

WORKING GROUP ON MONITORING THE IMPLEMENTATION OF THE BOLOGNA PROCESS

Third meeting

Online March 21 2022

Working Document 1

Indicators for the report

Introduction

The Working Group has so far agreed on key principles and a structure for the 2024 edition of the report. This was approved by the BFUG at its last meeting hosted by Slovenia (1/2 December 2021).

The next step is to consider potential indicators. This paper introduces potential indicators into the agreed structure on the basis of indicators already used in previous reports. It also indicates where new indicator proposals are being developed and would be welcome.

Executive Summary

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

No indicators

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.

No indicators

Chapter 1: Key Data

The chapter would provide key demographic statistical information.

Potential indicators:

- 1) Number of students enrolled in tertiary education by ISCED level (most recent year available)
- 2) Percentage change in the number of students enrolled in tertiary education (years to be decided, but could be 2016/17 – 2020/2121)
- 3) Enrolment rates in tertiary education for 18 – 34 year olds (% of the total population aged 18 – 34)

- 4) Students enrolled as part-timers, by country and age
- 5) Percentage change in total number of academic staff (years to be decided, but could be harmonised approach)
- 6) Academic staff by age groups (or over 50) (years to be decided, but could be harmonised approach)
- 7) Percentage of female academic staff (years to be decided, but could be harmonised approach)
- 8) Number of higher education institutions (years to be decided, but could be harmonised approach)
- 9) Number of higher education institutions per million people (most recent year available)
- 10) Annual public expenditure on tertiary education as a % of GDP (including R&D) (years to be decided, but could be harmonised approach)
- 11) Annual public expenditure on public and private tertiary institutions per full-time equivalent student in euro (years to be decided, but could be harmonised approach)
- 12) Percentage change in the annual public and private expenditure on public and private tertiary education institutions in PPS per full-time equivalent
- 13) Annual public and private expenditure on public and private institutions on tertiary education per full-time equivalent student in PPS relative to the DGP per capita in PPS

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.

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.

Potential Indicators:

NB: The highlighted indicators could be used to produce a new scorecard indicator on degree structures (indicator 12 in this list)

- 1) Share of first-cycle programmes with a workload of 180, 210, 240 or another number of ECTS (most recent year available)
- 2) Share of second-cycle programmes with a workload of 60-75, 90, 120 or another number of ECTS
- 3) Most common total workload of first and second cycle programmes
- 4) Presence of short-cycle programmes recognised as part of higher education
- 5) Short-cycle programmes recognised below the level of first cycle programmes vs short-cycle programmes recognised within the first cycle
- 6) Possibility for microcredentials to be recognised within the short-cycle, first cycle and second cycle
- 7) Presence of integrated/long programmes leading to a second-cycle degree, plus the percentage of students in these programmes
- 8) Programmes outside the Bologna degree structure (other than integrated/long programmes)
- 9) Scorecard Indicator: ECTS
- 10) Scorecard Indicator: Diploma Supplement
- 11) Scorecard indicator: National Qualification Frameworks
- 12) (potential scorecard indicator: Degree Structures)

Quality Assurance

- 1) Scorecard Indicator: Stage of development of external QA system
- 2) Scorecard Indicator: Level of student participation in the external QA system
- 3) Scorecard Indicator: Level of international participation in external QA
- 4) Scorecard Indicator: level of openness to cross border quality assurance of EQAR registered agencies
- 5) (Potential Scorecard Indicator: European Approach to QA of Joint Programmes)

Recognition

NB The highlighted indicators could be transformed into a scorecard indicator

- 1) Lisbon Recognition Convention (LRC) principles in national legislation
- 2) Implementation of Article VII of LRC
- 3) Scorecard Indicator: system level Automatic Recognition

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.

The indicators regarding implementation of the P&Gs will be proposed by the Working Group on Social Dimension. There could be up to 10 new scorecard indicators (one for each Principle and Guideline). This may be in addition to, or may replace, the highlighted scorecard indicators that have been used on the social dimension.

Potential Indicators:

- 1) Relationship between the educational background of first-cycle new entrants (ISCED 6) and the educational attainment of their parents' cohort (population aged 45 – 64)
- 2) Percentage change in the share of women among new entrants in tertiary education (ISCED 5 – 8)
- 3) Median percentage of women among enrolled students in Bologna structures by field of education and level of Bologna structure (first and second cycle, ISCED 6 and 7)
- 4) Percentage of female graduates in bachelor and master programmes
- 5) Percentage of persons with tertiary education by age group
- 6) Adults (30 – 64) who attained their tertiary education degree during adulthood (30 – 64) as a percentage of all adults
- 7) Students enrolled as part-timers
- 8) Scorecard indicator: Measures to support the access of under-represented groups to higher education
- 9) Scorecard indicator: Recognition of prior non-formal and informal education
- 10) Scorecard indicator: Measures to support the retention and completion of students from under-represented groups

Chapter 5 Learning and Teaching

This chapter would relate strongly to the work of the 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.

Potential Indicators:

As specified in its Terms of Reference, the Learning and Teaching Working Group has the task of proposing measurable, qualitative indicators.

The chapter could also cover outcomes of higher education and employability (or a separate chapter could be added on this topic). Several statistical indicators could be included, such as:

- 1) Unemployment rate and ratio by educational attainment level,
- 2) Unemployment rate by educational attainment level and sex,
- 3) Unemployment rate by number of years since graduation, etc.
- 4) Ratio of median annual gross income of employees with tertiary education to the median annual gross income of employees with lower levels of education (upper secondary and lower secondary)
- 5) Distribution of people with tertiary education (ISCED 5 – 8) aged 25 – 34 and employed in ISCO 1 or 2 (managers and professionals) in ISCO 3 (technicians) and in ISCO 4 – 9
- 6) Change in percentage points of the share of people with tertiary education aged 25 – 34 and employed in ISCO 4 – 9 (years to be decided, but could be harmonised approach)

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. The scorecard indicators that are highlighted may be replaced by proposals related to the implementation of the Principles and Guidelines for the Social Dimension.

Potential Indicators:

- 1) Outward degree and credit mobility rate of graduates (ISCED 5 – 8) by country of origin (indicator measuring the 20% target)
- 2) Outward degree and credit mobility rate of graduates by country of origin and level of educational attainment
- 3) Outward credit mobility rate
- 4) Outward degree mobility of graduates within the EHEA, by ISCED level
- 5) Incoming student mobility rate by ISCED level
- 6) Balance of student mobility flows
- 7) Top 3 countries of origin (inward)
- 8) Top 3 countries of destination (outward)
- 9) Scorecard indicator: portability of public grants and publicly-subsidised loans
- 10) Scorecard indicator: Supporting the mobility of students from disadvantaged groups