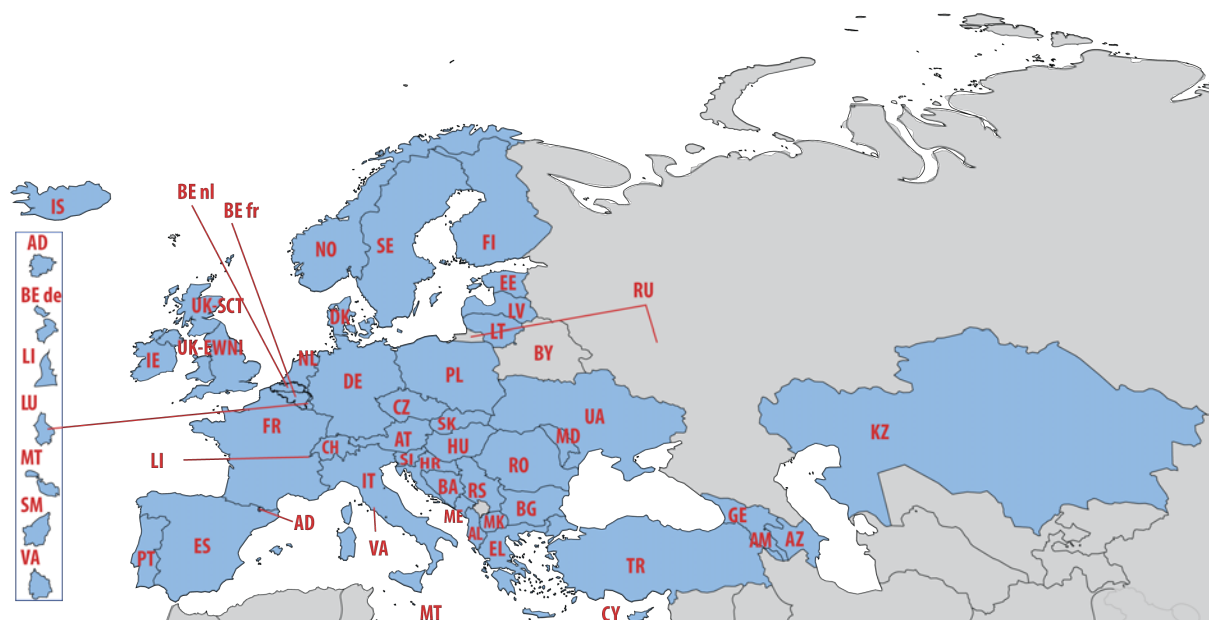


GLOSSARY AND METHODOLOGICAL NOTES

I. Codes, abbreviations and acronyms

I.1. Country Codes



AD	Andorra	EL	Greece	MT	Malta
AL	Albania	ES	Spain	NL	Netherlands
AM	Armenia	FI	Finland	NO	Norway
AT	Austria	FR	France	PL	Poland
AZ	Azerbaijan	GE	Georgia	PT	Portugal
BA	Bosnia and Herzegovina	HR	Croatia	RO	Romania
BE fr	Belgium – French Community	HU	Hungary	RS	Serbia
BE nl	Belgium – Flemish Community	IE	Ireland	RU	Russia
BG	Bulgaria	IS	Iceland	SE	Sweden
BY	Belarus	IT	Italy	SI	Slovenia
CH	Switzerland	KZ	Kazakhstan	SK	Slovakia
CY	Cyprus	LI	Liechtenstein	SM	San Marino
CZ	Czechia	LT	Lithuania	TR	Turkey
DE	Germany	LU	Luxembourg	UA	Ukraine
DK	Denmark	LV	Latvia	UK-EWNI	United Kingdom – England, Wales and Northern Ireland
EE	Estonia	MD	Moldova	UK-SCT	United Kingdom – Scotland
		ME	Montenegro	VA	Holy See
		MK	North Macedonia		

I.2. Codes and abbreviations

:	Data not available
BFUG	Bologna Follow-Up Group
EEA	European Economic Area
ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
ENIC	European Network of Information Centres
ENQA	European Association for Quality Assurance in Higher Education
EQAR	The European Quality Assurance Register for Higher Education
EQF	European Qualifications Framework for Lifelong Learning
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
EU	European Union
EUA	European University Association
FTE	Full-time equivalent
ISCED	International Standard Classification of Education
NARIC	National Academic Recognition Information Centres
NQF	National Qualification Framework
OECD	Organisation for Economic Co-operation and Development
PPS	Purchasing Power Standard
QF-EHEA	Qualifications Framework of the European Higher Education Area
R&D	Research and Development
RPL	Recognition of prior (non-formal and informal) learning
UNESCO-UIS	UNESCO Institute for Statistics
UOE	UNESCO-UIS/OECD/Eurostat

Note for countries: this part will be fine-tuned during the finalisation of the report.

II. General terms

Academic fraud

Generic term covering plagiarism, dishonesty and cheating, fabrication or falsification in the academic context.

Academic guidance

Information services, special sessions or courses designed to support students' individual academic learning path.

Academic misconduct

Any action which gains, attempts to gain or assists others in gaining or attempting to gain unfair academic advantage. It includes plagiarism, contract cheating, being in possession of unauthorised materials or devices during examinations; fabrication, falsification or misrepresentation of data; personation; breach of research ethics, and the failure to meet legal, ethical and professional obligations.

Academic staff

This category includes:

- Personnel employed at the tertiary level of education whose primary assignment is instruction or research;
- Personnel who hold an academic rank with such titles as professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of these academic rank;

- Personnel with other titles, (e.g. dean, director, associate dean, assistant dean, chair or head of department), if their principal activity is instruction or research.

It excludes student teachers, teachers' aides and paraprofessionals (UNESCO-UIS, OECD and Eurostat, 2020).

Administrative data

Refers to data collected primarily for administrative (not research) purposes. This type of data is collected by top-level authorities and other organisations (e.g. higher education institutions) for the purposes of registration, transaction and record keeping, usually during the delivery of a service.

Administrative staff

Refers to staff working in the management, maintenance and supervision of higher education institutions and their constituent structures, as well as in the provision of services supporting the institution, its staff and students.

Automatic recognition of degrees

the automatic right of an applicant holding a qualification of a certain level to be considered for entry to a programme of further study in the next level in any other EHEA-country (access) (EHEA Pathfinder Group on Automatic Recognition, 2015).

Blended learning

A mode of learning that combines online teaching with classroom-based learning.

Blended learning mobility

Refers to the combination of a period of physical mobility and a period of online learning.

Career guidance

Information services, special courses and/or contacts with potential employers designed for (higher education) students.

Community engagement (of higher education institutions)

Involvement and participation in action for the welfare of the local or regional community. Includes volunteer action, humanitarian activities, and is generally motivated by values and ideals of social justice.

Continuous professional development (CPD)

CPD refers to formal in-service training undertaken by teachers or higher education staff throughout their career that allows them to broaden, develop and update their knowledge, skills and attitudes. It includes both subject-based training and pedagogical training. Different formats are offered such as courses, seminars, peer observation and support from networks of practitioners. In certain cases, CPD activities may lead to supplementary qualifications.

Contract cheating

The practice of engaging a third party to complete assignments. It may apply to students or staff, and may operate through businesses that allow customers to purchase work on a particular topic.

Credit (ECTS)

ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of

educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers (European Commission, 2015, p. 68).

Credit accumulation/Accumulation of credits

The process of collecting credits awarded for achieving the learning outcomes of educational components in formal contexts and for other learning activities carried out in informal and non-formal contexts. A student can accumulate credits to obtain qualifications, as required by the degree-awarding institution, or to document personal achievements for lifelong learning purposes (European Commission, 2015, p. 66).

Credit mobility

Credit mobility is a short-term form of mobility – usually a maximum of one year – aiming at the acquisition of credits in a foreign institution in the framework of on-going studies at the home institution.

Credit transfer/Transfer of credits

Is the process of having credits awarded in one context (programme, institution) recognised in another formal context for the purpose of obtaining a qualification. Credits awarded to students in one programme may be transferred from an institution to be accumulated in another programme offered by the same or another institution. Credit transfer is the key to successful study mobility. Institutions, faculties, departments may make agreements which guarantee automatic recognition and transfer of credits (European Commission, 2015, p. 68).

Cycle

One of the objectives in the Bologna Declaration in 1999 was the ‘adoption of a system based on two main cycles, undergraduate and graduate’. In 2003, doctoral studies were included in the Bologna structure and referred to as the third cycle. The EHEA thus defined three higher education cycles (first cycle, second cycle and third cycle). In 2018 Paris Communiqué short-cycle qualifications were added as a stand-alone cycle to the overarching qualifications framework for the European Higher Education Area (QF-EHEA). All higher education qualifications in the European Higher Education Area are located within these cycles.

Degree mobility

Degree mobility is a long-term form of mobility which aims at the acquisition of a whole degree or certificate in the country of destination.

Diploma Supplement (DS)

Is a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. It is produced by the higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO. The Diploma Supplement is also part of the Europass framework transparency tools. It has the following eight sections of information: the holder of the qualification; the qualification; its level and function; the contents and results gained; certification of the supplement; details of the national higher education system concerned (provided by the National Academic Recognition Information Centres – NARICs); any additional relevant information. Graduates in all the countries taking part in the Bologna Process have the right to receive the Diploma Supplement automatically, free and in a major European language (European Commission, 2015, p. 69).

Disability

Any long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, may hinder a person's full or effective participation in society on an equal basis with others.

Distance learning

Education of students who are not present at an institution. This may be through online education or correspondence courses.

Equity (in higher education)

A principle of social justice that reflects the notion of fairness. In the context of this report, fairness refers to equal opportunity for all in terms of accessing higher education and progressing towards the completion of studies. A broad definition of equity refers not only to nominally equal access and progression rights (i.e. same rights for all), but also to targeted measures and rights that enhance the access and progression of individuals who tend to be underrepresented in higher education institutions (HEIs), even if they appear to contradict the nominal equality principle (i.e. allowing for special rights reserved to certain categories of people only).

European Association for Quality Assurance in Higher Education (ENQA)

The association of quality assurance agencies in the European Higher Education Area was set up in 2000. It aims to disseminate information, experiences, and good practices in the field of quality assurance in higher education. Membership of the association is open to quality assurance agencies in the EHEA member states. Membership of ENQA represents recognition that an agency complies with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

European Credit Transfer and Accumulation System (ECTS)

ECTS is a learner-centred system for credit accumulation and transfer, based on the principle of transparency of the learning, teaching and assessment processes. Its objective is to facilitate the planning, delivery and evaluation of study programmes and student mobility by recognising learning achievements and qualifications and periods of learning (European Commission, 2015, p. 69).

European Qualifications Framework for Lifelong Learning (EQF)

The European Qualifications Framework for lifelong learning is a common European reference framework which aims to increase the transparency, comparability and portability of qualifications systems and all types and levels of qualifications in Europe. The EQF uses eight common European reference levels based on learning outcomes that are defined in terms of knowledge, skills and competences. The EQF is implemented by referencing levels of national qualifications frameworks to the levels of the EQF. The EQF was adopted by the Council of Ministers in the EU in 2008 and revised in 2017.

European Quality Assurance Register for Higher Education (EQAR)

The Register ⁽¹⁾ aims at increasing transparency of quality assurance in higher education across Europe. It has been founded in 2008 by the European Association for Quality Assurance in Higher Education (ENQA), the European Students' Union (ESU), the European University Association and the European Association of Institutions in Higher Education (EURASHE). EQAR publishes and manages a list of quality assurance agencies that substantially comply with the Standards and Guidelines for

(1) <http://www.eqar.eu/>

Quality Assurance in the European Higher Education Area (ESG) to provide clear and reliable information on quality assurance agencies operating in Europe.

External quality assurance

External quality assurance refers to the process of evaluation or audit of a higher education programme or institution undertaken by a specialised body outside the institution. Typically, the body may be a quality assurance or accreditation agency, or an ad hoc panel of experts and peers constituted by the responsible ministry. The evaluation will involve the collection of data, information and evidence for assessment against agreed standards.

Fee

All costs charged to students in higher education, including for tuition, registration, admission and certification, but excluding payments to student unions.

Formal learning

Formal learning means learning that takes place in an organised and structured environment, specifically dedicated to learning, and typically leads to the award of a qualification, usually in the form of a certificate or a diploma. It includes systems of general education, initial vocational training and higher education ⁽²⁾.

Framework for Qualifications of the European Higher Education Area/Qualifications Framework for the European Higher Education Area (QF-EHEA)

Refers to the overarching framework for qualifications in the EHEA, which comprises three cycles (including, within national contexts, the possibility of intermediate qualifications), generic descriptors for each cycle based on learning outcomes, and credit ranges in the first and second cycles. In order to prove the compatibility of national qualifications frameworks for higher education with the QF-EHEA, NQFs need to be self-certified to the QF-EHEA ⁽³⁾.

Governing body

Body with responsibility for overseeing the institutions' activities, including the effective and efficient use of resources, determining future direction and fostering an environment in which the institutional mission is achieved. In some systems a governing body may involve external members (e.g. Governing Board) while in others it may be composed entirely of members of the academic community (e.g. Senate).

Grant/Public grant

Refers to domestic public financial support that does not need to be paid back.

Higher education institution

Any institution providing services in the field of higher and/or tertiary education, as defined by national law. This report focuses on 'Public higher education institutions' (see the related term).

Higher education qualification

Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a higher education programme ⁽⁴⁾.

⁽²⁾ Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, O.J. 2012/C 398/01.

⁽³⁾ Appendix III of the Paris Communiqué.

⁽⁴⁾ Convention on the Recognition of Qualifications concerning Higher Education in the European Region, p. 3.

Inclusion/Social inclusion

The process of improving the ability, opportunity and worthiness of people, disadvantaged on the basis of their identity, to take part in society (World Bank, 2013).

Informal learning

Informal learning means learning resulting from daily activities related to work, family or leisure and is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective; examples of learning outcomes acquired through informal learning are skills acquired through life and work experiences, project management skills or ICT skills acquired at work, languages learned and intercultural skills acquired during a stay in another country, ICT skills acquired outside work, skills acquired through volunteering, cultural activities, sports, youth work and through activities at home (e.g. taking care of a child) ⁽⁵⁾.

Initial teacher education (ITE)

Period of study and training during which prospective teachers attend academic subject-based courses and undertake professional training (either concurrently or consecutively) to acquire the knowledge and skills necessary to be a teacher. This period ends when prospective teachers qualify as teachers.

Integrated/long programmes

Programmes including both the first and the second cycle and leading to a second-cycle qualification.

Internal quality assurance

Internal quality assurance refers to the processes involved in assuring and/or improving the quality of defined areas of activity within higher education institutions. Typically, it involves the systematic collection and analysis of administrative data, as well as the feedback of students, lecturers, other staff and external stakeholders.

Internal steering body

Refers to the highest-level internal structure responsible for the organisation and management of a higher education institution. Often in universities this will be the Senate.

Internationalisation at home

A set of instruments and activities 'at home' that aim to develop international and intercultural competences of students. A variety of instruments can be used to internationalise teaching and learning, including guest lectures, international case studies or, increasingly, digital learning and online collaboration (Beelen and Jones, 2015).

Joint degree

A joint degree is a single document officially recognised by the appropriate (national or, if applicable, regional) authorities of at least two countries.

Joint programme

A joint programme is a programme organised and delivered by a partnership of two or more higher education institutions, and leading to a double, multiple or joint degree. Certified learning undertaken by students at partner institutions should be recognised automatically within the consortium.

⁽⁵⁾ Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, O.J. 2012/C 398/01.

Large-scale measures

Are the measures that operate throughout the whole country or a significant geographical area rather than a particular higher education institution or geographical location. Typically, they receive funding from national or regional bodies.

Learning outcomes

Learning outcomes are statements of what the individual knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes at a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification (European Commission, 2015, p. 72).

Lisbon Recognition Convention (LRC)

The Convention on the Recognition of Qualifications concerning Higher Education in the European Region ⁽⁶⁾ was developed by the Council of Europe and UNESCO and adopted in 1997 in Lisbon. It aims to ensure that holders of a qualification from one European country have that qualification recognised through appropriate and fair procedures in another.

Loan

Repayable financial aid. Student loan models may differ in many aspects, such as in their repayment plans, the level of subsidy, the expenses covered, eligibility rules, etc. A student loan is subsidised when the government bears a part of the costs. This can take the form of a government guarantee, when student loans are guaranteed or insured by the government against the risk of default and loss (Salmi and Hauptman, 2006, p. 43).

Measurable targets

Quantitative/numerical objectives. They are commonly expressed as a percentage or a number to be reached.

Migrants or from a migrant background

People who move from one country to another, or whose parents or grandparents have moved from one country to another. In the European Union, citizens moving to another Member State are not considered migrants but EU mobile. Consequently, only people born in a non-EU country are considered migrants in the EU.

National qualifications frameworks (for higher education)

National qualifications frameworks describe qualifications in terms of level, workload, learning outcomes and profile. They relate qualifications and other learning achievements in higher education coherently and are internationally understood.

Non-formal learning

Non-formal learning means learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present (e.g. student-teacher relationships); it may cover programmes to impart work skills, adult literacy and basic education for early school leavers; very common cases of non-formal learning include in-company training, through

⁽⁶⁾ Convention on the Recognition of Qualifications concerning Higher Education in the European Region.

which companies update and improve the skills of their workers such as ICT skills, structured on-line learning (e.g. by making use of open educational resources), and courses organised by civil society organisations for their members, their target group or the general public ⁽⁷⁾.

Part-time study

In opposition to full-time study, part-time study is based on taking fewer course credits, for example fewer than 60 ECTS per year.

Plagiarism

Presenting someone else's work or ideas as your own, with or without their consent. Applies to published or unpublished work.

Portability

The possibility to take abroad the support available to students in their home country (within EHEA) for credit mobility (credit portability) or degree mobility (degree portability).

Preparatory courses for refugees

Courses designed to address the academic potential of refugees, leading to their integration into regular higher education programmes.

Private higher education institutions

Licensed higher education institutions that receive less than 50% of their core funding from public sources.

Psychological counselling services

Psychological support structures which aim to improve interpersonal relations, and hence the academic performance of students. This may include a variety of professional services aimed to increase students' capacity to overcome personal and social problems that hinder their attainment of academic success.

Public higher education institutions

Higher education institutions directly or indirectly administered by a public education authority. Public higher education institutions thus include two categories of institution: 'public institution', i.e. an institution directly managed by a government agency/authority or by a governing body, most of whose members are either appointed by a public authority or elected by public franchise, and 'government-dependent private higher education institution', i.e. an institution controlled/managed by a non-governmental organisation or where the governing board consists of members not selected by a public agency but receiving 50 percent or more of its core funding from government agencies or whose teaching personnel are paid by a government agency – either directly or through government.

Quality assurance agency

A body established by public authorities with responsibility for external quality assurance. Agencies are intended to play a strong role in ensuring accountability of higher education institutions and may have specific objectives and developmental roles regarding enhancing quality.

Recognition of prior (non-formal and informal) learning

Validation and formal recognition of learners' non-formal and informal learning experiences in order to:
(a) provide higher education access to candidates without an upper secondary school leaving

⁽⁷⁾ Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, O.J. 2012/C 398/01.

certificate; or (b) within a higher education programme, allocate credits towards a qualification and/or provide exemption from some programme requirements.

Recommendation

A recommendation is understood as a suggestion or proposal. A top-level recommendation is expected to be found in top-level (national) steering documents (e.g. guidelines for all HEIs).

Requirement

A requirement is understood as a compulsory element/condition (a rule that has to be followed). A top-level requirement is expected to be found in in top-level (national) steering document (e.g. national legislation).

Self-certification

A procedure when national authorities, other bodies and stakeholders certify the compatibility of their national qualifications framework for higher education with the overarching Qualifications Framework for the European Higher Education Area. A set of procedures for the transparent self-certification of compatibility by member states was agreed by higher education ministers in the Bologna Process.

Short cycle

Programmes of less than 180 ECTS (or lasting less than 3 years), leading to a qualification that is recognised at a lower level than a qualification at the end of the first cycle. Short-cycle qualifications are recognised as level 5 in the overarching framework of qualifications for the Framework for Qualifications of the European Higher Education Area / Qualifications Framework for the European Higher Education Area (QF-EHEA) and also at level 5 in the ISCED classification.

Social dialogue

An organised process of mutual exchanges and communication between policy-makers and defined stakeholders on issues of common interest related to public policy. Often a social dialogue aims to help policy-makers to consult stakeholders, but unlike typical consultation processes, the participants of the social dialogue are specified in advance and are expected to contribute their insights in a dynamic process of exchanges of views. In some cases, social dialogue is a form of negotiation. Normally, a social dialogue involves actual meetings between the participants, although these meetings can be also virtual or disjointed (i.e. there is a flow of exchanges between the participants at different moments). Often a mark of success of a social dialogue process is that any decisions or conclusions have been reached through consensus.

Socio-economic status

A combined economic and sociological measure of an individual's or family's economic and social position relative to others, based on income, level of education, and occupation. Definitions of socio-economic status might differ depending on the national context.

Special educational needs

Can cover a range of needs related to physical or mental disabilities, and cognition or educational impairments.

Staff (in higher education)

Refers to the combination of academic staff and administrative staff. It includes personnel at all stages of their career within all the varieties of the current contractual modalities within higher education systems: full time, part time, contractual and on demand academic staff.

Steering documents

Official documents containing guidelines, obligations and/or recommendations for higher education policy and/or institutions.

Strategy (or other major policy plan)

An official policy document developed by the top-level authorities in an effort to achieve an overall goal. A strategy can comprise a vision, identify objectives and goals (qualitative and quantitative), describe processes, authorities and people in charge, identify funding sources, make recommendations, etc. Depending on the particular education system, a strategy may refer to a specific document bearing the term 'strategy', but it may refer also to a document (or documents) that describe a major policy plan equivalent to a strategy without, however, bearing the title 'strategy'.

Top-level (or top-level authority)

The highest level of authority with responsibility for education in a given country, usually located at national (state) level. However, for Belgium, Germany and Spain, the Communautés, Länder and Comunidades Autónomas respectively are either wholly responsible or share responsibilities with the state level for all or most areas relating to education. Therefore, these administrations are considered as the top-level authority for the areas where they hold the responsibility, while for those areas for which they share the responsibility with the national (state) level, both are considered to be top-level authorities.

Top-level coordination structure (mechanism)

A working group, body or institution which is set up or has a specific mandate to coordinate top-level policies in a well-defined field. Its members typically represent different top-level authorities and stakeholders which are responsible for the development and implementation of top-level policies in a specific field.

Underrepresented students (or staff)

Societal groups that may be considered as not being proportionally represented in higher education in different countries. Examples might include people with disabilities, migrants, ethnic groups, lower socio-economic status groups, women/men, etc.

Workload

An estimation of the time learners typically need to complete all learning activities such as lectures, seminars, projects, practical work, work placements, individual study required to achieve the defined learning outcomes in formal learning environments. The correspondence of the fulltime workload of an academic year to 60 credits is often formalised by national legal provisions. In most cases, student workload ranges from 1 500 to 1 800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work. It should be recognised that this represents the normal workload and that for individual learners the actual time to achieve the learning outcomes will vary (European Commission, 2015, p. 77).

III. Statistical terms

Note for countries: this part will be developed/fine-tuned during the finalisation of the report. It will refer to key statistical terms used in report's statistical figures.

International Standard Classification of Education (ISCED)

The International Standard Classification of Education (ISCED) has been developed to facilitate comparisons of education statistics and indicators across countries on the basis of uniform and

internationally agreed definitions. The coverage of ISCED extends to all organised and sustained learning opportunities for children, young people and adults, including those with special educational needs, irrespective of the institutions or organisations providing them or the form in which they are delivered.

The ISCED classification 2011 refers to the following levels of education:

ISCED 0: Pre-primary education

Programmes at level 0 (pre-primary), defined as the initial stage of organised instruction, are designed primarily to introduce very young children to a school-type environment, i.e. to provide a bridge between the home and a school-based atmosphere. Upon completion of these programmes, children continue their education at level 1 (primary education).

ISCED level 0 programmes are usually school-based or otherwise institutionalised for a group of children (e.g. centre-based, community-based, home-based).

Early childhood educational development (ISCED level 010) has educational content designed for younger children (in the age range of 0 to 2 years). Pre-primary education (ISCED level 020) is designed for children aged at least 3 years.

ISCED 1: Primary education

Primary education provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy). It establishes a sound foundation for learning, a solid understanding of core areas of knowledge and fosters personal development, thus preparing students for lower secondary education. It provides basic learning with little specialisation, if any.

This level begins between 5 and 7 years of age, is compulsory in all countries and generally lasts from four to six years.

ISCED 2: Lower secondary education

Programmes at ISCED level 2, or lower secondary education, typically build upon the fundamental teaching and learning processes which begin at ISCED level 1. Usually, the educational aim is to lay the foundation for lifelong learning and personal development that prepares students for further educational opportunities. Programmes at this level are usually organised around a more subject-oriented curriculum, introducing theoretical concepts across a broad range of subjects.

This level typically begins around the age of 11 or 12 and usually ends at age 15 or 16, often coinciding with the end of compulsory education.

ISCED 3: Upper secondary education

Programmes at ISCED level 3, or upper secondary education, are typically designed to complete secondary education in preparation for tertiary or higher education, or to provide skills relevant to employment, or both. Programmes at this level offer students more subject-based, specialist and in-depth programmes than in lower secondary education (ISCED level 2). They are more differentiated, with an increased range of options and streams available.

This level generally begins at the end of compulsory education. The entry age is typically age 15 or 16. Entry qualifications (e.g. completion of compulsory education) or other minimum requirements are usually needed. The duration of ISCED level 3 varies from two to five years.

ISCED 4: Post-secondary non-tertiary education

Post-secondary non-tertiary programmes build on secondary education to provide learning and educational activities to prepare students for entry into the labour market and/or tertiary education. It typically targets students who have completed upper secondary (ISCED level 3) but who want to improve their skills and increase the opportunities available to them. Programmes are often not significantly more advanced than those at upper secondary level as they typically serve to broaden rather than deepen knowledge, skills and competencies. They are therefore pitched below the higher level of complexity characteristic of tertiary education.

ISCED 5: Short-cycle tertiary education

Programmes at ISCED level 5 are short-cycle tertiary education, and are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practice-based and occupation-specific, preparing students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes.

Academic tertiary education programmes below the level of a Bachelor's programme or equivalent are also classified as ISCED level 5.

ISCED 6: Bachelor's or equivalent level

Programmes at ISCED level 6 are at Bachelor's or equivalent level, which are often designed to provide participants with intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification. Programmes at this level are typically theory-based but may include practical elements; they are informed by state of the art research and/or best professional practice. ISCED 6 programmes are traditionally offered by universities and equivalent tertiary educational institutions.

ISCED 7: Master's or equivalent level

Programmes at ISCED level 7 are at Master's or equivalent level, and are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Programmes at this level may have a substantial research component but do not lead to the award of a doctoral qualification. Typically, programmes at this level are theory-based but may include practical components and are informed by state of the art research and/or best professional practice. They are traditionally offered by universities and other tertiary educational institutions.

ISCED 8: Doctoral or equivalent level

Programmes at ISCED level 8 are at doctoral or equivalent level, and are designed primarily to lead to an advanced research qualification. Programmes at this ISCED level are devoted to advanced study and original research and are typically offered only by research-oriented tertiary educational institutions such as universities. Doctoral programmes exist in both academic and professional fields.

IV. Data sources

Note for countries: this part will be developed during the finalisation of the report. It will refer to and

outline all data sources used to create report's figures (e.g. the BFUG data collection).

DRAFT October 2023

V. Notes on statistical figures

Note for countries: this part will be developed during the finalisation of the report. It will include all notes (in particular country notes) related to statistical figures.