



EUROPEAN  
Higher Education Area

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

**Slovakia**

## Data entry: (VIII QUESTIONNAIRE DETAILS)

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

Slovakia

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

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### Contributors to the report:

• Government representatives ""

### Contributors to the report:

• Employer representatives ""

### Contributors to the report:

• Student representatives ""

### Contributors to the report:

• Academic and other staff representatives ""

### Contributors to the report:

• Other representatives (please specify) ""

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

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

No

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

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

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

professionally oriented HEI's, HEI's being neither Universities nor professionally oriented

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?

I.4. Comments

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

180 ECTS "93"

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

210 ECTS "0"

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

240 ECTS "7"

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

Other duration ""

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

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

180 ECTS "96"

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

210 ECTS "0"

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

240 ECTS "4"

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

Other duration ""

I.6.1. Please specify

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

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

No

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

No

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

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

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

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

60-75 ECTS "1"

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

90 ECTS "0"

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

120 ECTS "93"

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

Other duration "6"

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

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

60-75 ECTS "1"

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

90 ECTS "0"

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

120 ECTS "98"

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

Other duration "1"

**L11.1. Please specify**

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

Yes

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

years / semesters

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

In full-time form 5 years at least and in part-time form 7 years at least, typical 6 academic years.

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

General medicine, Dentistry, Speech-language therapy, Theology, Pharmacy, General veterinary medicine

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

About 8 %.

**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)?**

Yes

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

3 academic years, 180 credits

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

Approximately 1 %

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

Different fields of study; this study programmes are usually offered for bachelor graduates from other fields of study.

**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 academic years

**L15. Comments**

**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.**

Act on HEIs, § 56(2)

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

76-99%

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

Statistical yearbook of the admission procedure  
<http://www.uips.sk/svb/uips.sk/inages/PKus/Statista/r2012pk2.pdf>



**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:**

Specific conditions are determined by HEI.

**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:**

Specific conditions are determined by HEI.

**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:**

Specific conditions are determined by HEI.

**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:**

Specific conditions are determined by HEI.

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

100%

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

Act on HEIs, § 56 (3)

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

9.0000000000

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

Estimation ratio number of second cycle graduates and number of new entrance to PhD programmes.

**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):**

**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 "100"

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

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

Structured 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

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 ""

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

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

No

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

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

Please choose

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

In theory / according to regulations: "3-4"

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

In empirical reality: "3-4"

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

Yes

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

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

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

L28.1. Please specify

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

L29. Are ECTS credits used in doctoral programmes?

Yes

L30. Comments

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

No

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

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

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

gain full credit for their previous studies

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

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

Yes, part of higher education

**L34. Comments**

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

No

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

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

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

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

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

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

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

**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 student workload and teacher-student contact hours

**L39.1. Please specify**

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

Combination of student workload and teacher-student contact hours

**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.)

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

No, only support from national bologna expert.

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

No

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

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?

No

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

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

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

The Diploma Supplement is issued..

...automatically to all students:by 100% of HEIs

...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

L48.1. Please specify to which students

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

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

Yes, for all graduates of these programmcs

**L49.1. Please specify**

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

No

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

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

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

No

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

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

In Slovak and at a special request in English or in the other languages, depends on possibility HEI.

**L53. The Diploma Supplement is issued..**

free of charge

**L53.1. Please specify the categories of students**

**L53.2. Please provide the amount and the reason for the fee**

**L54. Comments**

**L55. Do national higher education steering documents mention joint or double degrees?**

Yes

**L55.1 Please provide a reference to the legislation and/or cite the relevant articles**

Act on HEIs, § 54a (1)

**L56. 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

**L57. 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

**L58. 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

**L59. Please estimate the share of joint programmes in the three cycles**

First cycle (%) "100"

**L59. Please estimate the share of joint programmes in the three cycles**

Second cycle (%) "0"

**L59. Please estimate the share of joint programmes in the three cycles**

Third cycle (%) "0"

**L60. 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**

At the time there exists only one joint degree study programme (animal science).

**L61. Comments**

**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.**

- 1: Decision to start has been taken by the national body responsible for higher education/Minister  
Decision to start has been taken by the national body responsible for higher education/Minister- yes 4/2/2009  
The purpose(s) of the NQF have been agreed and outlined-yes-4/2/2009  
009  
The process of developing the NQF has been set up, with stakeholders identified and committee(s) established-yes-03/2011  
The level structure and level descriptors (learning outcomes) have been agreed-yes  
Consultation / national discussion has taken place and the design of the NQF has been agreed by stakeholders-yes-from01/03/2013  
The NQF has been adopted in legislation or in other high level policy fora-yes-from01/12/2009

Implementation of the NQF has started with agreement on the roles and responsibilities of Higher Education Institutions, Quality assurance agency(ies) and other bodies-no-in the process of consultations

Study programmes have been re-designed on the basis of the Learning Outcomes included in the NQF-no-After finishing development of qualification and assessment standards

Qualifications have been included in the NQF-no-2014-2015-In the process of development

The Framework has self-certified its compatibility with the European Framework for Higher Education - no-In the process of referencing

The final NQF and the self-certification report can be consulted on a public website-no-2014-2015-After finalising the referencing process

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

02-04-2009

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

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

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

EQF level 4 or equivalent

**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

**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

**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?**

National ENIC/NARIC centre

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

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

**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 No. 131/2002 Coll. on universities, as amended

Act No. 293/2007 Coll. on recognition of professional qualification, as amended

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

Principles of international conventions (e.g. Lisbon convention 1997), generally binding legal regulations of the European Union, as well as guidance of the European Council are implemented into system of law of the Slovak Republic and are binding for all participating decision-making authorities.

**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

The qualification is considered in a different way to the national qualification-In case of states with which the Slovak Republic does not have any bilateral agreement on mutual recognition of certificates on education the content and scope of achieved education are evaluated in recognition. The difference between the evaluated and required education should have not any significant differences. In case of evaluation of foreign education from a state with which the Slovak Republic does not have any bilateral agreement concluded, the procedure pursuant to the Lisbon convention is applied.

**L69.1. Please specify**

It includes education from selected countries (Czech Republic, Hungary, Republic of Poland, Federal Republic of Germany, Croatia and Romania), with which the Slovak Republic has concluded a bilateral agreement on mutual recognition of certificates on education. Conditions for achievement of certain level of education are mutually agreed and acceptable for the other contracting party and are considered equal as in case of education achieved on the territory of the Slovak Republic. The above levels of education are defined in the text of agreement.

**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 a different way to the national qualification

**L70.1. Please specify**

Qualifications from some countries are considered in the same way as the qualification in the national context - It includes education from selected countries (Czech Republic, Hungary, Republic of Poland, Federal Republic of Germany, Croatia and Romania), with which the Slovak Republic has concluded a bilateral agreement on mutual recognition of certificates on education. Conditions for achievement of certain level of education are mutually agreed and acceptable for the other contracting party and are considered equal as in case of education achieved on the territory of the Slovak Republic. The above levels of education are defined in the text of agreement.

The qualification is considered in a different way to the national qualification-In case of states with which the Slovak Republic does not have any bilateral agreement on mutual recognition of certificates on education the content and scope of achieved education are evaluated in recognition. The difference between the evaluated and required education should have not any significant differences. In case of evaluation of foreign education from a state with which the Slovak Republic does not have any bilateral agreement concluded, the procedure pursuant to the Lisbon convention is applied.

**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

**L71.1. Please specify**

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

make recognition decisions at central level (this may include employing or involving experts who are competent in various HE systems and recognition of qualifications, a decision making body consisting of members belonging to various parts of the HEI who have experience in credential evaluation; or other)

**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?**

Principles of equal and fair treatment of foreign qualifications are defined in generally binding legal regulations of the Slovak Republic. Any violation and deviation from those principles means breach of law.

If the applicant for recognition of his/her qualification is not satisfied with conclusions of the decision-making process, he/she can lodge an appeal pursuant to the Act on administrative procedures. If the first-instance administrative authority does not satisfy the appeal, the appeal is forwarded to the second-instance administrative authority, being the Ministry of Education. The Ministry of Education is entitled to evaluate the evidence on education and decide about affirmation of the original decision, or it can issue a new decision.

**L74. Comments**

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

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

Government-dependent agency or ministry responsibility for quality assurance

#### 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?

Yes

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

Positive external review is condition for funding from public funds.

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

#### 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?

Yes

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

#### II.8.1. Please specify

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

For those issues that are typically included in external QA evaluation, please provide details on the actual criteria used. Please also provide the full reference(s) to relevant document(s).  
<http://www.minedu.sk/data/files/2545.pdf>

#### II.8.3. Additional comments



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

No

II.9.1. Please explain the differences

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

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

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

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

No, QA agency decisions are not recognised.

II.11.2. Please specify

II.12. Additional comments

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

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

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

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

II.15.1. Please specify

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

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

II.16.1. Please specify

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

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

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

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

**II.18.1. Please specify**

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

Yes

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

Act on HEIs (87a)

**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?**

No

**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?**

75 - 99%

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

100%

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

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

75 - 99%

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

0%

This information is published by the Accreditation commission.

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

Sometimes

**II.29.1. Please explain**

It depends on internal quality assurance system of HEI.

## 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:

- social scholarship
- measures for students with special needs

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

No, there are no specific quantitative objectives to be reached

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

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

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

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

Students with disabilities:Objective set and period covered

Students with disabilities:Policy document (reference and link)

Adults/mature students:Objective set and period covered

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

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

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

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

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

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

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

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

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

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

#### III.2.4. Comments

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

Yes ▾

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

- Students' registry (age, sex, marital status, special needs of students)
- Regular studies on the social conditions of students (part of EUROSTUDENT project)

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

Disability:At entry to HE

Disability:During HE studies

Disability:At graduation

Disability:After graduation

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

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

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

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

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

III.4.3. Comments

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

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<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
- Ministry/governmental body:At entry to HE
- Ministry/governmental body:During HE studies
- Ministry/governmental body:At graduation
- Ministry/governmental body:After graduation
- Independent bodies/agencies:At entry to HE
- Independent bodies/agencies:During HE studies
- Independent bodies/agencies:At graduation
- Independent bodies/agencies:After graduation
- Other:At entry to HE
- Other:During HE studies
- Other:At graduation
- Other:After graduation
- No systematic monitoring:At entry to HE
- No systematic monitoring:During HE studies
- No systematic monitoring:At graduation
- No systematic monitoring:After graduation

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

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

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.

Based on the Act No. 122/2013 Coll. on Personal Data Protection in general there is not permitted to collect and to disclose personal data. Under § 13 (1) of this Act the processing of personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, membership of political parties or political movements trade union membership and data concerning health or sex life shall be prohibited. Under § 73 and § 73a of Act on HEIs there are exceptions of mentioned restrictions concerning the Students' Registry and Central Students' Registry.

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

III.7.1. How are these results published?

Information is shown for each individual higher education institution  
Yes, they are available at [www.uips.sk](http://www.uips.sk)

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

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?

Previous years the age structure of newly admitted students has been slightly changed. The share of full-time admittees has been increase towards students being aged 30+. Since 2009 the age distribution gradually returns to previous levels. This is related to a slight increase of the average age of the graduate at the time the first university degree.

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

There are no "standard" entry requirements. There exist "basic" and "further" entry requirements. All "further" entry requirements are set by each HEI.

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

Level of achievement in standard entry requirements:Universities	0 ▼
Level of achievement in standard entry requirements:HEIs other than universities	0 ▼
Entry examinations for all programmes:Universities	0 ▼
Entry examinations for all programmes:HEIs other than universities	0 ▼
Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities	1 ▼
Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities	1 ▼
Other:Universities	0 ▼
Other:HEIs other than universities	0 ▼

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

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

Route 1 "The Bachelor's study programme - needed secondary school leaving certificate"

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

Route 2 "The Magister's, Engineer's and Doctor's study programme – needed first level study programme graduation"

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 "The PhD. study programme – needed second level study programme graduation"

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 "n/a"

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 "n/a"

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 checked="" type="radio"/> all HEIs /HE programmes	<input type="radio"/> some HEIs / HE programmes	<input type="radio"/> No answer
{III_11_SQ005}	<input checked="" type="radio"/> all HEIs /HE programmes	<input 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:

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	100
{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)	
{III_11_SQ002}:% of students entering HE through this access route	100
{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)	
{III_11_SQ003}:% of students entering HE through this access route	100
{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)	
{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)

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

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

{III\_11\_SQ005}:Estimates

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

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

III.13.2. Comments

Act on HEIs

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):

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?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

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):

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

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:

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

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):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

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

No

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

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

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?

Please choose

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:

Study longer than the standard length of study (full-time students) constitutes an obligation to pay a tuition fee.

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

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

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

III.28.1. Please provide details how:

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

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

No

III.29.1. Please provide details:

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

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):

III.31.2. Comments

Systematically measure of completion rates is planning. Data are available in central register of students, but they have not been systematically working up yet.

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

Please choose..

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

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

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

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

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

Completion rate of 1st cycle programmes, most recent available year:not available

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring

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

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

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

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

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

Completion rate of 2nd cycle programmes 5 years earlier:% according to official



data based on central level monitoring

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

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

Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles, most recent available year:Year

Completion rate of programmes not divided into two cycles, most recent available year:not available

Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles 5 years earlier :Year

Completion rate of programmes not divided into two cycles 5 years earlier :not available

#### III.34. Comments

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

No, drop-out is not measured

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

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

Please choose.. ▼

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

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

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

They are counted only in the cohort of their new programme

#### III.37.1. Please specify

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

No ▼

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### III.40. Comments

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

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

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

III.42.1. Please specify

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:

Under § 134 (1) and (2) of Act No. 245/2008 Coll. on education and training (Education Law) educational guidance is provided to children legal guardians and school staff at schools and school facilities through educational counsellors' activities. Task of the educational counselling is counselling in resolving personal, educational, professional and social needs of children and career guidance.

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 ""

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

tutoring or mentoring programmes ""

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

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

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

other measures / incentives ""

III.46.3. Comments

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

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

III.47.1. Please provide the details here:

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

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

No ▼

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

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

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

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

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

Yes ▾

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

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

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

1st cycle:Most common amount admission procedure 82,50 €  
1st cycle:Minimum amount n/a  
1st cycle:Maximum amount Full-time form 1600€.Part-time form 1720€.  
2nd cycle:Most common amount admission procedure 82,50 €  
2nd cycle:Minimum amount n/a  
2nd cycle:Maximum amount Full-time form 1600€.Part-time form 2580€.

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

The student attending the study programmes longer than his standard length of study is obliged to pay to the public HEI the yearly tuition for each next year of study (Act on HEI, § 92 (6)).

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.

social scholarship, motivation scholarship, students' loans

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

Students' loans

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 approximately 20

% of students receiving grants:Second cycle approximately 20

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

No portable grants

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

Please choose.. ▾

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).

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

Please choose

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

Please choose.. ▾

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

Grants are provided by a university in the Slovak republic and so they are linked to a university study. If a student is sent for academic mobility, his/her entitlement to a grant remains unchanged.

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

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

Maximum loan amount from the Education Support Fund is 3.000 € for university students in degree I. and II. and 6.000 € for students in degree III.

##### IV.26. Higher loans for...

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

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

##### IV.27. Additional comments

##### 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

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

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

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

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

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

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

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

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

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

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

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

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

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

[www.scholarships.sk](http://www.scholarships.sk)

IV.31. Additional comments

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

Student

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?

Scholarships – only in full time form

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.

exclusion from social scholarship

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.)?

No

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).

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

Please choose..

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?

Yes

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).  
yearly

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

No

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

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

Yes

V.3.1. How are they involved?

- |  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| Curriculum development in higher education   | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching   | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs  | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

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

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?

No

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).

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).**

The Ministry of Health evaluates selected study programs as well as providing of practical teaching (Section 83 (14) of the Act No. 131/2002 Coll. on universities).

**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.**

**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)?**

Yes, in some higher education institutions/programmes

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

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

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

Yes

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

Surveys on ad hoc basis ([http://www.uips.sk/sub/uips.sk/images/MK/Studie/Uplatnenie\\_pre\\_tlac.pdf](http://www.uips.sk/sub/uips.sk/images/MK/Studie/Uplatnenie_pre_tlac.pdf))  
Disclosing information about job opportunities for graduates.  
<http://vs.icdu.sk/>

**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).**

Methodics of schedule of subsidies from state budget to public universities for 2013, (25) Coefficient of job opportunities for university graduates in branch (KAP) is derived from number of university graduates in full time form of study in academic years 2009/2010 and 2010/2011 and the half number of unemployed university graduates registered as of 30 September 2011 in the Office for Labour, Social Affairs and Family with registration exceeding 3 months. With regard to the fact that the offices of labour, social affairs and family monitor unemployment of graduates from full time study form, the coefficient is applied to full time study form only.  
<http://www.minedu.sk/data/att/4325.pdf>

**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?**

Yes

**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.**

1. Central Office of Labour, Social Affairs and Family, Twice yearly, Unemployed graduates, All HEI, Unemployment – Graduates – Statistics (Slovak language)  
www.upsvar.sk

2. Slovak Centre of Scientific and Technical Information, Every five years  
2007 - 2008, Recent Graduates, Public HEI, Application of Graduates, 2008 (Slovak language)  
www.uips.sk

3. Slovak Centre of Scientific and Technical Information, Some HEI, Universities as engines of development of the knowledge society  
www.vysokoskolaciodopraxe.sk

**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):

pursuant to the Section 2 (1) to (3) of the Act No. 568/2009 on lifelong learning and modification and amendment of certain acts, as amended.

(1) Lifelong learning includes all activities performed in the course of the life with purpose of improving knowledge, skills and abilities. Lifelong learning, as a basic principle of education applied in educational system of the Slovak Republic, consists of

- school education and
- further education linked to the level of education achieved in school education

(2) School education means education performed in kindergartens, primary schools, grammar schools, secondary vocational schools, conservatoires, schools for children and pupils with special educational needs established under special regulations and study in accredited study programmes in higher education institutions performed under separate regulation. After successful graduation from school education you achieve a degree of education.

(3) Further education means education in educational institutions for further education (hereinafter referred to as the "educational institution") linked to school education or other education following the school education. Further education allows achieving partial qualification or full qualification or allows amending, reviewing, extending or deepening the qualification achieved in school education or satisfying the interests, and achieving the skills for engagement in life of civil society. After successful graduation from further education you cannot achieve any degree of education.

#### 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:

Pursuant to the Act on higher education institutions, Section 1 (4):

Higher education institutions fulfil their mission

- by provision of further education and continuous education,

- by contributing to development of education on all levels, starting from primary education up to higher education, especially by further education of teachers of primary schools, secondary schools, school facilities and higher education institutions, by cooperation in education of extra talented pupils in primary schools and secondary schools.

It is upon the decision of the higher education institution, whether and in what extent it provides further education programmes, it means programmes out of scope of the accredited study programmes within higher education.

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

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

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

Formal HE programmes provided under flexible arrangements

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

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

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

Preparatory courses for HE entrance examinations

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

Professionally-oriented upgrading of already achieved qualifications

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

Tailor-made provision for industry

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

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

No ▼

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

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

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

No ▾

**VI.4.1. Please explain these restrictions.**

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

General public higher education budget (%) "100"

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

Special budget for lifelong learning (%) "0"

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

Private contributions from students (%) "0"

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

Private contributions from business and industry (%) "0"

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

Other (%) "0"

**VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.**

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

**VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?**

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

**VI.6.1. Please provide a short description of specific policy measures that exist in your country.**

Student can select the speed of study, order of passing of subjects, provided that the rules of study programme are followed, and provided that the standard study duration is not exceeded by more than two years. In most of the study areas the study programmes are in full-time and part-time form, while in part-time form the annual load on the student is lower and the standard study takes longer.

**VI.7. Which of the statements on student statuses best describes the situation in your country?**

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

The student can apply also for lower/higher number of credits that he/she wants to achieve within the academic year. Change in study form is possible only after study programme change.

**VI.7.1. Please explain what student statuses exist in your country and how you define them.**

Pursuant to the Section 60 of the Act No. 131/2002 Coll. on higher education institutions

Study forms and methods

(1) Study programme can be performed in full-time form and in part-time form of study.

(2) Full-time form of study is organized so that the study pursuant to the recommended study schedule corresponds from the point of view of time demandingness to the work of a student in scope of 1500 to 1800 hours per academic year, including independent study and independent creative activities, depending on particular study programme.

(3) Part-time form of study is organized so that the study pursuant to the recommended study schedule corresponds from the point of view of time demandingness to the work of a student in scope of

750 to 1440 hours per academic year, including independent study and independent creative activities, depending on particular study programme.

(4) Educational activities pursuant to the Section 51 (2) can be performed by

- a) presence method,
- b) distance method, or
- c) combined method.

(5) Presence method is based on learning with direct contact of the teacher and the student.

(6) Distance method replaces direct contact of the teacher and the student by communication via communication tools, especially via tools based on use of computer networks.

(7) For full-time and part-time form of study programme the same methods are applied. If use of same methods is impossible, possible unavoidable differences in study programme performance in full-time form and part-time form cannot have any adverse impact on education results

**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.**

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

The student of public HEI in part-time form of study is obliged to pay yearly tuition. Students in full-time form of study in public higher education institutions do not pay any tuition as a standard

**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 a lower amount of financial support for the same volume of study (i.e. the same number of credits) than students following typical study arrangements (please specify in comments how the support is calculated)

Students in part-time form of study are entitled to student loan, however, they are not entitled to social scholarship, they are usually not entitled to any other discounts granted to the students, e.g. meal allowance, accommodation allowance, discounts in public transport.)

**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.**

Part-time form of study is organized so that the study pursuant to the recommended study schedule corresponds from the point of view of time demandingness to the work of a student in scope of 750 to 1440 hours per academic year, including independent study and independent creative activities, depending on particular study programme.

Standard duration of study programmes in part-time form is longer than in full-time form (the same number of credits is required for proper study graduation).

Public higher education institutions request tuition from students in study programmes in part-time form.

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

Higher education institutions have autonomy to decide and only a limited number offers part-time studies or other alternative forms of study

**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?**

No

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

**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.**

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.

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?

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)?

Please choose

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?

Please choose

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

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

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

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

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

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?

No ▼

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:

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

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

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

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

No ▼

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

7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▼

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

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

0%

7.3.3.1. Please provide a source for this information:

N/A

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

0%

7.3.4.1. Please provide a source for this information:

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

Credit mobility:Outgoing mobility

Credit mobility:Incoming 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.)?

No ▼

7.4.2.1. Please specify:

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

Yes ▼

7.5.1. Please specify:

National Scholarship Programme, taking account of mobility and foreign research grants in funding of higher school institutions, cooperation programme within the Slovak Research and Development Agency (Agentúra na podporu výskumu a vývoja), CEEPUS, action Austria Slovakia.

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

No ▼

7.6.1. Please name and describe them:

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



No

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

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

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

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

7.9.2. In which countries do they have these campuses?

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

No

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

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

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

No

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

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

7.11.2. Please specify

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

No

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

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

7.11.5. Please specify

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

No

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

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa

- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

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

No

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

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

7.11.9.1. Please specify

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

No

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

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

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

n/a

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

n/a

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?

National scholarship programme, support to establishing of study programmes in foreign language.

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

No

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

No

7.18.1. Please provide a link to the website:

7.18.2. Is the website linked to Bologna website?

Please choose..

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

Provide information exclusively on national programmes and higher education institutions

7.19.1. Please provide a link to such information:

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

No

7.20.1. Do students have to pay additional fees?

Yes

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:

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

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**

<http://www.scholarships.sk/en/main/programme-terms-and-conditions/foreign-applicants>

**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:**

**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:**

**7.28. For each staff group, is information collected on participation rates in mobility?**

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

**7.28.1. Which organisation(s) collect this information? Please provide a link.**

**7.29. Are there any mechanisms to reward staff who participate in mobility?**

- Career development advantages  Yes  No  No answer
- Financial benefits  Yes  No  No answer
- Non-financial benefits  Yes  No  No answer
- Other  Yes  No  No answer

**7.29.1. Please specify how staff who participate in mobility are rewarded:**

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

No

**7.30.1. Please provide a link:**

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

Immigration restrictions "0"

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

Recognition issues "0"

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

Language issues "0"

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

Lack of funding "0"

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

Administrative burden "0"

**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 "0"

**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 "0"

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

Legal issues "0"

**7.31.1.1. Additional comments:**

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

Immigration restrictions "0"

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

Recognition issues "0"

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

Language issues "0"

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

Lack of funding "0"

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

Administrative burden "0"

**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 "0"

**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 "0"

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

Legal issues "0"

**7.31.2.1. Additional comments:**

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

**7.33. Has your country monitored the effects of these measures/programmes?**

No ▾

**7.33.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

**7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:**