les parcours types (...) sont conçus de manière à permettre aux étudiants d'élaborer progressivement leur projet personnel et professionnel en favorisant leur intégration, leur orientation et leur spécialisation au fur et à mesure de leur avancée dans le cursus.

La spécialisation progressive repose sur la mise en œuvre du principe de continuité, méthodologique et pédagogique, entre l'enseignement secondaire et l'enseignement supérieur. Cette continuité inclut des séquences d'accompagnement en début de formation, puis à chacune des étapes clés de la formation en fin d'année universitaire ou de semestre de formation. Elles permettent l'élaboration du projet personnel et professionnel. (...) »

FURTHER COMMENTS

Increasing student success in the 1st cycle is a paramount stake for democratizing further higher education, in line with the national benchmark, set for the horizon 2015, to upgrade 50% of an age group for tertiary education attainment on the basis of a higher education degree award.

The political will to empower students for a better success and to provide them with the opportunity to get into other study tracks more easily is based on a set of measures supporting each other, and gradually implemented after the 2013 july 22nd law : priority access to short cycle technologically-based programmes in STS and IUT for technologically- and professionally-oriented "Baccalauréat" holders, active guidance policy and continuity principle based on the « continuum bac-3/bac+3 », educational innovative practices to be further encouraged with strengthened up programme bridges and easier points for guidance into other study tracks, increasing sandwich courses and switching periods between higher education and practice outside, increasing traineeships under supervision.

This reform's implementation is based on a corollary element provided with increased human resources : despite a difficult economic situation, additional 1 000 jobs have been allocated to higher education.

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

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

III.47.1. Please provide the details here:

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

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

No ▼

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

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

Data entry: (IV_Fees_support_portability)

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

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

Yes

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

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

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

1st cycle:Most common amount 183
1st cycle:Minimum amount 0 (need-based grant holders (BCS grant for lower socio-economic backgrounds))
1st cycle:Maximum amount 183
2nd cycle:Most common amount 254 (MA at university) ; 606 (Engineers); 508 (Health)
2nd cycle:Minimum amount 0 (need-based grant holders (BCS grant for lower socio-economic backgrounds))
2nd cycle:Maximum amount 254 (MA at university) ; 606 (Engineers); 1307 (Health)

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

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

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

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

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

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

Any student without any need-based awarded grant (which is called "bourse sur critères sociaux" in France) has to pay tuition fees, whatever the institution and the subject area are (unless the higher education institution decides something else). This is the legal rule set up the Education Code (articles R719-49 et R719-50). Besides, if a student is involved in two programmes, during the same year, leading to the award of double degrees, lower tuition fees are required : 121€ for a "Licence" (Bachelor's degree), and 167€ for a Master.

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

No

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

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

IV.7. Who defines the fee amounts?

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

IV.7.1. Please specify

IV.8. Comments

Please, note that the government only sets fee amounts for nationally recognized HE degrees on the basis of a ministerial decree published every year : for the 2013/2014 academic year, it is the following ministerial text or "arrêté" published at the Official Journal of the French Republic : arrêté du 20/08/2013– JORF du 23/08/2013) :

However, for "homemade" degrees by institutions, it is to each HE to set the fee amounts.

About international students :

Concerning tuition fees as such, they are the same for foreign students and for French students.

However, for ad hoc services offered to foreign students (tutoring, additional courses for French, special welcome offers), specific fees based on this additional services offer, can be asked to foreign students, on top of common tuition fees, if the institution asks for it. Maximum amounts are not known.

HEIs are allowed to do so for adhoc services in international cooperation, on the basis of article D. 719-182 /code de l'éducation (for specific services offered to foreign students in the framework of international cooperation)

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

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

The notion of student grant is prevalent in France : indeed, on the basis of article L821-1 from Education regulations gathered into the « Code de l'Education », "the national community (...) pays a particular attention to student support, under resources conditions, in order to smooth over social inequalities".

Besides, a loan which is State-guaranteed and can go up to 15 000 euros maximum is possible for students, without any resources conditions nor a parent's guarantee nor a third party's guarantee.

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

Besides EU-supported grants (for Erasmus or Erasmus Mundus student mobility in particular) that may be provided for study or training periods abroad, French students who wish to go abroad for mobility periods may have, under the required conditions, the allocation of the following grants :

-need-based grants ("bourses sur critères sociaux" (BCS)), that are portable as such in Europe, in any member country of the Council of Europe,

-grants for international mobility (« aides à la mobilité internationale» (AMI)), also financed by the French ministry for higher education and research,

-and grants that may be allocated by local authorities (« Conseils Régionaux » in particular, or sometimes « Conseils Généraux » or big cities).

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

First cycle Yes No No answer

Second cycle Yes No No answer

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

% of students receiving grants:First cycle 35.8% (2012 academic fall)

% of students receiving grants:Second cycle 35.8% (2012 academic fall)

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

Some grants are portable

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

Yes

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

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

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

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

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

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

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

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

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

2

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

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

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

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

Grant 1 => Need-based BCS grants

Grant 2 => Grants for international mobility (AMI)

Countries allowed for need-based BCS grants > member countries of the Council of Europe + recognized programme (Erasmus charter) or same programme provided abroad as compared to a higher education programme in France (within the remit of the ministry for higher education)

IV.16.2. Which other requirements exist?

Outgoing students, so-called "free movers", without any legal bond with a French higher education institution

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

First cycle Yes No No answer

Second cycle Yes No No answer

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

There are two kinds of student loans :

- the so-called « classical » loans, usually provided by private banks ;
- the State-guaranteed student loan, provided by 4 banking networks : Crédit mutuel, CIC, Caisses d'épargne and Société générale.

On the basis of the latest survey made by the French ministry for higher education and research, in 2013, more than 43 000 State-guaranteed student loans (with a guarantee based up to 70% of the loan, with a maximum amount of 15 000 euros), which means 0.6% of students registered in the French public higher education, for the 2012/2013 academic year.

Based on a maximum amount up to 15.000 €, this loan is open to all students, from any HE cycle, without any resource conditions and without any financial backing guaranteed from parents or a third party. However, conditions to be met by potential beneficiaries are as follows :

- to be registered in a French higher education institution in order to study for a competitive exam in France or the award of a French national higher education degree (ie. : legal category of a "diplome national de l'enseignement supérieur français") ;

- to be less than 28 years old when signing up for the loan ;

- to have the French nationality or the nationality of one of the EU or EEA member State as long as a regular uninterrupted residence in France, for 5 years at least, can be justified when signing up the loan.

More information at :

<http://www.enseignementsup-recherche.gouv.fr/cid54502/lc-pret-garanti-par-l-etat.html>

<http://www.etudiant.gouv.fr/pid20474/pret-etudiant-garanti-par-l-etat.html>

<http://www.bpifrance.fr/Bpifrance/Nos-metiers/Garantie/Garantie-des-prets-etudiants>

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

No portable loans

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

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

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

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

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

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

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

Only certain countries:Loan 1

Only certain countries:Loan 2

Only certain countries:Loan 3

Only certain countries:Loan 4

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

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

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

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

Equivalency condition:Loan 1

Equivalency condition:Loan 2

Equivalency condition:Loan 3

Equivalency condition:Loan 4

Programme not available in the national system:Loan 1

Programme not available in the national system:Loan 2

Programme not available in the national system:Loan 3

Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

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

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

No portable loans as far as State-guaranteed loans are concerned.

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

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

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

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

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)

1st cycle credit mobility:Travel costs

1st cycle credit mobility:Living cost difference

1st cycle credit mobility:Language courses

1st cycle credit mobility:Other

2nd cycle credit mobility:Study costs/ fees abroad (host institution)

2nd cycle credit mobility:Travel costs

2nd cycle credit mobility:Living cost difference

2nd cycle credit mobility:Language courses

2nd cycle credit mobility:Other

1st cycle degree mobility:Study costs/ fees abroad (host institution)

1st cycle degree mobility:Travel costs

1st cycle degree mobility:Living cost difference

1st cycle degree mobility:Language courses

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

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

IV.26. Higher loans for...

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

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

No higher loans and no additional State-guaranteed loans.

IV.27. Additional comments

Q. 4.16 & 4.17 / additional information : In 2012-2013, on the basis of the latest statistics available, an AMI grant for international mobility was allocated to nearly 14 500 students.

Q.4.4 / additional information: International students engaged in the same programmes as the French students are in the same position and have the same tuition fees to be paid. Their amount are set by a legal text each year.

However, within the framework of their international cooperation, public higher education institutions may offer special programmes geared to foreign audiences, both in content and in the way teaching and learning is organized, as well as special services related to these programmes. On that basis, additional special fees, to be set up by each institution, can be required for these extra supports (special support from teachers, educational supervision and tutoring on an individual basis, welcome services, supervision for training schemes and hands-on periods in enterprises, extra-training services ...).

This is set by article D719-182 in the Education Code :

<http://www.legifrance.gouv.fr/affichCodeArticle.do?idArticle=LEGIARTI000027867118&cidTexte=LEGITEX000006071191&dateTexte=20140624&oldAction=rechCodeArticle&fastReqId=123711763&nbResultRech=1>

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

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

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

- Need-based criteria:Grant/loan 1
- Need-based criteria:Grant/loan 2
- Need-based criteria:Grant/loan 3
- Need-based criteria:Grant/loan 4
- Merit-based criteria:Grant/loan 1
- Merit-based criteria:Grant/loan 2
- Merit-based criteria:Grant/loan 3
- Merit-based criteria:Grant/loan 4
- Course load (e.g. full time):Grant/loan 1

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

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

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

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

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

AMI grants for international mobility for students eligible to need-based grants during the same academic year.

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

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

<http://www.enseignementsup-recherche.gouv.fr/cid20240/aides-aux-etudiants-partant-a-l-etranger.html>

<http://www.etudiant.gouv.fr/pid20436/etudier-a-l-etranger.html>

<http://www.etudiant.gouv.fr/pid20441/bourses-et-aides.html>

IV.31. Additional comments

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

Employee with an employment contract with a IIEI

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

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

* A doctoral contract provides a doctoral candidate with a guaranteed monthly wage, at minimum, of :

-1685€ (gross amount), if he/she is fully involved to his/her research works;

-and 2025€, if a complementary work is undertaken (ie : teaching, expertise provided in a firm, scientific enhancement, spreading out the scientific and technical information ...).

* CIFRE agreement : the firm is getting a lump grant every year, meaning a 14 000-euro amount, and provides the doctoral candidate, having a fixed-term contract ("contrat à durée déterminée" or CDD) or an unfixe-term contract ("contrat à durée indéterminée" or CDI), with a minimum wage per year based on 23 484 euros (gross amount) – which means 1957 euros/a month).

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

For the 2013/2014 academic year, on the basis of a ministerial text published in August 2013 (ie : arrêté du 20 août 2013), the annual rate for fees required to study for a PhD degree is set to 388 euros, while annual fees required for a Bachelor's and a Master's degree are set at 183 euros on the one hand, and at 254 euros on the other hand.

Lower fees, which are required at the Bachelor's level in particular, together with the need-based grant scheme – meaning fee relief and grant allocation -, are set up on purpose in order to widen access to higher education, and open it up to more people.

IV.35. Additional comments on doctoral education

Q. IV. 32 / Further comments /Mind:

In France, a doctoral candidate can be :

-a Student without any employment contract with the HEI or any other employment contract :

Doctoral education is defined like « une formation par la recherche à la recherche et à l'innovation, qui peut être accomplie en formation initiale ou continue. Elle constitue une expérience professionnelle de recherche, sanctionnée, après soutenance de thèse, par la collation du grade de docteur» (article 1/ arrêté du 7 août 2006 relatif à la formation doctorale).

In other (English) words, it is « education by research to research and innovation, that can be done in initial and continuing education. It is a professional experience of research, leading to the award, after a thesis defence, of the Doctor's degree.»

For his/her doctoral education, the doctoral candidate can be registered and allowed to prepare a thesis, without any funding for his/her research works (the same goes for the situations below). He/she may get the student social security (until 28 years old) and therefore, he/she is then considered a student, even though he/she is an early-stage researcher who is having doctoral education. The director of the doctoral school, the director of the research unit and the thesis supervisor have to check however that the doctoral candidate must have appropriate financial resources to rely upon, away from any need, when doing a third cycle (for instance, thanks to savings or to a wage earned by a part-time job).

- an Employee with an employment contract with IIEI: Any funding for research works has to be set in a fixed-term employment contract, called "contrat à durée déterminée" (CDD). It is a "doctoral contract" if it is a 3-year contract with a minimum wage which is currently set up to 1685€ gross per month. Otherwise, it is a CDD employment contract, which is set by article 4 of 1984 Law on State civil service – ie : "loi du 11 janvier 1984 portant dispositions statutaires relatives à la fonction publique de l'Etat". The doctoral candidate is considered an early-stage researcher enjoying all the rights related to his/her employment contract.

- Other situations :

* CIFRE agreements - Industrial agreements for training through research : such agreements are employment contracts – fixed-term (CDD) or unfixe-term ones (CDI in French law) – which are signed for 3 years, between a firm and a doctoral candidate working in connection to a public laboratory.

* BGF Grants – « bourses du gouvernement français » (BGF) - : grants allocated by the French Government can be attributed to foreign doctoral candidates.

* Grants from local authorities : Regional authorities can support doctoral candidates with the allocation of a support that may be followed up and based on a doctoral contract.

* « ATER » contract : the position of a temporary teaching and research « attaché » called ATER – « Attaché d'études et de recherches¹ » - can be granted thanks to a 1-year contract signed with a doctoral candidate in his/her last year for a thesis. In 2012, 56% des 5664 ATER were in such a position. The ATER position is set by a 1988 Decree (ie : "décret n°88-654 du 7 mai 1988 modifié").

Data entry: (V_Employability)

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

Yes

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

Employability and labour market integration is one of the missions of the « service public » of higher education, which has been reaffirmed by the latest 2013 law (July 22nd) on higher education and research :

Article L123-3 du Code de l'Éducation (modifié par LOI n°2013-660 du 22 juillet 2013 - art. 7) :

« Les missions du service public de l'enseignement supérieur sont : (...)

3° L'orientation, la promotion sociale et l'insertion professionnelle ; (...). »

To do so, the national framework for qualifications leading in particular to the award of the national degrees of « Licence, Licence professionnelle, Master », set by the 2014 January 22nd ministerial text, article 16, (« arrêté »), mentions that students must be informed about graduate employability (employability rates, jobs offered) :

« l'établissement informe les étudiants sur (...) la nature et le taux d'insertion professionnelle des diplômés » (taken from article 16).

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

No

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

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

Yes

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

Yes

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

- In regular intervals
 On an ad hoc basis

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

No

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

- In regular intervals
 On an ad hoc basis

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

Since the late 1990's, forecasting exercises on jobs and qualifications called PMQ (« prospective sur les métiers et les qualifications ») are made on a regular basis in France, in order to study the perspectives ahead about human resources for the labour force and about jobs in relation to occupations. These studies are supervised by "France Stratégie" (whose name before was "centre d'analyse stratégique" (CAS)), and made in partnership with the ministry responsible for Employment (in particular the DARES Direction ("Direction de l'animation de la recherche, des études et des statistiques"). They involve the whole set of partners and administrations involved by the analysis of the mid-term changing perspectives of jobs analyzed by occupations and by qualifications.

These studies are carried out in a quantitative 8-10-year forecasting perspective, on the basis of the name list of professional groups set by the ministry for employment (DARES). The type of study made by the PMQ group for the 2022 horizon is not new : it is performed after the first "PMQ 1" forecasts for the 2010 horizon (2012 report), the second "PMQ II" forecasts made for the 2015 horizon (published in 2007) and forecasts for the 2020 horizon (published in 2012). However, the changing situation these last years, impacted with the consequences from the 2008 economic tumdown on employment, led France Stratégie and the DARES to update the forecasts made for 2020 and to carry out a study for horizon 2022.

In this context, the latest report called « Les métiers en 2022 », and published in 2014, shows that, by and large, there would be 800 000 new jobs to be filled per year until the 2022 horizon. About 80% of these "jobs to be replaced" actually mean departures at the end of a professional career ; others are genuine new created jobs.

As compared to former studies, this forecast study is different with 3 scenarios put forward in order to consider the consequences of macro-economic and field-based changes on the job perspectives by occupation, in quite an unpredictable economic situation. However, whatever the macro-economic scenario, the overall results are basically the same from a qualitative perspective.

Indeed, here are the main heavy trends put forward by this forecast study about jobs and qualifications : the tertiarization of jobs would go on, in particular with increasing occupations in business and services, with massive new jobs in health occupations (doctors excluded) and in care and social services.

Employment would still be featured by a relative overall converging trend (however less present in France as compared to other countries), with a massive employment increase in upper qualification-based occupations (mainly for executives), a lower weight for skilled workers and employees, and a relative stable situation for the weight of lower skilled workers and employees.

http://www.strategie.gouv.fr/blog/wp-content/uploads/2014/07/CGSP_DARES_Les_metiers_en_2022_01072014.pdf

Additionally, the CEREQ (« centre d'études et de recherches sur les qualifications ») also carries out surveys about qualitative and quantitative changes of jobs and occupations, on a regular basis, in order to anticipate the qualifications needs of the economy. A set of statistical tools and surveys are therefore made in order to have inventories for professional fields, occupations and socio-professional groups. One of the favourite area under focus for regular specialized surveys is about changing occupations and competences.

<http://www.cereq.fr/index.php/sous-themes/Metiers-qualifications-et-competences/Analyse-du-travail-prospective-metiers-qualifications>

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

Yes

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

These forecasting data are a tool among others which aim to bring out the relevant lights to be shed for public decision-making ahead, and to social partners, and all stakeholders in economy at large.

As for the ministry for higher education and research, these forecasting surveys are used to adapt the programme provision and to increase the forward-looking capacity of the higher education system. Generally speaking, on the basis of trends which are put forward, these surveys do back up the current higher education policy, whose paramount objective is the overall upgrading of the population qualifications in order to meet the needs of upper qualifications, thanks to initial and continuing education together, and which is based on the concern for a better graduate employability and labour market integration.

Therefore, while the 80% benchmark set in France for “Baccalauréat” holders from the same age group is about to be reached (76.5% in 2012), the benchmark set for 2015 about tertiary education attainment is 50%, which does have an impact on the 1st cycle of higher education. This benchmark goes together with the objective of increasing student success, in particular in this 1st cycle, which is based on the following measures :

- priority access allowed to the holders of the technologically- and professionally-oriented « Baccalauréat », for the short cycle higher education (IUT and STS courses) ;
- gradually increasing specialization for students along the « Licence » courses, or new patterns to be tested out on an experimental basis for 1st years in health higher education programmes (possibility to change study tracks early after only 8 weeks in order to curb down 1st-year drop-outs ; possibility to open up the 2nd or 3rd year for students who were involved in special courses for it in “Licence” courses before) ;
- increasing sandwich courses with switching periods between higher education and periods for practice “on the ground”, outside HEIs, which goes along with traineeships to be widespread as a common practice and with the objective to double the student numbers involved in these sandwich courses (122 000 in 2013) by 2020 ; which also contributes to bring higher education programmes closer to the needs of the main professional areas on the labour market.

http://www.performance-publique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2014/pap/pdf/DBGPGMPGM150.pdf

While guidance and employability are one of the core missions for the « service public » of higher education, reaffirmed by the 2013 July 22nd law, these works based on forecasts also allow to better inform and provide guidance to secondary pupils, to students and their families, especially thanks to SAIO (« services académiques d’information et d’orientation ») information and guidance units in the local administrative Education services called « rectorats » over the territory, thanks to the SCUJO (« services communs universitaires d’information et d’orientation et d’insertion professionnelle ») common platforms at university for information, guidance and labour market integration, or by the ONISEP organisation (« office national d’information sur les études et les professions ») – www.onisep.fr – financially supported by the ministry for national education, higher education and research.

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

Yes

V.3.1. How are they involved?

Curriculum development in higher education

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

Teaching

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

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

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

Participation in governing bodies of HEIs

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

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

Since 2002, in the framework of the so-called « LMD » (« licence, master, doctorat ») reform implemented in France in connection to the Bologna Process, the conception of higher education programmes – whatever programmes, not only the professionally-oriented ones leading to the award of degrees such as, for instance, the “brevet de technicien supérieur” (BTS), the “diplôme universitaire de technologie” (DUT), or the “Licence professionnelle” -, must take into account the professionals’ advice and what the graduate employability turns out to be on the labour market.

Therefore, for the “Licence” programme, this requirement is reaffirmed and further enhanced by the 2011 August 1st ministerial text (“arrêté”), implemented since the 2012 academic fall, which puts forward competence-based benchmarks (« référentiels de compétences »), to be set in particular with the professionals in the fields involved, and based, among other items, on “pre-professional competences, based on the knowledge of the job fields related to the programmes, on the making of the student own professional project, and on his/her capacity to reinvest his/her knowledge and competences gained while learning into a professional context” (translated from article 6)

Besides, employers’ representatives are involved into the conception of programmes and in teaching them : « des représentants du monde socioprofessionnel sont associés à la conception des formations et participent aux enseignements dans les conditions prévues à l’article L.611-2 du code de l’éducation. » (taken from article 6) :

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20110811&numTexte=39&pageDebut=13800&pageFin=13803

Additionally, this requirement was mentioned for the national framework of qualifications leading to the « Licence, Licence professionnelle and Master », on the basis of the article 8 in the 2014 January 22nd ministerial text (“arrêté”) :

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20140201&numTexte=25&pageDebut=01922&pageFin=01926

The professionals’ involvement is also a must among criteria to be taken into account in specifications made for the « Licence » and Master’s degrees, in the appendix to the ad hoc « arrêté » published on January 22nd 2014. Therefore, the institution must show its capacity to set and deliver these programmes, in particular on the basis of the involvement of professionals from outside the institution into the education teams, which is the guarantee of a professionally-based teaching and of formalized relations with professionals concerned.

After the 2013 July 22nd law on higher education and research, the concern about a better employability in a context of economic tumdown, together with the will to better integrate employability into the programmes provision itself, led the ministry for higher education and research to set up, at the end of 2013, an ad hoc Committee for higher education/employment, called “Comité Sup Emploi”. The roadmap set for the works of this Committee is based on action lines aiming to :

- enhance the quality of university programmes, for « Licence » courses in particular ;
- bring the higher education actors and the employers closer to each other in order to adapt and finetune competences to the changing needs on the labour market ;
- and anticipate the changes for professionally-oriented programmes.

<http://www.enseignementsup-recherche.gouv.fr/pid30363/comite-sup-emploi.html>

Eventually, concerning governance, after the 2007 August 10th law about universities and the 2013 July 22nd law about higher education and research, the governing board is opened up to personalities from outside, and among them, to employers’ representatives, which leads to the required participation, among the university governing board members, of “une personne assumant des fonctions de direction générale au sein d’une entreprise » and « un représentant d’une entreprise employant moins de cinq cents salariés » (taken from article 47/II-3° in the 2013 law mentioned before).

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20130723&numTexte=2&pageDebut=12235&pageFin=12258

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

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

Yes

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

Setting up links between higher education and professionals is a policy action line for the ministry which was further backed up by the concern about employability and labour market integration. This is now one of the core institutional missions with the 2007 august 10th law about university freedoms and responsibilities.

Such a policy led, at the national level, to signing up, in november 2013, an agreement for collaboration between the ministry, the French Rectors' Conference (CPU), the French Directors' Conference for engineering schools and programmes (CDEFI) and professional representatives from 17 main areas. This agreement is meant to make it easier to develop local initiatives about initial education, continuing education, apprenticeship, recognition of prior learning, graduate employability and labour market integration, student entrepreneurship and innovation and research as well.

Additionally, stakeholders from the economic world are currently involved in shaping up a national strategy for higher education, whose idea is embedded in the latest 2013 july 22nd law on higher education and research.

To-day there is a considerable amount of cooperation projects between public institutions and firms or main professional areas, at the regional or local level. These projects are carried out, at the institutions, on the basis of budgets financed by the ministry for higher education and research.

The relevant texts focused on this issue are as follows :

- Protocole de collaboration entre le ministère de l'enseignement supérieur et de la recherche, la conférence des présidents d'université, la conférence des directeurs des écoles et des formations d'ingénieurs et les partenaires professionnels signataires – 29 novembre 2013

- Loi n° 2007-1199 sur les libertés et responsabilités des universités du 10 août 2007

- Loi n° 2013-660 du 22 juillet 2013 relative à l'enseignement supérieur et à la recherche

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

Yes

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

Short cycle programmes (leading to DUT and BTS degrees) and professionally-oriented « Licence » programmes are set up with the close involvement of professionals, considering the kind of jobs these programmes are made for.

Generally speaking, any study track to be set up in higher education is based on the perspectives about graduate employability and labour market integration. Therefore, specifications made for the university Licence and Master's degrees by the 2014 january 22nd ministerial text ("arrêté") require to take into account the institutional capacity to deliver the programme leading to these degrees, and in particular on the basis of "formalized relations with professionals involved" and of a system set up for "graduate tracking and the follow-up of graduates' integration into the labour market" (appendix to the 2014 ministerial text mentioned before) :

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20140201&numTexte=28&pageDebut=01927&pageFin=01928

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

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

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

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

For higher education short cycle programmes (for DUT and BTS degrees), engineering programmes, business and management programmes, having a traineeship is obviously part of the basics, considering knowledge and competences required to actually be able to « do the job » on the labour market, in relation to the jobs and the professional fields these programmes are meant to empower graduates for.

The 2013 july 22nd law about higher education and research reaffirms how important traineeships are and aims to increase hands-on periods in a professional setting, which have to be included to an educational programme with minimum teaching hours, while the law sets what a traineeship actually means : « Le stage correspond à une période temporaire de mise en situation en milieu professionnel au cours de laquelle l'étudiant acquiert des compétences professionnelles qui mettent en œuvre les acquis de sa formation en vue de l'obtention d'un diplôme ou d'une certification. Le stagiaire se voit confier une ou des missions conformes au projet pédagogique défini par son établissement d'enseignement et approuvées par l'organisme d'accueil. » (taken from article 26 of the law mentioned before).

In this context, and on the basis of the national qualifications framework for the national « Licence », professionally-oriented « Licence » and Master, set by the 2014 january 22nd ministerial text (« arrêté »), the principle of having a traineeship period in a professional setting is now spread out to the professionally-oriented Licence and Master programmes, where such an experience is compulsory for students :

« l'expérience en milieu professionnel est une modalité particulière d'acquisition de connaissances et de compétences ... (qui) contribue à favoriser l'insertion professionnelle des futurs diplômés.

Cette expérience en milieu professionnel peut prendre des formes variées, dont notamment le stage ou des périodes de formation alternées en milieu professionnel sous contrat de travail et en établissement de formation.

Dans ce cadre, comme dans tout autre élément de formation, les objectifs et modalités de cette expérience professionnelle doivent être précisés et donnent lieu à une préparation, à un encadrement et à une évaluation au regard des objectifs de la formation. (...)

L'expérience en milieu professionnel, telle que définie au présent article, est obligatoire en licence professionnelle sous la forme de stage et en master. » (taken from article 9)

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20140201&numTexte=25&pageDebut=01922&pageFin=01926

Concerning the academically-oriented « Licence », the principle made for any student to have a traineeship is encouraged as well which, considering the mass of students at this level, does imply an important demand for traineeship. In this context, and considering the new "mission de service public" universities are made responsible for guidance and employability, special units for employability support (called BAIP : "bureaux d'aide à l'insertion professionnelle") were set up at university, in particular to make it easier for students to find out suitable places for a traineeship.

At the same time, a bill for developing and providing supervision for traineeships, and for a better status for trainees has been made, in order to back up the trainee protection and to struggle against improper situations which are detrimental to young people, while strengthening up the educational dimension of these traineeships as relevant tools for training and for better youth integration into the labour market. This bill, after a long consultation and dialogue, was recently adopted by the National Assembly in spring 2014.

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

latest available year.

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

V.4.2.1. Please provide the source information here.

In 2011-2012, on the basis of a survey involving universities, carried out by the ministry :

-Considering the 990 000 students registered in initial education, in « Licence », Master, engineering and short cycle (in IUTs : “instituts universitaires de technologie”), more than 3 students out of 10 (32% exactly) were involved in a traineeship (“stage”).

-This share is increasing with upper levels in higher education and in professionally-oriented programmes : on the one hand, 32% students are concerned by a traineeship in a « Licence » ; on the other hand, 84% students in their last 3rd year for a professionally-oriented “Licence” or 91% in their last 2nd year for a DUT degree have a traineeship period. At the Master level, 63% have a traineeship in their 2nd year, while generally speaking, 83% students in engineering programmes had a traineeship in 2011-2012 : 69% for the 1st year, but 90% for the 2nd year and 9% for the 3rd year.

>> information source : « Note d’information » (April 2014) :

http://cache.media.enseignementsup-recherche.gouv.fr/file/2014/74/3/NI_ESR_14_02_v3_317743.pdf

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

No

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

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes

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

Employability and labour market integration are key elements for assessing higher education quality in France. This criteria in particular is taken into account for setting up courses for professionally-oriented programmes. For the “Licence” and Master levels as well, in the whole set of criteria made for accrediting higher education institutions from now onwards, some criteria deal with “preparing and following-up employability and labour market integration” (point 2) and “the socio-economic background” (point 3 / 2014 january 22nd ministerial text (“arrêté”) about accreditation). These two points are also a must in criteria set for the national qualifications framework set by another ministerial text (also on January 22nd 2014 – see answer made in V-3-7 above) :

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20140201&numTexte=26&pageDebut=01926&pageFin=01927

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20140201&numTexte=25&pageDebut=01922&pageFin=01926

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

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

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

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

Yes

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

- In regular intervals
- On an ad hoc basis

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

No

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

- In regular intervals
- On an ad hoc basis

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

Yes

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

- In regular intervals
- On an ad hoc basis

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

After student guidance and graduate employability were introduced by the 2007 (August 10th) law and reaffirmed as one of the core « missions de service public » for higher education by the latest

2013 (july 22nd) law on higher education and research, regular surveys about the graduate employability for « Licence » and Master degree holders are being made by the ministry for higher education and research and are the focus of annual publications available on the website “ enseignementsup-recherche.gouv.fr ».

The latest 2013 December survey is about the 2010 graduates’ employability and shows that, 30 months after graduation at university, 90% Master’s graduates do have a job, and the same goes for 91% professionally-oriented “Licence” graduates and 88% short cycle DUT :
<http://www.enseignementsup-recherche.gouv.fr/cid75937/publication-des-resultats-de-la-4e-enquete-sur-l-insertion-professionnelle-des-diplomes-de-l-universite.html>

Besides, the CEREQ (« Centre d’études et de recherches sur les qualifications ») publishes regular tracking surveys about graduate employability. The latest one, made available in 2013, shows a fast and sustainable access to employment which more often concerns the upper graduates of the 2010 generation :
<http://www.cereq.fr/index.php/sous-themes/Enquetes-Generation-Sous-Themes/Generation-2010-enquete-2013>

Eventually, the INSEE national institute (« Institut national de la statistique et des études économiques ») published in December 2013 the outcomes of a survey which show that holding a degree is a protection against youth unemployment, nearly five times as much as those who do not have a degree, especially for young people from lower social backgrounds or from immigration. In 2012, the unemployment rate observed among non degree-holders, one to four years after completion of their education, was 47% versus 10% for the graduates from higher education :
http://www.insee.fr/fr/themes/document.asp?reg_id=0&ref_id=FORMEMPI13_a_Diplome

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

Yes ▼

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

Employability and labour market integration are key elements for assessing higher education quality in France. This criteria in particular is taken into account for setting up courses for professionally-oriented programmes. For the “Licence” and Master levels as well, in the whole set of criteria made for accrediting higher education institutions from now onwards, some criteria deal with “preparing and following-up employability and labour market integration” (point 2) and “the socio-economic background” (point 3 / 2014 january 22nd ministerial text (“arrêté”) about accreditation). These two points are also a must in criteria set for the national qualifications framework set by another ministerial text (also on January 22nd 2014 – see answer made in V-3-7 above) :
http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20140201&numTexte=26&pageDebut=01926&pageFin=01927
http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20140201&numTexte=25&pageDebut=01922&pageFin=01926

Data entry: (VI_Lifelong_learning)

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

Yes ▼

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

While initial and continuing education is the first mission devoted to the “service public” of higher education (see article 1 – 2007 (august 10th) law about university freedoms and responsibilities), the whole set of initial education together with continuing education is the pillar underlying the French concept of lifelong learning. Such a concept embedded into the “missions de service public de l’enseignement supérieur” was clearly reaffirmed by the latest 2013 (July 22nd) Law on higher education and research :

Article L123-3 du Code de l’Education (Modifié par la loi n°2013-660 du 22 juillet 2013 - art. 7)

« Les missions du service public de l’enseignement supérieur sont :

1° La formation initiale et continue tout au long de la vie ;

2° La recherche scientifique et technologique, la diffusion et la valorisation de ses résultats au service de la société. Cette dernière repose sur le développement de l’innovation, du transfert de technologie lorsque celui-ci est possible, de la capacité d’expertise et d’appui aux associations et fondations, reconnues d’utilité publique, et aux politiques publiques menées pour répondre aux défis sociétaux, aux besoins sociaux, économiques et de développement durable ;

3° L’orientation, la promotion sociale et l’insertion professionnelle ;

4° La diffusion de la culture humaniste, en particulier à travers le développement des sciences humaines et sociales, et de la culture scientifique, technique et industrielle ;

5° La participation à la construction de l’Espace européen de l’enseignement supérieur et de la recherche ;

6° La coopération internationale. »

The lifelong learning definition is also made clear by article L6111-1 of the Labour Code, modified by the 2014 (march 5th – n°2014-288) law about vocational education, employment and social democracy : upgrading up to one qualification level at least during one’s professional life. Besides the same 2014 law makes it a legal principle to have one’s “own account for learning” (“compte personnel de formation”) which is meant to contribute to indeed get a first upper qualification level or to develop further one’s own competences and skills, enabling each person, at one’s own initiative, to be further educated and trained.

« Article L6111-1 / Code du Travail : La formation professionnelle tout au long de la vie constitue une obligation nationale. Elle vise à permettre à chaque personne, indépendamment de son statut, d’acquérir et d’actualiser des connaissances et des compétences favorisant son évolution professionnelle, ainsi que de progresser d’au moins un niveau de qualification au cours de sa vie professionnelle. (...) Une stratégie nationale coordonnée est définie et mise en œuvre par l’Etat, les régions et les partenaires sociaux (...).

Elle comporte une formation initiale, comprenant notamment l’apprentissage, et des formations ultérieures, qui constituent la formation professionnelle continue, destinées aux adultes et aux jeunes déjà engagés dans la vie active ou qui s’y engagent.

En outre, toute personne engagée dans la vie active est en droit de faire valider les acquis de son expérience, notamment professionnelle ou liée à l’exercice de responsabilités syndicales.

Afin de favoriser son accès à la formation professionnelle tout au long de la vie, chaque personne dispose dès son entrée sur le marché du travail, indépendamment de son statut, d’un compte personnel de formation. Le compte personnel de formation est comptabilisé en heures et mobilisé par la personne lorsqu’elle accède à une formation à titre individuel, qu’elle soit salariée ou demandeuse d’emploi. Il est intégralement transférable en cas de changement ou de perte d’emploi (...).

<http://www.legifrance.gouv.fr/affichCodeArticle.do?idArticle=LEGIARTI000028716381&cidTexte=LEGITEXT000006072050&dateTexte=20140718&oldAction=rechCodeArticle&fastReqId=326528412&nbResultRech=1>

In English words :

“Lifelong vocational education is a national requirement. It aims to enable each person, whatever his/her position, to get or to update knowledge and competences making a further professional career easier, and to upgrade with at least one-upper-level of qualification throughout his/her professional career. A national coordinated strategy is set up and implemented by the State, regional authorities and social partners.

It involves an initial training, including in particular apprenticeship, and further training, which is continuing professional training, aimed at adults and young people already involved in working life, or who are involving into it.

Besides, any person engaged into working life has the right to have his/her prior learning recognized, especially professionally-based learning or learning connected to responsibilities taken up in trade unions.

In order to contribute to the access to lifelong vocational education, each person has one’s own account for learning, whatever his/her position, as soon as he/she starts working on the labour market. The personal account for learning is based on hours and is used by the person when he/she gets to a training on an individual basis, either as an employee or a jobseeker. It is entirely transferred when getting a new job or when being fired (...)

Therefore, in France, lifelong learning encompasses several objectives :

- contributing to the cultural development of society, and by doing so, to its evolution,
- ensuring access to employment and skill matches to jobs,
- helping jobseekers’ re-integration into the labour market,
- allowing social upgrading,
- and struggling against inequalities.

Although the notion of lifelong learning as such is not referred to in the various laws which shaped up the French university system since 1968, however it is possible to outline a precise concept of such a process through missions universities are made responsible for and objectives given to education, be it either initial or continuing education.

At university, these objectives are implemented on the basis of the following principles :

- the university opening up to all audiences : “universities have to ensure, while taking advantage from new ways to learn in particular, continuing education for all categories of people and for any purpose it may entail” (1968 University Law, ie : “ loi du 12 novembre 1968”)

Other official texts, in particular the 1973 ministerial note to « Recteurs » (ie : Minister’s official representatives in local areas all over France) for implementing vocational education within continuing education – ie : « instructions n° 73-061 du 2 février 1973 aux recteurs pour la mise en œuvre par les établissements de la loi de juillet 1971 portant organisation de la formation professionnelle dans le cadre de la formation permanente » -, make it clear about audiences involved : alumni, persons who could not go on studying before, employees in firms or other bodies, drop-outs, immigrant workers, women wishing to get back to work, etc..

- matching skills to everyone's needs, which implies flexible learning paths and a thorough work of first training needs analysis and ways to fulfil them.

- new ways of teaching : daily practice of continuing education must trigger off new teaching methods to be spilled over into initial education.

- recognition of prior learning, whatever learning it is (studying made in France or abroad, or previous professional experiences), which allows someone to either get access to different levels in higher education (ie : 1984 Law for higher education >> loi du 26 janvier 1984), or to get parts or the whole of a qualification, on the basis of the recognition of previous education made at university in France or abroad (ie : décret n° 2002-529 du 16 avril 2002), or of the recognition of previous professional experiences (décret n°2002-590 du 24 avril 2002). Thanks to all these schemes, it is possible for universities to fully take on board the mobility between education and jobs throughout one's life.

- readable qualifications : for about 10 years now, a particular focus has been going on about making programmes more professionally-oriented and about fitting them into competences to be learned, and by doing so, about promoting student guidance and integration into the labour market.

- student guidance and integration into the labour market : guidance for students and adults wishing to get back to higher education and their integration into the labour market, this is the mission universities are made responsible for by the 2007 Autonomy Law (ie : loi du 10 août 2007 relative aux libertés et responsabilités des universités). This is made real by a new focus to student success, especially in the 1st cycle, including the implementation of teaching support and professional skills gradually achieved, and the setting up of student employability units aiming to bridge gaps between university and firms.

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

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

Yes, all institutions

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

The mission of « continuing education » has been part of missions for public service (ie : French concept of “mission du service public”) universities are entitled with for over 40 years. It was already mentioned in the 1968 law for higher education (ie : loi d'orientation de l'enseignement supérieur du 12 novembre 1968). Besides, it is worth recalling that such a mission is to be implemented within the overall framework set up by the Labour Code, in particular its book, number VI, about continuing vocational education for employees. Indeed, with the 1971 so-called “Delors Law” about continuing vocational education - loi de 1971 sur la formation professionnelle continue -, universities became genuine operating bodies for such an education, and are concerned by all the official texts taken in that field by the ministry for Employment

In order to fully their mission, universities equipped themselves with services able to meet demands from firms and individuals alike, with the building up of an educational offer matched to adults' audiences willing to upgrade one's qualifications or to better enhance their own professional experiences.

Ever since, continuing education, then lifelong learning are framed by a substantial amount of legislation and regulation about how they are to be implemented within HE institutions. These official texts about higher education deal with all the sides of lifelong learning through defining the way IJEL's actions should be done, the various targeted audiences, or giving details about how services should be set up and organized, how actions should be financed, or how staff involved should be recruited, employed and payed for actions implemented within this framework.

Besides, recognition of prior learning to get access to higher education, through initial education, is set by regulation about studying in higher education leading to the award of the « licence », « master » or « doctorat » 's degrees.

Engineering programmes provided by engineering schools can also be taken into account for recognition of prior learning : and the qualification award of “ingénieur diplômé par l'Etat” can be awarded after a procedure of recognition of prior competences and skills which have been gained for at least 5 years, when doing jobs usually made by engineers.

Legislation and regulation (available on : www.legifrance.gouv.fr) are based on the following main French legal texts :

- Loi n° 68-978 du 12 novembre 1968 sur l'orientation de l'enseignement supérieur

- Loi n° 84-52 du 26 janvier 1984 sur l'enseignement supérieur

- Article L123-3 du Code de l'Éducation, modifié par la loi n°2007-1199 du 10 août 2007 sur les libertés et les responsabilités des universités (L.R.U) et la loi n°2013-660 relative à l'enseignement supérieur et à la recherche, relatif aux missions du service public de l'enseignement supérieur

- Loi n°2009-1437 du 24 novembre 2009 relative à l'orientation et la formation professionnelle tout au long de la vie

- Loi de modernisation sociale du 17 janvier 2002, which introduces the « validation des acquis de l'expérience » (VAE) in France

- Articles R613-32 à R613-37 du Code de l'Éducation relatifs à la validation des acquis de l'expérience par les établissements d'enseignement supérieur, et à la validation des études supérieures accomplies en France ou à l'étranger

- Articles D613-38 à D613-50 du Code de l'Éducation relatifs aux conditions de validation des études, expériences professionnelles ou acquis personnels en vue de l'accès aux différents niveaux de l'enseignement supérieur

- Loi n°2014-288 du 5 mars 2014 relative à la formation professionnelle, à l'emploi et à la démocratie sociale.

Besides, there is a substantial amount of official texts about implementing continuing education, sandwich courses, apprenticeship in particular, and concerning higher education.

Further comments:

Teaching activities contributing to lifelong learning are part of initial education and continuing education.

They aim at ensuring wide participation into higher education by all audiences.

Continuing education at university provides programmes leading to qualifications, that is to say, to national recognized degrees, or further training, like short training schemes. This kind of education is targeting persons who stopped studying, or who are willing to get additional skills or to enhance their own professional experiences, and furthermore, employers themselves willing to upgrade skills of their staff. These audiences are provided with flexible learning paths and tailored methods : course units to be accumulated, full time or part time education, evening classes, open and distance learning. This educational supply provided is supported by special services : continuing education services, services for recognition of prior learning, which are set up in each higher education institution (universities and HE schools) and network with each other. These services provide welcome, information and counselling. They provide helps for buiding up one's own professional plans, one's own learning path and for recognition of prior learning as well.

Concerning initial education for students, with the LMD reform (3 cycles reform) being implemented, more flexible learning paths, based on course units, were introduced, therefore making it possible for students to build up more personalised learning paths. Together with recognition of prior learning, this way of organizing education makes the idea of flexible learning paths real.

Besides, the new mission about student employability led universities to set up various actions mainly aiming to help students to build up their own professional plans, to pinpoint and enhance their own competences, or to know better what "real life" at work is like. Each university is equipped with an overall plan to contribute to student integration into the labour market, relying for an important part on employability units and information/guidance services.

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

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

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

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

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

No

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

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

No further comments

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

No

VI.4.1. Please explain these restrictions.

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

General public higher education budget (%) "27"

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

Special budget for lifelong learning (%) "8.4"

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

Private contributions from students (%) "20.6"

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

Private contributions from business and industry (%) "44"

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

Other (%) "0"

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

Comments: These official 2011 statistical data are based on a national survey about continuing education in higher education (public higher education institutions), whose results were published in 2013 (RERS 2013, pp 222-223 ; Etat de l'enseignement supérieur et de la recherche 2013, pp 46-47).

In 2011, continuing education in higher education increases its turnover by 6% as compared to 2010, which accounts for a total amount of 441 million euros. Its share within vocational education in France is very little (2% of the total 2010 turnover).

It welcomed 450 000 persons on a training scheme (with 340 000 of them at university) and 71 300 degrees (including 48 000 national degrees, and among these, 35% at a Master level and 36% at a "Licence" (Bachelor) level)

The share of degrees awarded by continuing education in the whole set of university degrees accounts for 10%, like in 2010. This share goes beyond 25% for the professionally-oriented "Licence" (Bachelor's degree)

While more than half of those registered in continuing education gets prepared for a degree, short traineeships for further skills, based on an average 27-hour period, attract 23% of registered people. Recognition of prior learning is another way for getting a degree, on the basis of one's own professional experience (see Q 6.12 and following ones).

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

No further comments.

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

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

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

Distance-learning or e-learning, besides some courses and educational materials already made available to students on HEIs' websites, is currently being further promoted in France with a whole set of political actions for the digital dimension, and in particular by developing on-line programmes and courses (the so-called "FUN" ("France Université Numérique") project).

Besides, special arrangements for their studying, which might be set up by each HEI, can be provided in particular for :

- students in apprenticeship : students with a professionalisation contract ;
- trainees in continuing education : trainees whose training is financed, with high tuition fees generally speaking ; and trainees without any financial support, with the same tuition fees as students in initial education, but without the student status ;
- students who are working as employees as well ;
- disabled students ;
- high level sportsmen/women and high-level musicians.

Finally, the scheme for recognition of prior learning (VAE in French) is a valuable additional tool to make lifelong learning more real, with flexible learning arrangements and paths made for each individual, according to what was awarded through VAE (cf. points 6.12 and the following ones).

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

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

In France, there is no difference between a full time and a part time student.

However, even though the student status is not ruled by law (Education Code), a student can have the student Social Security up to 28 years old.

A student may be studying while having a "contrat de professionnalisation" or "contrat d'apprentissage", or may be a trainee in continuing education.

A person who studies in higher education may also be an employee.

Either a student or a trainee or an employee, you can get access to the student restaurant, to the university library, since this is included in the tuition fees' amount. Access to sport services is not free, but this is not compulsory.

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

Further comments:

The part-time student status does not exist as such in France. Only learning arrangements (schedules, examinations) can be made under special conditions (see answer to point 6.6 above), for instance for courses set up for apprenticeship.

The concept of part-time studies would mean that higher education is designed and organized on a part-time schedule, as opposed to full-time studies, which cannot be found out in France : for instance, a project for a Bachelor or a Master programme is always submitted with a 60-ECTS organization as a pillar per each academic year involved, and taking into account the student workload connected to these ECTS credits.

Besides, if during the academic year, a student cannot, de facto, follow all courses on a full time basis (for instance for teachers who wish to go on studying while teaching), regular assessments (by projects or essays to be submitted and sent by email or regular post, and sitting for the exams on the "d day") are always possible. If not, a student may choose the final exams set up at the end of the academic year only, while requirements for content and for exams are the same as those for regular students all the year long.

VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited

number of credits) and follow de facto part-time studies.

VI.7.3. Please indicate which fees apply to students studying part-time.

Students studying part-time pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements
There is no part-time student statute in France

VI.7.4. Please indicate which fees apply to de facto part-time students.

VI.7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

No financial support for students studying part-time
Grants are provided for full time studies. In other words, students registered in evening courses for instance cannot get a grant.

However, students in apprenticeship (with switching periods from the institution and the enterprise) can get other kinds of support (payment in the framework of special contract – “contrat d'apprentissage” – ruled by law (Labour Code).

VI.7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VI.8. Are there any higher education programmes in your country designed as 'part-time' programmes?

No

VI.8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

VI.9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

All higher education institutions are required to offer part-time studies or other alternative forms of study
Continuing education and recognition of prior learning, both introduced by law, require that universities organize flexible learning arrangements and different ways to access to higher education.

Besides, increasing learning paths with different rhythms, based on apprenticeship, combining learning based both on hands-on practice in firms and on theoretical knowledge taught in learning centres themselves, are being promoted for all subject areas.

VI.9.1. If you have any further comments regarding this section, please provide them here:

VI.10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes
With the recognition of prior learning based on the “validation des acquis de l'expérience » (VAE), and in particular the validation of professional experience, the VAE in France allows to get a degree (degree, professionally-oriented title or professionally-oriented certificate), registered in the “Répertoire national des certifications professionnelles” (RNCP) – or national qualifications framework-, either fully or partially.

The request for validation is to be made with a personal file, where the applicant's own experiences are to be presented in connection with the knowledge and the competences specifically related to the degree which is sought after. A jury for validation makes the final award, if it is positive decision.

VI.10.1. Please choose the statement that best applies to your country-specific situation.

It is a legal right for candidates to have their prior non-formal and informal learning recognised towards fulfilment of a HE study programme and HE institutions must provide relevant procedures
Continuing education at university, introduced into Law as early as 1971 (ie : loi du 16 juillet 1971 sur l'organisation de la formation professionnelle dans le cadre de la formation permanente), is one of the missions for public service universities are made responsible for ; however, the concept of recognition of prior learning (“validation des acquis ») is based on articles L613-3 et L613-4 in the Education Code, following the January 2002 Law (ie : loi n°2002-72 du 17 janvier 2002).

VI.10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

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

See comments in VI.10.2.1 & VI.10.3 below

VI.10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

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

On the basis of the latest official statistics available for the 2012 academic year (ie : note MENESR/DEPP – 16 mai 2014), the number of validations awarded in 2012 by the “validation des acquis de l’expérience” (VAE) – or recognition of prior learning (RPL) – in universities and at the « Conservatoire national des métiers » (Cnam) remains stable : 4 000 persons (4016 exactly) get a higher education degree or title, either fully or partially.

The share of fully degrees among the whole set of validations awarded by VAE kept on increasing : from 17 % in 2002, first year of the scheme, it came up to 60 % in 2011 and gets stable in 2012 with about 60 % of validations.

The Master and the professionally-oriented “Licence” (Bachelor) are the most looked for degrees with VAE : both of these degrees account for more than 80% of validations.

It should also be underlined that most universities start awarding doctorates on a VAE basis : in such a case, the procedure is tightly set.

VI.10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

The scheme for RPL is based on the following legislation and regulation, available on the official website of www.legifrance.gouv.fr => <http://legifrance.gouv.fr/initRechTexte.do>

Basically, as a possible summary, as far as professional experience is concerned, “prior learning” refers to any professional experience and connected skills gained thanks to a 3-year long (at least) professional activity made as an employee, an independent worker, or as a volunteer. To be recognized for a degree “x” award, either fully or for a part of it only, this prior learning must have some sort of connection with the knowledge, skills and competences required for such a degree “x”. Prior learning on the basis of higher education abroad can also taken on board, as a matter of principle, legally as well.

« Article L613-3 (Modifié par Loi n°2002-73 du 17 janvier 2002 - art. 137/ JORF 18 janvier 2002)

Toute personne qui a exercé pendant au moins trois ans une activité professionnelle, salariée, non salariée ou bénévole, en rapport avec l'objet de sa demande, peut demander la validation des acquis de son expérience pour justifier tout ou partie des connaissances et des aptitudes exigées pour l'obtention d'un diplôme ou titre délivré, au nom de l'Etat, par un établissement d'enseignement supérieur.

Toute personne peut également demander la validation des études supérieures qu'elle a accomplies, notamment à l'étranger. (...)»

« Article L.613-4 (Modifié par Loi n°2002-73 du 17 janvier 2002 - art. 137/ JORF 18 janvier 2002)

La validation prévue à l'article L. 613-3 est prononcée par un jury dont les membres sont désignés par le président de l'université ou le chef de l'établissement d'enseignement supérieur en fonction de la nature de la validation demandée. Pour la validation des acquis de l'expérience, ce jury comprend, outre les enseignants-chercheurs qui en constituent la majorité, des personnes compétentes pour apprécier la nature des acquis, notamment professionnels, dont la validation est sollicitée. Les jurys sont composés de façon à concourir à une représentation équilibrée entre les femmes et les hommes.

Le jury se prononce au vu d'un dossier constitué par le candidat, à l'issue d'un entretien avec ce dernier et, le cas échéant, d'une mise en situation professionnelle réelle ou reconstituée, lorsque cette procédure est prévue par l'autorité qui délivre la certification. Il se prononce également sur l'étendue de la validation et, en cas de validation partielle, sur la nature des connaissances et aptitudes devant faire l'objet d'un contrôle complémentaire.

La validation produit les mêmes effets que le succès à l'épreuve ou aux épreuves de contrôle des connaissances et des aptitudes qu'elle remplace. (...)»

On the basis of this legislation, the conditions for getting a VAE or RPL, both for validating prior higher education and prior professional experience, are set by articles R613-32 to R 613-37 in the “Code de l’Education”.

Article R613-33 in particular carries the following definition for a VAE :

« Peuvent donner lieu à validation toutes études supérieures suivies par le candidat dans un établissement ou un organisme de formation ressortissant au secteur public ou au secteur privé, en France ou à l'étranger, quelles qu'en aient été les modalités et la durée.

Peuvent également donner lieu à validation les acquis de l'expérience correspondant à l'exercice, continu ou non, pendant une durée cumulée d'au moins trois ans, d'activités salariées, non salariées ou bénévoles. Ces acquis doivent justifier en tout ou partie des connaissances et des aptitudes exigées pour l'obtention du diplôme postulé. »

VI.10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

Yes

« Article L613-3 (Modifié par Loi n°2002-73 du 17 janvier 2002 - art. 137 JORF 18 janvier 2002) :

Toute personne qui a exercé pendant au moins trois ans une activité professionnelle, salariée, non salariée ou bénévole, en rapport avec l'objet de sa demande, peut demander la validation des acquis de son expérience pour justifier tout ou partie des connaissances et des aptitudes exigées pour l'obtention d'un diplôme ou titre délivré, au nom de l'Etat, par un établissement d'enseignement supérieur. »

Please also provide the full reference(s) to relevant document(s) here:

Loi de modernisation sociale du 17 janvier 2002 (article L613-3)

VI.10.4.1. Please specify these requirements.

Specific age requirements (please specify)

Requirements related to the duration of prior professional experience (please specify)

Other (please specify)

VI.10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE

studies (i.e. towards fulfilment of studies)?

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

VI.10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

+96%

VI.10.5.2. Please indicate the source and the reference year.

All degrees can be awarded on a RPL (recognition of prior learning)– or « VAE » in French : « validation des acquis de l'expérience »)- basis : the VAE is indeed a new way to get a degree, just like initial education. Therefore, all French universities are involved in this approach.

Of course, statistics show that some are more reluctant than others, or at least that the RPL way is not a deeply-rooted belief yet, but such reluctances are gradually fading away.

Partially awarded RPL are increasingly used as a tool which enables to shorten training periods ; as for fully awarded RPL, applicants use it as a means in itself. However, full RPL also allows to get access to an upper level of higher education, although this is not what the RPL (or VAE in French) is meant for, basically.

On the other hand, the mechanism allowed by what is called VAP (« validation des acquis professionnels ») and based on the recognition of prior professional experience enables a VAP beneficiary to get the access to higher education. VAP means 12 000 beneficiaries each year.

For 2015, within the framework of the 2014 annual performance plan for the budget programme 150 about higher education in particular, the 2015 target is 5 000 VAE, including 2 800 for a fully awarded degree.

VI.10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

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

VI.10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

4016

VI.10.6.2. Please indicate the source and the reference year.

Note d'information – n° 16 (mai 2014) : la VAE dans les établissements d'enseignement supérieur en 2012 :

<http://www.education.gouv.fr/cid58695/la-validation-des-acquis-de-l-experience-vae-dans-les-etablissements-d-enseignement-superieur-en-2012.html>

VI.10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VI.10.6.3. If you have any further comments regarding this section, please provide them here:

85% of VAE (RPL) beneficiaries are working and 14% of them are unemployed. Among those who are working, executives are still the main beneficiaries : indeed, they account for 47% of persons registered in a VAE path in 2012.

The share of beneficiaries who are less than 30 years old is 5% in 2012, which is the lowest share since the scheme was launched. The 40-49 years old share is 41% : this is the largest age group among the beneficiaries of a VAE granted decision for higher education.

The oldest ones who made the choice for a VAE on the basis of a longer professional experience are more enclined to seek the award of a degree post-“Licence”(Bachelor)

VI.11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

Yes

VI.11.1. Please specify what they are.

With greater autonomy provided to universities, tailored learning paths have now become high on the agenda, in order to enable each young student to find his/her own way for success in higher education.

Therefore, among innovative initiatives being encouraged by the ministry for higher education and research, universities provide some students with the opportunity to follow a learning path based on two different subject areas (“doubles formations”), or to study for innovative degrees. Other students can have the opportunity to do a first “hands-on” period as soon as a Bachelor (“Licence”) programme. Other ones may be interested by bridges which are especially set up for them in order to enable them, after a first semester at university, to get to a short-cycle programme such as a BTS (“brevet de technicien supérieur”) to be studied in post-secondary institutions in an 18-month period.

Increasing bridges between different programmes are widely promoted. Therefore, new study tracks to get into along the year (in particular for students in health programmes) or access to further studying in a « Licence » course (ie : the last 3rd year of a Bachelor programme), which can be made possible after a short-cycle (2-year) programme (BTS, IUT, CPGE), are now getting more and

more usual.

Data entry: (VII_Internationalisation_mobility)

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

Yes

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

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

7.1.2. Please specify:

In France, a new mission of the «service public» was embedded by the 2007 august 10th law about university freedoms and responsibilities : helping to building up the European higher education and research area (EHERA).

Besides, the will to strengthen up the European and international opening up of institutions led to set 3 indicators in the framework of the 2014 annual performance plan (PAP French acronym) for the budget programme 150 :

- the welcome of foreign students, with the share of foreign Master students and foreign doctoral candidates (indicator 5.1) ;
- the development of « co-tutelles de thèse internationales » or international joint supervisions of thesis, with the share of new doctoral candidates registered for a « co-tutelle » (indicator 5.2) ;
- and the welcome of foreign Professors called “researchers-teachers” in France (ic : « enseignants-chercheurs ») with the annual share of recruited foreign researchers-teachers (indicator 5.3).

In the framework of the accreditation reform, the international dimension is one of the major criteria to check the institutional capacity to set up higher education programmes, in particular on the basis of a higher education strategy linked up with the policy for international relations (point 1, appendix 1, 2014 january 22nd ministerial text (“arrêté”) setting the accreditation arrangements for higher education institutions). Besides, specifications set for the Licence and Master’s grades, also set by an ad hoc 2014 january 22nd « arrêté”, reaffirms the requirement to gain the full command of language skills at the Master level.

Eventually, a national strategy for higher education called STRANES (« stratégie nationale de l’enseignement supérieur », whose principle was set by the 2013 july 22nd law about higher education and research and which is being largely discussed with stakeholders, should be adopted by the end of 2014. This strategy should include international actions.

Measures for higher education internationalization, developed by the ministry for higher education and research, are based on :

- bilateral recognition agreements : with EHEA countries and with countries outside the EHEA ;
- the further development of student mobility with mobility periods or mobility windows included in learning paths (as in engineering programmes in particular) and with double or joint degrees (for instance, in the framework of the French-German University or with joint Masters selected for Erasmus Mundus) thanks to flexible arrangements for degrees based on international partnerships ;
- support for international mobility for students from lower backgrounds with the scheme of need-based grants for international mobility (called AMI (« aides à la mobilité internationale ») grants, accounting for 400 euros a month (and up to 9 months), for eligible students to need-based grants for higher education (called BCS (“bourse d’enseignement supérieur sur critères sociaux”) grants) for the same academic year ;
- widening up the missions of the CampusFrance agency for managing foreign students’ grants (an agency initially set up with the core mission to promote the French higher education abroad) ;
- and encouraging universities to further develop information and advice, through their offices for international relations in particular, to students wishing to go study ing abroad.

Besides it is worth underlining that the principle of recognition of prior higher education abroad was included into the Education Code (Articles R613-32 to R613-37) in order to make it easy to take these learning experiences (“acquis”) on board for recognition.

http://www.legifrance.gouv.fr/affichCode.do;jsessionid=05451D6E9CFB8AB40E259CEB513C82AF.tpdjo04v_2?idSectionTA=LEGISCTA000027864703&cidTexte=LEGITEX1000006071191&dateTexte=2014070

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

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

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

** Specific Department :

It is the Division for European and International affairs in Research, Innovation and Higher education, called MEIRIES (« Mission Europe et International pour la Recherche, l’Innovation et l’Enseignement Supérieur »), a new structure related to both the Directorate-General (DG) for Higher education and Employability and the Directorate-General (DG) for Research and Innovation.

The MEIRIES Division contributes to define a European and international strategy for higher education, research and innovation, ensuring its consistency with the national strategies for higher education and research, the DG for Higher education and Employability and the DG for Research and Innovation are respectively responsible for its development.

It refines the measures needed to build up the European higher education and research area, and to do so, it is involved in negotiations with the European Commission.

It coordinates the implementation of initiatives and international schemes for higher education, research and innovation, with the delegation for European and international relations and cooperation within the ministry, and in connection to the administration of the ministry for Foreign Affairs.

The MEIRIES missions are set by the ministerial text (« arrêté »), article 73, published in the official Journal of the French Republic on february 18th 2014 :

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20140218&numTexte=3&pageDebut=&pageFin=

** Agency for HE internationalization :

Created by the 2010 july 27th law, the Campus France agency is a new public institution (« établissement public EPIC »), supervised both by the ministry for foreign affairs and by the ministry responsible for higher education and research.

This Agency is in particular responsible for :

- promoting the French higher education in the world and for better informing international students, to provide guidance to help them make the right decision for higher education programmes, make their own application forms and their requests for a visa, with the support of a network involving more than 200 CampusFrance centres and platforms abroad ;
- and for managing mobility for students holding a grant from the French government, for researchers, for experts sent for missions and for important persons invited in France.

<http://www.campusfrance.org/fr>

** Stakeholders organizations :

- French Rectors’ Conference (CPU)

www.cpu.fr

- French Directors’ Conference of Engineering Schools and programmes (CDEFI) :

www.cdefi.fr

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

No

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

7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▾

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

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

1-25%

7.3.3.1. Please provide a source for this information:

This is an estimation.

Universities which did set up a genuine international strategy, beyond the mere will to attract more foreign students, and which irrigate all the dimensions of the institutional policy (research policy, policy for higher education programmes, language policy, ...) are very few.

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

100%

7.3.4.1. Please provide a source for this information:

As shown by development projects and websites, all higher education institutions wish to attract more foreign students, and institutional participation to Erasmus keeps increasing. Universities, engineering schools and business schools are involved as well in many joint programmes, double or joint degrees, with European and international partners.

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

Credit mobility:Outgoing mobility Targets to be set for Erasmus + (Erasmus)

Credit mobility:Incoming mobility Targets to be set for Erasmus + (Erasmus)

Degree mobility:Outgoing mobility

Degree mobility:Incoming mobility 2015 target (PAP 2014): 53% foreign MA students ; 14% foreign doctoral candidates

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

Yes ▾

7.4.1.1. Please specify:

The 2015 target set by the 2014 annual performance plan (PAP) is : 53% foreign students registered in a Master programme (versus 48.7% in 2012).

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

Yes ▾

7.4.2.1. Please specify:

The 2015 target set by the 2014 PAP about the annual numbers of foreign doctoral candidates registered in a « co-tutelle » or joint international supervision of thesis is : 2000 (versus 1695 in 2013).

Concerning the share of foreign doctoral candidates registered in a doctoral programme, the 2015 target is : 14% (versus 13.9% in 2012).

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

No ▾

7.5.1. Please specify:

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

Yes ▾

7.6.1. Please name and describe them:

The appointment of a University Vice-Rector responsible for international relations contributes to further increase international activities set up by universities.

Besides, on top of the financial support that can be provided by European community programmes (mobility grants ; supports to set up partnerships like, for instance, in the framework of the 2004-2013 Erasmus Mundus programme for excellence, where France had a forefront position with its strong participation in selected projects about joint Master and Doctoral programmes), the regulation based on more flexible arrangements for setting up degrees in international partnerships, and "co-tutelles de thèse" are a valuable booster for further international actions.

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

No ▾

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

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

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

Yes ▾

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

50.0000000000

7.9.2. In which countries do they have these campuses?

There are many initiatives by higher education institutions, aiming to develop campuses of French higher education institutions or French-taught programmes abroad.

The following countries, among many others, can be listed in particular :

- Saudi Arabia (« Sorbonne/Abu d'Abi »)

- Vietnam : « Université scientifique et technologique d'Hanoi »
- Tunisia : « Université Paris-Dauphine »
- Singapore : « ESSEC-Singapour »
- China : « Ecole Centrale-Pékin »

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

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "3"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "30"

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

Yes

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

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

7.11.2. Please specify

Brazil

Mexico

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

Yes

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

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

7.11.5. Please specify

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

Yes

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

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

7.11.7.1. Please specify

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

Yes

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

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

7.11.9.1. Please specify

Vietnam

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

No

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

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

7.11.11.1. Please specify

7.12. Comments:

Q 7.10 /Additional information about MOOCs :

about 30 MOOC-based courses can be counted on the FUN ("France universités numérique") platform since january 2014.
<http://www.enseignementsup-recherche.gouv.fr/cid76349/decouvrez-les-trois-nouveaux-moocs-sur-la-plateforme-france-universite-numerique.html>

7.11/Campuses abroad : this is understood in a strict meaning (off-branches abroad with a link to the FR HEI). Business schools are increasingly developing off-branches campuses abroad.

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

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

7.13.1.1. Please specify:

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

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

7.13.2.1. Please specify:

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

- Specific study cycles** Yes No No answer
- Specific fields of studies** Yes No No answer
- Credit mobility** Yes No No answer
- Degree mobility** Yes No No answer

7.14.1. Please specify:

- for 1st and 2nd cycles
- for subject areas apart from languages, business and management, engineering programmes
- credit mobility ; the Erasmus budget envelope allocated to France makes it impossible to meet all the increasing student demand for traineeships abroad in Europe
- degree mobility : French-taught programmes may deter some foreign students without the sufficient language skills to come and study in higher education in France

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

In order to remove the obstacles mentioned before, the following measures were set up :

- an active policy for student support, in particular with international mobility grants called « aides à la mobilité internationale » (AMI) : based on 400 euros per month, these grants are meant for students from lower backgrounds wishing to go studying abroad for a 2-to-9-month period, in the framework of a university student exchange programme ;

- increasing further, with operating bodies for mobility (CampusFrance agency and 2e2f agency for European Community programmes), ad hoc information (for instance showing the French higher education assets), and various foreign students' success stories about their positive learning period in France, easily available on websites :

<http://www.campusfrance.org/fr/page/pour-la-qualite-de-son-enseignement-superieur>
<http://www.campusfrance.org/fr/videos/all>
<http://www.generation-erasmus.fr/>

- an active policy for increasing recognition, in particular with the arrangements for international joint supervisions of theses (« co-tutelles internationales de thèses ») and more flexible arrangements for genuine joint degrees, together with legal diploma models with international partners set for the concrete award of these joint degrees to graduates, as set by a ministerial note (« circulaire ») published in the « Bulletin officiel de l'enseignement supérieur et de la recherche » in 2011 (june 9th) :

<http://www.education.gouv.fr/cid56457/esrs1112997c.html>

- the opportunity allowed to institutions to set up foreign-taught courses in the framework of international partnerships, while ensuring to offer French-taught modules : this has been made legally possible by the 2013 july 22nd law on higher education and research.

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

No ▾

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

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

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

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

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

The most recent results (please specify) ""

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

No ▾

7.18.1. Please provide a link to the website:**7.18.2. Is the website linked to Bologna website?**

Please choose.. ▾

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

Provide information on the EHEA, with links to other national systems and European programmes
The CampusFrance agency also provides information on FR HEIs and relevant programmes.

The 2e2f agency provides links to other national agencies for Erasmus + and to the EACFA agency

7.19.1. Please provide a link to such information:

www.campusfrance.org/fr

www.2e2f.fr

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

Yes ▾

7.20.1. Do students have to pay additional fees?

Please choose.. ▾

7.20.2. Are there any other differences? Please specify:**7.21. Comments:**

The opportunity is now legally allowed to institutions to set up foreign-taught courses in the framework of international partnerships, while ensuring to offer French-taught modules : this has been made legally possible by the 2013 july 22nd law on higher education and research.

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

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

7.22.1. Please specify with which countries:

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

- Multilateral ministerial dialogues : other EU countries: EU Councils of Ministers for Higher Education and for Research

- Bilateral ministerial dialogues about HE issues (among many other countries) :

*Germany : regular French-German meetings and visits

* Other EU countries : regular bilateral meetings or visits

*EHEA Countries in Caucasus : Presidential Mission / Caucasus (june 2014)

*Asia : China, India, South-Corea

*United States of America

7.23. Comments:

About the 2012 « Bologna Policy Forum » :

the requirement based on the “Republican reserve duty” (“réserve républicaine»), set by the Code for elections in France, is a limitation for public communication and speeches and Ministers’ participation to public events, which may be analyzed to public actions for policy promotion, which may influence electors.

Because of the President’s election period in april 2012, which interfered with the event of the Bologna Policy Forum, the French Minister’s participation at Bucarest was therefore not possible on the basis of this legal “reserve duty” requirement made for elections organized for the French Republic.

7.25. Are there national policy goals regarding staff mobility in higher education?

No

7.25.1. Please specify and provide reference:

7.26. Are there any national mobility programmes for higher education staff?

Researchers Yes No No answer

Teaching staff Yes No No answer

Doctoral candidates Yes No No answer

Technical staff Yes No No answer

Administrative staff Yes No No answer

International officers Yes No No answer

Guidance counsellors Yes No No answer

Others Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

Only Erasmus and Marie Curie statistics may provide some information about teacher mobility

www.europa.eu

www.eacea.eu

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

Researchers Yes No No answer

Teaching staff Yes No No answer

Doctoral candidates Yes No No answer

Technical staff Yes No No answer

Administrative staff Yes No No answer

International officers Yes No No answer

Guidance counsellors Yes No No answer

Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

2015 targets set by the 2014 PAP (annual performance plan) :

> 20% (instead of 18% in 2012) for the share of foreign Professors or « researchers-teachers » among the new recruited ones in the year

> 14% doctoral candidates (versus 13.9% in 2012)

7.27.2. Does your country define quantitative targets for any outgoing mobility?

Researchers Yes No No answer

Teaching staff Yes No No answer

Doctoral candidates Yes No No answer

Teaching staff Yes No No answer

Administrative staff Yes No No answer

International officers Yes No No answer

Guidance counsellors Yes No No answer

Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

No specific targets set for outgoing staff mobility.

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages** Yes No No answer
- Financial benefits** Yes No No answer
- Non-financial benefits** Yes No No answer
- Other** Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

Since 2001, a ministerial regulation allows to take on board the Professors' mobility periods, as long as it means 1 year at least, for their own professional careers.

Besides, another regulation taken in 2009 (ie : "arrêté du 31 juillet 2009 ") allows to take into account Professors' commitment to international mobility at university during their professional time to be spent at and for university.

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

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

Immigration restrictions "7"

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

Recognition issues "5"

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

Language issues "6"

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

Lack of funding "2"

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

Administrative burden "3"

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

Lack of personal motivation and interest "4"

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

Incompatibility of pension and/or social security systems "1"

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

Legal issues "8"

7.31.1.1. Additional comments:

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

Immigration restrictions "7"

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

Recognition issues "4"

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

Language issues "1"

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

Lack of funding "6"

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

Administrative burden "5"

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

Lack of personal motivation and interest "3"

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

Incompatibility of pension and/or social security systems "2"

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

Legal issues "8"

7.31.2.1. Additional comments:

Little or no recognition about for professional career development is also an obstacle.

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

Since 2001, a ministerial regulation allows to take on board the Professors' mobility periods, as long as it means 1 year at least, for their own professional careers.

Besides, another regulation taken in 2009 (ie : "arrêté du 31 juillet 2009 ") allows to take into account Professors' commitment to international mobility at university during their professional time to be spent at and for university.

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

No

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

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

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

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

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

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: