

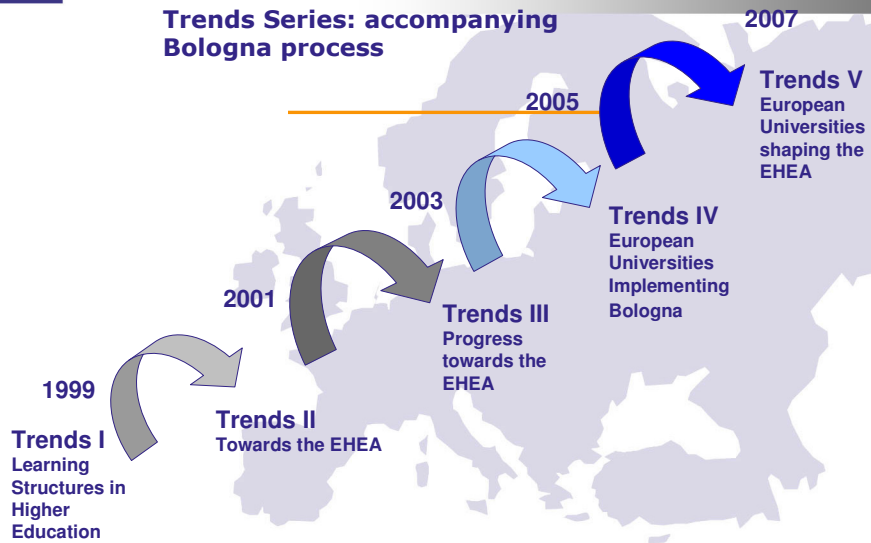
TRENDS V: Key messages

Lewis Purser & David Crosier, EUA

4th Convention of European
Higher Education Institutions
Lisbon, 29 March 2007

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Trends Series: accompanying Bologna process



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Trends V Methodology

**Institutional
Questionnaire: 908**

**National Rectors
Conferences**

**15 Institutional Site
visits
& 7 Focus Groups**

**New Member
countries**

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Trends V Questionnaire main topics

- General context of institutions (size, age, mission)
- Degree structures and curricula
- Credit systems and recognition
- Mobility
- Student services and student involvement
- Quality
- Lifelong Learning & qualifications frameworks
- Social Dimension
- Attractiveness and External Dimension

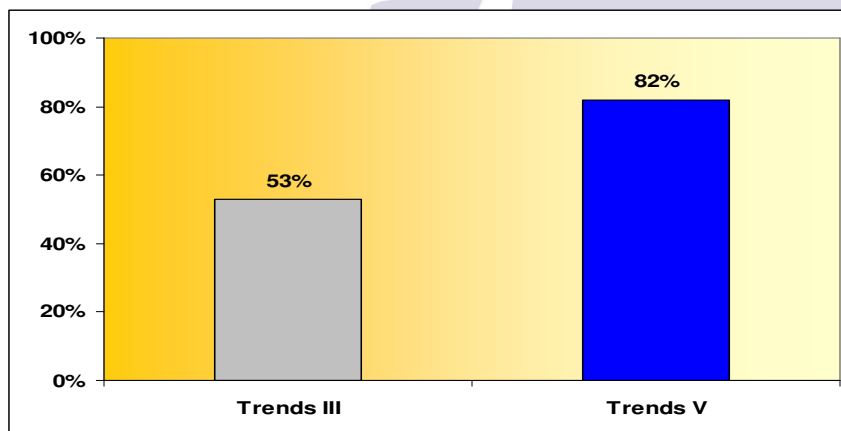
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Overall attitude to reform

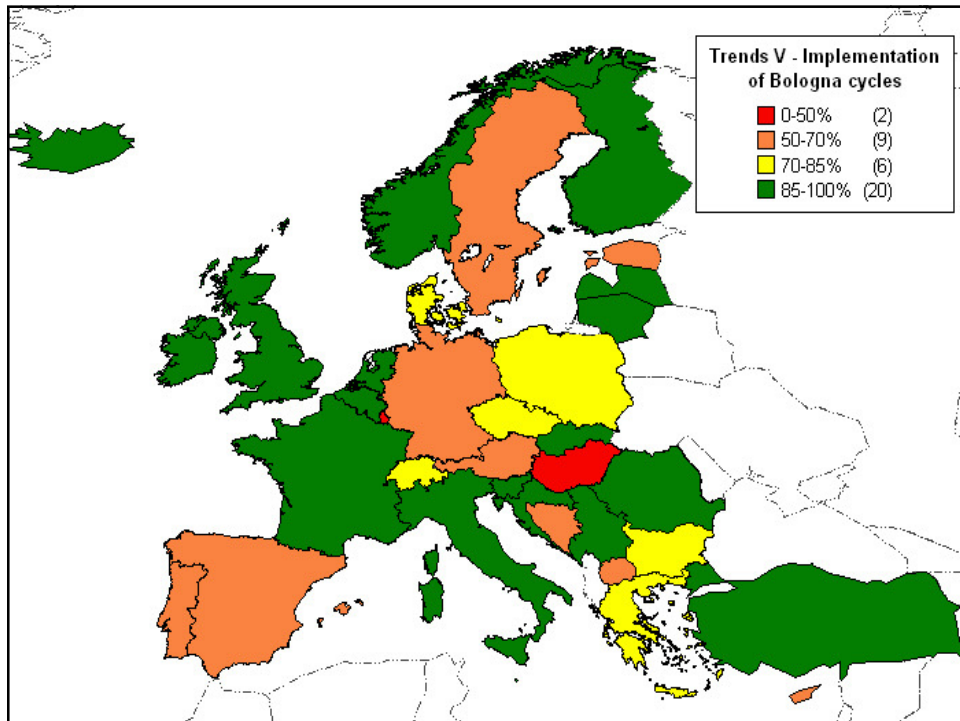
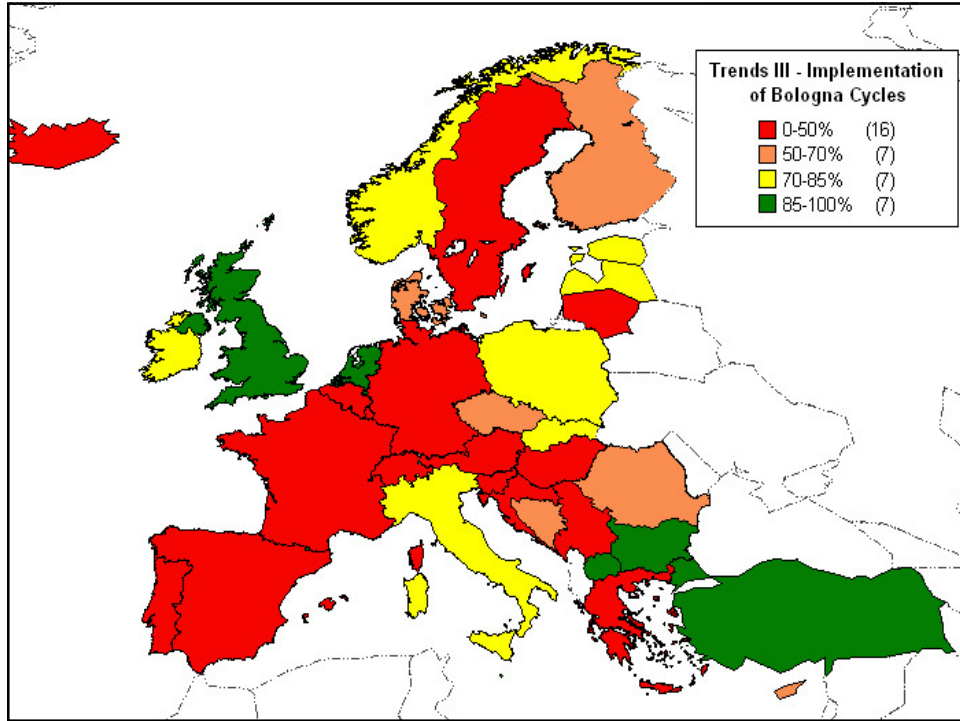
- 74% of institutions respond that « *it is essential to make rapid progress towards the EHEA* »
- 8% increase since Trends III
- Large majority in all countries (except one)
- Only 2 countries where significant number (over 10%) of institutions « don't have an opinion on EHEA »

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Three cycle system..



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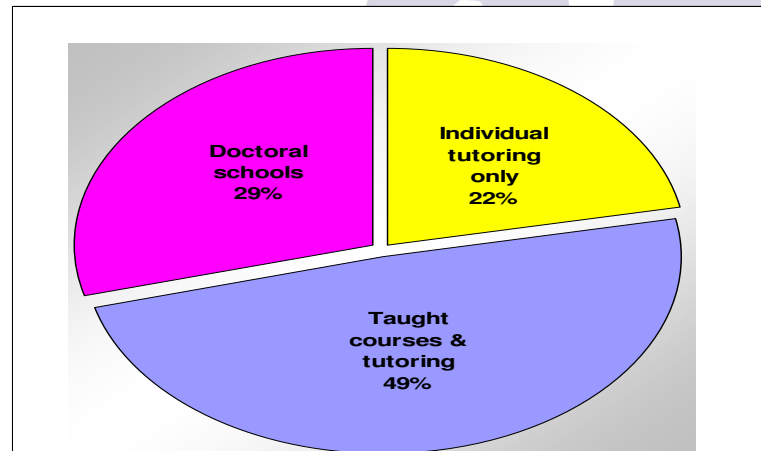


Qualitative Research Findings

- Range of issues & challenges
 - co-existence of old and new structures/practices;
 - employability questions;
 - academic vs professional qualifications;
 - admission to 1st cycle;
 - articulation between cycles;
 - conditions of access to PhD
- Range of institutional attitudes – from those who feel obliged to change to those who push for change...
- (lack of) govt support to reform...

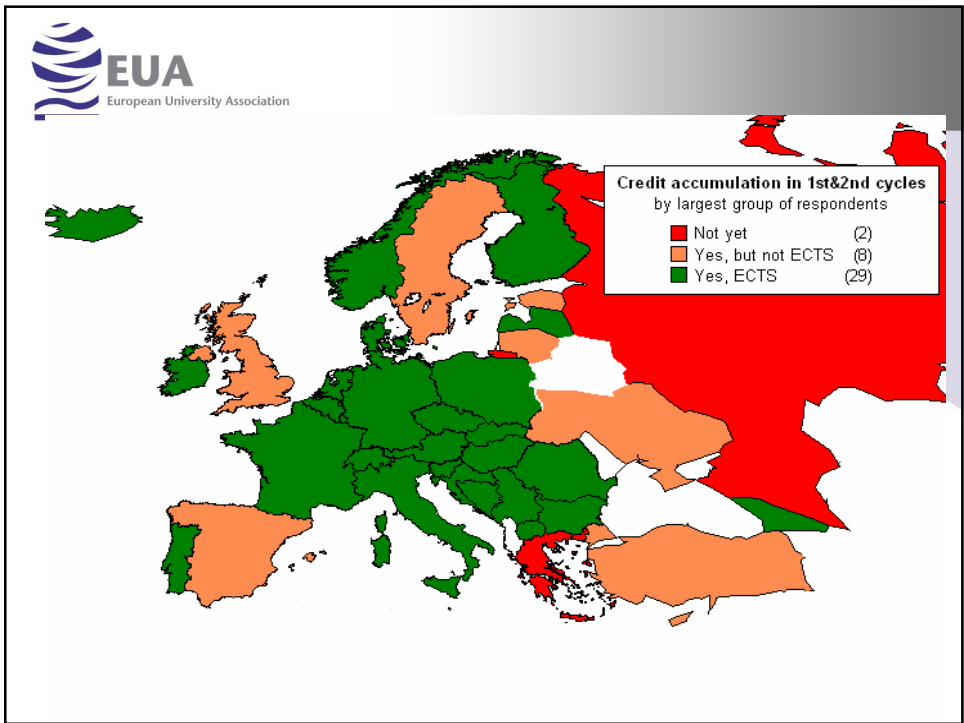
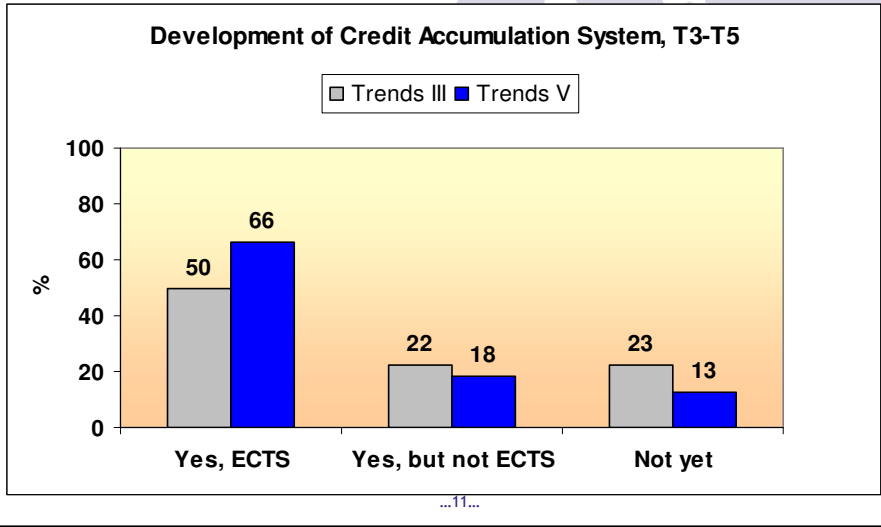
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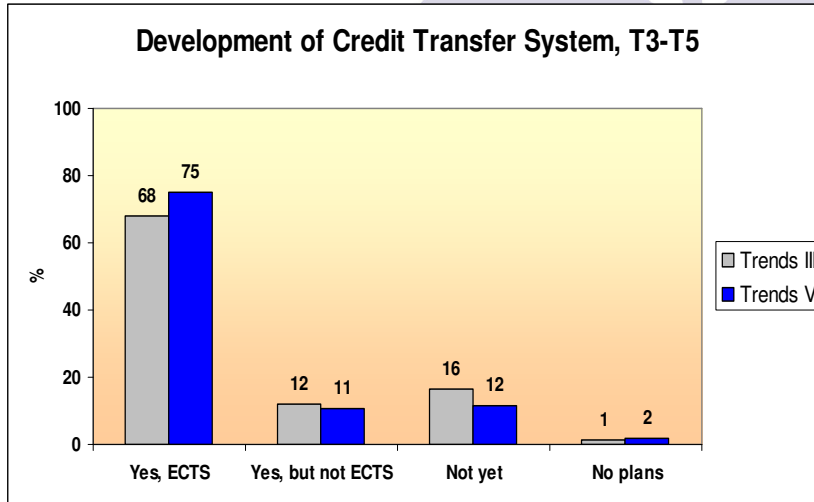
Developments in Third Cycle:



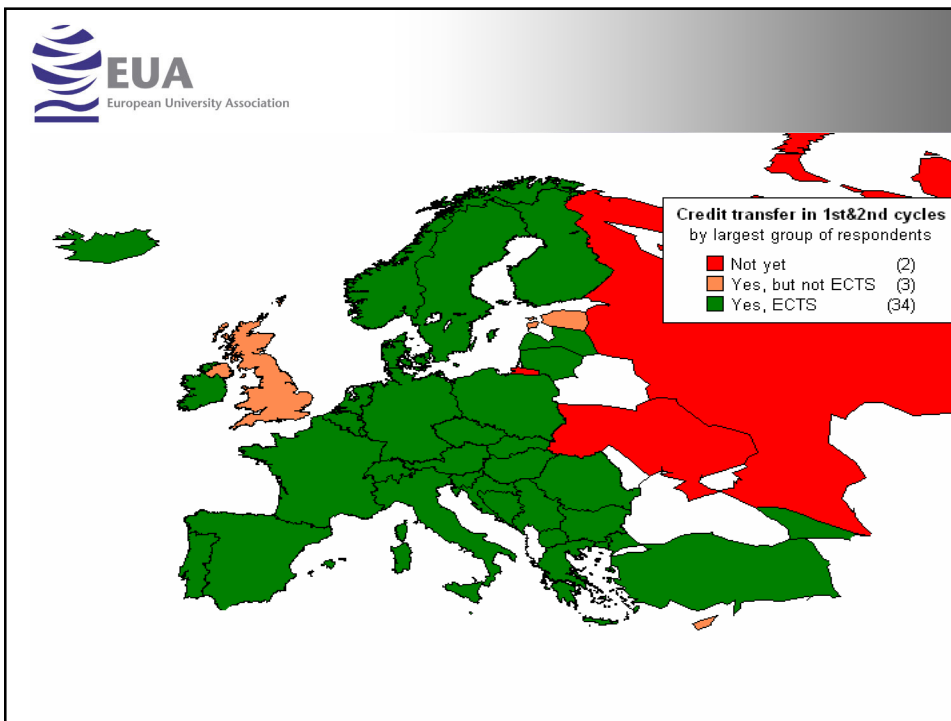
27% use a credit system also within doctoral programmes

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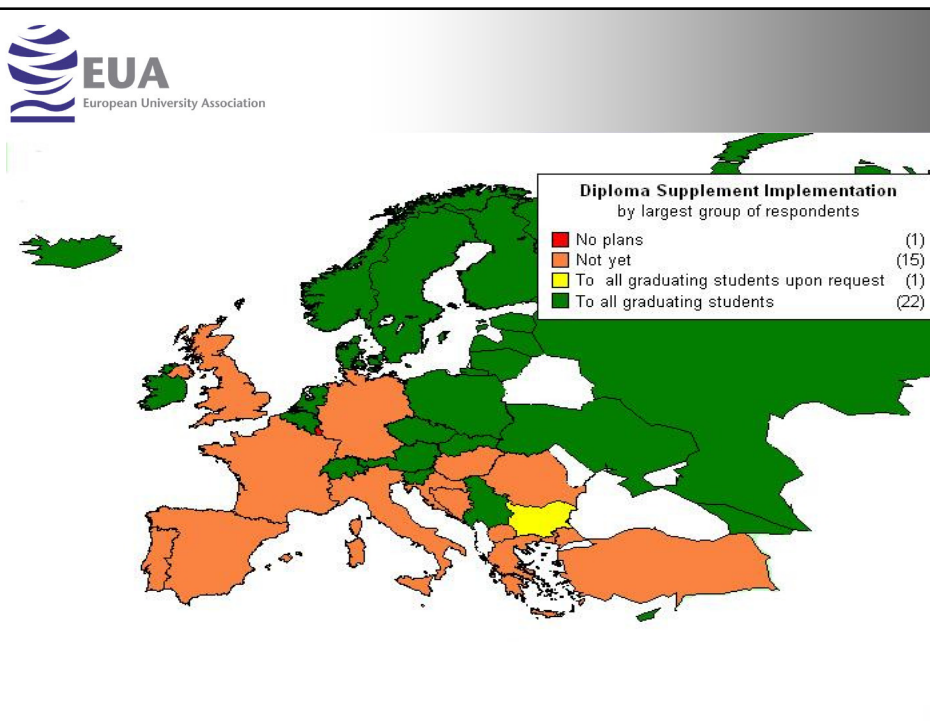
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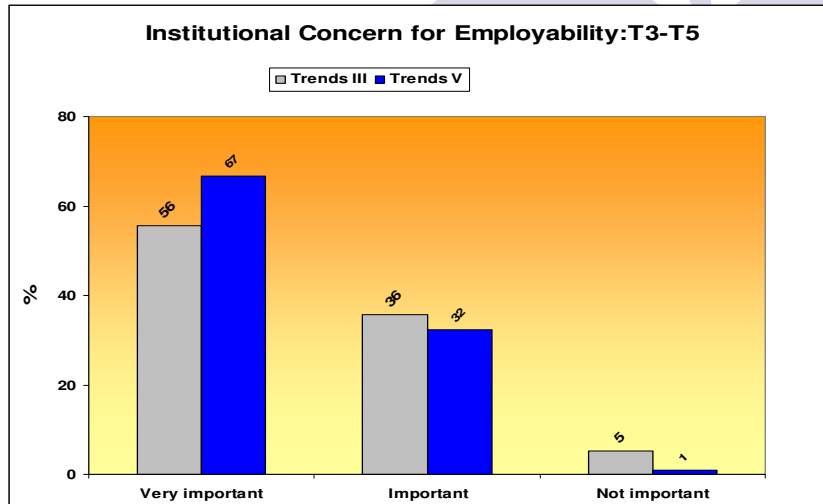


Issues regarding ECTS/Credit Systems

- No improvement in recognising credits
« some students have problems » T3 50% / T5 48%
- Double assessment of learning outcomes (credits + traditional exams)
- Incorrect use of ECTS (misunderstanding of student workload) & diverse concepts of « modules »

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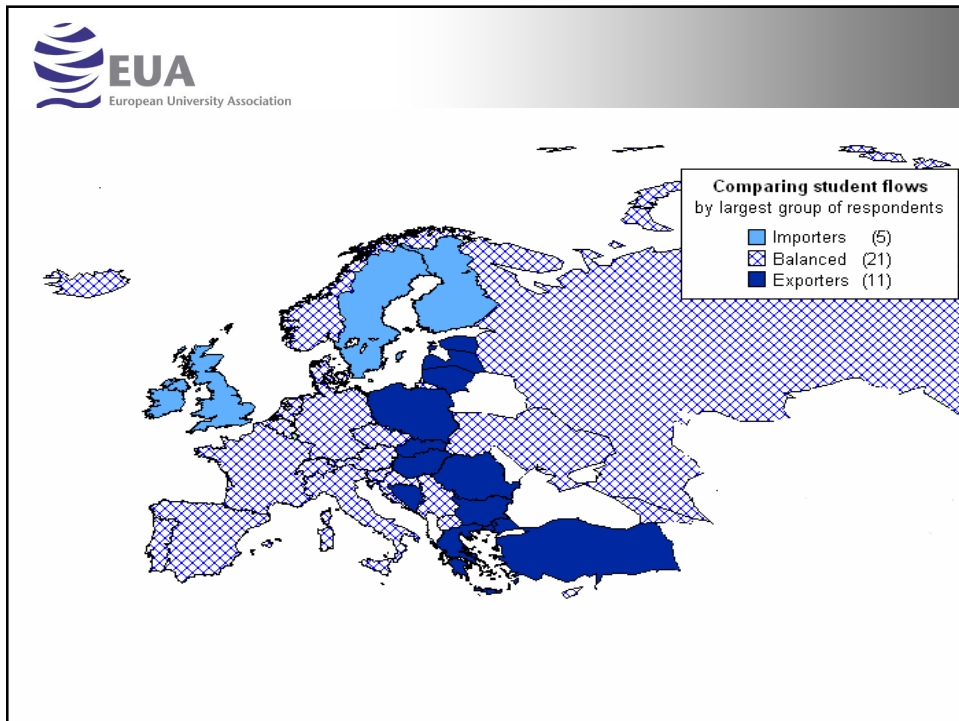
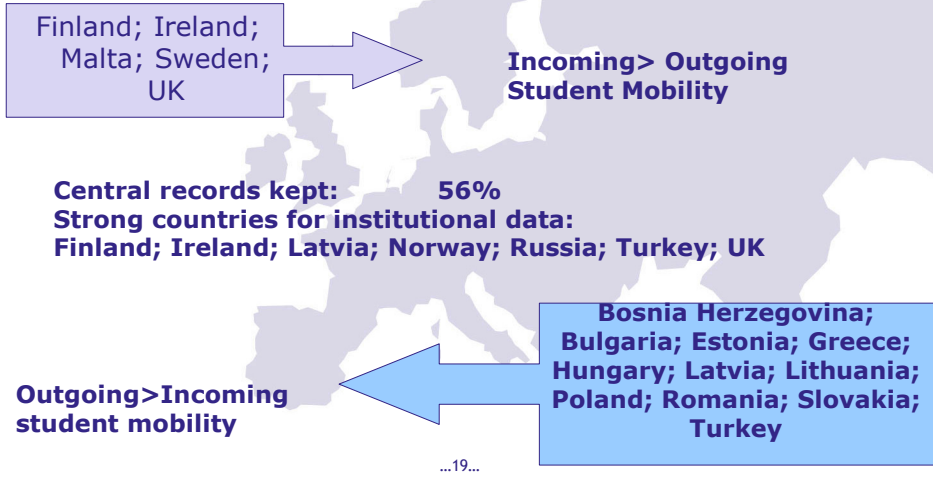
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Employability issues

- Employability appears to be a major driver of curriculum reform:
 - « most concerned » countries: Denmark; Ireland; Portugal; Russia; UK
- But little involvement of employers in curriculum design & restructuring – except UK & Ireland
- employment tracking not often undertaken systematically (one-third monitor employment of *all* recent graduates). Exceptions again UK & Ireland

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Mobility and Data



Internationalisation: opportunities for students?

EHEA will provide better opportunities for:

- All students at your institution 51% (no increase T3)
- Most outgoing students 50% (significant increase T3)
- Most incoming students 46% (significant increase T3)
- Non European students 30% (significant increase T3)

=> Many institutions don't see potential benefits for *all students* of studying in a more international environment...

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Internationalisation: opportunities for institutions?

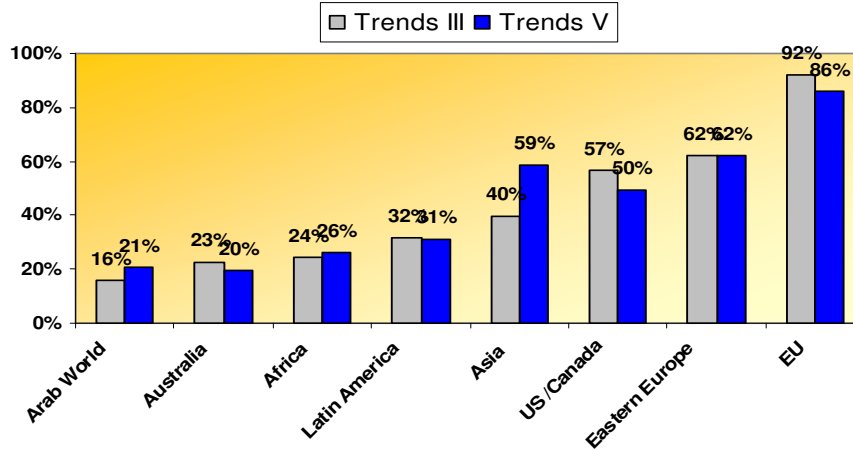
EHEA will provide better opportunities for:

- All institutions 50% (similar to T3)
- Mainly the most competitive institutions 45% (big increase from T3)

=> Increased perception of competition

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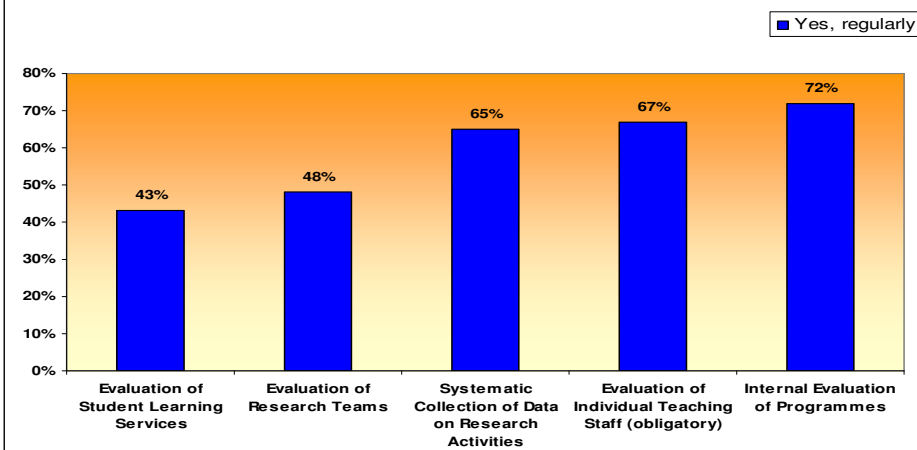
Attractiveness and External Dimension



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QUALITY

Regular Internal Evaluation of HEIs



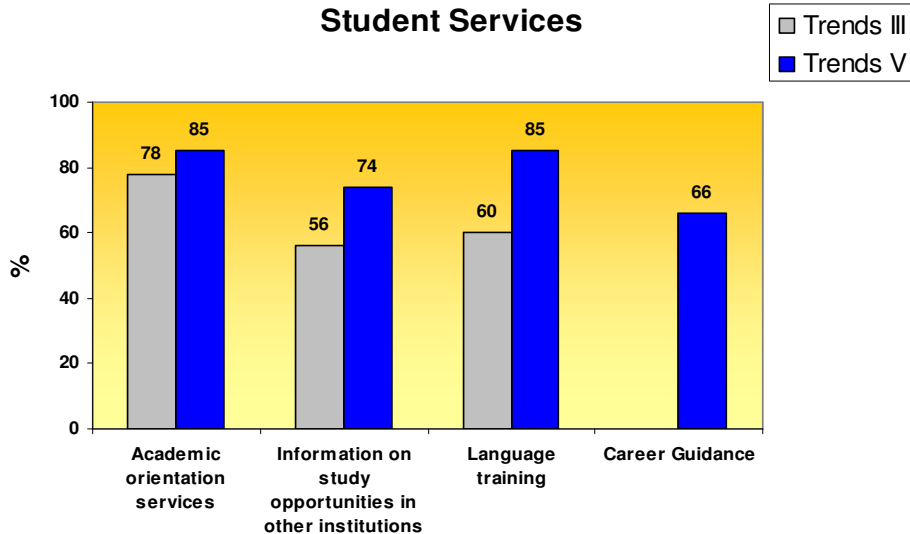
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Quality issues

- Quality linked to effective autonomy
- Student participation increasing with positive impact
- Over-intrusive, & over-bureaucratic systems perceived as counter-productive to mission of HEIs
- Mature quality systems moving away from programme evaluation & towards lighter touch institutional audit/evaluation

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Student Services



Issues regarding student services

- Whose responsibility? (govt/agencies/institutions)
For whom? (Mobile sts only – general population)
Challenge: reaching those who most need them - including part-time & non-traditional students
Resources (financial and human)
- Certain parts of Europe – eg Western Balkans – clearly lacking student services & need support to develop them
- Need for greater policy attention to underpin goals of EHEA

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Student Involvement

- Formal involvement in central decision-making
(T3 49%, T5 65%)
- Faculty/dept participation also improving
(T3 39%, T5 52%)
- Still some concerns:
 - Significant differences between types of institutions (other HEIs far less formal involvement than universities)
 - Is « formal decision-making » where the important decisions for students are taken?

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LLL & Qualifications frameworks

- LLL a confusing concept / mixture of concepts
- Not (yet) a high priority in institutions: 16% only
- Site visits: a range of institutional practice
- Structural reforms have taken precedence over LLL strategy, but opportunities now to use Bologna tools for flexible learning...
- Institutions don't (yet) understand well the purpose or practical value of qualifications frameworks
- Many do not know whether there is an NQF in their country: Ireland the only country where institutions know they have an NQF (and find it helpful)

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Social Dimension

- All institutions (98%) state that increasing and widening participation is (very) important
- 40% of institutions think they need to do more to improve access
- 50% don't think they need to do more
- 8% don't think it is their responsibility

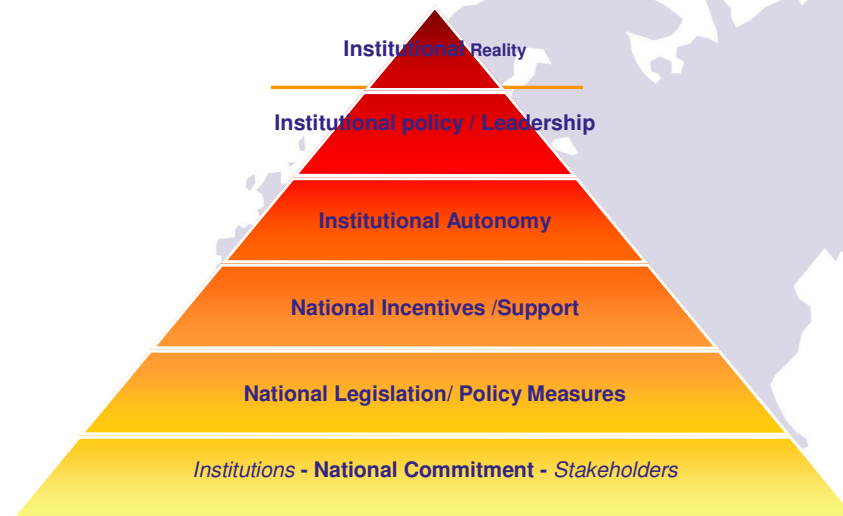
Site visits: confirmed that action to address societal challenges marginal in institutions. Without external drivers/incentives, institutions unlikely to respond...

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New Member Countries

- Not a homogenous group..
 - All facing major social & economic challenges
 - Need to support:
 - positive vanguard of reform in Russia;
 - mainstream in Georgia;
 - action to address the fragmentation of HEIs in western Balkans
- > Test of solidarity for EHEA

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Future challenges

- Not only achieving the goals – but communicating them
 - Trust, on the basis of institutional quality culture
 - Correct understanding & usage of Bologna tools
 - LLL in context of changing demography, & patterns of study
 - Access and widening participation: equality not in contradiction with quality, but fundamental to it
 - Implications of the EHEA beyond 2010 in responding to global challenges
- ... FUNDING

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