

**BOLOGNA PROCESS  
 TEMPLATE FOR NATIONAL REPORTS: 2005-2007**

**A. Background information on your Higher Education system**

**Details**

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| Country                                 | <b>DENMARK</b>   |
| Date                                    | December 2007  |
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**Main achievements since Bergen**

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| <p>1. Describe the important developments relating to the Bologna Process, including legislative reforms, since Bergen.</p>  |
| <p><b>2005-7-developments:</b></p> <p>The government has in April 2006 launched a new "Strategy for Denmark in the Global Economy"</p> <p>Main objectives:<br/>       All young people should complete a general or vocational upper secondary education programme.<br/>       At least 50 per cent of all young people should complete a higher education programme.<br/>       Education and training programmes should be of top quality at all levels.</p> <p>Among the key initiatives in the university sector are</p> <ul style="list-style-type: none"> <li>• The basic funds of universities should be distributed according to quality</li> <li>• Government research institutions should be integrated in universities</li> <li>• All university programmes should be evaluated according to international standards. A new independent accreditation body will be established for that purpose.</li> <li>• Bachelor programmes should lead to better job opportunities</li> <li>• Systematic dialogue with employers</li> <li>• The number of PhD scholarships should be doubled</li> <li>• Special master's programmes for outstanding students</li> </ul> <p>Among the key initiatives in the college sector are:</p> <ul style="list-style-type: none"> <li>• All institutions engaged in providing professional oriented first cycle higher education should be gathered together in 6-8 multidisciplinary,</li> </ul> |

regionally based university colleges with academically strong and modern study environments.

- An independent accreditation body should evaluate all education programmes according to international standards
- New education programmes should be developed, particularly to target companies
- Strengthened cooperation between educational institutions and companies
- More dissemination of knowledge from universities to university colleges.
- Greater flexibility in short cycle higher education programmes. The length and content of each programme should be more flexible and adapted to meet the needs of the labour market.

The Danish Governments' Strategy for Denmark in the Global Economy "Progress, innovation and cohesion" is available at:

[http://www.globalisering.dk/multimedia/Pixi\\_UK\\_web\\_endelig1.pdf](http://www.globalisering.dk/multimedia/Pixi_UK_web_endelig1.pdf)

## National organisation

2. Describe any changes since Bergen in the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their roles.

Please include:

- whether higher education institutions (HEIs) report to /are overseen by different ministries
- how funds are allocated to HEIs
- areas for which HEIs are autonomous and self governing.

There have been no changes in the way that Danish ministries oversee HEIs since 2005. Thus three ministries continue to be responsible for HEI's:

- The Ministry of Science, Technology and Innovation: Universities
- The Ministry of Education: The college sector
- The Ministry of Culture: Institutions for education in the arts

A bill has been presented to the Parliament that will introduce a new accreditation body that is supposed to be passed by the Parliament in spring 2007.

3. Describe any changes since Bergen to the institutional structure.

Please include:

- the number of public/private HEIs
- are there different types of institutions delivering higher education (i.e. academic/professional, university/non-university etc.)
- the number/percentage of students admitted in academic session 2006-2007 to each type of institution
- the extent to which different types institutions are covered by the same regulations.

HEIs in Denmark are State institutions or public or self-governing institutions regulated by law.

By the end of 2006 the number of institutions are:  
 12 universities (first, second and third cycles; bachelor, candidates and PhD programmes).  
 12 HEIs for education in arts  
 22 Centres for Higher Education/University Colleges (first cycle; professional bachelor programmes)  
 17 Academies of Higher Professional Education (short cycle; academy profession programmes).

The distribution of admissions to the four types are: 35%, 4%, 44% and 17%

The different types of HEIs are regulated by specific regulations

As referred to in question 1 institutional reform is expected for the universities as well as the college sector.

## Partnership

4. Describe the structure which oversees the implementation of the Bologna Process in your country.

Please include:

- the membership and role of any national Bologna group (for example policy committee, promoters' group)
- the membership and role of students, staff trade unions, business and social partners in any national Bologna Group.

The implementations is overseen by two groups

- a. The Bologna Steering Group composed of representatives from
  - 3 Ministries
  - 4 Rectors' Conferences
  - 4 Labour market organisations (2 employers and 2 employees)
  - 2 Student organisations
- b. The Bologna Coordination Group composed of representatives from
  - 3 Ministries
  - 3 Agencies
  - 4 HEI's coordination bodies
  - 2 Teachers organisations
  - 2 Student organisations

5. Describe the arrangements for involving students and staff trade union/representative bodies in the governance of HEIs.

Please include:

- precise references (preferably with web links) to any legislation (or equivalent) in place to ensure students and staff are represented on HEI governing bodies
- the role of students in the governance of HEIs

- the role of staff trade union/representative bodies in the governance of HEIs.

Universities:

University Board: Staff and students elect members (min. 2 students) to the Board

Academic Council: Staff and students elect members to the Council.

Study Board: Teachers and students elect members to the Study Board (each one half)

College sector:

For the board of Centres of Higher Education/University Colleges the student board can elect two representatives. Normally the board will also include members of the staff.

Academies of Higher Professional Education are comprised of a number of vocational colleges. Boards of vocational colleges must include 1 staff representative and 2 student representatives.

6. Describe the measures in place to ensure the co-operation of business and social partners within the Bologna Process.

Business and social partners are represented in Bologna Steering Group. At universities and in the college sector they may be members of the board.

## B. Main stocktaking questions, including scorecard elements

### Degree system

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| <p>(Scorecard and Eurydice)</p> <p>Stage of implementation of the first and second cycle</p> <p>7. Describe the progress made towards introducing the first and second cycle.</p> <p>Please include:</p> <ul style="list-style-type: none"><li>the percentage of the total number of students below doctoral level enrolled in the two cycle degree system in 2006/07.</li></ul>   |
| <p>The two-cycle system was introduced 1993 and fully implemented at universities in 2003</p> <p>The College Sector offers short and first cycle programmes</p>  |
| <p>( Eurydice )</p> <p>Stage of implementation of the third cycle</p> <p>8. Describe the progress made towards implementing doctoral studies as the third Bologna cycle.</p> <p>Please include:</p> <ul style="list-style-type: none"><li>the percentage of 3<sup>rd</sup> cycle students following structured doctoral programmes</li><li>the normal length of full-time doctoral studies</li><li>the elements that are included in doctoral study programmes, e.g. do they include taught courses or independent research only</li><li>the supervisory and assessment procedures for doctoral studies</li><li>are doctoral studies included in your country's qualifications framework and are they linked to learning outcomes</li><li>are interdisciplinary training and the development of transferable skills integrated in doctoral studies</li><li>are credit points used in measuring workload in doctoral studies?</li></ul> |
| <p>Doctoral studies are fully implemented as third cycle in the Danish HE-system (Act on Universities, art. 4)</p> <p>All doctoral programmes are structured programmes that include both taught courses and independent research.</p> <p>The programmes are planned as 3-years programmes (180 ECTS) but students in average use 4 years (maternity leave incl.).</p> <p>The university appoints a general supervisor and a research project supervisor for the student. For each student there is a plan for the study and progress according to the plan is assessed twice a year. A committee of three members of which one is external to the university assesses the thesis.</p> <p>Transferable skills are included as training in communications skills</p>  |

(including teaching) is part of the programmes.  
Doctoral studies are included in the Danish Qualifications Framework for Higher Education, which for all levels include descriptors based on learning outcomes and credit points (ECTS).

(Scorecard and Eurydice )  
Access<sup>1</sup> to the next cycle

9. Describe the arrangements for access between the first and second cycles and second and third cycles.

Please include:

- the percentage of first cycle qualifications that give access to the second cycle
- if appropriate, the percentage of first cycle qualifications that give access to the third cycle
- the percentage of first cycle qualifications that give access to both the second and third cycles
- the percentage of second cycle qualifications that give access to the third cycle
- specify any first cycle qualifications that do not give access to the second cycle
- specify any second cycle qualifications that do not give access to the third cycle.
- specify any examples where bridging courses are necessary to transfer between cycles in the same subject area
- any measures planned to remove obstacles between cycles.

First to second cycle:

All university bachelors have access to second cycle (in relevant subject areas).

Professional bachelors have access to specific second cycle programmes. Sometimes bridging courses are necessary (depending on subject areas). No first cycle qualifications give access to third cycle.

Second to third cycle:

All regular Masters (120 ECTS) have access to third cycle

Masters (60 ECTS) from the adult education have no access to third cycle (not end of cycle qualifications)

Within the first cycle the link between professionally oriented short and first cycle programmes will be strengthened as part of the follow-up to the Strategy for Denmark in the Global Economy.

(Scorecard and Eurydice )

Implementation of national qualifications framework

<sup>1</sup> Access as defined in the Lisbon Recognition Convention. Access: the right of qualified candidates to apply and be considered for admission to higher education.

10. Describe the stage of implementation of the national qualifications framework to align with the overarching Framework for Qualifications of the EHEA<sup>2</sup>.

Please include:

- the stage of development of your national qualifications framework (for example: has your national QF been included in legislation or agreed between all relevant stakeholders; has a working group been established; have national outcomes-based descriptors of the main types of qualifications been prepared; has a timetable for implementation been agreed?)
- the extent to which your national qualifications framework is in line with the Framework for Qualifications of the EHEA
- the role of stakeholders in the development of your national qualifications framework.

The Danish Qualifications Framework for Higher Education was developed 2001-2 and approved by the ministers in charge of higher education in 2003. It was developed by a committee where all stakeholders relevant to higher education were represented.

The framework is based on outcome descriptors that are comparable to the Dublin descriptors of the Qualifications Framework for EHEA.

The Danish Qualifications Framework is under review and a second-generation framework is planned to be ready in 2007. A reference group with stakeholder participation is assisting in the review.

11. What measures are being taken to increase the employability of graduates with bachelor qualifications?

Please include where possible:

- the percentage of first cycle graduates who found employment after graduating in 2005/06
- the percentage of first cycle graduates who continued into the second or third cycles in 2005/06
- the extent to which this is expected to change in 2006/2007.

As part of the strategy for "Denmark in the global economy" the government has launched a reform project of bachelor programmes leading to employment. This would be one of a set of criteria for accreditation of new bachelor programmes of the new accreditation body (see section 1).

In general professional bachelors have a high employment rate after graduation.

8% of university bachelors have found employment after graduation.

1% is seeking employment

88% are continuing in second cycle programmes. **A part of those** will not

<sup>2</sup> A Framework for Qualifications of the EHEA: <http://www.bologna-bergen2005.no/>

finalise and will thus enter the labour market with a first cycle qualification.

## Quality assurance

(Scorecard and Eurydice)

National implementation of the Standards and Guidelines for QA in the EHEA<sup>3</sup>

12. To what extent is your national system of QA already in line with the Standards and Guidelines for QA in the EHEA?

Please include:

- the stage of implementation of the national quality assurance system in line with the Standards and Guidelines for QA in the EHEA
- any action that has been taken to ensure that the national quality assurance system is in line with the Standards and Guidelines for QA in the EHEA
- any deadlines set for taking action to ensure that the national quality assurance system is in line with the Standards and Guidelines for QA in the EHEA
- any action planned to ensure that the national quality assurance system is in line with the standards and guidelines for QA in the EHEA.

The present Danish national system of QA is already in line with the standards and guidelines for QA in the EHEA.

1) In spring 2005, the Swedish National Agency for Higher Education, HsV, was entrusted with the task of evaluating The Danish Evaluation Institute, EVA. The brief was to evaluate the totality of EVA's activities. It was an explicit aim that the external peer review of EVA should qualify the agency for inclusion in the planned register of officially recognised quality assurance agencies operating in Europe – and thus assess whether the Danish quality assurance system is in line with the Standards and Guidelines for QA in the EHEA.

The overall assessment of the review panel appointed by HsV was that the approach and the methods used by EVA are in agreement with international practice. The panel also concluded that EVA complies with the standards and guidelines for quality assurance agencies in all essentials, and that the Institute should, therefore, be well qualified to be included in the register of quality assurance agencies active in Europe in the category of European

<sup>3</sup> <http://www.enqa.net/files/BergenReport210205.pdf>

national agencies that have been reviewed and fulfil all the European standards for external quality assurance agencies. This view has been confirmed by ENQA.

EVA includes criteria concerning the HEI's internal quality assurance mechanisms in all its external quality assurance activities. EVA's current concept for institutional quality audits of universities directly reflects the expectations to internal quality assurance by HEI's expressed in the European standards and guidelines.

2) In addition to EVA's activities a bill has been presented to the Parliament (15 December 2006) that will introduce a new accreditation body. The bill is supposed to be passed by the Parliament in spring 2007. The purpose is to have all HE-programmes accredited and to have all university programmes approved.

A new accreditation institution will be established consisting of an Accreditation Council and secretariats.

The institution is an independent body in line with "Standards and Guidelines" (Standard and Guideline nr. 3.6 on Independence in citation in the bill)

According to the bill the institution has to be in line with the Standards and Guidelines in general.

(Scorecard and Eurydice)

Stage of development of external quality assurance system

13. Describe the quality assurance system operating in your country.

Please include:

- the stage of implementation of your external quality assurance system
- the scope of your external quality assurance system: does it operate at a national level; does it cover all higher education<sup>4</sup>
- which of the following elements are included in your external quality assurance system:
  - internal assessment
  - external review
  - publication of results
- whether procedures have been established for the peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA.

1)The Danish Evaluation Institute (EVA) is the national agency responsible for external quality assurance of first and second cycle higher education in

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<sup>4</sup> higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

Denmark. EVA was established in law by the Danish parliament in 1999 as an independent institution under the auspices of the Danish Ministry of Education, with its predecessor having already operated since 1992. It carries out the following types of external quality assurance within HE:

- Programme evaluation
- Accreditation of professional bachelor's programmes
- Institutional accreditation establishing the basis for ministry decision on University College status, see 1.1.b
- Institutional audit
- Accreditation of short cycle programmes at private institutions with a view to give access to students grants and loans

HEI's are responsible for organising internal quality procedures and assessments.

EVA is bound by law to publish all external quality assurance reports. In 2005 EVA went through a peer review, see above. The panel of assessors examined the activities of EVA in relation to the European Standards and Guidelines for quality assurance agencies.

2) The bill that will introduce a new accreditation body has the following main elements:

- All university programmes should be evaluated according to international standards ("Standards and Guidelines").
- Only accredited programmes should be eligible for governments grants
- The ministerial approval of new university programmes should be abolished.

(Scorecard and Eurydice)

Level of student participation

14. Describe the level of student participation in your national quality assurance system.

Please include:

- whether students are included in the following aspects of quality assurance:
  - the governance of national agencies for QA
  - as full members or observers in external review teams
  - as part of the decision making process for external reviews
  - in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)
  - in internal evaluations.

1) The Danish Evaluation institute, EVA, is governed by a board and an advisory council. The council has four seats reserved for students representing different levels in the educational system. The council plays a leading role in formulating the yearly action plan describing the external quality assurance activities to be undertaken during the following year.

In external quality assurance processes, EVA involves students in various

contexts:

- EVA asks programmes or institutions under external review to conduct a self-evaluation process and produce a written report. It is a firm request that students are involved in the process, and the subsequent site visits demonstrate that this is always the case.
- EVA generally involves students (or graduates) as members in expert panels for external quality processes within HE.
- EVA conducts a site visit as an important element in all external quality assurance processes. Site visits always contain meetings with students and most often also with graduates.
- EVA conducts surveys with graduates in most quality assurance processes.

2) The new Accreditation Council will have one student representative as a full member (out of 8 members) according to the bill.

A guideline for membership of accreditation panels is not yet in place.

(Scorecard and Eurydice)

Level of international participation

15. Describe the level of international participation in your national quality assurance system.

Please include:

- whether there is international participation in the following aspects of quality assurance
  - the governance of national agencies for quality assurance
  - the external evaluation of national quality assurance agencies
  - teams for external review, either as members or observers
  - membership of ENQA
  - membership of any other international network.

1) The Danish Evaluation Institute, EVA, does not have international participation in its board or council.

The external review of EVA was organised by the Swedish National Agency and with four Nordic members in the panel.

Expert panels in external quality assurance processes usually include peers from other Nordic countries or – in some cases – from other European countries and the US.

EVA is founding and full member of ENQA and of the international network INQAAHE.

2) In the new Accreditation Council as a minimum one member has to have international experience regarding accreditation.

The accreditation panels will have international participation

Within 3 years the new institution will go through an audit or evaluation in line with the Peer Review of the Standard and Guidelines (see section 13) and will ask for admission to the proposed European register for quality assurance agencies, if established.

## Recognition of degrees and study periods

(Scorecard and Eurydice )

Stage of implementation of Diploma Supplement

16. Describe the stage of implementation of the Diploma Supplement in your country.

Please include:

- the percentage of students graduating in 2007 who will receive a Diploma Supplement
- which of the following apply to Diploma Supplements issued in your country:
  - issued in a widely spoken European language
  - free of charge
  - automatically
  - correspond to the EU/CoE/UNESCO Diploma Supplement format.

Since September 2002 it has been mandatory for all higher education institutions under the Ministry of Education and the Ministry of Science, Technology and innovation to issue a Diploma Supplement to all students that graduate. Since **some years ago** this obligation also applies to all higher education institutions under the Ministry of Culture. The Diploma Supplement is in English; it is free of charge and it is issued automatically. The Diploma Supplement follows the EU/CoE/UNESCO Diploma Supplement Model.

(Scorecard)

National implementation of the principles of the Lisbon Recognition Convention

17. Describe the stage of implementation of the main principles and later supplementary documents<sup>5</sup> of the Lisbon Recognition Convention.

Please include:

- whether your country has ratified the convention (including depositing ratification instrument at either CoE or UNESCO)
- whether all appropriate legislation complies with the legal framework of the Convention and the later Supplementary Documents
- which of the following principles are applied in practice
  - applicants' right to fair assessment
  - recognition if no substantial differences can be proven

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<sup>5</sup> Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

- demonstration of substantial differences, where recognition is not granted
- provision of information about your country's HE programmes and institutions
- whether you have a fully operational ENIC
- any action being taken to ratify or fully implement the Convention and the later Supplementary Documents.

Denmark formally ratified the Lisbon Convention 20 March 2003, and the ratification was deposited with the Secretary General of the Council of Europe. A de facto implementation of the convention was already in place with the establishment of the Danish Centre for Assessment of Foreign Qualifications (now CIRIUS) and the adoption of the Act No. 344 of 16 May 2001 on the Assessment of Foreign Qualifications. The Act was based on the text of the Lisbon Convention and the criteria and principles of the UNESCO-text and the Council of Europe "Recommendation on Criteria And Procedures for the Assessment of Foreign Qualifications. This means that all applicants have the right to a fair assessment, and that recognition is granted if no substantial differences can be proved.

These recognition principles and criteria are also incorporated in later legislation on Assessment of Foreign Qualification (Act on Assessment of Foreign Qualifications (Consolidation Act no. 74 of 24 January 2003- Danish Act in effect) and in the order no. 606 of 25 June 2003 on Assessment of Foreign Qualifications etc.

Denmark has a fully operational ENIC office and it provides web-based information on Danish higher education institutions and the Danish degree structure and study programme requirements. The web-page links to the web pages of the higher education institutions with further information about the study programmes.

(Scorecard and Eurydice)

Stage of implementation of ECTS

18. Describe the credit and accumulation system operating in your country.

Please include:

- the stage of implementation of ECTS in academic year 2006/2007
- the percentage of first and second cycle programmes using ECTS in academic year 2006/2007
- how any other credit or accumulation system in use relates to ECTS: is it compatible with ECTS; what is the ratio between national and ECTS credits.

The ECTS credit point system is mandatory to use for all first and second cycle higher education study programmes offered by the higher education

institutions under the Ministry of Education and the Ministry of Science, Technology and Innovation. All programmes under the Ministry of Culture must also use ECTS-credits except for programmes from the Danish National School of Theatre and the Danish academies of fine arts.

Apart from a very few study programmes under the authority of other ministries than the above-mentioned 100 pct of all state-regulated higher education study programmes use the ECTS credit point system. The ECTS credit point system is used both as a credit transfer and as an accumulation system, and it is the only national credit and accumulation system in force.

As of 2006/07 a new Danish grading scale comparable to the ECTS grading scale will be implemented at all state-regulated higher education institutions under the Ministry of Education and the Ministry of Science, Technology and Innovation.

19. Has your country produced a national plan to improve the quality of the process associated with the recognition of foreign qualifications<sup>6</sup>? If so, give a brief description of the plan and attach a copy.

Yes, Denmark has produced a national action plan for recognition of foreign qualifications. The action plan comprises chapters on legislation, recognition practice, information provision and national recognition structures. The action plan is enclosed.

## Lifelong Learning

(Scorecard)

Recognition of prior learning

20. Describe the measures in place to recognise prior learning, including non-formal and informal learning.

Please include:

- the stage of development of any procedures or national guidelines to recognise prior learning
- a description of any procedures or national guidelines for assessing prior learning as a basis for access to HE
- a description of any procedures or national guidelines for allocating credits as a basis of exemption from some programme requirements.

In the area of lifelong learning/adult education, a proposal for a new act on assessment and recognition of formal and informal learning has been introduced to Parliament in November 2006.

Universities: The Regulation on access to bachelor and master programmes at universities entitles the university to give access to bachelor programmes if the

<sup>6</sup> ENIC/NARIC has produced guidelines for National Action Plans for Recognition.

university judge that the applicant have sufficient qualifications to be able to complete the programme. Access to master programmes is regulated entirely by the university.

College Sector:

Regulation on access to Academy Profession Programmes and Professional Bachelor Programmes entitle the institutions to grant access to the programmes if they assess that the applicant has qualifications that are comparable to the required access qualifications.

21. Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education.

Please include:

- any flexibility in entry requirements
- any flexible delivery methods
- any modular structures of programmes.

See above

## Joint degrees

(Scorecard and Eurydice)

Establishment and recognition of joint degrees

22. Describe the legislative position on joint degrees in your country.

Please include:

- the stage of implementation of any legislation to establish joint programmes
- whether joint<sup>7</sup> degrees are allowed and encouraged in legislation
- whether joint degrees are allowed and encouraged in all three cycles
- an indication of the percentage of HEIs that have established joint programmes and are awarding nationally recognised degrees jointly with HEIs of other countries
- any action being taken to encourage or allow joint programmes.

Universities: By an amendment to the Act on Universities in 2005 Danish universities were allowed to establish joint programmes with foreign universities under certain conditions. A Danish university is able to issue a joint degree in cooperation with other universities under certain conditions. The conditions for establishing joint programmes and issuing joint degrees will now be under review (enhance flexibility for joint degrees).

Joint programmes and degrees are allowed in all three cycles.

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<sup>7</sup> a joint degree is a single degree certificate awarded by two or more institutions, and where the single degree certificate is valid without being supplemented by any additional national degree certificate.

The majority of Danish universities are participants in an Erasmus Mundus consortium.

College Sector: Regulation on joint degrees is expected to be in place in 2007.

## C. Current issues in Higher Education

### Higher education and research

23. Describe the relationship between higher education and research in your country – what percentage of research is carried out in HEIs; are any steps being taken to improve the synergy between HE and other research sectors.

Universities are the most important research institutions in Denmark and this position will strengthen as sectorial research institutions are merged into the universities by 1 January 2007. This merger aims to improve synergy within the research community. Within the Globalisation Strategy (see section 1) the number of Ph.d-students will be doubled.

HEI's offering professional bachelor programmes (college sector) are research affiliated and are thus obliged to enter a research contract with universities.

24. What percentage of doctoral candidates take up research careers; are any measures being taken to increase the number of doctoral candidates taking up research careers?

60 % of doctoral candidates take up a research career.  
Supplementary funding from the government for post-doc. appointments aims at facilitating the transition from doctoral studies to research careers.

### The social dimension

25. Describe any measures being taken in your country to widen access to quality higher education.

Please include:

- any financial or other measures to widen access in higher education amongst socially disadvantaged groups
- any measures in place to monitor the impact of policies to widen access to higher education, including results if possible
- any further measures planned, following evaluation of the widening access measures already in place.

With reference to question 1, a number of initiatives in order to ensure that at least 50 per cent of all young people should complete a higher education programme are outlined in the Danish Government's Strategy for Denmark in the Global Economy.

26. Describe any measures to help students complete their studies without obstacles related to their social or economic background.

Please include:

- any guidance or counselling services and any other measures to improve retention
- any measures in place to monitor the impact of policies to improve retention, including results if possible
- any further measures planned, following evaluation of the retention measures already in place.

Better guidance and counselling services are also part of the Government's Strategy for Denmark in the Global Economy. Among the key initiatives in the area of HE are:

- Smooth transition from upper secondary education to higher education
- Pupils in general upper secondary school to take part in open days and 'taster courses' at higher education institutions
- Young people who have completed an upper secondary education or training programme that qualifies for admission to a higher education programme, but have not yet embarked on such a programme, should be offered an interview with a guidance counsellor
- Educational institutions should be obliged via development contracts and economic incentives to take steps to retain students. All educational institutions should also be obliged to set up schemes ensuring that "personal development interviews" are organised and held as quickly as possible with young people who are in danger of dropping out.

## Mobility

27. Describe any measures being taken to remove obstacles to student mobility and promote the full use of mobility programmes.

Please include:

- any measures to increase inward student mobility
- any measures to increase outward student mobility.

The main national measures taken to remove obstacles to student mobility and to promote the full use of the mobility programmes include:

- Financial governmental incentives to higher education institutions to support mobility (taximeter grants to institutions according to the level of inward and outward mobility)
- Information seminars and information dissemination activities are organised on a regular basis on the various mobility programmes and how to overcome the obstacles

### **Specific measures to increase the inward student mobility**

Easier procedures for residence and work permit to students are being implemented

A national web portal on study possibilities in Denmark

([www.studyindenmark.dk](http://www.studyindenmark.dk)) has been developed: It is updated on a regular basis.

A new scholarship programme for non-European students is introduced.

**Specific measures to increase the outward student mobility**

A national web portal on mobility and study possibilities outside Denmark: [www.udiverden.dk](http://www.udiverden.dk) has been developed. It is updated on a regular basis.

According to the recent Governmental Strategy for Denmark in the Global Economy the higher education institutions will be obliged to set targets for student mobility and for the number of courses and programmes taught in English. Furthermore a new scholarship programme will give new financial opportunities for Danish higher education students to pursue study programmes at higher education institutions abroad. The scholarships are to be used to cover fully or partially the tuition fees of the foreign institutions for a period of up to two years.

28. Are portable loans and grants available in your country? If not, describe any measures being taken to increase the portability of grants and loans.

Yes

29. Describe any measures being taken to remove obstacles to staff mobility and promote the full use of mobility programmes.

Please include:

- any measures to increase inward staff mobility
- any measures to increase outward staff mobility.

The main national measures taken to remove obstacles to staff mobility and promote the full use of mobility programmes include:

- Information seminars and information dissemination activities are organised on a regular basis on the various possibilities for staff mobility both in relation to teaching and research in the various mobility programmes.
- According to Strategy for Denmark in the Global Economy, the higher education institutions will be obliged to set targets for staff mobility

**The attractiveness of the EHEA and cooperation with other parts of the world**

30. Describe any measures being taken in your country to promote the attractiveness of the EHEA.

The main national measures being taken to enhance the attractiveness of EHEA and cooperation with other parts of the world include:

- Scholarship programmes for non-EU/EEA students
- Development of a steady-growing number of study programmes taught in English
- Development of a steady-growing number of joint and double degree programmes
- Partnerships and cooperation agreements outside EU/EEA both at governmental and at institutional level e.g. active participation by Danish institution in the Erasmus Mundus programme
  - Participation in student fairs and other national branding and profiling activities outside Europe
  - Development of printed as well as web-based information on the possibilities for foreign students to study in Denmark
  - development of a national strategy for the marketing of Denmark as an attractive study destination.

### **Future challenges**

31. Give an indication of the main challenges ahead for your country.

See the above reference to the Danish Government's Strategy for Denmark in the Global Economy.