



EUROPEAN  
Higher Education Area

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

**Norway**

## Data entry: (VIII QUESTIONNAIRE DETAILS)

### For which country have you completed the questionnaire?

Norway

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• Employer representatives ""

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## Data entry: (I\_Degrees\_qualifications)

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

Yes

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

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, addressed some of these challenges and provided measures for the follow-up of the challenges. Amongst these are the increase in the number of study places in higher education, and focus on more skilled labour in the health and social services.

The former government presented a white paper on health, social work and welfare education 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 included upper secondary, tertiary vocational and higher education as well as

research. The starting point is 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 discussed the

division of labour between the education system and the workplace in this regard.

The Ministry is currently working on its follow-up of the White Paper.

Norway takes part in the OECD Skills Strategy. The OECD Skills Strategy provides a framework for countries to build effective and integrated skills policies that develop relevant skills, activate skills supply and make effective use of skills. Norway is the first country to undertake a collaborative project with the OECD with the aim of applying the OECD Skills Strategy in practice. The Skills Strategy Project is conducted in close cooperation with OECD, other relevant ministries and a wide range of important social partners. The project will first and foremost address the following issues:

- How can Norway improve skills development? (Enough skills and the right skills)
- How can Norway improve the use of available skills?
- How can we improve the national skills policy?

A diagnostic report identifying 12 skills challenges for Norway was published in February 2014

<http://www.regjeringen.no/upload/KD/Vedlegg/Internasjonalt/OECD/NorwayDiagnosticReportFinalcover280114.pdf>

The final report is due in autumn 2014.

Since the early 1990s, Statistics Norway has, using advanced statistical models, regularly produced model-based projections on demand and supply of labour by education. The projections show that the previous trends of increasing demand for workers with higher education and upper secondary vocational education will continue towards 2030. A project group in the Ministry of Education and Research is currently working to develop and establish a national system for analysis, dialogue and dissemination of future skills needs. The overarching goals are more informed educational choices and better education planning

Labour market forecastings are done by the government for teachers and health care workers. Within the health sector, sectoral studies on skills needs have been conducted since the late 1990s. Upon the request of the Ministry of Health and Care Services and the Ministry of Education and Research, Statistics Norway developed HELSEMOD, a tool for forecasting the employment needs within the sector (White Paper no. 36 (1998-1999)). The most recent report forecasts demands until 2030 (Stølen and Texmon). A similar tool has been developed for teachers, called LÆRERMOD. The most recent report was published in 2008. <http://www.ssb.no/arbeid-og-lonn/artikler-og-publikasjoner/arbeidsmarkedet-for-laerere-og-forskolelaerere-fram-mot-aar-2035>

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

- Universities
- Higher education institutions other than universities

#### I.2.1. Please specify

In addition to the Universities, Specialised University Institutions and University Colleges exist in the Norwegian higher education system. A distinction is also made between private and public HEIs. In addition, there are several institutions under the auspices of other ministries, e.g. the Ministry of Defence and the Ministry of Justice and the Police

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

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

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

- 8 universities
- 8 specialised higher education institutions (out of which three are private)
- 20 university colleges (state-owned)
- 8 higher education institutions under the auspices of other ministries, i.e. the Ministry of Defence (6 HEIs) and the Ministry of Justice and the Police (2 HEIs)
- 29 private higher education institutions, out of which 8 have institutional accreditation, cf. comment below. (+ 3 specialised higher education institutions, jfr bullet point 2, i.e. 32 private HEIs in total).

#### I.4. Comments

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.

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

180 ECTS "88.8"

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

210 ECTS ""

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

240 ECTS "11.2"

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

Other duration ""

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

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

180 ECTS "92.7"

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

210 ECTS ""

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

240 ECTS "7.3"

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

Other duration ""

**I6.1. Please specify**

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

**I8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?**

No

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

No

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

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

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

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

60-75 ECTS "3.5"

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

90 ECTS "6.8"

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

120 ECTS "76.1"

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

Other duration "13.6"

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

The two-cycle degree system has been introduced throughout. However some fields have 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:

Odonthology, medicine, veterinary science, psychology, pharmacy, certain teacher education programmes, 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.)

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

60-75 ECTS "1.7"

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

90 ECTS "5.9"

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

120 ECTS "47.7"

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

Other duration "44.7"

**I11.1. Please specify**

NA

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

Yes

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

ECTS credits (or other credits)

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

The length of the integrated degree programmes varies according to the field of study: 5, 5.5 or 6 years. These qualifications are part of the second cycle, and consequently the students are considered as second cycle students

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

The two-cycle degree system has been introduced throughout. However some fields have 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, certain teacher education programmes, 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.)

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

N.A. these are considered as second cycle students.

**L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?**

No

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

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

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

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

Yes

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

5 years

**L15. Comments**

The 3+2 system has been introduced throughout. However, certain second cycle courses, experienced-based master's degrees of 60–90 credits, such as the MBA, exist. These second cycle degrees require relevant work experience. The required work experience is to "make up" for the lower number of credits of such a degree, bringing the total of the duration to 5 years.

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

100%

**L16.1. Please provide a source for this information.**

Regulations concerning admission to higher education [http://www.regjeringen.no/upload/KD/Vedlegg/UH/forskrifter/Regulations\\_Admission\\_HigherEducation.pdf](http://www.regjeringen.no/upload/KD/Vedlegg/UH/forskrifter/Regulations_Admission_HigherEducation.pdf)

Regulations concerning requirements for the Master's Degree

[http://www.regjeringen.no/upload/KD/Vedlegg/UH/forskrifter/Regulations\\_Requirements\\_MasterDegree.pdf](http://www.regjeringen.no/upload/KD/Vedlegg/UH/forskrifter/Regulations_Requirements_MasterDegree.pdf)

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

1-25%

The percentage is estimated in the following way:

21700 first cycle graduates were registered in the spring semester, 2012. Out of these, 4177 graduates were registered as second cycle students in the academic year 2012/2013.

This gives a percentage of 19.2%.

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

Databasc for Statistics on Higher Education

**L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?**

**L18.1. All students...**

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:**

Regarding the answers "some" under "Must have work experience":

Certain second cycle courses, experienced-based master's degrees such as the MBA, require relevant work experience.

**L18.3. Holders of a first cycle degree from a different study field...**

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:**

• 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.

**L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...**

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

**L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:**

- 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.

**L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...**

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

**L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:**

- Regarding the answer "some" to whether holders of a professionally oriented first cycle degree must fulfil extra requirements such as exams or additional courses when seeking access to an academically oriented programme:
  - 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 master's degree courses, experienced-based master's degrees such as the MBA, require relevant work experience.

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

100%  
The HEIs are autonomous in determining the criteria for access to the third cycle at their HEI, but no second cycle qualification is excluded from giving access to a third cycle qualification per se.

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

The HEIs are autonomous in determining the criteria for access to the third cycle at their HEI, but no second cycle qualification is excluded from giving access to a third cycle qualification per se.

Cf the University of Oslo  
<http://www.uio.no/english/research/doctoral-degree-and-career/phd/application/>  
as an example.

Or The Norwegian University of Science and Technology (NTNU) [http://www.ntnu.edu/studies/phd/admission\\_requirements](http://www.ntnu.edu/studies/phd/admission_requirements)

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

6.3000000000

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

Database for Statistics on Higher Education

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

No

**L21.1. Please specify the criteria**

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

Please choose

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

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

Yes

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

Cf. a wide range of steering documents at [www.regjeringen.no](http://www.regjeringen.no).  
E.g. the White Paper to the Storting "Long-term perspectives – knowledge provides opportunity", Meld. St. 18 (2012–2013) <http://www.regjeringen.no/en/dcp/kd/documents/bills-and-white-papers/reports-to-the-storting/2012-2013/meld-st-18-20122013-2.html?id=723549>

the Act on Higher Education [http://www.regjeringen.no/upload/KD/Vedlegg/UH/UHloven\\_engelsk.pdf](http://www.regjeringen.no/upload/KD/Vedlegg/UH/UHloven_engelsk.pdf) etc.

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

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

Traditional supervision-based doctoral education ""

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

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

Structured doctoral programmes "98"

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

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

Professional doctoral programmes ""

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

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

Industrial doctoral programmes ""

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

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

Other "2"

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

Doctor philos, no courses, no supervision and no funding

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

Yes

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

There are several types of doctoral schools, some are established at the initiative of HEIs. These may be institutional schools (often interdisciplinary) or schools established in co-operation with other HEIs. These doctoral schools are an addition to the ordinary structured doctoral programmes offered by the HEIs. We do not have an overview of the total number of schools and students. There is also a programme of National Research Schools managed by the Research Council of Norway (RCN). This program consists of 15 research schools. The aim of these schools is to improve the quality of the doctoral education as well as to increase the number of doctoral candidates entering into and completing their doctoral degree. NCR manages 3 additional Research schools. In total these schools have 1260 doctoral students.

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

1-25%

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

In theory / according to regulations: "3"

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

In empirical reality: "5"

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

Yes

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

Yes

**L28.1. Please specify**

What are the names of such degrees? "Norwegian Artistic Research Programme (candidates receive a diploma stating the completion of the programme)"

**L28.1. Please specify**

What is the typical duration of programmes leading to such degrees? "3 years"

**L28.1. Please specify**

What is the purpose/function of those degrees? "The programme intends to secure high level artistic research and leads to expertise as Associate Professor."

**L29. Are ECTS credits used in doctoral programmes?**

Yes

**L30. Comments**

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

Yes

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

Høgskolkandidat

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

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

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

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

Yes, part of higher education

#### L34. Comments

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.

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

Yes

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

There is no 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, 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. When the national qualifications framework for higher education was developed, the term "student-centred learning" became a common expression connected to modern curriculum design.

The Individual Education Plan 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.

With the adoption of the qualifications frameworks for higher education, learning outcomes and in turn the term "student-centred learning" became important concepts. By rewriting the study programmes using learning outcomes, the students are enabled to understand what is expected of them – what they should be able to know and do after the completion of a course, rather than focusing on the content or input, i.e. there is a stronger emphasis on the learner and the learning process rather than simply on the content. HEIs have reported that having gone through the "exercise" of rewriting their study programmes by the use of learning outcomes, they are more familiar with their own study programmes, and the academic staff responsible for different courses in a study programme, have a much better understanding of the totality of the study programme, and how their course contributes to the fulfilment of the stated learning outcomes for the overall programme. We see that amongst our HEIs a shift is taking place, a necessary shift from input to outcome – several of our institutions have reported that in implementing the framework, not only rewriting has taken place, but a realisation of the fact that their study programmes are not in line with the QF - i.e. implementation of the QF has resulted in actual changes in the programmes as well. These are important elements for SCL.

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

- |                                       |                         |                         |                         |                                    |                                    |                                    |                                 |
|---------------------------------------|-------------------------|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------------------|
| Independent learning                  | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Learning in small groups              | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Training in teaching for staff        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Recognition of prior learning         | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Learning outcomes                     | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio                   | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Student evaluation of teaching        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Other                                 | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |

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

- |                                       |                         |                         |                         |                         |                         |                         |  |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Independent learning                  | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups              | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Recognition of prior learning         | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning outcomes                     | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student/staff ratio                   | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student evaluation of teaching        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

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

- . A better systems of guidance and follow-up of each student, e.g. through Individual Education Plans
- . 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.
- . special follow-up of first-year students
- . the establishment of Centres for excellence in education
- and so on and so forth

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

The 2001 white paper on the Quality Reform in higher education (Storingsmelding nr. 27 (2000–2001) Gjør din plikt – Krev din rett Kvalitetsreform av høyere utdanning.)

<http://www.regjeringen.no/en/dep/kd/documents/bills-and-white-papers/reports-to-the-storting/20002001/stmeld-nr-27-2000-2001-.html?id=194247>



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). [http://www.regjeringen.no/upload/KD/Vedlegg/UH/forskrifter/Regulations\\_Requirements\\_MasterDegree.pdf](http://www.regjeringen.no/upload/KD/Vedlegg/UH/forskrifter/Regulations_Requirements_MasterDegree.pdf)

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. [http://www.regjeringen.no/nb/dep/kd/tema/livs-lang-laring/utdanning\\_og\\_kompetanse/education-strategy.html?regl\\_oss=1&id=578907](http://www.regjeringen.no/nb/dep/kd/tema/livs-lang-laring/utdanning_og_kompetanse/education-strategy.html?regl_oss=1&id=578907)

The national qualifications framework for higher education was adopted in 2009. All descriptions of study programmes at all HEIs have been rewritten by the use of learning outcomes. Student-centred learning is an important concept in this respect. The national qualifications framework for higher education is still in the form of an instruction, laid down in March 2009. We are, however, in the final stages of adopting a regulation on the Norwegian Qualifications Framework covering all the levels of the Norwegian education system. <http://www.regjeringen.no/en/dep/kd/Selected-topics/livs-lang-laring/nasjonalt-kvalifikasjonsrammeverk.html?id=601327>

#### L36. Comments

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

ECTS

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

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

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

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

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

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

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

#### L39.1. Please specify

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

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

#### L40.1. Please specify

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

No

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

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

In all programmes

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

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

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

The national qualifications framework for higher education, based on learning outcomes, is still in the form of an instruction, laid down in 2009. We are, however, in the final stages of adopting a regulation on the Norwegian Qualifications Framework covering all the levels of the Norwegian education system.

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. The National Curriculum for engineering was revised in 2011, for early childhood teacher education in 2012, for accounting and auditing in 2012, and for the specialised teacher education programmes in 2013, basing the National Curriculum for these study programmes on learning outcomes as well. 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 Private 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

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

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

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

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

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

#### L45.1. Please indicate the approximate percentage that participate

As such training is voluntary for academic staff, and left to the HEIs, we have no indication of the percentage that participate.

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

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

Yes

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

The 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. NOKUT's 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 NOKUT's regulation. In addition, some Norwegian HEIs have adopted guidelines regarding the description of learning outcomes (Quality Assurance Handbooks).

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

All HEIs were required to rewrite their study programmes by the use of learning outcomes by the end of 2012. The use of Learning outcomes and the qualifications framework, has been discussed with all HEIs during the annual governance meetings between the HEIs and the Ministry.

The importance of linking assessment procedures and the stated Learning outcomes of a study programme has been emphasised.

**I.48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?**

The Diploma Supplement is issued..

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

**I.48.1. Please specify to which students**

**I.48.2. Please identify the fields of study in which the Diploma Supplement is issued**

**I.49. Is the Diploma Supplement issued to graduates in the third cycle?**

No

**I.49.1. Please specify**

**I.50. Is there any monitoring of how employers use the Diploma Supplement?**

No

**I.50.1. Please provide the most recent results regarding the level of satisfaction of employers:**

**I.50.2. Please provide a reference to the source of this information:**

**I.51. Is there any monitoring of how higher education institutions use the Diploma Supplement?**

Yes

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

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.

The Norwegian Centre for International Co-operation in Education (SIU), makes annual reports, showing that most students are satisfied.

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

English

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

free of charge

**I.53.1. Please specify the categories of students****I.53.2. Please provide the amount and the reason for the fee****I.54. Comments****I.55. Do national higher education steering documents mention joint or double degrees?**

Yes

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

The 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.

**I.56. Does higher education legislation explicitly allow:**

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

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

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

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

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

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

First cycle (%) "32.4"

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

Second cycle (%) "66.2"

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

Third cycle (%) "1.4"

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

Yes

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

Joint degrees are most common in the MST subjects, Arts and Teacher Education. The estimate is based on the number of joint programmes, not the areas in which there are most graduates. If we look at the disciplines in which there are most graduates from joint programmes, the answer would be Nursing, Teacher Education, Social Sciences, and MST subjects.  
Source: Database for Statistics on Higher Education

**L61. Comments**

The figures relating to joint degrees include both national and international joint degrees/programmes.

**L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.**

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

The report from the group carrying out the self certification has been presented to the Ministry. The self-certification has been carried out in conjunction with the referencing against the EQF. The referencing against the EQF is due to be presented to the EQF Advisory Group 6 June

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

06-06-2014

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

Please choose..

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

<http://www.regjeringen.no/upload/KD/Vedlegg/Kompetanse/NKR2011mvedlegg.pdf>

**L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?**

Not yet decided

The report from the group carrying out the self certification has been presented to the Ministry. The self-certification has been carried out in conjunction with the referencing against the EQF. The referencing against the EQF is due to be presented to the EQF Advisory Group 6 June

**L64. Have you referenced your higher education qualifications against EQF levels?**

No: the process of referencing qualifications against EQF levels has not yet taken place

The report from the group carrying out the self certification has been presented to the Ministry. The self-certification has been carried out in conjunction with the referencing against the EQF. The referencing against the EQF is due to be presented to the EQF Advisory Group 6 June

**L64.1. Please provide a reference to official documents**

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

No: the process of referencing qualifications against EQF levels has not yet taken place

The report from the group carrying out the self certification has been presented to the Ministry. The self-certification has been carried out in conjunction with the referencing against the EQF. The referencing against the EQF is due to be presented to the EQF Advisory Group 6 June

**L65.1. Please provide a reference to official documents**

**L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?**

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

Higher education institutions are autonomous in their decisions, basing both on or not on the advice from the ENIC/NARIC centre. We should have been able to tick both boxes here.

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

National ENIC/NARIC centre

We should have been able to tick several boxes here, as there are several different processes for different purposes:

. Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice

. Central (or regional) government authority (e.g. ministry) whose decision is made without ENIC/NARIC centre advice

Individual employers

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

Applicant's right to fair assessment of qualification

Recognition of qualification provided that no substantive differences can be proven

Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority

Where recognition is not granted or is granted only partly, the applicant has the right to appeal

None of the above

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

Act on Higher Education, § 3 - 4.

[http://www.regjeringen.no/upload/KD/Vedlegg/UH/UHloven\\_engelsk.pdf](http://www.regjeringen.no/upload/KD/Vedlegg/UH/UHloven_engelsk.pdf)

Cf. Regulations governing quality assurance and quality development in higher education and tertiary vocational education, chapter 5 and 6.

Chapter 5. Crediting and recognition of qualifications from foreign higher education institutions or a Norwegian institution that is not covered by the Universities and University Colleges Act

§5-1. General recognition as being equal to a Norwegian higher education

(1) NOKUT decides on applications from individuals for general recognition of qualifications from a foreign higher education institution or a Norwegian institution that is not covered by the Universities and University Colleges Act. The recognition shall state the general number of credits in relation to degrees and professional training qualifications that are granted pursuant to section 3-2 of the aforementioned Act, and whether the level and scope of the qualification is equivalent to a Norwegian degree or qualification.

(2) Applications for general recognition shall enclose certified documents from the relevant educational institution or publicly certified copies of such documentation. NOKUT may issue more detailed guidelines on the requirements regarding applications and documentation.

(3) In the case of a general recognition of a foreign qualification, NOKUT shall ensure that the education for which recognition is being sought is accredited or publicly recognised as higher education in the country in question.

(4) NOKUT shall ensure that a decision granting general recognition is placed in the public domain.

(5) NOKUT shall monitor that Norwegian interests and obligations pursuant to international agreements regarding the recognition of and information on higher education are safeguarded. NOKUT may be assigned national tasks in this area.

#### §5-2. Reporting the recognition of foreign qualifications

An institution which, pursuant to section 3-4, third subsection of the Universities and University Colleges Act, is authorised to itself recognise an individual's foreign qualifications as being academically equal to a degree or qualification awarded by the institution itself shall report its decisions to NOKUT.

The state higher education institutions, like all state institutions, have to follow the administrative provisions and procedures laid down in the Act of 10 February 1967 relating to Procedure in Cases concerning the Public Administration (short title: the Public Administration Act). According to this Act, any individual decision, meaning any administrative decision applying to the rights or duties of one or more specified persons, may be appealed. The appeals instance is the administrative agency which is the immediate superior of the administrative agency which rendered the decision concerned (the subordinate instance). The administrative decision of the appeals instance in an appeal case may not be made the subject of further appeal.

In addition, the Act on Universities and Colleges contains more specific rules, and according to this act, the Board can appoint an Appeals Committee to rule on appeals on its behalf. The matters to be dealt with by the Appeals Committee, should be defined in general instructions issued by the Board

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

Since its establishment in January 2003, NOKUT has been 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 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. Le 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.

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.

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

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

##### L69.1. Please specify

The general basis for admission to universities and university colleges in Norway is called Higher Education Entrance Qualification. For applicants with foreign education, the requirements are specified in the so called GSU-list. The GSU-list (Higher Education Entrance Qualification for foreign applicants) is used by Norwegian universities and university colleges in the admission process to higher education. In addition it is used in NOKUT's assessment of applications for general recognition of foreign education.

The list states the requirements for admission to Norwegian HEIs for holders of foreign qualifications from every country in the world, i.e. the foreign qualification required for admission and any additional requirements, in most cases English and Norwegian. The list contains information about what type of basic education you must have to qualify for admission to universities and university colleges in Norway. Applicants have to meet the general admission requirements and document proficiency in the Norwegian language in order to be eligible for admission. Some study programmes have requirements in specific subjects from upper secondary school, work experience, entrance test etc. in addition to the general requirements.

The use of the list is binding for admissions to first-cycle studies pursuant to the Act relating to Universities and University Colleges of 1 April 2005. (FOR-2007-01-31-173).

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

The qualification is considered in the same way as the qualification in the national context

The use of the GSU-list is guiding for admissions to second cycle studies, subject-specific recognition and general recognition, cf. the previous question

##### L70.1. Please specify

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

The qualification is considered in the same way as the qualification in the national context

The use of the list is guiding for admissions to third-cycle studies, subject-specific recognition and general recognition. Cf. previous questions.

##### L71.1. Please specify

#### L72. Do higher education institutions typically:

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

##### L72.1. Please explain

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

#### L73. 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.

#### L74. Comments

## Data entry: (II\_Quality\_assurance)

### II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

#### II.1.1. Please specify

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

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

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

#### II.2.2. Please specify

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

No

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

### II.4. Does the agency cover:

All higher education institutions

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

### II.5. Do the agencies cover:

#### II.5.1. Please specify:

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

Institutions and programmes

#### II.6.1. Are all institutions included?

Please choose.. ▾

#### II.6.2. Please specify

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

Please choose.. ▾

#### II.6.4. Please specify

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

All institutions, but not all programmes

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

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

All reports are publically available

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

**Teaching**  Yes  No  In some cases  No answer

**Research**  Yes  No  In some cases  No answer

**Student support services**  Yes  No  In some cases  No answer

**Lifelong learning provision**  Yes  No  In some cases  No answer

**Admissions processes**  Yes  No  In some cases  No answer

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

**Employability**  Yes  No  In some cases  No answer

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

**Recognition policy and practice**  Yes  No  In some cases  No answer

**IL.8.1. Please specify****IL.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents**

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.

**IL.8.3. Additional comments****IL.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?**

No

**IL.9.1. Please explain the differences****IL.9.2. Please specify which institutions are able to choose****IL.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?****IL.10.1. How many higher education institutions have used this opportunity?****IL.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?**

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA). NOKUT accredits the part in the joint programme offered by the Norwegian HEI, cf. Chapter 4 on Joint degrees § 4-1 in Regulations governing quality assurance and quality development in higher education and post-secondary vocational education and training. NOKUT looks at the totality of the programme, but does not accredit the parts given by the foreign HEIs neither the entire programme. As a result, NOKUT recognises the decisions made by other QAAs on the other parts the constitute the joint programme. But NOKUT is by law required to accredit the part in a joint programme offered by the Norwegian HEI.

Norway is currently in the process of looking into the regulations governing the quality assurance of joint degrees in light of the statement made by the ministers in the Bucharest Communiqué.

We have ticked the "other" box as there are no requirements that the agencies accrediting the other parts of the joint programme have to be members of EQAR, but naturally they accept accreditation decisions from EQAR-registered agencies. NOKUT has extensive co-operation with other QAAs, and they usually accept the agency from the country in question.

**IL.11.2. Please specify****IL.12. Additional comments****IL.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:**

- Listed in EQAR  
 Member of ENQA  
 There is no specification within the current legislation or steering documents  
 Yes, for an application to EQAR  
 Yes, for the purpose of ENQA membership  
 Yes, for other purposes  
 An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place  
 No

**IL.15. Is there a formal requirement that students are involved**

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

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

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

**IL.16.1. Please specify**

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

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

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

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

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

Yes

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

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.

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

Higher education institutions

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

Yes

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

- Yes
- No
- In some cases

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

Yes

**II.24.1. Please specify****II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?**

100%

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

75 - 99%

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.

As we do not have a complete overview of whether, and how, internal approval, monitoring and periodic review of programmes and awards as stated in ESG 1.2 is carried out at all HEIs,



**IL26.1. 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.

**IL27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?**

100%

**IL28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?**

100%

**IL29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?**

Yes

**IL29.1. Please explain**

## Data entry: (III\_Social\_dimension)

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

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

It is reflected through a set of concrete measures

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

- Free tuition at state higher education institutions (with 86 per cent of all students in autumn 2013)
- Financial support (loans and/or grants) for students irrespective of the financial situation of parents through the State Educational Loan Fund
- (Cross-sectoral) legislation on non-discrimination on the basis of gender, ethnicity, religion
- The Student Welfare Organisations ('Studentsamskipnad'), offering welfare services like accommodation, meals, health services, advisory services, kindergartens for students' children, and sports facilities.
- Legal obligation for all higher education institutions to have Learning Environment Committees, composed of both staff and students, and action plans for disabled students
- Monitoring of the student population according to age, gender, study programme, citizenship and immigrant status
- Quotas and extra points for access to certain programmes for underrepresented groups
- The establishment of centres of excellence in education

As will be seen from the measures listed above, the main social dimension policy approach in Norwegian higher education is one of mainstreaming.

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

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population  
As the Norwegian policy approach to the social dimension in higher education is mainstreaming, quantitative measures relating to specific groups are rare.

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

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

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

• Increased budget allocations in recent years to meet higher demand for higher education due to increased demand and to larger cohorts leaving upper secondary education and training. This is a continuous process: the 400 new (free) student places awarded on the 2014 budget will become 1400 student places in 2019 when all cohorts foreseen on these programmes are enrolled. Due to budget decisions of previous years, there are about 2900 more study places in 2014 than in 2013. The new, free study places established in the period 2006–2014 will lead to a total capacity increase of 24 800 in 2019 compared to 2006. (This compares to a total student population of 245 000 in autumn 2013, corresponding to 212 000 full time equivalents.) Most of the new study places are in Mathematics, Science and Technology, in health and social studies, as well as in teacher education for early childhood education and the primary and secondary levels. The remaining have been allocated freely to the higher education institutions, to be distributed according to their own strategies and regional needs. Source, the 2014 budget p. 148: <http://www.regjeringen.no/nb/dcp/kd/dok/regpubl/prop/2013-2014/prop-1-s-20132014.html?id=740062>

• The development of a national long-term (ten-year) plan for research and higher education. The long-term plan will set out political priorities for research and... infrastructure, fellowships and expanded student enrollment capacity. Source: White Paper on research of March 2013 called Long-term perspectives — knowledge provides opportunity. For summary in English, see <http://www.regjeringen.no/nb/dcp/kd/tema/forskning/ny-forskningsmelding-2013.html?id=671925>

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

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

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

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

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

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

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

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

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

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

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

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

#### III.2.4. Comments

For privacy reasons, national education authorities in Norway are not allowed to make statistics on certain of the groups mentioned above, like students with disabilities and students from ethnic, cultural, religious and linguistic minorities. For these groups, therefore, quantitative policy measures are not possible. Hence the mainstreaming approach.

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

Yes ▼

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

- A systematic annual data collection at national and institutional levels as part of the budget reporting. Institutional data are reported to Database for Higher Education, which is used by the Ministry of Education and Research for budget preparations (the calculation of framework allocations), for the preparation of background data for governance meetings with the higher education institutions, as well as for monitoring purposes.
  - A separate, comprehensive analysis of the data reported (on education, research, outreach activities and cooperation with business and industry, museums, finance, etc) made annually by the Ministry of Education and Research to prepare for the governance meetings with the higher education institutions and to monitor developments in the sector. This analysis is based both on the reporting though DBH mentioned above and on other sources (Statistics Norway for data on migrant status of students, the Research Council of Norway and NIFU for various research data). The reporting and analysis follow calendar years (not academic years).
- In addition, Statistics Norway has relevant register data which are used for in-depth studies on specific topics and for longitudinal studies.

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

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

Not applicable (no systematic monitoring at the given stage):After graduation

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

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

When it comes to socio-economic background, it is generally the educational background of the students' parents which is registered.

Since 2008, Database for higher education (DBH) has national identity numbers of all students entering higher education. This means that it is possible to make detailed statistics on everything at all stages of higher education, provided privacy reasons allow.

The three first categories or columns (at entry and during higher education, and at graduation) are collected as described in section 3.5 above – except for socio-economic background and migrant status, as such data are collected by Statistics Norway.

Post (“after”) graduation data are collected systematically through separate national surveys financed by the Ministry of Education and Research through a separate agreement with NIFU, the Nordic Institute for Studies in Innovation, Research and Education. Surveys are made annually. The normal rhythm is every second year six months after graduation and the other years somewhat longer after graduation (two, five, ten years), or on specific topics or fields, but this has occasionally been changed according to developments in the labour market.

Concerning the “Other criteria” in the post graduation surveys: In addition to the degree of labour market activity (unemployed, underemployed, part-time, full time), graduates are always asked whether they consider their employment relevant to their higher education qualification.

In the last few years, many higher education institutions have also made their own graduate surveys, sometimes for the whole institution, sometimes for particular fields of study. Few make them systematically, however.

Finally, Statistics Norway has excellent register data for the whole population – including on education and training and labour market status.

**III.4.3. Comments**

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

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
Ministry/governmental body:At entry to HE	<input type="text" value="1"/>
Ministry/governmental body:During HE studies	<input type="text" value="1"/>
Ministry/governmental body:At graduation	<input type="text" value="1"/>
Ministry/governmental body:After graduation	<input type="text" value="0"/>
Independent bodies/agencies:At entry to HE	<input type="text" value="0"/>
Independent bodies/agencies:During HE studies	<input type="text" value="0"/>
Independent bodies/agencies:At graduation	<input type="text" value="0"/>
Independent bodies/agencies:After graduation	<input type="text" value="1"/>
Other:At entry to HE	<input type="text" value="0"/>
Other:During HE studies	<input type="text" value="0"/>
Other:At graduation	<input type="text" value="0"/>
Other:After graduation	<input type="text" value="0"/>
No systematic monitoring:At entry to HE	<input type="text" value="0"/>
No systematic monitoring:During HE studies	<input type="text" value="0"/>
No systematic monitoring:At graduation	<input type="text" value="0"/>
No systematic monitoring:After graduation	<input type="text" value="0"/>

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

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

The distribution of responsibilities is in accordance with the procedures described in sections 3.5 and 3.6 above. In addition, the following applies:

- At entry to higher education: The Norwegian Universities and Colleges Admission Service (NUCAS), “Samordna opptak”, coordinates the admission to ordinary undergraduate study programmes (first cycle) at all Norwegian state higher education institutions and some of the private ones. Updates on the situation as regards applications and admission to higher education in the period April to August for the academic year starting in August is therefore provided by NUCAS.
  - Students (new entrants and previously enrolled students) are registered as per 15 October and 15 March every year and reported to the Database for Higher Education (for the Ministry of Education and Research) and to Statistics Norway. In addition, the State Educational Loan Fund receives regular updates on admissions and registrations from the higher education institutions for the payment and follow-up of student loans and grants.
  - Graduation data are reported by 15 October (for the spring term) and by 15 February (for the autumn term) to the Database for Higher Education (for the Ministry of Education and Research) and to Statistics Norway – as well as to the State Educational Loan Fund.
- Postgraduation data are collected as part of the various types of population and employment statistics by Statistics Norway, and through surveys financed by the Ministry of Education and Research, and partly (but less systematically) by the higher education institutions, as part of their quality assurance systems.

**III.5.3. Comments**

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

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

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

For privacy reasons, national education authorities in Norway are not allowed to make statistics on groups like students with disabilities and students from ethnic, cultural, religious and linguistic minorities.  
 For disabled students, special equipment like wheel chairs and special aid like interpreters for the deaf are financed on the health and social welfare budget (not on the higher education budget); therefore educational authorities are not deemed to be in need of keeping statistics on students with such needs.  
 Each of the higher education institutions must of course keep records of their students with special needs (like those who for reasons of dyslexia or physical handicaps are entitled to extra examination time or must write their examination on a computer).

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

Yes

### III.7.1. How are these results published?

Information is shown for each individual higher education institution  
 : At the website of the Database for Higher Education, it is the person searching for information who decides the type and level of detail to be shown (sector, type of institution, institution, department, field of study, etc.).  
 Concerning the annual analysis made by the Ministry, the tables integrated in the text show the macro level (national data, type of institution), though individual institutions might be commented in the text. The institutional data are given in a separate volume annexed to the report, and equally public. In 2013, the analysis was launched at a national higher education conference and received good attention from the press. The 2014 report was also launched at a national Conference.

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

YES, the results of monitoring activities are public.  
 • The website of the Database for Higher Education (DBH) can be consulted at <http://dbh.nsd.uib.no/>.  
 It is only available in Norwegian.  
 • The 2013 edition of the analysis by the Ministry of Education and Research (on 2012 data) is available at <http://www.regjeringen.no/nb/dep/kd/dok/rapporter/planer/rapporter/2013/tilstandsrapport-for-hoyere-utdanning-20.html?id=726689>  
 The 2014 edition (on 2013) will be available in early May 2014.  
 • The post-graduation surveys are available (in Norwegian) at NIFU's home page, [www.nifu.no](http://www.nifu.no).  
 • Data and studies on education and educational attainment by Statistics Norway are available at <http://www.ssb.no/en/utdanning>

: At the website of the Database for Higher Education, it is the person searching for information who decides the type and level of detail to be shown (sector, type of institution, institution, department, field of study, etc.).  
 Concerning the annual analysis made by the Ministry, the tables integrated in the text show the macro level (national data, type of institution), though individual institutions might be commented in the text. The institutional data are given in a separate volume annexed to the report, and equally public. In 2013, the analysis was launched at a national higher education conference and received good attention from the press. The 2014 report was also launched at a national Conference.

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

• The total student population increased by more than 35 000, i.e. by 18 per cent, in the period 2003–2012, which is more than the increase in the cohorts leaving upper secondary education and training. Practically all of this increase has taken place since 2007.  
 • The most noticeable change is maybe the increase in the share of immigrants (i.e. persons born abroad of two foreign-born parents and students born in Norway of two foreign-born parents) that are first or second generation immigrants between 2003 and 2012, by over four percentage points, representing a doubling in numbers (from just over 7 to nearly 12 per cent of the total student population). Practically all of this increase is in students of a non-western background.  
 • The student population on the whole became younger: 53.9 per cent of the students were aged 25 or less in 2003. In 2012, that share had increased to 60.3 per cent.  
 • The distribution of students between fields of study has also changed: there was a 30 per cent increase from 2003 to 2012 in health and social studies and sports, whereas the humanities hardly had any increase at all (+ 5 per cent).  
 (The share of women in the student population, on the other hand, remains unchanged: 59.8 per cent in 2003, 60 per cent in 2012.)

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

Individuals that meet standard entry requirements have...

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

### III.9.1. Please specify which fields are excluded:

### III.9.2. Comments

The level of competition varies greatly between study programmes and institutions: For certain programmes, like Medicine and Architecture, there is fierce competition, whereas all qualified applicants

are admitted at certain study programmes at some of the higher education institutions

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

Level of achievement in standard entry requirements:Universities	<input type="text" value="1"/>
Level of achievement in standard entry requirements:HEIs other than universities	<input type="text" value="1"/>
Entry examinations for all programmes:Universities	<input type="text" value="0"/>
Entry examinations for all programmes:HEIs other than universities	<input type="text" value="0"/>
Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities	<input type="text" value="0"/>
Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities	<input type="text" value="0"/>
Other:Universities	<input type="text" value="0"/>
Other:HEIs other than universities	<input type="text" value="0"/>

**III.10.1. Please specify which other criteria apply:**

**III.10.2. Comments**

For programmes in fine arts and performing arts, entry tests are common

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

Route 1 "Successful completion of general upper secondary education (incl. options with art, music, dance, drama and sports)"

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

Route 2 "Trade or Journeyman's Certificate plus a one-year programme in six general subjects (Norwegian, English, Maths, History, Social Science and Natural Science)"

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

Route 3 "23–5": 23 years of age plus 5 years of education and/or work experience plus fulfil the specific minimum subject requirements in the six subjects mentioned above."

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

Route 4 ""VET pathway", i.e. Trade or Journeyman's Certificate (only)"

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

Route 5 "25 years of age plus recognition of prior learning (formal, non-formal and informal qualifications)"

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

{III_11_SQ001}	<input checked="" type="radio"/> all HEIs /HE programmes	<input type="radio"/> some HEIs / HE programmes	<input type="radio"/> No answer
{III_11_SQ002}	<input checked="" type="radio"/> all HEIs /HE programmes	<input type="radio"/> some HEIs / HE programmes	<input type="radio"/> No answer
{III_11_SQ003}	<input checked="" type="radio"/> all HEIs /HE programmes	<input type="radio"/> some HEIs / HE programmes	<input type="radio"/> No answer
{III_11_SQ004}	<input type="radio"/> all HEIs /HE programmes	<input checked="" type="radio"/> some HEIs / HE programmes	<input type="radio"/> No answer
{III_11_SQ005}	<input type="radio"/> all HEIs /HE programmes	<input checked="" type="radio"/> some HEIs / HE programmes	<input type="radio"/> No answer

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

- The VET pathway gives access to especially designed programmes.
- Access based on recognition of prior learning (RPL, 'validation') is granted to individual study programmes, but there is no limit as to the type of study programme to which access can be granted on the basis of RPL.
- It should be noted that for certain study programmes, like engineering and medicine, additional admission requirements apply.

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

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

{III\_11\_SQ004}:Official data based on central level monitoring, including surveys

{III\_11\_SQ004}:Estimates

{III\_11\_SQ004}:Impossible to say (no official data and impossible to estimate) x

{III\_11\_SQ005}:% of students entering HE through this access route 1.9 %

{III\_11\_SQ005}:Official data based on central level monitoring, including surveys x

{III\_11\_SQ005}:Estimates

{III\_11\_SQ005}:Impossible to say (no official data and impossible to estimate)

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

#### III.13.2. Comments

Routes 1, 2 and 3 are counted as one access route in official statistics, as all three together make up the general standard entry requirements. Numbers for Route 4 are negligible, so practically all those not admitted through route 5 will be admitted through routes 1, 2 or 3.

Route 5: In 2012, 2922 persons (2.5 per cent of all applicants) applied for admission to higher education on the basis of RPL. Of these, 1686 were deemed qualified (1.7 per cent of all those deemed qualified, 1334 were admitted (1.6 per cent of all admitted), and 1016 accepted the offer and started studying (1.9 per cent of all who took up studies in 2012).

Source: the Norwegian Universities and Colleges Admission Service (NUCAS), in Norwegian 'Samordna opptak', see <http://www.samordnaopptak.no/info/english/>

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

No

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

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

#### III.15. Comments

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

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

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

- Route 2 and 3 mentioned above is considered to cater for the needs of those normally targeted by bridging programmes.
- There are special bridging programmes for admission to studies in engineering and for applicants in need of supplementary qualifications for programmes in engineering (corresponding to the most advanced upper secondary courses in mathematics and physics).

#### III.17. Comments

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

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

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

Since 2001, the Higher Education Act is open to admission to higher education on the basis of recognition of prior learning (through an amendment of the 1995 Act on higher education, preserved in the present (2005) Higher Education Act).

The measure was introduced on the basis of a 1998 white paper on the Competence Reform (St.meld. nr. 42 (1997–98) Kompetensereformen)

See Route 5 above

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

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

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

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

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

Applicants must be aged 25 or above in the year of admission.

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

The 2005 Higher Education Act section 3.6 no. 2, <http://lovdata.no/dokument/NL/lov/2005-04-01-15>

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

1-5%

#### III.21.1. Please indicate the source of this information

Official data based on central level monitoring, including surveys

#### III.21.2. Please specify:

Source: the Norwegian Universities and Colleges Admission Service (NUCAS), in Norwegian 'Samordna opptak', see <http://www.samordnaopptak.no/info/english/>

#### III.22. Comments

See the section on the percentage of students entering through each access route, and the description of route 5.

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

Yes ▼

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

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.

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

2001 White Paper on Quality Reform:  
St.meld. nr. 27 (2000–2001) Gjør din plikt – Krev din rett. Kvalitetsreform av høyere utdanning.  
Yearly national education budgets since 2002. The funding formula was first described in the 2002 budget: St.prp. nr. 1 (2001–2002) Det kongelege kyrkje-, utdannings- og forskingsdepartement.

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

No ▼

**III.24.1. Please describe the targets:**

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

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

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

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

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

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

No ▼

**III.26.1. Please describe the measures:**

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

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

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

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

Loans through the State Educational Loan Fund are only (and partly, i.e. maximum 40 per cent of maximum allowance) converted into grants on the basis of timely and successful progression through and completion of studies (60 credit units)

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

2001 White Paper on Quality Reform: St.meld. nr. 27 (2000–2001) Gjør din plikt – Krev din rett. Kvalitetsreform av høyere utdanning.  
2005 Act on Educational Support, and annually updated regulations on educational support through the State Educational Loan Fund, see [www.lanekassen.no](http://www.lanekassen.no)  
Yearly national education budgets since the revised national budget 2002, valid as from the academic year 2002–2003.

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

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

**III.28.1. Please provide details how:**

The education incentives in the funding model for 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.

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

2001 White Paper on Quality Reform: St.meld. nr. 27 (2000–2001) Gjør din plikt – Krev din rett. Kvalitetsreform av høyere utdanning.  
Yearly national education budgets since 2002. The funding formula was first described in the 2002 budget: St.prp. nr. 1 (2001–2002) Det kongelege kyrkje-, utdannings- og forskingsdepartement.

**III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?**

Yes ▼

**III.29.1. Please provide details:**

The Individual Education Plan.  
- '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 a great 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.

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

St.meld. nr. 27 (2000–2001) Gjør din plikt – Krev din rett. Kvalitetsreform av høyere utdanning.

**III.30. Comments**



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

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

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

Completion rates are measured and monitored annually, see also the section on monitoring and composition of the student body.

- The website of the Database for Higher Education (DBH): <http://dbh.nsd.uib.no/>.
- Yearly analyses by the Ministry of Education and Research of institutional data reported to DBH and other data. The 2013 edition of the analysis (on 2012 data) is available at <http://www.regjeringen.no/nb/dep/kd/dok/rapporter/planer/rapporter/2013/tilstandsrapport-for-hoyere-utdanning-20.html?id=726689>. The 2014 edition (on 2013) will be available in early May 2014.
- The post-graduation surveys, see NIFU's home page, [www.nifu.no](http://www.nifu.no).
- Data and studies by Statistics Norway on education, including completion, and educational attainment are available at <http://www.ssb.no/en/utdanning>

#### III.31.2. Comments

As mentioned in a former section, the Database for higher education (DBH) has national identity numbers of all students entering higher education since 2008. This means that it is possible to make detailed statistics on everything at all stages of higher education, provided privacy reasons allow. Statistics Norway also has excellent register data.

Please also see

- The website of the Database for Higher Education (DBH): <http://dbh.nsd.uib.no/>.
- Yearly analyses by the Ministry of Education and Research of institutional data reported to DBH and other data. The 2013 edition of the analysis (on 2012 data) is available at <http://www.regjeringen.no/nb/dep/kd/dok/rapporter/planer/rapporter/2013/tilstandsrapport-for-hoyere-utdanning-20.html?id=726689>. The 2014 edition (on 2013) will be available in early May 2014.
- The post-graduation surveys, see NIFU's home page, [www.nifu.no](http://www.nifu.no).
- Data and studies by Statistics Norway on education, including completion, and educational attainment are available at <http://www.ssb.no/en/utdanning>

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

No

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

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

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

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	43.1 %
Completion rate of 1st cycle programmes, most recent available year:Year	in 2013 for those admitted in 2010
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	72 %
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	In the academic year 2011-2012
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	36 %
Completion rate of 2nd cycle programmes, most recent available year:Year	In 2013 for those admitted in 2011
Completion rate of 2nd cycle programmes, most recent available year:not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	x
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	33.6 %
Completion rate of programmes not divided into two cycles, most recent available year:Year	In 2013 for those admitted in 2008
Completion rate of programmes not divided into two cycles, most recent available year:not available	
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles 5 years earlier :Year	
Completion rate of programmes not divided into two cycles 5 years earlier :not available	x

#### III.34. Comments

Source: DBH data and Statistics Norway.

'5 years earlier' refers to a specific year, 5 years earlier than the most recent available year

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

Yes, at the end of each year

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

- The website of the Database for Higher Education (DBH): <http://dbh.nsd.uib.no/>.

- Yearly analyses by the Ministry of Education and Research of institutional data reported to DBH and other data. The 2013 edition of the analysis (on 2012 data) is available at <http://www.regjeringen.no/nb/dep/kd/dok/rapporter/planer/rapporter/2013/tilstandsrapport-for-hoyere-utdanning-20.html?id=726689>. The 2014 edition (on 2013) will be available in early May 2014.
- The post-graduation surveys, see NIFU's home page, [www.nifu.no](http://www.nifu.no).
- Data and studies by Statistics Norway on education, including completion, and educational attainment are available at <http://www.ssb.no/en/utdanning>

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

No

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

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

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

Other  
 ): They are counted according to the need of the person searching for information (i.e. sometimes as drop-out from the programme, but not if the statistics concern drop-out from higher education as such, or from the institution (if the student in question has changed to another programme at the same higher education institution).  
 As DBH has register data since 2008, drop out on those cohorts can be counted according to sector, type of institution, institution, region, field of study and study programme as need be.

#### III.37.1. Please specify

): They are counted according to the need of the person searching for information (i.e. sometimes as drop-out from the programme, but not if the statistics concern drop-out from higher education as such, or from the institution (if the student in question has changed to another programme at the same higher education institution).  
 As DBH has register data since 2008, drop out on those cohorts can be counted according to sector, type of institution, institution, region, field of study and study programme as need be.

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

Yes

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

Annually, by the Ministry of Education and Research and DBH, as well as by Statistics Norway

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

- The website of the Database for Higher Education (DBH): <http://dbh.nsd.uib.no/>.
- Yearly analyses by the Ministry of Education and Research of institutional data reported to DBH and other data. The 2013 edition of the analysis (on 2012 data) is available at <http://www.regjeringen.no/nb/dep/kd/dok/rapporter/planer/rapporter/2013/tilstandsrapport-for-hoyere-utdanning-20.html?id=726689>. The 2014 edition (on 2013) will be available in early May 2014.
- The post-graduation surveys, see NIFU's home page, [www.nifu.no](http://www.nifu.no).
- Data and studies by Statistics Norway on education, including completion, and educational attainment are available at <http://www.ssb.no/en/utdanning>

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

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes, most recent available year:Year	
Drop-out in first year of 1st cycle programmes, most recent available year:not available	x
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	x
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	17.8
Drop-out in 1st cycle programmes, most recent available year:Year	IN 2013 for those admitted in 2010
Drop-out in 1st cycle programmes, most recent available year:not available	
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes 5 years earlier:Year	
Drop-out in 1st cycle programmes 5 years earlier:not available	x
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	19.7
Drop-out in 2nd cycle programmes, most recent available year:Year	In 2013 for those admitted in 2011
Drop-out in 2nd cycle programmes, most recent available year:not available	
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	x
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	26.3
Drop-out in programmes not divided into two cycles, most recent available year:Year	In 2013 for those admitted in 2008
Drop-out in programmes not divided into two cycles, most recent available year:not available	
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles 5 years earlier :Year	

## III.40. Comments

Source: DBH data

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

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

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

## III.42.1. Please specify

Career guidance services and psychological counselling services are commonly provided by student welfare organisations rather than the higher education institutions

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

Yes, advice is available to ALL prospective students

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

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

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

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

The 2006 white paper on early intervention for lifelong learning (St.meld. nr. 16 (2006–2007) ... og ingen stod igjen. Tidlig innsats for livslang læring)

The 1998 Act on primary and secondary education and training (Opplæringslova) section 9.2 , <http://lovdata.no/dokument/NL/lov/1998-07-17-61> : 'The pupils are entitled to necessary guidance regarding education, career possibilities and career choice and regarding social issues.'

## III.44.3. Comments

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

No

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

▼

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

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

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

introductory courses "All higher education institutions provide one or more such measures, but there is no central support. "

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

tutoring or mentoring programmes " All higher education institutions provide one or more such measures, but there is no central support. "

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

support to acquire learning skills and/or organisational skills "All higher education institutions provide one or more such measures, but there is no central support. "

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

other measures / incentives ""

## III.46.3. Comments

All higher education institutions provide one or more such measures, but there is no central support.

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

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

## III.47.1. Please provide the details here:

The student welfare organisations generally provide career guidance services for students and fresh graduates.

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

The student welfare organisations generally provide career guidance services for students and fresh graduates.

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

No ▼

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

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

## Data entry: (IV\_Fees\_support\_portability)

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

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

No ▾

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

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

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

1st cycle:Most common amount

1st cycle:Minimum amount

1st cycle:Maximum amount

2nd cycle:Most common amount

2nd cycle:Minimum amount

2nd cycle:Maximum amount

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

1st cycle:Most common amount

1st cycle:Minimum amount

1st cycle:Maximum amount

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

2nd cycle:Most common amount

2nd cycle:Minimum amount

2nd cycle:Maximum amount

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

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

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

No ▾

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

1st cycle international students:Most common amount

1st cycle international students:Minimum amount

1st cycle international students:Maximum amount

2nd cycle international students:Most common amount

2nd cycle international students:Minimum amount

2nd cycle international students:Maximum amount

IV.7. Who defines the fee amounts?

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

IV.7.1. Please specify

IV.8. Comments

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

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

Norwegian students are entitled to loans and grants from the State Educational Loan Fund (NSELF). The total amount for support is maximum NOK 97 8504 400 (2014-2015) per academic year (defined as ten months). The grant is means tested. The size of the grant vary according to need factors. The support is initially given as a loan, however, 40 % of the loan may be converted to a grant if and when the student passes his/her exams or after graduation. Student must live away from their parents in order to get the grant. There are special arrangements for maternity leave, illness and students with disabilities.

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

Financial support is also given for studies abroad as there is full portability of NSELF loans and grants for students in higher education. Exchange students and full degree students qualify for support. Students who study abroad can also get financial support to cover travel expenses, language courses and tuition fee

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

First cycle  Yes  No  No answer  
Second cycle  Yes  No  No answer

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

% of students receiving grants:First cycle 58.9  
% of students receiving grants:Second cycle 56.5

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

All grants are portable

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

Yes ▼

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

- Citizenship:Grant 1  ▼
- Citizenship:Grant 2  ▼
- Citizenship:Grant 3  ▼
- Citizenship:Grant 4  ▼
- Residency:Grant 1  ▼
- Residency:Grant 2  ▼
- Residency:Grant 3  ▼
- Residency:Grant 4  ▼
- Recognised HEIs/programmes only:Grant 1  ▼
- Recognised HEIs/programmes only:Grant 2  ▼
- Recognised HEIs/programmes only:Grant 3  ▼
- Recognised HEIs/programmes only:Grant 4  ▼
- Course load (e.g. full-time):Grant 1  ▼
- Course load (e.g. full-time):Grant 2  ▼
- Course load (e.g. full-time):Grant 3  ▼
- Course load (e.g. full-time):Grant 4  ▼
- Only certain countries:Grant 1  ▼
- Only certain countries:Grant 2  ▼
- Only certain countries:Grant 3  ▼
- Only certain countries:Grant 4  ▼
- Only certain study programmes (e.g. where mobility is mandatory):Grant 1  ▼
- Only certain study programmes (e.g. where mobility is mandatory):Grant 2  ▼
- Only certain study programmes (e.g. where mobility is mandatory):Grant 3  ▼
- Only certain study programmes (e.g. where mobility is mandatory):Grant 4  ▼
- Equivalency condition:Grant 1  ▼
- Equivalency condition:Grant 2  ▼
- Equivalency condition:Grant 3  ▼
- Equivalency condition:Grant 4  ▼
- Programme not available in the national system:Grant 1  ▼
- Programme not available in the national system:Grant 2  ▼
- Programme not available in the national system:Grant 3  ▼
- Programme not available in the national system:Grant 4  ▼
- Other:Grant 1  ▼
- Other:Grant 2  ▼
- Other:Grant 3  ▼
- Other:Grant 4  ▼

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

IV.16.2. Which other requirements exist?

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

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

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

66,1 % of the students in first and second cycle received student loan in 2012-2013 (Data from NSELF)

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

All loans are portable

IV.20. Are there any additional requirements for using the loan abroad?

Yes

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

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

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

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

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

Only certain countries:Loan 1

Only certain countries:Loan 2

Only certain countries:Loan 3

Only certain countries:Loan 4

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

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

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

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

Equivalency condition:Loan 1

Equivalency condition:Loan 2

Equivalency condition:Loan 3

Equivalency condition:Loan 4

Programme not available in the national system:Loan 1

Programme not available in the national system:Loan 2

Programme not available in the national system:Loan 3

Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

Yes ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution) 1 ▼
- 1st cycle credit mobility:Travel costs 1 ▼
- 1st cycle credit mobility:Living cost difference 0 ▼
- 1st cycle credit mobility:Language courses 1 ▼
- 1st cycle credit mobility:Other 0 ▼
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution) 1 ▼
- 2nd cycle credit mobility:Travel costs 1 ▼
- 2nd cycle credit mobility:Living cost difference 0 ▼
- 2nd cycle credit mobility:Language courses 1 ▼
- 2nd cycle credit mobility:Other 0 ▼
- 1st cycle degree mobility:Study costs/ fees abroad (host institution) 1 ▼
- 1st cycle degree mobility:Travel costs 1 ▼
- 1st cycle degree mobility:Living cost difference 0 ▼
- 1st cycle degree mobility:Language courses 1 ▼
- 1st cycle degree mobility:Other 0 ▼
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution) 1 ▼
- 2nd cycle degree mobility:Travel costs 1 ▼
- 2nd cycle degree mobility:Living cost difference 0 ▼
- 2nd cycle degree mobility:Language courses 1 ▼
- 2nd cycle degree mobility:Other 0 ▼

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution) 1 ▼
- 1st cycle credit mobility:Travel costs 1 ▼
- 1st cycle credit mobility:Living cost difference 0 ▼
- 1st cycle credit mobility:Language courses 0 ▼
- 1st cycle credit mobility:Other 0 ▼
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution) 1 ▼
- 2nd cycle credit mobility:Travel costs 1 ▼
- 2nd cycle credit mobility:Living cost difference 0 ▼
- 2nd cycle credit mobility:Language courses 0 ▼
- 2nd cycle credit mobility:Other 0 ▼
- 1st cycle degree mobility:Study costs/ fees abroad (host institution) 1 ▼
- 1st cycle degree mobility:Travel costs 1 ▼
- 1st cycle degree mobility:Living cost difference 0 ▼
- 1st cycle degree mobility:Language courses 0 ▼
- 1st cycle degree mobility:Other 0 ▼
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution) 1 ▼
- 2nd cycle degree mobility:Travel costs 1 ▼
- 2nd cycle degree mobility:Living cost difference 0 ▼
- 2nd cycle degree mobility:Language courses 0 ▼
- 2nd cycle degree mobility:Other 0 ▼

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

IV.27. Additional comments

There are three additional grants and loans available for students studying abroad from NSELF

1. Travel expenses:



Support may be granted for two return trips per year between the student's home town in Norway and the HEI abroad. 70 percent is given as a grant and 30 percent as a loan.

2. Language grants:

Students who are enrolled at non-english speaking institutions may be eligible for a language grant. The grant for 2013-2014 is NOK 17 380. The Language course must last for at least 15 hours during a week, and minimum four weeks. The course must also be completed before the student starts the degree program.

3. Tuition support:

Students in countries other than the Nordic countries may receive support for all or part of the tuition fee. The support is adjusted according to the size of the tuition fee. For 2013-2014, the maximum support is NOK 118 420.

From the first NOK 60 560, 50 percent is given as a loan and 50 percent as a grant in first cycle. In the second cycle 30 percent is given as a loan and 70 percent as a grant.

A supplementary grant is available in addition to the ordinary tuition grant and loan if the tuition fee exceeds NOK 118 420. For the academic year 2013-2014 the maximum, supplementary grant amounts to NOK 64 030. Only selected institutions are included in the scheme.

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

Yes ▼

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

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

Need-based criteria:Grant/loan 1 0 ▼

Need-based criteria:Grant/loan 2 0 ▼

Need-based criteria:Grant/loan 3 0 ▼

Need-based criteria:Grant/loan 4 0 ▼

Merit-based criteria:Grant/loan 1 0 ▼

Merit-based criteria:Grant/loan 2 0 ▼

Merit-based criteria:Grant/loan 3 0 ▼

Merit-based criteria:Grant/loan 4 0 ▼

Course load (e.g. full time):Grant/loan 1 1 ▼

Course load (e.g. full time):Grant/loan 2 1 ▼

Course load (e.g. full time):Grant/loan 3 1 ▼

Course load (e.g. full time):Grant/loan 4 0 ▼

Criteria based on field of studies:Grant/loan 1 1 ▼

Criteria based on field of studies:Grant/loan 2 1 ▼

Criteria based on field of studies:Grant/loan 3 1 ▼

Criteria based on field of studies:Grant/loan 4 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4 0 ▼

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

There are three additional grants and loans available for students studying abroad from NSELF

1. Travel expenses:

Support may be granted for two return trips per year between the student's home town in Norway and the HEI abroad. 70 percent is given as a grant and 30 percent as a loan.

2. Language grants:

Students who are enrolled at non-english speaking institutions may be eligible for a language grant. The grant for 2013-2014 is NOK 17 380. The Language course must last for at least 15 hours during a week, and minimum four weeks. The course must also be completed before the student starts the degree program.

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A supplementary grant is available in addition to the ordinary tuition grant and loan if the tuition fee exceeds NOK 118 420. For the academic year 2013-2014 the maximum, supplementary grant amounts to NOK 64 030. Only selected institutions are included in the scheme.

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

<http://www.lanekassen.no/Toppmeny/Languages/English/Norwegian-students-abroad/>

IV.31. Additional comments

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

Employee with an employment contract with a HEI

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

**IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?**

Grants from the Ministry of Education and Research and the Research Council.

**IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.**

NA

**IV.35. Additional comments on doctoral education**

## Data entry: (V\_Employability)

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

Yes ▼

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

In the White Paper to the Storting called "Do your duty – demand your rights" (St.meld. nr. 27 (2000-2001)), the need for higher education to respond to the needs of the labour to a greater extent, was discussed.

In the White Paper to the Storting called the Education Strategy (White Paper No. 44 (2008–2009) Education Strategy), it was stated that the competencies and skills of the labour force should be created with the goal of achieving a better match with the requirements of the labour market. To succeed with the "employment strategy", one must first succeed with the "education strategy". In this White Paper the Government also introduced several measures designed to contribute to a more structured and binding collaboration between education and working and business life, e.g. by creating greater opportunities for mobility across the sectors for both students and teachers. A major measure is the establishment of the Council for Collaboration between HEIs and Business Life (RSA) and the development of strategies for collaboration. All state-owned HEIs are required to have established RSAs. HEIs are to, in co-operation with the councils, to draw up strategies for cooperation with the employment sector.

The former government presented a white paper on health, social work and welfare education in the autumn of 2011 (White Paper No. 13 (2011-2012) – Education for Welfare : Interaction as Key). The starting point was the present and future competence needs of the services – how can these best be met? Stronger interaction between education and working life is essential:

- Educational programmes shaped by the needs of society
- More emphasis on learning in real-life situations
- An acceptance that not everything can be learnt as a student. Employers must take more responsibility for the final stages of professional qualification.

The services themselves play an important part in qualifying candidates, and the white paper discussed the division of labour between the education system and the workplace in this regard. The Ministry is currently working on its follow-up of the White Paper.

A strategy on entrepreneurship was prepared in collaboration between the Ministry of Business and Industry, the Ministry of Local Government and Regional Development and the Ministry of Education and Research. The purpose of the Strategy is to profile entrepreneurship as an educational objective and training strategy, as well as to motivate educational institutions, municipalities and county authorities to plan and anchor entrepreneurship in collaboration with trade and business and other relevant parties. An Action Plan on Entrepreneurship in Education and Training – from compulsory school to higher education 2009–2014 – was adopted by the same ministries in 2009 in order to develop further and to expand efforts in this field, focusing especially on higher education.

The Qualifications Framework for higher education, adopted in 2009, facilitates the possibility to communicate to the employers the knowledge, skills and competence the graduates possess after completing a higher education qualification.

**V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?**

No ▼

**V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).**

**V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?**

Yes ▼

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

Yes ▼

**V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?**

- In regular intervals
- On an ad hoc basis

**V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?**

No ▼

**V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?**

- In regular intervals
- On an ad hoc basis

**V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).**

Since the early 1990s, Statistics Norway has, using advanced statistical models, regularly produced model-based projections on demand and supply of labour by education. The projections show that the previous trends of increasing demand for workers with higher education and upper secondary vocational education will continue towards 2030. A project group in the Ministry of Education and Research is currently working to develop and establish a national system for analysis, dialogue and dissemination of future skills needs. The overarching goals are more informed educational choices and better education planning.

Labour market forecastings are done by the government for teachers and health care workers. Within the health sector, sectoral studies on skills needs have been conducted since the late 1990s. Upon the request of the Ministry of Health and Care Services and the Ministry of Education and Research, Statistics Norway developed HELSEMOD, a tool for forecasting the employment needs within the sector (White Paper no. 36 (1998-1999)). The most recent report forecasts demands until 2030 (Stølen and Texmon). A similar tool has been developed for teachers, called LÆRERMOD. The most recent report was published in 2008. <http://www.ssb.no/arbcid-og-lonn/artikler-og-publikasjoner/arbcidsmarkodet-for-lacrerc-og-forskolelacrerc-fram-mot-2035>

Norway takes part in the OECD Skills Strategy. The OECD Skills Strategy provides a framework for countries to build effective and integrated skills policies that develop relevant skills, activate skills supply and make effective use of skills. The Government co-operates with OECD in order to produce a national Skills Strategy. The Skills Strategy Project is conducted in close cooperation with OECD, other relevant ministries and a wide range of important social partners. The project will first and foremost address the following issues:

- How can Norway improve skills development? (Enough skills and the right skills)
- How can Norway improve the use of available skills?
- How can we improve the national skills policy?

A diagnostic report identifying 12 skills challenges for Norway was published in February 2014  
<http://www.regjeringen.no/upload/KD/Vedlegg/Internasjonalt/OECD/NorwayDiagnosticReportFinalcover280114.pdf>  
The final report is due in autumn 2014

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

Yes

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

The Ministry of Education and Research uses the information as evidence base for calculating the number of study places in teacher education and health care education. Forecasts for future capacity needs in certain professions, particularly health workers, are taken into account when determining the number of study places in the relevant programmes in higher education. For certain study programmes, e.g. teacher education and certain professional health related study programmes, higher education institutions have to meet production targets defined as the number of students who have successfully completed the programme. The strength of this approach is that the government is able to determine with a large degree of accuracy how many graduates become available to the labour market in the relevant fields. The Ministry of Education works closely with the Ministry of Health in setting the targets for health workers. In other fields of study, capacity is determined mainly on the basis of a combination of student demand and institutional policies. However, the government uses incentives to make more students choose fields where there is a perceived future need, especially within science and technology.

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

Yes

V.3.1. How are they involved?

- Curriculum development in higher education  Employers have to be involved  Employers can be involved  Employers are not involved  No answer
- Teaching  Employers have to be involved  Employers can be involved  Employers are not involved  No answer
- Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions  Employers have to be involved  Employers can be involved  Employers are not involved  No answer
- Participation in governing bodies of HEIs  Employers have to be involved  Employers can be involved  Employers are not involved  No answer

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

1. External board members in all HEIs, demanded by law.
2. Parliament decision that all HEIs must have formal Councils for co-operation with employers, (RSAs), cf. previous questions, and formal strategies for such co-operation.

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

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

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

There is a wide range of funding available for co-operation projects between the HE sector and business through actors like the Research Council and Innovation Norway. The funding is to a large extent linked to research, but higher education is also crucial. One example of direct funding from the Ministry (through Norway Opening Universities) is stimulation funds allocated in order to stimulate the development of more programmes of study and new teaching methods in entrepreneurship and innovation, stimulating new courses at universities and university colleges. Emphasis is placed on presenting good examples of how entrepreneurship can be integrated in different types of education, competence enhancement for academic staff, cross-disciplinary co-operation between the faculties and departments of an institution and collaboration between educational institutions and collaboration with business life.

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

No

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

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

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

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

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

Teacher education, early childhood teacher education and professional health care related study programmes all have work placements as part of their study programmes, to a varying degree. Details can be found in National Curriculum Regulations for the study programmes in question, cf <http://www.regjeringen.no/en/dep/kd/documents/reports-and-actionplans/Actionplans/2006/Curriculum-regulations-.html?id=587302> Further details are specified at the institutional level.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

- 1st cycle  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer
- 2nd cycle  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer
- 1st and 2nd cycle combined  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer

V.4.2.1. Please provide the source information here.

NA

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

No ▾

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

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

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

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

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

Yes ▾

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

Yes ▾

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

- In regular intervals
- On an ad hoc basis

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

No ▾

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

- In regular intervals
- On an ad hoc basis

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

Yes ▾

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

- In regular intervals
- On an ad hoc basis

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

At the national level, the funding/initiating authority is the Ministry of Education and Research. The institution conducting the survey is the Nordie Institute for Studies in Innovation, Research and Education. NIFU has carried out graduate surveys since 1972. cf. <http://www.nifu.no/files/2013/11/Folder-kandidat-2013-november.pdf> (In Norwegian only.) The survey has focused on areas like employment, unemployment, place of work, occupation, salary etc. In the recent years, the survey has also focused on how the graduates perceive their education in areas like quality, relevance of their education etc. <http://www.nifu.no/forskning/kandidatundersokelsen/>

Quite a number of HEIs carry similar surveys at the Institutional Level, i.e amongst their graduates.

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

No ▾

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

## Data entry: (VI\_Lifelong\_learning)

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

Yes ▼

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

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

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

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

Yes, all institutions

#### VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

The 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.

Steering documents:

White Paper on ‘Quality Reform of higher education from 2001 (St. meld. nr. 27 Cjor din plikt – Krev din rett (2000–2001))

White Paper on ‘Education Strategy’ from 2009 (St.meld. nr. 44 Utdanningslinja (2008–2009))

White Paper on research from 2013 (Meld. St. 19 Lange linjer (2012–2013))

There has never been an age limit in access to or participation in Norwegian higher education, and in autumn 2013, 23 per cent of all regular students were more than 30 years old. In addition, a part of the higher education provision is specifically aimed at mature students (flexible, i.e. decentralised, part time, distance, etc.). Further, the Individual Education Plans makes it possible for students to decide on their ambition as regards study progression

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

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

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

Formal HE programmes provided under flexible arrangements

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

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

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

Preparatory courses for HE entrance examinations

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

Professionally-oriented upgrading of already achieved qualifications

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

Tailor-made provision for industry

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

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

No ▼

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

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

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

No

**VL4.1. Please explain these restrictions.**

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

General public higher education budget (%) "93"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Special budget for lifelong learning (%) "0"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from students (%) "2"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from business and industry (%) "4"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Other (%) "1"

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

Most students on lifelong learning, whatever the definition, are counted as ordinary students and financed over the framework allocation to the higher education institutions. In autumn 2013, there were 245 004 students (217 344 full time equivalents) at Norwegian higher education institutions. Of these, 12 277 (6130.7 E.t.e) were covered from external sources and not from the public (state) budget.  
\*The state higher education institutions received external financing for six per cent of their students in 2012. The national budget reporting does not detail the level or sources of financing for students on tailor-made programmes. The proportion would be higher if the private higher education institutions were included in the statistics. Note that the percentages relate to student numbers, not to budget  
\*\*Also, it is difficult to estimate the proportion of the education budget used for national services to promote lifelong learning through flexible provision like the Norway Opening Universities and the eCampus project, as both the education and research budgets are part of the framework allocation institutions to the HEIs.

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

**VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?**

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

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

- Flexible provision is one of the objectives of HEIs formulated by the Government in the annual budget, on which institutions must report. Ref: Annual national budget and subsequent budget allocation letter to HEIs from the Ministry of Education and Research (in Norwegian only).  
- Since the 1990s the Ministry of Education and Research has supported efforts in order to stimulate flexible higher education provisions. The first Centre of distant and flexible higher education was established as a public entity in 1989. In 2004 the Ministry established Norway Opening University (NOU) as an instrument of stimulating flexible modes of higher education teaching and learning through funding of projects, generating and sharing of knowledge, etc. Every third year NOU carries out a national survey on the use of ICT in the Norwegian higher education system. Ref: <http://norgesuniversitetet.no/about>.  
- From 2012 the Ministry has initiated and financed a 5-year programme to provide intercampus infrastructure, the eCampus-programme. The aim of the programme is to facilitate learning, teaching and research by providing ICT tools and making it easy to access digital learning resources, national and international lectures and research. Ref: <http://www.ecampus.no/english-ecampus-2/>.  
- In June 2013 a government commission was appointed to inquire into the possibilities and challenges that accompany the development of Massive Open Online Courses (MOOCs) and provide Norwegian authorities and educational institutions with a knowledge base and recommendations on how to relate to this development. Cf. [http://www.regjeringen.no/upload/KD/Vedlegg/Utvalg,%20styret%20og%20rad/MOOCs\\_mandate.pdf](http://www.regjeringen.no/upload/KD/Vedlegg/Utvalg,%20styret%20og%20rad/MOOCs_mandate.pdf) for the mandate of the Commission. The first report was published in December 2013 [http://www.regjeringen.no/upload/KD/Tids\\_for\\_MOOCs.pdf](http://www.regjeringen.no/upload/KD/Tids_for_MOOCs.pdf), and the final report will be published in June 2014.

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

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

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

All students enrolled in programmes financed by the Ministry of Education and Research must have an individual education plan, which is an agreement drawn up between the individual student and his/her university or university college. According to the agreed plan a student may register on a part-time or full-time basis. For budgetary purposes the number of part-time students are normally converted into full-time equivalents. However, institutions are also asked to report how many students are registered in specially organized programmes, such as flexible, distant or e-learning courses, or in externally financed (contract) courses.

Some higher education institutions set limits to the amount of delay in studies that is allowed in order to retain the status as full-time student, or even as student. This is particularly the case for very popular study programmes, i.e. where demand is much higher than the number of places available.

Also, the State Educational Loan Fund only provides support to students that plan at least 50 per cent progression compared to the requirements for full-time study and timely completion.

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.

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

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

No fees for any category of students

No fees apply to students enrolled in credit giving public higher education. This principle applies regardless whether the provision is campus- or web-based, part- or full-time. However, private higher education institutions may charge tuition fees under certain conditions. Also, fees apply to students enrolled in an externally financed course, often a non-credit further education provision commissioned by a contractor (tailor-made courses).

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

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

Students studying part-time are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements. Financial support to part-time students is awarded if the volume of study is at least 50 per cent of a full time study. For a study volume of less than 50 per cent, no financial support is given. The amount awarded is either 50 per cent or 75 per cent of the maximum amount, depending on the volume of study.

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

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

Yes ▼

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

Most higher education institutions offer flexible provision specifically aimed at mature students (decentralised, part-time, distance, etc.). Typically a three-year bachelor programme will as part-time provision take four years. No fees apply.

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

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

The number of part-time programmes offered differ greatly among higher education institutions, the most active providers being some of the smaller university colleges located in western and northern Norway.

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

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

Yes

Since 2001, the Higher Education Act provides the opportunity for the recognition of part(s) of study programmes on the basis of prior learning.

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



It is a legal right for candidates to have their prior non-formal and informal learning recognised towards fulfilment of a HE study programme and HE institutions must provide relevant procedures. Students are entitled to have their prior learning assessed, but the law does not prescribe procedures. In 2013, as a result of a project financed by the Ministry, Vox, the Norwegian Agency for Lifelong Learning, in co-operation with the Association of Higher Education Institutions, published a guide on procedures for the recognition of prior learning.

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

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits). There is no specified maximum number of credits that can be allocated through the recognition of non-formal and informal learning, but common practice is that there should be at least one year of full-time study (60 credits) left to complete through ordinary studies.

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

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

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

Decision: Amendment of the Act on Higher Education in 2000, with effect from 2001, regarding the recognition of part(s) of study programmes on the basis of prior learning  
Source: Higher Education Act § 3-5 no. 2, [http://lovdata.no/dokument/NL/lov/2005-04-01-15#KAPITTEL\\_1-2](http://lovdata.no/dokument/NL/lov/2005-04-01-15#KAPITTEL_1-2)

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

No  
There is only an age limit (min 25 years) relating to access to higher education on the basis of non-formal and informal learning.

**VL10.4.1. Please specify these requirements.**

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

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

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

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

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

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

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

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

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

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

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

Surveys dating back some years indicate that this possibility is little known by students and hence little used. Therefore the project described in 6.13 on developing guidelines on procedures for the recognition of prior learning for part(s) of study programmes was initiated by the Ministry in 2009, as a follow-up of the 2009 White Paper on Education Strategy

Apart from the Government Commission on MOOCs, cf. a previous question, there have been few or no questions on the use of new technology in higher education.

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

No ▼

**VL11.1. Please specify what they are.**

## Data entry: (VII\_Internationalisation\_mobility)

### 7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

#### 7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

#### 7.1.2. Please specify:

Steering documents are included in broader strategies for the internationalisation of Norwegian Higher Education.

With the implementation of the Quality Reform in 2003 the following measures to foster internationalisation were introduced:

- A right for Norwegian students to take study periods abroad with portability of loans and grants
- Internationalisation is part of the funding systems for Higher Education. HEIs Institutions by receive ing 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>

A white paper Report No. 14 to the Storting (2008-2009)"Internationalisation of Education in Norway", was presented to the Storting. It stressed that internationalisation of education should contribute to improving quality so that the education programmes and institutions become more attractive and competitive, both nationally and internationally. Greater interaction for pupils, students, employees, institutions and public authorities across national boundaries is seen as an important source of inspiration. [http://www.regjeringen.no/pages/2255014/PDFS/STM200820090014000EN\\_PDFS.pdf](http://www.regjeringen.no/pages/2255014/PDFS/STM200820090014000EN_PDFS.pdf)

Norway is party to the goal of the Bologna Process of having 20 % of our students having completed at study or training periode abroad as part of their degree by 2020.

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

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

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

The Ministry of Education and Research:

<http://www.regjeringen.no/en/dep/kd.html?id=586>

The Department of Higher Education covers, amongst other tasks, Quality aspects of higher education, good governance and strategic policy dialogues, budget matters, laws and guidelines, international cooperation programmes, Bologna Process, Lisbon Recognition Convention,

<http://www.regjeringen.no/en/dep/kd/Selected-topics/higher-education.html?id=1415>

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 co-operation, standardisation and mobility; to co-ordinate international programmes and promote and facilitate international mobility and cooperation between HEIs, and create a knowledge base and analyse results and the impact of internationalisation. SIU co-ordinates e.g. the following programmes : EU Programmes, Nordic programmes, capacity building programmes and tools, bilateral programmes and tools, knowledge and analysis

SIU: <http://www.siu.no/en>

The Norwegian Association of Higher Education Institutions:

The Norwegian Association of Higher Education Institutions (UHR) is the most important cooperative body for Norwegian universities and colleges, whose purpose it is to develop Norway as a knowledge-based nation of high international standard. UHR aims to be a central supplier of terms to the parliament and government and an important education and research policy player.

[http://www.uhr.no/om\\_uhr/about\\_uhr\\_1](http://www.uhr.no/om_uhr/about_uhr_1)

The Norwegian Network for Private Higher Education Institutions (NPH) was founded in 2000 to facilitate and strengthen the co-operation and co-ordination among Norway's more than 20 private higher educational institutions.

NPH advocates shared positions on central issues concerning higher education and research policy towards the Norwegian parliament and government.

<http://www.nph.no/english/>

The National Union of Students in Norway (NUS-Norway) is the largest organisation for students in Norway. NSO has exists of 42 member unions from higher education institutions across the country, and represents approximately 220 000 students. NSO's main goal is to ensure students' academic, social and economic rights. NSO's goal is to be an important actor in all questions concerning higher education, both nationally and internationally, focusing on student finances, quality of education, improving the internationalisation of higher education, equality, and student solidarity

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

Yes

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

A white paper Report No. 14 to the Storting (2008-2009)"Internationalisation of Education in Norway."

[http://www.regjeringen.no/pages/2255014/PDFS/STM200820090014000EN\\_PDFS.pdf](http://www.regjeringen.no/pages/2255014/PDFS/STM200820090014000EN_PDFS.pdf)

<http://www.regjeringen.no/en/dep/kd/documents/bills-and-white-papers/reports-to-the-storting/2008-2009/stmeld-nr-14-2008-2009-hml?id=545749>

#### 7.3.2. Has the impact of the strategy been assessed?

Yes

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

The answer to the question is both 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 is 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.

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

100%

**7.3.3.1. Please provide a source for this information:**

The Norwegian Centre for International Cooperation in Higher Education (SIU)

[http://www.siu.no/Globalmeny/Publikasjoner/Alle-publikasjoner/\(view\)/10505](http://www.siu.no/Globalmeny/Publikasjoner/Alle-publikasjoner/(view)/10505)

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)

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

100%

**7.3.4.1. Please provide a source for this information:**

[www.studyinnorway.no](http://www.studyinnorway.no)

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

Credit mobility:Outgoing mobility 20%

Credit mobility:Incoming mobility Balanced mobility

Degree mobility:Outgoing mobility

Degree mobility:Incoming mobility

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

No

**7.4.1.1. Please specify:**

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

Yes

**7.4.2.1. Please specify:**

Measures to foster mobility, e.g. develop joint degrees with foreign institutions, increase in courses in English to attract foreign students etc.

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

Yes

**7.5.1. Please specify:**

SIU coordinates international programmes and publishes calls where all HEIs are invited to apply.

Internationalisation is part of the funding systems for Higher Education. HEIs Institutions by receive ing a lump sum for each exchange student (inbound and outbound)

The Ministry of Foreign Affairs provides funding for several programmes in Higher Education as well.

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

Yes

**7.6.1. Please name and describe them:**

The financial incentives are important. (Internationalisation is part of the funding systems for Higher Education. HEIs Institutions by receive ing a lump sum for each exchange student (inbound and outbound).

Through the Quality Reform a right was introduced into Norwegian higher education for students to take study periods abroad. This in tum has led to Norwegian universities and university colleges entering into cooperation agreements with a large number of foreign institutions.

The result of this has been an increase in the number of Norwegian students who take half a year or a full year at foreign institutions

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

Yes

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

The development of international joint degrees is a high priority for Norwegian higher education. Several funding sources are available for Norwegian higher education institutions interested in developing joint degrees with international partners.

A specific programme for the funding of joint degrees has been established. The programme is administered by SIU, and funding is allocated to HEIs after a competition. In 2014 Norwegian higher education institutions can apply for financial support to develop international joint degree programmes at Masters and PhD-level. The annual allocation per project is set at maximum NOK 250,000, with a total allocation of NOK 500 000 over two years.

The Nordic Master Programme supports the development of joint Master's programmes by higher education institutions in the Nordic countries. The Nordic Master Programme aims to stimulate

cooperation between Nordic higher education institutions on the development of joint Master's programmes of high international quality that will attract both Nordic and non-Nordic students. Consortia consisting of higher education institutions from a minimum of three Nordic countries may apply. Only institutions from the five Nordic countries Denmark, Finland, Iceland, Norway and Sweden and from the three autonomous regions Greenland, the Faroe Islands, and Åland are eligible.

In addition, there is of course the Erasmus Mundus programme.

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

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

**7.8.1. Please provide a reference:**

**7.9. Do any higher education institutions have campuses abroad?**

Yes

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

1.0000000000

**7.9.2. In which countries do they have these campuses?**

The biggest private higher education institution in Norway, BI Norwegian Business School, has a campus in China.

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

Yes

**7.10.1. Please provide:**

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

**7.10.1. Please provide:**

The number of MOOCs currently offered (1,2,3 n) "10"

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

Yes

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

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

**7.11.2. Please specify**

Partnership programme and Research programme with Russia

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

Yes

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

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

**7.11.5. Please specify**

Partnership programme and Research programme with Russia

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

No

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

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America

- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.7.1. Please specify**

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

Yes

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

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

**7.11.9.1. Please specify**

Partnership programme and Research programme with Russia

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

No

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

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

**7.11.11.1. Please specify**

**7.12. Comments:**

**7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.**

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

The cost of living in Norway is high

**7.13.1.1. Please specify:**

**7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:**

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

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

Specific study cycles  Yes  No  No answer

Specific fields of studies  Yes  No  No answer

Credit mobility  Yes  No  No answer

Degree mobility  Yes  No  No answer

7.14.1. Please specify:

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

There are language grants available to students who want to study abroad.

There are scholarship programmes in place to stimulate inbound mobility to priority areas.

The lack of tuition fees at Norwegian HEIs is a factor promoting inbound mobility.

Mobility windows have been introduced.

Cf. also [http://www.regjeringen.no/upload/KD/Vedlegg/Internasjonal/Internationalisation\\_14\\_2008\\_2009.pdf](http://www.regjeringen.no/upload/KD/Vedlegg/Internasjonal/Internationalisation_14_2008_2009.pdf)

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

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

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

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

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

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

The most recent results (please specify) "Every autumn, SIU publishes a report of Norwegian mobility data and analyses of student mobility to and from Norway. The report provides important information about Norwegian trends in mobility. The most recent result is that there is an increase in both degree and credit mobility"

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

7.18.1. Please provide a link to the website:

The Norwegian Centre for International Cooperation in Education (SIU) is the public Norwegian agency promoting international cooperation in education and research.  
<http://siu.no/nor>

In addition information on studying in Norway can be found at <http://www.studyinnorway.no/>

7.18.2. Is the website linked to Bologna website?

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

Provide information on the EHEA, with links to other national systems and European programmes

7.19.1. Please provide a link to such information:

<http://siu.no/nor/Hocycere-utdanning>

<http://siu.no/eng/Front-Page/Programme-information>

<http://siu.no/eng/Front-Page/Policies-and-relations>

<http://siu.no/eng/Front-Page/Policies-and-relations/Norway-and-Europe/The-Bologna-process>

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

7.20.1. Do students have to pay additional fees?

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

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

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

7.22.1. Please specify with which countries:

The minister has participated in a number of international events with ministers from EU countries, EHEA countries, Nordic Countries, Russia, USA, Canada etc.

OECD Conferences and ministerial meetings, ASEMME Meetings, the Norwegian Science Week in Washington DC (co-operation in higher education and Research With a different topic each year, in 2013 it was health, in 2014 Arctic Cooperation) and so on and so forth.

It will be impossible to list all the countries the minister has participated in dialogues with, or other events the minister has participated in.

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

It will be impossible to list all the countries and events, and the issues addressed.

But some major points would be institutional co-operation, mobility, quality higher education etc.

#### 7.23. Comments:

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

No

#### 7.25.1. Please specify and provide reference:

#### 7.26. Are there any national mobility programmes for higher education staff?

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

#### 7.26.1. Please provide details and a link for further information on relevant programmes

Please see the Norwegian Research Council

[http://www.forskningssradet.no/en/Home\\_page/1177315753906](http://www.forskningssradet.no/en/Home_page/1177315753906)

Also SIU

<http://siu.no/eng/Front-Page/Programme-information>

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

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

#### 7.27.1.1. Please specify any targets that exist:

NA

#### 7.27.2. Does your country define quantitative targets for any outgoing mobility?

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

#### 7.27.2.1. Please specify any targets that exist:

NA

#### 7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers**  Yes  No  No answer  
**Teaching staff**  Yes  No  No answer  
**Doctoral candidates**  Yes  No  No answer



Technical staff  Yes  No  No answer

Administrative staff  Yes  No  No answer

International officers  Yes  No  No answer

Guidance counsellors  Yes  No  No answer

Others  Yes  No  No answer

**7.28.1. Which organisation(s) collect this information? Please provide a link.**

The Research Barometer (Forskingsbarometeret) is a publication of the Norwegian Ministry of Education and Research, and has been published yearly since 2011. The report, which also has an accompanying website, presents the latest figures on a broad set of indicators assessing research and innovation, and gives an international benchmarking of Norway's performance in these areas. Each year the Research Barometer highlights one or more themes which are presented and analysed more in detail. The 2014 edition has a part devoted to Research mobility. It is unfortunately in Norwegian only:

<http://www.regjeringen.no/nb/dep/kd/kampanjer/forskingsbarometeret.html?id=635788>

<http://www.regjeringen.no/upload/KD/Kampanjer/Forskingsbarometeret/2014/Forskingsbarometeret-2014-Del-II.pdf>

**7.29. Are there any mechanisms to reward staff who participate in mobility?**

Career development advantages  Yes  No  No answer

Financial benefits  Yes  No  No answer

Non-financial benefits  Yes  No  No answer

Other  Yes  No  No answer

**7.29.1. Please specify how staff who participate in mobility are rewarded:**

Financial incentives in the form of additional grants.  
Non-Financial benefits in the form of less obligatory work.

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

Yes

**7.30.1. Please provide a link:**

<http://siu.no/eng>

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

Immigration restrictions "2"

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

Recognition issues "3"

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

Language issues "8"

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

Lack of funding "5"

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

Administrative burden "6"

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

Lack of personal motivation and interest "7"

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

Incompatibility of pension and/or social security systems "1"

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

Legal issues "4"

**7.31.1.1. Additional comments:**

The Research barometer shows that Norway is an attractive country for foreign researchers. The incoming staff mobility is relatively high, and has increased quite strongly from 2007-2012. The strongest increase in foreign researchers in Norway can be found within the business sector, but the share of non-Norwegian researchers is higher in the HE sector than at the research institutes. The incoming mobility of doctoral students is at about the same level as the reference countries in question. Researchers within the MST subjects are mobile to greater extent than researchers in other disciplines. The outgoing mobility, i.e. with the change of employer, is still quite low in Norway, while a research period abroad seems to be far more common among Norwegian researchers in the HE sector than in other countries

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

Immigration restrictions "6"

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

Recognition issues "2"

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

Language issues "8"

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

Lack of funding "7"

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

Administrative burden "3"

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

Lack of personal motivation and interest "5"

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

Incompatibility of pension and/or social security systems "1"

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

Legal issues "4"

**7.31.2.1. Additional comments:**

Norway is an attractive country for foreign researchers. The incoming staff mobility is relatively high, and has increased quite strongly from 2007-2012. The strongest increase in foreign researchers in Norway can be found within the business sector, but the share of non-Norwegian researchers is higher in the HE sector than at the research institutes. The incoming mobility of doctoral students is at about the same level as the reference countries in question. Researchers within the MST subjects are mobile to greater extent than researchers in other disciplines. The outgoing mobility, i.e. with the change of employer, is still quite low in Norway, while a research period abroad seems to be far more common among Norwegian researchers in the HE sector than in other countries

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

The issues are part of the policy dialogue with the HEIs. The Ministry also stress more effective use of the EU programmes.

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

Yes

**7.33.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) "SIU and RCN, www.rcn.no"

**7.33.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) "Annually monitored by SIU and the Research Council"

**7.33.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) "Only 25 % of PHD students go abroad and this has been stable for some years. The Reserch barometer shows that Norway is an attractive country for foreign researchers. The incoming staff mobility is relatively high, and has increased quite strongly from 2007-2012. The strongest increase in foreign researchers in Norway can be found within the business sector, but the share of non-Norwegian researchers is higher in the HE sector than at the research institutes. The incoming mobility of doctoral students is at about the same level as the reference countries in question. Researchers within the MST subjects are mobile to greater extent than researchers in other disciplines. The outgoing mobility, i.e. with the change of employer, is still quite low in Norway, while a research period abroad seems to be far more common among Norwegian researchers in the HE sector than in other countries."

**7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:**