



EUROPEAN
Higher Education Area

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

Spain

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Spain

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

Rafael Bonete Perales Luis Delgado

Email address of the responsible BFUG member(s)

rafael.bonete@educacion.es luism.delgado@educacion.es But the questionnaire has been completed by Jos

Contributors to the report

Government representatives = yes

Contributors to the report

Employer representatives =

Contributors to the report

Student representatives =

Contributors to the report

Academic and other staff representatives = yes

Contributors to the report

Other (please specify) =

Part 1.1 BFUG Data Collection on Context and Structures

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

Please choose..

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

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

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

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

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

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

180 ECTS = 0

240 ECTS = 0

Other number of ECTS = 0

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

180 ECTS = 0

240 ECTS = 0

Other number of ECTS = 0

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

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

Please choose..

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

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

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

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

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 0

Other = 0

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

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 0

Other = 0

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

Please choose..

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

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

0

5.12. In which study fields to these programmes exist?

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

6. PROGRESSION BETWEEN CYCLES

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

Please choose..

6.1.1. Please provide a source for this information.

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

Please choose..

6.2.1. Please provide the source for this information.

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

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

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

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

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

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

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

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

Please choose..

6.4.1. Please provide a source for this information.

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

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

Please choose..

6.6.1. Under which criteria is this possible?

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

Please choose..

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

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

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

Please choose..

7.1.1. Please explain the differences.

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

Please choose..

7.2.1. Please specify how it is regulated.

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

Please choose..

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

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

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

Please choose..

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

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

Please choose..

8.3.1. Please specify the number of years.

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

0

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

Please choose..

8.5. Are ECTS credits used in doctoral programmes?

Please choose..

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

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

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

Please choose..

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

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

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

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

Please choose..

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

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Please choose..

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

10.2. Does higher education legislation allow:

- Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer
- Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

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

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

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

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

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

Please choose..

10.5.1. Please explain briefly.

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

Part 1.2 BFUG Data Collection on student-centred learning

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

Yes

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

Briefly from the Statute for University Student as the right to a personal tutorship in the first year as well as to be evaluated not only by the traditional test but according to the personal dedication and workload

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

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

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

Yes

1.4. Please specify.

The University Strategy EU 2015 and the Statute for University Student encourages the participation of students in all aspects of the academic life from governance to QA procedures.

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

The Spanish University Strategy EU-2015, the University Student's Statute and the RD 1125-2003 setting up the ECTS and awards system for university programmes

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

4. LEARNING OUTCOMES

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

A comprehensive description on what is expected that a learner knows, understands and is able to do after a period of studies.

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?

(This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

4.3. 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.)

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

Student's statute as well as the laws setting up and ruling academic organization steer the use of learning outcomes. A specific budget for development of EHEA is included in the Ministry of Education budget.

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

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

Same comments as above may apply

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

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

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

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

Yes

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

The QA procedures are defined by the universities as part of the "Programme Plan" needed to apply for the approval of that programme by the Council of Universities and thus considered official and valid

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

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

5.1. In your country, do you use

ECTS

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

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

100%

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

100%

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

Other

5.4.1. Please specify.

Combination of learning outcomes, student workload and teacher-student contact.

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

Yes

5.4.3. What is the number of hours per credit?

25

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

0

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

6. DIPLOMA SUPPLEMENT

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

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

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

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

No

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

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

No

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

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

spanish and english

6.5. Is the Diploma Supplement issued

free of charge

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

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

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

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

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

Yes

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

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

6. The NQF has been adopted in legislation or in other high level policy fora

The decision has been taken by the Spanish Ministry of Education but the content (descriptors, outcomes, levels etc) and process have agreed with universities and relevant stakeholders. The final NFQ is currently in process of being published in the Official Journal and then incorporated to the spanish legislation.

7.2.1 Please provide the date when the step was completed.

30.11.1999

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

We consider the official decision to start developing the Spanish NFQ was taken and completed with the creation of the MECES Committee by RD 900/2007 of July 7.

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

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

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

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

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

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

Royal Decree setting the Spanish Qualifications Framework for HE

7.2.9. Are ECTS included in the NQF?

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

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

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

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

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

7.3.1. Please provide the link to that website.

8. RECOGNITION OF QUALIFICATIONS

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

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

8.1.1. Please specify.

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

Applicant's right to fair assessment of qualification

It is understood that the term "foreign" refers to qualifications from countries outside the EU.

8.2.1. Please provide a reference to the relevant legislation.

Royal Decree 285/2004 of february 20 regulating the recognition and validation of foreign university degrees

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

As legal requirements are supported by the governmental services guaranteeing the applicants rights.

8.4. Do higher education institutions typically:

make recognition decisions at central level

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

Yes

8.5.1. Please explain.

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

The National Agency for Quality Assessment and Accreditation (ANECA) is in charge of monitoring the procedures.

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

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A government-dependent agency or ministry has responsibility for quality assurance.

The Quality Assurance Agency acts always as an independent body in its field of competence. It is a member of EQAR.

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

Article 32 of Organic Law 6/2001 of 20 December on Universities lays down that, by means of a Resolution by the Council of Ministers and subsequent to a report by the Universities Coordinating Council, the Government shall authorise the setting up of the National Agency for Quality Assessment and Accreditation (ANECA). ANECA was set up as a public trust on 19 July 2002, under dependency of the Spanish Ministry of Education with full functional autonomy to define and carry on the quality assurance process. The ultimate goal of the Trust is to contribute to the quality improvement of the higher education system through the assessment, certification and accreditation of university degrees, programmes, teaching staff and institutions.

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

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

Please choose..

1.3. What is the main outcome of an external review?

Please choose..

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

Please choose..

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

1.5. Does the agency cover:

Please choose..

1.5.1. Collectively, do the agencies cover:

Please choose..

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

Please choose..

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

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

Please choose..

1.6.2.1. Please specify

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

Please choose..

1.6.3.1. Please specify

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

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

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

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

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

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

2. CROSS-BORDER EVALUATION

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

No

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

2.1.2. If no, please go to section XVII.

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

Other (please specify)

agencies from another country are not recognized under the present spanish legislation.

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

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

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

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

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

Yes. ANECA is full member of both ENQA and EQAR

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Student involvement in governance structures of national quality assurance agencies | Members of the Advisory Council of the National Agency for Quality Assessment and Accreditation (ANECA) |
| <input type="checkbox"/> As full members in external review teams | |
| <input type="checkbox"/> As observers in external review teams | |
| <input checked="" type="checkbox"/> In the preparation of self evaluation reports | same as above |
| <input type="checkbox"/> In the decision making process for external reviews | |
| <input checked="" type="checkbox"/> In follow-up procedures | same as above |
| <input type="checkbox"/> Other, please specify | |

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

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

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

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

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

Yes

Stakeholders Councils (Social Councils) are members of the Advisory Council of the National Agency for Quality Assessment and Accreditation (ANECA)

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

ANECA provides independent evaluation reports as basis for the final decisions that are responsibility of the Universities Council (advisor body of the Ministry of Education) on what institutions and programmes have to be certified.

5. INTERNAL QUALITY ASSURANCE

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

Yes

5.1.1. Please specify these requirements and the relevant source.

Requirements on internal QA systems for HE institutions are regulated in the RD 1393/2007 of oct 29 setting up the spanish organization for HE programmes. The QA procedure and its implementation plan should incorporated to the application to get the official programme accreditation.

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

Combination of above

5.2.1. Please specify.

The Ministry regulates the basic guidelines, ANECA writes out the full requirements and forms.

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

Yes

5.3.1. Please go to Question 5.6.

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

Yes

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

No

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

All

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

All

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

All certified HE programmes of any institution need to include in their applications the QA procedure to be set up by the institution and its implementation plan including the procedures for annual reviews.

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

All

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

None

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

Publication about the outcomes of the QA evaluations is responsibility of the evaluation agency.

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

Part 1.4 BFUG Data Collection on Lifelong Learning

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

Yes

2. How do your steering documents define lifelong learning?

Definition taken from European Council 2000 Santa Maria de Feira as "All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal civic social and/ or employment-related perspective"

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

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

Basically in the form of non official private diplomas, certificates of expertise, post degree programmes, etc

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

Yes, of all institutions

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

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

No

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

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

No

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

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Adults in employment | Updating and acquisition of knowledge |
| <input checked="" type="checkbox"/> Unemployed adults | New knowledges and skills for employability |
| <input type="checkbox"/> Retired citizens | |
| <input type="checkbox"/> Part-time students | |
| <input checked="" type="checkbox"/> Adults without higher education qualifications | Recognition and certification of expertise and skills |
| <input type="checkbox"/> Other, please specify | |

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

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

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

To the extent that is not covered by enrollment fees.

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

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

Now

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

Yes in all fields

2.1 Please specify.

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

There is a general policy approach to increase and widen participation and to overcome obstacles to access. Measures are not targeted at particular societal groups.

4. UNDERREPRESENTED GROUPS

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

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

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

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

Please choose..

4.4.1. Please specify.

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

Please choose..

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

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

Please choose..

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

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

Please choose..

4.7.1. Please specify.

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

4.8.1. What data is collected?

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

Please choose..

4.10. When are data generally collected?

Please choose..

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

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

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

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

RD 1791/2010 of december 30 that approves the Statute of University Student, RD 1892/2008 of

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

No, the relevant legal documents only address general considerations on removing obstacles that prevent the equal opportunities and

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

Statistics on

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

Please choose..

5.4.1. Who monitors on the basis of which criteria?

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

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

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

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

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

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

Please choose..

6.2.1. Please describe these obstacles.

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

Please choose..

6.3.1. Please describe these groups.

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

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

7. COMPLETION OF STUDIES

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

Please choose..

7.1.1. Please describe the main features of these policies.

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

To develop initiatives to improve the rates, if any.

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

Please choose..

7.3.1. Please specify the nature of these incentives.

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

8. STUDENT SERVICES

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

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

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

8.1.1. Please specify.

8.2. Who are the main users of the services?

Please choose..

8.2.1. Please specify.

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

8.4. What are the main tasks of the services?

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

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

Please choose..

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

Please choose..

10.1. Please provide details of specific policy measures.

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

Please choose..

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

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

Please choose..

13. Please provide details of these measures.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: =

Route 2: =

Route 3: =

Route 4: =

Route 5: =

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

Please choose..

15.1. Please briefly describe these measures.

16. PART-TIME STUDY

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

Please choose..

16.1.1. If yes, what formal status does exist?

16.1.2. How do you define it?

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

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

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

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

Please choose..

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

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

Please choose..

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

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

Please choose..

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

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

Please choose..

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

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

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

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

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

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

Please choose..

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

Please choose..

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

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

Please choose..

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

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

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

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

Now

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

Yes

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

euro

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

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

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

There are no exemptions but a wide programme of scholarships that compensates the students selected for the full amount of the annual fee. The students pay the full fee and may be awarded with a scholarship for that fee. Also a programme on soft loans is available based on the same principles and returned after studies.

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

- Need Level of family incomes, disability or other family or social issue
 Merit
 Part-time/Full-time/Distance learning
 Field of study

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

No

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

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

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

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

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

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

Minimum amount = 2,287.20

Maximum amount = 5,464.80

Most common amount = -

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

Fees are set up by the spanish regional governments with an upper limit ruled by the Ministry of Education and are subject to the experimental orientation of the programme. All students pay the same fees. A wide scholarship programme is available to reduce or eliminate the fees for students in needs.

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

Not available even as an estimation since the range of fees per ECTS and for similar programmes change very much depending of the university and the region

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

Minimum amount = 844.80

Maximum amount = 1,907.40

Most common amount = -

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

Fees are set up by the spanish regional governments with an upper limit ruled by the Ministry of Education and are subject to the experimental orientation of the programme. All students pay the same fees. A wide scholarship programme is available to reduce or eliminate the fees for students in needs.

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

Same comment for the previous question applies

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

Not available even as an estimation since the range of fees per ECTS and for similar programmes change very much depending of the university and the region

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

No

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

Minimum amount =

Maximum amount =

Most common amount =

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

Those out of EU

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

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

Fees are set up by the spanish regional governments with an upper limit ruled by the Ministry of Education

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

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

Fees are set up by the spanish regional governments with an upper limit ruled by the Ministry of Education

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

No

- Parenthood
- Death
- Early repayment of loan
- No debt cancellation This is the general statement
- No debt reduction

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

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

Now

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

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

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

Please choose..

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

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

17.1.1. Please specify.

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

Please choose..

17.2.1. Please explain the difference.

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

Please choose..

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

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

Please choose..

19.2. Please explain the difference.

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

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

Now

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

1st cycle Yes No No answer

2nd cycle Yes No No answer

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

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

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

1st cycle Yes No No answer

2nd cycle Yes No No answer

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

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

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

Own funding and public grants/contracts

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

There is no difference in concepts. Fees are set up by the regional govts from a legal framework agreed between universities and the Ministry of Education

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

Temporary five years full time contract as assistant lecturer obliged to collaborate in practical teaching tasks

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

fees are the same for all third cycle students of a specific university. A public grant/loan programme is available.

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

A new Royal Decree in force since January 2011 regulates the doctoral programmes and open the legal possibility to set up Doctoral Schools

Questionnaire on student and staff mobility

A Preliminary remarks

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

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

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

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

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

B Details on the completion of the questionnaire

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

B.1.a Government representatives

M^a Eugenia Noriega / Deputy Director (FundacionUniversidad.es)

Rafael Bonete (BFUG member)

B.1.b Stakeholder representatives

B.1.c Other contributors

C National strategies and action plans

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

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

Yes

No → please continue with section C.6.

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

Website of the Foundation for the international promotion of the Spanish Universities:
www.universidad.es

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

Adopted: October 2008

Most recent revision: Action Plan 2010 approved by the Board of Trustees

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

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

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound	80% more than 2008 in 2015		
Outbound	70% more than in 2008 in 2015		
No target			

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

C.2.b Estrategia para la Internacionalización de la Educación Superior en España 2010 - 2015

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

² Mobility for an entire degree programme

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

- Same
 Differences

C.2.c.if there are differences according to the degree cycle, please specify.

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

- Yes
 No

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

- Yes
 No

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

50% more than 2008 in 2015

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

- Yes
 No

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

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada	X			
Latin America	X			
Australia, New Zealand				
Middle East	X			
Africa	X			
Asia	X			
Other (please specify)				

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

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

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

Board of Trustees

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

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

Some regions in the country have their own strategy and the universities themselves

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

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

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)	EHEA, USA and Canada	Erasmus framework
Grants/scholarships are restricted to specific programmes (if so, please specify)	only Master	Bachelor (only one or two semesters)
Other restrictions apply (please specify)	only a grant	if they have already a scholarship the year before
No restrictions apply		

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

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students		X
Loans for outgoing students		X
Grants/scholarships for outgoing students	X	x (only Master)
Other: (please specify)		

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

These measures are taken by universities and it varies a lot between universities.

D Identifying and removing obstacles to mobility

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

Yes

No

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

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

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

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

Yes

No

D.3.a If yes, please specify.

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

Yes

No

D.4.a If yes, please specify.

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

Yes

No

D.5.a If yes, please specify.

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

Yes

No

D.6.a If yes, please specify.

Legal issues and language

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

At the university level, in many cases, there are more specific language courses for outgoing students.

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

Yes

No

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

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

Yes

No

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

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

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions	3	
Recognition issues		
Language issues	2	3
Incompatibility of pension and/or social security systems		
Legal issues	1	
Other, please specify:		

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

Sometimes, at the university level, there are spanish courses for the staff (incoming and outgoing)

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

Yes

No

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

E Balanced student mobility flows

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

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

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

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

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

Ministry of Education of Spain and Education at a Glance (OECD)

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

Yes

No

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

Similar numbers of incoming and outgoing students per country or per region

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

Yes

No

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

Latin American countries and Morocco

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

Yes

No

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

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

Space for Comments:

Comments on the *National report regarding the Bologna Process implementation 2009-2012*

Spain

**Ministerio de Educación,
Cultura y Deporte de
España:**

SUBDIRECCIÓN GENERAL DE MODERNIZACIÓN E INTERNACIONALIZACIÓN UNIVERSITARIA

SECRETARÍA GENERAL DE UNIVERSIDADES

INSTITUTO DE FORMACIÓN DEL PROFESORADO, INVESTIGACIÓN E INNOVACIÓN EDUCATIVA (IFIIE)

EURYDICE ESPAÑA-REDIE (RED ESPAÑOLA DE INFORMACIÓN SOBRE EDUCACIÓN)

CONSEJERÍA DE EDUCACIÓN. DELEGACIONES PERMANENTES DE ESPAÑA ANTE LA OCDE, LA UNESCO Y EL CONSEJO DE EUROPA

Date: January 31, 2012

After careful reading of the draft of the integrated implementation report and the Spanish National Report, we would like to explain and clarify some of the answers of Spain to the BFUG data collection questionnaire.

Part 1.1 Context and Structures

In the National Report of Spain, part 1.1 appears unanswered though Spain has fully completed the questionnaire.

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

There is an error in the answer to this question and, therefore, Spain is not accurately represented in figure 1.4 of the integrated report.

Options	Answer to questionnaire	Integrated report	Correction
Higher education institutions can be either academically or professionally oriented			•
Higher education institutions are only academically oriented	•	•	
Higher education institutions are either public or private	•	•	•
All higher education institutions are public			

This correction has already been pointed out in Spain’s comments on the integrated report.

Part 1.2 Student-centered learning

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

In the questionnaire, Spain selects “other” and explains it is a “combination of learning outcomes, student workload and teacher-student contact”, but this was not clear in the figure 2.20 of the integrated report. Therefore, we believe it is more accurate to select both “learning outcomes” and “student workload”.

Options	Answer to questionnaire	Integrated report	Correction
Learning outcomes achieved			•
Student workload			•
Teacher-student contact hours			
Other	•	•	

This clarification has already been pointed out in Spain’s comments on the integrated report.

Part 1.3 Quality Assurance

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

Comment included in the document of comments on the integrated report.

Answer to questionnaire	Comment made by Spain on the integrated report
“None” “Publication about the outcomes of the QA evaluations is responsibility of the evaluation agency”	From the information provided it could be concluded that in the countries where negative outcomes are not published, however good results are published.

Part 2.1 Policies to widen participation and increase flexibility

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

Options	Answer to the questionnaire	Integrated report	Correction
Under-represented groups are identified and targeted measures are taken to counteract underrepresentation			•
There is a general policy approach to increase and widen participation in HE	•	•	•

Although the answer is correct, after observing that other countries selected both options (figure 4.9 of the integrated report), we feel this could also be the case of Spain. Legislation in Spain establishes measures to include different groups, especially regarding disability.

For example, the ACT 4/2007, on 12 April, modifying the Act 6/2001, on 21 December, on Universities, establishes that “The concerning public authorities, in coordination with the respective universities, will set specific programmes so that the victims of terrorism and gender-based violence, as well as disabled people, may receive individualised help, support and adaptations within the teaching regulations”.

The universities also keep some places each year for the following groups: people over 25 having passed an entrance examination, people over 45 having passed an entrance examination, people over 40 that prove that they have work experience, students with a disability of 33% or more (ROYAL DECREE 1892/2008, on 14 November, regulating the requirements for accessing bachelor official studies as well as the procedures for accessing Spanish public universities).

10. Does your country's higher education policy focus on promoting the flexible provision of higher education?

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

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

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

Spain answered "no" to these questions in the questionnaire but we would like to clarify that Spain has measures to promote flexibility at higher education. Legislation establishes the offer of part-time studies, both in professional training institutions and universities.

(ROYAL DECREE 1791/2010, on 30 December, passing the Statute of the University Student).

In the document of comments on the integrated report a correction has been made by Spain in figure 6.2.

Part 2.2 Student contributions and support

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

13.2.1. Which groups of students receive grants and/or scholarships? (first cycle)

13.4.1. Which groups of students receive grants and/or scholarships? (second cycle)

Spain answered that students receive grants and/or scholarships based on need. This is the main requisite but we would like to clarify that academic performance is also taken into account.

In addition, in the academic year 2011-2012 a new element has been included, aiming at rewarding the performance of those university students with a higher performance than the one required for having the right to this grant and/or scholarship. In return, it is not possible to fund third and subsequent enrolments, with the exception of the branches of architecture and engineering, where the grant and/or scholarship for the enrolment will not cover the amount of the credits enrolled by students for the fourth or subsequent time.

In relation to questions 13.2.1 and 13.4.1, we would also like to clarify that the grants/scholarships are not only for full time students. Students in distance learning and part-time studies may also receive grants/scholarships.

(ROYAL DECREE 1721/2007, on 21 December, establishing the regulation for the individualised grants and/or scholarships and ROYAL DECREE 708/2011, 20 May, establishing the income thresholds and family wealth and the amount of the grants and/or scholarships from the Ministry of Education for the academic year 2011-2012 and partially modifying the ROYAL DECREE 1721/2007, 21 December, establishing the individualised grants and/or scholarships regulation).

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country? NO

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

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

Higher education institutions can be either academically or professionally oriented YES

Research orientation and Knowledge transfer are compulsory

Higher education institutions are only academically oriented NO

Higher education institutions are either public or private YES

All higher education institutions are public

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

78 universities, 50 public

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

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

180ECTS = 0

240 ECTS = 96.8

Other number of ECTS = 3.2

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

180ECTS = 0

240 ECTS = 95.3

Other number of ECTS = 4.7

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

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

YES

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

Integrated/long programmes in all study fields, leading to a first cycle (three years diploma) or second cycle degree (five years diploma) that will extinguish by 2015

Integrated/long programmes of regulated professions.

Also, as mentioned in number 9, there are short cycle studies that can be organized in credits, hours or years.

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

Study programmes to be extinguished by 2015: 3 years for diploma (short cycle) 5 years for "Licenciatura" bachelors

Regulated professions: depends on the profession. E.g. medicine studies are organized in 360 ECTS (Legislation: Orden ECI/332/2008, de 13 de febrero, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Médico).

Short cycle studies: depends on the study programme.

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

90

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

60-75 ECTS = 81
90ECTS = 10
120ECTS = 9
Other = 0

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

60-75 ECTS = 78.5
90ECTS = 12
120ECTS = 0
Other = 9.5

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

~~No~~ Integrated/long programmes to be extinguished by 2015: Five years "licenciatura" 2nd cycle
Integrated/long programmes of regulated professions.

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

Previous existing 5 years 2nd cycle (Licenciaturas) bachelors to be extinguished by 2015

Regulated professions: depends on the profession. E.g. medicine studies are organized in 360 ECTS (Legislation: Orden ECI/332/2008, de 13 de febrero, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Médico).

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

77

5.12. In which study fields to these programmes exist?

All study fields. We refer to the previous existing five years "Licenciaturas" bachelors
Regulated professions

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

During the academic year 2009-2010 all university programmes have been adapted to the Bologna model for new entries. Obviously all the previous programmes are still in force and they will disappear in 2015.

6. PROGRESSION BETWEEN CYCLES

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

100%

Comment: All first cycle programmes are designed and regulated by law in order to give access to at least one second cycle (master) programme

6.1.1. Please provide a source for this information.

Royal Decree (RD) 1393/2007 October 27th & RD 861/2010 July 2nd [setting](#) the organization and regulation of the Spanish University Programmes

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

~~>10-25%~~ [No real data available. The indicated figure and comment corresponds to the percentage of students enrolled in Bologna programs for the course 2009-2010. The percentage for the course 2010-2011 is 35,4%.](#)

Comment: Numbers of graduates under Bologna model from first cycle is presently still low (Bologna is not yet operating at cruising speed). So this percentage will change very much in the next two years and cannot be considered as representative?

6.2.1. Please provide the source for this information.

Official report "Data and Figures on Spanish University System 2009-2010" [\(The report on the course 2010-2011 is also available\)](#) issued by the Spanish Ministry of Education

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

All students (Scale 1) Yes

No [Some](#) ~~No~~

All students (Scale 2) Yes

No [Some](#) ~~No~~

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

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

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

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

[There is an obvious factual error/misunderstanding. The comment is provided because the answer to all the questions is some](#)

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

As general rule the Royal Decree (RD) 1393/2007 October 27th & RD 861/2010 July 2nd setting the organization and regulation of the Spanish University Programmes establish that a first cycle degree gives access to a second cycle programme. However in some programmes universities ~~have the right to require~~ **may request** additional courses depending on the second cycle programme and the studies of the applicant student.

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?
100%

6.4.1. Please provide a source for this information.
RD 99/2011 of **J**anuary 28 regulating the doctoral programmes

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

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

6.6.1. Under which criteria is this possible?
Coming from programmes more or equal than 300 ECTS (eg Medicine)

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?
Comment: This percentage corresponds to the students enrolled in 300 ECTS first cycle programmes which are the only ones permitted for this possibility.

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

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?
NO
Comment: At present time there are no first cycle programmes with access outside Bologna model since all **S**panish higher education is being adapted to Bologna principles

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?
NO

7.2.1. Please specify how it is regulated.

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

7.3.1. Please specify for which graduates.
Those pertaining to the HE programmes before Bologna now in process of **e**xtinction

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

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

Royal Decree 99/2011 of January 28 regulating the doctoral programmes enables any type of doctoral programme. In practice the most common type is that based on supervised courses plus a final doctoral thesis.

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

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

Royal Decree 99/2011 of January 28 regulating the doctoral programmes has legally enabled the existence of the doctoral schools now being set up along 2011.

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

YES

8.3.1. Please specify the number of years.

Full time: 3 + 1 (with authorization) + 1 (with authorization, in exceptional circumstances)

Partial time: 5 + 2 (with authorization) + 1 (with authorization, in exceptional circumstances)

The typical length of full-time third cycle study programmes, according to our steering documents, is 3 to 4 years.

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

4.2

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

8.5. Are ECTS credits used in doctoral programmes?

NO

Comment: The educational period is concentrated in the first and second cycles that use the ECTS. It is not mandatory the use of ECTS in the third cycle.

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

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

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

YES

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country. Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

gain full credit for their previous studies **X**

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 **X**
gain some (<50%) credit for their previous studies
gain little (<5%) or no credit for their previous studies

Royal Decree 1618/2011 on recognition of studies in Higher Education

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

YES

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

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

YES

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

RD 1393/2007, October 29 and RD 861/2010, July setting the HE programmes organization

10.2. Does higher education legislation allow:

Establishing joint **Yes** No Legislation not clear Legislation doesn't mention joint degrees programmes No answer

Awarding joint degrees **Yes** No Legislation not clear Legislation doesn't mention joint degrees programmes No answer

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

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

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

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

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

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

No systematic information

10.5.1. Please explain briefly.

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

Joint programmes/awards at master level are much more common in Spain than at they are at Bachelor degrees level.