



EUROPEAN
Higher Education Area

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

Lichtenstein

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Liechtenstein

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

Helmut Konrad

Email address of the responsible BFUG member(s)

helmut.konrad@llv.li

Contributors to the report:

• Government representatives "x"

Contributors to the report:

• Employer representatives ""

Contributors to the report:

• Student representatives ""

Contributors to the report:

• Academic and other staff representatives ""

Contributors to the report:

• Other representatives (please specify) ""

Data entry: (I_Degrees_qualifications)

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

No

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

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

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

Note on the use of terminology:

With regard to our education system having a strong vocational education tradition, there is a need to clarify terminologies used.

Tertiary education in Liechtenstein takes the following form:

higher education (ISCED 5A)

higher vocational training and education outside the higher education system (ISCED 5B)

The area of higher vocational training is, in principle, regulated by the relevant provisions of the Law on Vocational Training (BBG). Liechtenstein does not itself have any educational establishments of this kind. Consequently students from Liechtenstein attend educational establishments in Switzerland and Austria.

The national Law on Higher education uses higher education / Higher education institution as a generic term covering universities and universities of applied sciences (Fachhochschulen). Higher education have by law the possibility to give themselves /their programmes a certain profile being more research oriented or applied (Higher Education Law: Art. 4)

The following information therefore mainly relates to tertiary education within the higher education system (ISCED 5A) and to higher education provision in the Principality of Liechtenstein.

Note on the size of the national higher education system:

The Higher education system of Liechtenstein is very small and only offers programmes in a few subject areas. Currently, there is only one public higher education institution in Liechtenstein (University of Liechtenstein) offering Bachelor/Master and Doctoral programmes in architecture and economic sciences. With a total of around 700 regular students. It is a very small institution.

There are two very small private higher education institutions, that only offer doctoral and post graduate further education programmes within a very strong focus within the given subject areas (medical sciences, law and Philosophy)

Therefore 90 % of students from Liechtenstein (being in total as well a relatively small number of around 1200) study abroad, mainly in Switzerland and Austria).

When analysing the questionnaire, these facts have to be kept in mind.

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 See comment below
- 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?

I.4. Comments

The national Law on Higher education uses higher education / Higher education institution as a generic term covering universities and universities of applied sciences (Fachhochschulen). Higher education have by law the possibility to give themselves /their programmes a certain profile being more research oriented or applied (Higher Education Law: Art. 4)

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 ""

L6.1. Please specify

L7. Please note that short cycle programmes are treated in a separate section below.

L8. 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

L9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

L9.1. In which study fields do these study programmes exist?

L9.2. What is the typical duration of these degree programmes outside the Bologna model?

L9.3. What percentage of first cycle students is enrolled in these programmes?

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS ""

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS ""

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "100"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration ""

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS ""

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS ""

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "100"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration ""

L11.1. Please specify

L12. Do integrated/long programmes leading to a second cycle degree exist?

No

L12.1. Is the duration of the above programmes calculated in...

Please choose

L12.2. What is the typical duration of these degree programmes?

L12.3. In which study fields do these study programmes exist?

L12.4. What percentage of first cycle students is enrolled in these programmes?

L13. 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

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

L13.2. What percentage of second cycle students is enrolled in these programmes?

L13.3. In which study fields do these study programmes exist?

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

L14.1. What is the minimum duration of the Bachelor & Master together?

BA - 3 years

MA - 2 years

Total- 5

L15. Comments

there are academical further education master programmes (Master of advanced Studies) with 60 ECTS, but they do not lead to doctoral programmes and are commonly professional oriented. These Master programs are regulated by law and described in the National Qualification Framework.

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

L16.1. Please provide a source for this information.Law on Higher Education: https://www.gesetze.li/get_pdf.jsp?PDF=2005002.pdf

Due to limited number of Programmes and strict legal framework for higher education Institutions., information easily available, without need of monitoring instrument.

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

51-75%

Information is not applicable. Due to very small number of students studying in Liechtenstein percentage may vary considerably and is thus not of statistical value.

90 % of Students from Liechtenstein study abroad. University of Liechtenstein only offers a very limited number of study programs in only two subject areas (Architecture, Economic sciences).

Furthermore considerable differences exist between subjects. The University of Liechtenstein reports of <in-house> progression of around 76-99% for architecture and 26-50% for economic sciences.

But high level of in-coming/out-going mobility and time gaps between bachelor and master make estimations difficult

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

estimation

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?**L18.1. All students...**...must sit an entrance exam Yes No In some cases No answer...must complete additional courses Yes No In some cases No answer...must have work experience Yes No In some cases No answer...must meet other requirements (please specify below) Yes No In some cases No answer**L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:****L18.3. Holders of a first cycle degree from a different study field...**...must sit an entrance exam Yes No In some cases No answer...must complete additional courses Yes No In some cases No answer...must have work experience Yes No In some cases No answer...must meet other requirements (please specify below) Yes No In some cases No answer**L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:**

*) It is regulated by law, that access to a master degree is possible with a 'relevant' bachelor degree. The final access decision is within the autonomy of the higher education institution. There is some flexibility with regard to the decision on what is seen as relevant. As by law higher education institutions may apply additional requirements (work experience).

The law states that access requirements and assessment methods need to be transparent and fair.

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution......must sit an entrance exam Yes No In some cases No answer...must complete additional courses Yes No In some cases No answer...must have work experience Yes No In some cases No answer...must meet other requirements (please specify below) Yes No In some cases No answer**L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:**

**) taking into account, that there is only one public higher education Institutions, 'from another' in this context means 'foreign'. Therefore a degree from 'another' HEI gives access 'if there are no substantial differences'. If there are differences HEI may apply additional requirements.

Take into account entry statements on higher education system of Liechtenstein at it's strong interdependencies with neighbouring countries (Austria, Switzerland)

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme......must sit an entrance exam Yes No In some cases No answer...must complete additional courses Yes No In some cases No answer...must have work experience Yes No In some cases No answer...must meet other requirements (please specify below) Yes No In some cases No answer**L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:**

See comments above and take into account entry statements on higher education system of Liechtenstein at it's strong interdependencies with neighbouring countries (Austria, Switzerland)

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

100%

L19.1. Please provide a source for this information.Law on Higher Education: https://www.gesetze.li/get_pdf.jsp?PDF=2005002.pdf

Due to limited number of Programmes and strict legal framework for higher education Institutions., information easily available, without need of monitoring instrument.

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

10.0000000000

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

Due to very small number of students studying in Liechtenstein percentage may vary considerably and is thus not of statistical value.
90% of Students from Liechtenstein study abroad. University of Liechtenstein only offers a very limited number of study programs in only two subject areas (Architecture, Economic sciences).
Furthermore considerable differences exist between subjects. The University of Liechtenstein reports of <in-house> progression of around 76-99% for architecture and 26-50% for economic sciences.
But high level of in-coming/out-going mobility and time gaps between bachelor and master make estimations difficult.

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

No

L21.1. Please specify the criteria

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

Please choose

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

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

Yes

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

Law on higher education: <http://www.gesetze.li/DisplayLGBL.jsp?Jahr=2005&Nr=2>

Ordinance on Higher Education: <https://www.gesetze.li/Seite1.jsp?LGBL=2011337.xml&Searchstring=Hochschulgesetz&showLGBL=true>

National Qualification Framework for Higher Education (NQFL-HS): http://www.llv.li/files/sa/pdf-llv-sa-qualifikationsrahmen_fuer_den_hochschulbereich_im_fl_nqfl_hs_2013.pdf

L24. Do the following types of doctoral programmes exist in your higher education system?

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

Traditional supervision-based doctoral education "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

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

Structured doctoral programmes "100"

L24. Do the following types of doctoral programmes exist in your higher education system?

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

Professional doctoral programmes "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

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

Industrial doctoral programmes "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

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

Other "0"

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

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

Yes

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

It is regulated by law, that doctoral programs need to be organized in graduate schools, these are integrated in the HEI.
with one public HEI, there is one Graduate school in LL.

Law on higher education (Art 3a): <http://www.gesetze.li/DisplayLGBL.jsp?Jahr=2005&Nr=2>

Ordinance on Higher Education (Art. 6ff): <https://www.gesetze.li/Seite1.jsp?LGBL=2011337.xml&Searchstring=Hochschulgesetz&showLGBL=true>

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

100%

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

In theory / according to regulations: "3"

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

In empirical reality: "3"

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

Yes

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

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

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

L28.1. Please specify

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

L29. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

L30. Comments

Use of ECTS in doctoral programmes is not mandatory but recommended by steering documents.

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

No

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

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

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

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

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

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

L34. Comments

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

Yes

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

Learning outcomes is a key element for the description of study programs and use (design, assessment, teaching) is a mandatory element in evaluation procedures
Law on Higher education: <http://www.gesetze.li/DisplayLGBL.jsp?Jahr=2005&Nr=2>
Ordinance on Higher Education: <https://www.gesetze.li/Seite1.jsp?LGBL=2011337.xml&Searchstring=Hochschulgesetz&showLGBL=true>
National Qualification Framework: http://www.llv.li/files/sa/pdf/llv-sa-qualifikationsrahmen_fuer_den_hochschulbereich_im_fl_nqfl_hs_2013.pdf

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

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

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

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

Learning outcomes 0 1 2 3 4 5 No answer

Student/staff ratio 0 1 2 3 4 5 No answer

Student evaluation of teaching 0 1 2 3 4 5 No answer

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

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

Law on Higher education: <http://www.gesetze.li/DisplayLGBI.jsp?Jahr=2005&Nr=2>

Ordinance on Higher Education: <https://www.gesetze.li/Seite1.jsp?LGBI=2011337.xml&Searchstring=Hochschulgesetz&showLGBI=true>

National Qualification Framework: http://www.llv.li/files/sa/pdf-llv-sa-qualifikationsrahmen_fuer_den_hochschulbereich_im_fl_nqfl_hs_2013.pdf

L36. Comments

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

ECTS

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

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

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

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

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

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

Student workload only

L39.1. Please specify

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

Student workload only

L40.1. Please specify

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

Yes

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

30

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

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

This should be the case. But the link is not mentioned in the steering documents.

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

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

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

- offer seminars/workshops

- use of learning outcomes part of Quality criteria

- specific budget to support initiatives of HEI on demand as part of implementation process of NQF

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

Yes, this is done through advisory measures (guidelines, recommendations etc)

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

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

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

L45.1. Please indicate the approximate percentage that participate

Information not available due to very limited number. Staff training is mainly a task of HEI. national authority may offer training programs on ad-hoc basis, but there is no regular/offical national training programme for HEI-staff. In order to care for sufficient participants and in order to promote exchange between HEI with neighbouring countries participants also include them.

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

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

Yes

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

The use of learning outcomes is mandatory since 2010. In 2013 the national qualification framework came into force and applies the Dublin descriptors as reference for the use of learning outcomes. This has to be evaluated in internal and external quality assurance reviews.

No public information is available so far on the use. The obligation to assess the use of LO is relatively new (reform of relevant ordinance in November 2013)

- Law on higher Education: <http://www.gesetze.li/DisplayLGBI.jsp?Jahr=2005&Nr=2>

- Ordinance on higher education (ANNEX 1 and 2; Quality criteria for institutions and programs): <https://www.gesetze.li/Seite1.jsp?LGBL=2011337.xml&Searchstring=Hochschulgesetz&showLGBL=true>

- National Qualification Framework: http://www.llv.li/files/sa/pdf/llv-sa-qualifikationsrahmen_fuer_den_hochschulbereich_im_fl_nqfl_hs_2013.pdf

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

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

The Diploma Supplement is issued..

...automatically to all students:by 100% of HEIs	<input type="text" value="1"/>
...automatically to all students:by 76-99% of HEIs	<input type="text" value="0"/>
...automatically to all students:by 51-75% of HEIs	<input type="text" value="0"/>
...automatically to all students:by 26-50% of HEIs	<input type="text" value="0"/>
...automatically to all students:by 1-25% of HEIs	<input type="text" value="0"/>
...automatically to all students:by 0% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 100% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 76-99% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 51-75% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 26-50% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 1-25% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 0% of HEIs	<input type="text" value="0"/>
...upon request:by 100% of HEIs	<input type="text" value="0"/>
...upon request:by 76-99% of HEIs	<input type="text" value="0"/>
...upon request:by 51-75% of HEIs	<input type="text" value="0"/>
...upon request:by 26-50% of HEIs	<input type="text" value="0"/>
...upon request:by 1-25% of HEIs	<input type="text" value="0"/>
...upon request:by 0% of HEIs	<input type="text" value="0"/>
...in certain fields of study:by 100% of HEIs	<input type="text" value="0"/>
...in certain fields of study:by 76-99% of HEIs	<input type="text" value="0"/>
...in certain fields of study:by 51-75% of HEIs	<input type="text" value="0"/>
...in certain fields of study:by 26-50% of HEIs	<input type="text" value="0"/>
...in certain fields of study:by 1-25% of HEIs	<input type="text" value="0"/>
...in certain fields of study:by 0% of HEIs	<input type="text" value="0"/>
...to no students :by 100% of HEIs	<input type="text" value="0"/>
...to no students :by 76-99% of HEIs	<input type="text" value="0"/>
...to no students :by 51-75% of HEIs	<input type="text" value="0"/>
...to no students :by 26-50% of HEIs	<input type="text" value="0"/>
...to no students :by 1-25% of HEIs	<input type="text" value="0"/>
...to no students :by 0% of HEIs	<input type="text" value="0"/>

L48.1. Please specify to which students

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

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

Yes, for all graduates of these programmes

L49.1. Please specify

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

No

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

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

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

No

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

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

German and English

I53. The Diploma Supplement is issued...

free of charge

I53.1. Please specify the categories of students**I53.2. Please provide the amount and the reason for the fee****I54. Comments**

No public information available. There is not specific standardized monitoring instrument evaluation the use of DS. Monitoring is done by informal way (taking into account the small size of the country), in direct personal contacts with relevant persons in charge of DS.

In the development process of the national higher education qualification framework, the DS has been revised and standardized in cooperation with the higher education institutions.

I55. Do national higher education steering documents mention joint or double degrees?

Yes

I55.1 Please provide a reference to the legislation and/or cite the relevant articles

The framework law on higher education does not explicitly mention joint or double degrees but would allow it's development.

In this context, the law of the University of Liechtenstein mentions joint/double degrees as a possibility (Art. 4a: https://www.gesetze.li/get_pdf.jsp?PDF=2005003.pdf). But there has been no attempt so far from the University of Liechtenstein or one of the two other private HEI t develop a joint degrees.

I56. Does higher education legislation explicitly allow:

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

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

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

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

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

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

First cycle (%) "0"

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

Second cycle (%) "0"

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

Third cycle (%) "100"

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

No

I60.1. Please explain briefly and mention/link to the source of this information**I61. Comments**

Question on Share of joint degrees is wrong. Although Joint programs are possible, there are currently no such programs offered

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

10: The Framework has self-certified its compatibility with the European Framework for Higher Education

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

09-10-2013

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

Yes

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

Certification report adopted by the government and NQF came into force

http://www.llv.li/files/sa/pdf/llv-sa-qualifikationsrahmen_fuer_den_hochschulbereich_im_fl_nqfl_hs_2013.pdf

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

Not yet decided

The National qualification Framework on Higher education describes standard access qualifications, but they have not been referenced to the EQF.

Nationaler Qualifikationsrahmen für den Hochschulbereich des Fürstentums Liechtenstein - NQFL-HS (307 KB)

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

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

I64.1. Please provide a reference to official documents

Certification report

http://www.llv.li/files/sa/pdf/llv-sa-qualifikationsrahmen_fuer_den_hochschulbereich_im_fl_nqfl_hs_2013.pdf

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

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

L65.1. Please provide a reference to official documents**L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?**

Higher education institution whose decision is made without ENIC/NARIC centre advice
Advice not mandatory, but possible

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

Central (or regional) government authority (e.g. ministry) whose decision is made without ENIC/NARIC centre advice
Advice not mandatory but possible

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

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

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

– Lisbon recognition convention: https://www.gesetze.li/get_pdf.jsp?PDF=2000081.pdf
– Law on the recognition of professional qualifications: https://www.gesetze.li/get_pdf.jsp?PDF=2008026.pdf
– Ordinance on Higher Education: https://www.gesetze.li/get_pdf.jsp?PDF=2011337.pdf

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

No standardized monitoring instruments in place. Due to the small size of the country, there is a respectively small number of cases in comparison to other countries. Nevertheless, in relation to the total student body/population there is a high level of academic and professional mobility.
Many informal measures are used such as meetings, close contacts with responsible offices and staff dealing with recognition or forwarding information and discussing on exemplary cases.
On ad-hoc basis trainings/seminars/peer learning activities are organized or information on such events in the neighbouring regions or other European countries are forwarded and participation in them are promoted.

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

The qualification is considered in the same way as the qualification in the national context
... if no substantial differences...

L69.1. Please specify**L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context
... if no substantial differences...

L70.1. Please specify**L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context
... if no substantial differences...

L71.1. Please specify**L72. Do higher education institutions typically:**

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

L72.1. Please explain**L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level**

In cases, where the head of the faculty does not have sufficient information: the faculties with help of expert for credential evaluation.

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

No formalized measures in place. But part of mandatory quality assurance criteria:
See Annex I and II in Ordinance on higher education: https://www.gesetze.li/get_pdf.jsp?PDF=2011337.pdf
Eg. Annex I:
2.3 Die Hochschule oder Hochschuleinrichtung hat die Bedingungen für den Erwerb von Leistungsnachweisen und von akademischen Abschlüssen festgelegt und überwacht deren Einhaltung.
Higher education institutions need to ensure procedures for recognition of learning outcomes and qualifications and monitor them appropriately.

L74. Comments

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?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate + formative advice on strengthening and enhancing quality

(Independent agencies listed in the EQAR, other agencies can be approved by the government.)

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?

No

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

II.4. Does the agency cover:

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

All higher education institutions

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?

Some reports are publically available

Publication of report is within autonomy of Institution. Reports are also published by the Quality assurance agency.

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

Teaching Yes No In some cases No answer

Research Yes No In some cases No answer

Student support services Yes No In some cases No answer

Lifelong learning provision Yes No In some cases No answer

Admissions processes Yes No In some cases No answer

Student progression, drop-out and completion Yes No In some cases No answer

Employability Yes No In some cases No answer

Internal Quality Assurance / Management system Yes No In some cases No answer

Recognition policy and practice Yes No In some cases 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 government may add/ask for additional criteria.

Ordinance on higher education:

https://www.gesetze.li/get_pdf.jsp?PDF=2011337.pdf

-> List of Quality criteria to be applied for institutions (Annex 1) and programs (Annex 2)

II.8.3. Additional comments

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

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

II.9.1. Please explain the differences

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

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

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

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

all

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

Yes, the QA agency is required to be listed in the European Quality Assurance Agency Register (EQAR)
so far no joint programs.

II.11.2. Please specify

II.12. Additional comments

There is no national QA agency in Liechtenstein. (Government is main supervisory body). Governmental decision are based on Evaluation reports of QA agencies

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

- Listed in EQAR no national agency in place, but if there would be one, it would need to be listed according to the law
- 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

Law on higher education, (Art. 38 ff): https://www.gesetze.li/get_pdf.jsp?PDF=2005002.pdf

Ordinance on Higher education (see esp. Annex 1; 1.5): https://www.gesetze.li/get_pdf.jsp?PDF=2011337.pdf

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

Combination of above

II.21.1. Please specify

The higher education institutions do have a high level of autonomy. But quality criteria and law prescribe some mandatory elements for Internal QA. Additionally, based on a performance contract, ministry may add additional elements to be reported on by HEI.

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?

100%

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

100%

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

Part of QA system

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

100%

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

0%
only one public HEI

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 general policy statements but no concrete measures have been put in place

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

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

No, there are no specific quantitative objectives to be reached

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

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

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

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

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

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

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

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

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

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

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

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

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

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

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

III.2.4. Comments

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:

Data handling and monitoring is dealt with in several contexts:

- General right to collect and handle data on students and staff body (with regard to protection of data privacy policy)
- General obligation to report on Student body as part of annual reporting to the government Law on higher education (Art. 39): https://www.gesetze.li/get_pdf.jsp?PDF=2005002.pdf
- Law on statistics (Obligation to forward information on student and staff body for statistical reason (education statistics) https://www.gesetze.li/get_pdf.jsp?PDF=2008271.pdf / Ordinance on Statistics: https://www.gesetze.li/get_pdf.jsp?PDF=2009197.pdf
- Obligation to monitor and report on access routes (Ordinance on higher education (Art. 27): https://www.gesetze.li/get_pdf.jsp?PDF=2011337.pdf
- Monitoring of student body in the context of quality assurance (Ordinance on higher education (Annex 1 and 2 quality criteria: https://www.gesetze.li/get_pdf.jsp?PDF=2011337.pdf
- performance agreement (including indicators – not published) with the University of Liechtenstein based on performance agreement (obligation to report on student body, graduates and staff)

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	0 ▼
Labour market status prior to the entry to HE:At entry to HE	0 ▼
Labour market status prior to the entry to HE:During HE studies	0 ▼
Labour market status prior to the entry to HE:At graduation	0 ▼
Labour market status prior to the entry to HE:After graduation	0 ▼
Age:At entry to HE	1 ▼
Age:During HE studies	1 ▼
Age:At graduation	1 ▼
Age:After graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	1 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	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	0 ▼
Socio-economic background:During HE studies	0 ▼
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	0 ▼
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

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	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical	

agency/office):During HE studies

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation

Ministry/governmental body:At entry to HE

Ministry/governmental body:During HE studies

Ministry/governmental body:At graduation

Ministry/governmental body:After graduation

Independent bodies/agencies:At entry to HE

Independent bodies/agencies:During HE studies

Independent bodies/agencies:At graduation

Independent bodies/agencies:After graduation

Other:At entry to HE

Other:During HE studies

Other:At graduation

Other:After graduation

No systematic monitoring:At entry to HE

No systematic monitoring:During HE studies

No systematic monitoring:At graduation

No systematic monitoring:After graduation

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

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

There is a legal obligation for Higher Education Institution to submit Data on student and staff body for the annual education statistics

III.5.3. Comments

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

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

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

Regulation on collection and handling of data are regulated in:
Law on data privacy protection: https://www.gesetze.li/get_pdf.jsp?PDF=2002055.pdf
Ordinance on data privacy protection: <http://www.gesetze.li/DisplayLGBI.jsp?Jahr=2002&Nr=102>
Data collection/handling has to be supported by law. transparency on the reasons for data collection/handling,
The office of statistics is not allowed to collect any data other than those related to the following:
Social security nr (identification); work (Employer, work status, place of work); Education, Religion, languages
<http://www.llv.li/files/dss-datensammlung/datensammlung-83.pdf>

Due to very small data, publication of statistical information and monitoring results is in most cases problematic for Liechtenstein (data privacy protection).

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

III.7.1. How are these results published?

Information is aggregated

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

Office of Statistics (Education statistics)
<http://www.llv.li/#/12300/-bildung>
Annual report of higher education Institution:
http://www.uni.li/Portals/0/docs/medien/UNI_Jahresbericht_2012-13_01.04.2014_Web.pdf
General note to take into account for small state:
Due to very small data, publication of statistical information and monitoring results is in most cases problematic for Liechtenstein (data privacy protection).

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?

Information not available. Analysis/interpretation of composition of Student body difficult. Small data do not allow trend analysis, statistically problematic.

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

This answer applies to the situation for all Students from Liechtenstein. Most of our students (ca. 90%) study abroad, due to a limited offer of study programmes within the country. The law on higher education only set the minimum admission requirements. It does not include specifically the notion of 'guaranteed right' for a study place. All students meeting entry requirements can theoretically apply for a study programme. This is in fact the case for most students. Higher education institutions may apply additional entrance requirements due to limited capacity.

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

Level of achievement in standard entry requirements:Universities

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

Entry examinations for all programmes:Universities

Entry examinations for all programmes:HEIs other than universities

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

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

Other:Universities

Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

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

Route 1 "Matura - General upper secondary school leaving certificate"

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 "Berufsmatura - Vocational upper secondary school leaving certificate giving access to HE"

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 "Foreign qualification granting access to HE based on bilateral agreements"

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 "Foreign qualification granting access to HE based on multilateral agreements"

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 "Sur dossier (without formal entry qualification based on individual assessment)"

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:

Sur Dossier only possible for Bachelor and Further Education Master programs

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

{III_11_SQ001}:Official data based on central level monitoring, including surveys
 {III_11_SQ001}:Estimates
 {III_11_SQ001}:Impossible to say (no official data and impossible to estimate) x
 {III_11_SQ002}:% of students entering HE through this access route
 {III_11_SQ002}:Official data based on central level monitoring, including surveys
 {III_11_SQ002}:Estimates
 {III_11_SQ002}:Impossible to say (no official data and impossible to estimate) x
 {III_11_SQ003}:% of students entering HE through this access route
 {III_11_SQ003}:Official data based on central level monitoring, including surveys
 {III_11_SQ003}:Estimates
 {III_11_SQ003}:Impossible to say (no official data and impossible to estimate) x
 {III_11_SQ004}:% of students entering HE through this access route
 {III_11_SQ004}:Official data based on central level monitoring, including surveys
 {III_11_SQ004}:Estimates
 {III_11_SQ004}:Impossible to say (no official data and impossible to estimate) x
 {III_11_SQ005}:% of students entering HE through this access route
 {III_11_SQ005}:Official data based on central level monitoring, including surveys
 {III_11_SQ005}:Estimates
 {III_11_SQ005}:Impossible to say (no official data and impossible to estimate) x

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

III.13.2. Comments

Mainly Matura (R1) and Berufsmatura (R2) and R3 and R4. (more than 85% of students in Liechtenstein from abroad / with a non-Liechtenstein entry qualification)

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

No

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

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

III.15. Comments

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

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

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

Berufsmaturität (See Route 2 above).

III.17. Comments

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

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

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):

For Bachelor programmes and further education programmes on higher education level only .
 Ordinance on higher education: (Art. 23-26) https://www.gesetze.li/get_pdf.jsp?PDF=2011337.pdf
 National Qualification Framework for Higher Education: http://www.llv.li/files/sa/pdf-llv-sa-qualifikationsrahmen_fuer_den_hochschulbereich_im_fl_nqfl_hs_2013.pdf

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

HEIs can autonomously decide whether they will provide relevant procedures.

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

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

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

Art. 23 Admission to Bachelor
 - at least 3 years of education on upper secondary level, 6 years of professional experience and examination

Art. 24 Zulassung zu Weiterbildungs-Masterstudiengängen (= postgradual Further education /not giving access to doctoral programmes)

-(vocational/general) upper secondary education qualification giving access to higher education programmes (Matura/Berufsmatura) and 6 year professional experience

- at least 3 years of education on upper secondary level, 6 years professional experience and study ability test

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

Ordinance on higher Education: https://www.gesetze.li/get_pdf.jsp?PDF=2011337.pdf

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

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:

As part of quality criteria to be assessed in internal and external evaluations and as indicator in performance agreement

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

Ordinance on Higher education (Annex 1 and 2): <https://www.gesetze.li/Seite1.jsp?LGBI=2011337.xml&Searchstring=Hochschulgesetz&showLGBI=true>
Eignerstrategie Universität Liechtenstein: http://www.unil.li/Portals/0/docs/hochschule/Eignerstrategie_RA%202010_2454-0604_gen.pdf

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

III.24.1. Please describe the targets:

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

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

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

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

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

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

III.26.1. Please describe the measures:

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

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

No, there are no incentives encouraging students to complete their studies within a limited period of time

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

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

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

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

III.28.1. Please provide details how:

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?

III.29.1. Please provide details:

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

III.30. Comments

This is a central obligation of higher education institutions, use of measure/incentives within their autonomy.

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):

III.31.2. Comments

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

Please choose.. ▾

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

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

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

Completion rate of 1st cycle programmes, most recent available year:Year

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

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available

Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Completion rate of 2nd cycle programmes, most recent available year:Year

Completion rate of 2nd cycle programmes, most recent available year:not available

Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Completion rate of 2nd cycle programmes 5 years earlier:Year

Completion rate of 2nd cycle programmes 5 years earlier:not available

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

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

III.34. Comments

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

No, drop-out is not measured

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?

Other
no calculation of drop-out rates at national level

III.37.1. Please specify

Monitoring of drop-out rates is an obligation for HE without the need to publish. Ministry may request evaluation or insight in Data on ad-hoc basis.

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

Be aware of small studen body in Liechtenstein when considering these questions (data privacy protection)

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

International office
Commission for Gender and Diversity

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

Yes, advice is available to ALL prospective students

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

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

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

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

III.44.3. Comments

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

Adolescents : all services

Adults (older than 25): The following groups are targeted specifically and services are free of charge from them.

- Persons with low income, receiving state grants
- Registered unemployed
- Persons, receiving social welfare benefits
- Disables persons (being registered in disability assurance)

Source: <http://www.llv.li/#/1553/beratung-fur-erwachsene>

Gender Counselling Service at the University of Liechtenstein
Counselling

Members of the University are advised on questions concerning gender equality and diversity, and women can turn to the Counselling Office concerning problems relating to their studies, pregnancy, academic careers, scholarships, conflicts in the workplace, and sexual harassment. Persons feeling discriminated on the basis of gender may turn to the Counselling Office in its function as an ombuds office.

<http://www.uni.li/Universitaet%3a4t/ServicesZentraleDienste/Chancengleichheit/tabid/146/language/en-US/Default.aspx>

- Law on the Equal Treatment of Women and Men (Equal Treatment Law; GLG): https://www.gesetze.li/get_pdf.jsp?PDF=1999096.pdf
- Law on the Equal Treatment of Disabled Persons (Disabled Persons Equal Treatment Law; BGlG): https://www.gesetze.li/get_pdf.jsp?PDF=2006243.pdf
- Ordinance on the Equal Treatment of Disabled Persons (Disabled Persons Equal Treatment Ordinance; BGIV): https://www.gesetze.li/get_pdf.jsp?PDF=2006287.pdf

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?

No

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

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

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

introductory courses ""

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

tutoring or mentoring programmes ""

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

support to acquire learning skills and/or organisational skills ""

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

other measures / incentives ""

III.46.3. Comments

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

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

III.47.1. Please provide the details here:

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

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

Yes

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

Adolescents : all services

Adults (older than 25): The following groups are targeted specifically and services are free of charge from them.

- Persons with low income, receiving state grants
- Registered unemployed
- Persons, receiving social welfare benefits
- Disables persons (being registered in disability assurance)

Source: <http://www.llv.li/#/1553/beratung-fur-erwachsene>

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<http://www.uni.li/Universitaet%3a4t/ServicesZentraleDienste/Chancengleichheit/tabid/146/language/en-US/Default.aspx>

- Law on the Equal Treatment of Women and Men (Equal Treatment Law; GLG): https://www.gesetze.li/get_pdf.jsp?PDF=1999096.pdf
- Law on the Equal Treatment of Disabled Persons (Disabled Persons Equal Treatment Law; BGlG): https://www.gesetze.li/get_pdf.jsp?PDF=2006243.pdf
- Ordinance on the Equal Treatment of Disabled Persons (Disabled Persons Equal Treatment Ordinance; BGIV): https://www.gesetze.li/get_pdf.jsp?PDF=2006287.pdf

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

see above

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 CHF 750
1st cycle:Minimum amount CHF 750
1st cycle:Maximum amount CHF 750
2nd cycle:Most common amount CHF 750
2nd cycle:Minimum amount CHF 750
2nd cycle:Maximum amount CHF 750

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
none, all have to pay the same fee

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

Fee policy is generally within autonomy of HEI but government may influence through financial agreement.

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.

Law on State Education Grants (Scholarship law; StipG), LGBL 2004 no. 262

https://www.gesetze.li/get_pdf.jsp?PDF=2004262.pdf

The financial support scheme in Lichtenstein consists of a non-repayable grant and an interest-free loan.

In general, the following criteria influence the amount of the scheme:

- age
- housing situation/ travel expenses
- study expenses (fees, teaching material)
- Family situation.
- income/assets

In principle all tertiary level students are eligible, but on a needs basis. If assets and income of the applicants are high, and that the calculated reasonable own support (Eigenleistungen) surmounts the admissible study costs, no grants are issued.

For students under the age of 25, the income and financial circumstances of parents, regardless of their marital status, are included in the eligibility and calculation process.

The amount of state financial support is calculated from the total expenditure for the study (admissible study costs) minus the reasonable own support and consists of a loan and a grant.

The maximum amounts are based on expenses (mainly study costs in Switzerland) and may be adapted.

The calculated financial support is always divided into a grant and a loan (progressive proportion from 60% - 40% to 40% - 60% according to assets and income.)

The admissible costs are recognized up to an aggregate amount not exceeding CHF 25 000. The support provided by third parties (employers, individuals and institutions at home and abroad) will be deducted.

See also:

<http://www.llv.li/#/12228/stipendendarlehen>

<http://www.llv.li/files/onlinechalter/Dokument-1705.pdf>

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

The state financial support system is fully portable. The same eligibility and calculation criteria are applied. There is no limitation on national level due to the fact that there is only a very limited offer of study programs within the country. Therefore the majority of students studies abroad.

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 not available

% of students receiving grants:Second cycle not available

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

All grants are portable

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

No

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

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

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

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

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

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

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

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

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

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

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

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

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

IV.16.2. Which other requirements exist?

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

First cycle Yes No No answer

Second cycle Yes No No answer

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

State financial support included loans. See information above.

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

All loans are portable

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

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)

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:

IV.27. Additional comments

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

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

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

Need-based criteria:Grant/loan 1

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:

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:

See state financial support system explained above

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 HEI

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?

regular income and grants

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.

Same fee as first and second cycle

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

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

Yes

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

Law on Higher education: https://www.gesetze.li/get_pdf.jsp?PDF=2005002.pdf

Art. 3 a) Grundsatz4

1) Hochschulen haben im Dienste der Wissenschaft und/oder der Kunst unter Berücksichtigung der Beschäftigungsfähigkeit der Studierenden die folgenden Aufgaben zu erfüllen:5

a) Durchführung von gestuften Studiengängen nach Art. 17 für die Ausbildung von Fach- und Führungskräften (Lehre);6

Eignerstrategie Universität Liechtenstein: http://www.uni.li/Portals/0/docs/hochschule/Eignerstrategie_RA%202010_2454-0604_gen.pdf

Die Regierung erwartet, dass die Universität Liechtenstein ihre Angebote in der Aus- und Weiterbildung bedarfsorientiert gestaltet. Insbesondere sollen die Absolventen befähigt werden, das theoretisch erlangte Wissen konkret in die Praxis umzusetzen.

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?

No

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

Please choose..

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?

Please choose..

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).

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

Please choose..

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

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

Yes

V.3.1. How are they involved?

Curriculum development in higher education

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

Teaching

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

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

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

Participation in governing bodies of HEIs

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

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

Law on the University of Liechtenstein, Art. 10. Universitätsrat
https://www.gesetze.li/get_pdf.jsp?PDF=2005003.pdf

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

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

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).

As part of national Promotion of Research and Knowledge-transfer and Innovation by the office of economic affairs /National contact point for research and technological development:

_ <http://www.llv.li/#/1949/forschungsforderung>

- Innovationscheck: The office awards vouchers to small and medium scale enterprises they can invest for research projects, tailored evaluations or scientific steering of in-house research projects.

- project based fundings

- participation in regional large scale programmes.

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

No

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

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

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

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

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

no regulatory framework for work placements

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.

Information of available /not published.

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).

See Eignerstrategie Universität Liechtenstein: http://www.uni.li/Portals/0/docs/hochschule/Eignerstrategie_RA%202010_2454-0604_gen.pdf

University has to take measure to improve employability as part of performance agreement.

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

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

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

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

No

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

- In regular intervals
 On an ad hoc basis

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

No

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

- In regular intervals
 On an ad hoc basis

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

Yes

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

- In regular intervals
 On an ad hoc basis

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

No details available. Within autonomy of HEI.

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

No ▼

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

Data entry: (VI_Lifelong_learning)

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

Yes

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

The definition of lifelong learning derives from a comprehensive education concept including all forms of learning and development/socialization process enabling individuals to act competent and responsible within the society. Lifelong learning is therefore defined as education in its entity including formal, non-formal and informal learning.

See here the relevant paragraph in the national education policy document:

• Bildungsstrategie 2020: http://www.llv.li/files/sa/pdf-llv-sa-broschuere_bildungsstrategie_2020.pdf

Bildung umfasst sozial vermittelte Lern- und Entwicklungsprozesse, welche zu Handlungsfähigkeit und Selbstverantwortung innerhalb der Gesellschaft führen. Dazu trägt neben der formalen Bildung im staatlichen Bildungssystem auch die non-formale und informelle Bildung bei – persönliche und soziale Bildung ausserhalb eines Curriculums sowie Lernprozesse in der täglichen Erfahrung in und ausserhalb der Bildungsinstitutionen. Die Basis für diesen lebenslangen Bildungsprozess bildet das Erlernen kultureller Grundfähigkeiten.

The corresponding action plan emphasizes the following scope of action on upper secondary and tertiary level:

• Massnahmenplan zur Bildungsstrategie 2013: http://www.llv.li/files/sa/pdf-llv-sa-broschuere_massnahmen_und_projekte_2013.pdf

• Enabling/Empowering everyone for lifelong learning

• Validation of non-formal and informal learning

• Standardize financing and recognition of the diverse education programmes (

• Promotion of (fair) recognition of qualifications

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:

It is the legal task of all higher education institutions (Higher education law, Art. 3a) to offer learning opportunities for the broad public other than the regular study programmes. As such the Higher education can offer a diversity of further education programmes.

Since 2010, concrete approaches towards validation of non-formal and informal learning was implemented within the higher education system. In 2010, the Law on Higher Education changed admission procedures to a bachelor or to post gradual further training master programme, so that sur dossier became an option (on the basis of a written application), which means on the basis of the validation of prior non-formal or informal learning. This was already informal practice before 2010 (by a flexible interpretation of the phrase in the law that admission could be granted because of the Matura and other qualifications). Through the change of the law, this informal practice of admission to higher or further educational programmes was formalised.

At the same time, like the reform of the Law on Higher Education a new Ordinance on Higher Education came into force that regulates:

• The conditions and the process of admission without a Matura degree or a comparable degree sur dossier (on the basis of a written application) (Regulation on Higher Education, Article 23 ff.);

• The limitation of the crediting of learning acquired outside of the higher educational system regarding the acquisition of a protected further educational master (Regulation on Higher Education, Article 16, Paragraph 2

The National qualification framework for higher education, adopted by the government in September 2013 further promotes student centred approaches in curricula design, teaching and assessment as well as recognition procedures.

Sources:

• Higher education law: <http://www.gesetze.li/DisplayLGBL.jsp?Jahr=2005&Nr=2>

• Higher education ordinance: <https://www.gesetze.li/Seite1.jsp?LGBL=2011337.xml&Searchstring=Hochschulgesetz&showLGBL=true>

• National qualification framework HE: http://www.llv.li/files/sa/pdf-llv-sa-qualifikationsrahmen_fuer_den_hochschulbereich_im_fl_nqfl_hs_2013.pdf

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

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

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

Formal HE programmes provided under flexible arrangements

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

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

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

Preparatory courses for HE entrance examinations

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

Professionally-oriented upgrading of already achieved qualifications

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

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

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

No

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

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

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

Yes

VI.4.1. Please explain these restrictions.

Access requirements are regulated and admission procedures are to be monitored/evaluated by supervisory body and in internal and external quality assurance. The admission to higher educational programmes without a Matura – the so-called admission sur dossier – obliges the higher educational institutions to decide on the prospective student's ability to study based on adequate approaches to validating non-formal or informal learning. The same takes place regarding further educational master programmes. Furthermore, regarding university and further educational study programmes it is possible to recognise non-formal and informal learning for the achievement of a qualification up to a maximum of one-sixth of the necessary work load (in European Credit Transfer and Accumulation System [ECTS] credit points) for the whole qualification. The law explicitly states that alternative assess routes should not be the regular case. (If that would be the case, we would need to revise the education system, as it should be possible for everyone go through formal education and to offer manifold formal education pathways leading to higher education.)

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 (%) "50"

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

Special budget for lifelong learning (%) "0"

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

Private contributions from students (%) "40"

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 (%) "10"

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.

Approximation in % not possible. This is within autonomy of HEL. As regards further education programs, these have in principle to be fully self-supporting (study fees) but as there is a global budget, so cross financing is possible and fact.

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

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)?

No, there is no specific focus in HE policy 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.

VL7. Which of the statements on student statuses best describes the situation in your country?

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

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

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

Yes, HE students can change the pace of their studies and follow de facto part-time studies

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

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

De facto part-time students pay (or are likely to pay) higher fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements

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

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

De facto part-time students are eligible for a lower amount of financial support for the same volume of study (i.e. the same number of credits) than students following typical study arrangements (please specify in comments how the support is calculated)
Calculation of state grants is income-dependent. Therefore, regarding the reasons for part-time study arrangements, this may lead either to a lower or higher amount. (for details see questionnaire 4)

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

No ▼

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

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

Higher education institutions have autonomy to decide and only a limited number offers part-time studies or other alternative forms of study
There is no formal part-time study. Study program organization allow for part-time employment in most/all cases.

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

The aspect of part-time /full-time should be more elaborated. New study program models (blended learning, Distance learning, virtual class rooms, level of not taught element in regular study programs/ integration of work placements aso.) make identification very difficult. This has been confirmed by the office of statistics.

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

Yes
Law specifically only states this possibility for further education master programs

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

HE institutions can autonomously decide whether they will provide relevant procedures

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

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)

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

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

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

• Higher education law: <http://www.gesetze.li/DisplayLGBL.jsp?Jahr=2005&Nr=2>

• Higher education ordinance: <https://www.gesetze.li/Seite1.jsp?LGBL=2011337.xml&Searchstring=Hochschulgesetz&showLGBL=true>

This area is mainly informal practice and within autonomy of higher education institutions. Compliance with regulatory framework is evaluated through quality assurance measures (internal, external, ad-hoc)

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

No

VL10.4.1. Please specify these requirements.

Specific age requirements (please specify)

Requirements related to the duration of prior professional experience (please specify)

Other (please specify)

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

There are no official data and it is impossible to provide estimates

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

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

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

There are no official data and it is impossible to provide estimates

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

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

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

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

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

Yes ▼

VL11.1. Please specify what they are.

grants/loans
counselling service

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:

- National Education Policy Paper (Bildungsstrategie 2020): http://www.liv.li/files/sa/pdf-llv-sa-broschuere_bildungsstrategie_2020.pdf (see page 18-21 and 25)
- Massnahmenplan zur Bildungsstrategie (page 40-45): http://www.liv.li/files/sa/pdf-llv-sa-broschuere_massnahmen_und_projekte_2013.pdf
- Internationalization is part of mandatory objectives of higher education institutions and quality criteria for institutions and programmes included promoting mobility
- Law on Higher Education:: <http://www.gesetze.li/DisplayLGBL.jsp?Jahr=2005&Nr=2>
- Ordinance on Higher Education: <http://www.gesetze.li/DisplayLGBL.jsp?Jahr=2011&Nr=337>

- Securing higher education access of students to/from Liechtenstein through bilateral and multilateral cooperation and agreements (national education authority)
- Recognition of Qualifications (national education authority, HE Institution)
- Participation in regional/international (European) education and research programmes (national education authority, HE Institutions and Agency for International Educational Affairs AIBA)
- promoting regional and international cooperation among HEI (Institutions, national authority)
- promoting individual mobility of students and higher education staff (Institutions and Agency for International Educational Affairs AIBA)

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

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

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

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

Yes

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

see reference for steering Documents:

- National Education Policy Paper (Bildungsstrategie 2020): http://www.liv.li/files/sa/pdf-llv-sa-broschuere_bildungsstrategie_2020.pdf (see page 18-21 and 25)
- Massnahmenplan zur Bildungsstrategie (page 40-45): http://www.liv.li/files/sa/pdf-llv-sa-broschuere_massnahmen_und_projekte_2013.pdf
- Internationalization is part of mandatory objectives of higher education institutions and quality criteria for institutions and programmes included promoting mobility
- Law on Higher Education:: <http://www.gesetze.li/DisplayLGBL.jsp?Jahr=2005&Nr=2>
- Ordinance on Higher Education: <http://www.gesetze.li/DisplayLGBL.jsp?Jahr=2011&Nr=337>

- Securing higher education access of students to/from Liechtenstein through bilateral and multilateral cooperation and agreements (national education authority)
- Recognition of Qualifications (national education authority, HE Institution)
- Participation in regional/international (European) education and research programmes (national education authority, HE Institutions and Agency for International Educational Affairs AIBA)
- promoting regional and international cooperation among HEI (Institutions, national authority)
- promoting individual mobility of students and higher education staff (Institutions and Agency for International Educational Affairs AIBA)

7.3.2. Has the impact of the strategy been assessed?

No

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

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

100%

7.3.3.1. Please provide a source for this information:

This is mandatory for all HEI by law:

Law on Higher Education:: <http://www.gesetze.li/DisplayLGBL.jsp?Jahr=2005&Nr=2>

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

0%

7.3.4.1. Please provide a source for this information:

no source

This is mandatory for all HEI by law:

Law on Higher Education:: <http://www.gesetze.li/DisplayLGBL.jsp?Jahr=2005&Nr=2>

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

Credit mobility: Outgoing mobility no

Credit mobility:Incoming mobility no

Degree mobility:Outgoing mobility no

Degree mobility:Incoming mobility no

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

No

7.4.1.1. Please specify:

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

No

7.4.2.1. Please specify:

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

No

7.5.1. Please specify:

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

No

7.6.1. Please name and describe them:

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

No

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

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

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

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

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

7.9.2. In which countries do they have these campuses?

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

No

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

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

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

No

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

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

7.11.2. Please specify

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

No

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

- EHEA

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

7.11.5. Please specify

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

No ▾

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

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

7.11.7.1. Please specify

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

No ▾

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

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

7.11.9.1. Please specify

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

No ▾

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

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

7.11.11.1. Please specify

7.12. Comments:

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 (recognition)

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 (recognition)

7.13.2.1. Please specify:

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

- Specific study cycles Yes No No answer
- Specific fields of studies Yes No No answer
- Credit mobility Yes No No answer
- Degree mobility Yes No No answer

7.14.1. Please specify:

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

Obstacles to mobility are systematically evaluated nor monitored (be aware of size of Higher education Institution and student body). We can only make assumption from informal statements, observations and logical deduction. A very important source are surveys and monitoring reports from neighbouring countries, especially Switzerland, as most of the Liechtenstein student study abroad and are therefore covered by them.

Being a small state with high level of educational and professional mobility, Liechtenstein has always engaged actively in bilateral and multilateral agreements (LRC, Bologna, Bilateral agreements) with the aim of reducing obstacles to mobility.

At Institutional Level

- Counselling services, English as teaching language on Master level, students home offering rooms for reasonable prices.

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?

Yes

7.18.1. Please provide a link to the website:

www.aiba.llv.li

7.18.2. Is the website linked to Bologna website?

No

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

Provide information exclusively on national programmes and higher education institutions only information on european programmes (EU and EEA)

7.19.1. Please provide a link to such information:

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

Yes

7.20.1. Do students have to pay additional fees?

Please choose.. ▾

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

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

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

7.22.1. Please specify with which countries:

Bilateral meetings have taken place with Switzerland, Austria and Germany.
Liechtenstein is a standing member (without decision taking power) in the Swiss Conference of Cantonal Ministers of Education (EDK): <http://www.edk.ch/dyn/11910.php>
Regional meeting across several countries include the International Lake of Constance Conference (http://www.bodenseekonferenz.org/23031/Home/index_v2.aspx)
As for other international events and ministerial meetings eh

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

Information not fully available: Topics are manifold but may include:
Exchange on Information
Access, Mobility, Recognition, Funding, portability of grants (Germany)

7.23. Comments:

This information is only partial. We do ask for very careful handling.

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes ▾

7.25.1. Please specify and provide reference:

As objective for higher education institutions and quality criteria in Evaluations
• Law on Higher Education: <http://www.gesetze.li/DisplayLGBL.jsp?Jahr=2005&Nr=2>
• Ordinance on Higher Education: <http://www.gesetze.li/DisplayLGBL.jsp?Jahr=2011&Nr=337>

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

No national programs beside EU and EEA programs.
It is within autonomy and an obligation for HEI to promote Staff mobility (eg. through inter-institutional cooperations)

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

No targets set at national level

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 such targets at national level

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.

At institutional level without obligation to publish information or forward result to national authority.

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:

No national rewarding system for staff mobility.

7.30. Is there a website which provides information about all international mobility schemes for staff?

Yes ▼

7.30.1. Please provide a link:

www.aiba.lv.li

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

Immigration restrictions "2"

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

Recognition issues "8"

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

Language issues "4"

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

Lack of funding "7"

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

Administrative burden "2"

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

Lack of personal motivation and interest "1"

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 "7"

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

Legal issues "6"

7.31.1.1. Additional comments:

this ranking is pure estimation based on individual and often indirect statements. There is no systematic evaluation/monitoring of obstacles to staff mobility.

Immigration restriction do mainly concern the aspect of family reunion and taking up residency in Liechtenstein

Legal issues may cover problems regarding renting (this may also have financial implications) or employment contracts.

Another important issue is the social and familial engagements
other

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

Immigration restrictions "6"

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

Recognition issues "8"

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

Language issues "4"

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

Lack of funding "7"

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

Administrative burden "1"

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 "1"

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 "7"

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

Legal issues "6"

7.31.2.1. Additional comments:

Another important issue is the social and familial engagement.

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

Offering counselling/Information services (at national (AIBA/NARIC)

Other measures possible on institutional level. Removing obstacles is an obligation for HEI (eg. through engaging internationally in cooperations with other (higher education) institutions, offering counselling services aso.)

Measures such as information desk (International office) may receive extra funding on ad-hoc basis but this not centrally regulated.

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: