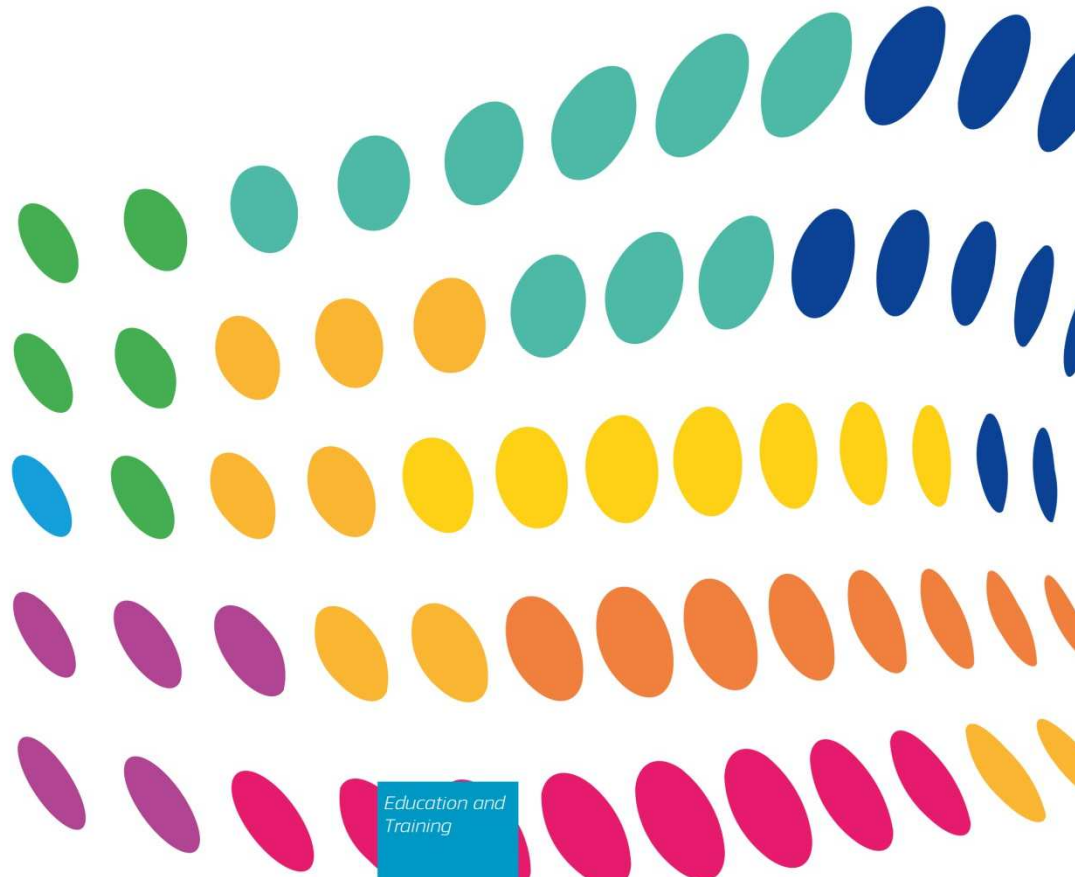


# The European Higher Education Area in 2018

*Bologna Process  
Implementation Report*



## To Paris and beyond Key findings & future directions

BFUG Sofia

24 / 4 / 2018

**Tone Strom Flood and David  
Crosier**

**WG1 Co Chairs**

# Presentation overview

- 1) Findings from the Implementation report picked up in the draft Communiqué
- 2) Planning beyond Paris.....

# Issues relevant for Communiqué

## KEY COMMITMENTS

- Picture is improving, but work **remains:**
- Challenges (ie not yet green)
  - 3 cycle degree structure: **9 systems**
  - NQF: **10 systems**;      ECTS **22 systems**
  - LRC: **11 systems**      DS: **2 systems**
  - QA: **16 systems**

# Learning and teaching

## Academic staff:

- Few countries require higher education teaching staff to have training in teaching
- Development of teaching skills left to ad hoc measures

## ECTS:

- well established.. But around 1/3 of countries could take action to ensure that implementation based on 2015 Users Guide is addressed in QA processes

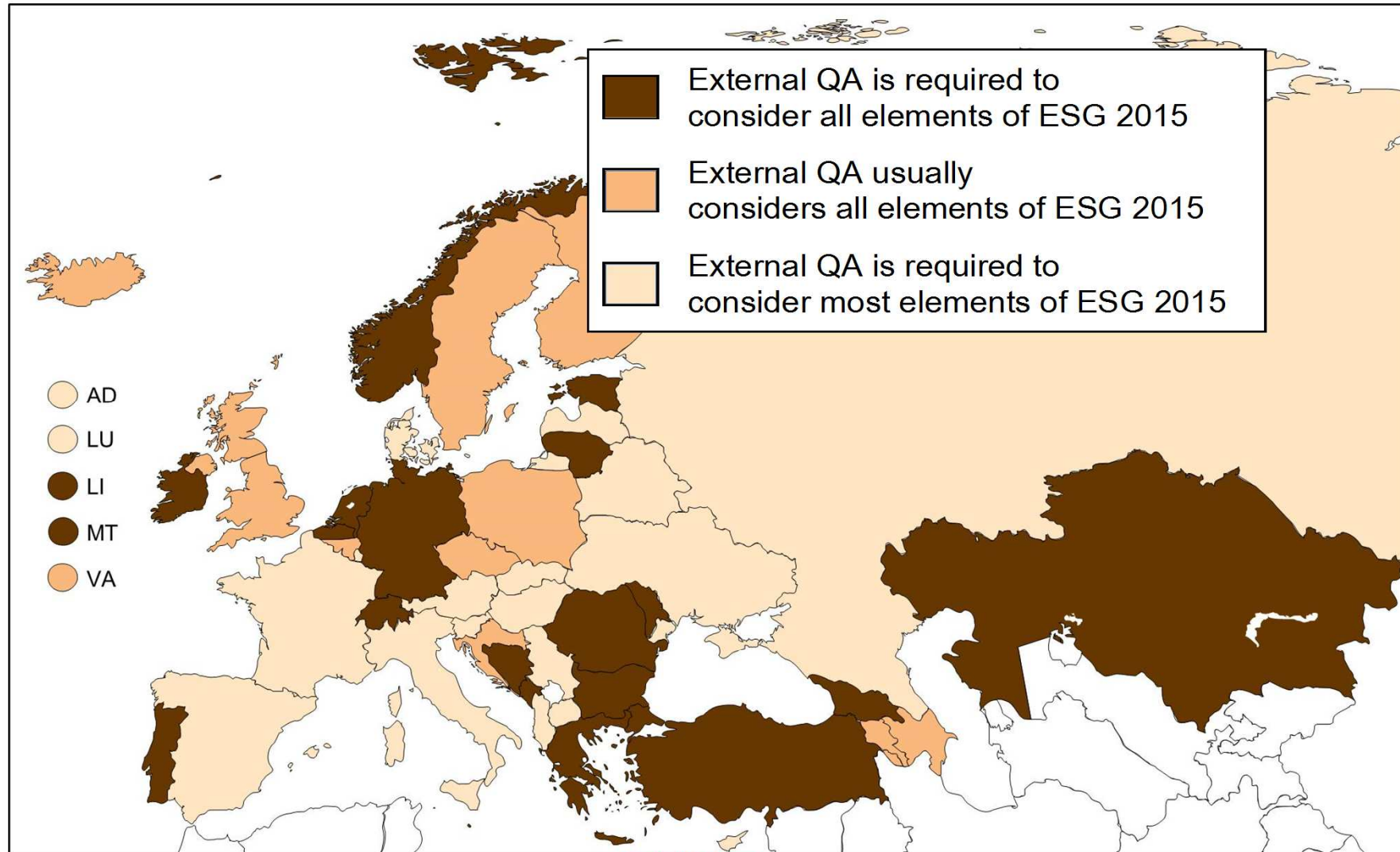
## Short cycle

- Exists in half of the countries, with full recognition within first cycle possible in half of these systems...
  - Other forms of short cycle tertiary education also exist – but not as part of higher education.
  - From a European perspective this picture is complex / confused...
- > Is it enough to make current reality more transparent in qualifications frameworks?

## QA: Implementation of ESG 2015

- Positive findings on the extent to which ESG 2015 is being used...

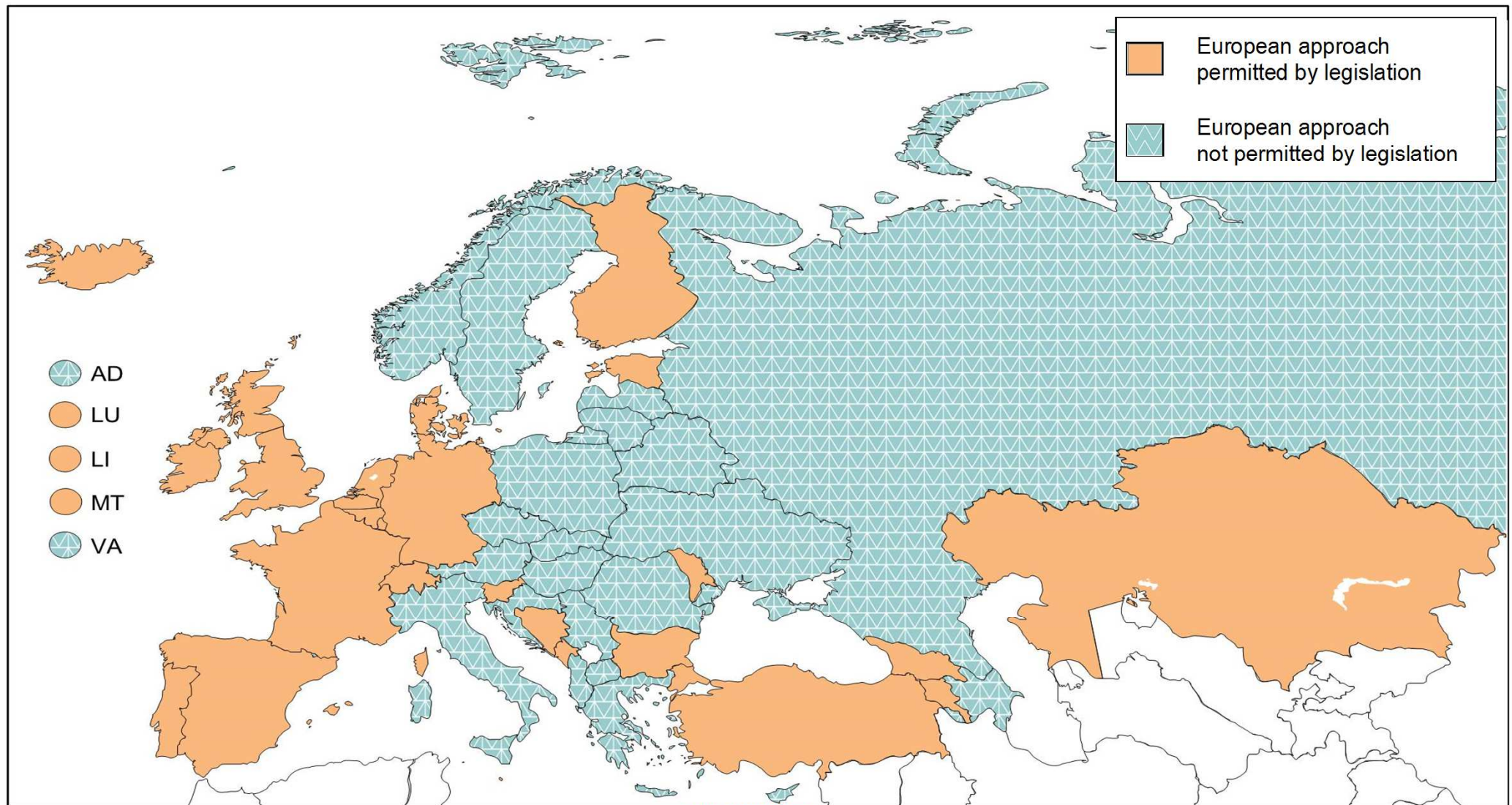
# QA: Implementation of ESG



- Less positive findings on national responses to the European approach to QA of joint programmes...



# European approach to QA of joint programmes



# Social Dimension

Reality has not changed in recent years:

Under-representation of students from low and medium educated parents

Gender imbalances a concern in certain disciplines

Lifelong learning not a reality in many countries

Disadvantaged learners also at greater risk of drop-out

Little evidence of measures really tackling these issues

# Issues relevant for the Communiqué:

## VALUES

Difficult for BPIR to handle:

Ministries unlikely to report that they have problems respecting EHEA values, and no clear-cut indicators have been developed, but:

- Different models of governance are not causally linked to problems
- legal protection of academic freedom and institutional autonomy is important

# Looking Ahead

One report ends and another begins...

2020 report – which will be very different to 2018 -  
needs to be planned asap.

WG1 will meet again in June to develop a proposal for  
September BFUG