BFUG Meeting 7-8 November 2022, BRNO

Preparation of 2024 Bologna Process Implementation Report

Introduction

The BFUG has agreed the overall structure of the 2024 implementation report with six main chapters addressing progress in the implementation of the key policy commitments. While the report will aim for overall coherence through linking and cross-referencing information between chapters, the intention is that each chapter will be able to be read independently as a reference for the thematic area covered. This document sets out the content/indicators that can be expected within each chapter.

Chapter 1: Key Data

The chapter will provide key statistical information outlining the reality of the European Higher Education Area. Indicators will include:

1) Number of students enrolled in tertiary education by ISCED level (most recent year available)
2) Number of students enrolled in tertiary education by gender (most recent year available)
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 change in the number of students enrolled in tertiary education (years to be decided, but could be 2015/16 – 2020/2021)
5) Enrolment rates in tertiary education for 18 – 34 year olds (% of the total population aged 18 – 34)
6) Relationship between the educational background of first-cycle new entrants (ISCED 6) and the educational attainment of their parents' cohort (population aged 45-64),
7) Composition/participation of students by migration background
8) Students enrolled as part-timers, by country and age
9) Completion rates in ISCED 6 (first-cycle) programmes (%) by gender
10) Adults (30-64) who attained their tertiary education degree during adulthood (aged 30-64) as a percentage of all adults (30-64)
11) 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,
12) Percentage change in total number of academic staff (years to be decided, but could be harmonised - 2015/16 – 2020/2021)
13) Systematic measurement of completion and/or drop-out rates
14) Academic staff by age groups (or over 50) (years to be decided, but could be harmonised approach)

15) Percentage of female academic staff (years to be decided, but could be harmonised approach)
16) Number of higher education institutions (years to be decided, but could be harmonised approach)
17) Number of higher education institutions per million people (most recent year available)
18) Annual public expenditure on tertiary education as a % of GDP (including R&D) (years to be decided, but could be harmonised approach)
19) 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)
20) Percentage change in the annual public and private expenditure on public and private tertiary education institutions in PPS per full-time equivalent
21) 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 2024 Bologna Process Implementation Report (BPIR) should cover all policy areas/issues highlighted in the Rome Communiqué:

We commit to upholding institutional autonomy, academic freedom and integrity, participation of students and staff in higher education governance, and public responsibility for and of higher education.

While the list appears to consist of four fundamental values, in fact the Fundamental Values Working Group (FVWG) has concluded that there are six values to be considered. This is because academic freedom and academic integrity are separate values, as are the public responsibility for higher education and the public responsibility of higher education.

Indicators/topics will potentially include:

1) Legal protection of academic freedom: in Constitution/higher education legislation
2) State of implementation of academic freedom, as measured by the global Academic Freedom Index
3) Definitions of academic freedom in national legislation (to verify alignment with the Rome Communiqué definition and statement)
4) Administrative provisions implemented to protect academic freedom
5) Requirements of external quality assurance to consider whether academic freedom is exercised in higher education institutions
6) Incidents of violation of academic freedom reported to Scholars At Risk's Academic Freedom Monitoring Project
7) Public authority power to appoint and dismiss HEI leaders/staff (= rectors/deans/professors)

8) Public authority role in decision-making for new higher education programmes

9) requirements of external quality assurance to consider whether institutional autonomy is sufficient and well exercised.

10) Provision of guidance to HEIs to handle issues such as plagiarism, contract cheating, fraud

11) Financial and other support to HEIs to provide training to staff and students on issues of academic integrity

12) External QA requirements to assess robustness of HEI measures to ensure academic integrity

13) Collection and publication of national statistics on academic misconduct

14) Requirements for student and staff representatives to be involved in national (system-level) higher education policy making

15) Requirements for student and staff representatives to be involved in higher education governing bodies

16) Full involvement of staff and students in both decision-making & decision-taking.

17) Requirements for students and staff to be fully involved in QA governance structures

18) legal framework to regulate higher education and research, including:
    - qualifications framework of the higher education system;
    - quality assurance in line with ESG;
    - recognition of foreign qualifications;
    - funding frameworks – level and types of funding;
    - social dimension (equal opportunities/inclusion policies for staff and students)

19) Involvement of stakeholders in design and implementation of legal and policy framework

20) Public support to HEIs to pursue community engagement activities

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

This chapter brings together material on the three key commitments. Potential indicators include:

1) Share of first cycle programmes with a workload of 180, 210, 240 or another number of ECTS

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 (combined)

4) Presence of short-cycle programmes as part of higher education,

5) Place of short cycle qualifications in national qualifications framework (standalone qualification vs recognised within the first cycle)

6) % of Integrated programmes

7) Programmes outside the Bologna degree structure

8) Place of microcredentials in national qualifications frameworks

9) Monitoring implementation of the ECTS system by external quality assurance

10) Stage of implementation of the Diploma Supplement

11) Implementation of National Qualifications Frameworks

12) Key Commitment on external quality assurance systems (revised indicator)

13) Level of student participation in the external QA system

14) Level of international participation the external QA system

15) Openness to cross-border QA (revised indicator)

16) European approach to QA of joint programmes (new scoreboard indicator)

17) Lisbon Recognition Convention (LRC) principles in national legislation (scoreboard format)

18) Article VII of LRC

19) System level Automatic Recognition (indicator may be updated in light of Commission review of implementation of Council Recommendation on Automatic Recognition

20) Level of country involvement in Thematic Peer Group activities to ensure consistent and coherent implementation of the Key Commitments (new indicator)

Chapter 4 Social Dimension

The main focus of this chapter will be on implementation of the Principles and Guidelines for the Social Dimension in the EHEA. The indicators for that purpose have been proposed by the Working Group on the Social Dimension. A scorecard indicator will be established in relation to each Principle and its Guidelines:

P&G 1:

1. Existence of a national strategy, or a similar major policy plan, on social dimension of higher education, which strengthens diversity, equity and inclusion of students

2. Existence of a national strategy, or a similar major policy plan, on social dimension of higher education, which strengthens diversity, equity and inclusion of staff

3. Strategies and policies on social dimension of higher education have specific and measurable targets that are assessed and monitored by responsible bodies within concrete timeframes

4. Public authority has established social dialogue with stakeholders in higher education on how to implement Principles and Guidelines in the process of creating national[1] strategies and policies.

5. Quality assurance agencies are required to monitor whether higher education institutions have social dimension strategies and policies

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[1] 'National' means in some countries the federal or regional government.

6. Existence of a legal framework that enables recognized student representative body at higher education institutions to democratically represent all students and to be actively engaged in the enhancement of social dimension.

P&G 2

7. Existence of top-level regulations that allow higher education institutions to offer flexible pathways like part-time studies, stacking modules, blended or distance learning programmes
8. Candidates can enter higher education based on recognition of prior non-formal and/or informal learning and this applies to all higher education institutions
9. Prior non-formal and informal learning counts towards fulfilment of a higher education study programme
10. Quality assurance agencies address the recognition of prior non-formal and/or informal learning in higher education in their external evaluation procedures

P&G 3

11. Existence of top-level coordination structures and mechanisms between different levels of education with a focus on diversity, equity and inclusion in education
12. Public authority systematically involves representatives of other related policy areas, such as finance, employment, housing, or other social services in policy discussions on diversity, equity and inclusion in education
13. Public authority systematically involves representatives of other related policy areas, such as finance, employment, housing, or other social services in policy discussions on diversity, equity and inclusion in education
14. Public authority provides support to students with a delayed transition into higher education
15. Initial and continuous teacher training programmes develop competencies on diversity, equity and inclusion in education

P&G 4

16. Existence of regular national data collection on student characteristics and experiences prior to entry in higher education as well as at entry in higher education, during studies and upon graduation
17. Data collected through national surveys and administrative data collection on students characteristics and experiences are used to enhance policies on social dimension in higher education
18. Existence of regular national data collection on staff characteristics and experiences in higher education
19. Existence of regular surveys on potential systemic barriers to diversity, equity and inclusion from early childhood education, through schooling to higher education and throughout lifelong learning

P&G 5

20. The existence of a top-level legal requirement and support to provide free, accessible and timely academic and careers counselling and guidance services to potential and enrolled students in higher education.
21. The existence of a top-level legal requirement to provide free, accessible and timely psychological counselling and guidance services to potential and enrolled students, as well as to staff in higher education
22. Quality assurance of career, academic as well as psychological counselling and guidance services in higher education is required
23. Existence of public institution(s) with a formal role in conflict resolution and in mediating conflicts related to social dimension in higher education

P&G 6

24. Public funding is attributed to higher education institutions that meet targets in widening access, increasing participation or completing higher education, in particular in relation to underrepresented, disadvantaged and vulnerable groups
25. Public authority provides universal or need-based grants for first cycle students that cover direct and indirect costs of study
26. Public authority provides top-level student financial support for indirect costs of study
27. Public authority provides information, assistance and communicates effectively on available student financial support to all students, in particular to underrepresented, disadvantaged and vulnerable groups of students.

P&G 7

28. Existence of top-level requirements or recommendations for higher education institutions to offer training on diversity, equity or inclusion to academic and administrative staff, and students
29. Existence of support offered by top-level public authorities to higher education institutions to offer training on diversity, equity or inclusion to academic and administrative staff and students
30. Public authority issues guidelines to quality assurance agencies to consider whether social dimension is addressed in the mission and strategy of higher education institutions
31. Public authority issues guidelines and provide financial means to higher education institutions on how to make their buildings and infrastructure easily accessible and adjusted to the needs of underrepresented, disadvantaged and vulnerable students and staff.

P&G 8

32. Existence of top-level mobility policy focused on vulnerable, disadvantaged or underrepresented students and staff

33. Public authority has a standardized methodology to collect data and monitor the participation and experiences of beneficiaries in all types of international mobility programmes, including their background characteristics (e.g. disadvantaged, vulnerable and underrepresented groups)
34. Public authority has measures in place to support vulnerable, disadvantaged or underrepresented students and staff in international learning mobility

P&G 9

35. Top-level authorities provide financial support to higher education institutions in developing community engagement activities focused on diversity, equity and inclusion
36. Public authority supports higher education institutions to train their staff and students on how to increase their community engagement activities focused on diversity, equity and inclusion
37. Public authority initiates and supports network at the local, regional or national level for both staff and students in order to involve, guide and assist them on how to best implement community engagement activities, particularly those focused on diversity, equity and inclusion.
38. Public authorities provides a legal framework which secures that community engagement activities of academic and administrative staff contribute to the advancement of their professional careers at higher education institutions.
39. Existence of requirements for external quality assurance agencies to evaluate community engagement activities of higher education institutions focused on diversity, equity, and inclusion

P&G 10

40. Top-level authorities have established policy dialogue in a specific forum dedicated to the implementation of the Principles and Guidelines
41. Public authority supports and participates in international peer learning activities and exchange of good practices on strengthening social dimension of higher education.

Chapter 5 Learning and Teaching

WG on Learning and Teaching has proposed the following topics and indicators

1. System level strategy or policy on learning and teaching

2. Strategy/policy implementation plan

3. Strategy/policy onsultation with stakeholders.

4. Strategy/policy Monitoring mechanisms/QA

5. Structures to support teaching and learning

6. Stakeholder consultation guiding system-level bodies in their decision-making

7. Student centred learning explicitly mentioned/defined in national level strategies/policies/legislation

8 Definitions and understanding of student-centred learning

- Changed roles of teachers and students
- Students' active role and responsibility
- Students' choices
- Learning outcomes approach
- Learning, teaching and assessment methods based on partnership and cocreation
- Recognition of prior learning
- Flexible learning pathways
- Diversity of students' body
- Formal students' participation in governance

9 Legal requirements that may restrict the implementation of student-centred learning

10 Requirements for initial and continuous teacher training

11 Requirements for training in the use of digital tools for teaching

12 Requirements or guidelines for assessing international collaboration and experience in higher education recruitment and promotion procedures.

13 Requirements or guidelines for assessing specific criteria – including indicators of research performance, indicators of teaching performance, and professional experience acquired outside of the academic world - higher education recruitment and promotion procedures.

Chapter 6 Internationalisation and Mobility

This chapter would have a similar structure to the 2020 report, with the following 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) Portability of public grants and publicly-subsidised loans

Additional topic: Indicators on EHEA country higher education responses to war in Ukraine

These indicators respond to the request at the Strasbourg BFUG meeting from the Ukraine delegation for the BPIR 2024 to pay attention to the response from EHEA countries to the war in Ukraine. They could be integrated into a separate chapter, annexed to the Fundamental Values chapter or published separately from the BPIR. They will draw on information gathered by Eurydice through the BFUG and by EUA in a survey of rectors' conferences:

1) European universities hosting Ukrainian students and academics: monitoring and collection of reliable data
2) Measures supporting the integration of refugees in higher education (this includes a range of funding measures and other support such as linguistic, psychological counselling, academic guidance)
3) Recognition (including implementation of Article VII of the LRC, use of the Council of Europe EQPR, and the ENIC/NARIC Toolkit for the recognition of refugees' qualifications
4) Funding Support (breakdown of different types of funding support made available)
5) External Quality Assurance of support measures for refugee learners