



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Norway

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Norway

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Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

The demographic projections for Norway are both a wave of young people about to enter into higher education requiring more study places at the HEIs, combined with an ageing population requiring more skilled labour in the health and social services. The Report No. 44 (2008–2009) to the Storting, Education Strategy, addresses some of these challenges and provides measures for the follow-up of the challenges. Amongst these are the increase in the number of study places in higher education by 3 800 in 2009, and focus on more skilled labour in the health and social services. The Norwegian government is preparing a white paper on health, social work and welfare education, to be presented in the autumn of 2011. Changes are necessitated by general societal and demographic trends, such as an ageing population, combined with recent and ongoing major reforms in the services concerned – health, child welfare, employment and social security. At the heart of the reforms lies an increased focus on public health, early intervention, continuous care and collaboration across professions and services. The scope of the white paper will include upper secondary, tertiary vocational and higher education as well as research. The starting point will be the present and future competence needs of the services – how can these best be met? At the same time, the services themselves play an important part in qualifying candidates, and the white paper will discuss the division of labour between the education system and the workplace in this regard. Stakeholders will be consulted at all stages of the work.

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

All in all there are 77 higher education institutions in Norway – 43 state-owned and 34 private: • 8 universities • 9 specialised higher education institutions (out of which three are private) • 23 university colleges (state-owned) • 6 higher education institutions under the auspices of other ministries, i.e. the Ministry of Defence (5 HEIs) and the Ministry of Justice and the Police (1 HEI) • 31 private higher education institutions (+ 3 specialised higher education institutions, jfr bullet point 2, i.e 34 in total).

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 86.8

240 ECTS = 11.2

Other number of ECTS = 2

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 91.8

240 ECTS = 7.3

Other number of ECTS = 0.9

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

The two-cycle degree system has been introduced throughout. However, a few fields consist of integrated programmes leading directly to a second cycle degree (either a Master's degree or second cycle degree where the title of the former degree system has been kept). This includes the following fields: Odontology, medicine, veterinary science, psychology, pharmacy, fish sciences, architecture and theology (Theology is offered at three HEIs in Norway, and given as a two-cycle programme with the possibility of obtaining a Bachelor's degree at one of the three institutions.) Norway has also kept the degree "høgskolekandidat" for short-cycle programmes within the first cycle.

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

The first cycle degree "høgskolekandidat" is a two-year degree within the first cycle (120 ECTS). The length of the integrated degree programmes varies according to the field of study: 5, 5.5 or 6 years.

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

18.2%

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 4.2

90 ECTS = 6.6

120 ECTS = 74.8

Other = 14.4

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 1.4

90 ECTS = 4.1

120 ECTS = 48.7

Other = 45.8

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

Yes

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

The length of the integrated degree programmes varies according to the field of study: 5, 5.5 or 6 years

5.11. What percentage of all second cycle students is enrolled in these programmes?

18.2

5.12. In which study fields to these programmes exist?

The two-cycle degree system has been introduced throughout. However, a few fields consist of integrated programmes leading directly to a second-cycle degree (either a Master's degree or second cycle degree where the title of the former degree system has been kept). This includes the following fields: Odontology, medicine, veterinary science, psychology, pharmacy, fish sciences, architecture and theology (Theology is offered at three HEIs in Norway, and given as a two-cycle programme with the possibility of obtaining a Bachelor's degree at one of the three institutions.)

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

6. PROGRESSION BETWEEN CYCLES

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

100%

6.1.1. Please provide a source for this information.

Regulations concerning admission to higher education + Regulations concerning requirements for the Master's Degree

6.2. What percentage of first cycle students continue to study in a second cycle programme after graduation from the first cycle (within two years)?

>10-25%

23%. This is based on students registered as having completed their first cycle degree in the academic year 2007/2008, students registered at a second cycle study programme within two years, i.e 2010/2011.

6.2.1. Please provide the source for this information.

Statistics Norway

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

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

• Regarding the answer “some” to whether holders of a first degree from a different study field must fulfil extra requirements such as exams or additional courses: o Most second cycle courses require a certain number of credits taken in the same field of study. • Regarding the answers “some” under “Must have work experience”: o Certain second cycle courses, experienced-based master's degrees such as the MBA, require relevant work experience.

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

100 %

6.4.1. Please provide a source for this information.

Regulations concerning admission to higher education

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

Contrary to the question on the percentage of first cycle students entering into a second cycle programme, no timeline equivalent to the two year period has been given. I.e the number is based on figures from the academic year 2002/2003 (the year when the new degree system was introduced in Norway) until present day. That number is 14 %.

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

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

NA, cf previous question.

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

No

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

The types of doctoral programmes which exist in Norway are: • Structured doctoral programmes (most common) • Traditional supervision-based doctoral education where the independent research work of the doctoral student forms the basis.

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

Yes

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

Doctoral schools exist both internally at the HEIs and at the national level. The aim is to increase the quality of the doctoral education as well as to increase the number of doctoral candidates entering and completing their doctoral education. At the national level there are 6 doctoral schools, from where approx 600 students graduate a year. The organisation of the doctoral schools existing at the HEIs is entirely up to the HEIs themselves, and consequently we do not have an overview of the total number of these doctoral schools. The doctoral schools exist in addition to the normal doctoral programmes offered by the HEIs.

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

3 years

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

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

Yes

The third cycle is included in the National Qualifications Framework for higher education, constituting the highest level of the framework

8.5. Are ECTS credits used in doctoral programmes?

Yes

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

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

Yes

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

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

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

Yes, part of higher education

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

Short cycle higher education in Norway is considered as part of the first cycle. Students follow the same study programmes as the first cycle students studying for a bachelor's degree, but are awarded the degree "høgskolekandidat" after two years of study. By completing a/the third year, these students will gain a bachelor's degree. The degree "høgskolekandidat" is offered at normal HEIs, the same HEIs offering all other types of higher education, i.e. this degree is not offered at separate institutions. The degree is not a frequently used degree.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

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

The legislation governing the provision of joint degrees is set down in Regulations 2010-02-01 nr 96: Regulations governing quality assurance and quality development in higher education and post-secondary vocational education and training, pursuant to the Act on Higher Education. Some amendments to the Regulations were made 15 March 2011, but the amendments are as of yet unfortunately not available in English. I.e. the text cited below has been slightly amended, but the main principles still stand. Chapter 4. Joint degrees §4-1. The institutions' opportunity to award degrees and professional training qualifications in collaboration with other institutions (1) Universities and university colleges may award degrees and professional training qualifications in collaboration with other Norwegian or foreign institutions (joint degrees). (2) The accreditation provisions in §3-1 of these regulations apply in so far as they are appropriate to courses that are to form part of the basis for a joint degree and which the individual institution itself does not have the authority to establish. In such cases, NOKUT may also accredit parts of a study programme. §4-2. Requirements regarding joint degrees – the institutions' responsibilities (1) Universities and university colleges which award joint degrees are to enter into an agreement with cooperating institutions that regulates the division of responsibility between the parties, including the award of degrees and formulation of diplomas. (2) The institution shall ensure that the cooperating institutions are accredited or publicly authorised to provide higher education in accordance with prevailing systems in the country in question, and that the study programmes in question are accredited as higher education at the joint degree's level. (3) Students who are admitted to study programmes that are to form part of the basis for a joint degree awarded by Norwegian and foreign institutions are to be ensured a certain period of study at the cooperating institutions. (4) Should the cooperation on a joint degree be terminated, the institution shall enter into an agreement with another institution that can assume the academic responsibility for the students being able to complete the study programme and sit the examination, or shall implement other measures which enable the students to complete the study programme. Such measures are to be approved by NOKUT in cases where NOKUT has accredited the relevant study programmes at the institution, cf §4-1, second subsection. (5) Universities and university colleges are to inform NOKUT of the joint degrees awarded by the institution. §4-3 Supplementary provisions NOKUT may issue regulations stipulating supplementary provisions relating to joint degrees.

10.2. Does higher education legislation allow:

- | | | | | |
|-------------------------------|--------------------------------------|--------------------------|---|---|
| Establishing joint programmes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation doesn't mention joint degrees |
| | <input type="radio"/> No answer | | | |
| Awarding joint degrees | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation doesn't mention joint degrees |
| | <input type="radio"/> No answer | | | |

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

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer
- Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- 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

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

Yes

10.5.1. Please explain briefly.

Joint degrees are most common within the MST subjects, followed by Social Sciences.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Part 1.2 BFUG Data Collection on student-centred learning

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

Yes

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

There is no firm definition of the notion of student-centred learning. However, a student-centred approach to higher education was an essential feature of the 2003 higher education Quality Reform. This approach resulted in the introduction of better systems of guidance and follow-up of each student, e.g. through Individual Education Plans (see qu. 5 below), more systematic quality assurance, including e.g. student evaluation of teaching, a new system of budget allocation to higher education institutions, in which completion of studies weighs heavily (see Part 2.1.). When the national qualifications framework for higher education was developed, the term “student-centred learning” became a common expression connected to modern curriculum design.

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|-------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Independent learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Yes

1.4. Please specify.

The Individual Education Plan, mentioned above and in Part 2.1, is a document all students have to fill in when they register. It is signed both by the student and the institution. In the Individual Education Plan, each student has to indicate whether he/she plans to study full or part time, and his/her level of ambition in terms of names of courses and no. of planned ECTS credits per semester and year. It is an excellent tool both for the planning of the individual student and for the higher education institution to follow up on intended study progression. Many higher education institutions routinely organise individual reviews with students lagging far behind their stated goals in the Individual Education Plan

2. Please provide a reference for your steering documents covering student-centred learning.

See below

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

The 2001 white paper on the Quality Reform in higher education (Stortingsmelding nr. 27 (2000–2001) Gjør din plikt – Krev din rett Kvalitetsreform av høyere utdanning) The national regulation on certain requirements for the Master's degree, Regulation (forskrift) no. 1574 of 16 December 2005, stipulating the size/volume, in credits and years, of the compulsory independent work (thesis). A 2009 white paper called “Education Strategy” (Stortingsmelding nr. 44 (2008–2009) Utdanningslinja), in which the follow-up of the implementation of the national qualifications framework and special follow-up of first-year students are underlined, and the establishment of Centres for excellence in education is introduced. The national qualifications framework for

higher education was adopted in 2009. All descriptions of study programmes at all HEIs are to be rewritten by the use of learning outcomes. Student-centred learning is an important concept in this respect

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

The national qualifications framework for higher education is still in the form of an instruction, laid down in March 2009. A regulation will be made when learning outcomes have been decided for the other levels of education (a consultation to that effect is ongoing in spring 2011). The level descriptors for the main levels of higher education, Bachelor, Master and PhD, are divided into the three categories, knowledge, skills and competence.

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

In the majority (>50-<100 %) of programmes

The higher education institutions have been given until 2012 to implement the qualifications framework for higher education. All higher education institutions are currently in the process of implementing the qualifications framework through redesigning their study programmes by the use of learning outcomes. An exact status of implementation is not available. However, the regulation of the the Norwegian quality assurance agency, NOKUT, governing quality assurance, states that the modes of assessment have to take into account assessing the successful completion of the stated learning outcomes for the programme etc, cf. NOKUTs regulation § 4-2 (available in Norwegian only).

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

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

4.3.1. Does your country provide specific support measures on the national level?

Comment to former question: Cf. the answer to question 9. The national qualifications framework for higher education, based on learning outcomes, is still in the form of an instruction, laid down in 2009. A regulation will be made when level descriptors based on learning outcomes have been decided for the other levels of education as well (a consultation to that effect is ongoing in spring 2011). Some study programmes in Norway, e.g. engineering, teacher education, nursing etc., are governed through National Curriculum Regulations. The National Curriculum for teacher education was revised in 2010, basing it on learning outcomes, while the National Curriculum for engineering was revised in 2011, also with the aim of basing the National Curriculum for the study programmes on learning outcomes. Financial support has been provided by the Ministry for the implementation of the new National Curriculum for teacher training and engineering. The Norwegian Association of Higher Education Institutions and The Norwegian Network for Higher Education Institutions have organised several seminars regarding qualifications frameworks and the use and the implementation of learning outcomes. Representatives from the Ministry have contributed at national conferences and seminars, providing information on the development of the national qualifications framework, the development and use of learning outcomes etc. The programme description for the Norwegian Bologna Experts includes providing support for the implementation of the QF at a national level.

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

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

NOKUTs regulation governing quality assurance, states that the modes of assessment have to take into account assessing the successful completion of the stated learning outcomes for the programme etc, cf. NOKUTs regulation § 4-2 (available in Norwegian only).

4.5. 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

4.5.1. Please specify for whom and give approximate % that participate.

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

Yes

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

The Norwegian quality assurance agency, NOKUT, is, amongst other tasks, responsible for accrediting study programmes. However, institutional accreditation empowers institutions to provide programmes at certain levels depending on institutional category without applying for external accreditation from NOKUT. University colleges may establish new programmes at the bachelor level without applying for accreditation. The accredited institutions who have the right to award the degree Ph.D. may establish master programmes within the subject area of their Ph.D. Private higher education institutions accredited in one of the three categories have the same freedom of establishment of programmes as the state-owned institutions belonging to the same category, while the private higher education institutions without institutional accreditation still have to apply to NOKUT for all new programmes. NOKUTs regulation governing quality assurance which includes the standards and criteria for accreditation, states that all study programmes have to be described by the use of learning outcomes, the modes of teaching have to be geared towards successful completion of the stated learning outcomes, the modes of assessment have to take into account assessing the successful completion of the stated learning outcomes for the programme etc. HEIs with the authority to establish new programmes without applying for accreditation from NOKUT, will, e.g. in the case of a process of reaccreditation which NOKUT may launch at any given time, have to comply with the standards and criteria mentioned in NOKUTs regulation. In addition, some Norwegian HEIs have adopted guidelines regarding the description of learning outcomes (Quality Assurance Handbooks).

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

The Norwegian HEIs are currently in the process of implementing the qualifications framework for higher education. By the end of 2012, all study programmes at all HEIs are to be described by the use of learning outcomes.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

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

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

No

5.4.3. What is the number of hours per credit?

0

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

In the Act on Higher Education, student workload is not defined according to the number of hours per credit, but through the number of months in the academic year: Section 3-8. Teaching (1) The academic year is normally 10 months. Teaching terms shall be decided by the board. A full academic year shall be equivalent to 60 credits. The appendix to NOKUTs Regulations, states that the expected student workload per year should be within the range 1500 – 1800 working hours, and the HEIs are encouraged to use the 2009 ECTS Users' Guide in their work.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| All students | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| Upon request | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

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

No

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

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

Yes

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

NOKUT has the overall responsibility for the monitoring of the use of the Diploma Supplement at Norwegian HEIs. NOKUT is also responsible for the national follow-up of the Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications and Periods of Study. Quite a number of Norwegian HEIs have received the Diploma Supplement Label, i.e. they have gone through thorough scrutiny of their DSs. The Norwegian Association of Higher Education Institutions is currently focusing on how to develop even further the Norwegian Diplomas and Diploma Supplements.

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

English

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@eha.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

7. Implementation of the NQF has started with agreement on the roles and responsibilities of higher education institutions, quality assurance agency(ies) and other bodies

The Norwegian HEIs are currently in the process of implementing the QF through redesigning their study programmes based on learning outcomes. This is to be fully implemented in all programmes in all HEIs by end of 2012. Quite a few institutions have come quite far already in implementing the framework by redesigning their study programmes.

7.2.1 Please provide the date when the step was completed.

20.03.2009

7.2.2. Please provide a reference for the decision to start developing a NQF.

The decision to develop a national qualifications framework was taken as a result of the encouragement in the Berlin Communiqué of September 2003 to “elaborate a framework of comparable and compatible qualifications for their higher education systems”. The legal authority for the Ministry to issue a Regulation concerning a qualifications framework for higher education was included in the revised Act of Higher Education adopted by the Norwegian parliament, the Storting, in February 2005

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

The Norwegian Qualifications framework for Higher Education was adopted and sent to all HEIs in a letter of March 20 2009. The letter describing the process leading up to the adoption of the framework, as well as the timeline for implementation, is available in Norwegian only. The national qualifications framework for higher education, based on learning outcomes, is still in the form of an instruction, laid down in 2009. A regulation will be made when level descriptors based on learning outcomes have been decided for the other levels of education as well (a consultation to that effect is ongoing in spring 2011).

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

http://www.regjeringen.no/upload/KD/Vedlegg/Internasjonalt/Europa/Europeisk_kvalifikasjonsrammeverk.pdf

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study
- Higher education institution
 - Central government authority (e.g. ministry)
 - Regional government authority (e.g. ministry)
 - National ENIC/NARIC centre
 - Regional/local specialised independent institution
 - Social partner organisation (employers' organisation, trade union etc)
 - Individual employers
 - Other
 - No answer
- Recognition for professional employment
- Higher education institution
 - Central government authority (e.g. ministry)
 - Regional government authority (e.g. ministry)
 - National ENIC/NARIC centre
 - Regional/local specialised independent institution
 - Social partner organisation (employers' organisation, trade union etc)
 - Individual employers
 - Other
 - No answer

8.1.1. Please specify.

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

Applicant's right to fair assessment of qualification

8.2.1. Please provide a reference to the relevant legislation.

Cf. Act on Higher Education, § 3 - 4. Cf. Regulations governing quality assurance and quality development in higher education and tertiary vocational education, chapter 6.

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

Since its establishment in January 2003, NOKUT is responsible for general recognition of higher education qualifications from abroad and for providing advice to the higher education institutions in recognition matters. The higher education institutions are responsible for recognition for admission, for further studies, and for the right to use Norwegian academic titles. NOKUT is also responsible for the national follow-up of the Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications and Periods of Study. The Criteria and Procedures for the Assessment of Foreign Qualifications and Periods of Study were fully implemented by NOKUT since its establishment. They are the basis for the handling of all applications, including applications regarding general recognition of studies undertaken in countries that are not party to the Convention. All phases of the recognition procedure are described in detail and are a part of the internal quality assurance system. NOKUT has elaborated and distributed to all HEIs a manual on recognition, explaining in detail all procedural aspects on how to deal with an application for recognition. Recognition officers of the higher education institutions are invited to national annual conferences on various aspects of recognition. These conferences are organised by NOKUT and regularly draw between 100 and 120 participants. Since its establishment in 2003, NOKUT has worked systematically to reduce the time required to process applications for general recognition. NOKUT also runs an Information Centre for the Recognition Systems of Foreign Qualifications (INVIA). INVIA is a new national information centre providing information on the Norwegian authorisation and recognition systems. INVIA is a gateway for everyone seeking recognition of international education and/or professional experience. INVIA is also the EU point of contact for recognition of professional qualifications for professions regulated by law in Norway, covered by Directive 2005/36/EC. I.e INVIA provides information about the recognition of professional qualifications to EEA citizens in Norway, as well as to authorities or points of contact from other countries.

8.4. Do higher education institutions typically:

make recognition decisions in faculties/departments

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

8.5.1. Please explain.

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

Norway is party to the Lisbon Recognition Convention. The most recent edition of the Convention has been translated into Norwegian and sent to all HEIs in Norway. The HEIs are required to follow the principles of the Convention. At the level of the individual student, the student and an academic representative of the student's department have to sign a learning agreement prior to the commencement of his/her studies abroad. Such an agreement is also a prerequisite for a grant/student loan for studies abroad.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

The National Agency for Quality Assurance in Education (NOKUT) was established 1 Jan 2003.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. 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

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

No

1.4.1. Please specify the normal impact of an external review.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

No

1.6.3.1. Please specify

The primary responsibility for quality assurance rests with the higher education institutions themselves. The Norwegian Agency for Quality Assurance in Education, NOKUT is an independent government body, established by law with the aim of monitoring and developing the quality of higher education in Norway through evaluation, accreditation and recognition of quality assurance systems, institutions and study programmes. Internal quality assurance in the institutions must adhere to nationally set standards and will be externally evaluated by NOKUT. The external quality assurance system covers all higher education and operates at national level. NOKUT is, amongst other tasks, responsible for accrediting study programmes. Higher education must be accredited. Institutional accreditation empowers the institution to provide programmes at certain levels, depending on institutional category, without applying for external accreditation from NOKUT. Programmes at a level that is not covered by the institutional accreditation must have programme accreditation. All accreditations are carried out by NOKUT. University colleges may establish new programmes at the bachelor level without applying for accreditation. The state-owned colleges who have the right to award the degree Ph.D. may establish master programmes within the subject area of their Ph.D. Private higher education institutions accredited in one of the three categories have the same freedom of establishment of programmes as the state-owned institutions belonging to the same category, while the private higher education institutions without institutional accreditation still have to apply to NOKUT for all new programmes. This division of responsibilities between the Ministry and NOKUT is defined in the Higher Education Act.

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

All reports from external quality reviews are published.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

All reports from external quality reviews are published.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

All aspects relevant for the quality of higher education are included in the process of external quality assurance. The legislation governing the external quality assurance process is set down in Regulations 2010-02-01 nr 96: Regulations governing quality assurance and quality development in higher education and post-secondary vocational education and training, pursuant to the Act on Higher Education. In addition, the standards and criteria regulating the work of NOKUT, Regulations governing quality control

in higher education (these revised regulations were adopted 27 January 2011), elaborate further on the standards and criteria for external quality assurance. NOKUT's regulations are unfortunately available in Norwegian only. With a few exceptions, NOKUT's control mechanisms involve the use of expert panels. The primary aim is to check that the quality of the programmes is satisfactory. However, the mechanisms have a double function, as NOKUT also provides recommendations as to how the institution can enhance the quality of its educational provision and quality work.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

No

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

NA, cf "NO" at former question.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

Yes. NOKUT was reviewed by a team of five researchers in 2007/2008, with a positive conclusion. The General Assembly of ENQA renewed NOKUT's membership in the organisation in september 2008. In addition to ensuring compliance with the ESG, the mandate of the evaluation panel was to evaluate the national role of NOKUT in the Norwegian higher education system. The Ministry wanted an independent assessment of whether NOKUT fulfilled its mandate in line with the intentions behind its establishment in 2003. One of the key factors of the evaluation was whether NOKUT contributes substantially to both assuring and developing the quality of Norwegian higher education and other post-secondary vocational education. Another important question was how NOKUT understands its own mission and responsibility. Valuable lessons were learned from the evaluation.

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

Student involvement in governance structures of national quality assurance agencies

Cf. Act on Higher Education, § 2 – 2. “The board shall be appointed by the King and shall consist of eight members. One member shall be a student. One member shall be appointed from among NOKUT’s staff and shall have the right to vote in matters concerning the staff. Deputies shall be appointed, including personal deputies for the staff and student members. The Ministry shall appoint the chairman of the board.”

As full members in external review teams

• Cf. NOKUT’s Regulations governing quality control in higher education, § 1 – 3.

As observers in external review teams

In the preparation of self evaluation reports

Section 4-4. The students’ representation in the institution’s bodies. Cf. Act on Higher Education § 4 – 1. “The students shall have at least 20 per cent of the representatives on all collegiate bodies that are given decision-making powers. In cases where this constitutes no more than one member, the students shall have the right to an additional student.”

In the decision making process for external reviews

o Cf. Act on Higher Education §§ 2 – 2 and 4 -1

In follow-up procedures

Cf. Act on Higher Education §§ 2 – 2 and 4 -1. Students are involved in all relevant procedures. However, complete follow-up procedures for all aspects of the external quality assurance systems are not required, but where there are follow-up procedures, student representatives participate.

Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

In governance structures of national QA agencies

As full members in external review teams

As observers in external review teams

In the decision making process for external reviews

In follow-up procedures

Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

In governance structures of national QA agencies

As full members in external review teams

As observers in external review teams

In the preparation of self evaluation reports

In the decision making process for external reviews

In follow-up procedures

Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

A representative from employers is a member of the Board of NOKUT. Cf also comment below.

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

When NOKUT was established, it was established in the proposal for the new act on higher education, that the Board of NOKUT should be made up of representatives with broad and relevant competence generating legitimacy both in the higher education sector and in society as such. I.e. the Board has to consist of representatives from all relevant sectors. The Board is appointed by the Ministry, and as a rule it consist of one international expert, one representative from the employers, one student, one representative from the post-secondary vocational education sector, and three representatives from the higher education sector. NOKUT has established criteria for the selection of peers to the evaluation panels, and the Regulations governing quality control in higher education state that international peers should be appointed to evaluation panels for the accreditation of second and third cycle programmes, for re-accreditation, for applications for institutional accreditation and for the evaluation of the HEIs' quality assurance systems. Representatives from the employers should be included in panels evaluation applications for institutional accreditation. Staff/peers with experience from similar study programmes or from HEIs in the same category should be include in all evaluation panels.

5. INTERNAL QUALITY ASSURANCE

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

Yes

5.1.1. Please specify these requirements and the relevant source.

All HEIs are required by law to have a quality assurance system, and the system has to be approved by NOKUT. , cf § 2-1 Regulations 2010-02-01 nr 96: Regulations governing quality assurance and quality development in higher education and post-secondary vocational education and training, pursuant to the Act on Higher Education: §2-1 Requirements as to the quality assurance system Universities and university colleges are to have a system for their quality assurance work that ensures continuous improvements, provides satisfactory documentation of the work and reveals deficiencies in quality The National Agency for Quality Assurance in Education on 5 May 2003 adopted the following criteria for the evaluation of quality assurance systems in institutions of higher education: The quality assurance system must apply to the entire institution, covering all areas of activity that are related to educational quality and the total learning environment. It must include all provision for which the institution is responsible, externally as well as internally. When the quality assurance system is evaluated, emphasis will be placed on the following aspects and functions of the system: 1. The integration of quality assurance in the strategic work of the institution. 2. The institution's defined aims for its work with educational quality. 3. The linking of quality work to steering and management at all levels. 4. The organising of quality work in such mechanisms and measures as will ensure wide participation, with defined distribution of responsibility and authority for the various elements and stages of the work. 5. The collection and organising of information from evaluations and other data sources that are necessary in order to make satisfactory assessments of educational quality in all study units, and the accumulation of this information at higher levels of steering. 6. Analysis of the information and assessment of goal attainment. 7. The institution's use of results from quality work as a basis for decisions and measures that are aimed at the assurance and enhancement of educational quality. 8. The clarification of how quality work contributes to resource management and priorities at the institution (human resources, infrastructure, services). 9. The active participation of students in quality work and the institution's focus on the total learning environment. 10. That an annual report is presented to the board of the institution, offering a coherent and overall assessment of educational quality and an overview of plans and measures for continued enhancement work

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

Higher education institutions

5.2.1. Please specify.

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

Yes

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Yes

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

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

All

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

All

5.5.1. Please describe what kind of arrangements are in place.

The organisation of the internal quality assurance systems is left to the HEIs themselves to design and decide upon. However, the institutions are required to document their work on quality assurance and quality development, as well as to document that their quality assurance systems will uncover instances where quality is at risk. NOKUT has adopted criteria for the evaluation of quality assurance systems, developed in consultation with the HEIs.

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

All

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

All

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

Unfortunately, information is not available, so we don't know which box to tick. It is for the HEIs themselves to decide. NOKUT, however, publishes all reports.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

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

Yes

2. How do your steering documents define lifelong learning?

All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

Comment to the former question: Our definition of lifelong learning corresponds to the one found in the 2001 Communication of the European Commission “Making a European Area of Lifelong Learning a Reality”, i.e. as “all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective”. Lifelong learning in our terminology is literally all learning from cradle to grave and is not limited to adult education and training. There has never been an age limit in access to or participation in Norwegian higher education, and in autumn 2010, 23 per cent of all regular students were more than 30 years old. Further, our definition of lifelong learning implies that all students in higher education should learn how to learn for the rest of their lives. The Individual Education Plans (see Part 2.1) also makes it possible for students to decide on their ambition as regards study progression. Therefore, all higher education can be defined as lifelong learning provision. In addition, a part of the higher education provision is specifically aimed at mature students (flexible, i.e. decentralised, part time, distance, etc.).

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

Yes, of all institutions

Practically all higher education institutions have at least some programmes that are designed to be flexible (distance, decentralised, part-time, etc.), and for some, such programmes constitute an important share of their provision. Differences between institutions are big, however. The most active HEI in this respect, Finnmark University College, has more than 40 per cent of its students on flexible offers, whereas the average share was 6.3 per cent in autumn 2010.

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

The Higher Education Act (Act no. 15 of 1 April 2005 relating to universities and university colleges) section 1-3 The institution’s activities, i) providing continuing and further education in the institution’s fields.

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

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications

Other, please specify

Lifelong learning is according to our definition not geared towards specific target groups. Lifelong learning in our terminology is literally all learning from cradle to grave and is not limited to adult education and training. All students in higher education should learn how to learn for the rest of their lives

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

Most of the funding for lifelong learning, whatever the definition, comes from the public budget. In autumn 2010, there were 221 120 students at Norwegian higher education institutions. Of these, 11 440 were covered from external sources and not from the public (state) budget. Of the 221 120, 56 930 were more than 30 years old

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

No

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

Norway has a mixed approach to social dimension issues in the student population, with the general approach, i.e. mainstreaming, as the more important. The main social dimension policy approach is mainstreaming. The groups that are monitored according to numbers are limited to gender, migratory status, citizenship, and age. In addition, the educational background of parents is registered. The fact that these groups are monitored does not necessarily signify that there is a problem of underrepresentation today. Citizenship: The number of higher education students with foreign citizenship has increased with increased immigration until 2009, from 12 605 in 2007, to 13 610 (7 %) in 2008, and 16 197 (8 %) in 2009. In 2010, the number decreased to 15 973 (7.6%). It is not a good indicator for integration, however, as many of the students with non-Norwegian citizenship are not immigrants. Age: Age has never been an impediment to access to higher education in Norway, and it has traditionally always been considered important to welcome mature and young students as equally important. Compared to most other countries, the age profile of Norwegian students is quite high. In autumn 2010, for instance, only 61 per cent of all registered students were in the age group 25 and younger, while 10 per cent were in the age group 41+ (respectively 128 502 and 20 953 out of a total of 209 680 ordinary registered students). For privacy reasons, education authorities are not allowed to register ethnicity, disability and religious affiliation. Gender: Since the 1978 Gender Equality Act, consecutive Norwegian governments, have been concerned with equal opportunities for men and women in all parts of society, including in higher education and research. Over the years, the nature of gender underrepresentation in HE has changed from a male to a female majority in the overall student population. Today, under-representation is found in some disciplines and study programmes, due to traditional choices among applicants. In 2010, women are e.g. still under-represented in science and technology, whereas men are underrepresented in studies like nursing and teacher training. Migrant status: In Norwegian official statistics, including on higher education, immigrants are normally defined as all foreign born with two foreign born parents and the children of two foreign born parents. The immigrants are again subdivided into two groups, one comprising the ETFA and the EU countries, the USA, Canada, Australia and New Zealand, the other the rest of the world. Many of the immigrants coming to Norway, particularly from non-Western countries, have little education from their home country. Success in higher education for migrant students is therefore considered important for successful integration policies overall, particularly among second generation migrants. In a recent Green Paper on the situation of immigrants in Norwegian education and training at all levels, it is confirmed that second generation immigrants who succeed at the secondary level in Norway on the whole do well in higher education. In the fall of 2007, 18 % of all immigrants and 35 % of the second generation immigrants in the age group 19-24 had entered higher education. In comparison, for the entire population the percentage was 30. Participation in relation to educational attainment of parents: Register data show that proportionally more children of well educated parents than children of parents with only basic education enter higher education.

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

Gender: The Act relating to Gender Equality. Section 1 of the Act describes the purpose of the Act, which is hence national policy in all fields and sectors, including higher education: "This Act shall promote gender equality and aims in particular at improving the position of women. Women and men shall be given equal opportunities in education, employment and cultural and professional advancement." See <http://www.regjeringen.no/en/doc/Laws/Acts/The-Act-relating-to-Gender-Equality-the-.html?id=454568> One of the consequences of this law is that all boards of higher education institutions must have a gender balance of at least 60-40. Migrant status: Register data and reports from the higher education institutions show that most immigrants entering higher education in Norway do well and do not need any special measures to complete their studies successfully. For certain programmes, however, the mastery of Norwegian has been a critical factor for some migrant students. The Ministry has therefore supported some projects to provide extra follow-up in Norwegian for migrant students with insufficient knowledge of Norwegian. Immigrants' choice of studies is somewhat divergent from that of the general population. Second generation immigrants tend to go more for 'prestigious' studies like medicine, odontology, business administration, law, and technology and less for social studies and teacher education than the population as a whole. The Ministry of Education and Research has had campaigns to recruit more students to teacher training. Due to increase levels of immigration, it is considered particularly important to recruit immigrant students so that the teacher population in future will mirror that of the pupils. Participation in relation to educational attainment of parents: In two recent white papers, questions relating to social disadvantage of children whose parents have low educational level (i.e. not completed secondary level) have been discussed. One is "Stortingsmelding nr. 16 (2006–2007) ... og ingen sto igjen", in English 'on Early Intervention for Lifelong Learning'; the second is called "Stortingsmelding nr. 44 (2008–2009) Utdanningslinja", in English 'Education Strategy'. Most of the measures in the former have as their ultimate aim wider recruitment to, and success in, higher education, but on the whole concern the lower levels of education and training, as indicated by the name. However, the measures to promote better systems of counselling and career guidance also concern higher education institutions. So does the confirmation that for social reasons, state higher education should still be free (i.e. without tuition fees). In the 2009 white paper, Education Strategy, the principle of free higher education is reconfirmed. In addition, 3800 new student places were established on the basis of new needs estimates. Relevant measures also include the following: to monitor more closely how the higher education institutions follow up their students, arrange seminars with best practice examples on how to reduce drop out, promote teaching methods better aimed at improving learning outcomes, establish centres excellence in education, exchange best practice in education through more adjunct positions between higher education institutions. Most of the other measures in this white paper concern the promotion of interinstitutional cooperation through the funding of specific projects, and of cooperation between higher education and the world of work (business, industry, public sectors). The measures to improve better university-enterprise cooperation include the following: specific strategies, new forums, more opportunity for students to include practice periods in degree programmes, professional relevance included as a criterion in the quality assurance system in higher education, better career guidance, and an action plan for entrepreneurship in education and training.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

Only objectively defined criteria are used, as the groups that are monitored according to numbers are limited to gender, migratory status, citizenship, and age.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

In 2003, the Norwegian Ministry of Education and Research established a national centre to promote and coordinate matters relating to accessibility in higher education, like universal design and disability matters, see <http://www.universell.no/english/>

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Yes

4.5.1. Please explain these targets briefly and name the groups to which they apply.

The general target for all underrepresented groups is that the student body should reflect the diversity of the populations. Regarding gender, as the share of women in higher education has increased over the past years – overall, 60 per cent of all students are female in 2010 – gender policies in higher education have changed accordingly: In the student population, specific monitoring is now limited to programmes dominated by one gender, in particular MST (Mathematics, Science and Technology) programmes, which only have 30 per cent female students, and pre-school teacher training, which has all of 87.3 per cent female

student (2010). The main gender issue in higher education now concerns a better gender balance in academic staff.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

No

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Yes for some groups

4.7.1. Please specify.

Through data collection at national and institutional levels. Institutional data are reported to a Database for statistics on higher education, which is used by the Ministry for instance for budget preparations. In addition, Statistics Norway has relevant register data.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

Through data collection at national and institutional levels. See q. above. The website of the Database for statistics on higher education is unfortunately only available in Norwegian, see <http://dbh.nsd.uib.no/>

4.8.1. What data is collected?

Data on gender, migrant status, citizenship and age of the student population are systematically collected and monitored as regards application, participation and completion by cycle (bachelor, master, ph.d.). Such data are collected through annual reports from the higher education institutions to the Database for statistics on higher education and through individual register data by Statistics Norway.

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

Yes

The system of institutional reporting of student data is designed so as to make it possible to monitor at subject level, but the Ministry of Education in general prefers to deal with the institutional level.

4.10. When are data generally collected?

At entry into higher education

4.10.1. Where an approach different from the general approach is used for any group, please specify.

Comment to the question above! I had to tick one of the boxes in order to complete the survey, but data is collected both at entry, during studies and at completion, so these are not applicable for us. Please disregard this answer, or tick all three boxes for us. Comment to question below, not enough space for the comment.... Every year, as part of the budget process, all higher education institutions have to report on the composition of the student body according to age, gender, study programme, level, and migrant status. In addition, the number of students that are non-Norwegian citizens is reported. The resulting national statistics and general analysis of the situation in Norwegian higher education are published on-line on the Ministry's web site. They are used to help prepare the annual governance meetings between the Ministry and each of the state higher education institutions - for all parties involved - as well as the annual dialogue meeting the private HEIs, and to help detect possible new areas for policy development. As it is a voluminous document written within an extremely tight deadline, it is only available in Norwegian, see http://media.regjeringen.no/kd/video/Tilstandsrapport_UH_09_1.pdf. In addition, register data from Statistics Norway are used for in-depth studies on specific topics and on longitudinal studies.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

Every year, as part of the budget process, all higher education institutions have to report on the composition of the student body according to age, gender, study programme, level, and migrant status. In addition, the number of students that are non-Norwe

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

The main social dimension policy approach in Norwegian higher education is mainstreaming. Norwegian policy to reach the aim that “the student body ... should reflect the diversity of the populations” and to promote the social dimension in higher education is mainly one of mainstreaming, through the development of common measures to help individuals from several groups that are underrepresented and/or at risk. The reason for this approach is that for privacy reasons the Norwegian Ministry of Education and Research is not allowed to keep registers of many of the potentially underrepresented groups (applicants and students with disabilities, from ethnic and religious minorities, etc.). Examples of such mainstreaming tools are the financial support for students irrespective of the financial background of parents through the State Educational Loan Fund, and the legal interdiction to charge tuition fees for state higher education institutions. Obstacles, or rather policy areas to be addressed to promote the social dimension in higher education, are often identified as a part of general government policies or groups or issues of general political concern. This is the case for gender issues and conditions for disabled students, for instance, as well as for the importance attached to non-discrimination on the basis of ethnicity and religion.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

Issues relating to ethnicity and religion are followed up according to the 2005 Act on interdiction against discrimination on the basis of ethnicity, religion, ect., which i.a. is based on the 1969 International Convention on the Elimination of All Forms of Racial Discrimination. A special ombudsman is devoted to matters concerning discrimination on the basis of gender, religion, and ethnicity, etc.. Anti-discrimination policy in higher education is thus part of general cross-sectoral policies. Regarding the situation for disabled students, many consecutive governments have had special action plans for the disabled. As a consequence, all Norwegian higher education institutions are obliged to have action plans for disabled students. The system of following up and revising these action plans is monitored in connection with the annual governance meetings between the higher education institutions and the Ministry. Since 2005, all higher education institutions are legally obliged to have a learning environment committee composed of staff and students to assist in ensuring implementation of measures to provide a good learning environment, i.e. both physically and mentally, and to enhance student welfare at the institution. Another approach to the monitoring the situation for disabled students is through Norway's participation (both the Ministries of Education and Research and of Labour and Social Affairs) in the OECD thematic review: "Pathways for Students with Disabilities to Tertiary education and Employment". The aim of the study is to explore criteria for a successful transition from education and training to employment for this group of students. The Ministry of Education and Research also finances separate studies to monitor the situation of disabled students, particularly related to inclusion in higher education, one in 2005, "Høyere utdanning – tilgjengelig for alle?" (in English, 'Higher Education – available to all?') by NIFU STEP, and a follow-up study to be completed in 2010 (not yet completed) called "Høyere utdanning for alle? Strategier for inkludering av studenter med nedsatt funksjonsevne i høyere utdanning", NIFU STEP, co-financed with health authorities. The Ministry also funded a new study on living conditions for all students ("levelkårsundersøkelse") in 2010, and work on this study is coordinated with that on Eurostudent IV. The new study will follow up on, and be comparable to, similar ones in 1998 and 2005, so as to detect possible changes in living conditions for the student population as a whole. There will be a general report, one on the income, financial and housing situation of students, as well as a separate one on students' mental health

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

Success criteria vary according to measure and policy area, from good feedback from student representatives, lack of, or fewer, complaints, to satisfactory overall situation revealed in studies.

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Yes

5.4.1. Who monitors on the basis of which criteria?

Every year, as part of the budget process, all higher education institutions have to report on the composition of the student body according to age, gender, study programme, level, and migrant status. In addition, the number of students that are non-Norwegian citizens is reported. The resulting national statistics and general analysis of the situation in Norwegian higher education are

published on-line on the Ministry's web site. They are used to help prepare the annual governance meetings between the Ministry and each of the state higher education institutions - for all parties involved – as well as the annual dialogue meeting the private HEIs, and to help detect possible new areas for policy development. As it is a voluminous document written within an extremely tight deadline, it is only available in Norwegian, see http://media.regjeringen.no/kd/video/Tilstandsrapport_UH_09_1.pdf. In addition, register data from Statistics Norway are used for in-depth studies on specific topics and on longitudinal studies.

5.5. How is this data used in higher education policy?

The collected institutional data are used to prepare the annual meetings with the HEIs, the strategic dialogue between the ministry and the higher education institutions, to prepare the state budget(s) for higher education of the coming year(s) and to inform policy development. The study on living conditions for all students in 2005 provided information on trends that is useful for longterm planning of educational provision, student accomodation, etc.: 56 per cent of the students responding to the survey in 2005 had paid work in addition to their studies, the average age of students increased by nearly two years, from 25.4 to 27, between the surveys in 1998 and 2005. In 2005, 7 per cent of the students lived with their parents, 80 per cent were unmarried, and 22 per cent lived with own children, an increase from 17 in 1998.

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

Better completion rates was one of the main aims of the 2003 Norwegian Quality Reform in higher education, through which the following measures were implemented to improve completion levels: - a funding formula for the higher education institutions in which the number of successfully completed 60 ECTS units is taken into account - a support system for students in which loans are converted into grants only if studies are completed timely and successfully - new forms of student guidance, evaluation and assessment - 'Individual Education Plan', introduced in 2003, which is a document all students have to fill in when they register, and which is signed both by the student and by the institution. In the Individual Education Plan, each student has to indicate whether he/she plans to study full or part time, and the level of ambition in terms of names of courses and no. of planned ECTS credits per semester and year. It is thus an excellent tool to follow up on intended study progression, and many higher education institutions routinely organise individual reviews with students lagging far behind their stated goals in the Individual Education Plan.

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

Data on student completion rates are reported by the higher education institutions to the Ministry of Education and Research and online to the Database for Higher Education (DBH) of the Norwegian Social Science Data Services (NSD) which prepares official national statistics for the Ministry. DBH contains data about organisation, subjects, students, staff, finances, floorage and research production for all higher education institutions in Norway. The database gives figures on resource utilisation and output. DBH is only in Norwegian. See <http://www.nsd.uib.no/nsd/english/index.html> The data on student completion rates are used to prepare governance and dialogue meetings between the Ministry and the higher education institutions. In addition, they are used in the budget preparations to calculate the allocation of the grant for the following year, see below. Three of the items in the institutional budget report to the Ministry concern completion rates: - the no. of new 60-credit units achieved (60 credits equalling one year of full-time study) - the average no. of credits obtained per student - the no. of credits obtained in relation to the targets set in the Individual Education Plans.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

Yes, there is a significant financial incentive, as budget allocations in part depend on student completion rates. The education incentives in the funding model for state-owned HEIs in theory comprise 25 per cent of the total funding – provided in fixed rates for each indicator, meaning improved performance will lead to increased allocations regardless of the results for the rest of the sector. The main indicator measured is the number of completed credit points calculated in new 60-credit units achieved and according to cost category of study programme. This indicator was designed to encourage better student completion rates. Completion rates are taken into account in external evaluations, internal quality assurance and general monitoring of the sector, but the financial allocation is the strongest incentive.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

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

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

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

8.1.1. Please specify.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

The student welfare services are funded through the student fee, through budget allocations from the Norwegian Ministry of Education and Research as well as from the HEIs through the provision of free or subsidised facilities. The Student Welfare Organisations and the higher education institutions may also make profit on their own.

8.4. What are the main tasks of the services?

Student Welfare Organisation (Norwegian: studentsamskipnad) is a legal entity responsible for the welfare of students of universities, specialised university institutions, university colleges and other colleges in Norway. The 24 organisations are regulated by the Act on Student Welfare Organisations from 2007 and based on compulsory membership for all students attending institutions in question. The local Student Welfare Organisation offers welfare activities such as student accommodation, health services, counseling services, kindergarten, sport/workout and meals. The Student Welfare Organisations are free to choose the kind of welfare activities they offer. The main task is to fulfil the requirements for satisfactory student welfare and learning environment, as regulated in the Act on Student Welfare Organisations and the Act on Higher Education.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

There is no dedicated Open University in Norway, instead existing higher education institutions are expected to offer flexible courses and programmes. Norway Opening Universities (NOU) is the agency under the Ministry of Education and Research (MoER) dedicated to the promotion of flexible provision of higher education. NOU provides funding for the development of flexible courses and study programmes at Norwegian higher education institutions. In addition to project funding the agency makes analyses and evaluations and publishes reports and serves as a policy advisor for the Ministry in the field of lifelong, flexible and ICT-supported learning. Further, work has started to build an overarching ICT-architecture with shared standards at public higher education institutions. The objective is to enhance cooperation between institutions and make existing courses and programmes more flexible and accessible for persons who are not able to study at campus. This work is led by UNINETT: a

group of companies (owned by MoER) that delivers network connections and services to Norwegian HEIs and research institutions.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

11.1. Please explain how higher education policy aims to attain this goal.

The notion of flexibility is to include groups that for one reason or another have difficulties in taking part in higher education on campus. Flexible provision is usually not tailored to accommodate specific underrepresented groups, but through the principles of universal design access is broadened. Furthermore, in Norway, habitants of sparsely populated regions tend to be underrepresented in HE and flexible provision is used as a targeted measure to deliver decentralised HE

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. 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) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = Successful completion of 3 years of upper secondary education - including upper secondary level 1, 2 and 3, (regardless of programme), or a recognised vocational qualification/trade certificate. See below for complete description

Route 2: = 23 yeras of age and relevant work experience, cf below.

Route 3: = VET pathway

Route 4: = Above 25 years, non-formal/informal learning, cb below.

Route 5: = NA

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

Yes

15.1. Please briefly describe these measures.

Access routes 2,3 and 4: o Applicants can be admitted to higher education without having passed the normal upper secondary final examinations. Such students must, however, fulfil the specific minimum subject requirements mentioned above, be 23 years of age or more, and have at least five years of work experience or a combination of work experience, education and training • Route 3: VET pathway to HE (Y-veien) This initiative is a three-year engineering degree at bachelor level specifically adapted to students in possession of a trade or journeyman's certificate only. (Normally, holders of a trade or journeyman's certificate are required to have an additional year of general studies from upper secondary school in order to be admitted to higher education.) Following the increase in number of institutions wishing to offer a VET pathway in engineering, the Ministry of Education and Research in 2007 decided to include the VET pathway to such adapted or tailor-made engineering programmes in the general regulations on admission to higher education. The institutions have later been invited to apply for the authorization to set up similar programmes in other relevant fields, and some pilot schemes have started. Every tertiary vocational student with two years of tertiary vocational education holds a Higher Education Entrance Qualification, given that they have passed the demands in Norwegian at the upper secondary level. In addition, the Higher Education Act opens up for HEIs to give exemptions for relevant parts of non higher education. This has lead to several agreements in the engineering field, between University Colleges

and Tertiary Technical Vocational Colleges, where two years of tertiary technical vocational education may give one year exemption in the three year bachelor degree in engineering • Route 4: Applicants who are older than 25 years of age can apply for a study programme, be evaluated and admitted on the basis of their total documented formal, non-formal and informal competence from work and life (realkompetanse). Each institution decides if the applicant is considered as qualified for the chosen study programme. These students are admitted on probation, but may be awarded a general study competence after having passed examinations after at least one year

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

Part time student

16.1.2. How do you define it?

Some study programmes are offered as part time to accommodate students with family/work obligations. It is also possible to enter ordinary study programmes and through the “study plan” agree to have less than full progression - or simply be delayed.

16.1.3. What are the reasons for offering a different student status?

Practical implications regarding the student's right to loans and grants

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

The size of the student loans and grants is set according to the student's planned progression. There are no tuition fees for ordinary study programmes at public HEI, regardless of progression. For some specially tailored part time programmes, however, the HEIs may be permitted to charge fees. Some private HEIs charge fees as well.

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

Yes

16.2.1. Please describe briefly the main elements and provide the source.

There is no dedicated Open University in Norway, instead existing higher education institutions are expected to offer flexible courses and programmes. Norway Opening Universities (NOU) is the agency under the Ministry of Education and Research (MoER) dedicated to the promotion of flexible provision of higher education. NOU provides funding for the development of flexible courses and study programmes at Norwegian higher education institutions. In addition to project funding the agency makes analyses and evaluations and publishes reports and serves as a policy advisor for the Ministry in the field of lifelong, flexible and ICT-supported learning. Further, work has started to build an overarching ICT-architecture with shared standards at public higher education institutions. The objective is to enhance cooperation between institutions and make existing courses and programmes more flexible and accessible for persons who are not able to study at campus. This work is led by UNINETT: a group of companies (owned by MoER) that delivers network connections and services to Norwegian HEIs and research institutions.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

17.1.1. How does your legislation in higher education define prior learning?

There is no formal definition, but it is generally understood that prior learning refers to the knowledge, skills, competence, attitudes and insight that a person has acquired; thus it includes both formal, non-formal and informal learning. Documentation is required in order to have the prior learning assessed.

17.1.2. Do your steering documents in higher education define prior learning?

Please choose..

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation expressly obliges higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Please choose..

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

There was not enough room to answer the question on access routes, i.e here are the complete descriptions.

- Route 1: Successful completion of 3 years of upper secondary education - including upper secondary level 1, 2 and 3, (regardless of programme), or a recognised vocational qualification/trade certificate. Included in, or in addition to, the above-mentioned criteria, it is necessary to have successfully completed upper secondary studies corresponding to a specific level of attainment, determined in the total number of hours per subject within 6 general subject areas. Pupils from the three general education programmes have this level of attainment in the subject areas. Pupils from the nine vocational education programmes may take a one-year supplementary general course to meet the admission requirements.
- Route 2: o Applicants can be admitted to higher education without having passed the normal upper secondary final examinations. Such students must, however, fulfil the specific minimum subject requirements mentioned above, be 23 years of age or more, and have at least five years of work experience or a combination of work experience, education and training
- Route 3: VET pathway to HE (Y-veien) This initiative is a three-year engineering degree at bachelor level specifically adapted to students in possession of a trade or journeyman's certificate only. (Normally, holders of a trade or journeyman's certificate are required to have an additional year of general studies from upper secondary school in order to be admitted to higher education.) Following the increase in number of institutions wishing to offer a VET pathway in engineering, the Ministry of Education and Research in 2007 decided to include the VET pathway to such adapted or tailor-made engineering programmes in the general regulations on admission to higher education. The institutions have later been invited to apply for the authorization to set up similar programmes in other relevant fields, and some pilot schemes have started. Every tertiary vocational student with two years of tertiary vocational education holds a Higher Education Entrance Qualification, given that they have passed the demands in Norwegian at the upper secondary level. In addition, the Higher Education Act opens up for HEIs to give exemptions for relevant parts of non higher education. This has led to several agreements in the engineering field, between University Colleges and Tertiary Technical Vocational Colleges, where two years of tertiary technical vocational education may give one year exemption in the three year bachelor degree in engineering
- Route 4: Applicants who are older than 25 years of age can apply for a study programme, be evaluated and admitted on the basis of their total documented formal, non-formal and informal competence from work and life (realkompetanse). Each institution decides if the applicant is considered as qualified for the chosen study programme. These students are admitted on probation, but may be awarded a general study competence after having passed examinations after at least one year.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. 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.

1.1. Do you want to answer this section now or later?

2. 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!

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

4. In principle, which home students at public higher education institutions have to pay fees?

During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

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

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

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

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

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

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount =

Maximum amount =

Most common amount =

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount =

Maximum amount =

Most common amount =

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

NA

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

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

Please choose..

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount =

Maximum amount =

Most common amount =

8.2. According to your country's steering documents, students from which countries are considered international students?

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

Yes

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

The contribution to the student welfare organisation is not a fixed national amount, but is determined by the Ministry based on an application from the individual HEI. However, the student contribution can be said to amount to approx 600 NOK, i.e 75 Euro. There are no differences between cycles.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants and loans for students

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

A fixed sum (NOK 89 000) can be given to all students in higher education. For students who do not reside with their parents, 40 per cent of the loan can be converted to a grant upon completion of their education. In addition, students' parents receive a need-based grant for each child. Students born in 1985 or later are entitled to a grant equivalent to the costs of travelling from their place of study to their parents' home twice a year. Some private HEIs may charge tuition fees. Students can receive a loan to pay for tuition fees at these private HEIs as well as to receive a loan for paying tuition fees at HEIs abroad.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

The same conditions apply to both first and second cycle students.

13.2. Which first cycle students are eligible for grants and/or scholarships?

All students

13.2.1. Which groups of students receive grants and/or scholarships?

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

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

59.5

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = NOK 0 per year for full-time students

Maximum = 92 100 NOK per year for full-time students, provided that they do not live with their parents (this amount is based on a student with five children.)(NOK 64 200 for two children, and NOK 35 600 without children)

Most common = NOK 35 600 per year for full-time students, provided that they do not live with their parents

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

All students

13.4.1. Which groups of students receive grants and/or scholarships?

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

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

60.8

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

Cf. answer above for first cycle. Same amount.

13.5. What percentage of all students receives a grant and/or scholarship?

59.8

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

Yes

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = NOK 0

Most common first cycle = NOK 53 400

Maximum first cycle = NOK 143 590 (NOK 89 000 + NOK 54 590 for tuition fees)

14.2.3. Are all second cycle students eligible to receive loans?

Yes

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies

Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = NOK 0

Most common second cycle = NOK 53 400

Maximum second cycle = NOK 143 590 (NOK 89 000 + NOK 54 590 for tuition fees)

14.3. If different types of loans exist in your country, please provide the details here.

For students in higher education a fixed amount is awarded as a loan. Loan for tuition fees can also be given. In addition, Norwegian students studying outside the Nordic countries can get loans and grants for tuition fees (the amount is higher than within the Nordic countries).

14.4. What percentage of students takes out loans?

In the first cycle = 67

In the second cycle = 66

Of all students = 66.8

14.5. Are student loans publicly subsidised or guaranteed?

Yes

14.5.1. Please explain the form of this guarantee/subsidy.

There is no interest rate on the loan before the student has completed his/her studies. Interest exemption can also be granted for social and economic reasons.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

The actual numbers for 2010/2011 are not yet available, but the estimate given is based on actual numbers from 2008/2009.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Please choose..

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

Please choose..

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Please choose..

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

Student welfare organisations may receive state funding for student housing

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

No

25.3. Please explain the difference.

NA

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

For the question on eligibility to subsidies I was not allowed to continue unless I ticked a box in the fields for "Subsidised health insurance" and "other subsidies", so I had to tick "all students". However, as is clear from the question regarding subsidies, these types of such subsidies do not exist in Norway, so please disregard the last two answers.

27. Do you want to answer this section now or later?

Now

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

- Student
- They hold an employment contract with a HEI

28.1. Please explain why you selected multiple options?

NA

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

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

The Ministry of Higher Education and Research as well as the Research Council.

30. Please explain any differences in the fees they 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.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

Employment contract.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

NA

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat at data.collectors@ehea.info until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: data.collectors@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Tove Lyngra, Senior adviser, Norwegian Ministry of education and Research

B.1.b Stakeholder representatives

B.1.c Other contributors

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

Strategies to foster mobility are included in broader strategies for the internationalisation of Norwegian Higher Education system.

In connection with the Quality Reform from 2003 the following measures to foster mobility were introduced:

- A right for Norwegian students to take study periods abroad
- Norwegian HEIs to receive a lump sum for each exchange student (inbound and outbound)
- The Norwegian Centre for International Cooperation in Higher Education (SIU) was established as an administrative agency under the Norwegian Ministry of Education and Research (KD). The centre is Norway's official agency for international programmes and measures related to higher education, with the mission of promoting and facilitating cooperation, standardisation and mobility. SIU: <http://www.siu.no/en>

White paper No. 14 (2008-2009) to the Storting: Internationalisation of Education in Norway proposes measures and establishes a framework for further development and priorities, quite a few of which are relevant for mobility.

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: The question is not quite applicable (see above), but many measures were introduced with the reform in 2003.

Most recent revision: The question is not quite applicable (see above), but many measures were proposed in the white paper in 2009

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound	Not		
Outbound			
No target	x	x	x

C.2.a Please provide a reference for the target.

C.2.b Are these targets the same for students in all cycles or are there differences?

- Same
 Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

No specific targets, however the measures (financial stimulus) favor exchange (credit mobility) over degree mobility and mobility at master's level above bachelor's level.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

- Yes
 No

C.3.a If yes, does it include quantitative targets for staff mobility?

- Yes
 No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

- Yes
 No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing	Incoming staff	Outgoing staff

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

		students		
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

C.5. Does your country monitor the impact of your national strategy or action plan? Yes No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Yes and no: Mobility of students is closely monitored, but it is difficult to ascertain whether changes in mobility are due to a specific plan or specific measures or outside factors (e.g. the financial crisis)

For exchange students (inbound and outbound) and the number of students with a foreign citizenship Database of Statistics on Higher Education (DBH) holds data. Data collection is achieved through close collaboration with the HEIs.
<http://dbh.nsd.uib.no/omdbh/about.action>

For outbound mobility, both degree mobility and credit mobility, data is provided by the State Educational Loan Fund. <http://www.lanekassen.no/Toppmeny/Languages/English/>
Data are updated each semester.

Most recent results: There is an increase in the number of Norwegian students who take part of their education abroad and an increase of the number of foreign students at Norwegian HEIs.

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility? Yes No

C.6.a If yes, please explain and/or give examples.

Each public HEI is to have a strategy of internationalisation and quite a few of these include measures to foster mobility (e.g. develop joint degrees with foreign institutions, develop courses in English to attract foreign students).

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country? Yes, for degree mobility Yes, for credit mobility Yes, for both No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		

Grants/scholarships are restricted to specific programmes (if so, please specify)		
Other restrictions apply (please specify)		
No restrictions apply	x	x

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students	A few scholarship programmes	A few scholarship programmes
Loans for outgoing students	X	X
Grants/scholarships for outgoing students	X	X
Other: (please specify)		

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

There are a few scholarship programmes in place to stimulate inbound mobility in priority areas and the lack of tuition fees at Norwegian HEIs is a factor that promotes inbound mobility (also see C.1.a).

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		
Recognition		2
Language	2	3
Curriculum/Study organisation		
Legal issues		
Motivating and informing students		1
Other, please specify:	1 cost of living in Norway	

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

The Ministry of Education and Research stress the importance of creating mobility windows in all study programmes at the annual governance meetings with the HEIs. In addition, specific funding, approx € 1000, is allocated to the HEIs for every outgoing and incoming student.

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

- D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)**

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues		
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:		

- D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?**

- D.12. Has your country monitored the effects of these measures/programmes?**

Yes

No

- D.12.a** If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students			x
approximately the same number of incoming and outgoing students		X	
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

For exchange students (inbound and outbound) and the number of students with a foreign citizenship Database of Statistics on Higher Education (DBH) holds data.

For outbound mobility, both degree mobility and credit mobility, data is provided by the State Educational Loan Fund.

Credit mobility in 2009: inbound:;5656, outbound; 5107

Degree mobility: study year 2008/2009 Outbound mobility 11 994,

As for incoming degree mobility, numbers are uncertain. Based on data form the Norwegian Directorate of immigration and DBH, SIU suggests an approximate number of 9500 in 2009.

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

Yes and no: Though the total numbers of inbound and outbound students are quite balanced, there are imbalances in mobility vis-à-vis certain countries. E.g. the number of Norwegian students going to the USA is much higher than the numbers coming from the USA, whereas the opposite is the case for Russia.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

Particularly: USA, Australia, Great Britain (more outbound) Russia, Germany, France (more inbound)

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

Norwegian students tend to chose Anglophone countries or courses taught in English in non-Anglophone countries.

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: When pursuing a degree in a non-Anglophone country (also excluding Denmark and Sweden), Norwegian students are entitled to support from The State Educational Loan Fund for an extra semester of introduction to learn the language and culture of that country. (The degree programme has to be taught in a language other than English.)

Thank you very much for your support!