



EUROPEAN
Higher Education Area

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

Montenegro

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Montenegro

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

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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?

The strategy on QA recognizes the importance of student-centered learning. This implies the instruments of the evaluation of the teaching process, especially students' evaluation of the teaching process, students' pools and the indicators of the course, study programmes, faculties and university.

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 type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input 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 checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input 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 checked="" type="radio"/> 4 | <input 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.

Recently adopted Strategy for the Development and Financing of Higher Education gives students a crucial role in the process of teaching and learning. Students are represented in all relevant bodies at their faculties, participate in the working groups that deal with the creation and revision of curricula. Students also have their representatives in the Council for Higher Education, and in that way participate in the quality development and quality assurance of overall higher education in Montenegro.

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

During work on these above mentioned documents, all relevant European documentation and recommendations were taken into account.

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.

Learning outcomes are about to be defined in our national steering documents. In order to create them, University of Montenegro applied for the Tempus funds. In accordance with the Law on NQF, by-law acts will be done defining the generic descriptors of learning outcomes, i.e. knowledge, skills and competences for each reference level.

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

Since September 2004, the principles of ECTS as an accumulation and transfer system for undergraduate, postgraduate (specialist – specijalisti?ke studije) and Master’s studies (magistarske studije) and doctoral studies (doktorske studije) are compulsory for all universities and higher education institutions in Montenegro. Courses are limited to one term and each course is graded in accordance with ECTS points.

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

Yes, this is done through advisory measures (guidelines, recommendations etc)

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

Up to now, Employment Bureau has provided HEIs with the labor market analysis and the labor market needs, and that was the basis for the development of new/changes of the existing programmes. Based on this, HEIs propose the number of students to be enrolled in the first study year. Now, it will be regulated by the work of sectoral commissions (in accordance with the Law on NQF), which are responsible for making proposals for introduction and creation of curricula based on learning outcomes.

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

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

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 Ministry of Education and Sports of Montenegro (MES) is the highest authority responsible for overall education policy in the country. Apart from the Ministry, the 2003 Act also established the Council of Higher Education. It functions, among other things, as an accreditation body and conducts external evaluation through its commissions. Within the accreditation procedure validity of study programmes its learning outcomes i.e. of an institution, their suitability to the existing standard of quality and the labour market are assessed. Also, Council issues certificate ensuring the right to an institution to confer degrees for education, profession or vocation.

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?

Combination of student workload and teacher-student contact hours

5.4.1. Please specify.

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?

30

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

12

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?

Yes

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

A Diploma Supplement (DS) based on the official European model is issued to graduates. As of 2006/07, the DS was made mandatory for all degree programmes. So, it is the best tool which enable employers to recognize the appropriate qualification and to satisfy own needs. In their opinion DS is to be more detailed done, more informative in order to facilitate the recognition of real needs.

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

Yes

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

HES in Montenegro are aware that DS should be corrected in terms of providing detailed information on the outcomes of learning and knowledge, skills and competences acquired by the graduate.

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

The content of the DS is bilingual, in both Montenegrin and English. If the student studies in the language of minorities, then diploma and diploma supplement is issued in the language of minorities as well.

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

Law on National Qualification Framework was adopted by Montenegrin Parliament in December 2010. It has been done within WG established by the Ministry of Education and Sports. In WG, beside representatives of the Ministry, were appointed representatives of Ministry of Health, Labor and Social Welfare, Employment Office, Chamber of Commerce, Bureau for Education Services, University of Montenegro, Center for Vocational Education, Union of Employers, Public and private higher education institutions. For the time being, appointment of Council for qualifications and sectoral commissions are underway. Action plan for implementation of NQF is created and is going to be discussed and adopted by the Government.

7.2.1 Please provide the date when the step was completed.

28.12.2010

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

A Strategy for the Development of a National Qualification Framework was adopted by the Government of Montenegro in 2008, and a working group was established to work on the preparation of the National Qualification Framework Act. Creation of NQF was planned by Working Program of the Government for 2010. It was supported within IPA 2007 project and foreign experts assisted Montenegro in working on the NQF. The creation of the NQF and the further development of quality assurance have, from the very beginning, been the greatest challenges in the field of education.

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.

European Qualification Framework (EQF) was used as reference document in the creation process of Montenegrin Qualification Framework. As EQF Montenegrin NQF also consists of 8 reference levels.

7.2.9. Are ECTS included in the NQF?

Yes

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?

Yes

7.3.1. Please provide the link to that website.

www.mps.gov.me

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

The Law on Recognition of Diplomas and Foreign Educational Certificates is based on the postulates of LRC.

8.2.1. Please provide a reference to the relevant legislation.

Recognising of foreign diplomas is performed in accordance with the Law on Recognition of Diplomas and Foreign Educational Certificates, adopted in January 2008. Changes and amendments are going to be done by the end of this year. Lisbon Recognition Convention was the main reference document for the work on the Law. The Law was done within the Tempus funded project.

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

The Law specifies the criteria and conditions for the recognition of diplomas, in accordance with which, depending on the purpose for which the recognition is sought, the recognition is implemented in practise.

8.4. Do higher education institutions typically:

Other

8.4. Do higher education institutions typically:

For the time being, Ministry of Education and Sports issues the formal decision on the recognition of diplomas. Even when it relates to the continuation of studies, faculties contact the Ministry and take into account the Ministry's opinion on the diploma (if it is a foreign diploma), based on what, among other things, faculties make decisions whether to allow further continuation of studies or not.

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?

Those measures imply the existence of documents such as: learning agreement, student application form and transcript of records. HEIs take into account the status of the institutions that issued diploma to the student.

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 Ministry of Education and Sports of Montenegro (MES) is the highest authority responsible for overall education policy in the country. Apart from the Ministry, the 2003 Act also established the Council for Higher Education. Council is responsible for improvement and ensuring the quality in HE. It functions, among other things, as an accreditation body and conducts external evaluations through its commissions. For the first time the Council was appointed by the Government of Montenegro in 2004. The Council was composed of 11 members. The Council is responsible for making its conclusions, recommendations and opinions accessible to the public. In accordance with adopted new changes and amendments of Law on Higher Education, the newly established Council is composed of 13 members, including the President. The Council is appointed for a period of four years. Council members are appointed from among eminent experts in the area of higher education, science, technology and arts and the area of economy, social activities and other relevant areas and from among students, in compliance with the act on appointment of the Council.

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?

External quality assurance is in responsibility of Council for Higher Education, body appointed by the Government of Montenegro. External quality assessment is performed by expert body nominated by Council using experts' list set by the Ministry of Education and Sports. The list has been formed in accordance with the public call announced by the Ministry. Home and foreign experts, in accordance with criteria prescribed in the public call, were able to apply for the list. External quality assurance system is regulated by Law on Higher Education and by law acts. The process of accreditation begins with an external evaluation review. If the institution passes the review, certification for the right to award degrees in education is awarded. Accreditation is issued for a maximum period of three years. Re-accreditation after those three years is based on the report of the external evaluation of the institution and its study programmes, in accordance with the standards and procedure stipulated by the Council. The certificate on re-accreditation is valid for five years. The Ministry of Education and Sports has the power to issue an operating licence to an institution, as well as to change or revoke the licence. Each higher education institution in Montenegro, whether it is newly founded or already in operation, is required to have an operating licence. The licence determines the institution type, its accredited study programmes, the maximum number of students it may enroll, as well as the degrees and diplomas it may award.

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)?

Yes, all institutions are able to choose

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)

The main prerequisite is that potential agency must be licensed and recognized as respectable in the field of quality assurance.

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

In accordance with Law on Higher Education the decision of engagement of foreign quality assurance agency, upon the request of HEIs, is carried out by the Ministry.

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?

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.

Student involvement in governance

There are two students' representatives in the Council for Higher Education.

structures of national quality assurance 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

Students are members of self evaluation teams at HEIs.

Students as members of the Council for Higher Education are decision makers in process of external evaluation.

Students are members of all teams responsible for internal quality assurance at HEIs. They also participate in follow up procedures as members of the Council.

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

At some HESs exist councils in which representatives of employers are included. Newly adopted QA documents at University of Montenegro foreseen that employers can express their opinion on quality of study programs in period from 3-5 years. They give their opinion through polls.

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

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.

In accordance with Law on Higher Education HEIs must conduct self-evaluations and evaluate and assess the quality of their study courses and work conditions. Self-evaluation is performed continuously, in accordance with the institutional statutes, and must involve stakeholders from the institution's management, academic staff and students. Self-evaluation methods are determined according to the curricula, teaching equipment, qualification of academic staff, teaching method, pass rate percentage, percentage of graduates and other necessary indicators of the work of the institution. The internal evaluation report is a compulsory part of the accreditation and re-accreditation process.

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

Combination of above

5.2.1. Please specify.

Internal quality assurance process is performed by HEIs in accordance with Law on Higher Education and by law acts adopted by the Council for Higher Education. Internal evaluation is mainly carried out through students' opinion polls and teams established for this purpose. Internal evaluation is carried out in each university unit i.e. faculties by nominated teams and their report is presented to the Governing Board. The approved report is delivered to the Council for Higher Education for further processing. The Council of Higher Education submits it to the Commission for External Evaluation, which is appointed by the Council. Professional, technical and administrative support is given by the Ministry for Education and Sports. Self evaluation procedure is regulated by publicly available rules. It is fully compliant with ESG as well as external evaluation procedure.

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?

Yes

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

More than 75%

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.

University of Montenegro (20.000 students, 80 undergraduate, 64 postgraduate and 40 doctoral study programs) has just adopted Strategy on Quality Assurance for the next 5 years period. In total number of students and study programs offered at HEIs in Montenegro, UoM participates more than 75%. Periodical programs revision at all HEIs are performed within the internal and external assessment as obligatory part of overall QA through reaccreditation process.

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?

25-<50%

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

HEIs www.ucg.ac.me www.unimediterranean.net

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?

Please choose..

2. How do your steering documents define lifelong learning?

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?

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

Please choose..

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

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

Please choose..

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?

Please choose..

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?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications
- 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?

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 combination of the two previous approaches.

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).

University Regulations specify that entry into courses is not restricted by gender, race, colour or religion.

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.

Please refer to question number I.3.1

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

Please refer to question number I.3.1

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

Yes

4.4.1. Please specify.

University regulations stipulate financial maintenance to under-privileged groups. The government gives student maintenance grants to all first cycle Maltese students following a full time course. Amounts vary according to the different fields of study. However, under-represented groups receive extra funding. Amounts vary depending on the nature of their situation. For more detailed information regarding these grants please visit: https://www.nche.gov.mt/MediaCenter/PDFs/1_SMG_SL_327-178.pdf

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

No

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?

Yes

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

More public funding is given to individuals other than HEIs per se. Apart from the student maintenance grants mentioned in question I.3.5.a, the government is also issuing a series of scholarships aimed at helping students to pursue studies at both undergraduate and post-graduate level. These are: The Malta Government Scholarship Scheme (MGSS) Under graduate (MGSS-UG) and Post graduate (MGSS-PG) as well as the Strategic Educational Pathways Scholarships (STEPS, an ESF project which provides scholarships for second and third cycle studies. All scholarships are awarded in fields relevant to Malta's socio-economic development. Amounts vary according to the length of the course, mode and field of study. Some under-represented groups can apply for extra funding. Extra funding under the above mentioned scholarships is given to: - awardees studying abroad - awardees who are also parents - awardees who are married - awardees living in Gozo (the second largest island of the Maltese Archipelago) - awardees with disability are also awarded extra funding under the MGSS. For more information on the specific funding amounts please visit: <http://www.stepsmalta.eu/> http://www.education.gov.mt/mgss_pg.htm For further information on all scholarships and loans provided to students please visit: https://www.nche.gov.mt/mediacenter/pdfs/1_student%20guide%20english%20web.pdf

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

No

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?

No

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.

There is no policy specifically addressed towards widening participation as yet. However, the National Commission for Higher Education (NCHE) has published the "Further and Higher Education Strategy 2020" which incorporates recommendations on how students participation can be increase, amongst other things. To view the strategy please follow the link: https://www.nche.gov.mt/MediaCenter/PDFs/1_F&H%20Strategy%202020%20NCHE%20Recommendations.pdf

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

N/A

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

N/A

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

No

5.4.1. Who monitors on the basis of which criteria?

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

N/A

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 At present there are no measures to removing obstacles in place

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?

No

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?

The relevant information feeds into the Labour force survey published by the National Statistics Office, in Malta.

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

Yes

7.3.1. Please specify the nature of these incentives.

Scholarships such as MGSS-UG, MGSS-PG, as well as STEPS, (please refer to question number I.3.7 for more information on the scholarships) do serve as an incentive for students to pursue further studies and to complete the same studies. This is an indirect way of also providing incentives for higher education institutions to improve student completion rates.

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?

All students

8.2.1. Please specify.

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

Funding is provided through the government's central budget.

8.4. What are the main tasks of the services?

The Students Advisory Services aims to provide prospective and current students at the University of Malta with the necessary information and advice in order to make informed and sensible choices. The service operates in close liaison with the Counselling Services, the Admissions and Records Office and other offices of the Registrar.

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?

Now

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)?

Yes

10.1. Please provide details of specific policy measures.

Part Time courses are offered in all Higher Education Institutions and e-learning is also used across the whole education system including Higher Education.

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?

No

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?

No

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: = Matriculation Certificate and passes at Secondary Education Certificate level in Maltese, English language and Mathematics.

Route 2: = Vocational and professional diplomas/degrees

Route 3: = Degrees/diplomas/certificates obtained from other institutions of Higher Education

Route 4: = Other qualifications together with work experience

Route 5: = Work experience

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

Yes

15.1. Please briefly describe these measures.

Applicants who have completed in full or in part a degree course at a recognised University, which is of an equivalent standard, may be admitted to a degree or diploma course. Applicants are required to present sufficient documentary detail to ascertain their competence in any particular area of study. The University considers applications from mature candidates, that is, persons who would be at least 23 years of age by the 1st October of the year or by the beginning of the course for which they apply. Mature applicants may not necessarily be required to present the formal qualifications listed above. However, they may be accepted on the basis of a wide variety of achievements.

16. PART-TIME STUDY

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

Yes

16.1.1. If yes, what formal status does exist?

Part-Time student

16.1.2. How do you define it?

The University of Malta normally takes part-time studies to be half the workload of full-time studies (i.e.. 30 ECTS credits are normally achieved in 1 part-time year of study).

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

Part-time courses are against payment and students following these type of courses are not entitled to student maintenance grants.

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

Part time students are offered evening courses, they also pay fees both at undergraduate and postgraduate level. They receive no maintenance grants except for students following LLD and LLM

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?

No

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?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

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?

No

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?

No

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?

Legislation expressly permits higher education institutions to implement procedures for validation of non-formal and informal learning

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

Standard practice in some higher education institutions (36 - 75%)

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

Procedures published from time to time by the Malta Qualifications Council and other Quality Assurance Agencies such as the Directorate for Quality and Standards.

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

No

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?

Specific group of students who are obliged to pay tuition fee are determined by Law on Higher Education and by law acts. At public university all students in Montenegro pay tuition fee during their studies, nobody pay after studies. Students at private HEI shall be to pay tuition after studies if they allowed by institutions to obtain credit at the bank for a grace period of the duration of study.

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

Need

Merit

Part-time/Full-time/Distance learning

Field of study

One of criteria which determine status of student related to his/her obligation of paying tuition fee is so called students' performance. Students financed from the state budget who do not fulfil the criteria to continue their studies as a budget-funded student may continue as self-financing students. Conversely, self-financing students who pass all exams may become budget-funded students if there are places available on their study programme. Those students are chosen on the basis of the ECTS gained and academic performance during their studies.

Students enrolled at public university in study programs organized as self financed solely are obliged to pay tuition fee as well as students enrolled in study programs organized as budget and self financed who have status of self financed. At private HEIs tuition fee also depends on type of program, but its amount is determined by their founders.

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

Yes

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?

vvvvvv

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 = 1.500 euros

Maximum amount = 6.000 euros

Most common amount = 1.500 euros

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...)

Government decides on the number of students to be financed from the state budget (at public university approximately 40% of students are budget financed, the remaining 60% are self financed), following the number prescribed in the applicable public institution licence and recommendations from the Ministry of Education and Science. Amount of tuition fee depends of type of study program. Minimum tuition fee in the first cycle at the state university is 500 euros per year, maximum is 1.000 per year, while at private HEIs minimum tuition fee is 1.350 per year, while maximum fee is 2.000 euros per year.

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.

95% of students pay minimum tuition fee while 5% pay maximum tuition fee in the first cycle.

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 = 2.000 euros

Maximum amount = 3.500 euros

Most common amount = 2.000, 00 euros

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...)

Students enrolled in the first year of postgraduate study program so called specialist study program and who have status of self financed students pay minimum tuition fee in amount of 500 euros per year. This amount depends on type of program.

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...)

After completion of a bachelor degree, a student may apply for a specialist degree, and/or a master degree, after which they may enrol for a doctoral programme. Students on undergraduate applied study programmes may progress to the level of master. Enrollment in second cycle is based on academic performance in accordance with prescribed criteria of public announcement published by HEIs. Amount of tuition fee depends on type of programme. We stress that in the first cycle of postgraduate program (specialist) students could be financed by state budget while so called self financed students pay tuition in maximum amount of 1000 euros per year. This amount depends on type of program. At public university students of second year of postgraduate study program so called master study pay maximum tuition fee in amount of 2.000 euros per year. It depends on type of study program.

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.

Approximately 20 percent of total number of second cycle students (specialist study) are financed by the state budget. 65 percent of students enrolled at second cycle program pay fee in minimum amount, while 15 percent pay maximum amount of tuition fee.

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 = 500 euros per year

Maximum amount = 1000 euros per year

Most common amount = 500 euros per year

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

Students who do not have Montenegrin citizenship are treated as foreign students.

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

The Managing Board, with the consent of the Ministry for Education and Sports determines tuition fee to be paid by students in public institutions. At private HEIs they define tuition fee by themselves.

Central/regional authority defines the value range of fees

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

The Managing Board, with the consent of the Ministry determines tuition fee to be paid by students in public institutions. At private HEIs they define tuition fees by themselves.

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

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

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

Now

12.1. Please identify the main focus of your country's student support system.

Loans for students

Except students loans, Ministry of Education and Sports provides limited number of grants for students with the best student's achievements.

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

Ministry of Education and Sports provides grants and loans. The same person can not be provided by loan and grant at the same time.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, first cycle students only

Students of undergraduate studies and students of the first year of postgraduate studies (specialist) with the best student's achievement are provided with the grant. We would like to emphasize that 40 percent of overall students population at the public university are exempted from paying tuition fee.

13.2. Which first cycle students are eligible for grants and/or scholarships?

All students

13.2.1. Which groups of students receive grants and/or scholarships?

Need-based

Merit-based

Receiving grants is based on students' performances solely.

Part-time/Full-time/Distance learning

Field of study

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

1.24

13.3. What is the minimum, maximum and most common value of **grants/scholarships** available to first cycle students in higher education?

Minimum = there is no minimum value

Maximum = there is no maximum value

Most common = 86 euro/month

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Please choose..

13.4.1. Which groups of students receive grants and/or scholarships?

Need

Merit

Part-time/Full-time/Distance learning

Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

0

13.4.3. What is the minimum, maximum and most common value of **grants/scholarships** available to second cycle students in higher education?

13.5. What percentage of all students receives a grant and/or scholarship?

1.3

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

No student

14.2. Are all first cycle students eligible to receive loans?

Please choose..

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle =

Most common first cycle =

Maximum first cycle =

14.2.3. Are all second cycle students eligible to receive loans?

Please choose..

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle =

Most common second cycle =

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Maximum second cycle =

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 0

14.5. Are student loans publicly subsidised or guaranteed?

Please choose..

14.5.1. Please explain the form of this guarantee/subsidy.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

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

At public university 4.448 students of undergraduate studies are financed by state budget and 634 students of the first year of the postgraduate studies (specialist) are also financed by state budget. They are provided by loans under special condition in accordance with the guideline. Amount of student loan is appropriate to cover accommodation and board in students' hostel. 12 percent of total number of students in Montenegro receive loan (about 3.000). 7 percent of the total number of students awarded by loan are freed to repay a loan while the rest return it partially. In accordance with the adopted changes and amendments of the Law on Higher Education, there is no differentiation between students of public and private higher education institutions. Both have the right to: • accommodation and food in a students' dormitory, • students' loan, • scholarships for talented students, • participation in local and inter-city public transportation expenses for students, • professional training, and • health care. It will be regulated by Rulebook on students' standard which is in adoption procedure.

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

students enrolled at recognized higher education institution are benefited in transport issue and medical insurance. Also, they can apply for accommodation and board in students' hostel for low prices.

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?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

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

Income of parents too low

Income of student too low

Age of student

Disability

Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

25.3. Please explain the difference.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

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

Now

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

- Student
- They hold an employment contract with a HEI

28.1. Please explain why you selected multiple options?

Students of PhD studies are not obliged to have an employment contract with HEI. Students who have an employment contract with HEI are involved in the teaching process, as teaching assistance.

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

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

If a student of PhD studies has an employment contract with the HEI, he/she is exempted from tuition fees. Also, these students receive a salary and could be financed through national projects. National projects are financed by the Ministry of Science. Every year the Ministry of Education and Sports and the Ministry of Science cofinance tuition fees for a certain number of students of master and PhD studies, application, evaluation and defense of doctoral thesis in accordance with criteria prescribed by annual announcement.

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.

At public university approximate fee for the first cycle is 500-1000 euro per year, depending on type of the program (this relates to so-called self-financed students), students of the first year of the second cycle (specialist study) pay also 500 - 1000 euro per year, while students of the second year of the second cycle (master studies or two-year master program) pay 1500 - 2000 euro per year. Approximate fee for students of PhD studies is 2000 - 4000 euro per year. As for grants and loans, students of the first cycle and students of the first year of the second cycle (specialist) are provided with loans in amount of 40 euro per month. This amount covers accommodation costs and board in students' hostels. Students of the first cycle and students of the first year of the second cycle (specialist) are provided with grants in amount of 86 euro per month. Grants are provided only for students with outstanding performance, i.e. the best students. Students who are provided with grants cannot be provided with loans. Students of the second year of second cycle (master studies) and students of PhD studies could be financially supported by the Ministry of Education and Sports and the Ministry of Science, through annual call, in accordance with prescribed criteria in it. Compared to students of the first cycle and students of the first year of second cycle (specialist), PhD students are not awarded with grants and loans.

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

Contract signed between PhD candidate and higher education institution is obligatory. This contract regulates mutual rights and obligations.

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.

Fee for the students of third cycle is 2000 - 4000 euro per year, for all of them who are not engaged at HEI as teaching assistants.

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

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

Biljana Mišović, adviser for higher education

Vanja Drljević, TEMPUS coordinator

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.

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

Adopted:

Most recent revision:

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			
Outbound			
No target			

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

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

Same

Differences

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.b.i 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

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				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
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?

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.

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)	This is restricted only for students studying in the Republic of Serbia, as budget-financed students.	This is valid only via multilateral programmes.
Grants/scholarships are restricted to specific programmes (if so, please specify)	Erasmus-Mundus programmes, Basileus and JoinEUSEE programmes within Erasmus Mundus action 2, scholarships of the foreign governments	Basileus and JoinEUSEE programmes within Erasmus Mundus action 2, scholarships of the foreign governments, and CEEPUS programmes.
Other restrictions apply (please specify)		
No restrictions apply	Yes	Yes

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	Yes. This is valid for CEEPUS programme and BASILEUS and JoinEUSEE programme.	
Loans for outgoing students		Yes. This is applicable for students studying in the Republic of Serbia, if budget-financed.
Grants/scholarships for outgoing students	Montenegrin students through CEEPUS programme are enabled the scholarship from the country they go, based on the agreement between CEEPUS countries.	Scholarships for the talented students, studying in the Republic of Serbia. they also receive student loan.
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.)

For the students that come to Montenegro via specific international programmes, for example CEEPUS, students receive the accomodation and meals in the students` dormitory, health insurance and pocket money.

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?

King Baudouin Foundation on Student Mobility in WB Countries

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	3	3
Language	2	
Curriculum/Study organisation		1
Legal issues		
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.

Language, funding and recognition.

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.

There are sometimes problems for the recognition of the credits gained outside the his/her home institution.

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

Yes

No

D.6.a If yes, please specify.

language and funding.

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

Visa liberalization is very important for removing the obstacles of students` mobility, as well as better promotion of possibilities of students` mobility together with the information package for students as regards the learning agreement and their obligations accordingly, as well as partial funding of students` mobility.

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?

Ministry of Education and Science maintains the regular database on the financial support to the incoming and outgoing students. There is an increase in the number of outgoing,. as well as for the incoming students applying for the mobility programmes, which is due to the information campaign on strudents` mobility.

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		
Recognition issues	3	2
Language issues	1	3
Incompatibility of pension and/or social security systems		
Legal issues	1	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?

So far, there haven't been any problems or obstacles with respect to the staff mobility.

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		yes	no
more outgoing than incoming students	yes		
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 and Science

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.

Balanced mobility means that there is a balance between the incoming and outgoing students, which is not the case in Montenegro.

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?

There is a considerable imbalance with western Europe countries, such as Italy, Austria, France etc. In these countries there is high percentage of MONTenegrin outgoing students, which is not the case vice versa.

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?

We haven't got yet the Strategy for Mobility in our country. Action PLAN for Mobility is under way.

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

Space for Comments: