

SECOND MEETING OF THE BFUG WG 1 ON MONITORING

Berlin (Germany) 13 September 2016

Bologna Implementation Report 2018:

Draft proposal for a new structure

1 Introduction

Taking account of the review of the 2015 Implementation Report undertaken at the first meeting of Working Group 1, this proposal has been developed by the Co Chairs of Working Group 1, and includes comments made by the working group members. The aim is to finalise the proposal at the next meeting of the working group on 13 September 2016. Before that meeting, all BFUG members and working group chairs are invited to submit comments.

Comments should be addressed to the BFUG Secretariat and Co Chairs of Working Group 1 by **2 September 2016**.

The key points that the new structure attempts to address are:

- 1) Ensure that the priorities of the Yerevan Communiqué are well addressed;
- 2) Maintain coherence with previous reports so that progress and developments can be tracked;
- 3) Add new sources of information to enrich the reporting where appropriate;
- 4) Ensure that the overall length of the report does not exceed the 2015 edition - by shortening or removing less relevant sections to make room for new issues;
- 5) Add country sheets in an appendix to provide a picture of core implementation issues.

Many indicators are updates of existing indicators. These are labelled in this outline with the numbering from the 2015 Implementation report to facilitate checking. This therefore means that in this document the numbering is not coherent for a new 2018 report structure.

A number of new indicators will need to be developed for the report. The issues to be tackled by such indicators are highlighted, while the indicators themselves will be developed, tested and finalised during the data collection phase.

The main reference year for the 2018 report will be 2016/17. Statistical data will use the most recent year available, and the most relevant years for longitudinal development indicators.

2 2018 REPORT STRUCTURE

1 Context:

Student population

- Figure 1.1: Number of students enrolled in tertiary education by ISCED level
Figure 1.2: Distribution of students enrolled in tertiary level of education by ISCED level
Figure 1.3: Change in the total number of students enrolled in tertiary education between (define years)
Figure 1.4: Enrolment rates in tertiary education for the 18-34 years old (% of the total population aged 18-34), defined years
Figure 5.13: "% of students enrolled in tertiary education, total and by gender, 30 or more years old"
Figure 1.5: Demographic projections in steering documents for higher education policy

Higher education institutions

- Figure 1.6: Number of higher education institutions in the EHEA

New: Institutional autonomy and academic freedom: legal protection and other measures

Indicators to be based on CoE Recommendation on public responsibility for higher education, EUA autonomy scoreboard, discussions in the BFUG and consultation with relevant organisations including the Observatory Magna Charta Universitatum, as well as ESU data on student participation in governance.

Expenditure on higher education

- Figure 1.7: Annual public expenditure on tertiary education as a % of GDP
Figure 1.8: Annual public expenditure on tertiary education as a % of total public expenditure,
Figure 1.9: Yearly changes in real public expenditure on tertiary education between year x and year y
Figure 1.10: Annual expenditure on public and private tertiary education institutions, per full-time equivalent student in PPS, defined years
Figure 1.11: Annual public expenditure on public and private education institutions on tertiary education per full-time equivalent student in PPS relative to the GDP per inhabitant in PPS

2 Teaching and Learning

NEW Academic staff

- Statistics on composition of staff
- Policies to promote CPD of staff - particularly for teaching skills
- Appraisal and promotion systems: particularly whether teaching is rewarded in career progression

Teaching practices

- Ways of delivery (frontal presentation, project work, work based learning, etc.) (Depending on whether comparable info is available) possible sources EUA and ESU
- Open education and digital learning policies
- Online learning, teaching and MOOCs
- Involvement of external support in teaching (companies, authorities, NGOs)
- Use of research results/integration of research in teaching/learning support (Depending on whether comparable info is available) possible source EUA

Learning

- Course descriptions – made available to students, learning objectives explicit
- Use of ECTS in programme design
- Transversal competences – entrepreneurship, innovation, soft skills
- Time spent on studying in/outside HEI plus virtual mobility
- Links to NQF and QA

Figure 2.21: Scorecard indicator n°4: Stage of implementation of ECTS system – revised variables: **NEW:** Stage of implementation of ECTS system, student perspective source ESU

Figure 2.24: Basis to award ECTS credit in the majority of higher education institutions

Figure 2.23: Extent to which ECTS credits are linked with learning outcomes in higher education programmes

Figure 2.25: Steering and/or encouraging use of learning outcomes in national policy for programme development

Figure 2.26: Steering and/or encouraging student assessment procedures to focus on learning outcomes

Figure 2.22: Share of programmes using ECTS credits for accumulation and transfer for all elements of study programmes source BFUG questionnaire

NEW: Institutional guidance/rules for the transfer of ECTS credits (variables: rules/guidance exist in 100% of institutions/rules exist in 50%/No guidance or rules)

- Diploma Supplement

Figure 2.28: Scorecard indicator n°5: Stage of implementation of the Diploma Supplement

NEW: Issuing Diploma Supplement to graduates in the short cycle

Figure 2.29: Issuing Diploma Supplement to graduates in the third cycle

- National qualifications frameworks

Figure 2.19: Scorecard indicator n°3: Implementation of national qualifications frameworks

Figure 2.20: Progress in development of national qualifications frameworks according to the 11 steps

NEW: Use of national qualifications frameworks (Variables: national authorities in policy planning; higher education institutions developing new programmes/qualifications; national authorities/higher education institutions in communicating with employers; international cooperation; recognition of qualifications ...)

3 Degrees and Qualifications

Figure 2.1: Percentage of students enrolled in programmes following the Bologna three-cycle structure, year x and year y

Figure 2.3: Distribution of students enrolled in programmes following the Bologna three-cycle structure, by cycle

- first and second cycle and related credit variations

Figure 2.4: Share of first cycle-programmes having workload 180 ECTS credits, 210 Credits and 240 ECTS credits or other number of credits

Figure 2.5: Share of second-cycle (master) programmes with a workload of 60-75, 90, 120 or another number of ECTS credits

NEW: Nationally set minimum and most common total duration of Bachelor & Master programmes (combination of 2 previous indicators)

Figure 2.13: Share of first cycle students continuing studies in a second-cycle programme after graduation from the first cycle (within one year)

Figure 2.8 Presence of integrated/long programmes leading to a second cycle degree

(indicator will be amended/supplemented to consider share of students in such programmes, and the reasons for their continued existence)

- third cycle

Figure 2.14: Share of doctoral candidates in the total number of students in Bologna pattern

Figure 2.15: Percentage of second cycle graduates eventually entering a third-cycle programme

Figure 2.16: Percentage of doctoral students in doctoral schools:

Figure 2.17: Length of full-time third cycle programmes defined in the national steering documents

Figure 2.18: Use of ECTS credits in doctoral programmes

- Short cycle

NEW/REVISED: Implementation of short cycle programmes in higher education

(variables: ISCED 5 Short cycle higher education programmes exist; ISCED 5 programmes exist in VET; No programmes at ISCED 5 level;)

NEW: Typical workload of short cycle programmes (variables: 60/90/120 ECTS,...)

Figure 2.10: Gaining credits towards Bachelor programme in the same field for previous short-cycle studies

- degrees/qualifications outside Bologna:

NEW degree structures that have always existed in parallel to Bologna structures;

new degree structures that do not conform to Bologna model

4 Quality assurance and Recognition

Quality Assurance

- Internal QA (to consider links to Teaching and Learning Chapter on SCL, NQF and QA etc)

NEW Higher education institutions policies for quality assurance adapted to ESG 2015

Figure 3.1 (revised) Higher education institutions policies for quality assurance are made public and form part of strategic management (variables: share of institutions)

NEW Institutional follow-up to external quality assurance results (variables: processes/arrangements/responsible person in place)

- External QA

Figure 3.2 Responsibility for external QA

Figure 3.3 Main outcome of external evaluation by QA agency

NEW Implementing ESG in EHEA (variables: ESG compliant QA agencies and number and type of reviews carried out, including impact on funding: geographical coverage: only national, European, international)

Figure 3.12: Scorecard indicator n°8: Level of student participation in external quality assurance system

NEW level of student participation in external quality assurance

Source ESU

Figure 3.14: Required involvement of employers in quality assurance governance bodies and external review teams,

Figure 3.13: Scorecard indicator n°9: Level of international participation in external quality assurance, QA Agencies registered on EQAR

Figure 3.8: Scorecard indicator n°7: Stage of development of external quality assurance system,

Cross border QA

3.7 Scorecard on openness to cross border QA of EQAR registered agencies

NEW: National legal framework allowing recognition of the use of the European Approach to the Quality Assurance of Joint Programmes in EHEA. (info) on programme accreditation agencies that have employed this procedure

Recognition

- Recognition of learning outcomes

NEW Guidance and procedures for the recognition of learning outcomes acquired outside higher education (variables: procedures exist and are applied in practice for learning outcomes acquired in VET / non formal education;)

NEW: Monitoring of key aspects of ECTS (variables: ECTS credits are awarded on the basis of learning outcomes and student workload; ECTS supporting documents (course catalogue, learning agreement, transcript of records and work placement certificate) are

used appropriately; All credits gained during a period of study abroad are transferred without delay and count towards the student's degree without any additional work by or assessment of the student; The higher education institution has an appropriate appeals procedure to deal with the problems of credit recognition; The higher education institution's statistical grade distribution tables in each field of study.)

NEW: Basis for quality assurance evaluation of ECTS implementation in higher education (variables:ECTS Users Guide, 2015; national legislation; other; no requirement to monitor ECTS)

- Implementation of Lisbon Recognition Convention

Figure 2.30: Principles of the Lisbon Recognition Convention in national legislation

Figure 2.31: Institution which makes final decisions on recognising foreign qualifications for academic purposes,

Figure 2.32: Do higher education institutions typically make recognition decisions centrally?

- New European tools in recognition (the EAR manual, NQFs, DS, etc)

NEW Principles of the Lisbon Recognition Convention monitored in external quality assurance

- Work towards automatic recognition

Figure 2.33: System-Level recognition of three cycle degrees, (variables may be adapted)

NEW Policy measures towards automatic recognition (variables: National legislation has been reviewed and, if necessary, modified to ensure that the principles of the Lisbon Recognition Convention (LRC) are respected; Higher Education Institutions (HEIs) or other recognition bodies receive clear guidance on properly implementing the principles of the LRC; recognition decisions are taken within a 4 month limit; Appeals procedures are in place, and decided within a clear and reasonable time limit; Recognition practice in HEIs is monitored by external Quality Assurance (QA).

NEW Scoreboard indicator on automatic recognition

5 Opening higher education to a diverse student population

Statistical information on the impact of students' background on their participation and attainment in HE

- Gender balance

Figure 4.1: Share of women and men in new entrants in tertiary education in x and y and the variation in %

NEW Share of men and women completing HE

Figure 4.2: Share of women and men in new entrants in tertiary education by level of education, Figure 4.3: Median share of women and men in enrolled students in Bologna structures

by field of education and level of Bologna structure (first and second cycle),

- Students with migrant background (1st, 2nd generation), refugees (data available on age of refugees)

Figure 4.5: Participation rates in tertiary education among persons aged 18-29, foreign-born, native-born and total population,

Figure 4.6: Tertiary education attainment of 25 to 34-year-olds by country of birth: odds ratio of native-born over foreign-born population to complete tertiary education,

- Influence of parental education

Figure 4.7: Educational attainment by educational background: odds ratio of young adults (25-34) with highly educated parents (i.e. tertiary educational attainment) over young adults (25-34) with medium educated parents (i.e. upper secondary or post-secondary non-tertiary education) to complete tertiary education,

- Students age – participation of mature students and delayed transition

Figure 5.14: % of students enrolled in tertiary education, 30 or more years old, in year x and variation from x to y

Figure 5.15: Share of delayed transition students in the overall student population among respondents,

Figure 5.16: Share of delayed transition students among respondents, by age,

Figure 5.17: Adults (30-64) who acquired their higher education degree (ISCED 5 or 6) during adulthood (aged 30 or above) as a percentage of all adults (30-64),

NEW Share of delayed transition students among: students with/without HE background; students with/without migration background; students by type of HEI (Eurostudent)

Policies to widening access

- Objectives (including reference to policy commitment of almost all countries)

Figure 4.8: National policy approaches to widening participation in higher education,

- Monitoring student body (show also how underrepresented groups are identified)

Figure 4.9: Monitoring the composition of the student body,

NEW Measures to identify and support disadvantaged students figure to be developed showing measures in relation to target groups

Figure 4.10: Scorecard indicator n°10: Measures to support the participation of disadvantaged students, (Forms of support to be broadened)

NEW Measures for facilitating access and retention of disadvantaged students (variables: mapping of various measures: bridging classes, mentoring, peer support, need-based grants, information and guidance..)(obligatory/possible/not used)

Opening access routes to HE

- Possible access routes to HE (additional figure on types of routes)

Figure 4.11: Alternative routes to higher education for non-traditional candidates, (variables on target groups, extent of use,)

NEW Share of students with/without traditional access qualification (Eurostudent)

- RPL

Figure 4.12: Recognition of prior learning for progression in higher education studies, 2013/14

NEW Share of students reporting RPL for “first admittance into HE” and “towards fulfilment of current study programme” (e.g. for all students, by level of degree, by field of study, by type of HE institution) (Eurostudent)

Figure 4.13: Scorecard indicator n°11: Recognition of prior learning, 2013/14 (Criteria for light green should be toughened: it should not be enough to have procedures that are not used in practice)

- Statistics on alternative access routes, and RPL (figure with statistics on share of students entering through alternative routes)

NEW Flexible delivery of programmes

- Part time/full time studies

Figure 5.4: Existence of a formal student status other than the status of a full-time student,

Figure 5.5: Impact of formal student status on financial arrangements related to higher education studies

Figure 5.6: Impact of student status on eligibility of financial support for students

Figure 5.7: Provision of part-time or other alternative study forms by higher education institutions

Figure 5.8: Median of country percentages for students studying part-time in tertiary education, by age

Figure 5.9: % of students studying part-time in tertiary education, by country and by age,

Figure 5.10: Median, percentile 25 and percentile 75 of the percentage of students studying part-time in tertiary education, by year x - y

Figure 5.11: Students by formal status of enrolment (self-reported) in %,

Figure 5.12: Share of full-time and part-time students by hours spent on study-related activities in a typical week in %,

- Possibility of completing modules (accumulation and transfer over time)
- Other breakdowns of students (e.g., by level of degree, by field of study, by type of HE institution, by educational background) also possible

NEW Opportunities to complete modules and accumulated credits over time (yes/no) (and descriptive data on arrangements)

- Statistical data on students and staff participating in flexible delivery

Higher education attainment and completion

- Statistical data on completion rates (if possible data also on specific target groups)

Figure 6.1: Percentage of persons with tertiary education, by age group, year x and y
Figure 6.2: Completion rates in tertiary type A programmes (%),
Figure 6.3: Net entry rate and net graduation rate (%), tertiary type A programmes, Figure 6.4: Net entry rate and net graduation rate (%), tertiary type B programmes, 2011/12
Figure 6.5: Median net entry rate and median net graduation rate (%), tertiary type A programmes, by academic year, x - y
Figure 6.6: (revised) Quantitative objectives on student retention/completion in steering documents

- Policies for improving completion

Figure 6.7: Policies/measures on retention/completion targeting under-represented groups of students,
Figure 6.8: Targeting the retention of first-year students,
Figure 6.9: Application of main measures (introductory or insertion courses, tutoring or mentoring programmes, support for learning and organisational skills) targeting the retention of first-year students,
Figure 6.10: Incentives given to students to finish their studies on time,
Figure 6.11: Systematic measurement of completion rates,
Figure 6.12: Systematic measurement of drop-out rates,
Figure 6.13: Impact of completion performance on higher education institutions' funding,

6 Relevance of HE outcomes and employability

Figure 6.14: Unemployment rate of people aged 20-34 with 1st by educational attainment level (%), (show 1st and 2nd cycle separately)

Figure 6.15: Average annual growth rate of unemployment by educational attainment (%), x-y

Figure 6.16: Unemployment rate of people aged 20-34 by educational attainment level and by sex (%),

Figure 6.17: Unemployment rate of tertiary education graduates aged 20-34, by the number of years since graduation (%),

Figure 6.18: Unemployment rate of tertiary education graduates aged 20-34, by the number of years since graduation and by sex (%),

NEW Students' self-assessment of their chances on the national and international labour market based on the competences gained during studies (for all students and/or different focus groups) (Eurostudent)

Figure 6.19: 25, 50 and 75 percentiles of annual gross income of employees by educational attainment, EU-28, in PPS EUR, x and y

Figure 6.20: Ratio of median annual gross income of employees with tertiary education to the median annual gross income of employees with lower levels of education, x and y

Figure 6.21: Distribution of people with tertiary education (ISCED 5-6) aged 25-34 and employed in ISCO 1 or 2 (legislators, senior officials, managers and professionals), in ISCO 3 (technicians and associate professionals) and in ISCO 4-9 (%)

Figure 6.22: Change in percentage points of the share of people with tertiary education (ISCED 5-6) aged 25-34 and employed in ISCO 4-9, x to y

Figure 6.23: Distribution of people with tertiary education (ISCED 5-6) aged 25-34 and employed in ISCO 1 or 2 (legislators, senior officials, managers and professionals), in ISCO 3 (technicians and associate professionals) and in ISCO 4-9, by sex (%),

Figure 6.24: Percentage of people aged 25-34 with tertiary education (ISCED 5-6) who are vertically mismatched (in ISCO 4-9) by field of study, (Revise based on new methodology, and paying attention to limits in interpreting vertical mismatch)

Figure 6.25: Labour-market and skills forecasting at national level,

Figure 6.26: Using labour-market and skills forecasting in central planning,

Figure 6.27: Involvement of employers in higher education planning and management

New: Graduate tracking policies

7 Internationalisation and Mobility

- Policies for internationalisation

Figure 7.1: National strategies for internationalisation of higher education,

Figure 7.2: Specific budget for internationalisation activities in higher education,

Figure 7.3: Other incentives for higher education institutions to engage in internationalisation activities,

Figure 7.4: Estimated percentage of higher education institutions that have adopted an internationalisation strategy,

Figure 7.5: Estimated percentage of institutions that award joint degrees,

Figure 7.6: Estimated percentage of institutions that participate in joint programmes,

Figure 7.9: Countries' perceptions: main regions of cooperation for international student mobility (Percentage of EHEA higher education systems where data is available),

NEW Destinations for temporary study abroad and internships abroad by regions (e.g. EHEA/Asia/Africa etc.) (Eurostudent)

NEW Institutional perceptions of main regions of cooperation, source EUA

- Student Mobility

Figure 7.14: Incoming degree mobility rate – tertiary education mobile students from outside the EHEA as a percentage of the total number of students enrolled, by country of destination

Figure 7.15: Number of incoming degree tertiary education mobile students from outside the EHEA, by country of destination

Figure 7.16: Outward degree mobility rate – tertiary education students studying abroad outside the EHEA as a percentage of the total number of students of the same country of origin

Figure 7.17: Number of outward degree tertiary education mobile students studying outside the EHEA,

Figure 7.18: Incoming degree mobility rate – tertiary education mobile students from the EHEA studying in the country as a percentage of the total number of students enrolled, by country of destination,

Figure 7.19: Number of incoming degree tertiary education mobile students from the EHEA, by country of destination,

Figure 7.20: Outward degree mobility rate – mobile tertiary education graduates within the EHEA as a percentage of all graduates of the same country of origin, by country of origin

Figure 7.21: Number of outward degree tertiary education mobile EHEA students within the EHEA, by country of destination

Figure 7.22: Share of tertiary students enrolled abroad (degree mobility), by country of origin,

Figure 7.23: Mobility balance: Incoming/outgoing tertiary students ratio within the EHEA,

Figure 7.24: Mobility balance: Incoming/outgoing tertiary students ratio within and outside the EHEA,

Figure 7.25: Balance as a measure of the attractiveness of the education system of the country at tertiary education level (mobility flows within and outside EHEA)

Figure 7.26: Student mobility flows: Top 3 countries of origin (inward) in %,

Figure 7.27: Student mobility flows: Top 3 countries of destination (outward) in %,

Figure 7.28: Outward mobility versus diversity of destination countries (mobility flows within and outside EHEA),

Figure 7.29: Obstacles to student mobility, (BFUG perception)

NEW Obstacles to student mobility, ESU perception

Figure 7.30: Share of students who have not been enrolled abroad and do not plan to enrol abroad considering selected issues as (quite) big obstacles (in %),

NEW Share of students who have not been enrolled abroad and do not plan to enrol abroad by social background, for students with/without financial difficulties, or for students with/without impairments (Eurostudent)

Figure 7.31: Recognition of credits gained during (most recent) enrolment abroad – Share of students who have been enrolled abroad (in %), 2013/14

NB EUROSTUDENT could also provide information by destination of enrolment abroad, by level of degree studied for abroad (BA vs. MA))

Figure 7.33: Portability of grants, 2013/14

Figure 7.34: Portability of loans, 2013/14

Figure 7.35: Scorecard indicator n°12: Portability of public grants and publicly subsidised loans

Figure 7.38: Scorecard indicator n°13: Financial mobility support to disadvantaged students

- Staff mobility

Figure 7.39: National policy goals explicitly aimed at promoting staff mobility, 2013/14

Figure 7.40: Quantitative targets for staff mobility, 2013/14

Figure 7.41: National outward mobility programmes for staff, 2013/14

CONCLUSIONS / RECOMMENDATIONS (or included in Executive Summary)

Appendix National Information sheets (summary overview of key indicators / possibly including national diagram of main system features)