Draft outline of contents for the BFUG integrated implementation report

Document prepared by the BFUG Working Group "Reporting on the Implementation of the Bologna Process"

Introduction

The Leuven Communiqué (para 27) calls for the following action with regard to reporting:

"*Reporting on the progress of the implementation of the Bologna Process will be carried out in a coordinated way.*

• Stocktaking will further refine its evidence-based methodology.

• Eurostat together with Eurostudent and in cooperation with Eurydice will be asked to contribute through relevant data collection.

• The work of reporting will be overseen by the Bologna Follow-up Group and will lead to an overall report integrating the aforementioned sources for the 2012 ministerial conference."

We understand that the initial task of the Working Group is to lay the foundations for an insightful and sustainable integrated report, which will monitor the implementation of the Bologna Process on a regular basis at least until 2020.

The planned integrated report for 2012 will, therefore, aim to provide a comprehensive analysis of progress in the implementation of the Bologna action lines. The intention of the present paper is to facilitate agreement on the themes for the report. It takes account of previous Bologna reports, the outcomes of the 1st meeting of the Working Group Reporting (4.11.09), a meeting of the data collectors and Working Group co-chairs (30.11.09) and the 2nd meeting of the Working Group Reporting (21.01.10).

This paper outlines an initial list of issues for the integrated implementation report to include, based on the Bologna action lines and challenges for the next decade set out in the Leuven Communiqué. Information to be collected is grouped into broad topic areas, for which central themes are identified. These themes may be addressed by both quantitative and qualitative information, and will require several sources of information and indicators in order to be comprehensively assessed. Thus this document is not attempting to rank or prioritise themes and issues – merely to identify them.

The data collectors (Eurydice, Eurostat and Eurostudent) will be responsible, under the guidance of the BFUG Working Group "Reporting on the implementation of the Bologna Process" for ensuring the coordination of statistical and qualitative information for the report. The number of chapters in the report and their precise content will be decided at a later stage.

Notes on the content and sources of the integrated implementation report

The three data providers will each be responsible for the delivery and analysis of a specific data source. Each of these sources has benefits and limitations, but used in conjunction with one another, they should provide a relatively comprehensive picture of the implementation of the Bologna Process in the EHEA.

- Eurostat will largely provide administrative data collated using the UOE data collection. This data covers many aspects of higher education and the labour market and can be provided for the year 2009/10 and with time series. Other sources coordinated by Eurostat, such as the Labour Force Survey, will also be integrated. Through Eurostat's established procedures, it can provide a large coverage of reliable and comparative data.

- Eurydice will collect and analyse information on regulations, structures and policies. Such documents provide an insight into the context of higher education development and support in each of the countries. Eurydice foresees the use of a special questionnaire sent to the BFUG representatives and the Eurydice national units in each country to collect available information. Thus, focussed and very recent information will be integrated into the report.

- Eurostudent will integrate the data from its most recent survey from the year 2009/10 and covering more than 25 countries, all part of the EHEA.[1] It will also look beyond this data set to assess the possibility of using graduate data from other comparative surveys, if possible. This data source can provide insights into how a system works by asking those most affected by it – the students.

In many cases, the topics and indeed the indicators used in the final report have been covered in previous reports for the Bologna Process (Stocktaking, Eurydice, Eurostat/Eurostudent reports). The integrated implementation report will build on these pre-existing themes and indicators. The use of data sources and particular indicators ultimately depends on the sustainability and continuity of these data sources.

The final report could combine a variety of forms of data presentation. Besides comparative charts and tables, the use of country profiles (as used in the Eurostat/Eurostudent report), maps and scorecards for the identification of best practice should be evaluated. The data-collectors sub-group will propose where maps or scorecards could be used. The decision on whether a map and/or a scorecard ought to be produced ultimately rests with the BFUG.

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[1] For countries participating, see: http://www.eurostudent.eu/members . The EUROSTUDENT survey can be downloaded here: http://www.eurostudent.eu/download/Questionnaire_EIV.pdf

Main themes and content proposals

1. Characterisation of higher education in the European Higher Education Area

This section provides a general introduction to the EHEA with contextual information necessary to understand some general features of the 46 Bologna countries. Possibly very general information on the size of countries, their population and economic situation and development will be added when appropriate.

Issue	Information to be collected	Data source(s)
Number of students	The number of students in a higher education system (differentiation between ISCED 5a and 5b), growth in numbers as time series.	ESTAT
Number of higher education institutions	This indicator will differentiate between higher education institutions by ownership (public, private).	Eurydice
Public / private investment in higher education	In absolute terms and relative to GDP, as well as per student.	ESTAT

2. Degrees and qualifications

This thematic area deals with the basic tools and instruments of the Bologna Process: three cycle degree structure, ECTS, Diploma Supplement, Joint Degrees, and National Qualifications Frameworks.

Issue	Information to be collected	Data source(s)
Share of students by BA and MA	Quantitative data on student participation in the two first cycles and the share of students continuing their first cycle studies (BA) in a second cycle (MA).	ESTAT Eurostudent
Structure of BA and MA	Qualitative and quantitative data on the typical ranges of ECTS per cycle, the most common models and coverage of BA/MA programmes. Participation rates in BA/MA programmes vs other programmes. Regulation of progression between programmes.	Eurydice
Treatment of short programmes	How are short (professional) higher education programmes linked to the BA/MA Bologna structures?	Eurydice

Development of third cycle programmes	Qualitative data on the degree to which structured 3rd cycle programmes are developing. Absolute and relative number of students enrolled in third cycle programmes.	Eurydice
ECTS implementation	Qualitative data on the extent and way (for transfer and/or accumulation) to which ECTS are being used and the way in which they are being calculated.	Eurydice
Learning outcomes	Linked to ECTS implementation: Qualitative information on the understanding of learning outcomes, to what extent programmes and their components link to them	Eurydice
Student-centred learning	Linked to ECTS implementation: Qualitative information on the understanding and use of student-centred learning in higher education programmes.	Eurydice
Diploma Supplement	Quantitative data on the extent of issuing the DS. Qualitative data on the model(s) of the DS that is/are being issued Impact: national monitoring of effectiveness with employers, ENIC/NARIC centres and/or higher education institutions.	Eurydice
Joint degrees and programmes	Information on the number of joint degrees awarded per year, differentiated by jointly issued degrees and regular degrees after completion of a joint programme. Number of joint programmes offered in the EHEA. Specific national support for joint programmes/degrees	Eurydice
National qualifications frameworks	Qualitative analysis based on the 11-step scale proposed by the BFUG working group on qualification frameworks.	Eurydice
Recognition of qualifications	Qualitative information on the transposition and implementation of the Lisbon Recognition Convention (also with regard to diploma mobility).	Eurydice with Recognition working group
Recognition of study and training periods abroad	Qualitative information on recognition practice for credit mobility	Eurydice with Recognition working

		group

3. Quality assurance

This topic area deals with the efforts made to develop QA systems. It would focus on both internal and external QA.

Issue	Information to be collected	Data source(s)
Evaluating national systems against ESG	Analysis of the use and relevance of European Standards and Guidelines in the national HE systems.	Eurydice
Membership of ENQA / EQAR	Analysis based on a questionnaire and data contained in existing data bases.	Eurydice
Scope of QA activities	Is the focus of quality assurance on programmes and/or on institutional capacity? Does QA include other areas than teaching? If so, which ones?	Eurydice
Involvement of stakeholders in QA	How are employers, students, peers/experts involved?	Eurydice
International involvement in QA	Specifically, in addition to 'stakeholder involvement' above.	Eurydice
Internal QA	How does internal QA relate to external QA systems? How is internal QA supported and monitored? Does it follow the ESG Part I?	Eurydice

4. Social dimension

This issue area will examine information related to the social dimension goals set by the Bologna Process and, particularly, the impact of policies and actions to address under-represented societal groups. Characteristics that are relevant in differentiating under-represented groups could be: age, gender, socio-economic background, geographical region, migrant/refugee status/background, disability, subject studied and part-time study. Since assuring participative equity is not just about getting students into higher education, but assuring effective outcomes, there is a link to section 5 here.

Issue	Information to be collected	Data source(s)
National policies to improve participation of under-represented groups	Includes the definition of social groups by national policies and the approach taken by policies to address underrepresentation.	Eurydice (and WG Social Dimension)
Measures to encourage participation of under-represented groups	Assessment of how policies are being implemented.	Eurydice (and WG Social Dimension)
Monitoring /systematic data collection /Targets regarding participation of under-represented groups	Overview of availability of data to link policy with results.	Eurydice (and WG Social Dimension)
Participation (and/or net entry rate) in higher education by characteristic	The focus lies on general characteristics across all countries and – where available – with reference to identified social groups.	ESTAT and Eurostudent
Access routes	Existence of non-traditional routes into higher education. This includes access via ISCED 3 and the recognition of prior learning (see also lifelong learning below). Information on both the regulation of access routes and empirical data should be sought.	Eurostudent (and ESTAT)
Flexibility of studies	Structural opportunities provided by the regulation of higher education systems and empirical data. This concerns particularly the existence and regulation of part-time studies (and low intensity, i.e. de facto part-time studies).	Eurostudent, ESTAT and Eurydice
Study financing (income and expenses)	This includes empirical data on direct and indirect student support, student contributions (e.g. tuition fees) to the cost of study and self-financing through paid jobs.	Eurostudent, ESTAT and Eurydice

5. **Outcomes and employability**

This thematic area examines the value of studying and can be oriented on Chapter D from the 2009 Eurostat/Eurostudent report. In line with the section before, it will try to find out about differences between categories of students. For lack of more detailed student data, it would still be useful to look at divergence from the average, e.g. in income level.

Issue	Information to be collected	Data source(s)
Educational attainment	Outcomes differentiated by age and sex as well as by field of study.	ESTAT
Graduation by social background	Focussing on socio-economic variables.	ESTAT
Graduation and completion rates	In particular, what share of student entrants actually complete their higher education programme?	ESTAT
Work placements	Information on, and analysis of, the inclusion of work placements within qualifications	Eurydice (and perhaps graduate studies)
Employment rates per educational level	This includes unemployment levels and, if possible, specific data on the success of BA and MA graduates in entering the labour market.	ESTAT (and perhaps graduate studies)
Returns on education, e.g. income level	As with the 2009 Eurostat/Eurostudent report, this looks at the divergence of income level by educational attainment and other characteristics.	ESTAT (and perhaps graduate studies)
Qualification match	A focus on the rate of people employed in their original field of study, but below their educational level (i.e. vertical mismatch) and on people employed in a different field than the one they studied. If possible, the report will contain analysis of "qualification and labour market mismatch".	ESTAT (and perhaps graduate studies)

6. **Lifelong learning and recognition**

This thematic area could follow the main governmental commitments regarding Lifelong Learning expressed in the EUA Charter on Lifelong Learning. The focus of all aspects of Lifelong Learning in this area must remain firmly and exclusively on higher education (not broadening into other aspects of lifelong learning provision).

Issue	Information to be collected	Data source(s)
Definition of lifelong learning	The definition of LLL used in the countries and the role it plays in higher education policy. This also includes the administrative responsibilities for LLL in higher education..	Eurydice
Financing of lifelong learning	Overview on how LLL is financed in the context of higher education (from the overall budget, with or without clear budget lines etc). Information about the size of the budget will also be sought.	Eurydice
Accessibility of lifelong learning (including in public sector)	Who can participate in LLL provided by higher education?	Eurydice
Inclusion of LLL in QA	Qualitative analysis (for context see above in QA section)	Eurydice
Guidance and counselling services	Qualitative information on the role and regulation of guidance and support services.	Eurydice
Recognition of prior learning	Qualitative information on how the recognition of formal and informal prior learning is regulated and managed, and if possible which societal groups make use of RPL in which subjects (link to section 4, access routes).	Eurydice and Eurostudent
Promotion of lifelong learning	Ways through which countries provide information and set incentives to make use of lifelong learning services.	Eurydice
Participation in lifelong learning	Statistical information on the participation on lifelong learning in higher education.	ESAT and Eurostudent

7. International mobility of student and staff

Promotion of mobility is at the heart of the Bologna Process/EHEA. This section will look at both credit and degree mobility, and will follow the advice and recommendations of the mobility working group. Regarding student mobility, it will therefore provide data for the benchmark and supplementary indicators.[2]

Issue	Information to be collected	Data source(s)
Benchmark for mobility	This will follow the stipulations of the BFUG and the WG Mobility on what is included here. It is likely to cover outbound mobility for diplomas (i.e. whole programmes) and credits.	ESTAT
Balance between inbound and outbound mobility	An analysis of the country by country mobility flows – share of students sent abroad and share of students received.	ESTAT
Regional balance of mobility	This will look at the flows of students from and to different countries. These flows will be different by type of mobility e.g diploma vs. credit mobility	ESTAT
Participation in outgoing mobility by student type	Quantitative/Qualitative information differentiating by type of mobility (diploma, credit, other) and by characteristics of students.	Eurostudent (and perhaps graduate studies)
Credit mobility and other short-term mobility	Home students obtaining credits in another country during the course of their degree or incoming foreign students obtaining credits. This section will analyse what the credits were given for and how long was the period abroad.	ESTAT, Eurostudent (and perhaps graduate studies)
Value of mobility abroad for labour market success	An attempt will be made to include an assessment of the value of a period abroad for success in transition to and employment in the labour market (using graduate surveys).	(perhaps graduate studies)
Promotion and support for mobility	Measures taken by the Bologna countries to enable and foster mobility. This includes e.g. special programmes on European, regional and national levels (e.g. Erasmus and Nordplus), information campaigns as well as the portability of student support (link to the indicator in the	Eurydice (and WG Mobility)

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[2] See working document from the data providers for the WG Mobility

	social dimension).	
Staff mobility	Measures to promote and support academic and administrative staff mobility.	Eurydice
Purposes of staff mobility	Focus of HE mobility policy and promotion: only research or also training? How is 'staff' defined: academic and/or administrative? Who can participate in the programmes?	Eurydice
Obstacles to staff mobility	Regulation on social security/pension systems etc.	Eurydice
Staff mobility in the context of the Erasmus programme	Statistical information on the magnitude, evolution over time and characteristics of staff mobility in the Erasmus programme.	ESTAT (Erasmus)