

## **Working Group on Monitoring the Implementation of the Bologna Process discussion paper: Draft Proposal of Structure and Indicators for BPIR 2027**

The purpose of this paper is to inform the Bologna Follow Up Group about how the selection of indicators for the 2027 report has been undertaken.

The structure for the 2027 report was approved by the BFUG at its last meeting in Warsaw, Poland. The report structure is aligned with the policy priorities that are being addressed by BFUG working structures, and the report will include not only indicators but also narrative texts on progress in implementation in each thematic area (see paper on narrative texts).

After the Warsaw BFUG meeting, the Working Group on Monitoring developed a draft proposal of indicators. This proposal was shared and discussed with the chairs of the other BFUG working structures, as well as within the Working Group on Monitoring. This paper incorporates the suggestions from the BFUG working structures that have been accepted by the Working Group on Monitoring.

The chapters in this paper are those proposed for the 2027 report. The figure numbers, however, refer to the 2024 report (so that they can be quickly located).

The paper outlines the indicators that will feature in the 2027 report, as well as those where the Working Group on Monitoring advises to keep data displayed in an annex. Indicators from the 2024 report that have been dropped for the 2027 edition are not included in this paper. New indicators have, however, been added.

With regard to the chapter 4 on Fundamental Values, the Co-chairs of the Monitoring and Fundamental Values working groups have met on several occasions to agree the approach to developing a monitoring framework in this complex area. The following points have been agreed:

- 1) There will be full alignment between the work of the WGs on Monitoring and Fundamental Values, as well as with the Erasmus+ project (NewFav2) on developing indicators for Fundamental Values.
- 2) The questions to be asked to public authorities on the de jure situation will be included in the questionnaire for the Bologna Process Implementation Report. The wording of these questions aligns with the approach taken in the overall methodology for the NewFav2 project
- 3) The data gathered will be given to the Working Group on Fundamental Values after it has been finalised.
- 4) Indicators in the BPIR 2027 will be limited to those reflecting the de jure situation as asked to public authorities. Consolidated reporting on fundamental values will be presented in a separate report of the Fundamental Values working group.

## *Chapter 1: Degree Structures*

***Figure 2.1: Share of first-cycle programmes with a workload of 180, 210, 24 or another number of ECTS credits.***

Advice: keep the data in an annex

***Figure 2.2: Share of second-cycle programmes with a workload of 60-75, 90, 120 or another number of ECTS credits.***

Advice: keep the data in an annex

***Figure 2.3: Most common total workload of first and second cycle programmes***

Advice: keep the data in an annex

***Figure 2.5: Presence of integrated/long programmes leading to a second-cycle degree and the percentage of students in these programmes***

Advice: keep the data in an annex

***Figure 2.6: Programmes outside the Bologna degree structure other than integrated long programmes***

Advice: keep the data in an annex

***Figure 2.7: Scorecard indicator 1: implementation of agreed Bologna degree structures***

***Figure 2.8: inclusion of microcredentials in national qualifications frameworks***

***Figure 2.9: Scorecard indicator n°2: monitoring the implementation of the ECTS system by external quality assurance***

***Figure 2.10: Scorecard indicator n°3: Stage of implementation of the Diploma Supplement***

**Figure 2.11 Scorecard indicator n°4: Implementation of national qualifications frameworks, 2022/2023**

NB Following a discussion with TPG A the criteria for the indicator will be revised to ensure that self-certification has been undertaken within the last 10 years.

**Chapter 2: Recognition**

**Figure 2.12: Principles of the Lisbon Recognition Convention in national legislation**

**Figure 2.13: Implementation of Article VII of the LRC at national level, 2022/2023**

**Figure 2.14: Use of tools for recognition of refugees' qualifications: the Council of Europe Qualifications Passport for Refugees (EQPR) and ENIC/NARIC's toolkit for recognition of refugees' qualifications, 2022/2023**

**Figure 2.15: Scorecard indicator n°5: System level (automatic) recognition for academic purposes, 2022/2023**

**Figure 4.3: Recognition of prior learning in accessing and for the fulfilment of first-cycle higher education study programmes**

Advice: keep the data in an annex

**Figure 4.4: Scorecard indicator n°10: Enabling flexible modes of learning in higher education**

**Chapter 3: Quality assurance**

**Figure 2.16: Scorecard indicator n°6: Stage of development of external quality assurance system**

**Figure 2.17: Share of higher education institutions reviewed by an EQAR-registered quality assurance agency**

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**Figure 2.18: Scorecard indicator n°7: Level of student participation in external quality assurance**

***Figure 2.19: Scorecard indicator n°8: Level of international participation in external quality assurance***

***Figure 2.20: Scorecard indicator n°9: Level of openness to cross border quality assurance of EQAR registered agencies, 2022/2023***

***Figure 2.21: Countries allowing the European Approach for quality assurance of joint programmes***

***Figure 2.22: Countries using the European Approach for quality assurance of joint programmes***

*NB The title of the figure will be changed to “Countries where higher education institutions have used the European Approach for quality assurance of joint programmes.”*

***New indicator: Transnational Education that is quality assured in accordance with the ESGs/with the same standards as home provision***

#### ***Chapter 4: Fundamental Values***

***Figure 3.1: Academic freedom in national legislation***

***New indicator: Dimensions of academic freedom covered by legislation***

***Figure 3.3: Academic integrity in national legislation***

***New indicator: Quality assurance procedures to evaluate how academic integrity is ensured in HEIs***

***Figure 3.6: Institutional autonomy in national legislation***

***Figure 3.8: Evaluation of institutional autonomy covered by legislation***

*New indicator: Legally protected rights of students and staff*

*New indicator: legislation to ensure public responsibility for higher education*

*New indicator: legislation to ensure public responsibility of higher education*

## *Chapter 5: Social Dimension*

*Figure 4.1: Strategic commitment to the social dimension of higher education: top-level targeted strategies, action plans and measures*

*Figure 4.5: Top-level coordination structures and mechanisms between different levels of education, 2022/2023*

Advice: keep the data in an annex

*Figure 4.7: Monitoring student characteristics other than age and gender at higher education (HE) entry, at the completion of the first cycle, and at the end of the first year of the first cycle, 2022/2023*

Advice: keep the data in an annex

*Figure 4.8: Scorecard indicator n°12: P & G 4: Monitoring and data collection, 2022/2023*

*Figure 4.11: Grants awarded in the first cycle of higher education, 2022/2023*

Advice: keep the data in an annex

*Figure 4.12: Scorecard indicator n°14: P & G 6: Sustainable funding for equity, inclusion and diversity in higher education, 2022/2023*

*Figure 4.13: Support to higher education institutions (HEIs) for staff training on equity, inclusion and diversity, 2022/2023*

Advice: keep the data in an annex

**Figure 4.14: Scorecard indicator n°15: P&G 7: Inclusive learning environment and institutional culture, 2022/2023**

**Figure 4.19: Participants in policy dialogue to implement the principles and guidelines on the social dimension, 2022/2023**

Advice: keep the data in an annex

**Figure 4.20: Scorecard indicator n°17: P & G 10: Policy dialogue on implementation of principles and guidelines, 2022/2023**

### **Chapter 6: Internationalisation and mobility**

The following quantitative indicators may be extracted from the European Higher Education Sector Observatory (EHESO)

- Share of mobile students at ISCED 5-7
- Share of students with mobility abroad at ISCED 5 -7
- Share of students with previous degree abroad at ISCED 7
- Share of mobile students at ISCED 8
- Share of foreign academic personnel

**Figure 6.9: Portability of public grants, first and second cycle, 2022/2023**

Advice: keep the data in an annex

**Figure 6.10: portability of publicly subsidised loans, first and second cycle, 2022/2023**

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**Figure 6.11: Scorecard indicator n°18: Portability of public grants and publicly funded loans**

**Figure 4.15: Top-level measures supporting vulnerable, disadvantaged or underrepresented students in international learning mobility**

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**Figure 4.16: Scorecard indicator n°16: P&G 8: Supporting vulnerable, disadvantaged or underrepresented groups of students and staff in participating in international mobility, 2022/2023**



**Danish  
Presidency**  
Council of the  
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***New Indicator: Existence of national internationalisation strategies (potentially including objectives on green mobility, inclusion, blended learning, staff mobility, joint degrees).***



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