Work package 5 Report on Policy Survey

Introduction

The aim of work package 5 is to help define and propose policies to make the European education system more flexible, based on the analysis of survey results from representatives of universities across Europe and beyond. This study focuses on a few main questions:

1. How easy it is to create a new study programme, in terms of both the necessary approvals, and the amount of documents underlying the approval – Program creation;
2. How easily these programmes can be changed or adapted depending on the challenges occurring at a given moment, be they technical, social or of a different nature - Programme change;
3. The internationalization of study programmes by participating into as many partnerships with other academic institutions as possible, and, first of all, by facilitating student mobility - Partnerships with other academic institutions;
4. How student placements are achieved - Student placements;
5. How the collaboration between the academia and the industry is achieved, for the purpose of developing the competences required to help graduates find employment - Engagement with industry.

Methodology

A survey was designed and developed by the work package partners and made available using SurveyMonkey. All project partners were invited to complete the survey. The results were analysed using a combination of the Excel and SPSS tools. The survey can be viewed on the project website[1].

Initial review of results

A total of 80 responses to the questionnaire were received divided across the level of study as shown in Table 1. Responses by study level and Figure 1 Responses by study level.

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[1] http://www.saleie.co.uk/WP5Policy/docs/Survey_WP5.pdf

To what level of study your answer will refer? Please mark only one type.

Answer Options	Response Percent	Response Count
Bachelor	47.5%	38
Master	30.0%	24
Doctoral	16.3%	13
Lifelong education	6.3%	5
answered question		80
skipped question		0

Table 1. Responses by study level

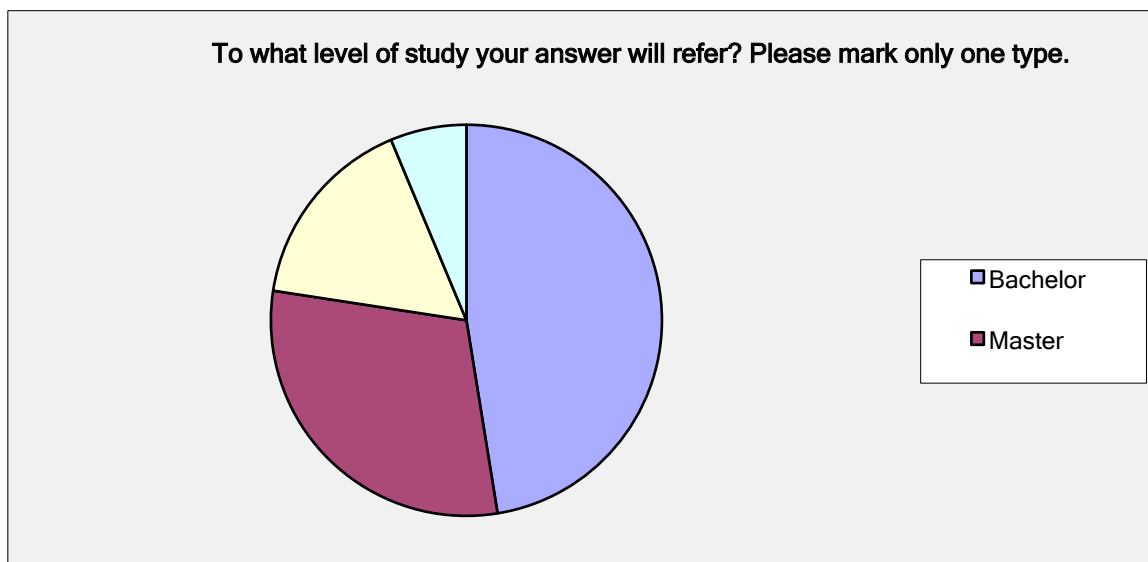
Figure 1 Responses by study level

Responses were obtained from 22 different countries as listed in Table 2 Responses by country.

Armenia	Latvia
Austria	Malta
Bulgaria	Norway
Croatia	Poland
Denmark	Portugal
Estonia	Romania
France	Slovakia
Germany	Slovenia
Greece	Spain
Ireland	Turkey
Italy	United Kingdom

Table 2 Responses by country

To gain some idea of the confidence with which results could be considered reliable, a general question was asked "Please indicate your degree of confidence regarding the subject of this survey". The response range was from 1 (low confidence) to 4 (High confidence). The average response rating was 3.39 with 63 responses (out of 72 responses to this question) rating confidence as either 3 or 4. On this basis of this, most respondents were confident to answer the survey.

With reference back to the main questions being considered in this survey, reporting of results simply by country was not considered really meaningful because of the wide variety of responses. This is illustrated by the response to the general programme approval question, the results of which are shown in Figure 2. Is external approval needed for starting a new programme?

Is external approval needed for starting a new programme?
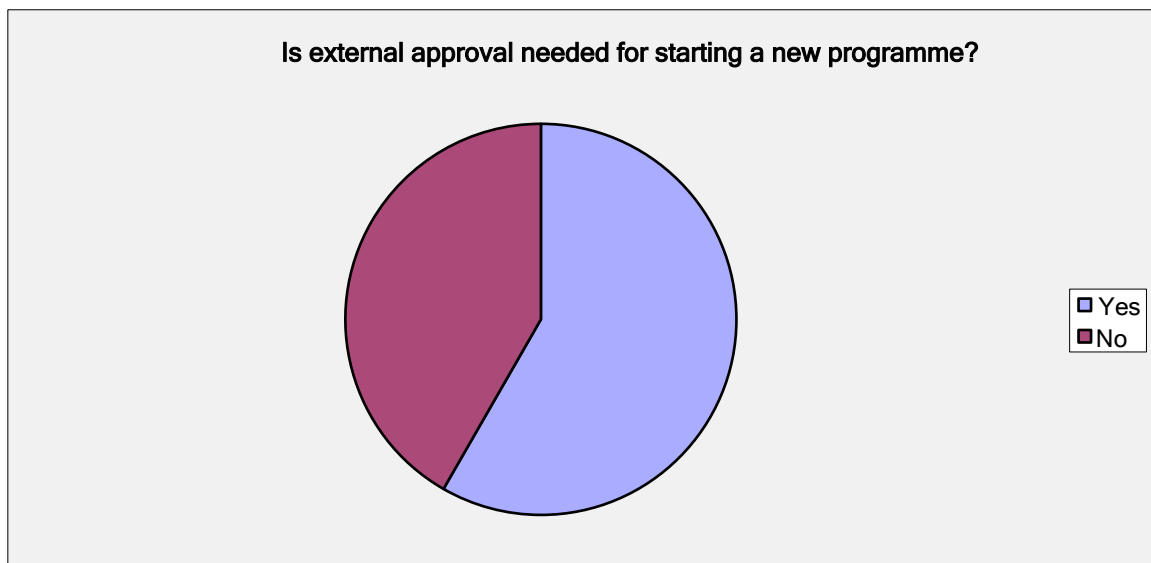
☐ Yes
☐ No

Figure 2. Is external approval needed for starting a new programme?

Instead an initial review indicated that some form of grouping was needed to make analysis and interpretation of the findings effective. The following was adopted as the categorization of country responses:

1. Countries like UK, Malta, Ireland, etc. - LUK
2. Countries from Western Europe (old EU countries), like Germany, France, Italy, etc.- HC
3. Countries from Central and Eastern Europe (new EU countries), like Romania, Poland, Slovakia, etc. - ES
4. Non EU countries, like Turkey, Armenia, etc. - NEU

Programme creation

To create a new master-level study programme it is necessary to know how easy it is for an institution to create one, who approves it, and which are the critical questions for the ability of the institution to respond to market needs for graduates. The overall response to where the idea comes from is shown in Table 3 Where the idea for a new programme comes from.

For the programme as a whole (check all those that apply):			
Where does the idea come from?			
Answer Options	Yes	No	Response Count
National legislature	4	28	32
National executive staff	3	25	28
Executive agencies (e.g., national educational department)	10	23	33
Universities management boards	30	8	38
Industrial Advisory Committee/Board	12	17	29
Faculty management boards	40	5	45
External consultants	2	26	28
Existing policies and practices on universities levels	17	14	31
Other national policies and practices	6	21	27
Professional organisation	13	20	33
Regional accreditation association	1	24	25
Individual academic members of staff	37	4	41
Students or Student representative bodies	9	17	26
Other (please specify)	1	19	20

Table 3 Where the idea for a new programme comes from.

For LUK countries the idea comes more from university management boards and sometimes from faculty level or individuals. In some cases it comes from industrial advisory boards. In HC countries, the proposal for a new programme comes more from faculty management boards and individual academic members, whereas in ES countries a new program is proposed by faculty management boards, individuals within the academic body, while sometimes the decision is based on existing policies and practices at university level. For NEU countries, a new programme is proposed by academic individuals of faculty management boards.

A similar picture emerges for who is involved in the design of new programmes as is shown in Table 4. Who is involved in the design of new programmes.

Who is involved in the design?			
Answer Options	Yes	No	Response Count

	Yes	No	Response Count
National legislature	4	24	28
National executive staff	2	26	28
Executive agencies (e.g., national educational department)	2	25	27
Universities management boards	25	12	37
Industrial Advisory Committee/Board	14	17	31
Faculty management boards	42	4	46
External consultants	6	23	29
Existing policies and practices on universities levels	18	12	30
Other national policies and practices	5	22	27
Professional organisation	19	13	32
Regional accreditation association	0	25	25
Individual academic members of staff	39	5	44
Students or Student representative bodies	13	16	29
Other (please specify)	0	18	18

Table 4. Who is involved in the design of new programmes.

Programme approval

Regarding who approves a new program, Table 5. Who approves a new programme, shows the overall picture and in summary in LUK and HC countries the decision is made by university boards, but in some cases by executive agencies or faculty management boards. In ES countries the approval is given, in most cases, by the faculty management board and sometimes by university boards. In NEU countries, a new program is approved by university management boards and also by the faculty boards. It is interesting to note that it is common practice in 17% of the respondents that the programme will become a programme other institutions can use and in 23% of cases this is by National, Regional or Institutional policy.

Who approves the introduction?			
Answer Options	**Yes**	**No**	**Response Count**
National legislature	8	21	29
National executive staff	6	24	30
Executive agencies (e.g., national educational department)	15	18	33
Universities management boards	38	7	45
Industrial Advisory Committee/Board	0	25	25
Faculty management boards	45	4	49
External consultants	2	24	26
Existing policies and practices on universities levels	10	18	28
Other national policies and practices	1	23	24
Professional organisation	2	25	27
Regional accreditation association	3	24	27
Individual academic members of staff	8	18	26
Students or Student representative bodies	5	23	28
Other (please specify)	2	18	20

Table 5. Who approves a new programme

It is known that each study programme must provide graduates with certain skills. For this reason, it is very important to know the decision-makers who approve these competences. The big picture is shown in Table 6. Who approves the skills/competences that will be included. Based on the results obtained, it can be seen that in all the countries the competences are approved at faculty or university level.

Who approves the skills/competences that will be included?			
Answer Options	Yes	No	Response Count
National legislature	8	21	29
National executive staff	8	24	32
Executive agencies (e.g., national educational department)	14	20	34
Universities management boards	35	9	44
Industrial Advisory Committee/Board	2	24	26
Faculty management boards	44	2	46
External consultants	3	24	27
Existing policies and practices on universities levels	14	15	29
Other national policies and practices	1	23	24
Professional organisation	4	24	28
Regional accreditation association	3	23	26
Individual academic members of staff	12	19	31
Students or Student representative bodies	3	23	26
Other (please specify)	3	18	21

Table 6. Who approves the skills/competences that will be included.

For each module within the programme, almost all decisions are taken by faculty management boards and sometimes by university management boards and individual academics, see Table 7. Who approves module content.

Who approves the module content?			
Answer Options	Yes	No	Response Count
National legislature	3	19	22
National executive staff	3	19	22
Executive agencies (e.g., national educational department)	8	17	25
Universities management boards	24	4	28
Industrial Advisory Committee/Board	0	20	20
Faculty management boards	44	1	45
External consultants	2	20	22
Existing policies and practices on universities levels	9	16	25
Other national policies and practices	0	20	20
Professional organisation	2	20	22
Regional accreditation association	3	20	23
Individual academic members of staff	20	13	33

Students or Student representative bodies	5	18	23
Other (please specify)	2	15	17

Table 7. Who approves module content.

As a conclusion, based on survey results, we notice that in almost all the countries an important role in proposing a new study programme, the corresponding modules and specific competences is played by the faculty management board and sometimes by the university. What can also be noticed is that, although master programmes refer to narrower fields, which should meet the requirements of market needs, the idea of a new programme is not derived from professional organizations or industrial advisory boards, except in countries like the UK.

While the identification and proposal of a new study programme with all that it entails (learning objectives, structure, modules, practical activities, assessments, etc.) occur, in most cases, at faculty or university level, it is very important to know who has the final word in starting a new study programme, whether external approval is necessary and whether there are other specific additional requirements.

Changes to programmes and modules

The ability of an institution to change its programmes and/or modules is important from the point of view of student numbers but equally important as far as responsiveness to changes in the graduate market demand is concerned. A study module and programme must be economically viable to deliver – for example is it reasonable to deliver a module if only one student chooses (where choice exists) to take it? In part this is an evaluation issue but not in the external quality assurance sense as reported above.

As shown previously, most decisions regarding the change of a programme, especially in terms of title, structure, number of assigned credits, or fees, are made at faculty and university level. As regards the changes that could be approved by an individual academic, these refer, in most cases, to the content, the teaching method and the assessment method of a module.

With regard to how much the programme can vary from an existing programme before it can no longer be decided within the University, see Table 8. Changes that do not require external approval And Table 9. Changes an individual academic can approve In addition, the following textual answers were given:

- The university is free in defining the module contents within the ECTS credits (Germany);
- We are a visionary University. It is possible to work with different programs (Austria);
- Only the faculty courses can be altered (Portugal).

- It has to be different in more than three core course units as compared to the existing programme (Slovakia);
- Does not comply with national legislation (if changed) or changed more than 20% without approval (Latvia);
- The syllabus of any course in the programme may change (Turkey);

How much can the programme vary from an existing programme before it can no longer be decided within your University? Please explain			
What changes DO NOT require external (outside the University) approval?			
Answer Options	**Yes**	**No**	**Response Count**
Programme title	20	14	34
Programme structure (that is the modules within it)	28	9	37
One or more modules	31	9	40
Module title	29	10	39
The credit value of a module	31	14	45
The content of a module	36	10	46
The student work hours allocated to a module	33	12	45
The teaching method of a module	37	9	46
The assessment method of a module	36	9	45
The number of students you can enrol on the programme	36	8	44
If yes what are the limits?	19	8	27
The entry qualifications for the programme	25	11	36
The fees student pay to take the programme	32	8	40

Table 8. Changes that do not require external approval

What changes can you as an individual academic approve?			
Answer Options	**Yes**	**No**	**Response Count**
Programme title	11	21	32
Programme structure (that is the modules within it)	17	16	33
One or more modules	22	15	37
Module title	21	16	37
The credit value of a module	13	20	33
The content of a module	31	8	39
The student work hours allocated to a module	17	14	31
The teaching method of a module	35	6	41
The assessment method of a module	31	9	40
The number of students you can enrol on the programme	11	20	31
If yes what are the limits?	8	14	22
The entry qualifications for the programme	11	19	30
The fees student pay to take the programme	6	24	30

Table 9. Changes an individual academic can approve

By analyzing the way in which a new programme is similar in terms of content to other national or international programmes, we notice that in more than 50% of participating

countries there are some similarities, especially in HC, ES and NEU countries and less in LUK countries, see Figure 3. Does your programme need to have content that is similar to other national or international programmes? Some examples of how much a programme needs to have content that is similar to other national or international programmes include:

- The accreditation association proves common standards like core curricula (Germany);
- There are guidelines, but it is possible to define different intelligent and modern curricula (Austria);
- It has to be similar in core course units in a given field that creates circa 66% of the content of the SP (Slovakia);
- To get license for a new programme, it must be compared with 3 similar programmes in other countries (Latvia);
- The programme should be comparable to some of the programmes of universities in Europe, but it is not defined by how much (Croatia);
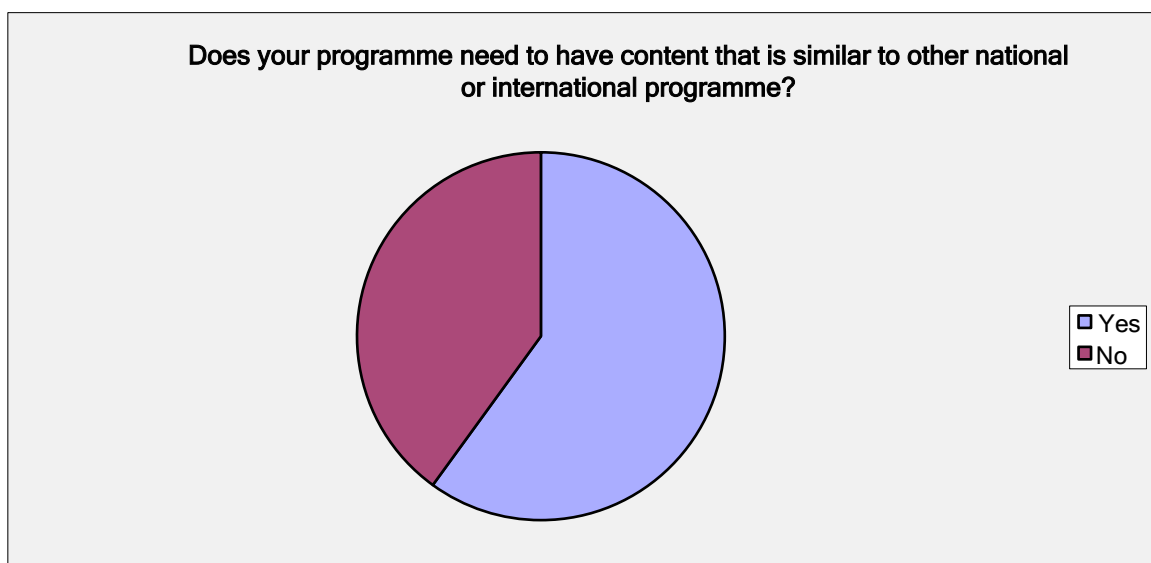- It cannot be measured (Turkey).

Figure 3. Does your programme need to have content that is similar to other national or international programmes?

As indicated by survey results, the final decision for starting a programme is made mostly by university management boards, especially in the case of LUK and ES countries, but also by executive agencies (e.g., national educational department) and national executive staff in the case of ES and NEU countries. In this case, too, it can be observed that other boards like industrial advisory boards, external consultants, professional organizations, regional

accreditation associations, or student representative bodies have no role in the final decision.

Survey results also shows that external approval is needed for starting a new programme in about 60% of all participating countries (HC, ES and NEU), the ones where this approval is not necessary being mostly LUK countries.

Programme evaluation

It is very important who evaluates a programme. The full results from the survey are shown in Table 10. Who evaluates the programme? Multiple responses were allowed reflecting the fact that in some countries multiple bodies do evaluate programmes. In the case of LUK and NEU countries, evaluation is carried out more by university management boards, faculty management boards, industrial advisory boards and students or student representative bodies, whereas in HC and ES countries the evaluation is also done by executive agencies (e.g., national educational department), and in some cases it is just a matter of existing policies and practices on university levels.

Who evaluates the programme (check all those that apply)?			
Yes/No			
Answer Options	Yes	No	Response Count
National legislature	13	16	29
National executive staff	7	21	28
Executive agencies (e.g., national educational department)	30	13	43
Universities management boards	43	3	46
Industrial Advisory Committee/Board	8	19	27
Faculty management boards	44	4	48
External consultants	7	20	27
Existing policies and practices on universities levels	15	19	34
Other national policies and practices	6	22	28
Professional organisation	11	18	29
Regional accreditation association	14	20	34
Individual academic members of staff	17	12	29
Students or Student representative bodies	15	16	31
Other (please specify)	2	17	19

Table 10. Who evaluates the programme?

As regards the periodical evaluation of study programmes, survey results indicate that it is carried out in most countries, with some small exceptions in NEU countries (about 12% of all the respondent institutions), see Figure 4. Does the programme need periodic evaluation?
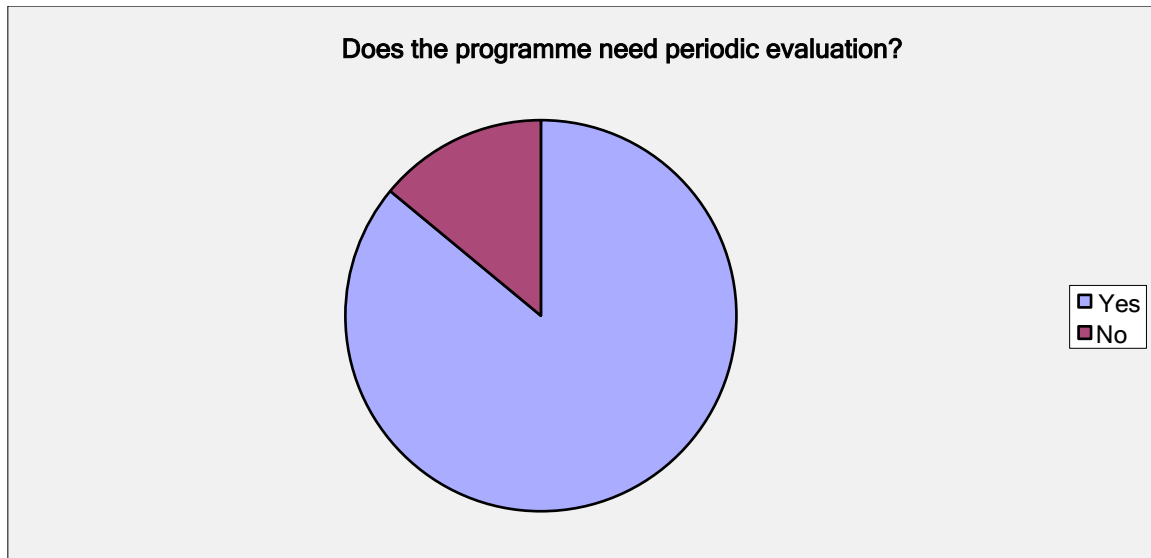
Figure 4. Does the programme need periodic evaluation?

The period between reviews is in general no longer than 5 years, but it depends on who conducts the evaluation. For example, in most of the institutions the evaluation of programmes at faculty level is carried out yearly.

Evaluation is generally the responsibility of universities' management boards and faculty management boards, but in ES countries it is also that of regional or national accreditation associations, see Table 11. Who is responsible for the evaluation?

Who is responsible for the evaluation?

Yes/No

Answer Options	Yes	No	Response Count
National legislature	10	7	17
National executive staff	4	12	16
Executive agencies (e.g., national educational department)	22	6	28
Universities management boards	24	3	27
Industrial Advisory Committee/Board	3	11	14
Faculty management boards	29	1	30
External consultants	5	12	17
Existing policies and practices on universities levels	6	11	17
Other national policies and practices	1	12	13
Professional organisation	6	11	17
Regional accreditation association	15	9	24
Individual academic members of staff	8	7	15
Students or Student representative bodies	7	9	16

Other (please specify)	2	10	12

Table 11. Who is responsible for the evaluation?

League Tables and ranking systems

Regarding the national official systems for rankings, the results of surveys indicate that such a system to classify universities only exists in some HC, ES and NEU countries like Bulgaria, Turkey, Austria, Slovakia, Italy, etc., See Figure 5. Is there a National official university ranking system? As regards the classification of academic programmes, such systems exist only in some ES countries. Nearly the same situation exists for classifying academic departments, see Figure 6. Is there a National official department ranking system?
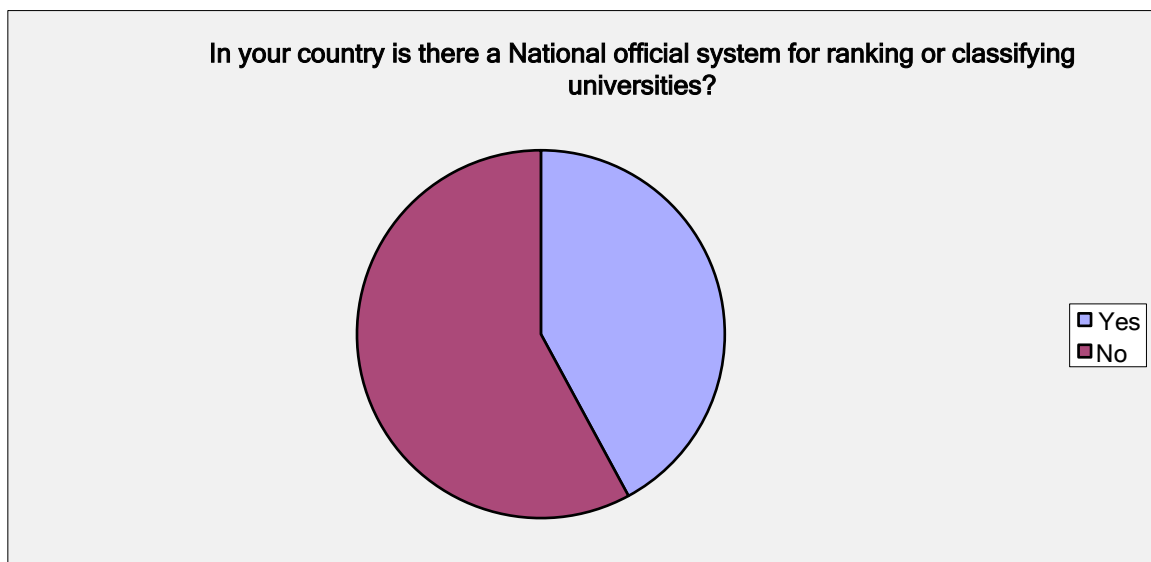

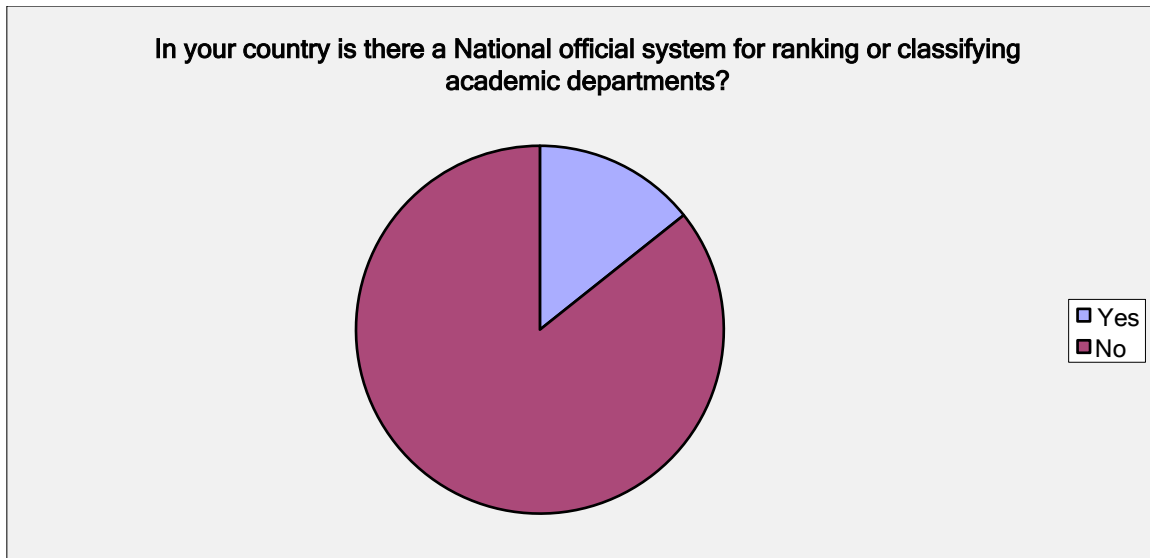**Figure 5. Is there a National official university ranking system?**

Figure 6. Is there a National official department ranking system?

To meet the quality standards imposed at national and European level, which generally represent the object of national and international external evaluations, it is very important to know the objectives of the periodic evaluation of the programmes by each university. Figure 7. The objectives of periodic evaluations by external bodies. shows the overall ratings.
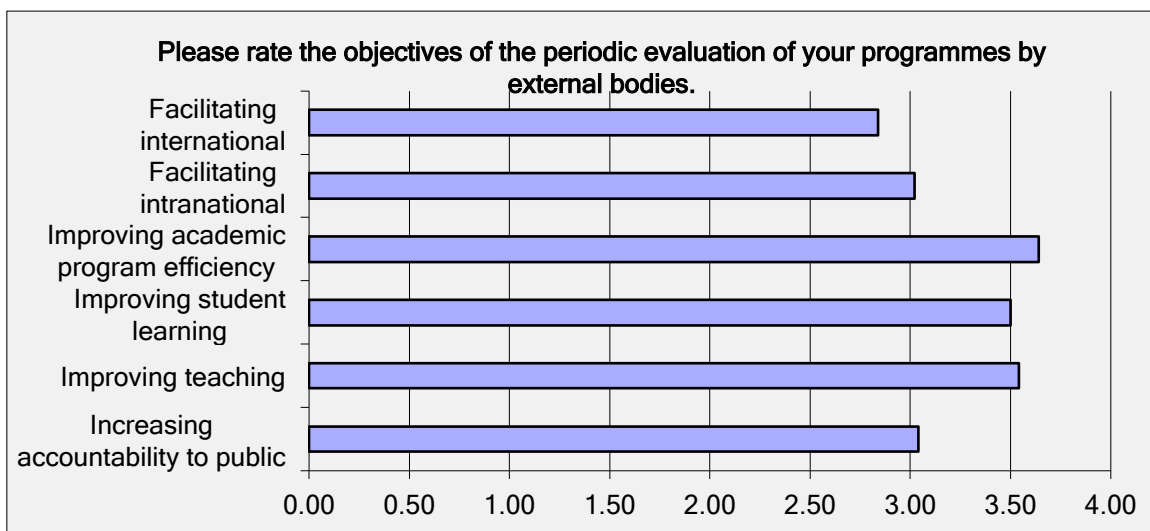

Figure 7. The objectives of periodic evaluations by external bodies.

Our results present the fact that in most countries, they are connected to improving student learning and academic programme efficiency, and in some NEU countries they are

aimed at improving teaching. Interestingly, increasing accountability to the public and facilitating international comparisons are not seen as key objectives except in countries like Ireland, Portugal, Bulgaria, Turkey and Croatia.

Partnerships with other academic institutions

Although there are numerous types of partnerships between higher education institutions, for the purposes of our project we will make special reference to the collaboration in achieving ERASMUS student mobility, as we are trying to identify any problems with respect to such mobility and the way it responds to local industry needs, especially in our key technical challenge areas. 87% of respondents have a National Office for organizing student and/or teacher exchanges. This is not 100% because of the non-EU responding countries.

Results indicate, in all project partners' countries there is a national office for organizing student and/or teacher exchanges, Also, at the university level there is an office for organizing student and/or teacher exchanges.

Given that this mobility is important for both students and universities, the surveys also sought to identify the problems experienced by them in relation to student exchanges, see Figure 8. Problems experience in realtion to student exchanges.
The most common problems identified in the surveys and in most countries refer to:

- The modules available are not compatible with the student's home University;
- The start time or duration of your teaching periods not aligning with the student's University;
- Student being unable to financially support themselves, especially in some HC countries and ES countries;
- Student being unable to understand your language sufficiently well to take the modules, especially in some ES countries;
- Credits awarded by your University not being accepted by the student's home University, NEU countries.
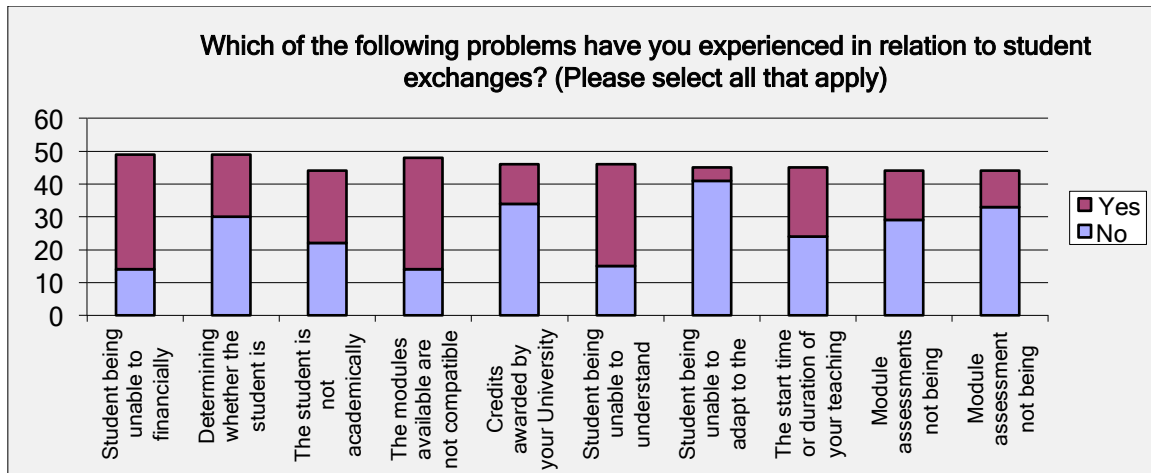
Figure 8. Problems experience in realtion to student exchanges.

As we notice there are some problems in all participant institutions, and solving them might constitute directions for future policies on student mobility, both at European level and within each separate institution.

An important component of student mobility within the ERASMUS programme is represented by placements. Most of the times, finding companies that meet requirements in accordance with the theoretical training of students is rather difficult, especially in the case of ES and NEU countries. The problem is even more difficult in the case of students with special needs, particularly those with disabilities.

In this case it is important to provide guidelines for advice to academics when students approach them about placements or exchanges, guidelines and advice for disabled students who want to go on a placement, and to identify the key information that should flow between the student's home institution and the one in which they are going to undertake a placement.

To establish some guidelines for policies regarding student mobility within placements, even if "special needs" is a term used differently in different countries, first of all we must understand if there are any specific rules relating to students who fall into these categories, in policy and practice.

Survey results indicate that in all countries there are such rules for students with any form of disability. In some LUK and HC countries there are also some rules for individuals who are academically exceptionally weak and in some HC and ES countries there are rules for individuals who would not normally be able to afford higher education.

The results also reflect the fact that in some countries in the HC, ES and NEU categories there are rules regarding students who have special sporting abilities.

Engagement with industry

The connection between academia and industry is very important, especially in vocationally orientated programmes such as those in Electrical and Information Engineering, as is the way in which the training of students within the universities meets, both theoretically and practically, the requirements of the labor market. To identify some of the directions that we believe educational policies should follow, we tried to identify, within the project, the minimum level of academic achievement (skills) or work experience defined for any particular type of employment for any specific body of students when they graduate.

The results of the survey shows that in almost all the universities participating in the projects there are no such specifications defined for any particular type of employment. Nevertheless, a part of them are found within competences defined in the study programme. Likewise, in some ES countries, a minimum work experience of 3 years is defined for professionals who are certified design engineers. Also, the industry looks for young persons with many years of working experience, which is not possible.

In respect of the way in which the programme meets the requirements of the labor market by imposing industrial experience or working experience as a mandatory part of programmes, the results show that in some HC countries one semester of practical experience is mandatory, In ES countries this kind of experiences are imposed mostly in bachelor programs, but there are also countries like Romania where each master programme must have at least 120 hours of practice, but not necessarily in industry. In some of the NEU countries, the internship is mandatory.

In the case of this aspect, the situation is quite different in the countries mentioned in the project, also due to the fact that in only about 60% of them there are formal rules (national, regional or institution) relating to working with local companies for master degree programmes.

Students and programmes

In this section results of how students are involved and engage with programmes is considered.

Student involvement in institutional decision making varies as is shown in Table 12. Student involvement in institutional decision making.

Are you required to have students involvement in decision making at any of the following levels within your University (Please check all that apply):			
Policy			
Answer Options	Yes	No	Response Count
Design of a new programme	18	32	50
Design of a new module	14	36	50

Modification of an existing programme	14	36	50
Modification of an existing module	12	37	49
Assessment of student results of a programme	17	32	49
Assessment of student results of a module	17	32	49
General University administration	30	19	49
General faculty administration	33	17	50
General department administration	16	34	50
As part of the external assessment of your programmes or department	24	24	48

Practice

Answer Options	Yes	No	Response Count
Design of a new programme	19	31	50
Design of a new module	16	34	50
Modification of an existing programme	16	34	50
Modification of an existing module	12	37	49
Assessment of student results of a programme	19	29	48
Assessment of student results of a module	19	27	46
General University administration	31	17	48
General faculty administration	34	15	49
General department administration	19	31	50
As part of the external assessment of your programmes or department	25	22	47

Table 12. Student involvement in institutional decision making.

Cheating is the generic term for a number of specific academic offences including Cheating in examinations, colluding with others in an unacceptable way and plagiarizing (copying the work of someone else without crediting them). The summary results for cheating is shown in Table 13. Policy and practice in respect of cheating. Results show that policy and practice are generally aligned although it shows a number of institutions in which academic misconduct is not addressed at the institutional level. A mode detailed look at the specific comments made in response to this question indicates that it is sometimes left to the discretion of the assessing academic to determine if misconduct has taken place and if so what action should be taken, through to a clearly defined institutional policy and set of rules ensuring equitable treatment of all.

Do you have any rules relating to students who do any of the following (please check all that apply)

Policy

Answer Options	Yes	No	Response Count

	Yes	No	Response Count
Cheat in examinations	42	7	49
Collude with others in an unacceptable way	38	11	49
Plagiarise (copy the work of someone else with our crediting the original author)	45	5	50

Practice

Answer Options	Yes	No	Response Count
Cheat in examinations	43	6	49
Collude with others in an unacceptable way	38	9	47
Plagiarise (copy the work of someone else with our crediting the original author)	48	1	49

Table 13. Policy and practice in respect of cheating.

In respect of gaining student feedback practices also vary, see Table 14. Use of student feedback.

Do you use questionnaires/surveys to test student opinion on any of the following activities? (Please check all that apply)			
Policy			
Answer Options	Yes	No	Response Count
Teaching of the whole programme	38	11	49
Management of the whole programme	25	22	47
Teaching of a module	40	8	48
Management of a module	36	12	48
Assessment of the whole programme	28	18	46
Assessment of a module	36	10	46
General management	26	20	46

Practice			
Answer Options	Yes	No	Response Count
Teaching of the whole programme	44	5	49
Management of the whole programme	28	19	47
Teaching of a module	45	3	48
Management of a module	38	9	47
Assessment of the whole programme	30	15	45
Assessment of a module	40	7	47
General management	30	16	46

Table 14. Use of student feedback.

Students with special needs

The term "special needs" is differently in different countries, Table 15. Policy and practices in respect of students with special needs. Identifies the more common uses and the incidences where there is either policy and/or practices for each interpretation.

Special needs is a term used differently in different countries, in this questionnaire no specific definition is implied. Do you have any specific rules relating to students who fall into the following categories (please check all that apply)

Policy

Answer Options	Yes	No	Response Count
Students with any form of disability	41	7	48
Students who have special sporting ability	26	21	47
Individuals who would not normally be able to afford higher education	21	26	47
Immigrants	13	35	48
Individuals from recognised minority groups	5	42	47
Individuals who are academically exceptional good	12	35	47
Individuals who are academically exceptional weak	12	35	47

Practice

Answer Options	Yes	No	Response Count
Students with any form of disability	41	6	47
Students who have special sporting ability	28	18	46
Individuals who would not normally be able to afford higher education	21	26	47
Immigrants	9	37	46
Individuals from recognised minority groups	6	39	45
Individuals who are academically exceptional good	14	32	46
Individuals who are academically exceptional weak	11	35	46

Table 15. Policy and practices in respect of students with special needs.

Some of the optional textual answers to this question include:
- There is a special exam for foreign students to enter university
- We support every disable and sport active students.

It is clear from these results that again practices vary across Europe.

Analysis by study level

Respondents were asked to indicate the level of academic study for which they were completing the survey. This enabled a separate analysis to be carried out by study level. Specific statistical analyses comparing all Europe and Eastern Europe were identified as of interest to a group of project partners at Masters and Doctoral levels. The results of these analyses are presented in Appendix A and B respectively. A review of the differences at doctoral level were of wider interest and are presented in the next section.

Specific analysis of doctoral level responses

Overview

The number of questionnaires answered with respect to doctoral studies is 9 from 8 different countries (Bulgaria, Croatia, Estonia, Ireland, Poland, Slovakia, Spain and Turkey(2)). The average confidence in answering the questions is 3.6 out of 4.

The questions are exactly the same as for the main study reported above as being divided mainly in 3 groups:

- Programs/Modules (Questions 6-28/33-34/36-40/45-46)
  - Introduction of a new program
  - Modification of an existing program
  - Assessment of the program
  - Partnership with other academic institutions
- Students (Questions 29-32/35/41-44/47-49)
  - Support provided to students
    - Personal/pastoral support Q 35
    - Special needs Q 47-49
  - Involvement in decision making Q 41
  - Exchange programs – Q 29-31
  - Engagement with industry
  - Student placement
- Format
  - Organization of the academic year (semester, term)
  - Status of the professors (education, etc.)

Introduction of a new program

The options for the answers of questions 6, 7, 13, 15 are
- national legislature
- national executive staff
- executive agencies (e.g., national educational department)
- universities management boards
- faculty management boards
- external consultants
- existing policies and practices on universities levels
- other national policies and practices
- professional organisation
- regional accreditation association

- Individual academic members of staff
- Students or student representative bodies
- Others (please specify)

For the programme as a whole the answers to the following questions are shown in Figure 9. PhD programme creation.

- Where does the idea come from: all the members have marked
- Who is involved in the design
- Who approves the introduction
- Who approves the structure
- Who approves the skills/competences that will be included?

Figure 9. PhD programme creation

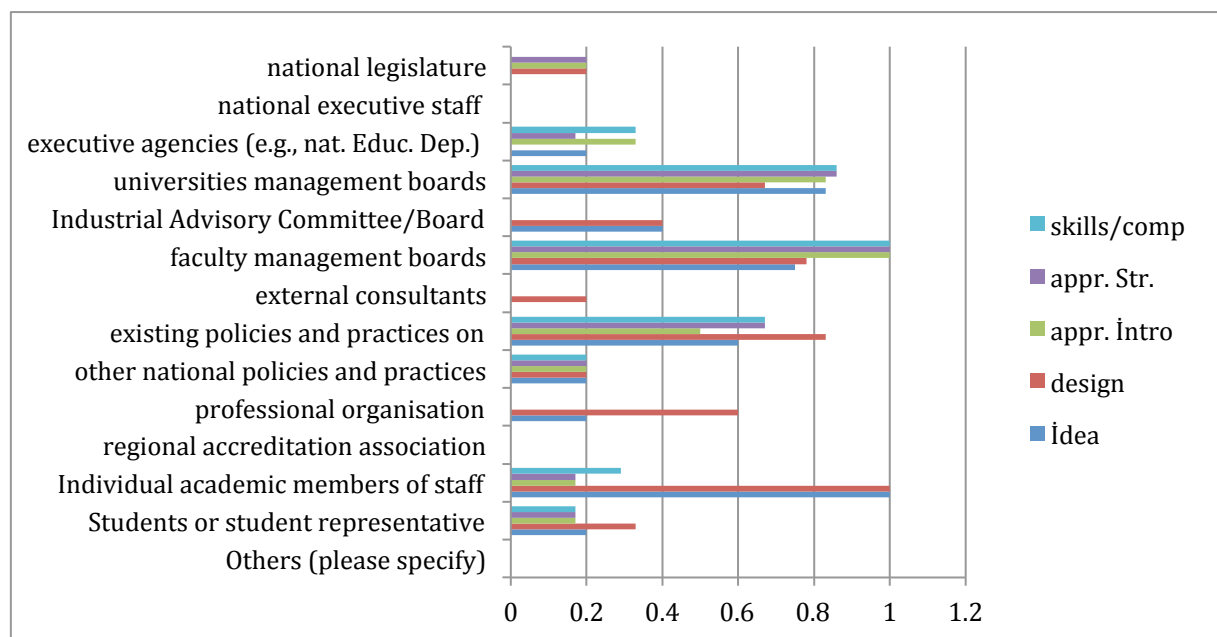The results show that:
- The idea comes
  - mostly from individual academic members. All the countries have marked yes for this option.
  - University Management Boards (UMB), Faculty Management Boards (FMB) and existing policies and practices are the other important sources.
- For those who are involved in design of the programme
  - All countries have marked yes for individual academic members.

- existing policies and practices, FMB and UMB have the following importance.
- For the approval of the the introduction
  - UMB is most effective one
- For the approval of the structure
  - UMB and existing policies and practices are the most selected ones.
- or the approval of the skills/competences that will be included
  - UMB and existing policies and practices are the most selected ones.

Programme approval

A summary of the findings in respect of the following approval questions is shown in Figure 10. PhD programme approval.

- Who approves the module title?
- Who approves the skills/competences that will be included?
- Who approves the module content
- Who approves the teaching method
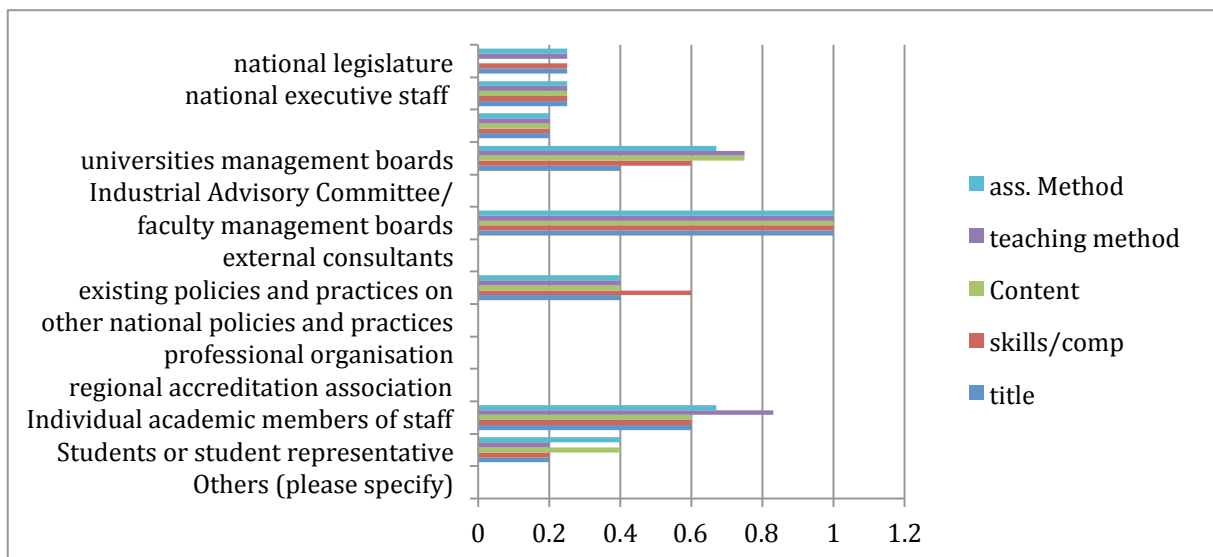- Who approves the assessment method

Figure 10. PhD programme approval

The results show that:
- FMB has been marked Yes for all options from all countries. The other marks are:
- For the approval of the module title
  - Individual academic member of staff

- For the approval of skills/competences that will be included
  - UMB, existing policies and practices and Individual academic member of staff
- For the approval of the content
  - UMB is the mostly marked one, Individual academic member of staff is next
- For the approval of the teaching method
  - Individual academic member of staff and UMB
- For the approval of assessment method
  - Individual academic member of staff and UMB

In 62.5% of the countries who responded external approval for a new PhD programme is not required.

Changes to programmes

In response to the question "How much can the programme vary from an existing programme before it can no longer be decided within the University?" the following responses were given:

- Changes in subjects and/or modules
- It can vary from existing programmes but the scope must be in the study area of the institute.
- 4 years, to the length of study

No clear view emerged concerning the similarity of programmes between institutions or on the existence of any policy in this respect or whether other institutions would use the programme.

Conclusions and remarks

The results presented in this report only present the results from project partners and associate partner responses. We cannot conclude with certainty that the findings are a true representation of the whole of Europe but are a best interpretation.

Appendix A. Comparison between all Europe and Eastern European responses at the Masters level.

Introduction of a new programme (Programme creation)

The introducing a new programme is required by market demand for graduates some specialization according to industrial areas developed in a certain region or country.

The idea of introduction a new master programme comes from:

Nr	Factor	All Europe	Eastern Europe	
1	Individual academic members of staff	91,67 %*	100%	
2	the university management boards	77,78%	100%	
3	The faculty management boards	91,67 %	100 %	
4	the existing policies and practices on universities levels	66,67 %	100 %	
5	Other national policies and practices	28,57%	100%	
6	Executive agencies	55,56 %	66,67%	
7	Students or Student representative bodies	62,50%	66,67%	

- Number answers YES/ number total answers

In designing a new programme are involved:

Nr	Factor	All Europe	Eastern Europe	
1	Individual academic members of staff	83,33%*	100%	
2	the university management boards	77,78 %	66,67%	
3	The faculty management boards	100 %	100 %	
4	the existing policies and practices on universities levels	71,43 %	100 %	
6	students or student representative bodies	50 %	50 %	
7	Professional organizations	37,50%	50%	

Introduction a new programme is approved by:

Nr	Factor	All Europe	Eastern Europe	
1	Executive agencies	50 %	100 %	
2	The faculty management boards	91,67 %	100 %	
3	the university management boards	92,31 %	80 %	
4	students or student representative bodies	37,50 %	66,67 %	

Structure of a new programme is approved by:

Nr	Factor	All Europe	Eastern Europe	
1	The faculty management boards	90,91 %	100 %	
2	the university management boards	84,62 %	83,33 %	
3	students or student representative bodies	37,50 %	66,67 %	
4	the existing policies and practices on universities levels	33,33%	100%	

Skills / competences that will be included in a new programme are approved by:

Nr	Factor	All Europe	Eastern Europe	
1	Executive agencies	40 %	75 %	
2	The faculty management boards	90,91 %	100 %	
3	the university management boards	69,23 %	66,67 %	
4	the existing policies and practices on universities levels	33,33 %	100 %	
5	students or student representative bodies	37,50%	66,67%	

For each module of the program:

1. Module title is approved by:

Nr	Factor	All Europe	Eastern Europe	
1	The faculty management boards	100 %	100 %	

2	the university management boards	90 %	80 %	
3	the existing policies and practices on universities levels	50 %	0 %	
4	Individual academic members of staff	50 %	0 %	
5	Executive agencies	37,50%	66,67%	

2. Skills/competences that will be included are approved by:

Nr	Factor	All Europe	Eastern Europe	
1	The faculty management boards	100 %	100 %	
2	the university management boards	90 %	80 %	
3	the existing policies and practices on universities levels	62,50%	100 %	
4	Individual academic members of staff	50 %	66,67 %	
5	Executive agencies	37,50%	66,67%	

3. Content of the module is approved by:

Nr	Factor	All Europe	Eastern Europe	
1	The faculty management boards	100 %	100 %	
2	the university management boards	100 %	100 %	
3	the existing policies and practices on universities levels	50%	66,67 %	
4	Individual academic members of staff	50 %	66,67 %	
5	students or student representative bodies	37,50%	66,67%	

4. Teaching methods are approved by:

Nr	Factor	All Europe	Eastern Europe	
1	The faculty management boards	100 %	100 %	
2	the university management boards	88,89 %	100 %	

3	the existing policies and practices on universities levels	50%	66,67 %	
4	Individual academic members of staff	60 %	66,67 %	
5	students or student representative bodies	37,50%	66,67%	

5. Assessment methods are approved by:

Nr	Factor	All Europe	Eastern Europe	
1	The faculty management boards	100 %	100 %	
2	the university management boards	80 %	80 %	
3	the existing policies and practices on universities levels	50%	66,67 %	
4	Individual academic members of staff	50 %	66,67 %	
5	students or student representative bodies	37,50%	66,67%	

For starting a new programme is needed an external approval:

Answers	All Europe	Eastern Europe	
Yes	53,33 %	33,33 %	
NO	46,67 %	66,67 %	

The new programme can vary more than 20% compared to an existing program.
A new programme can have content similar to other national programs at a rate of 80%.
A program is evaluated by:

Nr	Factor	All Europe	Eastern Europe	
1	The faculty management boards	85,71%	100 %	
2	the university management boards	92,86 %	100 %	
3	the existing policies and practices on universities levels	53,85%	83,33 %	
4	Individual academic members of staff	66,67 %	100 %	
5	students or student representative bodies	66,67%	66,67%	
6	National legilature	33,33 %	100%	

Final decision for the program starting is taken by:

Nr	Factor	All Europe	Eastern Europe	
1	the university management boards	88,89 %	100 %	
2	Executive agencies	60 %	0 %	
3	National Executive Staff	50 %	0%	

A program needs a periodic external evaluation. The time between two external evaluations is 5 years.

Programme change

The changes that do not require external approval:

Nr	Factor	All Europe	Eastern Europe	
1	programme title	37,50 %	50 %	
2	programme structure	55,56%	50%	
3	Module title	70 %	66,67 %	
4	The credit value of a module	63,64 %	75 %	
5	The content of a module	72,73 %	75 %	
6	The student work hours allocated to a module	72,73 %	75 %	
7	The number of students you can enroll on the programme	72,73 %	100 %	
8	The teaching method of a module	81,82 %	75 %	
9	The fees student pay to take the programme	80 %	100 %	
10	The assessment method of a module	72,73 %	66,67 %	

As an individual academic approval can be changed:

Nr	Factor	All Europe	Eastern Europe	
1	programme title	33,33 %	50 %	

2	programme structure	33,33 %	50 %	
3	Module title	45,45 %	50 %	
4	The credit value of a module	44,44 %	50 %	
5	The content of a module	72,73 %	100 %	
6	The student work hours allocated to a module	44,44 %	50 %	
7	The number of students you can enroll on the programme	33,33 %	0 %	
8	The teaching method of a module	81,82 %	100 %	
9	The fees student pay to take the programme	20 %	0 %	
10	The assessment method of a module	72,73 %	100 %	

Partnerships with other academic institutions

Exchanges of the students (master students) and teachers are in partnership programs ERASMUS and ERASMUS PLUS.
Through research contracts or conventions of collaboration between universities can provide mobility of master students.
HRD projects from EU funds can provide the necessary funds for mobility of master students

Student placements

By Erasmus and Erasmus PLUS the master students can do research internships in laboratories of universities in other countries.

Engagement with Industry

In some theses are treated optimization methods that improve the quality of processes of the industrial companies.
Between universities and industrial companies establish collaboration agreement allowing master students to conduct experimental tests on equipments for performing.

Appendix B. Comparison between all Europe and Eastern European responses at the Doctoral level.

Introduction of a new programme (Programme creation)

The introducing a new programme is required by market demand for graduates some specialization according to industrial areas developed in a certain region or country.

The idea of introduction a new doctoral programme comes from:

Nr	Factor	All Europe	Eastern Europe	
1	Individual academic members of staff	100%*	100%	
2	the university management boards	83,33 %	100%	
3	The faculty management boards	75%	75%	
4	the existing policies and practices on universities levels	60%	50%	

- Number answers YES/ number total answers

In designing a new programme are involved:

Nr	Factor	All Europe	Eastern Europe	
1	Individual academic members of staff	100%*	100%	
2	the university management boards	66,67%	66,67%	
3	The faculty management boards	77,78%	75%	
4	the existing policies and practices on universities levels	83,33%	100%	
5	The professional organizations	60 %	50%	

Introduction a new programme is approved by:

Nr	Factor	All Europe	Eastern Europe	
1	the faculty management boards	100%	100%	
2	the university management boards	83,3%	66,67%	
3	the existing policies and practices on universities levels	50 %	67,67%	

4	Executive agencies	33,33%	50%	

Structure of a new programme is approved by:

Nr	Factor	All Europe	Eastern Europe	
1	the faculty management boards	100%	100%	
2	the university management boards	85,71%	75%	
3	the existing policies and practices on universities levels	66,67 %	100%	

Skills / competences that will be included in a new programme are approved by:

Nr	Factor	All Europe	Eastern Europe	
1	the faculty management boards	100%	100%	
2	the university management boards	85,71%	75%	
3	the existing policies and practices on universities levels	66,67 %	100%	
4	Executive agencie	33,33%	50%	

For each module of the program:

Module title is approved by:

Nr	Factor	All Europe	Eastern Europe	
1	the faculty management boards	100%	100%	
2	Individual academic members of staff	60 %	66,67%	
3	the university management boards	40 %	33,33%	
4	the existing policies and practices on universities levels	40%	66,67	

Skills/competences that will be included are approved by:

Nr	Factor	All Europe	Eastern Europe	

1	the faculty management boards	100%	100%	
2	the university management boards	60 %	66,67%	
3	Individual academic members of staff	60 %	66,67%	
4	the existing policies and practices on universities levels	60%	100 %	

Content of the module is approved by:

Nr	Factor	All Europe	Eastern Europe	
1	the faculty management boards	100%	100%	
2	the university management boards	75 %	100 %	
3	Individual academic members of staff	60 %	66,67%	
4	the existing policies and practices on universities levels	40%	66,67%	

Teaching methods are approved by:

Nr	Factor	All Europe	Eastern Europe	
1	the faculty management boards	100%	100%	
2	the university management boards	75 %	100 %	
3	Individual academic members of staff	83,33 %	100%	
4	the existing policies and practices on universities levels	40%	66,67%	

Assessment methods are approved by:

Nr	Factor	All Europe	Eastern Europe	
1	the faculty management boards	100%	100%	
2	the university management boards	66,67 %	75%	

3	Individual academic members of staff	66,67 %	66,67%	
4	the existing policies and practices on universities levels	40%	66,67%	

For starting a new programme is needed an external approval:

Nr	Answers	All Europe	Eastern Europe	
1	YES	37,50%	25 %	
2	NO	62,50 %	75%	

The new programme can vary more than 20% compared to an existing program.

A new programme can have content similar to other national programs at a rate of 80%.

A program is evaluated by:

Nr	Factor	All Europe	Eastern Europe	
1	the faculty management boards	100%	100%	
2	the university management boards	83,33 %	100 %	
3	National legislature	50%	100%	
4	Individual academic members of staff	75 %	100%	
5	the industrial advisory committee	50%	50 %	

Final decision for the program starting is taken by:

Nr	Factor	All Europe	Eastern Europe	
1	the faculty management boards	50 %	50 %	
2	the university management boards	66,67%	75 %	
3	National legislature	33,33 %	100%	
4	Executive agencies	50 %	50 %	

A program needs a periodic external evaluation. The time between two external evaluations is 5 years.

1. Programme change

Programme change

The changes that do not require external approval:

Nr	Factor	All Europe	Eastern Europe	
1	programme title	83,33 %	66,67 %	
2	the number of students you can enrol	85,71%	75 %	
3	programme structure	71,43 %	50 %	
4	module title	71,43 %	50 %	
5	the content of a module	71,43%	50%	
6	the teaching method of a module	62,50	50%	
7	the fees student pay to take the programme	71,43%	100%	

As an individual academic approval can be changed:

Nr	Factor	All Europe	Eastern Europe	
1	the assessment method of a module	75 %	100 %	
2	The student work hours allocated to a module	57,14 %	75 %	
3	programme structure	50 %	66,67 %	
4	module title	50 %	66,67%	
5	the content of a module	71,43%	100 %	
6	the teaching method of a module	71,43	100 %	
7	the credit value of a module	57,14 %	66,67%	

Partnerships with other academic institutions

Exchanges of the students (PhD students) and teachers are in partnership programs ERASMUS and ERASMUS PLUS.

Through research contracts or conventions of collaboration between universities can provide mobility of PhD students and guidance of doctoral theses in cotutele.

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Between universities and industrial companies establish collaboration agreement allowing PHD students to conduct experimental tests on equipments for performing.