



D4.1 REPORT ON NEEDS, EXISTING PRACTICES AND CONSTRAINTS OF PTS STUDIES

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Abstract	The report is the overview of needs of all stakeholders in the case of part-time studies, existing practices from EU partners in the project, and constraints for implementation of part-time studies in Serbia.
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1. Introduction

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In addition to classical ways of studying, Bologna process points to lifelong learning as a concept which should be essentially included in the high education system. Still, the concept of lifelong learning is differently defined in operational terms in European countries, sometimes these definitions are very general. Further, as it is a case with the whole high education, lifelong learning strongly depends on economic and social situation in the society. The latter is specific for each European country, therefore particular needs influence ways and forms of these nonstandard aspects of education. Among these, part-time studies are recognized as an important non-traditional type of studying, usually enrolled after reaching physical maturity. Such a learner organize an off-campus living, and in most cases is occupied by responsibilities related to the family and a job.

In order to efficiently organize lifelong learning, high education institutions in European countries offer, besides part-time studies, also various types of distance and e-learning. The situation is different in various regions, i.e., these parts of lifelong education are not equally represented in all European countries. In particular, in some cases there is no official part-time status for students, they formally enrol full-time studies, while de facto being in a part-time status.

Let us mention a well-known fact that the variety of lifelong studying is deeply connected also to development of communication technologies. This aspect is mostly present in introduction of distance and e-learning, but also in part-time studies. Clearly, the latter can be better organized if there are technological facilities and logistics, offered to part-time learners.

Financial aspect of lifelong learning, in particular of part-time studies, is a separate and complex problem, also varying throughout European countries. Funding of such studies in many countries comes from the country education budget, but also there are cases with additional funding from private contributions and from various enterprises or generally from business. Still, there are countries in which no financial support exist to study part-time, so those intending to study reaching maturity with all constraints in their everyday lives, may find it difficult to do it more flexibly.

Our task in this text is to analyse aspects of part-time learning in several European countries as it is incorporated in the higher education system, with all its varieties and challenges, and to compare it with general intentions introduced within Bologna process.

1.1. Higher education in European countries

Along with Bologna process, the European higher education institutions have converged towards several similar structures. The progress is evident in implementation of the European credit transfer and accumulation system (ECTS), in particular since 2012. The most of first-cycle degrees (basic studies, bachelor degree) have programmes of 180 ECTS and 240 ECTS. In some countries, e.g., in those originating in the former Socialistic Federal Republic of Yugoslavia, the old system of four years university studies has influenced the first-cycle degrees to have 240 ECTS. The reasons vary from attempts to follow tradition or to keep the existing structure of studies, to imprecise understanding of the role of bachelor and master degree in the new system. In recent years this system has been changed, so that presently programmes of both, 180 and 240 ECTS exist. In the second cycle (academic studies, leading to the master degree), the most common model is 120 ECTS. In countries with programmes of 180 and 240 ECTS at first-cycle, there are master programmes with 60 and 120 ECTS. The total workload of the first and second cycles combined is in most cases 300 ECTS, still due to the situation in a small number of countries, it can vary by up to 120 ECTS. This difference is considerably large and may cause problems in recognition of second cycle qualifications.

Let us mention also the short-cycle qualifications, which in some countries (but not in all) are recognised as a part of higher education. In others these studies are a part of post-secondary vocational education or even a part of secondary education. We shall not deal here with these programmes, neither we shall analyse vocational education, which also has different status in various European countries.

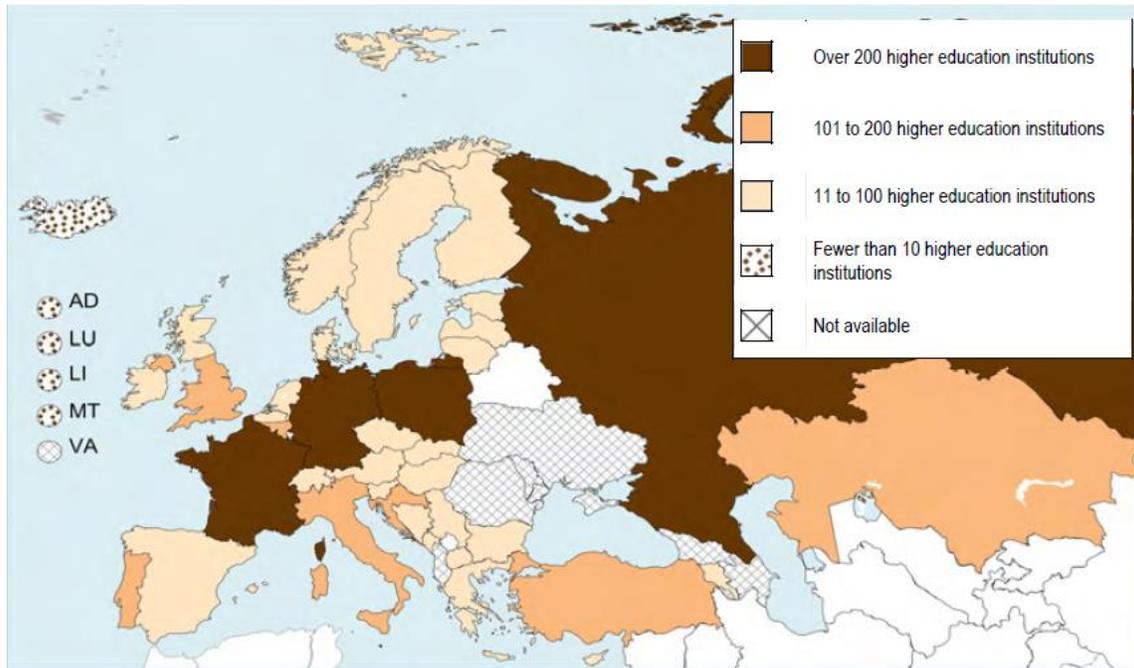


Figure 1: Number of higher education institutions in the EHEA, 2015 (Source: Eurydice (2015) The European Higher Education Area in 2015: Bologna Process – Implementation Report, pp. 36)

1.2. Lifelong learning

Lifelong learning is commonly accepted as learning activities (formal and informal) performed throughout life, by which a person improves knowledge, competences and skills, in order to increase social, employment-related, perspective, and also personal fulfilment.

As mentioned, documents related to Bologna process include, among other aspects of higher education, detailed analysis of lifelong learning. In this context, we mentioned the 2012 Bucharest Ministerial Conference. It brought together 47 European Higher Education Area ministerial delegations, the European Commission, as well as the Bologna Process consultative members and Bologna Follow-Up Group partners. The meeting was an opportunity to take stock of progress of the Bologna Process and set out the key policy issues for the future. The EHEA ministers have jointly adopted the Bucharest Ministerial Communiqué, committing to further the Bologna goals until 2020.

In particular, the Bucharest Communiqué states that 'lifelong learning is one of the important factors in meeting the needs of a changing labour market, and higher education institutions play a central role in transferring knowledge and strengthening regional development, including by the continuous development of competences and reinforcement of knowledge alliances'. The

ministers specified lifelong learning as a topic where more targeted data collection and referencing against common indicators is required at European level. They also committed to enhancing lifelong learning provision, particularly through the further development of educational programmes.

It is clear that the main subject organizing the lifelong education should be and are higher education institutions, which has been the case also in the past. Still, with Bologna process, awareness of necessity to develop flexible learning possibilities, to open opportunities for off-campus learning, to establish closer cooperation between universities and relevant partners in society (enterprises, business subjects etc.), has become more visible.

Let us cite The European Universities' Charter on lifelong learning: 'the terminology of lifelong learning embraces many concepts ... and is subject to considerable local, regional and national interpretation' (2008). This is the reason for closely examining how European countries deal with the concept of lifelong learning and how they understand its connection with higher education institutions.

In the sequel, we briefly but more closely look at various approaches to lifelong learning, in order to identify a role of part-time education in this non-traditional ways of learning, getting knowledge and skills:

- Home learning, or home schooling is a typical way of non-institutional informal learning pattern.
- Adult education is any kind of acquisition of formal qualifications or skills later in life.
- By continuing education learners obtain knowledge throughout extensions of courses offered by high education institution.
- There are also certain personal learning environments (self-directed learning) by which learners use particular sources and tools; the best known among these is e-learning.

Part-time learning can be seen as included in those above, but all the time in a specific way connected to higher education institutions. We deal with these studies in the sequel. Let us mention also that understandings of the concept of lifelong learning, in particular of part-time education in different countries is not unified.

More than three-quarters of EHEA countries report that lifelong learning countries is a recognised mission in all higher education institutions, reflecting the centrality of this policy. The concept of lifelong learning appears to be gaining ground – particularly in central and eastern Europe – as a number of claims that lifelong learning has become a recognised mission in all institutions since the last reporting exercise (Armenia, Cyprus, Georgia, Moldova and Poland), as opposed to only in some institutions. Only Austria, Croatia, Serbia, the United Kingdom (England, Wales and Northern Ireland) and Russia now state that it is a mission for only some institutions.

2. Part-time education in European countries

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Part-time studies are those in which learner enrol courses at a high education institution, choosing courses according to his needs, and as many of them as they fit into his life, work, family and other commitments. In general (depending on the country and the higher education institution), part-time learner have access to numerous programs and tracks of study to pursue. These programs can be enrolled in certificate, diploma, undergraduate or graduate degrees, in credit or non-degree credit courses.

According to the 2012 Implementation Report, most European countries have flexibly implemented higher education, in order to enable studies to those who could not enrol full-time programmes. In addition, it turns out that mature students are those who are the most likely to study part-time.

Table 1 is showing the part-time students enrolled in tertiary education and their share in total student population from 2013 to 2015 in European countries. These are the latest available data from Eurostat database. The share of part-time students varies significantly from country to country. The largest share of part-time students in 2015 is in Finland (41.80%), while the smallest share is in Portugal (5.51%). Some countries don't have part-time students at all, like Austria and Italy.

Table 1. Number and percent¹ of students enrolled in tertiary education (levels 5-8)²

WORKTIME	Part-time					
ISCED11	Tertiary education (levels 5-8)					
SECTOR	Total					
GEO/TIME	2013		2014		2015	
	Number	%	Number	%	Number	%
Belgium	136390	27.92	141486	28.53	:	:
Bulgaria	87239	30.72	86790	30.64	85270	30.57
Czech Republic	11634	2.72	17084	4.08	:	:
Denmark	34257	11.77	31906	10.59	:	:
Germany	400886	14.42	423774	14.55	384583	12.92
Estonia	9593	14.80	9094	15.16	8028	14.54
Ireland	30797	15.44	31695	15.54	:	:
Greece	:	:	:	:	:	:
Spain	525718	26.69	517875	26.13	510233	25.98
France	:	:	:	:	:	:
Croatia	48173	29.26	49655	29.90	:	:
Italy	0	0.00	0	0.00	:	:
Cyprus	5703	17.84	6204	18.42	7739	20.82
Latvia	25815	27.32	24554	27.38	23329	27.16
Lithuania	44736	28.01	39038	26.31	34294	24.39
Luxembourg	:	:	:	:	1222	17.72
Hungary	112585	31.36	100992	30.65	89921	29.22
Malta	2733	21.74	2665	21.13	3035	22.96
Netherlands	:	:	:	:	149370	17.73
Austria	0	0.00	0	0.00	0	0.00
Poland	892240	46.89	618219	35.07	:	:
Portugal	16921	4.56	17959	4.96	18595	5.51
Romania	67601	10.94	54900	9.49	46925	8.66
Slovenia	22108	22.63	18621	20.55	16010	18.70
Slovakia	65412	31.22	57135	28.88	49704	26.96

¹ All percent are calculated as percent of total work time

² : - not available data

Finland	135353	43.80	132043	43.14	126446	41.80
Sweden	207001	47.41	198895	46.31	:	:
United Kingdom	669320	28.05	621546	26.42	:	:
Iceland	5539	29.00	:	:	:	:
Liechtenstein	247	29.23	251	30.24	214	28.53
Norway	95090	37.23	97885	37.05	95395	35.56
Switzerland	65924	23.56	69287	23.91	69928	23.75

Source: Eurostat, 2016.

Table 2 and Table 3 are showing the share of part-time students across different levels of tertiary education (bachelor and master level), from 2013 to 2015 across European countries. In some countries the share of part-time students is significantly different when we compare two levels of studies. For example, in Germany, Latvia, Lithuania, Hungary Romania, Slovenia, Norway and Switzerland the share of part-time studies is much higher at bachelor level. On the other hand, in Bulgaria, Spain, Cyprus, Luxemburg, Malta, Netherlands, Slovakia, Finland and UK the share of part-time students is significantly higher at master level.

Table 2. Number and percent of students enrolled in tertiary education (Bachelor's or equivalent level)

WORKTIME	Part-time					
ISCED11	Bachelor's or equivalent level					
SECTOR	Total					
GEO/TIME	2013		2014		2015	
	Number	%	Number	%	Number	%
Belgium	98314	26.99	101357	27.94	:	:
Bulgaria	52623	26.90	51719	27.02	51305	27.48
Czech Republic	3541	1.32	3648	1.42	:	:
Denmark	20594	11.30	18479	9.83	:	:
Germany	161492	9.87	178382	10.28	187516	10.46
Estonia	6695	14.96	6169	15.22	5277	14.54
Ireland	5714	4.71	9969	6.46	:	:

Greece	:	:	0	0.00	:	:
Spain	312475	28.80	328979	27.87	342266	28.42
France	:	:	:	:	:	:
Croatia	30649	29.82	31772	30.80	:	:
Italy	:	:	0	0.00	:	:
Cyprus	2401	12.01	1896	9.59	1787	8.94
Latvia	15441	24.40	13820	23.85	13520	26.70
Lithuania	37249	29.91	32052	28.15	28769	26.62
Luxembourg	:	:	:	:	36	1.11
Hungary	77938	32.80	73170	32.02	66020	30.74
Malta	539	7.80	537	7.75	581	8.27
Netherlands	:	:	:	:	80731	12.48
Austria	0	0.00	0	0.00	0	0.00
Poland	597108	47.15	364313	31.07	:	:
Portugal	11679	5.04	12372	5.60	12736	6.25
Romania	63054	15.39	51030	13.53	43709	12.34
Slovenia	10236	18.66	8701	17.03	7737	15.82
Slovakia	35129	29.08	29580	26.14	23793	23.23
Finland	79215	34.70	74648	33.40	69240	31.56
Sweden	139639	55.20	132306	53.53	:	:
United Kingdom	214459	14.05	198551	12.95	:	:
Iceland	3420	24.84	:	:	:	:
Liechtenstein	184	34.85	153	32.69	120	30.53

Norway	67820	37.28	69323	37.08	65557	34.72
Switzerland	54677	29.34	57788	29.85	58329	29.85

Source: Eurostat, 2016.

Table 3. Number and percent of students enrolled in tertiary education (Master's or equivalent level)

WORKTIME	Part-time					
ISCED11	Master's or equivalent level					
SECTOR	Total					
GEO/TIME	2013		2014		2015	
	Number	%	Number	%	Number	%
Belgium	20822	24.34	22945	24.68	:	:
Bulgaria	32035	38.62	32112	37.42	30760	35.92
Czech Republic	8093	6.06	13436	9.86	:	:
Denmark	4388	6.50	3639	5.19	:	:
Germany	43722	4.70	48248	5.01	48076	4.86
Estonia	2492	14.66	2522	15.31	2351	14.68
Ireland	12376	43.53	10018	42.29	:	:
Greece	:	:	:	:	:	:
Spain	185012	35.97	155861	37.88	130752	36.82
France	:	:	:	:	:	:
Croatia	13892	23.87	14656	24.60	:	:
Italy	:	:	0	0.00	:	:
Cyprus	3014	38.17	3940	39.36	5687	43.97
Latvia	1759	15.52	1783	14.55	1357	8.01

Lithuania	7206	22.18	6677	20.98	5211	17.42
Luxembourg	:	:	:	:	1130	45.04
Hungary	22051	28.62	19378	26.37	18994	25.63
Malta	1263	40.53	1291	37.75	1366	38.59
Netherlands	:	:	:	:	56014	34.45
Austria	0	0.00	0	0.00	0	0.00
Poland	282273	48.41	245809	45.45	:	:
Portugal	4617	3.85	4829	3.99	4806	4.22
Romania	3639	1.94	2991	1.65	2595	1.54
Slovenia	2919	11.30	2319	9.97	1748	7.74
Slovakia	24853	33.18	22687	31.63	21602	30.84
Finland	35545	59.19	37112	59.61	37337	59.04
Sweden	53580	39.38	52928	39.14	:	:
United Kingdom	206828	48.83	201043	47.47	:	:
Iceland	1752	39.75	:	:	:	:
Norway	16046	28.51	17258	28.69	18029	29.03
Switzerland	8339	13.90	8838	13.96	8828	13.57

Source: Eurostat, 2016.

3. Existing Practices: Germany

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3.1. Basic Characteristics of Higher Education in Germany

There are three types of HEIs: Universities³ (Universitäten), Universities of applied sciences⁴(Fachhochschulen) and faculties of art and music⁵ (Kunsthochschulen and Musikhochschulen). Majority of HEIs is financed by the state and therefore they are under states' jurisdiction. There are also HEIs belonging to protestant or catholic church, and private HEIs mostly as universities of applied sciences. These institutions are officially recognized by the state.

Studies are organized in accordance with Bologna Declaration and there are three cycles of studies. In further analysis we will talk about programs in the first and second cycle of studies. Total number of first cycle programs at all HEIs is 10156, while the number of second cycle programs is 8819. Distribution of programs across different types of HEIs is presented at the Figures 1 and 2. Universities have the larger share of programs when it comes to second cycle programs in comparison with programs of first cycle. Out of 10156 first cycle programs, at universities is 5908 (58%), while out of 8819 second cycle programs at universities is 5812 (66%). Share of programs at faculties of arts is 6% and 7% respectively.

³Universities and institutions with equivalent status are institutions entitled to issue PhD diplomas. Universities are mostly focused on research and usually offer wide spectrum of courses. Some universities are specialized in specific areas (i.e. technology, art or medicine). Significant number of theological institutions have university status.

⁴Universities of applied sciences are HEIs without possibility to issue PhD diplomas and focus is on practical word and application. They usually offer smaller spectrum of courses and they are oriented mostly towards engineering, business and social sciences. There are also around 30 universities of applied sciences offering education for public sector and regional and state government.

⁵Faculties of arts and music are institutions of higher education with equivalent status to universities. They are offering education in visual arts, creative and performing arts etc.

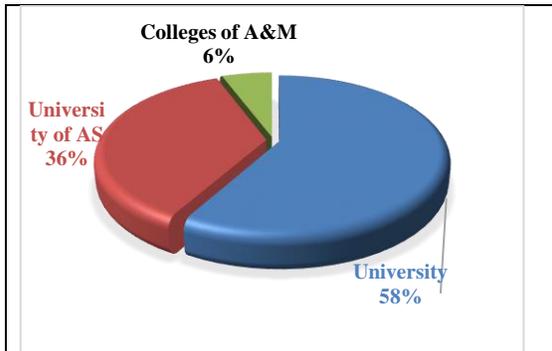


Figure 1: Distribution of first cycle programs across different types of institutions

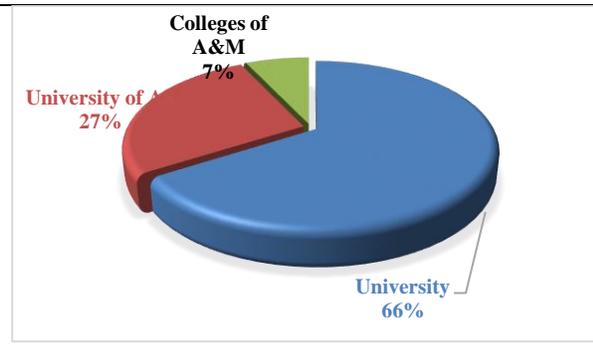


Figure 2: Distribution of second cycle programs across different types of institutions

Major number of programs are conducted at state institutions: 89.3% of first cycle programs and 91.6% of second cycle programs. At private institutions there are 8.4% and 6.8% of programs respectively (Figures 3 and 4).

Each program has its primary language of teaching. At first cycle 9924 programs are performed in German language, while 213 programs (2.1%) are having English as their primary language. 19 programs are having some other language as primary. At second cycle the number of programs conducted in English is increased: 1075 programs of 12.2%. The conclusion is that master studies are adjusted to international student mobility.

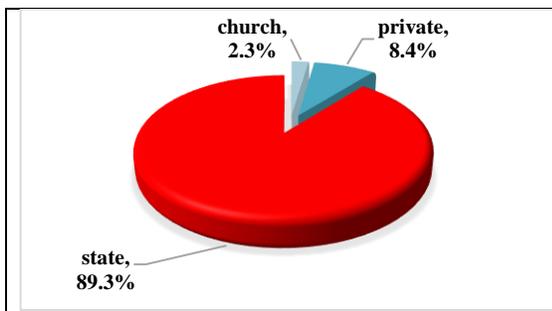


Figure 3: Distribution of first cycle study programs across different types of ownership

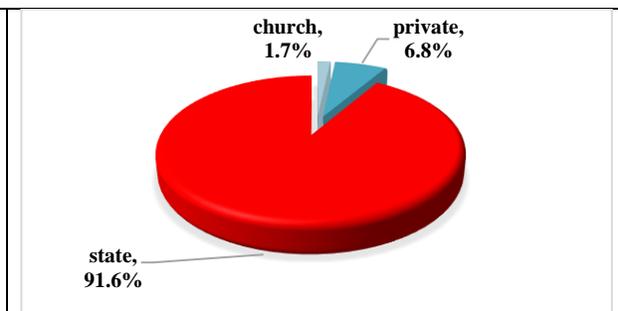


Figure 4: Distribution of second cycle study programs across different types of ownership

3.2. Types of studies

There are several types of studies and we will focus on the three following types: full-time (FT), part-time (PT) and distance learning (DL). Out of 10156 first cycle programs 9305 (91.6%) have the option of FT studying, 1051 (10.3%) have the option for PT, and 244 (2.4%) option for DL. Both options, FT and PT have 868 programs (8.5%), while PT and LD options have 846 (8.3%) of the first cycle programs.

At second cycle programs there are 7856 programs with FT option (89.1%), 1357 (15.6%) with PT option, and 281 (3.2%) with DL option. Both PT and FT options are offered in 959 (10.9%) programs, while 114 (1.3%) have PT and LD options.

3.3. Analysis of first cycle studies

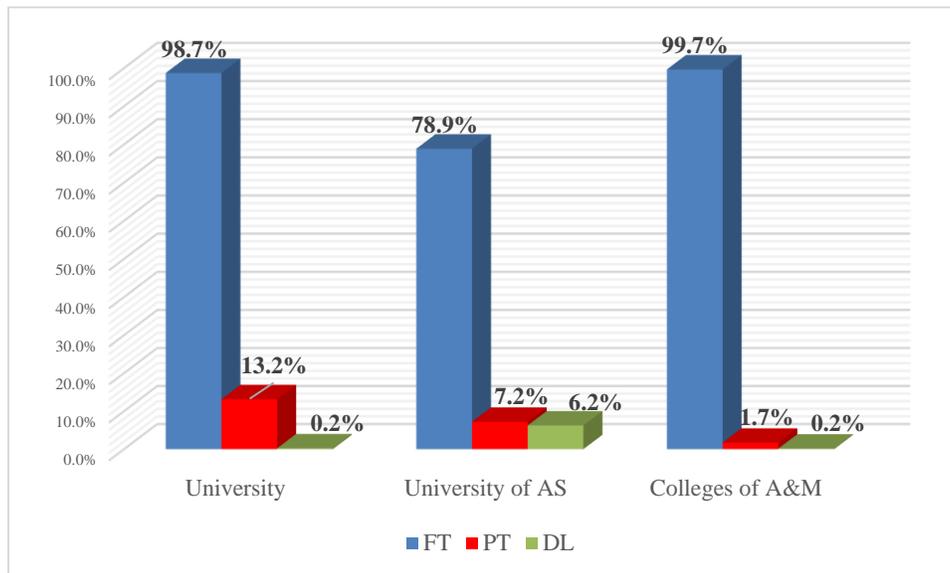


Figure 5: Types of studying at first cycle programs across different types of HEIs

On the basis of available data and from the aspect of different types of studying, there are significant differences across different types of institutions, which are presented at Figures 5 and 6.

From the total number of first cycle programs, universities almost all programs offer as FT study (98.7%), while 777 programs (13.2%) have PT option, and only 14 (0.2%) have DL option. At universities of applied sciences situation is significantly different, where 229 programs (6.2%) have option DL, 264 (7.2%) with option PT, and FT option is offered at 78.9% of first cycle programs. It is important to mention that these institutions are conducting also programs from dual system of education, but these program are not the subject of our analysis. At faculties of arts and music almost all programs are with FT option (99.7%), while PT option is offered at 10 programs (1.7%).

At Figure 6 we can see significant difference in distribution of study programs across different types of institutions. From 244 programs offered with DL option, 229 (93.9%) are conducted at universities of applied sciences, and only 14 (5.7%) at universities. Situation is totally different in the case of FT studies. 5833 (62.7%) are conducted at universities, 2891 (31.1%) at universities of applied sciences, while 583 (6.2%) at faculties of arts and music. Significant part of programs with PT option is conducted at universities: out of 1051 there is 777 (73.9%) at universities, while 264 (25.1%) are at universities applied sciences, and only 10 programs at faculties of arts and music.

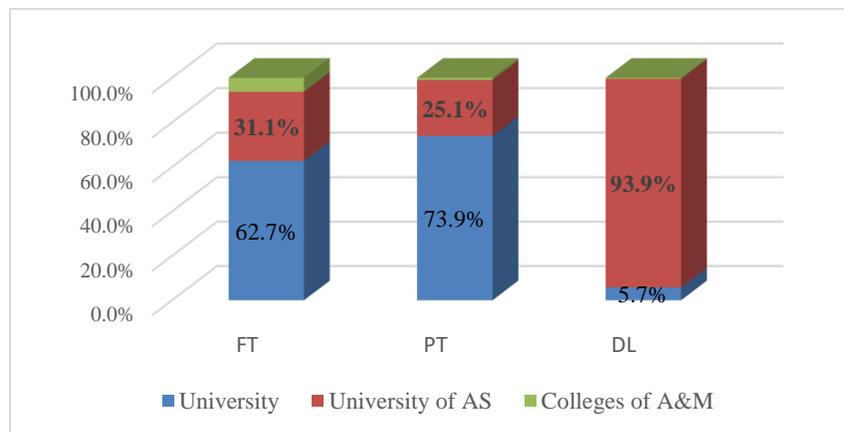


Figure 6: Types of studying at first cycle studies across different types of HEIs

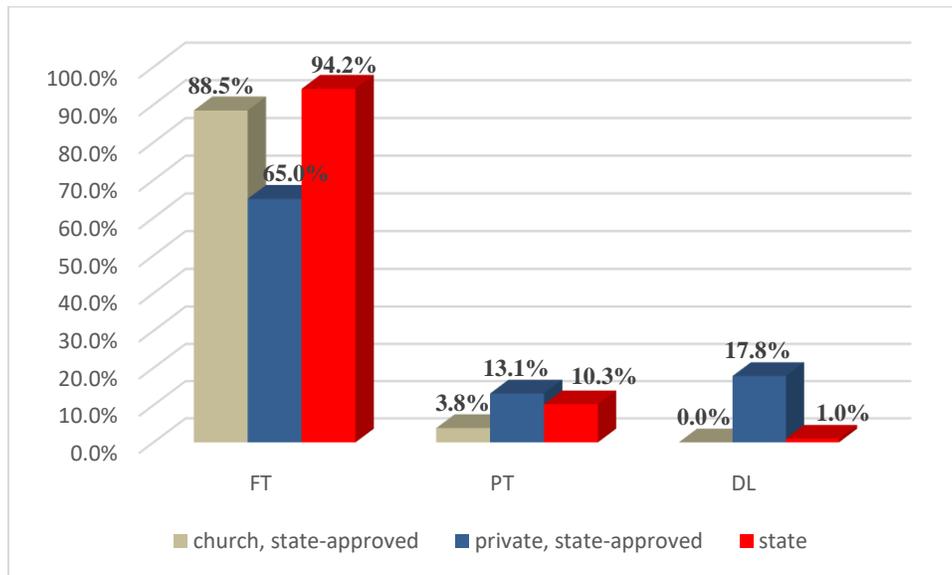


Figure 7: Types of studying at first cycle studies across different types of ownership

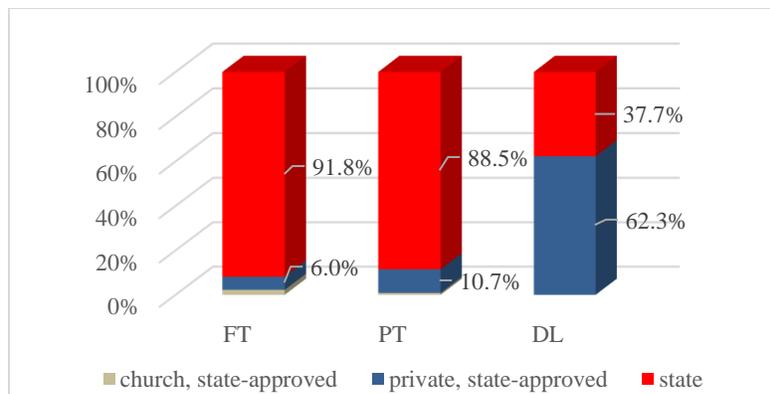


Figure 8: Types of ownership across different types of studying at first cycle studies

3.4. Analysis of second cycle studies

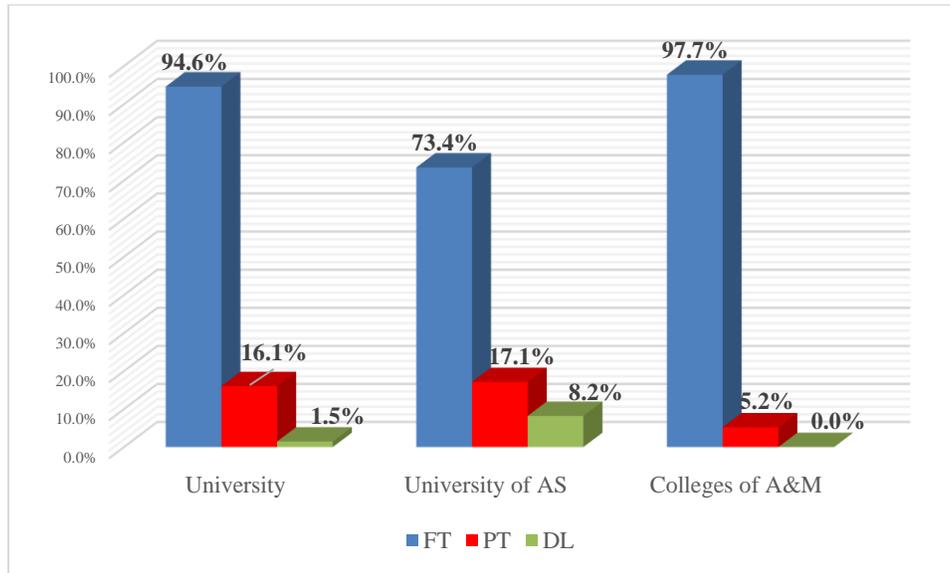


Figure 9: Types of studying at second cycle programs across different types of HEIs

On the basis of available data and from the aspect of different types of studying, there are significant differences across different types of institutions, which are presented at Figures 9 and 10.

From the total number of second cycle programs, universities almost all programs offer as FT study (94.6%), while 933 programs (16.1%) have PT option, and 85 (1.5%) have DL option. At universities of applied sciences situation is significantly different, where 196 programs (8.2%) have option DL, 410 (17.1%) with option PT, and FT option is offered at 73.4% of first cycle programs. At faculties of arts and music almost all programs (601) are with FT option (97.7%), while PT option is offered at 32 programs (5.2%).

At Figure 10 we can see significant difference in distribution of study programs across different types of institutions. From 281 programs offered with DL option, 198 (69.8%) are conducted at universities of applied sciences, and only 85 (30.2%) at universities. Situation is totally different in the case of FT studies. 5499 (70%) are conducted at universities, 1756 (22.4%) at universities of applied sciences, while 601 (7.7%) at faculties of arts and music.

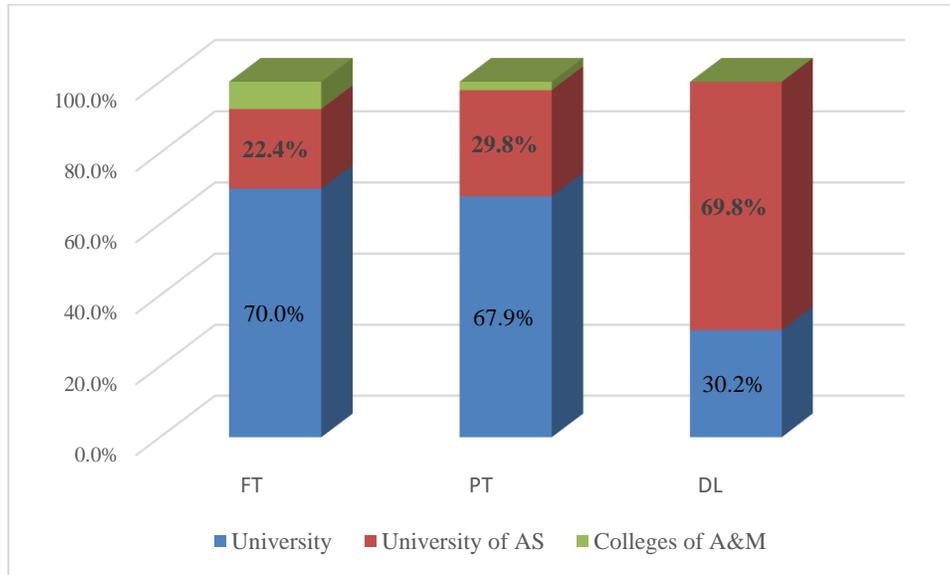


Figure 10: Types of studying at second cycle studies across different types of HEIs

EXAMPLE 1: Humboldt University of Berlin (*Humboldt-Universität zu Berlin*)

The **Humboldt University of Berlin** (German: *Humboldt-Universität zu Berlin*, abbreviated **HU Berlin**) is one of Berlin's oldest universities, founded on 15 October 1811 as the **University of Berlin** (*Universität zu Berlin*) by the liberal Prussian educational reformer and linguist Wilhelm von Humboldt. The Humboldt university model has strongly influenced other European and Western universities.

In 1949, it changed its name to *Humboldt-Universität* in honour of both its founder Wilhelm and his brother, geographer Alexander von Humboldt. In 2012, the Humboldt University of Berlin was one of eleven German universities to win the German Universities Excellence Initiative, a national competition for universities organized by the German Federal Government. The university has been associated with 40 Nobel Prize winners and is considered one of the best universities in Europe as well as one of the most prestigious universities in the world for arts and humanities.

Staff	
Academic staff	2.441
Administrative staff	3.330
Students	
total	32.996
undergraduates	18.712
postgraduates	10.881
doctoral students	2.951

Source: https://en.wikipedia.org/wiki/Humboldt_University_of_Berlin

As a general rule, studies at Humboldt-Universität are full time. There may, however, be circumstances in which people are prevented from taking up full-time studies because they are in a job by which they have to finance their studies; they may have children or relatives to look after, etc. If you are unable to attend more than half the amount of lectures and seminars prescribed as compulsory in the Course and Examination Regulations you can take advantage of the possibility to study part time.

Basically, each course can be taken on a part-time basis. There are only few exceptions. You may not attend a course part-time,

- if the Course and Examination Regulations explicitly exclude part-time studies. This is the case with some Master's courses. All first-degree courses including those leading to the Bachelor's degree, to the Diploma and to the State Examination can be taken on a part-time basis;
- if the course is a double-degree course, i.e. two fully-fledged courses taken simultaneously.
- In the case of teacher training courses run/taken in combination with another university, information should be gathered from the other university.

Part-time students at the University are of the same status as full-time students. The Course and Examination Regulations are binding for both groups. Fees and other financial contributions have to be paid to the full amount. Part-time semesters are considered to be complete university semesters if the student's stay at the institution is considered, but they are counted as half-semester if the student's studies of a subject is in question, which means that the standard length of a course doubles.

- In the case of courses without restrictions on entry the decision to study part-time can be made when you register or re-register after each semester. If you are interested one must submit an application to the Registration Office within six weeks after starting studies to make it effective for the semester. Student decision can be corrected in any other semester.
- For courses with restricted entry the decision in favour of part-time studies must be made when the student registers. It will then be binding for a maximum of one year and is hereafter valid for all subsequent semesters as long as there are restrictions of entry to the course.

Source: <https://www.hu-berlin.de/en/studies/counselling/leaflets/teilz-en>

EXAMPLE 2: University of Hamburg (*Universität Hamburg*)

The **University of Hamburg** (German: *Universität Hamburg*, also referred to as UHH) is a comprehensive university in Hamburg, Germany. It was founded on 28 March 1919, having grown out of the previous General lecture system (Allgemeines Vorlesungswesen) and the Colonial Institute of Hamburg (Hamburgisches Kolonialinstitut) as well as the Akademik Gymnasium. In spite of its relatively short history, six Nobel Prize Winners and serials of scholars are affiliated to the university. University of Hamburg is the biggest research and education institution in Northern Germany and one of the most extensive universities in Germany. The main campus is located in the central district of Rotherbaum, with affiliated institutes and research centres spread around the city state.

Staff	
Academic staff	5.238
Administrative staff	6.868
Students	
total	42.023

Source: https://en.wikipedia.org/wiki/University_of_Hamburg

Pursuant to Section 8 of Universität Hamburg's enrollment regulations, students who can prove that they have compelling reasons for being unable to pursue full-time study but can devote at least half of their time to their studies can apply to enroll as part-time students.

In addition to submitting proof of compelling reasons, students must ensure that university exam regulations for the program in question also permit part-time study. With a few exceptions (e.g., law), part-time study is possible only in those programs with a bachelor's/master's system.

In part-time study, dates and deadlines established in university exam regulations are generally extended such that one subject semester is equivalent to two university semesters. The university exam regulations for specific programs govern details respectively.

Please note that part-time study is not designed for those who wish to work full time and study concomitantly. Universität Hamburg offers the latter option in just a few programs (generally for a fee). These include the part-time BA program in socioeconomics with a focus on business administration and a few master's programs. These programs take the needs of people in full-time jobs into consideration—for example, by offering evening or weekend classes or block seminars. The majority of academic programs are not designed, however, for people in full-time employment. Part-time students attend regular classes alongside their full-time counterparts but devote less time per semester.

Reasons for part-time study:

- Employment consisting of at least 15 working hours per week (proof required, e.g., written confirmation from employer)
- Childcare (for children under 18) or nursing care for other family members (proof required, e.g., birth certificate, residence permit)
- Disability or chronic disease which prevents students from devoting full time to their studies (proof required, e.g., medical attest).

Part-time study is not possible (see conditions explained above) if university exam regulations do not provide for it. Currently, part-time study is only possible on BA/MA programs (with a few exceptions such as law).

Please note that in most programs, part-time study is not possible for the semester in which a final thesis or project is due.

The application for part-time study must be submitted when you enroll or re-enroll (i.e., at least 14 days prior to paying the semester contribution and tuition fee). Applications submitted thereafter can only be taken into consideration for the following semester.

Universität Hamburg provides support for students with children. If you meet the requirements, you may include a part-time study application or a hardship application together with your application to study at the University. Furthermore, Universität Hamburg offers a broad spectrum of advising covering all aspects of studying and life with children at the University.

On 18 April 2011 the Executive University Board of Universität Hamburg passed a resolution on recommendations on how to reconcile studies with raising children (PDF, in German only). These recommendations provide an overview of opportunities and types of support Universität Hamburg has implemented for students with children. Source: <https://www.uni-hamburg.de/en/campuscenter/studienorganisation/studienverlauf/teilzeitstudium.html>

EXAMPLE 3: BBW University of Applied Sciences (bbw Hochschule)

In 2007, the Bildungswerk der Wirtschaft in Berlin und Brandenburg (bbw) founded a private university in response to the rise in the demand for well-qualified academic professionals. The school has grown quickly since then and has now established itself as the second-largest private institution of higher education in the region with currently over 900 students.

The bbw Akademie für Betriebswirtschaftliche Weiterbildung GmbH is the responsible body for the private, government-certified bbw University of Applied Sciences. It is also supported by strong regional business partners as well as its collaborative academic partner, the Hochschule für Technik und Wirtschaft Berlin (HTW). The bbw University of Applied Sciences offers both

Bachelors and Masters courses. For a Bachelor's course, you can choose between three main subject groups with various specializations. For Masters` programs, there are three individual interdisciplinary courses to choose from. The courses may be attended as a part-time extra-occupational course (starting on March 1st or September 1st) or on a full-time basis (starting on April 1st and October 1st). This fills a gap in the German educational system at long last through a greater penetrability. The growing complexity facing companies today can only be tackled with well trained employees. The bbw University of Applied Sciences takes this into account in its course curriculums.

Study programme: BEng in Mechanical Engineering with Mechatronics

Engineers have glittering prospects on the job market. As demonstrated in a survey by the Cologne Institute for Economic Research (IW) for the Association of German Engineers (VDI), one in four technology companies expects an increased demand for engineers in the next two years. Many even fear that there will be a shortage of new engineers. The mechatronics course combines the core technical disciplines of mechanics, electrical engineering, automation technology, and computer science.

Structure

Length of full time course:

3 years, i.e. 6 semesters or 1,800 hours

For full-time courses approx. 6 weeks holiday per year are incorporated.

Course hours: 8:30 am - 5:30 pm

Part time/extra-occupational course:

4 years, i.e. 8 semesters or 1,800 hours

The part-time program, for students also currently employed/in vocational training, takes place two evenings a week from 6:00 to 9:15 pm and on two Saturdays per month from 8:30 am to 3:45 pm.

Course begin:

The full-time course begins April 1 and October 1 of each year, while the part-time program begins March 1 and September 1.

Source: <https://www.bachelorstudies.com/universities/Germany/bbw/>.

4. Existing Practices: Slovakia

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4.1. Introduction

In Bologna process there is a need for flexibility in higher education, in a way to try to enable individuals to learn differently in terms of time and modes of delivery of learning and in this way to adapt education to their needs. One of the flexible ways is a possibility of part-time student status, which exists in some EU countries. What is also important in this aspect is the recognition of prior learning in access and also progression in higher education.

The definition of part-time learner: „Part-time adult learner also part-time learner (PTL) refers to a subset of non-traditional learner who pursues higher education, typically after reaching physical maturity, while living off-campus, and possessing responsibilities related to family and/or employment. Many are from a minority or disadvantaged group (disability, immigrant status, etc.).“[1]

There are different programs in various EU countries that are available and adopted for part time learner in all type of degrees: bachelor, master and PhD degrees and also short cycle education degrees. The courses can be taught traditionally face to face but also on-line and all other variations of these two types are possible. The part-time learners are often those who work full or part-time but also individuals with many different personal reasons that prevent them to study full time.

In some countries there is no strict formal difference between part time and full time learners. Sometimes the difference is only in enrolment of credit or courses per semester, part time learners enrol smaller number of credits or courses than full time learners. In some countries minimum number of credits or courses that student can enrol is fixed and strictly defined. Part-time students are then defined as students that enrol less than some standard student load (e.g. less than 30 credits per semester which is standard students load in EU countries).

There are many formal or informal barriers with which part time learners are faced in higher education. There are different policies in some countries that make attendance of part-time students difficult. However, there are more and more possibilities in various countries that are specially tailored for needs of part time learners. It proved to be the most convenient to them to

study on-line or blended (combination of on-line and face to face learning). This will solve their time-management problems.

There are EU countries that recognized necessity to provide special rules and conditions for students which would like to continue their study while working and/or to gain work experience while studying. The full-time student status is mostly clear at most of the EU countries. On the other hand, it is not only clear and easily understandable what type of students are part time students, since 'part-time' mean different things in different countries – sometimes strictly time of studying per week or per semester and sometimes something connected to funding arrangements.

In Figure 1 we can see European Higher Education Area where countries are shown which formally recognize more than one different student status. As shown in the figure, majority of countries recognize other statuses that status of full-time student (around 2/3 countries for which the data are available). In other countries there is no formal status of part-time students, but usually such students study within the existing system, although they are not officially recognized as a particular category of students.

In some countries system recognizes the possibility of prolonged studying within the status of regular students, in some countries regular students can study two years longer or even they can study double period than the one that is planned for the curriculum. This would enable some students to choose twice less credits (or courses) per year than regular students, and still they would keep the regular student status. Only this would mean in some countries that they should have to pay some additional fee.

In this text we will describe the situation with part time students in Slovakia, it is one of countries where more than one student statuses exist.

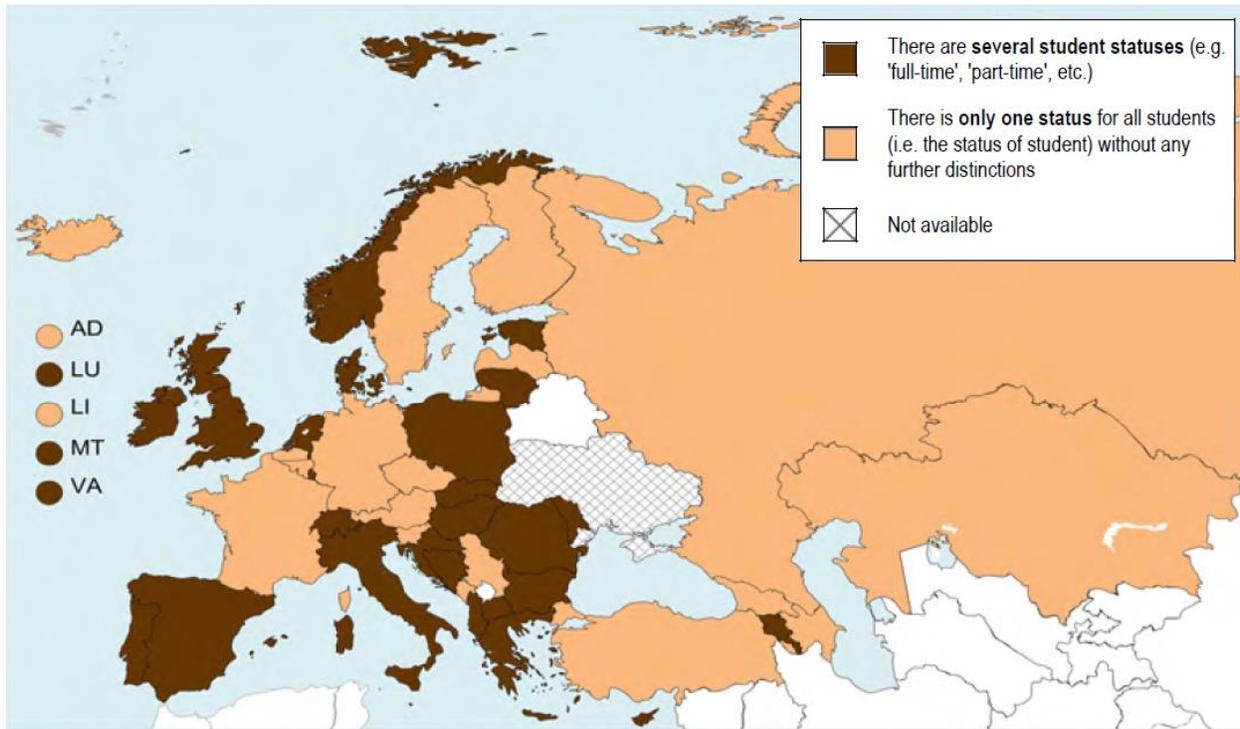


Figure 1: Existence of different student statuses in EU area (Source: Eurydice (2015) The European Higher Education Area in 2015: Bologna Process – Implementation Report, pp. 153)

There is a difference among countries related to financial aspects of part-time studying. There are two possibilities of financial arrangements throughout the EU: either part-time students pay the same levels of fee as full-time students or they pay higher fees than full-time students. Regarding the levels of support sometimes part-time students pay the same level of fee's, but they are entitled to lower levels of support. Finally, there are also countries where part-time students pay the same fee and have the same level of support as full-time students. There are also opposite countries, where part-time students have to pay higher fees and they do not receive any financial support.

4.2. Higher education in Slovakia

Slovak Republic is a country in Central Europe with 5 million of inhabitants. In Slovakia there are about 20 public universities, three state-owned higher education institutions, twelve private higher education institutions, and four foreign higher education institutions functioning in all major cities in the country. The public higher educational institutions are autonomous and self-governing.

Public Universities are: Academy of Arts in Banská Bystrica, Matej Bel University in Banská Bystrica, University of Economics in Bratislava, Slovak University of Technology in Bratislava, Comenius University in Bratislava, University of Performing Arts in Bratislava, Academy of Fine Arts and Design in Bratislava, University of J. Selyeho in Komárno, Technical University in Košice, Pavol Jozef Šafárik University in Košice, University of Veterinary Medicine in Košice, Slovak University of Agriculture in Nitra, Constantine the Philosopher University in Nitra, University of Prešov, Catholic University in Ružomberok, University of A. Dubček in Trenčín, University of Trnava, University of SS Cyril and Methodius in Trnava, Technical University in Zvolen, University of Žilina.

Private universities are Bratislava International School of Liberal Arts, Law University of Bratislava, School of Economics and Management in Public Administration in Bratislava, St. Elizabeth's College of Health and Social sciences in Bratislava, Technical Institute of Dubnica in Dubnica nad Váhom, University of Security Management in Košice, International School of Management in Prešov, University of Central Europe in Skalica, College in Sládkovičovo, School of Management in Trenčín.

State Universities are Police Academy in Bratislava, Slovak Medical University in Bratislava, Armed Forces Academy of General Milan Rastislav Štefánik in Liptovský Mikuláš

The study programs are implemented at three levels, the first level includes Bachelor's-degree study program (lasting 3-4 years), which is offered by all of the higher education institutions. Professional higher educational institutions provide bachelor study programs only, and they are oriented towards applied research. The second level includes Master's- degree study programs (lasting 1-3 years) and also it is possible to combine the first two levels of higher education in one complex. University higher educational institutions are oriented toward basic research and master and doctoral study programs. The PhD-degree study program (lasting 3-4 years) is a third-level study program. There is also a possibility that the doctoral study programmes are provided by external educational institution (research part can be carried out at the external institution).

4.3. Part-time studies in Slovakia

Countries from European higher education area have implemented different policy measures for flexible delivery of higher education. Slovakia belongs to the portion of around two thirds of all the countries in which there is more than one student statuses (besides full-time students there are also students of other types).

In Slovakia, like in other countries of this group mature students are those who mostly study part-time, while younger students mostly study full-time.

Slovakia is one of the countries (like e.g. Greece) in which part-time studies are defined in terms of expected hours of study per week. While in Greece, the part-time students are defined per number of study hours per week, in Slovakia, there required hours are defined as study hours per academic year, with a range of 750-1440 hours for part-time students, and 1500-1800 hours per academic year for full-time students.

Therefore, Slovakia belongs to a group of countries where formal programmes for part-time students are provided under flexible arrangements.

Regarding the budget, in most of the countries and also in Slovakia, higher education institutions do not have a public budget specifically for lifelong learning or part-time students (only eight EU countries have a specific budget for lifelong learning provision, and it is only a partial contribution to lifelong learning funding.) Resources for lifelong learning come mostly from general public budgets, often combined with other financial resources, such as private contributions from students or businesses. As already mentioned, usually part-time students receive lower funding than full-time students. In Slovakia part-time students are required to make higher contributions than full-time students, they receive lower financial support than full-time students, but are entitled to a student loan.

Higher education institutions in the majority of EU countries are autonomous in deciding if they wish to offer other types of programme than full-time. Only in France and Spain, higher education institutions should provide a mode for part-time studies.

Slovakia is among countries where providing part-time studies is no longer a formal requirement. Institutions have autonomy and recent years only a limited number of institutions provide opportunities for part time-studies.

As natural, older students are much more likely to study part-time than their younger colleagues. In the countries from European higher education area (EHEA), fewer than 20 % of students between the ages of 18 and 23 study part-time. In opposite, the majority of students in their late twenties study part-time in half of the EHEA countries. Consequently, part-time studies are the

most common study form for adults over 30 years of age, which is almost 63% of student aged 30-34 years, and even higher percentages in older age ranges. The older the students are, the more likely they are to study part-time in all countries. In Slovakia there is around 15% students that study part-time among the age of 20-24 and 87% that study part time among the age of 30-34.

According to Eurostudent-data, over 80% of students declare themselves to be full-time students in 14 countries. In eight countries at least 20 % of students declare themselves to be part-time students.

According to these data, in Slovakia: 81.3% declared themselves to be full time students, and 18.7% to be part time.

As previous data show, students may be considered as full-time students, even if they devote fewer hours to study than is often considered to be a norm for full-time studying. Conversely, in some countries part-time students may devote more hours to study than it is usually required for part-time students. Thus, there is not always direct connection (correlation) between official student status and hours devoted to studying, because full-time students sometimes devote less hours to studying than part-time students in the same country.

In Slovakia the related data are as follows: 85% of full time students study over 21 hours per week, which means that 15% of full time students study less than 21 hours per week. At the same time, in Slovakia, there are 46.2% of part time students that study over 21 hours per week (53.8% study less than 21 hours per week).

There is a statistically significant difference in numbers of male and female part-time students, especially in the Nordic countries (which also have high percentages of 'mature students') and in the Baltic countries. The gap between male and female students is also significant in Slovakia, where the proportion of 'mature students' is around 1.3 times higher among female students than among male students.

In Slovakia the percentage of students enrolled in tertiary education, e.g. in the school years 2011/12 which are 30 or more years old, is 18%, and among male students this percentage is 15.1% and among female students it is 19.9%. Median for EHEA (for all together) is 15.8%.

There are two types of older students participating in formal higher education: 1. older students in tertiary education who have not yet completed their initial studies or 2. adult returners who have re-joined the formal education and training system.

The second group is usually called delayed transition students. In some countries it is usual to make a break after secondary school and to continue studies after one years or more, or to move

into the labour market directly after school with an upper secondary qualification and then they it can happen that they decide, for whatever reason to pursue higher education at a later stage in their life.

Share of delayed transition students in the overall student population among Eurostudent respondents in Slovakia in 2013/14 were 14.2%. Some other countries have less than 5 % of delayed transition students which would suggest that the cultural norm is to move quickly into higher education after completing upper secondary education. In Slovakia, similarly to the Czech Republic and Italy, the percentage of delayed transition students in the younger age group is very low (which is 6.3% for the age group between 22-24 years). On the other hand, the percentage of the delayed transition students in the older age group (over 30 years) is in Slovakia 87.1% which shows that there is a large share of mature students starting their studies relatively late (after experiences in labour market or for woman e.g., after they gave birth to children).

The percentage of adults who acquired a higher education degree during adulthood (from 30-64 years) as a percentage of all adults in Slovakia is 2.8%. In some other EU countries this percentage is even less than 2%. Since in Slovakia the share of mature students is between 15-20%, this means that the non-completion rates of mature students is relatively high, or it can also indicate that the policies to support mature student participation in higher education is introduced recently.

Since 2000 the median age for entering tertiary education has increased by at least one year in Slovakia (among some other countries).

4.4. Study methods

The part-time mode of studying is sometimes called external, because student presence in campus is not obligatory.

Teaching methods of part-time studies in Slovakia (similarly as for full time studies) includes various forms of face to face instruction such as lectures, seminars, proseminars (combined form of teaching made up of lectures and seminars, exercises, laboratory work, projects, practical training, courses, consultations, excursions, practice teaching, seminar papers etc. but also various forms of e-learning are the main forms of teaching. They can be delivered within campus or by enrolling in a distance study programme, or a combined method of learning. The choice of teaching methods depends on the type of teaching and specificities required from individual courses. In technical and science subjects it can be a laboratory work. As a part of lectures, the dialogue methods can be used together with computer technology and other teaching aids.

Either this is not the rule, full-time study programs are held using the face to face. The distance method substitutes the direct teacher-student contact with on-line (a computer network-based) communication. Very often part-time (external) study programs are organised using the distance method of learning.

There is also a use of simulation methods in seminar and practical parts of teaching. There is also obligatory practical training in specialized teaching institutions – healthcare institutions for medical, health and pharmaceutical study. Similarly, in veterinary, agricultural and forestry fields of study training also includes practical teaching in specialised teaching institutions. In teacher training study practical training in primary schools or secondary schools is required. Therefore, there are study programs that are not possible to study on-line only, but various practical training is obligatory.

One very important aspect is examination. Although lectures are very often organized on-line in part-time mode, in most cases knowledge verification methods are still face to face. On-line knowledge verification method is complex and it is almost non-existing method in Slovakia.

4.5. Opportunities at universities in Slovakia: possibilities for part-time students and for longer studying

In this part some concrete examples that illustrate situation with part time students at some universities in Slovakia will be presented (mostly conditions for part-time students in 2015/16 and 2016/17 school years regarding duration of study and particular fee for part-time students will be mentioned).

1. At University of Economics in Bratislava the 3rd level of study – (PhD. study) lasts 3 years in the full-time form and 5 years in the part-time form. Both forms are concluded with the defence of the dissertation. However, only full-time doctoral students can get scholarships based on the Regulation of the Ministry of Education SR, No 505/2004 Coll. on Scholarships.
2. At Comenius University in Bratislava part-time postgraduate students pay the fee of 700 € (in accordance with the Directives of the Rector of Comenius University in Bratislava which stipulates the height of tuition fees and fees related to the studies at Comenius University in Bratislava in the academic year 2015/16).
3. Matej Bel University Banska Bystrica: „In accordance with Section 2 of the § 65 of the Act 131/2002 Coll. on universities and on amendments to certain laws, the studies according to the study programme must not exceed the standard length by more than two years.“

4. In accordance with the Study Regulations of Matej Bel University the number of lessons for full-time studies has been determined to be a maximum 22 hours a week. The number of lessons in external studies is four times the weekly number of lessons of full-time studies. The subjects in the recommended study plan have been formulated to respect the maximum weekly number of 22 hours and the minimum number of 2 credits for one subject.
5. The Technical University Kosice has a possibility to enrol part-time studies only at the PhD study programme. „The standard length in full-time form is three years at least and four years at most, duration in part-time form.“
6. Faculty of Business Economics, Kosice. This Faculty provides the preparation of economists with university education in all forms of study: full-time and part-time, at all levels Bachelor's, Master's and Doctoral .
7. At Study Rules of Procedure at Faculty of Medicine, Pavol Jozef Šafárik University in Košice is written that higher education is carried out in the full-time or part-time forms of study. Both of the types of study may be carried out in the full-time, distance, or the combined methods of study. This means that there are various methods of study like distance learning not only for part-time students, but also for full time students.
8. Faculty of Special Engineering at University of Zilina offers study programs at all three in full-time and part-time modes of study in different fields as Crisis Management, Security Management Rescue Services and also its satellite institute of the Faculty in Košice provides conditions for part-time study of the security management within the same study programme as in Žilina.
9. College of International Business ISM Slovakia in Prešov offers various bachelor and master degree programmes in part-time form of study.

4.6. References

- [1] Part-time learner in higher education, Wikipedia.
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5. Existing Practices: Spain

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5.1. Higher Education in Spain

There are 76 universities in Spain, most of which are supported by state funding. 24 Spanish universities are private, of which 7 are affiliated with the Catholic Church. Former degrees were:

- Licenciatura or ingeniería, can last four, five or six years.
- Diplomatura or ingeniería técnica, degree courses of shorter duration, 3 years.

Under the new European Higher Education Area, these former undergraduate degrees are being replaced by the título de grado (Bachelor's degree) or the título de máster (Master's degree).

The origins of higher education in Spain date back to Al-Andalus, the period of Islamic rule. Madrasahs were established in the Andalusian cities of Córdoba, Seville, Toledo, Granada (Madrasah of Granada), Murcia, Almería, Valencia and Cádiz during the Caliphate of Córdoba.[1]

Problems of definition make it difficult to date the origins of universities. The first medieval European universities were simply groups of scholars, the word "university" being derived from the Latin universitas, meaning corporation. Nonetheless, the University of Valencia appears to have been the first high education institution in Spain, while the University of Salamanca (Universidad de Salamanca) is the oldest existing Spanish university. Founded in 1218, during a period of expansion that had begun in the 11th century, this University is considered to be one of the oldest in Western Europe. The university was founded as a "General School of the kingdom" by King Alfonso IX of León in 1218 so that the Leonese people could study at home without having to leave for Castile.

The reign of Ferdinand, King of Aragon, and Isabella I, Queen of Castile, saw a professionalization of the apparatus of government in Spain, which led to a demand for men of letters (letrados) who were university graduates (licenciados), of Salamanca, Valladolid and Alcalá de Henares. These

men staffed the various councils of state, including, eventually, the Consejo de Indias and Casa de Contratacion, the two highest bodies in metropolitan Spain for the government of the Spanish Empire in the New World.

Many of the medieval universities in Western Europe were born under the aegis of the Catholic Church, usually as cathedral schools or by papal bull as Studia Generali. In the early medieval period, most new universities were founded from pre-existing schools, usually when these schools were deemed to have become primarily sites of higher education. Many historians state that universities and cathedral schools were a continuation of the interest in learning promoted by monasteries.

In Europe, young men proceeded to university when they had completed their study of the trivium—the preparatory arts of grammar, rhetoric, and logic—and the quadrivium: arithmetic, geometry, music, and astronomy. (See degrees of Oxford University for the history of how the trivium and quadrivium developed in relation to degrees, especially in anglophone universities).

Several of the world's oldest universities are located in Spain or were founded by Spanish scholars across the world at the time of the Spanish Empire.

The University of Salamanca, founded by King Alfonso IX of Leon in 1218 is the world's 8th oldest university. The oldest existing universities both in Asia (University of Santo Tomas) and the Americas (University of Santo Domingo) were founded by Spanish religious orders in the 16th century.

Admission

Admission to the Spanish university system is determined by the nota de corte (literally, "cutoff grade") that is achieved at the end of the two-year Bachillerato, an optional course that students can take from the age of 16 when the period of obligatory secondary education (Educación Secundaria Obligatoria, or ESO) comes to an end. A number between 1 and 10, the nota de corte is a combination of the grade achieved from the Bachillerato exams which the students take at school, and the average grade (nota de media) obtained from the university selection exam (commonly known as la Selectividad but officially named "Prueba de Acceso a la Universidad" or PAU) that the students will take at the local university.

The most popular courses at public universities demand the highest nota de corte, while for private universities cost is normally the factor that determines which course a student will follow (that is, the most popular courses are inevitably the most expensive).

Ranking

There are several rankings for Spanish Universities. The best known ones are the Shanghai Jiao Tong, QS and THE Ranking. These are international rankings, however, there are also some national rankings comprising the "50 carreras" (50 degrees) from the "El Mundo" newspaper, the CSIC or the IAIF ranking of the UCM. Spain's Higher Education system has been ranked top-5th by the Spanish CSIC[2] only after the United States, Germany, the United Kingdom and Canada.

A first group can be characterised as offering 'equal treatment', as part-time students do not have to pay higher fees, and are eligible for the same level of support as full-time students. This group consists of Cyprus, Greece, Lithuania, Luxembourg, Norway, Portugal, Spain and the United Kingdom (England, Wales and Northern Ireland).

The main output of higher education is higher education attainment: the share of the population having obtained a higher education qualification. Attainment levels are steadily rising in the EHEA. The Bologna median value is now 37.3 % for the 25-34 age group, 29.4 % for the 35-44 year olds and 22.9 % for the 45-64 age group. This increasing tertiary attainment according to age is the dominating pattern in almost all Bologna countries. It is only Azerbaijan where 45-64 year olds have higher tertiary attainment rates than the youngest age group. However, attainment levels have increased even in this country more recently: 25-34 year olds have higher tertiary attainment rates than 35-44 year olds. The countries where 35-44 year olds have higher tertiary attainment rates than the youngest age groups are Finland, and to a lesser extent Iceland, Spain, Switzerland and the United Kingdom.

Completion rates in tertiary-type A education represent the proportion of those who enter a tertiary-type A programme and who go on to graduate from at least a first tertiary-type A programme. Completion rates in tertiary-type B education represent the proportion of those who enter a tertiary-type B programme and who go on to graduate from at least a first tertiary-type B programme. Besides Turkey, high tertiary completion rates are observed in Denmark, Spain, Finland, the Czech Republic and Germany, where at least three quarters of all new entrants obtain a degree. In Georgia and Norway on the other hand, completion rates are relatively low, less than 60 %. Besides Turkey, high tertiary completion rates are observed in Denmark, Spain, Finland, the Czech Republic and Germany, where at least three quarters of all new entrants obtain a degree. In Georgia and Norway on the other hand, completion rates are relatively low, less than 60 %.

At this level, the countries with the largest gap between net entry rates and net graduation rates were Denmark (around 16 percentage points), and Turkey and Spain with about 12 percentage points. With respect to ISCED 5B level programmes, the respective median levels in 2011/12 were 15.06% (net entry rate) and 8.55% (net graduation rate). Entry rates into ISCED 5B programmes are highest in Belgium (39%), Lithuania (34.3%) and Spain (31.5%). At this level,

the countries with the largest gap between net entry rates and net graduation rates were Denmark (around 16 percentage points), and Turkey and Spain with about 12 percentage points.

Among the countries targeting first-year students, around half (twelve countries) apply all three measures. In Denmark, Spain, and Switzerland, students can benefit from introductory courses and tutoring or mentoring programmes, whereas in the former Yugoslav Republic of Macedonia, introductory courses are combined with support given to students to acquire learning and/or organisational skills. Bulgaria, the Czech Republic, Poland and Slovenia rely on introductory courses, while institutions in Azerbaijan, Belgium (Flemish Community), Hungary and Luxembourg primarily provide support to students to acquire learning and/or organisational skills.

Most frequently, students stop receiving support (e.g. in Finland, France or the United Kingdom) or even have to pay extra fees if they do not finish their studies on time (e.g. in Armenia, the Czech Republic, Estonia, Latvia, Poland, Romania, Slovakia, Spain, Switzerland and Turkey). In Hungary, students even have to pay back the grants received if they fail to complete their studies within a limited period of time. Alternatively, or sometimes in addition, students are only eligible to receive scholarships if they make enough progress in their studies (e.g. in Andorra, Armenia, Ireland, Kazakhstan, Lithuania, Luxembourg, Moldova, Portugal, Slovenia, Spain and Sweden). Thus, in these cases, grant entitlements are reviewed periodically during higher education studies.

Between 2008 and 2013, the unemployment of highly educated young people grew by more than 10.4% yearly in half of the EHEA countries with available data, with the highest growth rates registered in Cyprus (36.2%) and Greece and Spain (21.9%). The countries with the highest over-qualification rates (above 30%) were Albania (45%), Cyprus (39.7%), Spain (38.8%), Ireland (36.9%), Turkey (35.2%), Greece (34.1%), Bulgaria (33.3%) and Ukraine (32.9%). In contrast, the countries with relatively low over-qualification rates (below 15%) are Malta (14%) and Luxembourg (5.7%).

5.2. References

[1] Bucharest Communiqué: Making the Most of Our Potential: Consolidating the European Higher Education Area, 26-27 April 2012

[2] Part-time learner in higher education, Wikipedia.

[3] The European Higher Education Area in 2015, Bologna Process Implementation Report

6. Existing Practices: Hungary

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University of Szeged

The challenges in education derive from globalization both in the economy and the culture, but there are social, financial and technological factors as well, that play a role. Due to the concept of lifelong learning, both the young and the more mature adults more and more often go back to schools for evening, and/or correspondence courses, because they have to, or, simply want to start a new career. This is one reason why part-time training programs and short-cycle studies play an increasingly significant role in the educational, the economic and social systems.

Part time learning categories include:

- First- degree programs in the form of correspondence and evening courses.
- Distance learning programs.
- New degree programs. (e.g. Master-level programs, second degree programs etc.)
- Supplementary programs (with the aim of upgrading already existing degrees)
- Post-secondary vocational education or Short cycle Programs which, in 2013 were transformed into higher educational vocational training programs.

In the area of short-cycle programs the following categories can be distinguished:

- 4 semester-long higher educational vocational training programs (Regular full-time courses)
- 2-4- semester long postgraduate specialist training course, based on a first or second degree
- Further training of 30-60-90-120 ECTS, including teachers' in-service training programs.

The basic principles of operation, organisation, management and financing of the Hungarian education and training system are regulated by five Acts (and their amendments), adopted by the Hungarian Parliament:

Act CXC of 2011 on Public Education ; Act CLXXXVII of 2011 on Vocational Education and Training (Governmental Decree on Vocational Higher Education and the related internship

(230/2012 (VIII.28.), Act CCIV of 2011 on Higher Education and its amendments, Act CI of 2001 on Adult Education and Act LXXVII of 2013 on Adult Education.

7. Existing Practices: Slovenia

Žan Dapčević
Academia, Maribor

7.1. Tertiary education in Slovenia - background

Slovenia is actively involved in the Bologna process and as a member of the European Union committed itself to the objectives of the Lisbon Strategy. It aims to establish a high quality, diverse and accessible, as well as internationally comparable tertiary education system. Among the most important fundamental objectives of tertiary education are quality, employability and mobility in Europe and the world, fair access, diversity of institutions and study programmes.

The tertiary education in Slovenia consists of short-cycle higher education and higher education. Both subsystems of tertiary education are interrelated in that they are linked by a system of quality assurance, students' progression from lower to higher level education, and also partly by institutional and programme compatibility.

Almost two-thirds of those who complete upper secondary education (typically at the age of 19) enrol in a tertiary education programme.

According to Eurostat, Slovenia reached a specific objective of the Europe 2020 Strategy in 2013, namely 40% of people, aged 30 to 34 years had completed tertiary education. The percentage of the population who have completed tertiary education in Slovenia is constantly rising. In 2002, there were 215,000 tertiary education graduates (12.9 % of the population) over the age of 15; in 2011, the number rose to 308,000 (17.5 %) or one in six of people aged over the age of 15.

7.2. Higher education

Higher education is organized at public and private universities and independent higher education institutions. In the 2013/14 academic year, some 79,000 students were enrolled at faculties, art academies and higher education professional institutions. In the last decade, the number of higher education institutions has increased markedly. In 2013, there were three public and two private universities, one independent public higher education institution and forty-two private higher education institutions in Slovenia.

The main tasks of higher education institutions –scientific or artistic work, and education -are determined by law. Strategic objectives for individual five-to ten-year periods are determined by

the national higher education programme adopted by the National Assembly of the Republic of Slovenia.

Higher education is organized in three Bologna cycles. In this context, the first cycle features higher professional and academic undergraduate bachelor study programmes; the second-cycle features postgraduate master’s study programmes (cycle or integrated), and the third-cycle includes doctoral study programmes. The introduction of the new Bologna study programmes at all levels of education was completed in the 2009/10 academic year. The old programmes have been withdrawn concurrently with the introduction of new programmes –time frame to graduate from old programmes is until 2015/16. Study programmes are carried out as full-time or part-time or in the form of distance learning. Legal framework is fragmented into two higher education laws (Figure 1).

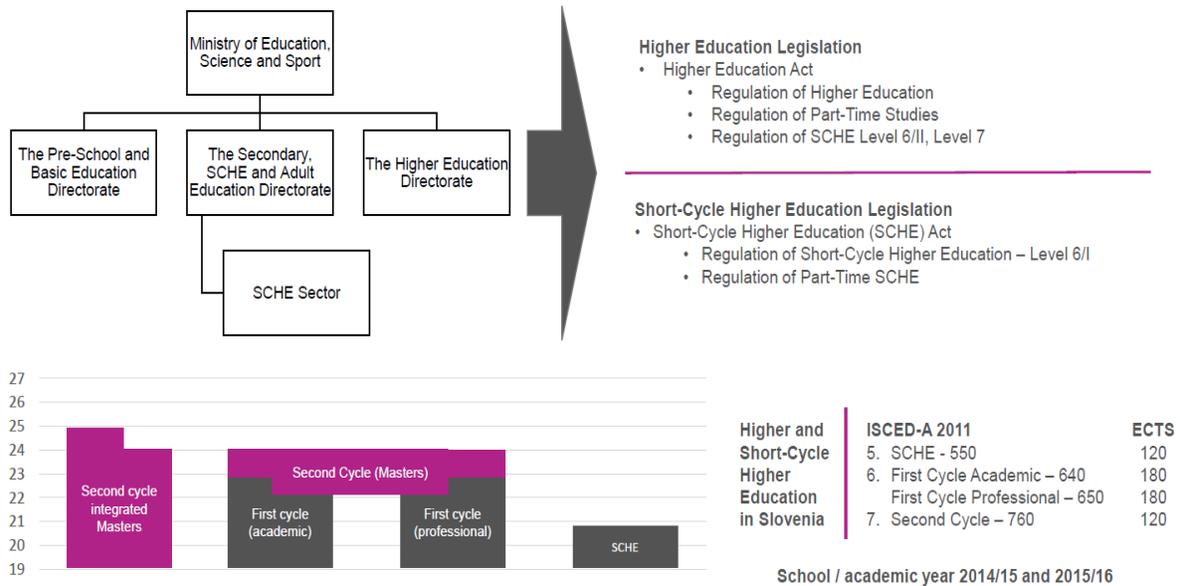


Figure 1: Legal framework of higher education in Slovenia

7.3. Part-time studies in Slovenia

Part-time higher education is not heavily regulated. According to Article 37 of HE Act (Academic year and course load):

- The academic year runs from 1 October to 30 September.
- Graduate programs include a minimum of 20 and maximum of 30 hours of lectures, seminars and exercises per week and 30 weeks per year. If a study program includes practical training, the total student workload should not exceed 40 hours per week and 42 weeks per year.
- If the nature of the study makes it possible, notwithstanding the provisions of the first and second paragraphs of this Article, the curriculum can be adapted to the organization and schedule of lectures, seminars and exercises students opportunities (part-time). The adjustment is done in a manner and procedure determined by the statute of HE institution.

In practice, for example, in the statues from active HE institutions regarding part-time studies is written that lectures and tutorials on part-time study are performed in 30% of total full-time study hours; laboratory, field and clinical work at least 75% of the entire study program.

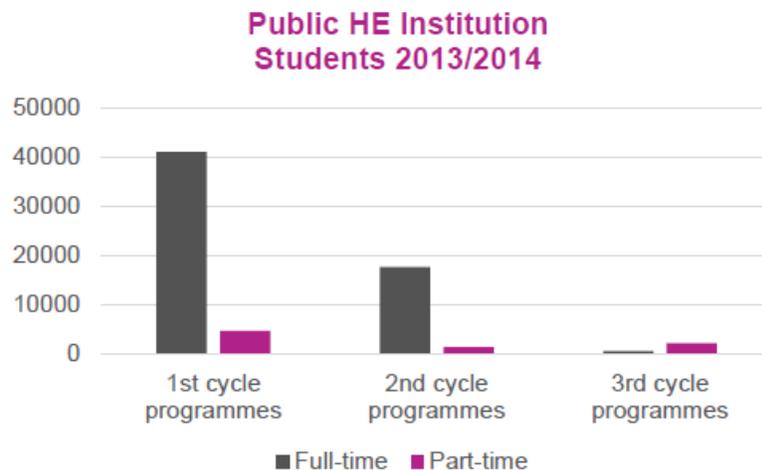


Figure 2: Types of studying across different study levels at public HEIs in Slovenia

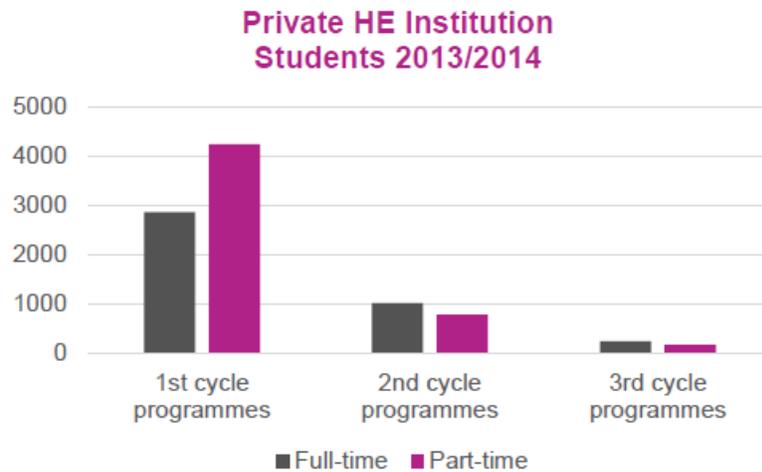


Figure 3: Types of studying across different study levels at private HEIs in Slovenia

In practice, sessions are twice-three times a week, from 4.30pm –7.30pm, duration of part-time study is equal to full time-study, learning outcomes are expected to be equal between full-time and part-time studies, part-time study may be implemented partly or fully online—including examination, part-time study is self-paid study, students are usually more motivated and usually employed, with professional experience in the field & level of a study programme.

8. Analysis of needs

8.1. Analysis of labour market needs

Chamber of Commerce and Industry of Serbia-Belgrade Chamber of Commerce and Industry

This analysis was based on an examination by the Serbian Chamber of Commerce and Industry-Belgrade Chamber of Commerce and Industry, as the project activity regarding the examination of the labor market and employers' needs for new forms of education. The study was conducted on 212 companies, members of the Belgrade Chamber of Commerce. One of the main objectives of this analysis was to assess the interest of employers for flexible forms of education and training - Studying while working (part time study) and Short cycle study.

Overall, we can say that the labor market in Serbia provides the necessary (competent) workforce to a great extent. Most (81%) representatives of companies of all sizes (large, medium and small) believe that they can find adequate personnel (from the aspect of competencies) for the existing jobs on the labor market. On the other hand, a significant number of companies have the opinion that employees with ISCED levels 3 or 4 perform tasks that require higher qualification and that

people with adequate knowledge and competence are not allocated to the positions that require ISCED level higher than 4. This suggests that there are job positions that require knowledge at the level between secondary and high education, and that, in addition to formal education, there is a need for additional skills and competencies. Also, there is obviously a need for acquiring high education during an employment relationship or studying while working.

More than half of the managers and employees believe that their company would support staff in part time studies through flexible working hours and days off. This kind of support, through flexible working hours, is the most popular among small companies, while large companies are willing to finance such activities.

There is willingness to support employees in acquiring the necessary professional skills, with the greatest need for highly specialized trainings in the areas of IT, finance, new technology, and environmental protection. The employees in small sized companies have the biggest support for this form of study (in short cycles).

The workforce in Serbian labor market mostly lacks additional skills. Computer skills at advanced level, foreign languages, primarily English and German, managerial skills - project management and corporate governance, and specific skills like negotiation and client relations.

It can be concluded that there is a great need for additional training of employees in Serbia. Companies are aware that the conventional high education cannot get the staff ready to respond to all demands of work and they are ready to invest in the further education of their employees. There are slight differences in needs, depending on the business sector and the size of company. This approach is mostly implemented in the IT and financial sector, although the companies are generally interested in the introduction of new models to support and encourage employees to pursue further education.

8.2. Survey on employers

Mirko Savić and Milena Kresoja
University of Novi Sad

In order to analyse the labour market and attitude of employers towards part-time studies we have conducted survey on labour market needs. The survey was conducted during March 2016 on the sample of 212 enterprises. Questionnaires were distributed through e-mails.

First three figures are showing the structure of our sample from the aspects of industry sectors, size of the enterprise and the management level of reporting person.

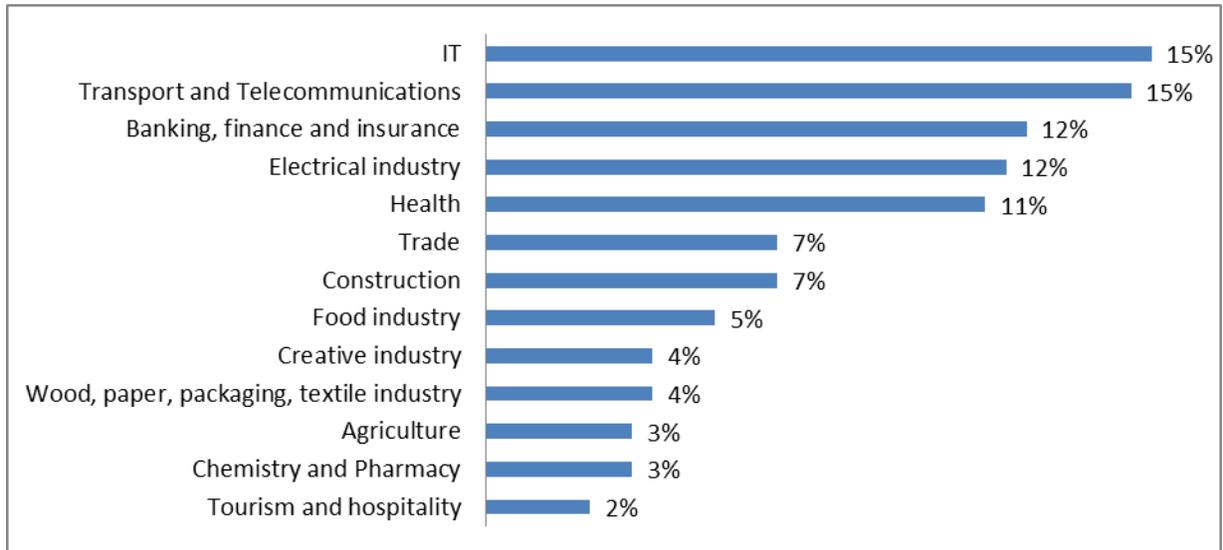


Figure 1: Sample structure across sectors

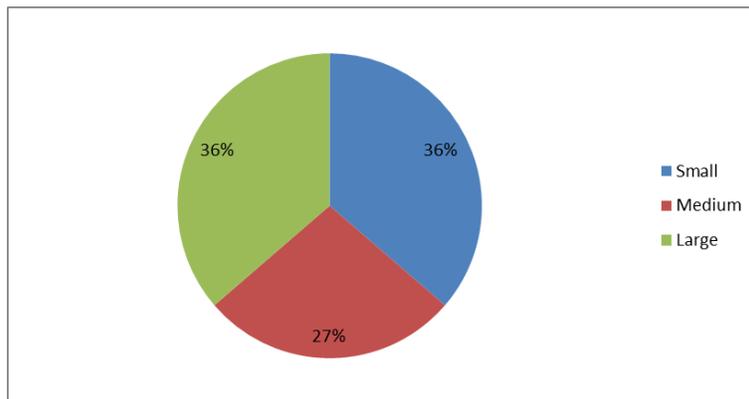


Figure 2: Size of the enterprises in the sample

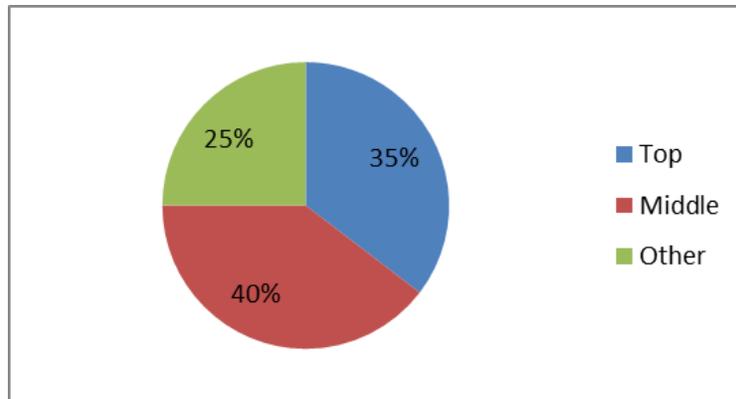


Figure 3: Management level of reporting person

The following two figures are showing the distribution of the answers regarding current situation in enterprises. The conclusion is that there is a space for additional education because 19% of enterprises are having vacancies because they are not able to find appropriate work force on the labour market. Also, almost 40% of enterprises have employees with secondary education doing work for which tertiary education is needed.

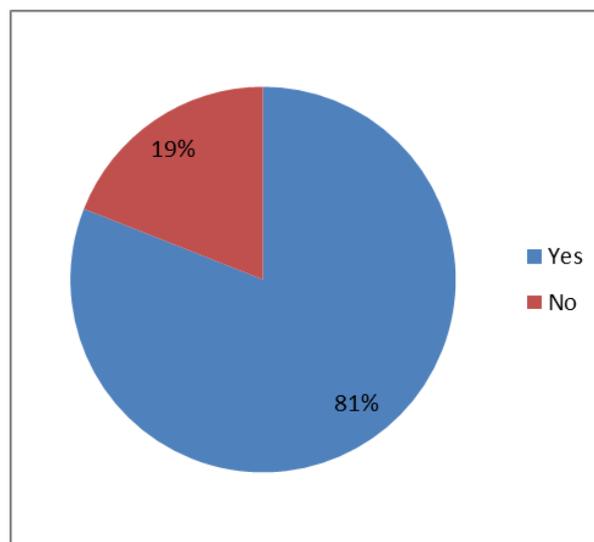


Figure 4: Is there on the labour market necessary work force for vacancies in your enterprise from the aspect of competencies?

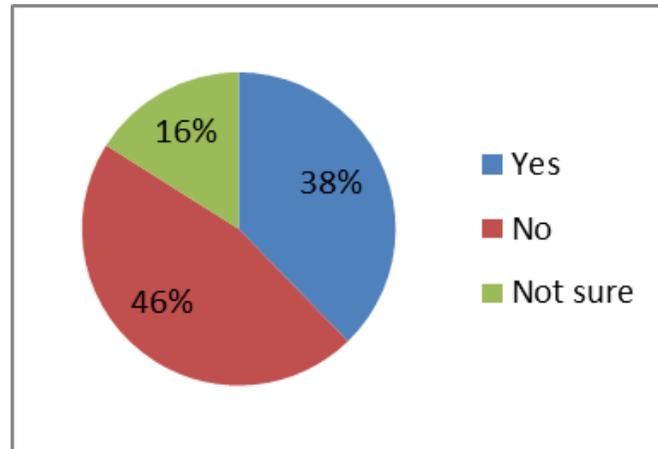


Figure 5: Do you have employees with secondary education doing work for which the tertiary education is needed?

The last figure is showing that enterprises are willing to support further education of their employees. They are more inclined to support them through flexible working hours in comparison with free days or financial support. The conclusion is that if flexible working hours are most acceptable option, part-time studies must be adjusted to students' working obligations.

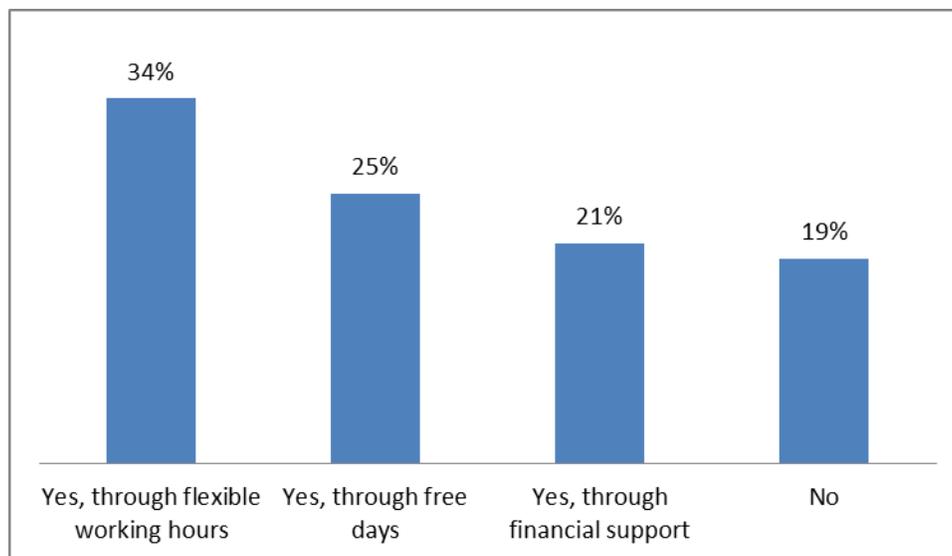


Figure 6: Will your enterprise support its employees to study and in which way?

We have tested the difference among different sizes of enterprises and the conclusion is that large enterprises are more willing to support part-time studies of their employees. Also, top management is more open to additional education of their workers.

8.3. Survey on students

Mirko Savić and Milena Kresoja
University of Novi Sad

During autumn 2016 the research team conducted survey on students about part-time studies. The goal was to understand the needs and attitudes toward this new kind of studying from the aspect of students. The sample size was 821 respondents from higher education institution across Serbia. Data collection was conducted through online survey.

First three figures are showing the structure of the sample. 56% of respondents were females and 44% were male students. Distribution across genders, fields of study and levels of study are corresponding to the distribution in the population. Age structure (Figure 3) is showing that significant number of older students is included in the sample, and this is important because part-time studies are much more interested to older students with families, jobs, etc.

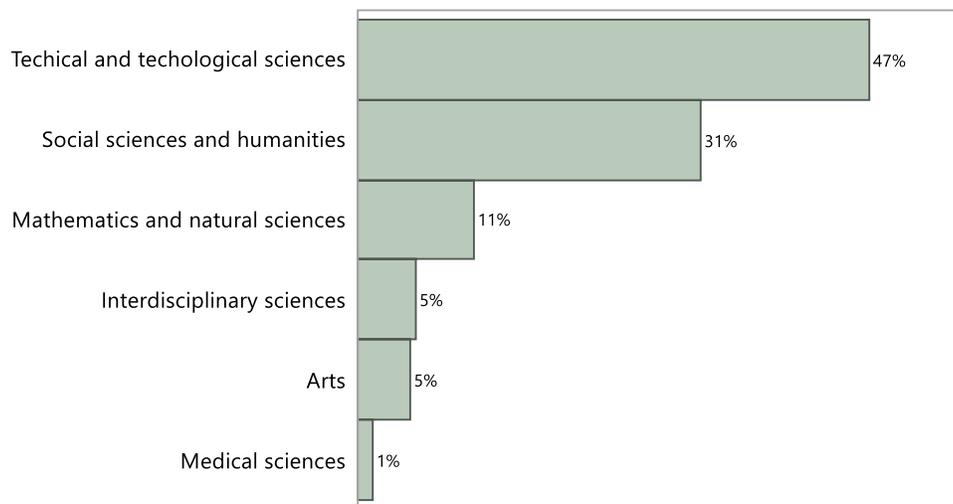


Figure 1: Distribution of students in the sample across different fields of studying (n=784)

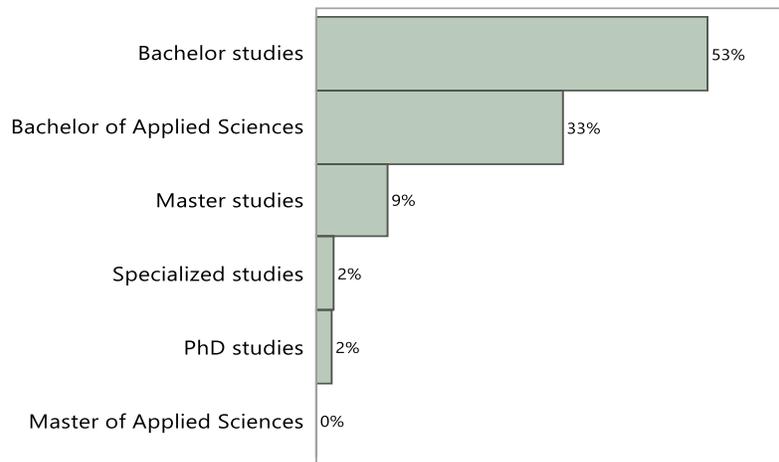


Figure 2: Distribution of students in the sample across different levels of studies (n=812)

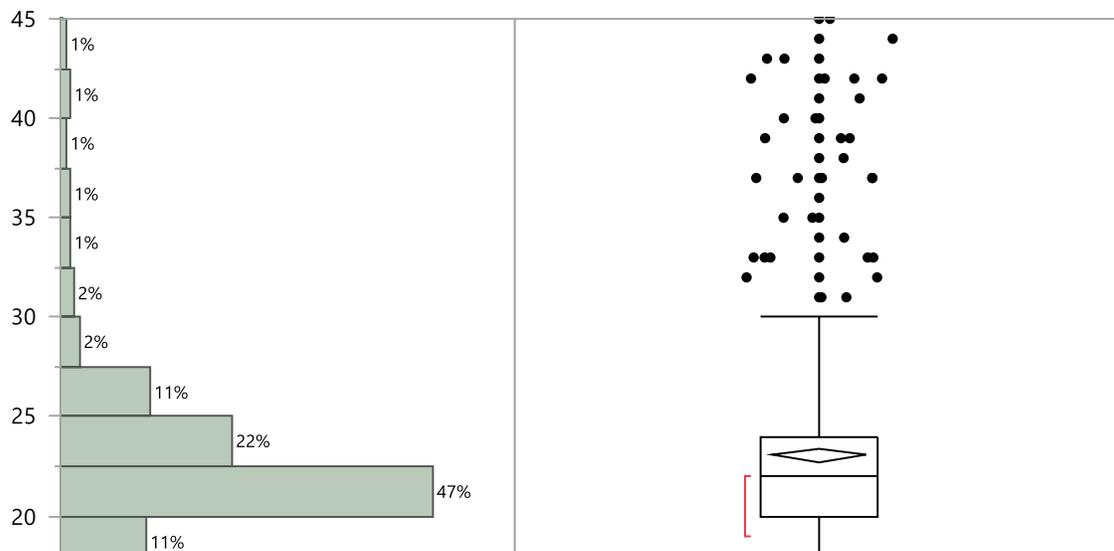


Figure 3: Distribution of students in the sample across age (n=815)

Figure 4 is showing that 40% of student in the sample are having some kind of job. This implies that significant number of student are having interest to reconcile their study obligations and obligations at work.

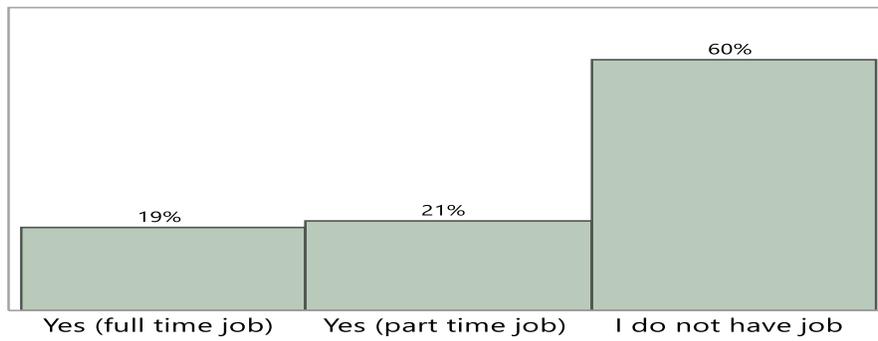


Figure 4: Distribution of students regarding working status (n=817)

Figure 5 is showing that significant share of students in Serbia is supporting the idea of introduction of part-time studies into higher educational system in Serbia.

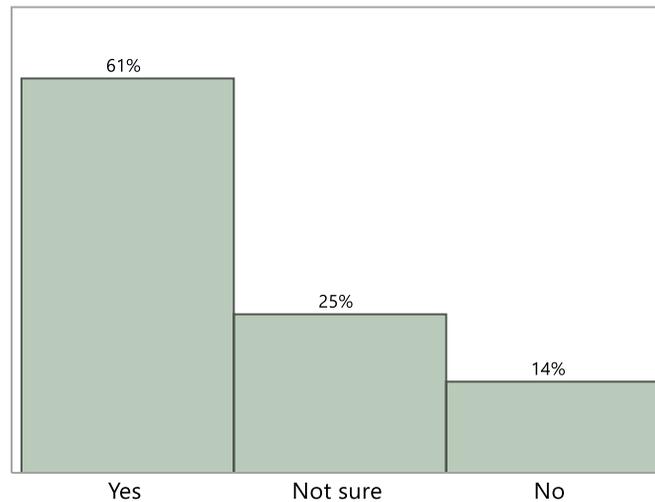


Figure 5: Distribution of answers to question “Is there a need for the introduction of part time studies in higher education in Serbia?” (n=818)

Table 1: Distribution of answers to question “For which of the following categories of students, part time studying would be good option? (Multiple response question)”

Options	Number of answers	Percent
Students who do not live in a place where studying	331	40.32%
Employed students	576	70.16%
Students who have child(ren)	629	76.61%
Students with Disabilities	603	73.45%

According to Table 1, student are aware of social dimension in HE system and its relations with part-time studying. According to their answers, the category of students with children will have the largest benefits from part-time studying.

According to Figures 6 and 7, significant number of students would have enrolled at part-time studies if that possibility have existed earlier. Around 40% of them is interested in changing status form full-time to part-time student.

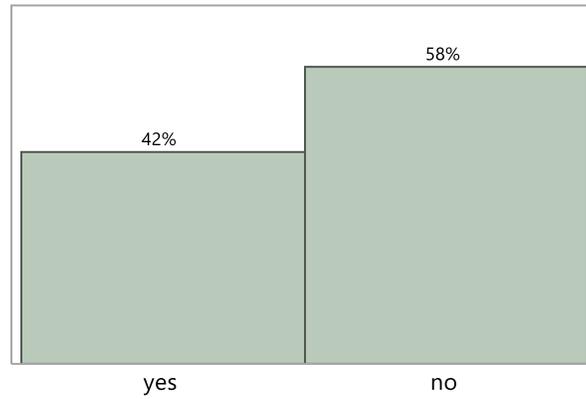


Figure 6: Distribution of answers to question “Would you enrolled part time studies if such possibility existed?” (n=816)

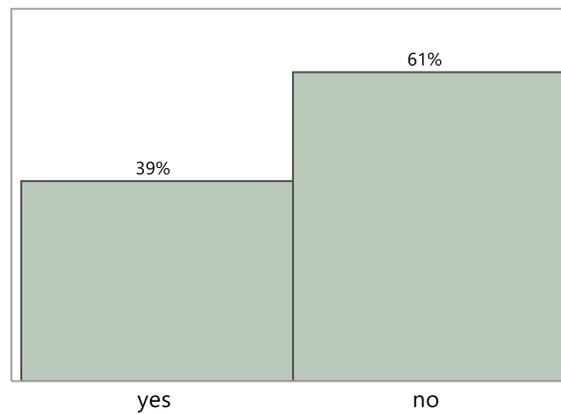


Figure 7: Distribution of answers to question “Would you switched to part time studies if such possibility existed?” (n=817)

Table 2: Distribution of answers to question “In which terms should be organized lectures and tutorials for part-time students?” (n=813)

Options	Number of answers	Percent
During the working week in the same terms as for the regular students	143	17.60%
During the working week in the afternoon terms	223	27.40%
On weekend	327	40.02%
No classes	120	14.80%

Table 2 is showing that according to students, part-time studies should be organized during the weekends.

Regarding financial aspects, major part of students thinks that fees for part-time studies should be at the same level as for the full-time students. It is contradictory when compared with results in Table 2, since organization of teaching in separate terms, during weekends, requires that institutions employ more staff and material resources.

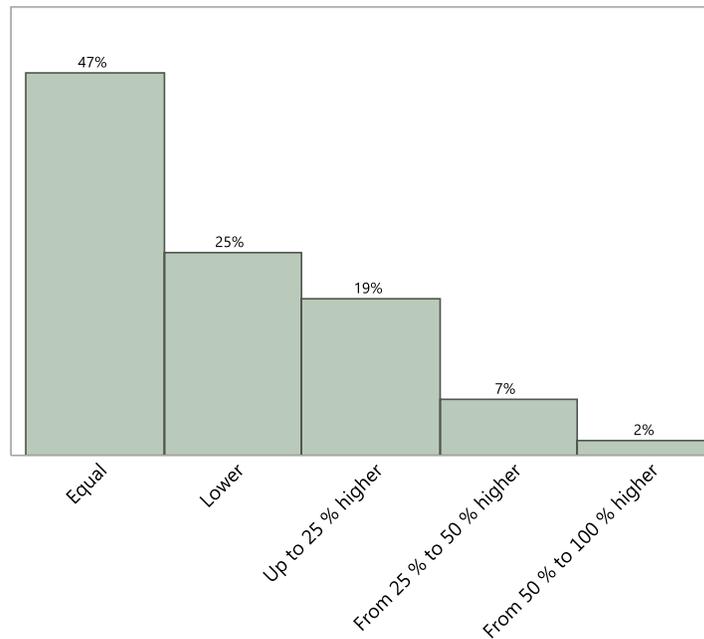


Figure 8: Distribution of answers to question “Should fees for students on part time studies be lower or higher from the fees for regular studies?”

When students were asked “How many ECTS credits should part-time study and short cycle studies hold per a year?”, the average number of points was 45.64. Since total of ECTS credits for full-time students is 60, the prevailing opinion is that workload for part-time students should be 25% lower in comparison with regular studies.

8.4. Survey on teaching staff

Mirko Savić and Milena Kresoja
University of Novi Sad

During autumn 2016 the research team conducted survey on teachers about part-time studies. The goal was to understand the needs and attitudes toward this new kind of studying from the aspect of teaching staff. The sample size was 532 respondents from higher education institution across Serbia. Data collection was conducted through online survey.

Figures 1 and 2 are showing the structure of the sample across scientific fields and academic titles.

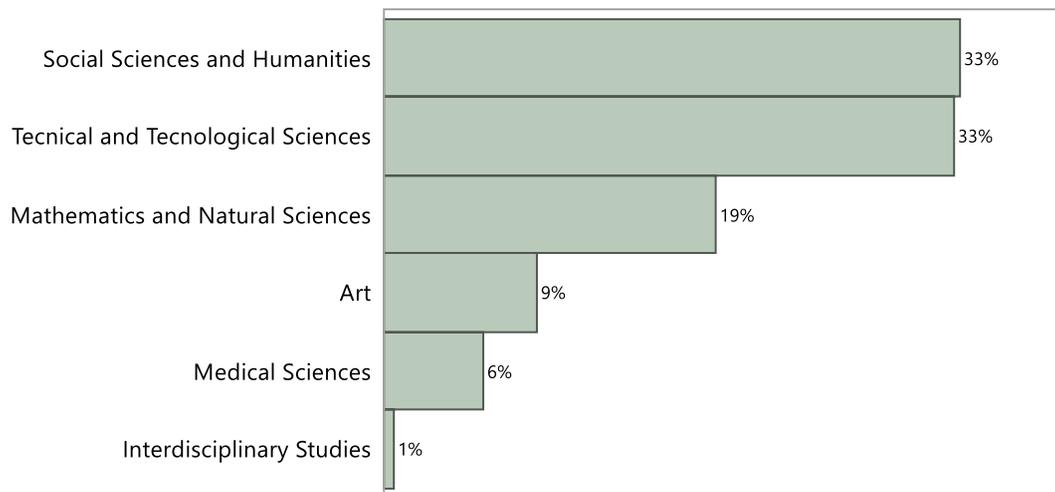


Figure 1: Distribution of teachers in the sample across fields of studies (n=525)

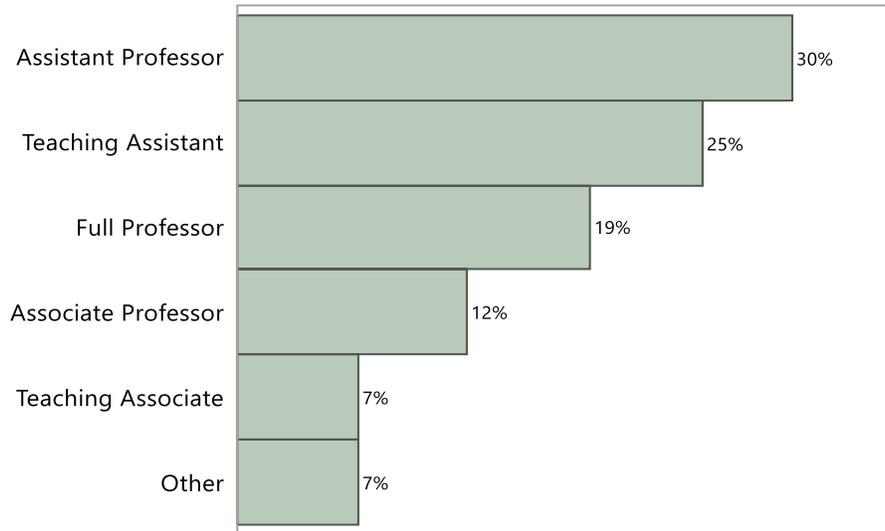


Figure 2: Distribution of teachers in the sample across academic titles (n=521)

Figure 3 is clearly showing that majority of teaching staff is supporting introduction of part-time studies.

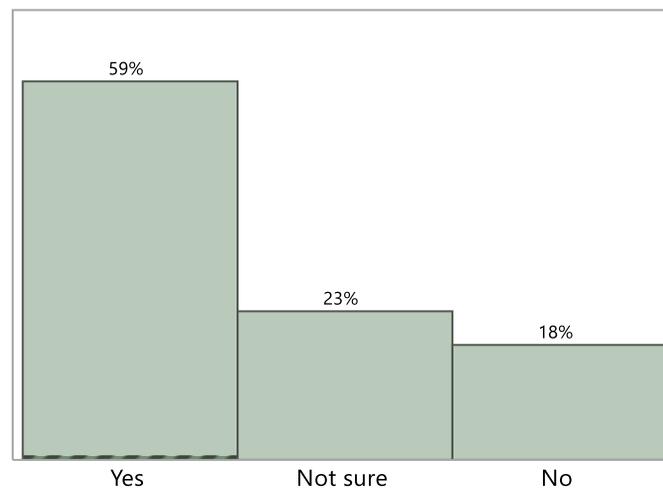


Figure 3: Distribution of answers to question "Is there a need for the introduction of part time studies in higher education in Serbia?" (n=525)

Table 1: Distribution of answers to question “ In which terms should be organized lectures and tutorials for part-time students?” (Multiple response question)

Options	Number of answers	Percent
During the working week in the same terms as for the regular students	196	36.84%
During the working week in the afternoon terms	460	86.47%
On weekend	370	69.55%
No classes	211	39.66%

Table 1 is showing that most appropriate time for part-time courses should be during the working week. This is different compared to the responses of students. Student are thinking that weekends is the best time for part-time studies.

Major part of teachers thinks that fees for part-time studies should be higher than fees for full-time studies (19.2%+12.5%+22.6%=54.3%) which is in contrast with students’ opinion about equal fees.

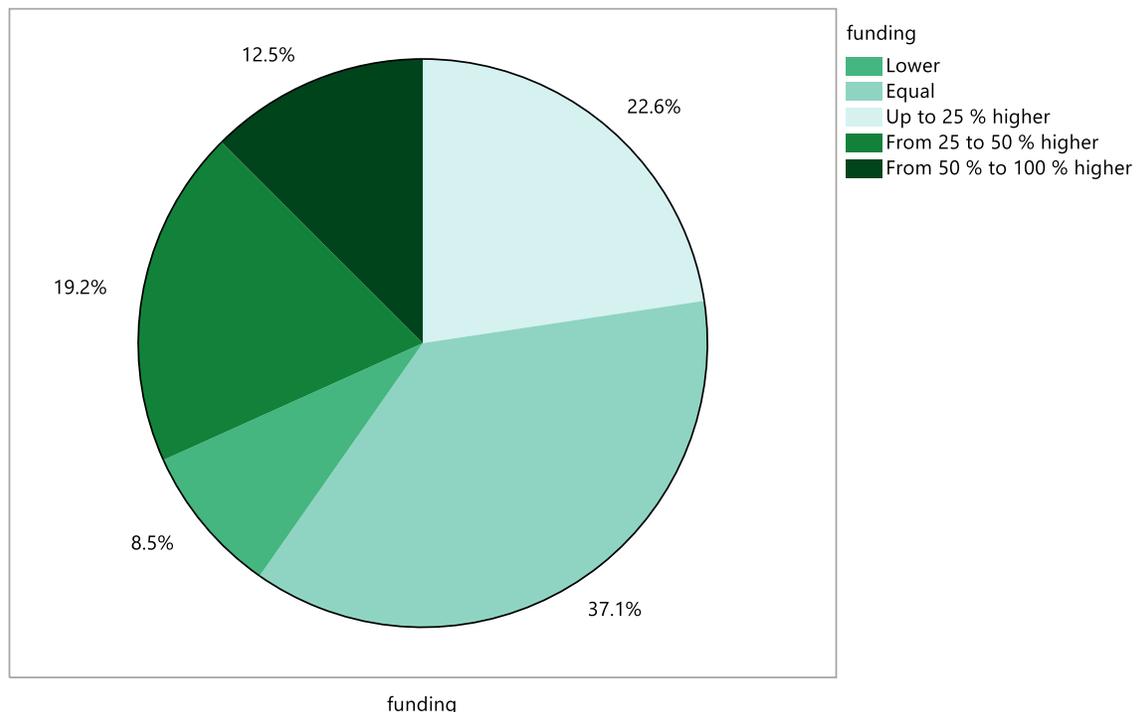


Figure 4: Distribution of answers to question “Should fees for students on part time studies be lower or higher from the fees for regular studies?”

Figures 5 to 10 are showing in which scientific field is more appropriate to introduce part-time studies. More than half respondents think that in interdisciplinary studies and technical and technological sciences part-time studies should be completely allowed. Around 40% of respondents is for introduction of part-time studies in all fields partially.

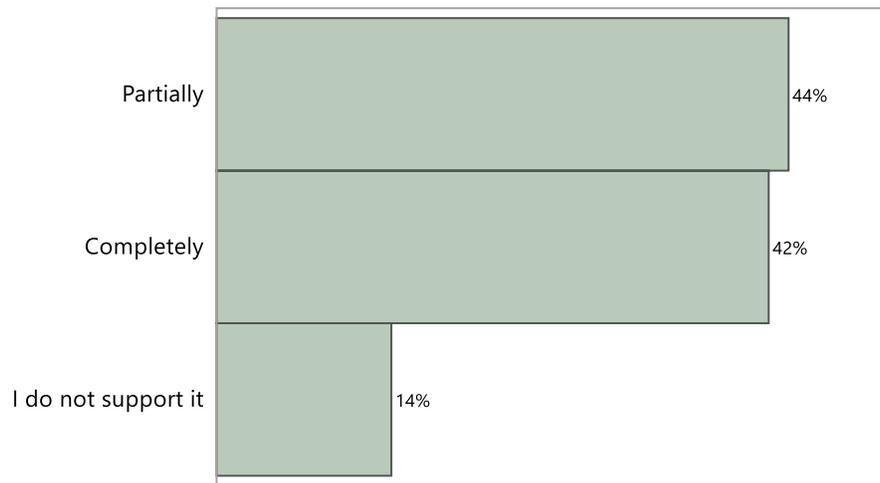


Figure 5: Distribution of answers to question “In which study fields should be part time studies be allowed?” (Mathematics and Natural Sciences)

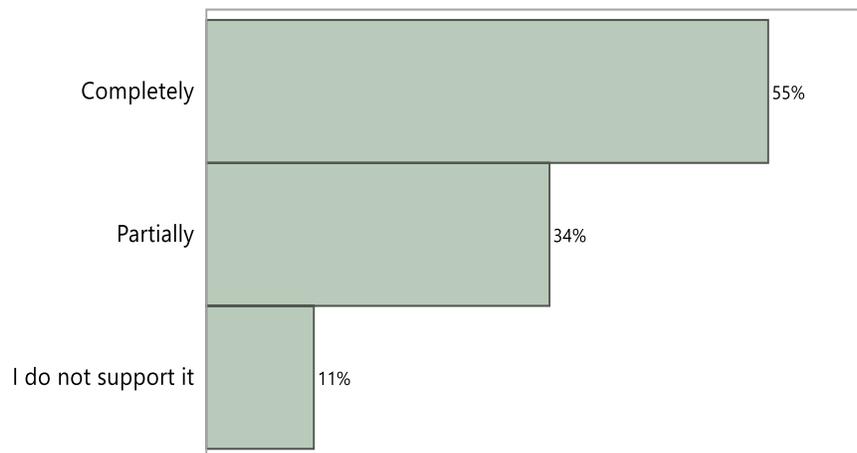


Figure 6: Distribution of answers to question “In which study fields should be part time studies be allowed?” (Technical and Technological Sciences)

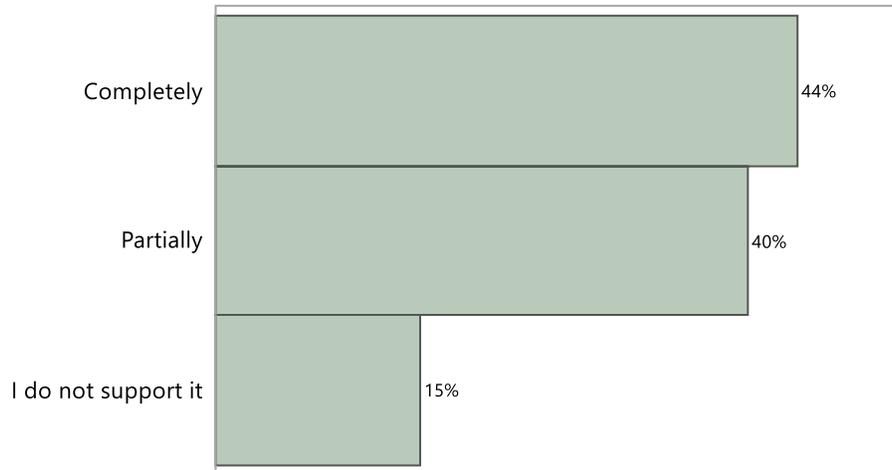


Figure 7: Distribution of answers to question “In which study fields should be part time studies be allowed?” (Social Sciences and Humanities)

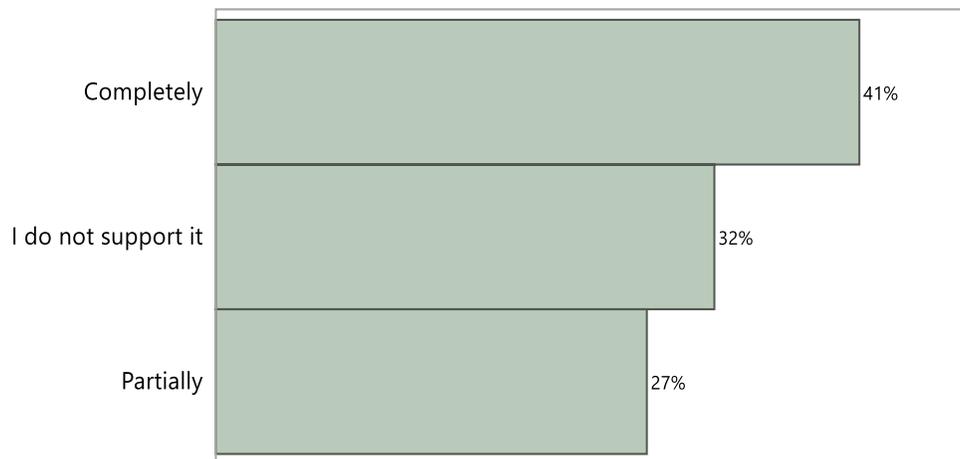


Figure 8: Distribution of answers to question “In which study fields should be part time studies be allowed?” (Medical Sciences)



Figure 9: Distribution of answers to question “In which study fields should be part time studies be allowed?” (Arts)

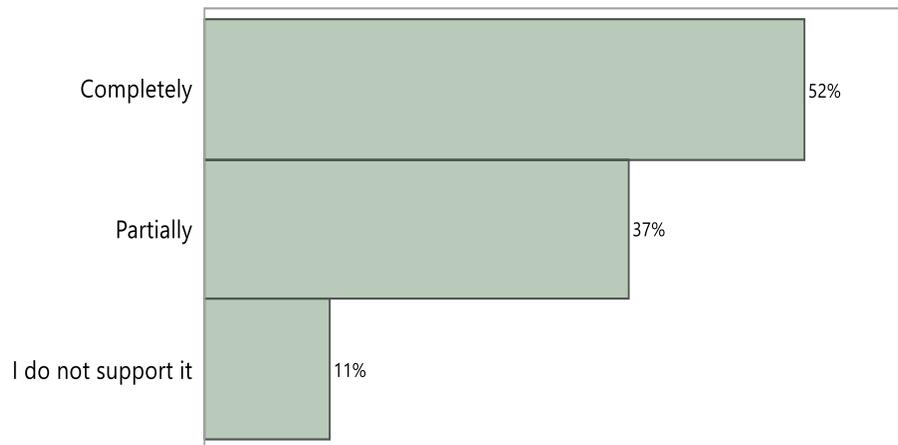


Figure 10: Distribution of answers to question “In which study fields should be part time studies be allowed?” (Interdisciplinary Studies)

Table 2: Distribution of answers to question “For which of the following categories of students, part time studying would be good option? (Multiple response question)

Options	Number of answers	Percent
Students who do not live in a place where studying	195	13.8%
Employed students	459	32.5%
Students who have child(ren)	372	26.3%
Students with Disabilities	387	27.4%

Opinion of teachers is that part-time studies will help mostly to employed students, which is also different in comparison with opinion of students (Table 2).

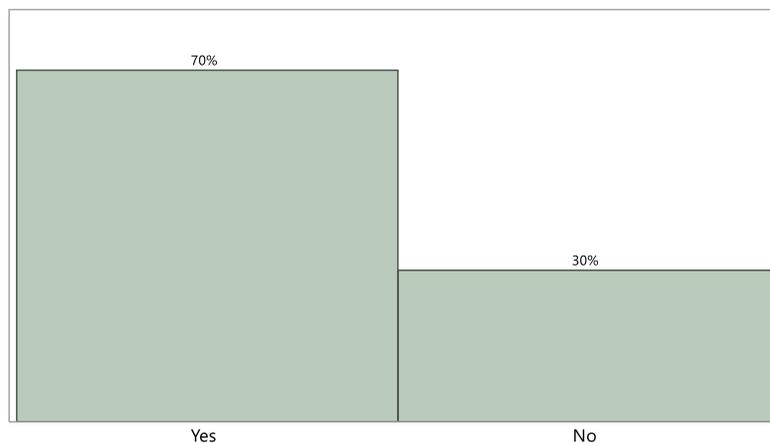


Figure 11: Distribution of answers to question “Should a change of status (from regular to part-time studies and vice versa) be allowed?”

According to Figure 11, significant part of teachers is for possibility of changing the status from part-time to full-time studies and vice versa.