

# Potential Indicators for the 2024 Bologna Process Implementation Report on learning and teaching

## Background

The 2024 Bologna Process Implementation Report (BPIR) should cover all policy areas/issues highlighted in the Rome Communiqué. With regard to learning and teaching, this means following up on the paragraph below:

*We adopt the “Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA” (Annex III) and commit to follow them, supporting higher education institutions in further implementing student-centred learning and teaching. The recommendations comprise increased support for all learners, and for teaching and non-teaching staff.*

The task of the Working Group on Learning and Teaching is to support the members of the EHEA in developing successful ways to improve strategies for the enhancement of learning and teaching. The working group bases its work on the recommendations that were endorsed by Ministers in the 2020 Conference of Ministers, translating these into an operational action framework and – where possible – into measurable, qualitative indicators. Feasible indicators will be used in the Bologna Process Implementation Report to assess progress.

The Working Group, according to its terms of reference, will work on the following topics:

- Making student-centred learning a reality across the entire EHEA;
- Supporting staff development;
- Fostering innovative learning and teaching. These should ensure inter-disciplinary, intersectoral and experiential learning as outcomes. Innovations in learning and teaching should also contribute to opening up higher education to lifelong and non-traditional learners, for example through micro-credentials;
- Discussing assessment in higher education to encompass a wider set of learning outcomes, in addition to disciplinary knowledge, such as inter-disciplinarity and transversal, green and digital competences;
- Strengthening the capacity of higher education institutions and systems, to support the continuous improvement of learning, teaching and assessment;
- Developing international learning environments for the students, such as the inclusion of a mobility experience or access to internationalisation at home).

On the basis of the work undertaken by the Working Group, the following proposals for system-level indicators to be used in the Implementation Report have been developed:

## 1 Strategy and policy

### 1.1 System level strategy or policy on learning and teaching

This indicator considers whether higher education systems have a top-level strategy/policy on learning and teaching. It differentiates between:

- systems where at least one main learning and teaching strategy is currently being implemented within an overall higher education strategy;
- systems where a learning and teaching strategy is implemented independently;
- systems with no system-level strategy related to learning and teaching.

### **1.2 Strategy/policy implementation plan**

This indicator is relevant only for systems where a strategy/policy is in place. It considers whether the learning and teaching strategy/policy is supported by a funded implementation plan with measurable objectives and targets.

### **1.3 Consultation**

This indicator considers whether learning and teaching policy is the subject of regular consultation with stakeholders, including higher education institutions, academic staff, students, employers, trade unions and ngos.

### **1.4 Monitoring mechanisms/QA**

This indicator focuses on whether quality assurance agencies are specifically required to assess the implementation of the national strategy/policy (in countries where it is explicit). For countries without a strategy/policy related to learning and teaching, information on the role of QA agencies in relation to learning and teaching will be gathered.

### **1.5 Possible scorecard indicator**

The four indicators above could combine as elements of a scorecard indicator on learning and teaching strategy/policy.

## **2 Supporting learning and teaching**

### **2.1 Structures to support teaching and learning**

This indicator considers whether publicly-funded system level bodies (eg an agency) exist to support learning and teaching in higher education institutions.

### **2.2 Consultation**

This indicator considers whether system-level bodies are guided in their decision-making on the basis of consultation with stakeholders, including higher education institutions, academic staff, students.

### **2.3 Framework for professional development**

The indicator considers whether a system-level framework is in place to support professional development is in place

## **2.4 Framework for student-centred learning**

The indicator considers whether a system level framework to is in place support student-centred learning.

## **2.5 Scorecard indicator**

The four indicators above could be combined as elements of a scorecard indicator on bodies and frameworks supporting teaching and learning

## **3 Professional development**

### **3.1 Initial and continuous teacher training**

The indicator considers whether there are requirements for higher education academic staff to receive training in teaching a) prior to being recruited, and b) during their careers.

### **3.2 Use of digital tools**

The indicator considers whether there are requirements for higher education academic staff to receive training in using digital tools in relation to teaching.

### **3.3 International Collaboration**

The indicator considers whether higher education institutional recruitment and promotion structures are required to take into account and view positively international collaboration and experience.

### **3.4 Professional experience**

The indicator considers whether career structures, including regulations for recruitment and promotion, are required to take into account professional experience acquired outside of the academic world.

## **2.5 Scorecard indicator**

The four indicators above could be combined as elements of a scorecard indicator on commitment to staff development.

## **3 Inclusiveness**

The social dimension chapter will have indicators assessing the implementation of all the P&Gs. The topic is mentioned here, so that it is not overlooked, but only issues not covered by the Social Dimension chapter could be introduced here, and this should be done with agreement of the SD WG.