

BOLOGNA IMPLEMENTATION REPORT 2018: DRAFT STRUCTURE

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 time-series indicators. The final list of statistical indicators will be agreed with Eurostat on the basis of proposals in this document. Many indicators in this proposal 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.

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 and staff

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

New indicators: Statistical information on composition of academic staff

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

Indicators will potentially 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 structures.

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

Flexible programme delivery

- 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 %

- Learning in digital environments

NEW: *indicators to be developed around the following topics:*

Open education and digital learning policies

Online learning, teaching and MOOCs

Credits and learning outcomes

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

NEW: *: indicators to be developed around the following topics:*

Use of ECTS in programme design; institutional guidance/rules for the transfer of ECTS credits; Course descriptions – made available to students, possible source EUA

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

NEW: Opportunities to complete modules and keep accumulated credits over time

Teaching in new learning environments

- **NEW:** *indicators to be developed around the following topics:*

Policies to promote CPD of staff - particularly for teaching skills

Appraisal and promotion systems: particularly whether teaching is rewarded in career progression

Ways of delivery (frontal presentation, project work, work based learning, etc.);

Involvement of external support in teaching (companies, authorities, NGOs)

Use of research results/integration of research in teaching/learning support;

possible sources BFUG questionnaire (for national level policy) and EUA (for institutional policy and practice)

3 Degrees and Qualifications

Structure and implementation of the three cycle system

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

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 (combines 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)

NEW degree structures in parallel/not conforming to Bologna structures; (indicator will be considered in relation to amendments to 2.8)

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

NEW/REVISED: Implementation of short cycle programmes in higher education (update of 2.9)

NEW: Typical workload of short cycle programmes

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

4 Quality Assurance and Recognition

Quality Assurance

- Internal QA

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

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

NEW Institutional follow-up to external quality assurance results

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

(information on the number and type of QA reviews carried out in national context, and in other European, international settings)

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 indicator n°6 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 credits and qualifications

NEW: Monitoring of key aspects of ECTS

NEW: Basis for quality assurance evaluation of ECTS implementation in higher education

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

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

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?

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

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 ...)

- Work towards automatic recognition

Figure 2.33: System-Level recognition of three cycle degrees

NEW Policy measures towards automatic recognition

NEW Scoreboard indicator on automatic recognition

NEW Recognition procedures for qualifications held by refugees, displaced persons and persons in a refugee-like situation: implementation of the Article VII of the LRC at national level.

- Recognition of learning outcomes acquired outside higher education

Figure 4.12: Recognition of prior learning for progression in higher education studies

NEW Share of students reporting RPL for “first admittance into HE” and “towards fulfilment of current study programme” (Eurostudent)

Figure 4.13: Scorecard indicator n°11: Recognition of prior learning

NEW Guidance and procedures for the recognition of learning outcomes acquired outside higher education

5 Opening higher education to a diverse student population

Access and participation

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

- Parental education

New: Enrolment by educational background: odds ratio of young adults (18-21) with highly educated parents over young adults with medium educated parents to enrol in tertiary education.

- Gender balance

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

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

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

- Students' age – participation of mature students and delayed transition students

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 (Eurostudent)

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

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

Policies on widening access

- Main objectives and measures

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

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 (potential variables: mapping of various measures: bridging classes, mentoring, peer support, information and guidance...)

- Fees and financial support

Figure 4.14: Prevalence of fees in public HEIs for home students in the first cycle

Figure 4.15: Percentage of first cycle students who pay fees (Eurostudent)

NEW

Need-based criteria determining fee-payers and/or the amount of fees

Figure 4.17: Most common amount of yearly fees for full-time students as a percentage of GDP per capita

NEW

Time series on most common amount of yearly fees as percentage of GDP per capita

Figure 4.22: Support to students enrolled at tertiary education level as a percentage of public expenditure on tertiary education

Figure 4.23: Proportion of students receiving grants/scholarships

Figure 4.25: Proportion of students taking out loans

Eurostudent figures on the relationship between fees-paying and receiving student support

- Opening access routes to HE

NEW

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

Statistics on alternative access routes (figure with statistics on share of students entering through alternative routes) (Eurostudent)

Attainment and completion

- Statistical information on attainment and completion and the impact of students' background

Figure 6.1: Percentage of persons with tertiary education, by age group, year x and y (broken down by educational background)

Figure 6.2: Completion rates in tertiary type A programmes (%),

NEW

New indicators on completion rates

- Gender balance

NEW

Share of men and women completing HE

From 2012 Attainment by gender: odds ratios of men over women to attain higher education

- Students with migrant background

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

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),

- Policies for improving completion

NEW Quantitative objectives on student retention/completion in steering documents

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 and 6.12 combined:

Systematic measurement of completion and/or 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

Figure 6.29 (revised):

Regulations and incentives on including work placements in HEIs' programmes

Figure 6.32 (revised):

Following graduates' career developments – different approaches

Figure 6.33 (revised):

Channelling information on graduates' career developments into education policy planning

Figure 6.34: Impact of employability performance on higher education institutions' funding

Potential indicators (source EUA) on:

- Targeted career guidance services for students from underrepresented groups
- Transversal skills: entrepreneurship and innovation skills

7 Internationalisation and Mobility

Policies for internationalisation

Indicators below will be revised/re-constructed, with the concept of "strategy" in 7.1 broken down into elements such as targets, requirements for HEIs to provide mobility opportunities (eg mobility windows), measures, joint programmes, funding and monitoring.

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

Comment: information to be based on monitoring rather than "estimation"

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

Comment: information to be based on monitoring rather than "estimation"

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

Comment: information to be based on monitoring rather than "estimation"

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

Student Mobility

Statistical figures (7.14 – 7.28 below) will be re-considered with Eurostat/contractor on the basis of available data. The main topics of former figures below will all be covered, but overlapping information will be avoided and data presentation may change.

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 7.30: Share of students who have not been enrolled abroad and do not plan to enrol abroad considering selected issues as (quite) big obstacles (in %), (Eurostudent)
- 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
- NEW** 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
Indicators on staff mobility will be revised/re-constructed, with the concept of "policy goals" broken down into elements such as targets, requirements for HEIs to provide mobility opportunities, measures, funding and monitoring. Former figures 7.40 -7.41 will be adapted in consequence.
- (Figure 7.40: Quantitative targets for staff mobility, 2013/14
- Figure 7.41: National outward mobility programmes for staff, 2013/14)

CONCLUSIONS / RECOMMENDATIONS

Appendix

National Information sheets (summary overview of key indicators, possibly a national diagram of main degree system structure)

Standalone Document: Comparative overview of national implementation of key EHEA commitments