Draft Bologna Process Implementation Report

Discussion in the Monitoring WG

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EACEA / Eurydice

European Commission

General considerations

Structure of the report

1. Degree structures
2. Recognition
3. Quality assurance
4. Fundamental values
5. Social dimension
6. Internationalisation and mobility

Relation between narrative texts and empirical analysis

- Placement
- Focus and narrative

Degree structures

- Main trends:
  - **Most notable development**: microcredentials – broader provision and stronger integration into NQFs.
  - **Further progress**: NQFs – continued consolidation and self-certification.
  - **Broadly stable**: degree structures, ECTS and the Diploma Supplement – already firmly established, with only limited differences in implementation.

- Discussion points:
  1. Is the title appropriate?
  2. Focus of the narrative text
  3. Potential summary figure(s) based on the Annex – possibly three separate horizontal bar groups

Recognition

- Main trends:
  - **Most progress:** LRC principles and Article VII – stronger legislative and procedural implementation across the EHEA.
  - **Recognition tools:** broader use, though patterns of use differ across countries.
  - **Different roles of the tools:** the ENIC-NARIC Toolkit - more integrated into regular recognition practice; EQPR - used more selectively for cases with insufficient documentation.
  - **Limited progress:** automatic recognition of qualifications and especially RPL.

- Discussion points:
  1. Focus of the narrative text

Quality assurance

Main trends

- Continued trend of widening alignment with the ESG (Key Commitment 3) and strong growth in coverage of higher education institutions by external QA.
- Strong growth in reported level of student involvement in QA (to be further corroborated).
- Stable (mainly unchanged) situation with reported level of international involvement in QA and regulatory openness to cross-border QA.
- Moderate increase in the number of systems allowing for use of the European Approach, with a very strong growth in the number of conducted European Approach evaluations.
- Very high reported level of regulatory openness to higher education institutions delivering transnational education abroad, and a wide-spread practice of including transnational education in regular external QA processes.

Quality assurance

Discussion points

- ***Note***: the overall count remains to be harmonised, as EQAR statistics count separately certain systems that are presented jointly in the Report.
- ***Note***: certain indicators require further input from EHEA members (e.g. differentiation in Figure 3.5 requires more information about ongoing discussions at the national level).
- ***Discuss***: line of division between countries in yellow and countries in orange category in Figure 3.1 (Key Commitment) is relatively flexible and not full objective, should that be maintained?
- ***Discuss***: should an indicator on transnational education be added?

Fundamental values

- Main trends:
  - **Formal mention:** widespread for academic freedom and institutional autonomy, less common for academic integrity.
  - **Legal definitions:** a specific mention does not always entail a definition, and coverage of dimensions varies.
  - **Oversight:** integrity provisions emphasise codes of ethics and QA. External evaluation of autonomy is required in a minority of systems.
  - **Participation:** provisions are widespread within institutions, with differences across governance levels and specific rights.

- Discussion points:
  1. Interpretation and comparability: legal sources, definitions and the scope of provisions.
  2. Narrative focus: linking the questionnaire findings to the broader fundamental values monitoring results.

Social dimension

- Main trends:
  - **A mixed picture across the EHEA:** implementation varies across systems and across the selected Principles and Guidelines.
  - **Inclusive lifelong learning:** support for learners is more widespread than policy coordination.
  - **Monitoring:** uneven coverage of student diversity: systems differ in the characteristics they record, the student groups they cover and the stages of study they monitor.
  - **Funding for equity:** broader coverage of support measures across education systems.
  - **Inclusive environments:** stronger coverage through quality assurance, more limited support for staff training.
  - **Policy dialogue:** international exchange is more widespread than national dialogue.

- Discussion points:
  1. Integration of the narrative text in the chapter and the analysis
  2. Data in Annex

Internationalisation & mobility

- Main trends:
  - Focused **internationalisation / mobility strategies** in less than half of the countries
  - **Strategic objectives** typically address outgoing/incoming mobility broadly; very few are linked to concepts such as sustainable mobility or balanced mobility
  - Increasing attention on **inclusion** and targeted measures
  - **Portability**: no progress at all.

- Discussion points:
  1. Inclusion of quantitative data
  2. Indicators on strategies
  3. Narrative text

Thank you



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