

**First Report on the State of Implementation of the
Objectives of the Bologna Declaration in Austria
2001**

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Introduction

In order to translate the objectives of the Bologna Declaration into reality, it will be necessary to take certain measures in the field of university legislation, promotion of mobility, quality assurance, and information management.

The reports on the state of implementation of the Bologna Declaration in Austria, with the first one for the university sector having been finalized at the end of 2001, serve to show to which extent the above-mentioned measures have been realized. They should also be a basis for strength and weakness analyses, and an indicator for covert problems.

The text of the Bologna Declaration was analysed for broad objectives, which in turn were broken down into detailed ones. Out of these, broad objectives for implementation in Austria were defined. The Austrian objectives then were operationalized and used as categories for the monitoring report.

The data of the annual reports will, by way of graphic design, illustrate the changes and their dynamics.

For the purpose of documentation, the texts of the Bologna Declaration and the Communiqué of the meeting of the European Ministers of Education in Prague, on May 19, 2001, are placed at the beginning of the monitoring report.

The European Area of Higher Education: Bologna Declaration of 19 June 1999

Joint declaration of the European Ministers of Education

The European process, thanks to the extraordinary achievements of the last few years, has become an increasingly concrete and relevant reality for the Union and its citizens. Enlargement prospects together with deepening relations with other European countries, provide even wider dimensions to that reality.

Meanwhile, we are witnessing a growing awareness in large parts of the political and academic world and in public opinion of the need to establish a more complete and far-reaching Europe, in particular building upon and strengthening its intellectual, cultural, social and scientific and technological dimensions.

A Europe of Knowledge is now widely recognised as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competences to face the challenges of the new millennium, together with an awareness of shared values and belonging to a common social and cultural space.

The importance of education and educational co-operation in the development and strengthening of stable, peaceful and democratic societies is universally acknowledged as paramount, the more so in view of the situation in South East Europe.

The Sorbonne declaration of 25th of May 1998, which was underpinned by these considerations, stressed the Universities' central role in developing European cultural dimensions. It emphasised the creation of the European area of higher education as a key way to promote citizens' mobility and employability and the Continent's overall development.

Several European countries have accepted the invitation to commit themselves to achieving the objectives set out in the declaration, by signing it or expressing their agreement in principle. The direction taken by several higher education reforms launched in the meantime in Europe has proved many Governments' determination to act.

European higher education institutions, for their part, have accepted the challenge and taken up a main role in constructing the European area of higher education, also in the wake of the fundamental principles laid down in the Bologna Magna Charta Universitatum of 1988. This is of the highest importance, given that Universities' independence and autonomy ensure that higher education and research systems continuously adapt to changing needs, society's demands and advances in scientific knowledge.

The course has been set in the right direction and with meaningful purpose. The achievement of greater compatibility and comparability of the systems of higher education nevertheless requires continual momentum in order to be fully cultural and scientific traditions. We need to support it through promoting concrete measures to achieve tangible forward steps. The 18th June meeting saw participation by authoritative experts and scholars from all our countries and provides us with very useful suggestions on the initiatives to be taken.

We must in particular look at the objective of increasing the international competitiveness of the European system of higher education. The vitality and efficiency of any civilisation can be measured by the appeal that its culture has for other countries. We need to ensure that the

European higher education system acquires a world-wide degree of attraction equal to our extraordinary cultural and scientific traditions.

While affirming our support to the general principles laid down in the Sorbonne declaration, we engage in co-ordinating our policies to reach in the short term, and in any case within the first decade of the third millennium, the following objectives, which we consider to be of primary relevance in order to establish the European area of higher education and to promote the European system of higher education world-wide:

Adoption of a system of **easily readable and comparable degrees**, also through the implementation of the Diploma Supplement, in order to promote European citizens employability and the international competitiveness of the European higher education system

Adoption of a system essentially based on **two main cycles**, undergraduate and graduate. Access to the second cycle shall require successful completion of first cycle studies, lasting a minimum of three years. The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification. The second cycle should lead to the master and/or doctorate degree as in many European countries.

Establishment of a **system of credits** - such as in the ECTS system – as a proper means of promoting the most widespread student mobility. Credits could also be acquired in non-higher education contexts, including lifelong learning, provided they are recognised by receiving Universities concerned.

Promotion of **mobility** by overcoming obstacles to the effective exercise of free movement with particular attention to:

- for students, access to study and training opportunities and to related services
- for teachers, researchers and administrative staff, recognition and valorisation of periods spent in a European context researching, teaching and training, without prejudicing their statutory rights.

Promotion of **European co-operation in quality assurance** with a view to developing comparable criteria and methodologies.

Promotion of the **necessary European dimensions in higher education**, particularly with regards to curricular development, inter-institutional co-operation, mobility schemes and integrated programmes of study, training and research.

We hereby undertake to attain these objectives - within the framework of our institutional competences and taking full respect of the diversity of cultures, languages, national education systems and of University autonomy – to consolidate the European area of higher education. To that end, we will pursue the ways of intergovernmental co-operation, together with those of non governmental European organisations with competence on higher education. We expect Universities again to respond promptly and positively and to contribute actively to the success of our endeavour.

Convinced that the establishment of the European area of higher education requires constant support, supervision and adaptation to the continuously evolving needs, we decide to meet again within two years in order to assess the progress achieved and the new steps to be taken.

**Towards the European Higher Education Area
Communiqué of the meeting of European Ministers in charge of Higher Education in
Prague on May 19th 2001.**

Two years after signing the Bologna Declaration and three years after the Sorbonne Declaration, European Ministers in charge of higher education, representing 32 signatories, met in Prague in order to review the progress achieved and to set directions and priorities for the coming years of the process. Ministers reaffirmed their commitment to the objective of establishing the European Higher Education Area by 2010. The choice of Prague to hold this meeting is a symbol of their will to involve the whole of Europe in the process in the light of enlargement of the European Union.

Ministers welcomed and reviewed the report "Furthering the Bologna Process" commissioned by the follow-up group and found that the goals laid down in the Bologna Declaration have been widely accepted and used as a base for the development of higher education by most signatories as well as by universities and other higher education institutions. Ministers reaffirmed that efforts to promote mobility must be continued to enable students, teachers, researchers and administrative staff to benefit from the richness of the European Higher Education Area including its democratic values, diversity of cultures and languages and the diversity of the higher education systems.

Ministers took note of the Convention of European higher education institutions held in Salamanca on 29-30 March and the recommendations of the Convention of European Students, held in Göteborg on 24-25 March, and appreciated the active involvement of the European University Association (EUA) and the National Unions of Students in Europe (ESIB) in the Bologna process. They further noted and appreciated the many other initiatives to take the process further. Ministers also took note of the constructive assistance of the European Commission.

Ministers observed that the activities recommended in the Declaration concerning degree structure have been intensely and widely dealt with in most countries. They especially appreciated how the work on quality assurance is moving forward. Ministers recognized the need to cooperate to address the challenges brought about by transnational education. They also recognized the need for a lifelong learning perspective on education.

Further actions following the six objectives of the Bologna process

As the Bologna Declaration sets out, Ministers asserted that building the European Higher Education Area is a condition for enhancing the attractiveness and competitiveness of higher education institutions in Europe. They supported the idea that higher education should be considered a public good and is and will remain a public responsibility (regulations etc.), and that students are full members of the higher education community. From this point of view Ministers commented on the further process as follows:

Adoption of a system of easily readable and comparable degrees

Ministers strongly encouraged universities and other higher education institutions to take full advantage of existing national legislation and European tools aimed at facilitating academic and professional recognition of course units, degrees and other awards, so that citizens can effectively use their qualifications, competencies and skills throughout the European Higher Education Area.

Ministers called upon existing organisations and networks such as NARIC and ENIC to promote, at institutional, national and European level, simple, efficient and fair recognition reflecting the underlying diversity of qualifications.

Adoption of a system essentially based on two main cycles

Ministers noted with satisfaction that the objective of a degree structure based on two main cycles, articulating higher education in undergraduate and graduate studies, has been tackled and discussed. Some countries have already adopted this structure and several others are considering it with great interest. It is important to note that in many countries bachelor's and master's degrees, or comparable two cycle degrees, can be obtained at universities as well as at other higher education institutions. Programmes leading to a degree may, and indeed should, have different orientations and various profiles in order to accommodate a diversity of individual, academic and labour market needs as concluded at the Helsinki seminar on bachelor level degrees (February 2001).

Establishment of a system of credits

Ministers emphasized that for greater flexibility in learning and qualification processes the adoption of common cornerstones of qualifications, supported by a credit system such as the ECTS or one that is ECTS-compatible, providing both transferability and accumulation functions, is necessary. Together with mutually recognized quality assurance systems such arrangements will facilitate students' access to the European labour market and enhance the compatibility, attractiveness and competitiveness of European higher education. The generalized use of such a credit system and of the Diploma Supplement will foster progress in this direction.

Promotion of mobility

Ministers reaffirmed that the objective of improving the mobility of students, teachers, researchers and administrative staff as set out in the Bologna Declaration is of the utmost importance. Therefore, they confirmed their commitment to pursue the removal of all obstacles to the free movement of students, teachers, researchers and administrative staff and emphasized the social dimension of mobility. They took note of the possibilities for mobility offered by the European Community programmes and the progress achieved in this field, e.g. in launching the Mobility Action Plan endorsed by the European Council in Nice in 2000.

Promotion of European cooperation in quality assurance

Ministers recognized the vital role that quality assurance systems play in ensuring high quality standards and in facilitating the comparability of qualifications throughout Europe. They also encouraged closer cooperation between recognition and quality assurance networks. They emphasized the necessity of close European cooperation and mutual trust in and acceptance of national quality assurance systems. Further they encouraged universities and other higher education institutions to disseminate examples of best practice and to design scenarios for mutual acceptance of evaluation and accreditation/certification mechanisms. Ministers called upon the universities and other higher education institutions, national agencies and the European Network of Quality Assurance in Higher Education (ENQA), in cooperation with corresponding bodies from countries which are not members of ENQA, to collaborate in establishing a common framework of reference and to disseminate best practice.

Promotion of the European dimensions in higher education

In order to further strengthen the important European dimensions of higher education and graduate employability Ministers called upon the higher education sector to increase the development of modules, courses and curricula at all levels with "European" content, orientation or organisation. This concerns particularly modules, courses and degree curricula offered in partnership by institutions from different countries and leading to a recognized joint degree.

Furthermore Ministers emphasized the following points:

Lifelong learning

Lifelong learning is an essential element of the European Higher Education Area. In the future Europe, built upon a knowledge-based society and economy, lifelong learning strategies are necessary to face the challenges of competitiveness and the use of new technologies and to improve social cohesion, equal opportunities and the quality of life.

Higher education institutions and students

Ministers stressed that the involvement of universities and other higher education institutions and of students as competent, active and constructive partners in the establishment and shaping of a European Higher Education Area is needed and welcomed. The institutions have demonstrated the importance they attach to the creation of a compatible and efficient, yet diversified and adaptable European Higher Education Area. Ministers also pointed out that quality is the basic underlying condition for trust, relevance, mobility, compatibility and attractiveness in the European Higher Education Area. Ministers expressed their appreciation of the contributions toward developing study programmes combining academic quality with relevance to lasting employability and called for a continued proactive role of higher education institutions.

Ministers affirmed that students should participate in and influence the organisation and content of education at universities and other higher education institutions. Ministers also reaffirmed the need, recalled by students, to take account of the social dimension in the Bologna process.

Promoting the attractiveness of the European Higher Education Area

Ministers agreed on the importance of enhancing attractiveness of European higher education to students from Europe and other parts of the world. The readability and comparability of European higher education degrees world-wide should be enhanced by the development of a common framework of qualifications, as well as by coherent quality assurance and accreditation/certification mechanisms and by increased information efforts.

Ministers particularly stressed that the quality of higher education and research is and should be an important determinant of Europe's international attractiveness and competitiveness. Ministers agreed that more attention should be paid to the benefit of a European Higher Education Area with institutions and programmes with different profiles. They called for increased collaboration between the European countries concerning the possible implications and perspectives of transnational education.

Continued follow-up

Ministers committed themselves to continue their cooperation based on the objectives set out in the Bologna Declaration, building on the similarities and benefiting from the differences between cultures, languages and national systems, and drawing on all possibilities of intergovernmental cooperation and the ongoing dialogue with European universities and other higher education institutions and student organisations as well as the Community programmes.

Ministers welcomed new members to join the Bologna process after applications from Ministers representing countries for which the European Community programmes Socrates and Leonardo da Vinci or Tempus-Cards are open. They accepted applications from Croatia, Cyprus and Turkey.

Ministers decided that a new follow-up meeting will take place in the second half of 2003 in Berlin to review progress and set directions and priorities for the next stages of the process towards the European Higher Education Area. They confirmed the need for a structure for the follow-up work, consisting of a follow-up group and a preparatory group. The follow-up group should be composed of representatives of all signatories, new participants and the European Commission, and should be chaired by the EU Presidency at the time. The preparatory group should be composed of representatives of the countries hosting the previous ministerial meetings and the next ministerial meeting, two EU member states and two non-EU member states; these latter four representatives will be elected by the follow-up group. The EU Presidency at the time and the European Commission will also be part of the preparatory group. The preparatory group will be chaired by the representative of the country hosting the next ministerial meeting.

The European University Association, the European Association of Institutions in Higher Education (EURASHE), the National Unions of Students in Europe and the Council of Europe should be consulted in the follow-up work.

In order to take the process further, Ministers encouraged the follow-up group to arrange seminars to explore the following areas: cooperation concerning accreditation and quality assurance, recognition issues and the use of credits in the Bologna process, the development of joint degrees, the social dimension, with specific attention to obstacles to mobility, and the enlargement of the Bologna process, lifelong learning and student involvement.

Objectives – Overview

Bologna Declaration – broad objectives	Bologna declaration - detailed objectives		Implementation in Austria - broad objectives
Adoption of a system of easily readable and comparable degrees.	Introduction of the diploma supplement	1	Providing all graduates of Austrian higher education institutions with diploma supplements
Promotion of citizen's employability and of the international competitiveness of European systems of higher education	2-cycle system (the degree awarded after the first cycle should be relevant for the European labor market; minimum duration: 3 years; followed by master's and/or doctoral studies	2	Adoption of the bachelor's/master's study programmes including the following spin-off: shorter duration of studies, increase in number of first degrees
	ECTS	3	Full introduction of diploma supplement
	Students: Access to study and training programmes as well as to student services	4	Fulfilled
	Teaching staff: Recognition and credit for research, study, and training activities abroad, without prejudicing their statutory rights	5a 5b	50% of graduates should have at least spent one study-related period abroad during their studies Miscellaneous mobility promotion activities
Promotion of European cooperation in quality assurance		6	Identification and improvement of quality assurance systems
Promotion of the European dimension in higher education	Curriculum development, cooperation among higher education institutions, mobility projects and integrated study, training-, and research programmes	7	Dissemination of relevant information to all higher education institutions

Complete Overview for Austria

Number of fields of studies	315	diploma supplement			Change over previous year		%
		Bachelor/ Master studies	2	0.63%	Change over previous year		%
		ECTS	36	11.43%	Change over previous year		%
Number of students In 1999/2000¹	236,376	Outgoing	4,718	2.00%	Change over previous year		%
		Incoming	2,054	0.87%	Change over previous year		%
Number of graduates (first degrees and second degrees)	14,043		3,748	26.69%	Change over previous year		%
Number of teaching staff	9,993.70	Outgoing	475	4.75%	Change over previous year		%
		Incoming	675	6.75%	Change over previous year		%

Number of Fachhochschulstudiengänge/Fachhochschulen	67	With ECTS	13	19.0%	Change over previous year		%
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Questions put to the ombudsperson concerning mobility programmes for studies abroad	16	Change over previous year		%
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¹ Students who are registered with more than one university are counted more than once.

1. Diploma supplement

- Objective:** Diploma supplements should be available for all graduates of higher education institutions.
- Source of data:** Federal Ministry of Education, Science and Culture, department VII/D/2.
- Data deadline:** May 30, 2001
- Background info:** In order to provide a better basis for comparison with the Humanities Faculties of other universities, the Faculty of Humanities and Cultural Studies of the University of Vienna was grouped together with the fields of study of the Faculty of Social Studies (except sports science, geography, secondary school teacher accreditation programme in geography, and psychology). These four fields of study are grouped together with the fields of study of the Faculty of Natural Sciences and Mathematics.
Jointly established fields of study are allotted to each of the faculties involved.

Diploma supplement – complete overview

University	Number of fields of Study	Diploma supplement	Change over previous year	
University of Vienna	57	---		%
University of Graz	39	---		%
University of Innsbruck	45	---		%
University of Salzburg	30	---		%
Vienna University of Technology	15	---		%
Graz University of Technology	15	---		%
University of Leoben	10	---		%
Univ. of Agricultural Sciences, Vienna	5	---		%
Univ. of Veterinary Medicine, Vienna	1	---		%
Vienna Univ. of Economics & Business Administration	5	---		%
University of Linz	19	---		%
University of Klagenfurt	15	---		%
Univ. of Applied Arts, Vienna	8	---		%
Univ. of Music and Dramatic Performing Arts, Vienna	13	---		%
University Mozarteum Salzburg	10	---		%
Univ. of Music and Drama, Graz	11	---		%
Univ. of Art and Industrial Design, Linz	6	---		%
Academy of Fine Arts, Vienna	4	---		%

Diploma supplement – breakdown according to Faculties

Faculty of Catholic Theology	Number of fields of study	Diploma supplement	Change over previous year
University of Vienna	4		
University of Graz	3		
University of Innsbruck	4		
University of Salzburg	4		

Faculty of Protestant Theology	Number of fields of study	Diploma supplement	Change over previous year
University of Vienna	2		

Faculty of Law	Number of fields of study	Diploma supplement
University of Vienna	1	
University of Graz	1	
University of Innsbruck	1	
University of Salzburg	1	
University of Linz	1	

Faculty of Social & Economic Sciences	Number of fields of study	Diploma supplement	Change over previous year
University of Vienna	7		
University of Graz	4		
University of Innsbruck	4		
University of Linz	10		
University of Klagenfurt	5		
Vienna Univ. of Economics & Business Administration	5		

Faculty of Medicine	Number of fields of study	Diploma supplement
University of Vienna	2	
University of Graz	2	
University of Innsbruck	2	

Faculty of Humanities	Number of fields of study	Diploma supplement	Change over previous year
University of Vienna	37		
University of Graz	18		
University of Innsbruck	22		
University of Salzburg	18		
University of Klagenfurt	10		

Faculty of Natural Sciences	Number of fields of study	Diploma supplement	Change over previous year
University of Vienna	13		
University of Graz	11		
University of Innsbruck	11		
University of Salzburg	7		
Vienna University of Technology	8		
Graz University of Technology	5		
University of Linz	8		

Faculty of Engineering	Number of fields of study	Diploma supplement	Change over previous year
University of Innsbruck	2		
Vienna University of Technology	7		
Graz University of Technology	10		
University of Leoben	10		

2. Bachelor's and master's studies

- Objective:** Adoption of bachelor's and master's study programmes (50% of all fields of study should be covered by 2006). An additional spin-off should be a shorter duration of studies and a higher number of bachelor degrees.
- Source of data:** Federal Ministry of Education, Science and Culture, department VII/D/2.
- Data deadline:** May 30, 2001 (number of already introduced bachelor's and master's programmes on this very day)
- Background info:** In order to provide a better basis for comparison with the Humanities Faculties of other universities, the Faculty of Humanities and Cultural Studies of the University of Vienna was grouped together with the fields of study of the Faculty of Social Studies (except sports science, geography, secondary school teacher accreditation programme in geography, and psychology). These four fields of study are grouped together with the fields of study of the Faculty of Natural Sciences and Mathematics.
Jointly established fields of study are allotted to each of the faculties involved.

Bachelor and master – complete overview

University	Number of fields of Study	Number of bachelor´s and master´s studies	Change over previous year	
				%
University of Vienna	57	1		%
University of Graz	39	---		%
University of Innsbruck	45	---		%
University of Salzburg	30	1		%
Vienna University of Technology	15	---		%
Graz University of Technology	15	---		%
University of Leoben	10	---		%
Univ. of Agricultural Sciences, Vienna	5	---		%
Univ. of Veterinary Medicine, Vienna	1	---		%
Vienna Univ. of Economics & Business Administration	5	---		%
University of Linz	19	---		%
University of Klagenfurt	15	---		%
Univ. of Applied Arts, Vienna	8	---		%
Univ. of Music and Dramatic Performing Arts, Vienna	13	---		%
University Mozarteum Salzburg	10	---		%
Univ. of Music and Drama, Graz	11	---		%
Univ. of Art and Industrial Design, Linz	6	---		%
Academy of Fine Arts, Vienna	4	---		%

Bachelor and master studies – breakdown according to faculties

Faculty of Catholic Theology	Number of fields of study	Number of bachelor's and master's studies	Change over previous year
University of Vienna	4		
University of Graz	3		
University of Innsbruck	4		
University of Salzburg	4		

Faculty of Protestant Theology	Number of fields of study	Number of bachelor's and master's studies	Change over previous year
University of Vienna	2		

Faculty of Law	Number of fields of study	Number of bachelor's and master's studies
University of Vienna	1	
University of Graz	1	
University of Innsbruck	1	
University of Salzburg	1	
University of Linz	1	

Faculty of Social & Economic Sciences	Number of fields of study	Number of bachelor's and master's studies	Change over previous year
University of Vienna	7		
University of Graz	4		
University of Innsbruck	4		
University of Linz	10		
University of Klagenfurt	5		
Vienna Univ. of Economics & Business Administration	5		

Faculty of Medicine	Number of fields of study	Number of bachelor's and master's studies
University of Vienna	2	
University of Graz	2	
University of Innsbruck	2	

Faculty of Humanities	Number of fields of study	Number of bachelor's and master's studies	Change over previous year
University of Vienna	37	1	
University of Graz	18		
University of Innsbruck	22		
University of Salzburg	18		
University of Klagenfurt	10		

Faculty of Natural Sciences	Number of fields of study	Number of bachelor's and master's studies	Change over previous year
University of Vienna	13		
University of Graz	11		
University of Innsbruck	11		
University of Salzburg	7	1	
Vienna University of Technology	8		
Graz University of Technology	5		
University of Linz	8		

Faculty of Engineering	Number of fields of study	Number of bachelor's and master's studies	Change over previous year
University of Innsbruck	2		
Vienna University of Technology	7		
Graz University of Technology	10		
University of Leoben	10		

3. ECTS

- Objective:** Extensive adoption of the ECTS system (50% of all fields of study should be covered by 2003).
- Source of data:** Federal Ministry of Education, Science and Culture, department VII/D/2.
- Data deadline:** May 30, 2001.
- Background info:** In order to provide a better basis of comparison with the Humanities Faculties of other universities, the Faculty of Humanities and Cultural Studies of the University of Vienna was grouped together with the fields of study of the Faculty of Social Studies (except sports science, geography, secondary school teacher accreditation programme in geography, and psychology). These four fields of study are grouped together with the fields of study of the Faculty of Natural Sciences and Mathematics.
Jointly established fields of study are allotted to each of the faculties involved.

ECTS – complete overview

University	Number of fields of Study	Fields of Study employing ECTS		Change over previous year	
University of Vienna	57	3	5.26%		%
University of Graz	39	3	7.69%		%
University of Innsbruck	45	1	2.22%		%
University of Salzburg	30	11	36.67%		%
Vienna University of Technology	15	2	13.33%		%
Graz University of Technology	15	12	80%		%
University of Leoben	10	---	%		%
Univ. of Agricultural Sciences, Vienna	5	---	%		%
Univ. of Veterinary Medicine, Vienna	1	---	%		%
Vienna Univ. of Economics & Business Administration	5	---	%		%
University of Linz	19	1	5.26%		%
University of Klagenfurt	15	2	13.33%		%
Univ. of Applied Arts, Vienna	8	1	12.5%		%
Univ. of Music and Dramatic Performing Arts, Vienna	13	---	%		%
University Mozarteum Salzburg	10	---	%		%
Univ. of Music and Drama, Graz	11	---	%		%
Univ. of Art and Industrial Design, Linz	6	---	%		%
Academy of Fine Arts, Vienna	4	---	%		%

ECTS – breakdown according to faculties

Faculty of Catholic Theology	Number of fields of study	Fields of study employing ECTS	Change over previous year
University of Vienna	4		
University of Graz	3		
University of Innsbruck	4		
University of Salzburg	4	3	

Faculty of Protestant Theology	Number of fields of study	Fields of study employing ECTS	Change over previous year
University of Vienna	2		

Faculty of Law	Number of fields of study	Fields of study employing ECTS
University of Vienna	1	
University of Graz	1	
University of Innsbruck	1	
University of Salzburg	1	
University of Linz	1	

Faculty of Social & Economic Sciences	Number of fields of study	Fields of study employing ECTS	Change over previous year
University of Vienna	7	1	
University of Graz	4		
University of Innsbruck	4		
University of Linz	10		
University of Klagenfurt	5	1	
Vienna Univ. of Economics & Business Administration	5		

Faculty of Medicine	Number of fields of study	Fields of study employing ECTS
University of Vienna	2	
University of Graz	2	
University of Innsbruck	2	

Faculty of Humanities	Number of fields of study	Fields of study employing ECTS	Change over previous year
University of Vienna	37	2	
University of Graz	18		
University of Innsbruck	22		
University of Salzburg	18	4	
University of Klagenfurt	10	1	

Faculty of Natural Sciences	Number of fields of study	Fields of study employing ECTS	Change over previous year
University of Vienna	13	3	
University of Graz	11	1	
University of Innsbruck	11	4	
University of Salzburg	7		
Vienna University of Technology	8		
Graz University of Technology	5		
University of Linz	8	1	

Faculty of Engineering	Number of fields of study	Fields of study employing ECTS	Change over previous year
University of Innsbruck	2		
Vienna University of Technology	7	2	
Graz University of Technology	10	12	
University of Leoben	10		

4. Students – access to study and training programmes

The objective of offering students free and unimpeded access to study and training programmes has been implemented in Austria. This is borne out by the ratio formed by secondary school leavers (both general education and professional training) and the number of first-year students of Austrian universities and universities of the Arts.

	Numbers of secondary school leavers	Number of 1st- year students in 2000/2001	%	% previous year
total	37,717	23,396	62.03	
females	21,471	13,264	61.78	

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5. Mobility

5a. Student mobility

Objective: 50% of all graduates should have spent one study-related period abroad.

Student mobility is, on the one hand, measured by the number of domestic students who study abroad in a given academic year, and on the other hand, by the number of graduates of that academic year who have spent at least one study-related period abroad during their course of studies.

In order to point out the attractiveness of individual university locations, also the number of foreign students studying in Austria with an ERASMUS grant is shown.

Outgoing students

Explanation: “Outgoing students” are those Austrian students who, in a given academic year, have embarked on a study stay abroad which is part of a scholarship programme financially supported by the Ministry of Education, Science and Culture.

Source of data: Federal Ministry of Education, Science and Culture, department VII/B/1.

Period observed: Academic year 1999/2000.

Background info: Students who are registered with more than one university are counted more than once.

Outgoing students

University	Number of students	Number of outgoing graduates		Change over previous year	
		absolute	relative		
University of Vienna	76,008	1,395	1.84%		%
University of Graz	30,439	579	1.90%		%
University of Innsbruck	27,385	614	2.24%		%
University of Salzburg	11,966	362	3.03%		%
Vienna University of Technology	19,656	266	1.35%		%
Graz University of Technology	11,009	278	2.53%		%
University of Leoben	2,091	22	1.05%		%
Univ. of Agricultural Sciences, Vienna	5,872	204	3.47%		%
Univ. of Veterinary Medicine, Vienna	2,298	74	3.22%		%
Vienna Univ. of Economics & Business Administration	22,022	428	1.94%		%
University of Linz	13,494	237	1.76%		%
University of Klagenfurt	6,316	93	1.47%		%
Univ. of Applied Arts, Vienna	944	44	4.66%		%
Univ. of Music and Dramatic Performing Arts, Vienna	2,359	41	1.74%		%
University Mozarteum Salzburg	1,501	10	0.67%		%
Univ. of Music and Drama, Graz	1,439	25	1.74%		%
Univ. of Art and Industrial Design, Linz	700	16	2.29%		%
Academy of Fine Arts, Vienna	877	30	3.42%		%

Graduates with study stays abroad

Explanation: Number of graduates of Austrian universities who graduated from an Austrian university (first and second degrees) in the observation period, and who have spent at least one study-related period abroad.

Source of data: Statistik Austria

Period observed: Academic year 1998/1999.

Graduates with study stays abroad

University	Number graduates	Number of outgoing graduates		Change over previous year	
		absolute	relative		%
University of Vienna	4,350	1,052	24.18%		%
University of Graz	1,790	504	28.16%		%
University of Innsbruck	1,538	386	25.10%		%
University of Salzburg	868	224	25.81%		%
Vienna University of Technology	1,099	258	23.48%		%
Graz University of Technology	787	254	32.27%		%
University of Leoben	238	90	37.82%		%
Univ. of Agricultural Sciences, Vienna	438	142	32.42%		%
Univ. of Veterinary Medicine, Vienna	207	68	32.85%		%
Vienna Univ. of Economics & Business Administration	1,186	436	36.76%		%
University of Linz	836	192	22.97%		%
University of Klagenfurt	254	65	25.59%		%
Univ. of Applied Arts, Vienna	81	27	33.33%		%
Univ. of Music and Dramatic Performing Arts, Vienna	143	11	7.69%		%
University Mozarteum Salzburg	69	5	7.25%		%
Univ. of Music and Drama, Graz	74	3	4.05%		%
Univ. of Art and Industrial Design, Linz	37	12	32.43%		%
Academy of Fine Arts, Vienna	48	19	39.58%		%

Incoming students

Explanation: “Incoming students” are those students who, in a given academic year, have embarked on an Erasmus study period with an Erasmus grant at an Austrian university within the observation period.

Source of data: Final reports of national Erasmus agencies (as of January 2001).

Period observed: Academic year 1999/2000.

Background info: The data are not complete because not all national Erasmus agencies finished their reports by the above date. Only those students have been recorded who studied in Austria on the basis of an Erasmus grant.

Incoming students

Country of origin	Number	Change over previous year	Change in %
Belgium	98		
Germany	281		
Denmark	67		
Spain	260		
Finland	163		
France	300		
United Kingdom	177		
Greece	---		
Iceland	5		
Ireland	43		
Italy	---		
Luxemburg	---		
Netherlands	86		
Norway	38		
Portugal	45		
Sweden	192		
Poland	47		
Romania	32		
Czech Republic	90		
Hungary	90		
Slovakia	---		
Estonia	2		
Lithuania	5		
Latvia	2		
Slovenia	31		
Cyprus	---		

5b. Teaching staff mobility

Outgoing teachers

Explanation: “Outgoing teachers” are those university teachers who were granted an academic leave of absence of at least 3 months during the observation period.

Source of data: Federal Ministry of Education, Science and Culture, group of departments VII/A and department VII/B/3.

Period observed: Academic year 1999/2000.

Background info: “Number of teachers” is the total number of allotted permanent positions for university professors and assistants as per January 1, 2001. For the universities of the Arts the date is March 1, 2000 for the permanent positions of full professors, and December 31, 2000 for contract professors and assistants.

The data for the universities of the Arts are to interpreted differently, because of the special form of teaching at these universities.

Outgoing teachers

University	Number of teachers	Number of outgoing teachers		Change over previous year	
		absolute	relative		
University of Vienna	3,120	135	4.21%		%
University of Graz	1,174.70	46	3.92%		%
University of Innsbruck	1,335	60	4.49%		%
University of Salzburg	450.5	24	5.33%		%
Vienna University of Technology	934	37	3.96%		%
Graz University of Technology	536.5	26	4.85%		%
University of Leoben	168.5	8	4.75%		%
Univ. of Agricultural Sciences, Vienna	303	23	7.59%		%
Univ. of Veterinary Medicine, Vienna	181.5	13	7.16%		%
Vienna Univ. of Economics & Business Administration	317.5	41	12.91%		%
University of Linz	420	38	9.05%		%
University of Klagenfurt	216	15	6.94%		%
Univ. of Applied Arts, Vienna	105	4	3.81%		%
Univ. of Music and Dramatic Performing Arts, Vienna	215	2	0.93%		%
University Mozarteum Salzburg	138	-	-		%
Univ. of Music and Drama, Graz	147	-	-		%
Univ. of Art and Industrial Design, Linz	64.5	-	-		%
Academy of Fine Arts, Vienna	77	3	3.90%		%

Incoming teachers

Explanation: “Incoming teachers” are those university teachers who were visiting professors at an Austrian university during the observation period.

Source of data: Federal Ministry of Education, Science and Culture, group of departments VII/A and department VII/B/3, collected on the basis of university reports.

Period observed: Academic year 1999/2000.

Background info: “Number of teachers” is the total number of allotted permanent positions for university professors and assistants as per January 1, 2001. For the universities of the Arts the date is March 1, 2000 for the permanent positions of full professors, and December 31, 2000 for contract professors and assistants.

The data for the universities of the Arts are to interpreted differently, because of the special form of teaching at these universities.

University	Number of teachers	Number of incoming teachers	Change over previous year	
				%
University of Vienna	3,210	114		%
University of Graz	1,174.70	49		%
University of Innsbruck	1,335	58		%
University of Salzburg	450.5	43		%
Vienna University of Technology	934	71		%
Graz University of Technology	536.5	40		%
University of Leoben	168.5	27		%
Univ. of Agricultural Sciences, Vienna	303	15		%
Univ. of Veterinary Medicine, Vienna	181.5	-		%
Vienna Univ. of Economics & Business Administration	317.5	69		%
University of Linz	420	43		%
University of Klagenfurt	216	67		%
Univ. of Applied Arts, Vienna	105	10		%
Univ. of Music and Dramatic Performing Arts, Vienna	215	17		%
University Mozarteum Salzburg	138	23		%
Univ. of Music and Drama, Graz	147	12		%
Univ. of Art and Industrial Design, Linz	64.5	8		%
Academy of Fine Arts, Vienna	77	9		%

6. Quality assurance systems

To further the internationalisation of quality assurance and evaluation in Austria, the next step will be the establishment of an independent evaluation agency. Its function will be to support the ministry as well as the universities in carrying out evaluations. Furthermore the agency will establish contact and cooperate with the European Network for Quality Assurance in Higher Education (ENQA).

Establishing an evaluation agency is part of a reform process which entails giving full legal capacity to the universities. Therefore, these two developments are taking place at the same time. In a joint working group with the Austrian Rector's Conference, a concept for such an agency was developed. The actual establishment of this agency is planned for autumn 2002, which means that the agency may take up its work a year later, when the new University Act will become legally effective.

7. Dissemination of information

In order to assure the dissemination of information on the Bologna follow-up activities there should be regular information meetings at the institutions involved:

Academic year	Number of events	Organizer of events
1999/2000	1	University of Vienna
2000/2001	1	University of Graz

There is a definite need for more activities in this field.

A special Bologna website was established in 2001 (www.bologna.at), which will be available in English by June 2002)

Ombudsperson

Explanation: Enumeration of all complaints or inquiries which were directed at the ombudsperson during the observed period, and which arose in connection with mobility obstacles.

Source of data: Federal Ministry of Education, Science and Culture, ombudsperson.

Observation

Period: Academic year 1999/2000.

Background info: There was no significant number of complaints at any university, which is an indication of no major obstacles to mobility.

Ombudsperson – cases per university

University	Number of cases pending		Change over previous year	
University of Vienna	5			%
University of Graz	1			%
University of Innsbruck	2			%
University of Salzburg				%
Vienna University of Technology				%
Graz University of Technology				%
University of Leoben				%
Univ. of Agricultural Sciences, Vienna				%
Univ. of Veterinary Medicine, Vienna				%
Vienna Univ. of Economics & Business Administration				%
University of Linz				%
University of Klagenfurt				%
Univ. of Applied Arts, Vienna				%
Univ. of Music and Dramatic Performing Arts, Vienna				%
University Mozarteum Salzburg				%
Univ. of Music and Drama, Graz				%
Univ. of Art and Industrial Design, Linz				%
Academy of Fine Arts, Vienna				%