



## **WORKING GROUP ON MONITORING THE IMPLEMENTATION OF THE BOLOGNA PROCESS**

Proposal of Monitoring Working Group

BFUG, Slovenia 2021

### Structure for the report

#### **Introduction**

The Working Group agreed on key principles for developing the 2024 edition of the report. The main purpose is to assess the progress on key policy challenges identified for the next decade.

The report needs to cover all the commitments made in the Rome Communiqué, but it should also find a pragmatic balance avoiding overload of information. Unlike in the 2020 edition of the report, there is no need for a strong focus on long-term development, although some information on trends will be helpful to assess progress.

In terms of format, the working group proposes that there should be one integrated report, but comprising chapters that can be read independently. Information should be easy to find and, if possible, accessible in a digital format on the EHEA website.

This paper outlines the potential structure for the report and some ideas regarding the content for the chapters.

#### **Executive Summary**

The executive summary will be published both as a standalone document, and also integrated within the overall report.

#### **Introduction**

Will outline the scope of the report, and the methodology used. As with previous reports, indicators will come from a range of sources (potentially Eurydice/BFUG, Eurostat, Eurostudent, EUA, ESU, EQAR), as well as other bodies and associations.



## Chapter 1: Key Data

The chapter would provide key demographic statistical information. The topics would include:

- Student enrolments by level of education (including changes, % of age cohort enrolled, full-time/part-time, etc.);
- Number of academic staff (including gender breakdowns)
- Number of (publically-funded) higher education institutions (including number of institutions per million population)
- Public expenditure on higher education (as % of GDP)

## Chapter 2: Fundamental Values

The chapter would report on fundamental values, as outlined in the Rome Communiqué - institutional autonomy, academic freedom and integrity, participation of students and staff in higher education governance, and public responsibility for and of higher education.

**N.B. Indicators will be proposed by the Working Group on Fundamental Values.** With regard to de facto implementation, indicators are unlikely to be collected directly by Eurydice from the BFUG members.

## Chapter 3: Key Commitments (Degree Structures, Quality Assurance and Recognition)

This chapter brings together material from several different chapters in previous reports. By focusing on key commitments, the structure will align with the Rome Communiqué. It will also limit the scope of exploration of these topics, so that only the most essential aspects are under focus. These aspects would include:

- Distribution of students enrolled in ISCED 5 – 8 programmes (following the Bologna three-cycle structure, by cycle)
- Share of short cycle, first-cycle, second-cycle programmes by ECTS
- Short-cycle programmes, as part of higher education,
- Short cycle as standalone qualifications vs recognised within the first cycle



- workload of first and second cycle combined
- Integrated programmes
- Programmes outside the Bologna degree structure
- Microcredentials
- Implementation of ECTS
- Implementation of Diploma Supplement
- Implementation of National Qualifications Frameworks
- Stage of development of QA systems
- Student participation in external QA (this could also be in Fundamental Values)
- International participation in external QA
- Openness to cross-border QA
- European approach to QA of joint programmes
- Lisbon Recognition Convention (LRC) principles in national legislation
- Article VII of LRC
- System level Automatic Recognition

Some of the issues above are already presented as scorecard indicators. Others could become scorecard indicators if this is considered desirable...

#### **Chapter 4 Social Dimension**

The chapter would present statistical data (Eurostat), survey data (Eurostudent) and information from EUA's Trends report to show the state of the social dimension across the EHEA.

The other main focus of this chapter will be on implementation of the Principles and Guidelines for the Social Dimension in the EHEA.

**NB The indicators regarding implementation of the P&Gs would be proposed by the Working Group on Social Dimension.**

Statistical data could include information on:

- Parents educational background combined with first-cycle entrants
- Gender (overall participation and by discipline)
- Native-born vs foreign-born
- Mature students



Potentially indicators could also cover outcomes of higher education and employability, as well as disadvantaged students in mobility. However for the moment these topics have been integrated in chapters 5 and 7.

### **Chapter 5 Learning and Teaching**

This chapter would relate strongly to the work of Working Group on Learning and Teaching. The chapter would suggest a strong focus on innovation and development in learning and teaching resulting from the experience of higher education during the pandemic, including digital learning and new forms of provision through cross border cooperation.

**NB As specified in its Terms of Reference, the Learning and Teaching Working Group has the task of proposing measurable, qualitative indicators on the following topics:**

- Student-centred learning
- Staff development
- Fostering innovative learning and teaching
- Inter-disciplinary, inter-sectoral and experiential learning
- Innovations in learning and teaching, to open up higher education to lifelong and non-traditional learners, for example through micro-credentials
- Assessment of inter-disciplinarity and transversal, green and digital competencies
- International learning environments

The chapter could also cover outcomes of higher education and employability. Several statistical indicators could be included, on topics such as:

- Unemployment rate by educational attainment level, gender, number of years since graduation, etc.
- Salaries of graduates compared to employees with lower level educational attainment
- Graduates in the labour market (type of employment, as shown by ISCO categories)

**NB These items could also be cover in a specific chapter dedicated to labour market integration and employability**



## **Chapter 6 Internationalisation and Mobility**

This chapter would focus on developments in internationalisation and mobility and could receive input from the Coordination group on Global Policy Dialogue.

It could include statistical data on:

- Outward degree and credit mobility rate of graduates (measuring progress towards the 20% by 2020 target)
- Incoming student mobility rate
- Balance of student mobility flows
- Most attractive destination countries

Indicators can also be included on portability of student support (grants and loans), as well as measures to incentivise disadvantaged students in mobility - although this may be covered in the chapter on the social dimension in relation to P&G8.