

**Ministère de la Culture,
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Grand-Duché de Luxembourg**

**Implementation of the Bologna Objectives
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Country Report Luxembourg

Luxembourg higher education is undergoing profound change.

Traditionally the system was characterized by short cycle tertiary education and by the existence of “Fachhochschulen” in engineering, pedagogy and social work. University provision was limited to a first cycle, i.e. the first two years, in a broad range of subjects. Subsequently students were required to pursue their studies abroad and would thus be awarded their final degrees by foreign universities.

On 17 July 2003, Parliament passed a Bill creating the “Université du Luxembourg”. The new university takes the Bologna criteria fully on board.

The University will offer academic and professional courses, the **degree structure** being the bachelor, master and doctor. At bachelor and master level, it is possible to distinguish between academic and professional streams. The combined studies at bachelor and master level may not exceed 5 years. The master level is defined as advanced university education enabling students to extend their knowledge, to gain a deeper understanding of culture and, if applicable, initiating them into research into the relevant field.

Curricula are designed on the **ECTS system**, the bachelor varying between 180 and 240 credit points.

Student **mobility** is compulsory and **each student** is required to have a study period abroad, whose duration depends on the particular nature of each program. Networking is thus an essential characteristic of the university.

As far as **staff** mobility is concerned, the law provides for visiting professors. Besides, agreements between Luxembourg institutions and European ones entail that joint programs are taught by staff from each participating university. Moreover, recruitment of new professors is advertised worldwide and there is no nationality clause attached to the hiring of new staff.

In order to both promote **linguistic diversity** and echo the multilingual nature of the country the courses taught at the university will be bilingual, the choice being between French, German and English.

The development of higher education in Luxembourg heavily relies on the creation of **joint degrees**. Currently a number of programs in law, economics and engineering are integrated study courses in the sense that students spend year x at one university and year y at the partner institution. Throughout the duration of the whole program courses are taught by staff from each participating institution. For the time being the student is awarded one degree by each institution, since the legal framework in a number of Member states does not allow the awarding of one diploma with more signatories.

As far as **quality assurance** is concerned Luxembourg is affiliated to the European Network for Quality Assurance in Higher Education. However, the size of the country does not warrant an agency of its own. The system that is still to be put into place will consist in outsourcing the implementation of quality assurance to other European agencies. The four main evaluation types will be used, i.e. institutional evaluation, program evaluation, subject evaluation and audit. Accreditation will only be applied in a number of subject areas. It should be noted that the university law firmly embeds internal and external evaluation as well as regular reporting and public accountability in the running of the institution.

The **social dimension** of higher education is reflected in the financial assistance for students in Luxembourg. The latter consists of grants and/or loans as well as incentives that are performance related. This assistance is fully portable; the ratio of grant and loan is assessed on the basis of the students' or, at the undergraduate level, their parents' income.

Recognition issues are dealt with within the framework of the so-called Lisbon Convention, of which Luxembourg is a signatory country. Generally speaking, the Parliamentary Act of 18 June 1969 regulates recognition issues in such a way that Luxembourg students can study abroad and have their diploma recognised upon returning to the country.

Lifelong-learning has been included in the university act in the sense that access to courses can be determined through accreditation of experiential learning and through the development of specific initiatives at university level to respond to identified skills deficits.