Implementation of the European Higher Education Area:
challenges and solutions

Prof Andrejs Rauhvargers,
Co-Chair of the Bologna process
Working Group On Reporting

Link to the Bologna Process Implementation report, 2015
http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/182EN.pdf

Erasmus+

Bologna objectives

- **Mobility of the European citizens**
- **Emplyability of the European citizens**
- **Competiveness of the European higher education in the world**

respecting the European diversity

Bologna action lines

Since 1999

- **Degree system**
- **Quality assurance**
- **Transparency of HEI systems**
- **Implementation of the ECTS**
- **Recognition of degrees & credits**
- **Employability**
- **Mobility of staff and students**

Added later

- **Third cycle – doctoral studies**
- **Social dimension**
- **Global dimension**
- **Qualifications frameworks**
- **Lifelong learning**
- **Student centred learning**
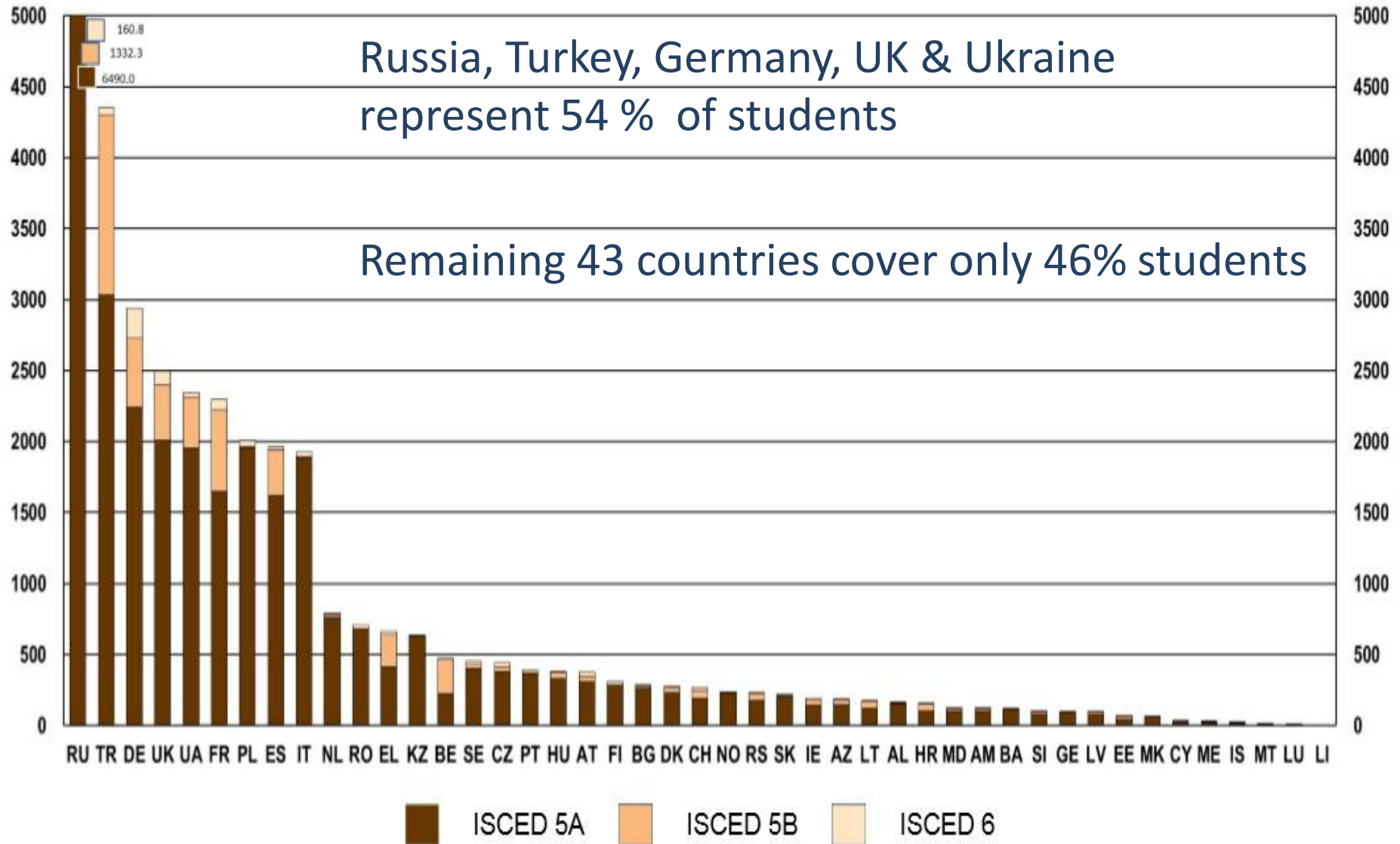- **Internationalisation**

Bologna reporting

Stocktaking reports – 2005, 2007, 2009 (working group)
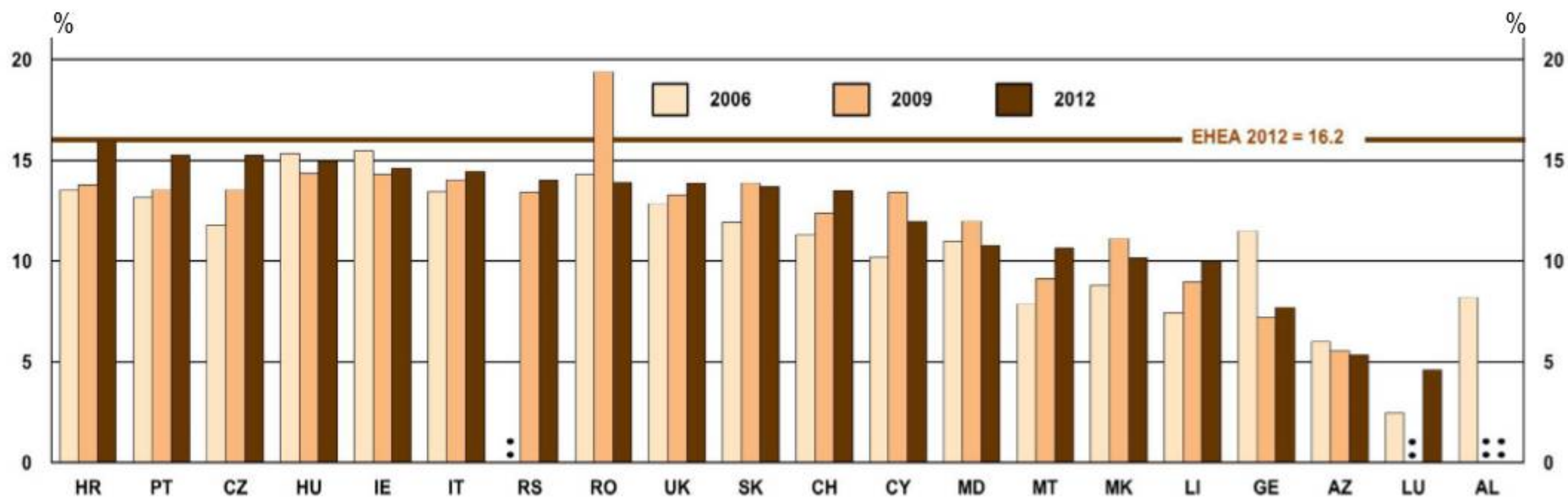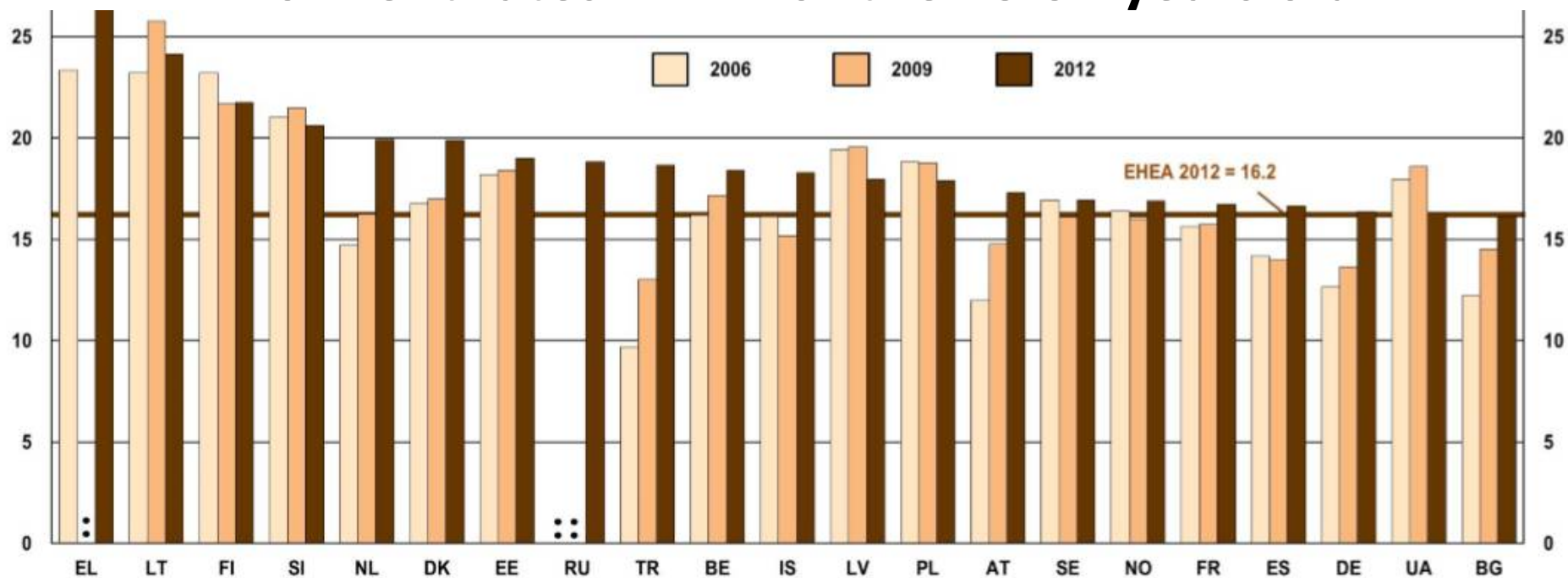*Implementation report: 2012, 2015 - working group plus*
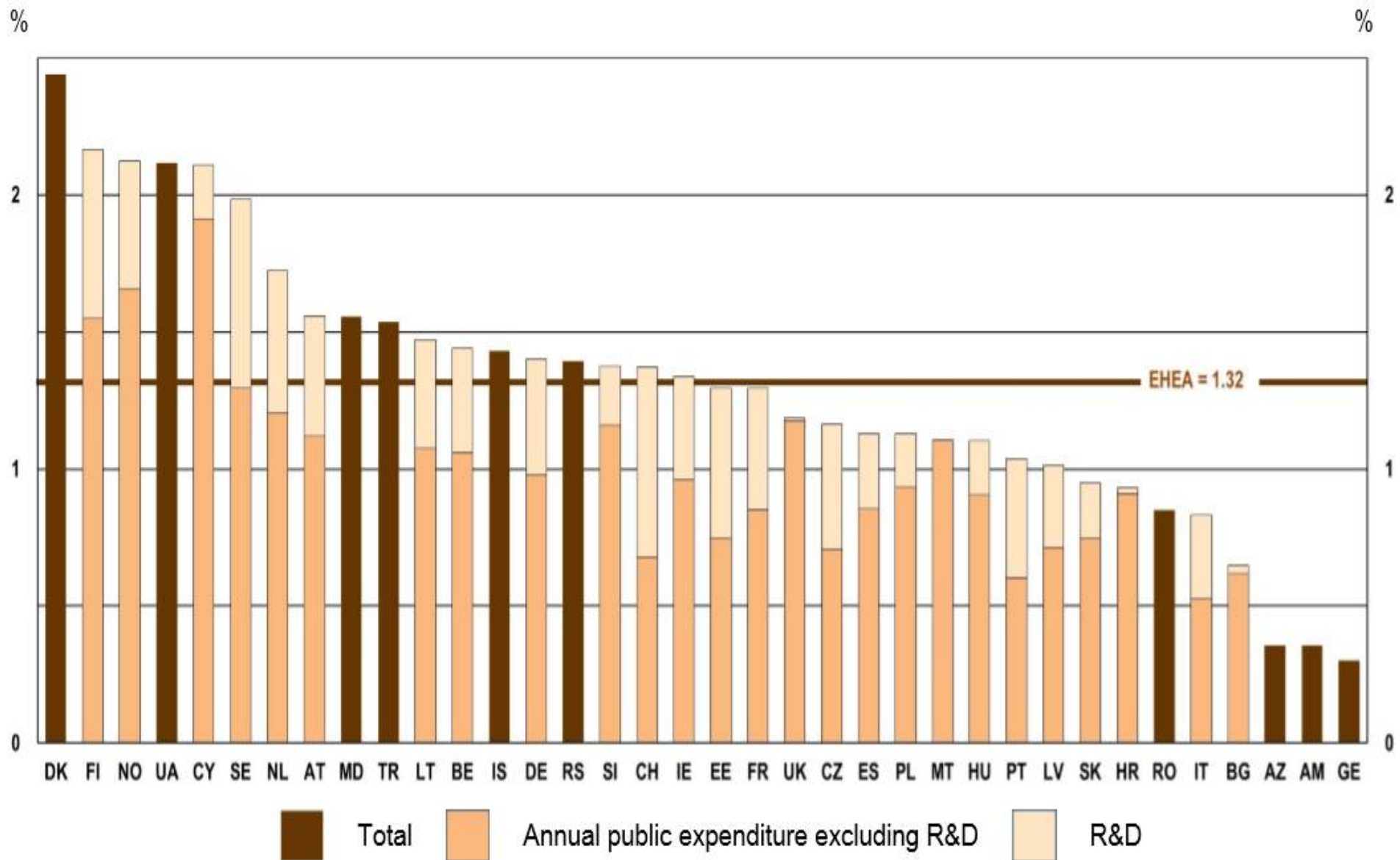*Eurydice, Eurostat & Eurostudent*

http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/182EN.pdf

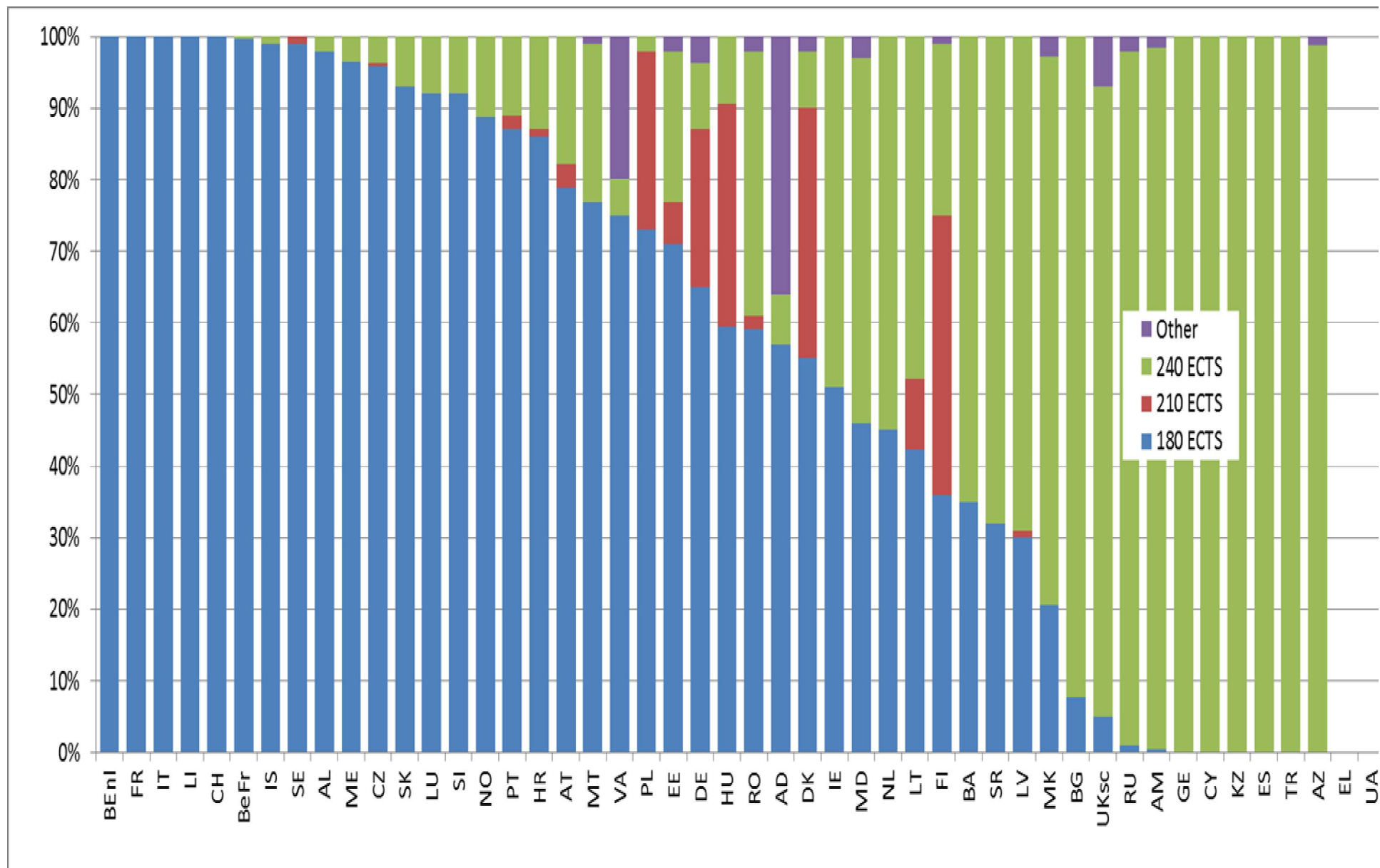# Number of students enrolled in tertiary education by ISCED level, 2011/12

Enrolment rates in HE for the 18-34 years old

EHEA = 1.32

| Total | Annual public expenditure excluding R&D | R&D |

DK FI NO UA CY SE NL AT MD TR LT BE IS DE RS SI CH IE EE FR UK CZ ES PL MT HU PT LV SK HR RO IT BG AZ AM GE
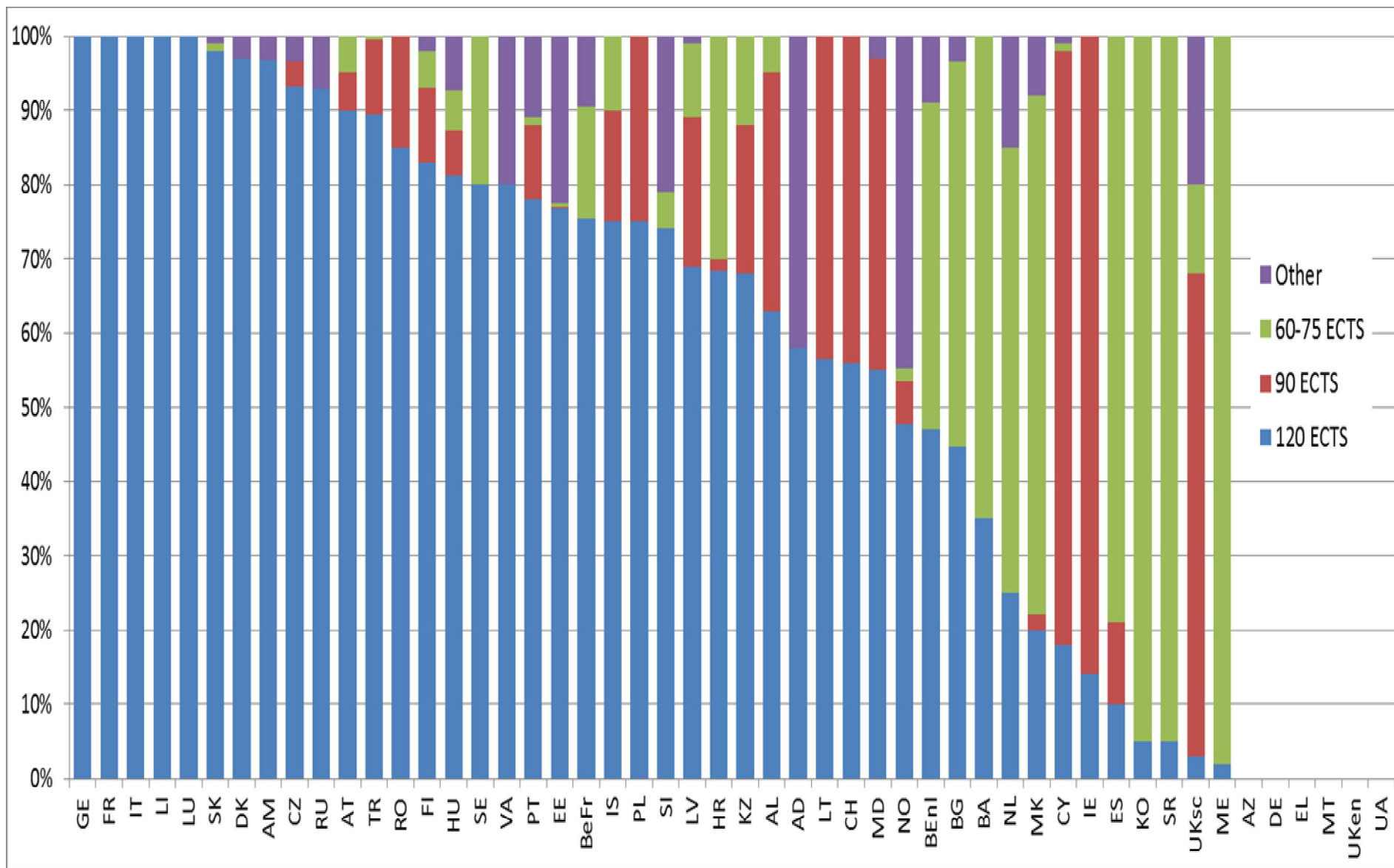
First cycle-programmes having workload 180 ECTS credits, 210 credits and 240 credits, 2013/14

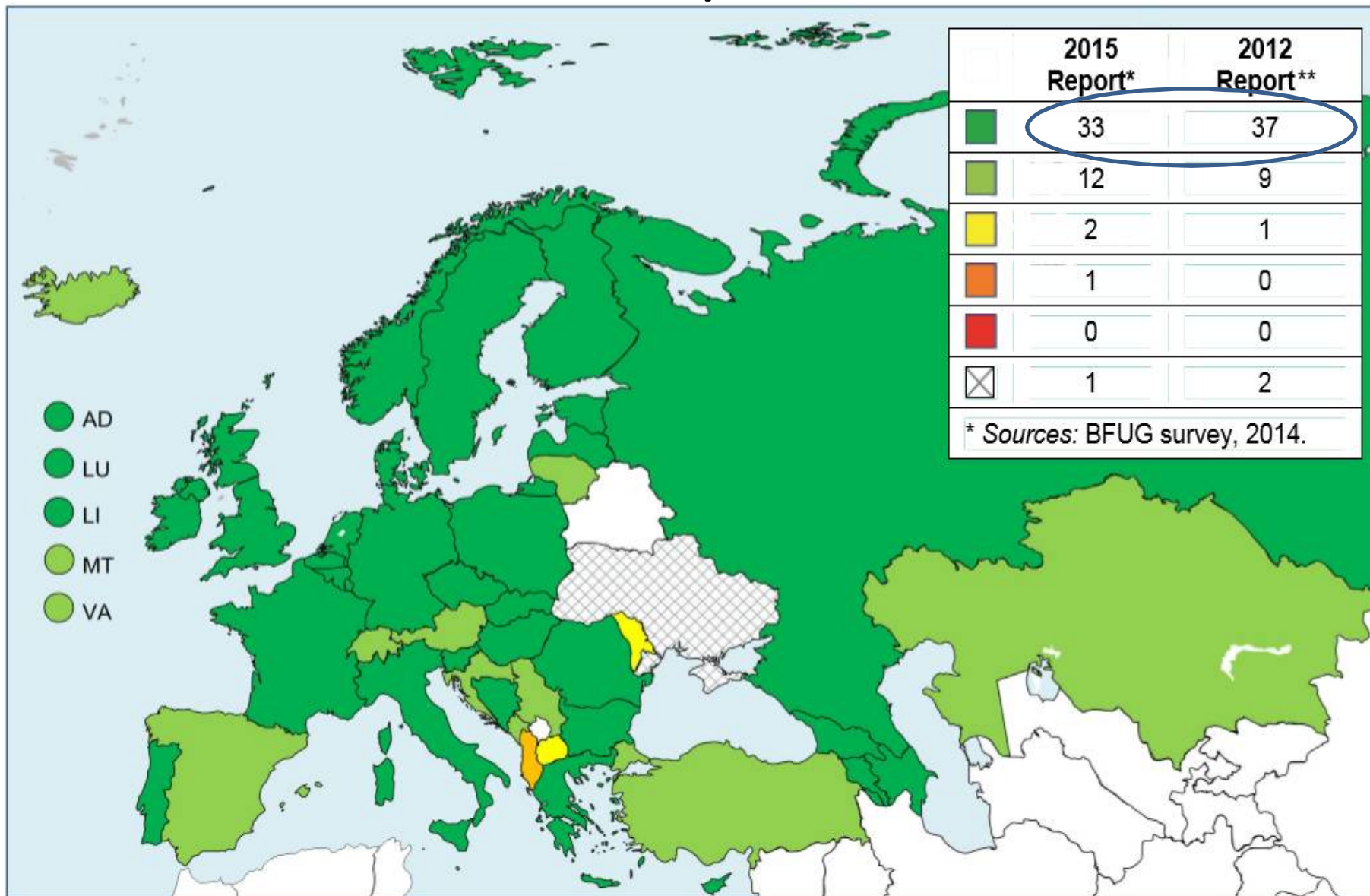**Master programmes with a workload of 60-75, 90, 120 of ECTS credits,** 2013/14

Legend:
- Other
- 60-75 ECTS
- 90 ECTS
- 120 ECTS

Countries (x-axis): GE, FR, IT, LI, LU, SK, DK, AM, CZ, RU, AT, TR, RO, FI, HU, SE, VA, PT, EE, BeFr, IS, PL, SI, LV, HR, KZ, AL, AD, LT, CH, MD, NO, BEnl, BG, BA, NL, MK, CY, IE, ES, KO, SR, UKsc, ME, AZ, DE, EL, MT, UKen, UA

Combinations of total number of ECTS credits for Ba+Ma:
ECTS credits: 180+120, 240+60, 240+120, also 210+120
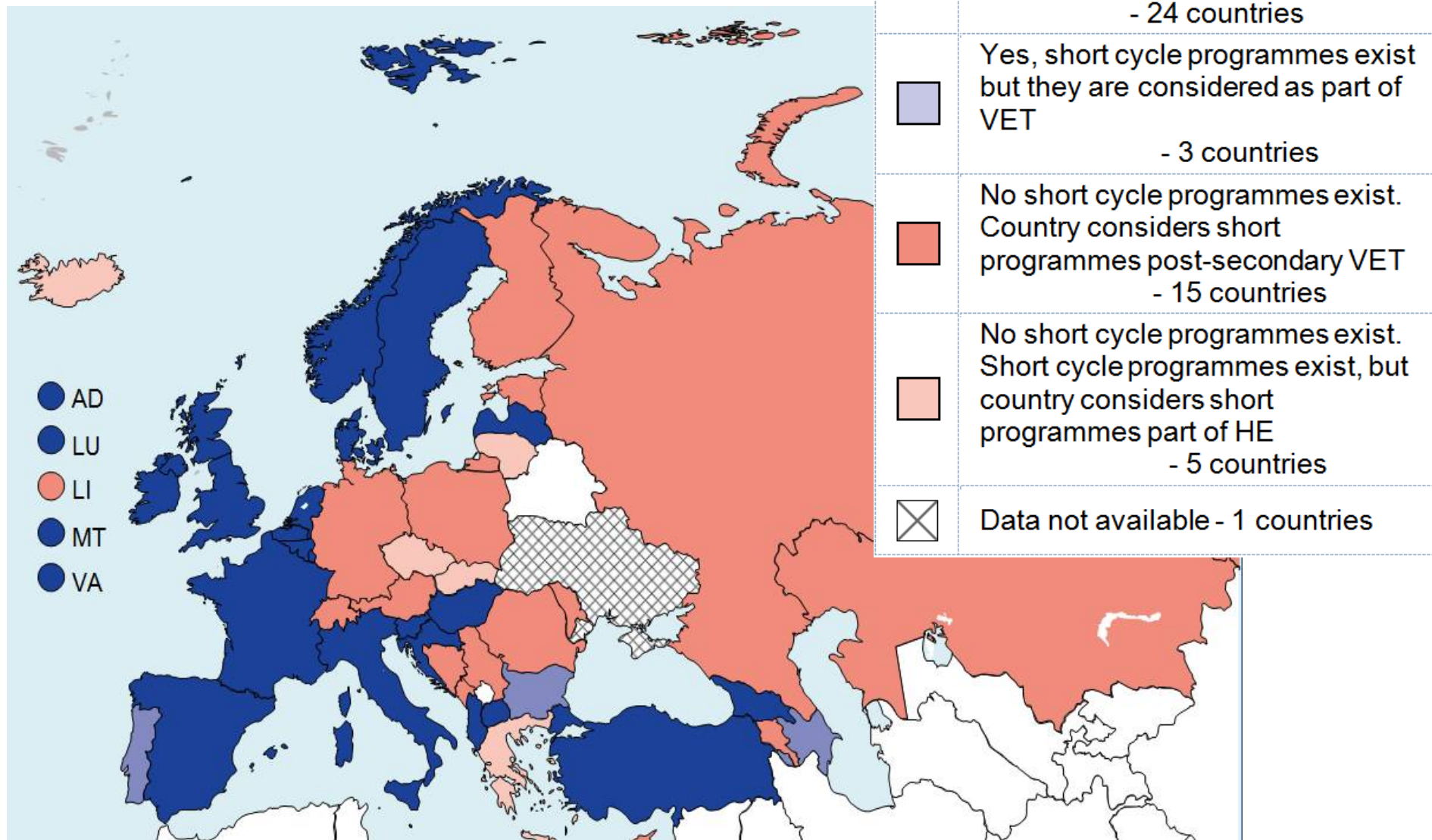## Risk of not being accepted: 180+60, 180+75
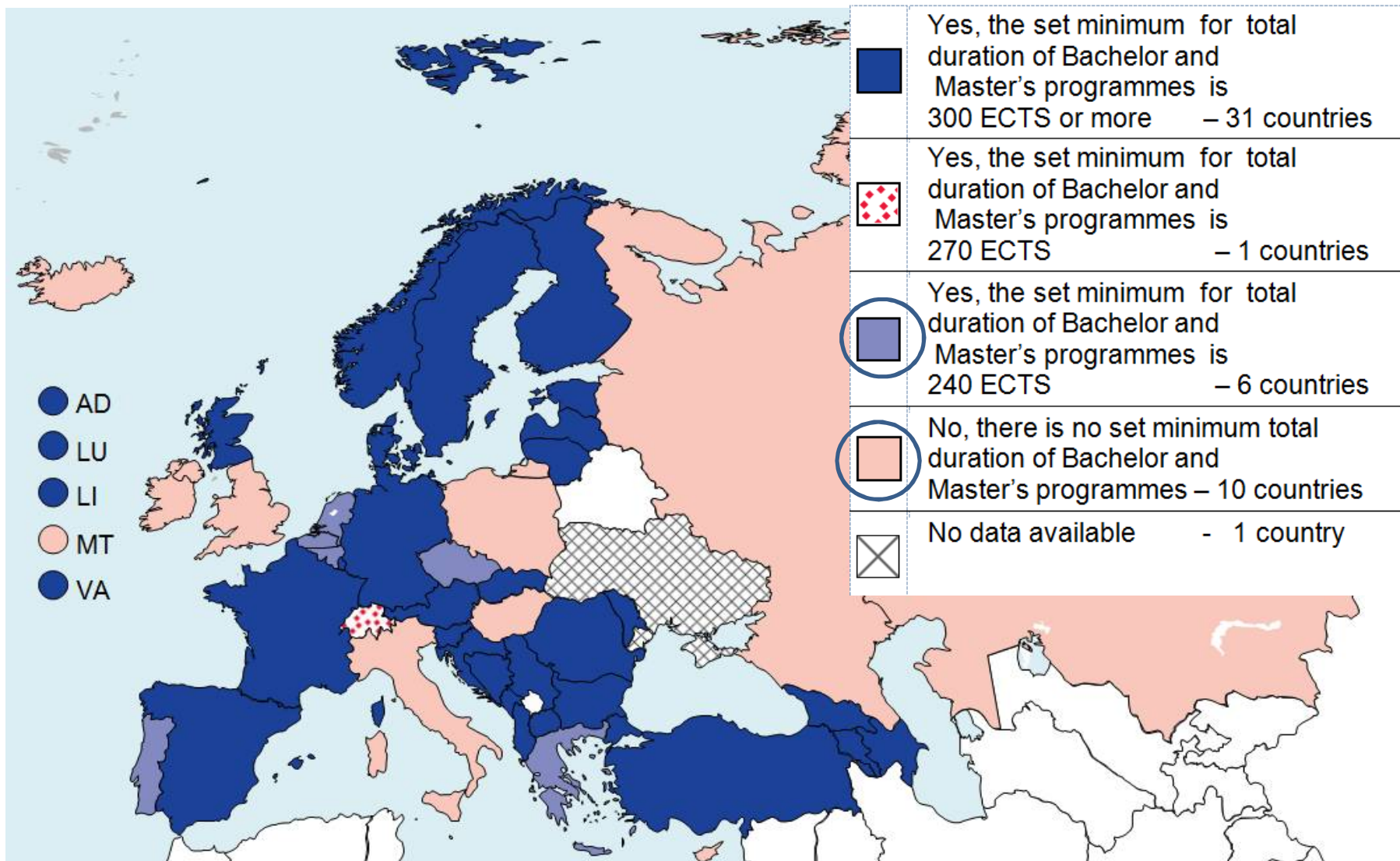
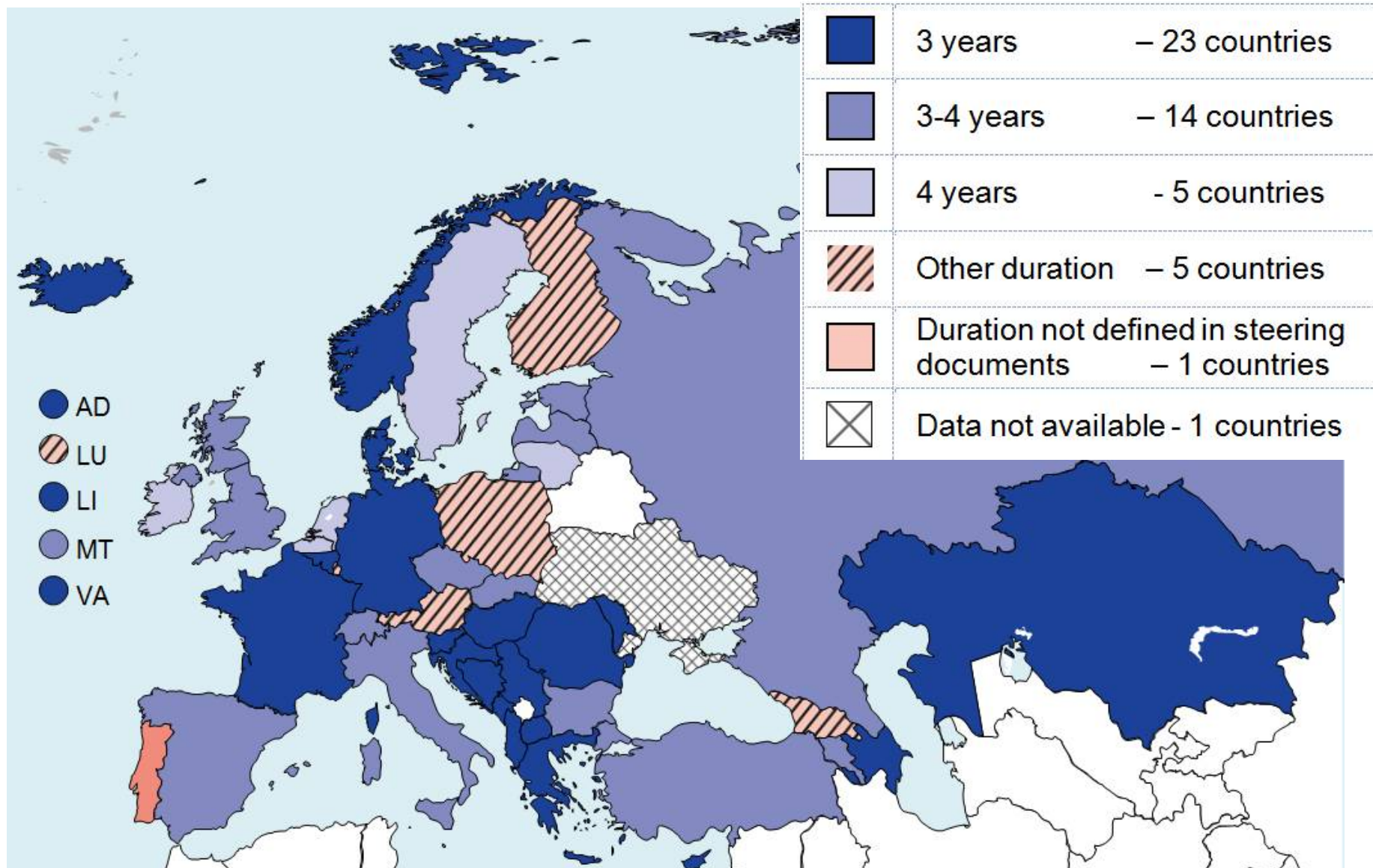# Access to the next cycle without substantial obstacles, 2013/14

	2015 Report*	2012 Report**
🟩	33	37
🟩	12	9
🟨	2	1
🟧	1	0
🟥	0	0
⊠	1	2

* Sources: BFUG survey, 2014.

- AD
- LU
- LI
- MT
- VA

% of 1st-cycle graduates follow to second-cycle 2013/14

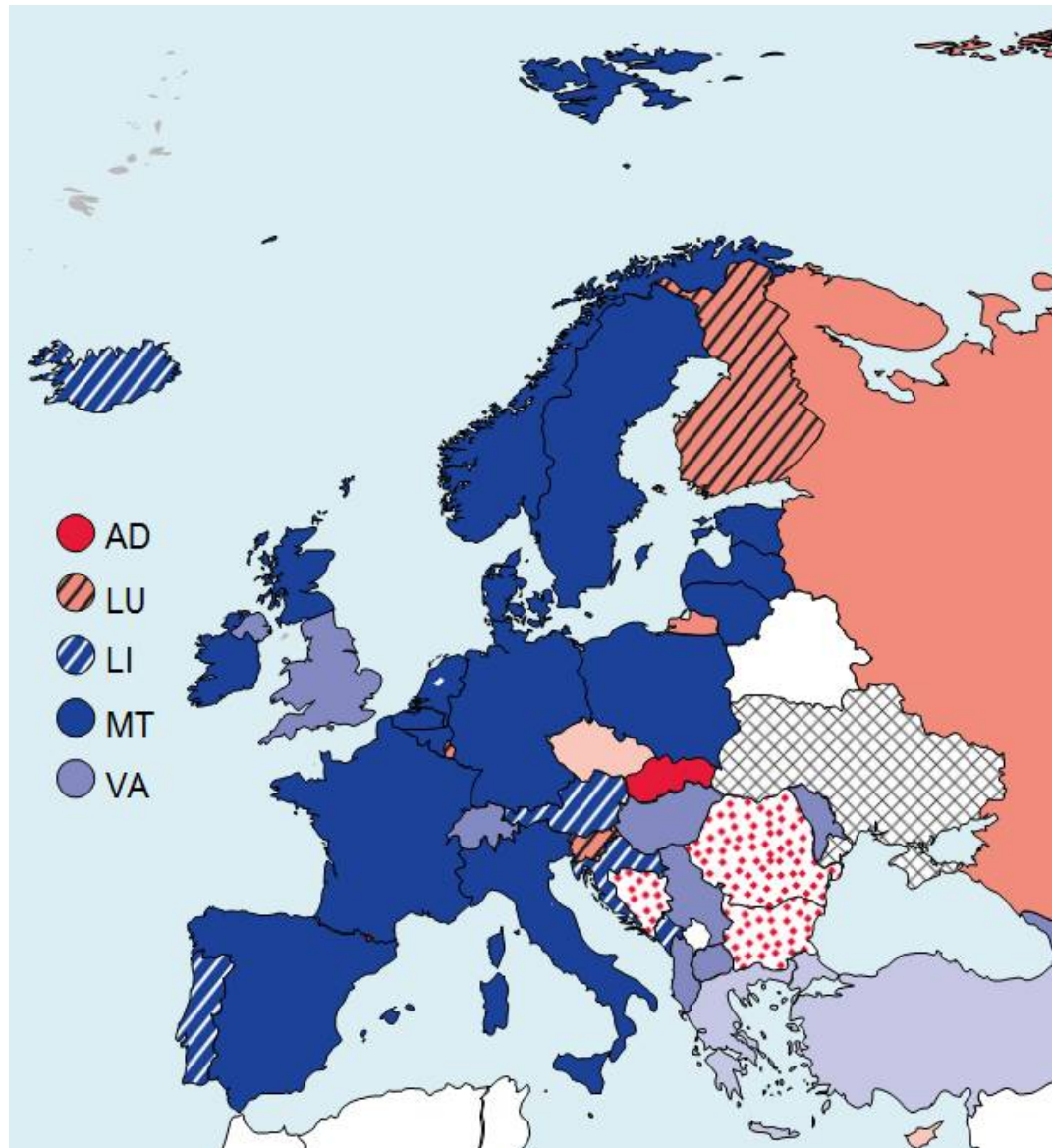|		2014	2011
	>1-25 %	14	17
	> 25-50 %	14	10
	> 50-75 %	12	7
	> 75-< 100 %	8	13
	National data not submitted	1	1

AD
LU
LI
MT
VA
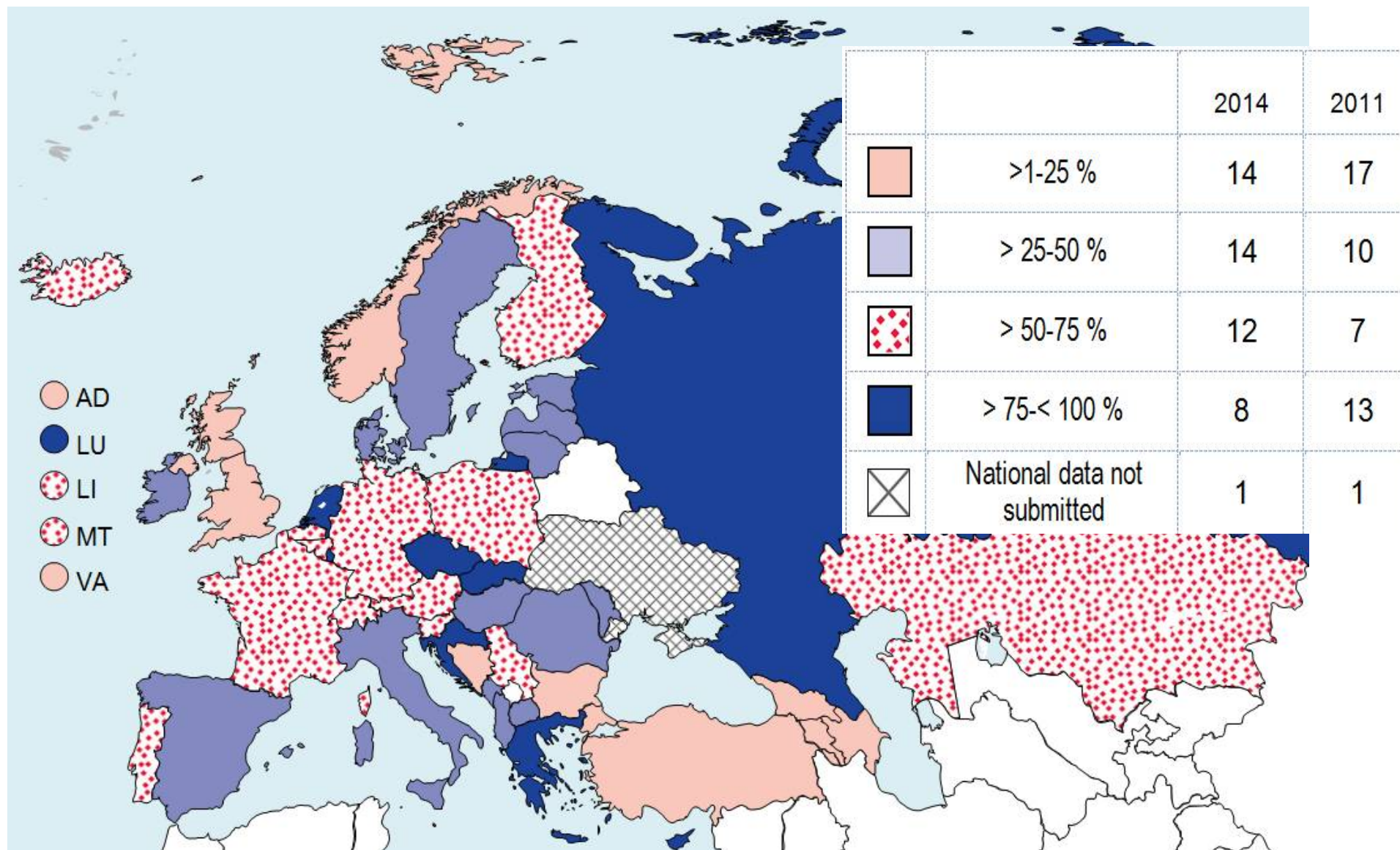
Do short cycle programmes belong to higher education?

Length of doctoral programmes in the legislation, 2013/14

▇	3 years	– 23 countries
▇	3-4 years	– 14 countries
▢	4 years	- 5 countries
▨	Other duration	– 5 countries
▨	Duration not defined in steering documents	– 1 countries
⊠	Data not available	- 1 countries

AD
LU
LI
MT
VA

Implementation of Qualifications frameworks (11 stages)

Legend:

1. Decision to start has been taken by the national body responsible for higher education — 2 countries
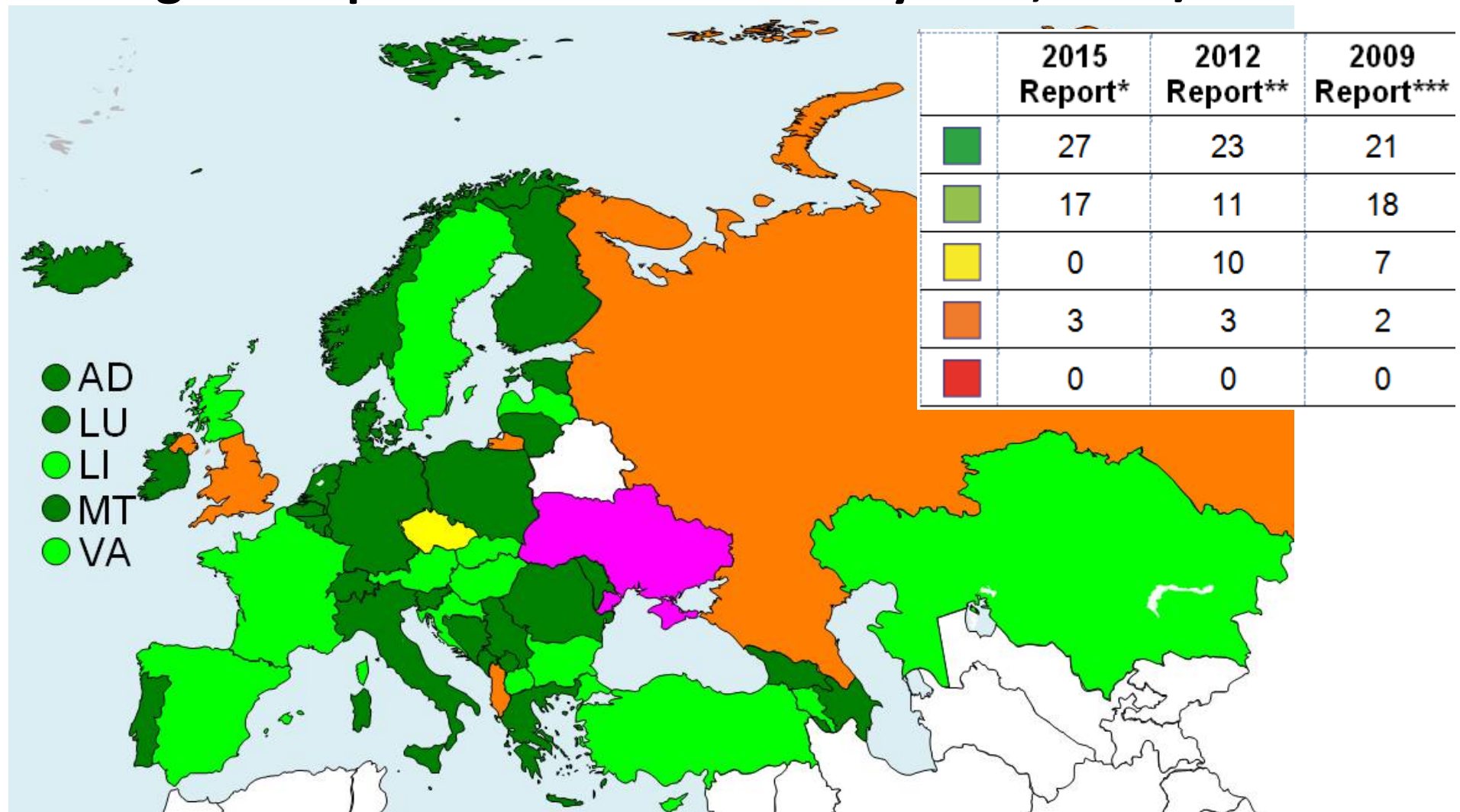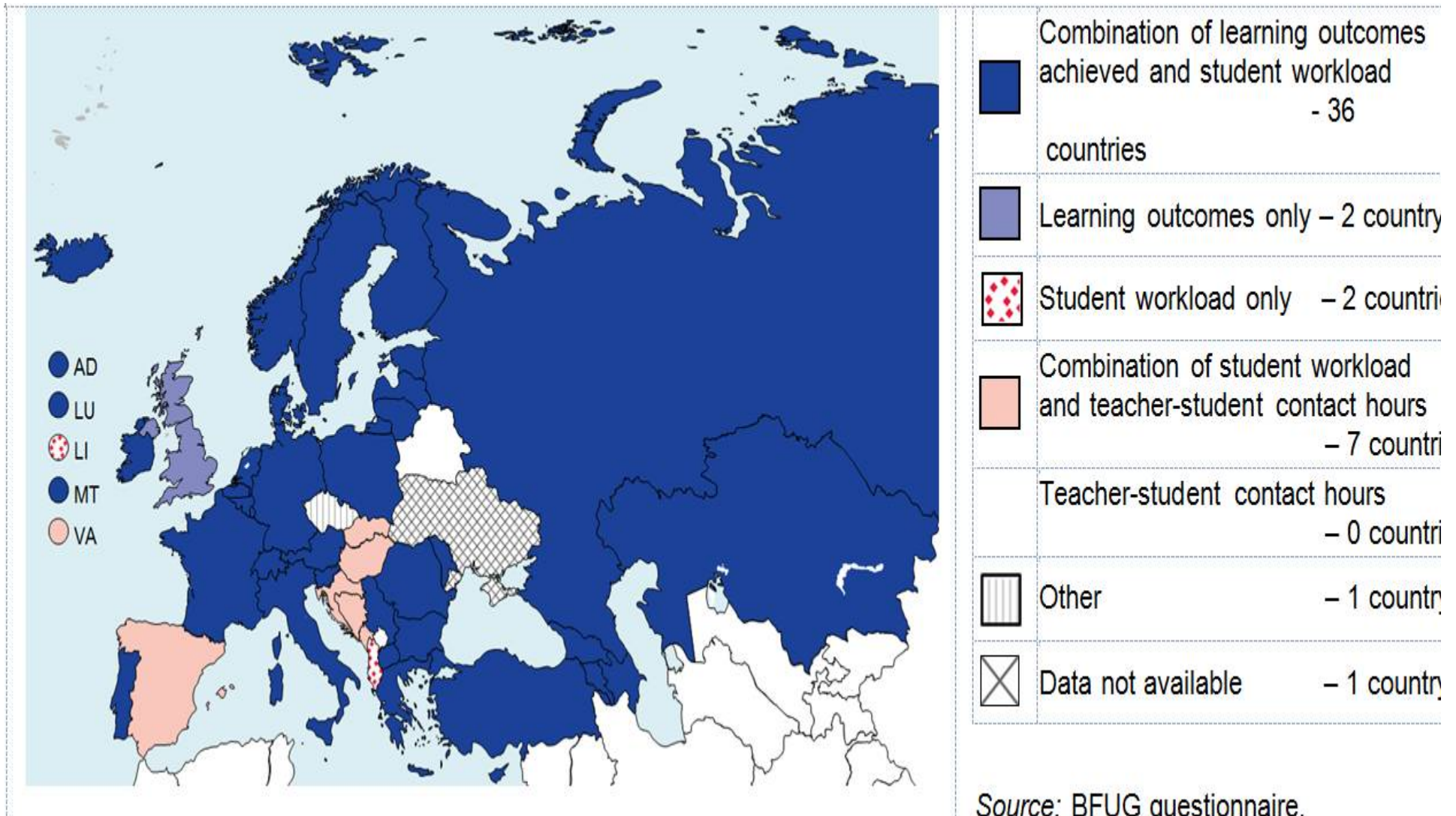2. — no countries
3. The process of developing the NQF has been set up, with stakeholders identified and committee(s) established — 1 countries
4. — no countries
5. Consultation / national discussion has taken place and the design of the NQF has been agreed by stakeholders — 4 countries
6. The NQF has been adopted in legislation or in other high level policy for a — 3 countries
7. Implementation of the NQF has started with agreement on the roles and responsibilities of higher education institutions, QA agency(ies) and other bodies — 4 countries
8. Study programmes have been re-designed on the basis of the learning outcomes included in the NQF — 2 countries
9. Qualifications have been included in the NQF — 9 countries
10. The Framework has self-certified its compatibility with the European Framework for Higher Education — 7 countries
11. The final NQF and the self-certification report can be consulted on a public website — 17 countries

Map labels:
- AD
- LU
- LI
- MT
- VA

Stage of implementation of ECTS system, 2013/14

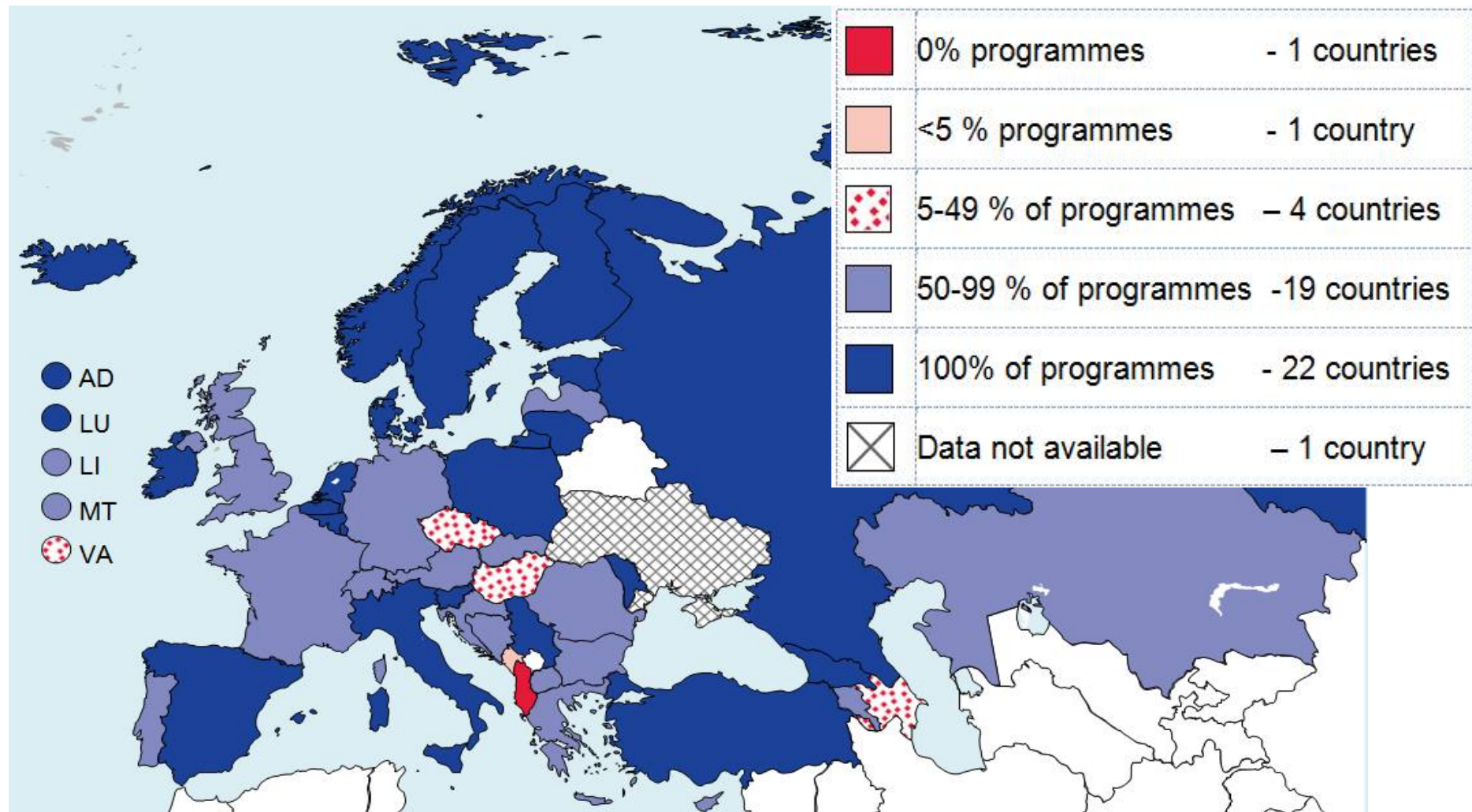|	2015 Report*	2012 Report**	2009 Report***
	27	23	21
	17	11	18
	0	10	7
	3	3	2
	0	0	0

AD
LU
LI
MT
VA

ECTS credits are allocated to all components & all programmes,
enabling 1) credit transfer and 2) accumulation, and
ECTS credits are demonstrably linked with learning outcomes

Basis to award ECTS credit in the majority HEI, 2013/14

Legend:

- **Combination of learning outcomes achieved and student workload** – 36 countries
- **Learning outcomes only** – 2 country
- **Student workload only** – 2 countri
- **Combination of student workload and teacher-student contact hours** – 7 countri
- **Teacher-student contact hours** – 0 countri
- **Other** – 1 country
- **Data not available** – 1 country

Map markers: AD, LU, LI, MT, VA

% of programmes linked credits with learning outcomes,
2013/2014

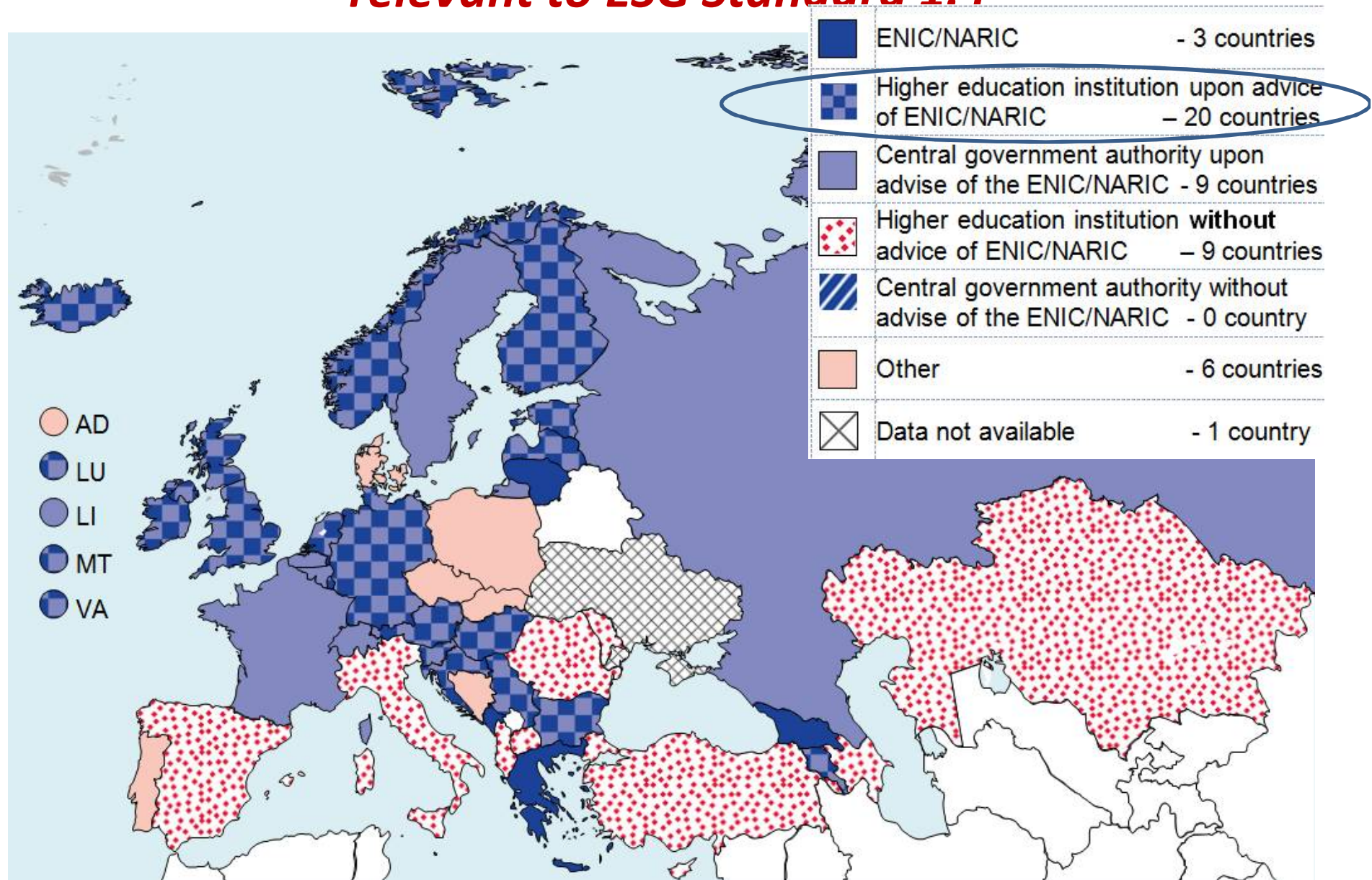|		
🟥	0% programmes	- 1 countries
🟧	<5 % programmes	- 1 country
▦	5-49 % of programmes	– 4 countries
🟦	50-99 % of programmes	-19 countries
🟦	100% of programmes	- 22 countries
⊠	Data not available	– 1 country

- AD
- LU
- LI
- MT
- VA

Basis of awarding credits:
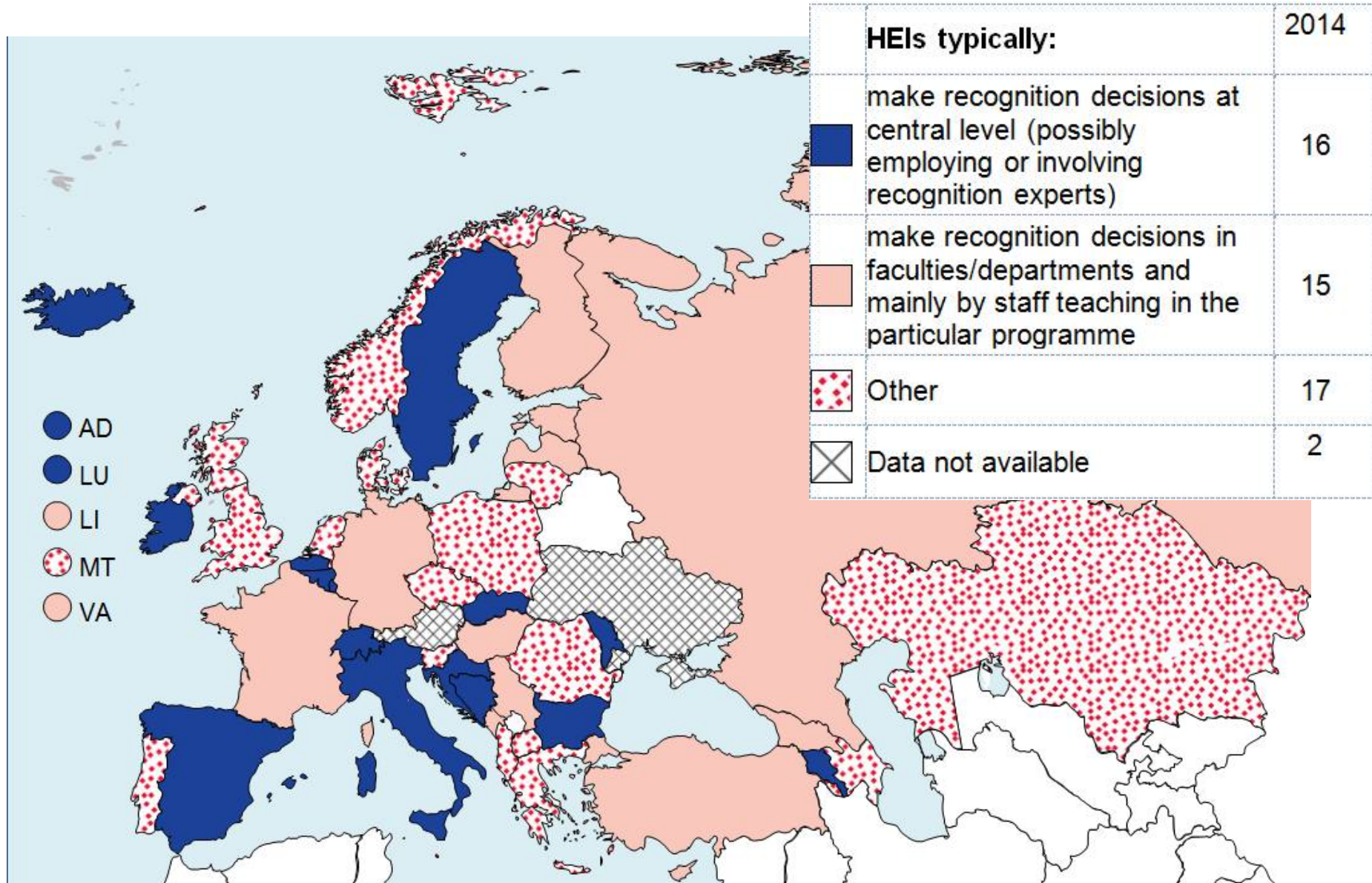LOs and student workload – 36, LOs only – 2,
Student workload and teacher-student contact hours – 7 countries, Student workload only – 2

Recognition: who makes final <u>decisions on recognition</u>
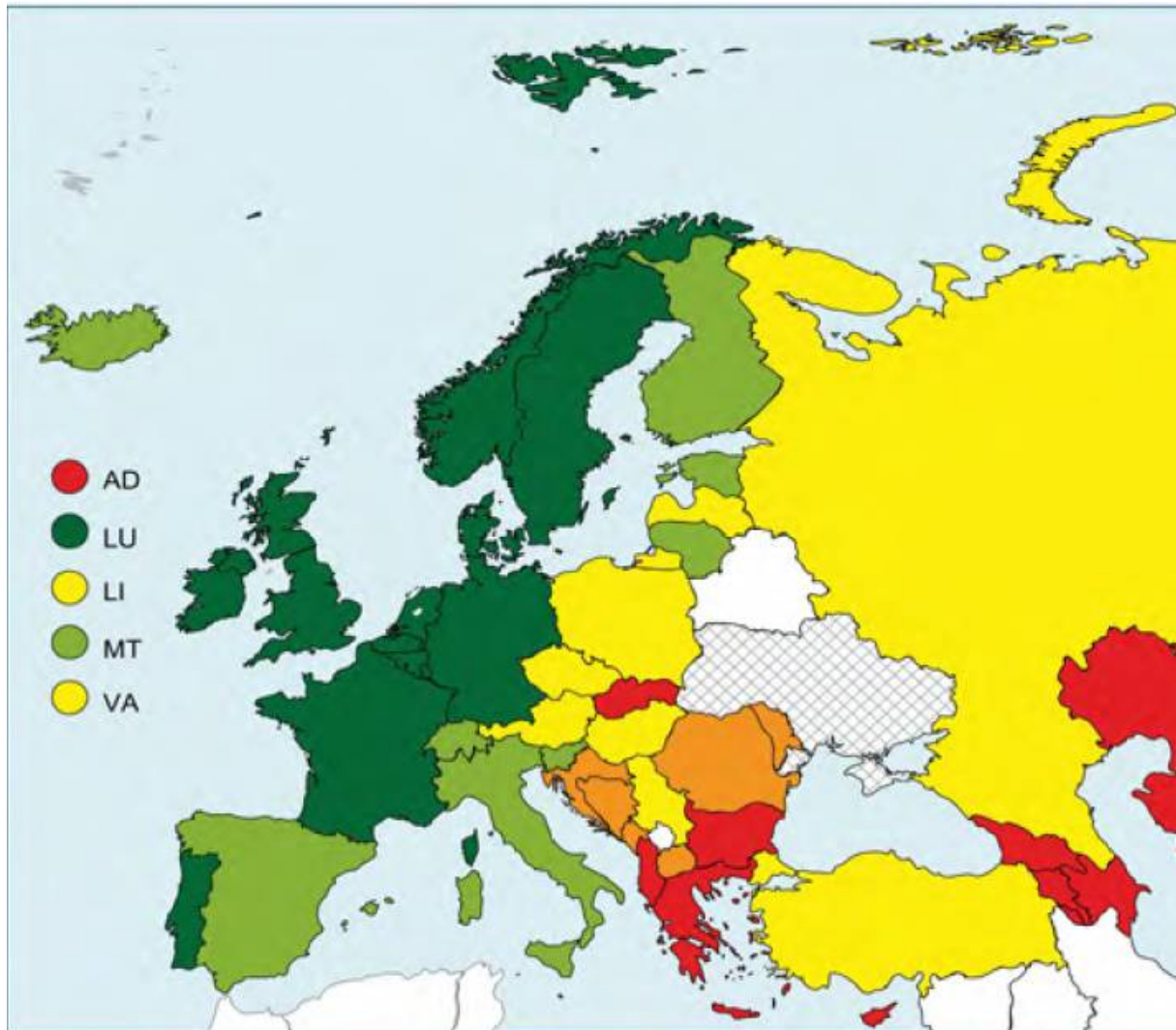## *relevant to ESG Standard 1.4*

Legend:
- ENIC/NARIC — 3 countries
- Higher education institution upon advice of ENIC/NARIC — 20 countries
- Central government authority upon advise of the ENIC/NARIC - 9 countries
- Higher education institution **without** advice of ENIC/NARIC — 9 countries
- Central government authority without advise of the ENIC/NARIC - 0 country
- Other — 6 countries
- Data not available — 1 country

AD
LU
LI
MT
VA

Do HEIs typically make recognition decisions centrally?
2013/14

HEIs typically:	2014
■ make recognition decisions at central level (possibly employing or involving recognition experts)	16
□ make recognition decisions in faculties/departments and mainly by staff teaching in the particular programme	15
⬖ Other	17
⊠ Data not available	2

- ● AD
- ● LU
- ○ LI
- ◉ MT
- ○ VA

Recognition of Prior Learning (RPL)
relevant to ESG Standard 1.4 2013/14*

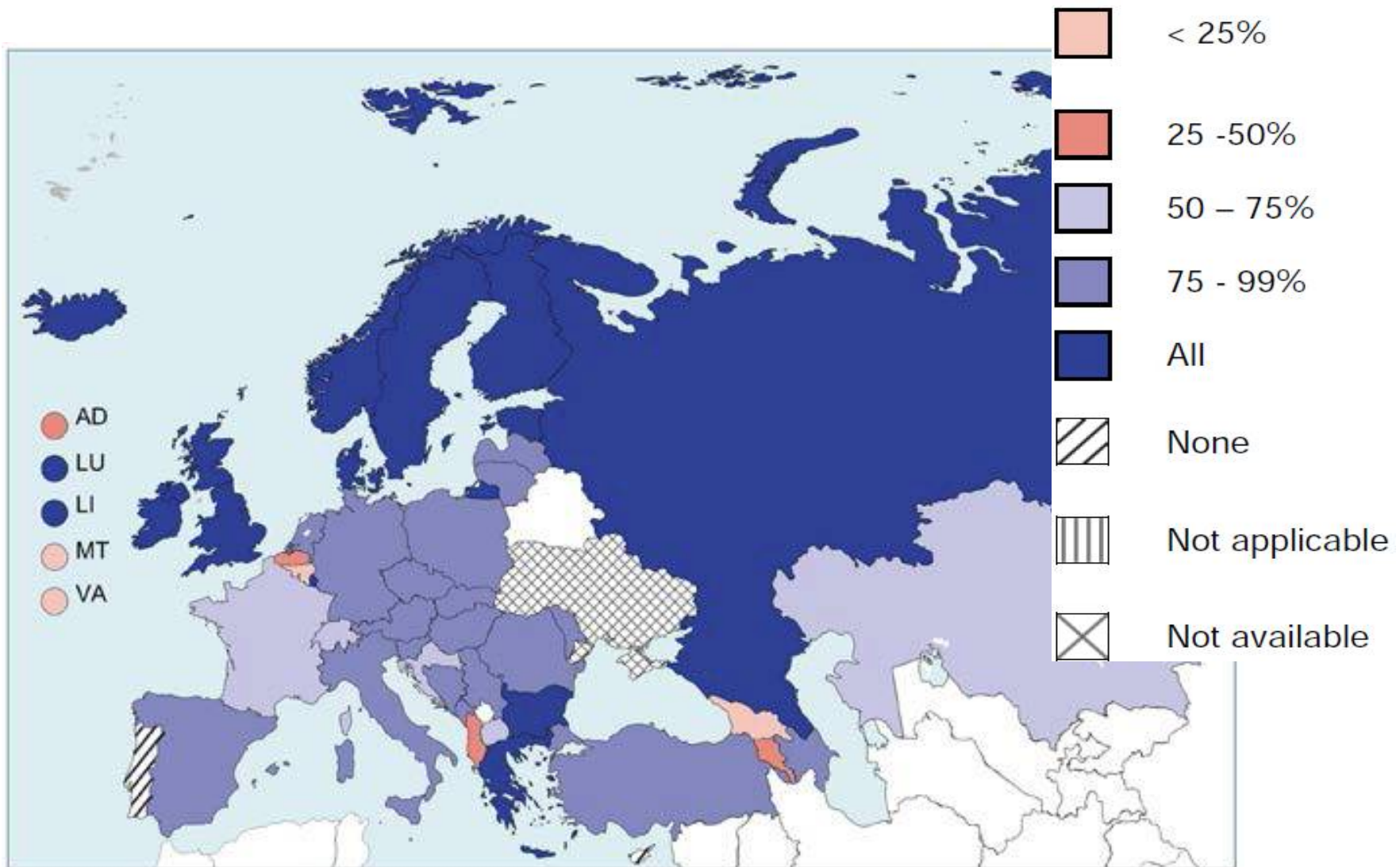|	2015 Report*	2012 Report**
	13	13
	9	7
	9	11
	7	4
	10	12

- RPL for both access to studies and for allocating credits
- and visibly implemented

Recognition of prior learning for progression onto HE
relevant to ESG Standard 1.4

Legend:

- Prior non-formal and informal learning **can be taken** into account/accredited towards fulfilment of a higher education study programme — 27
- Prior non-formal and informal learning **cannot be taken** into account/accredited towards fulfilment of a higher education study programme — 18
- Not available — 1

- AD
- LU
- LI
- MT
- VA
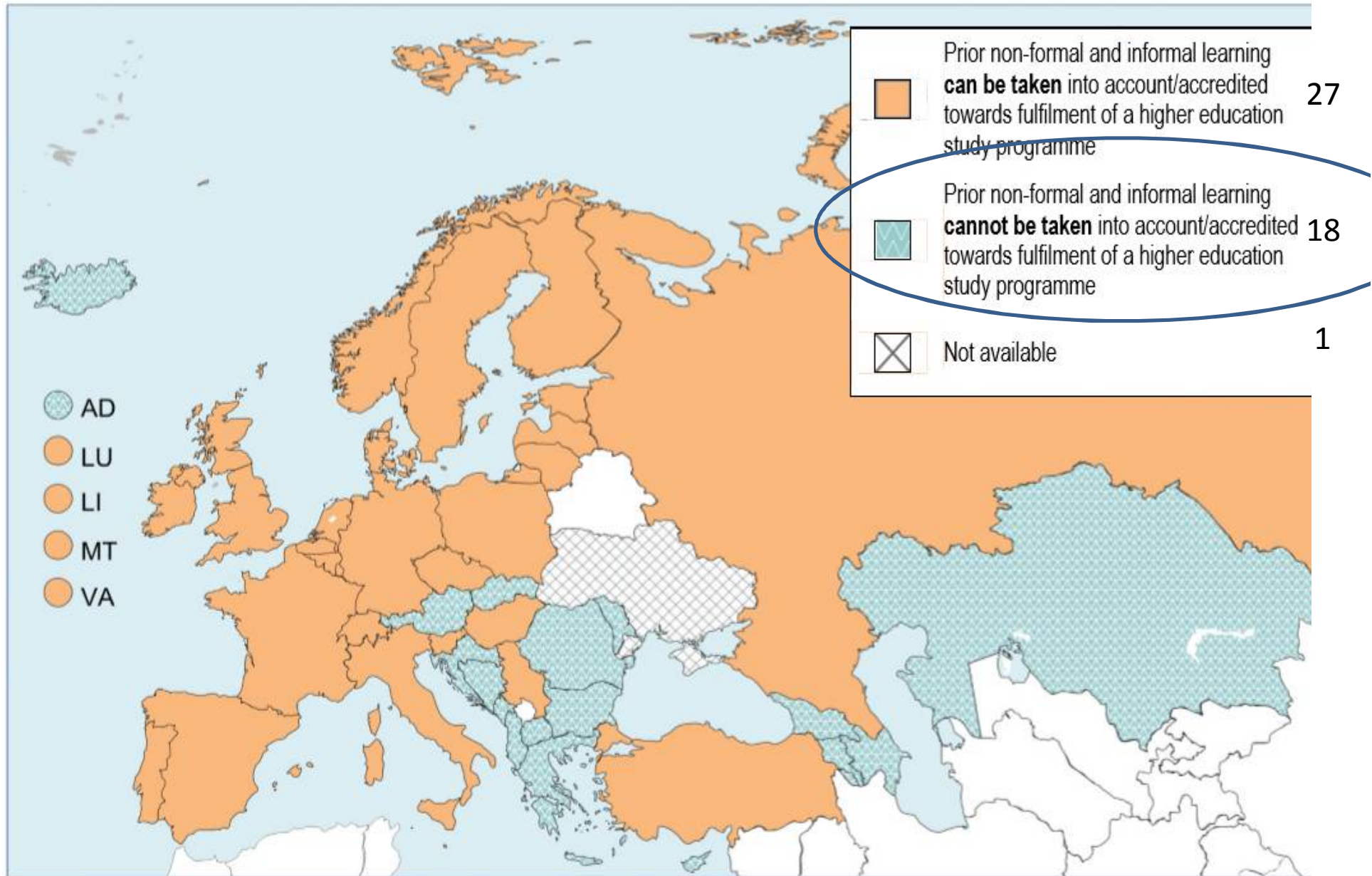
Institutional strategies for **internal quality enhancement** in the past 5 years, 2013/14
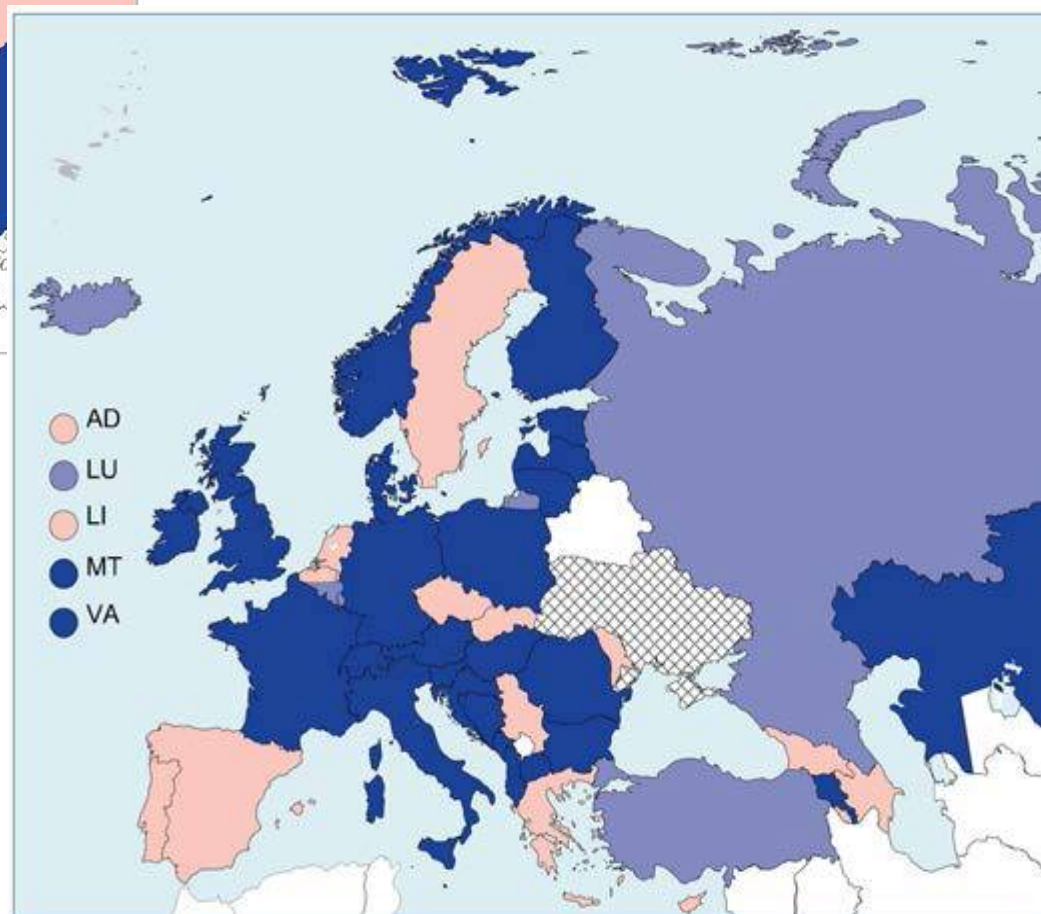
Involvement of students
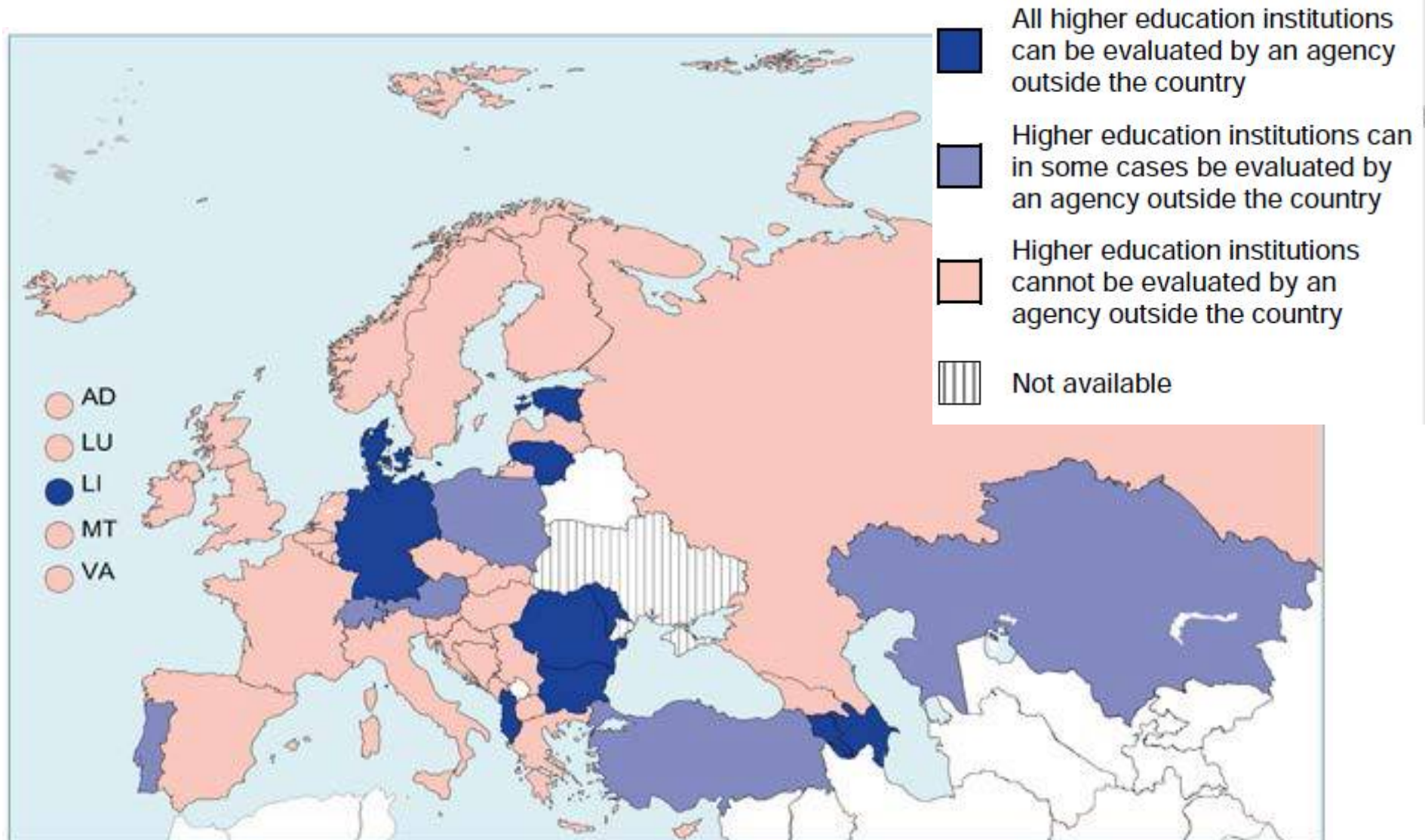
in external review teams

AD
LU
LI
MT
VA
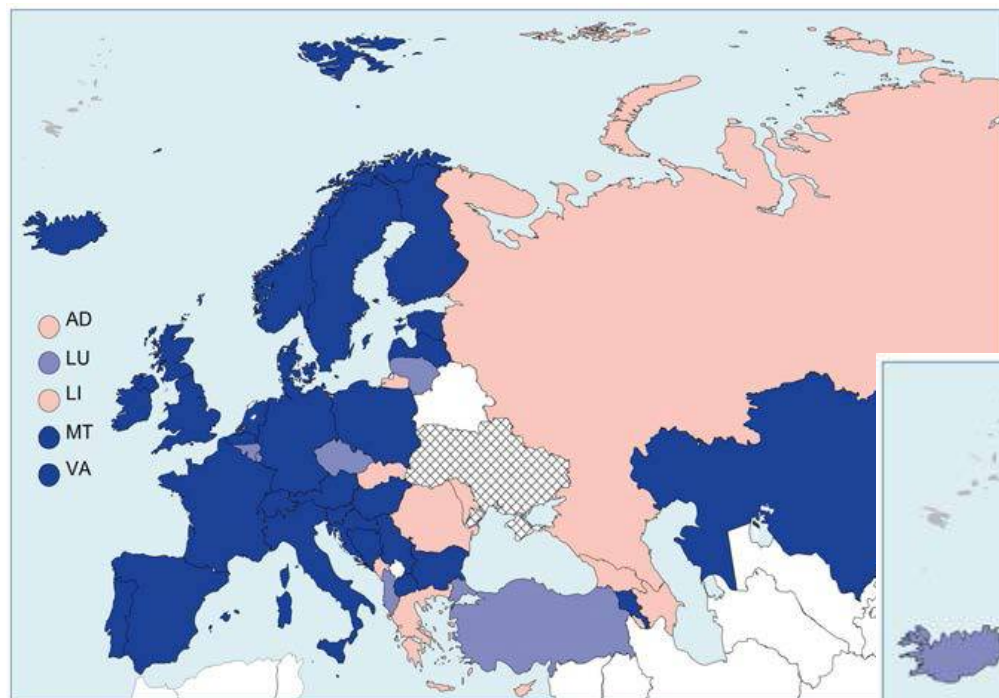
Compulsory involvement of students

Involvement of students is advised

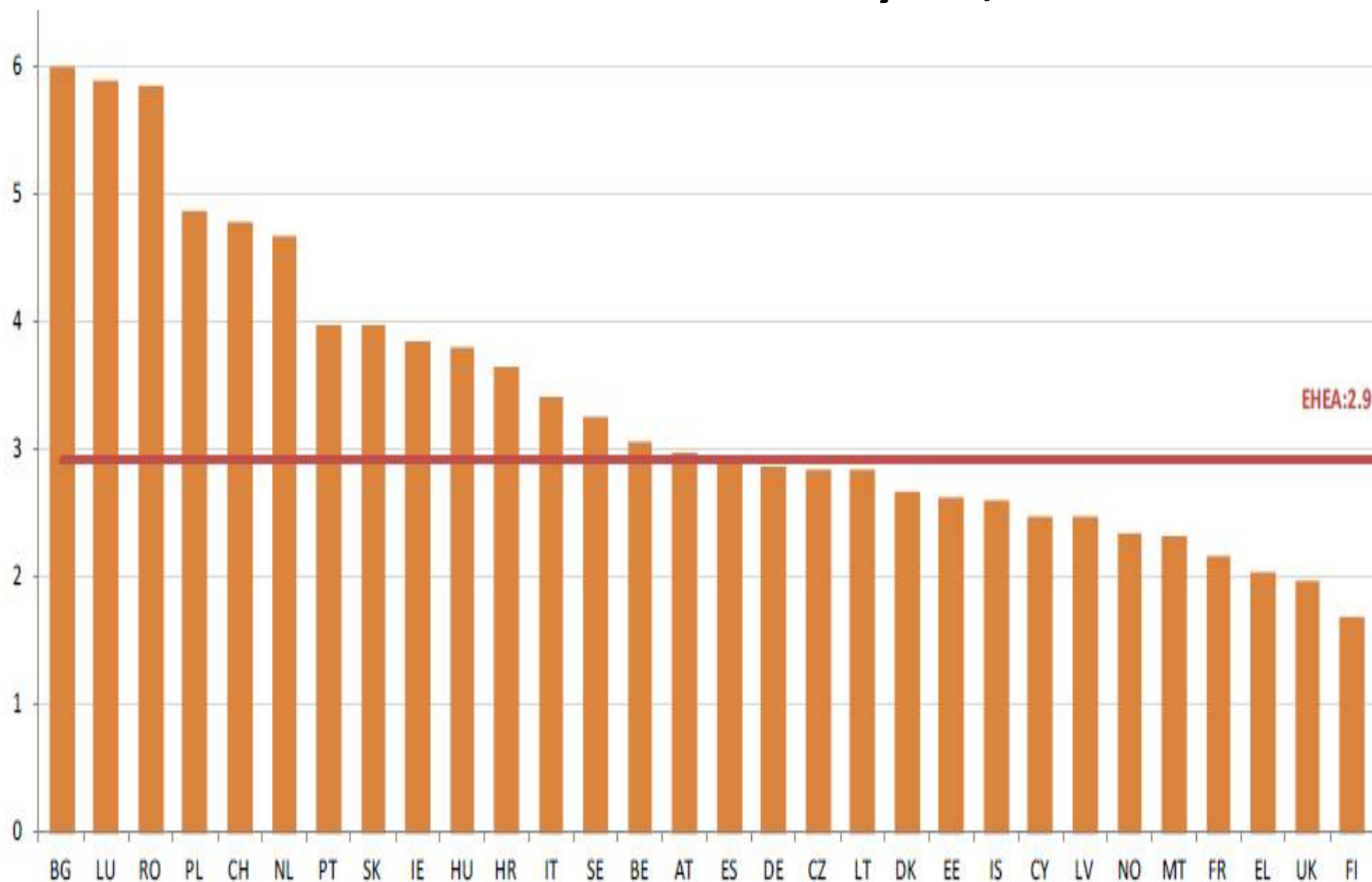Involvement of students is not a requirement

Not available

and in decision making

AD
LU
LI
MT
VA

Ability for HEIs to be evaluated
by EQAR agency of other country, 2013/14

All higher education institutions can be evaluated by an agency outside the country

Higher education institutions can in some cases be evaluated by an agency outside the country

Higher education institutions cannot be evaluated by an agency outside the country

Not available

AD
LU
LI
MT
VA

Enrolment ratio of young adults with parents having HE and those with secondary ed., 2011

EHEA:2.9

Study fees in public HEIs

■ (dark blue)	All students pay fees
■ (purple)	Some students pay fees
■ (pink)	No students pay fees
✕	Not available

AD
LU
LI
MT
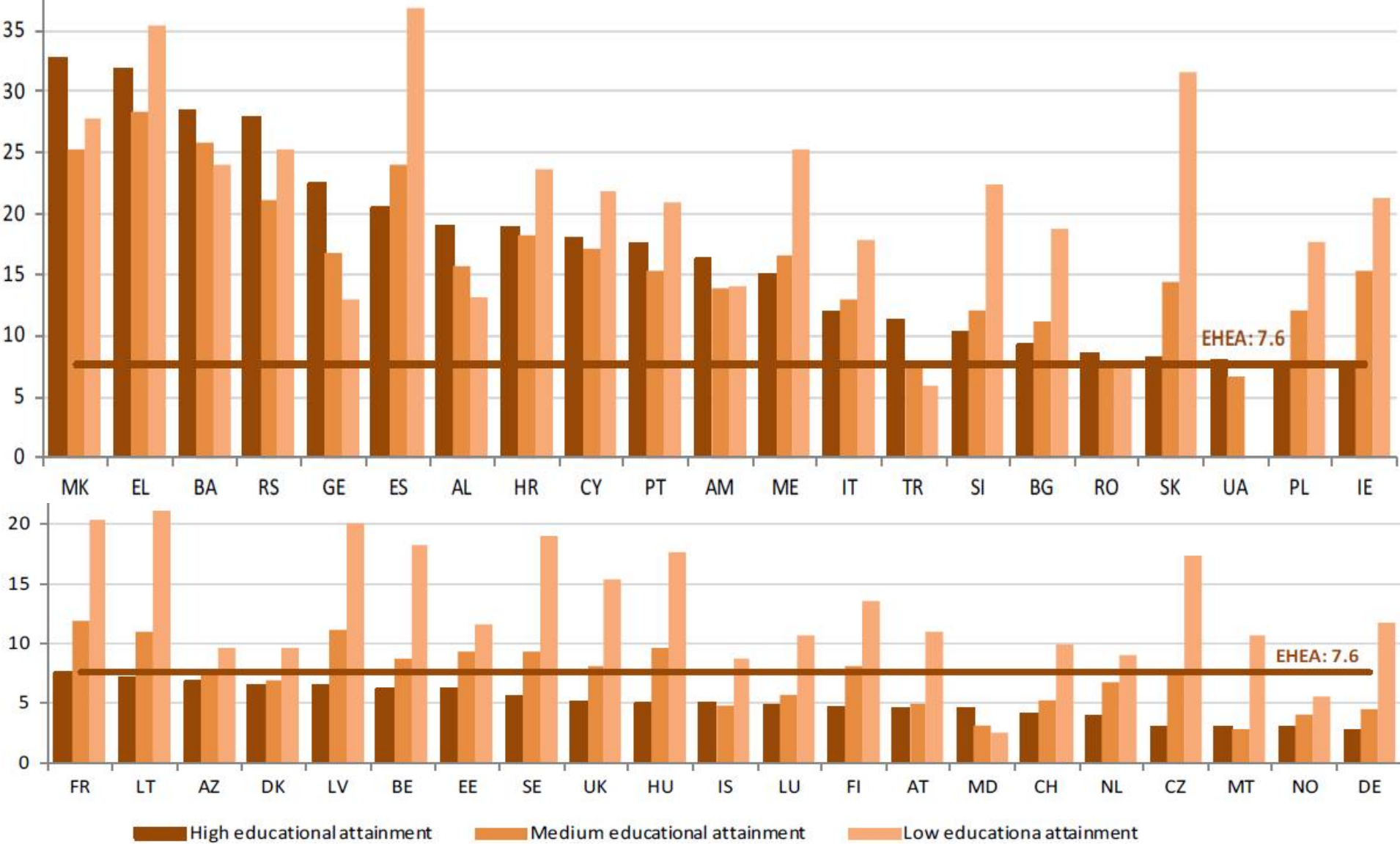VA
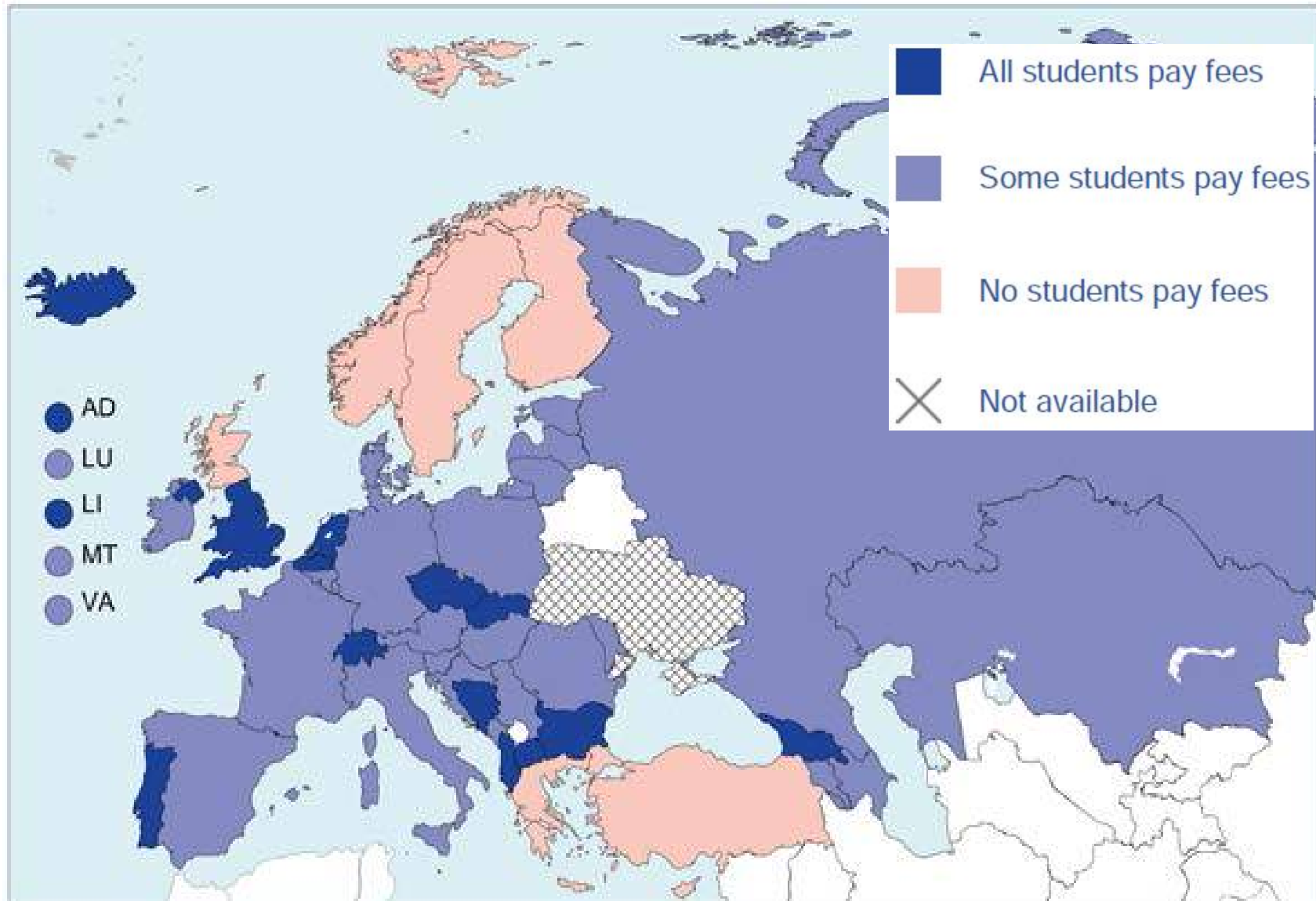
Systematic measurement of completion rates, 2013/14
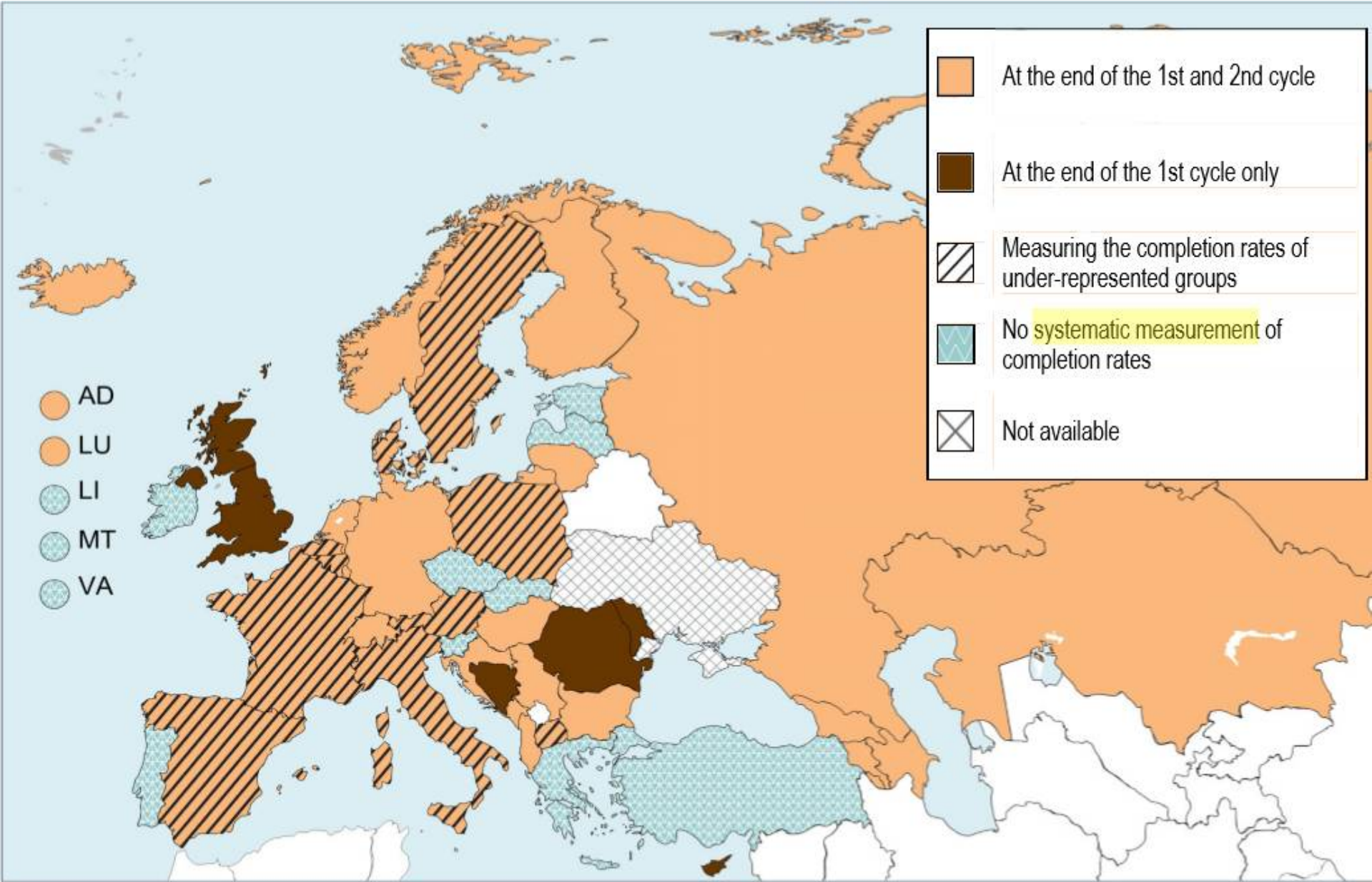
Unemployment ratio of people aged 20-34 by educational attainment level (%), 2013

EHEA: 7.6

EHEA: 7.6

■ High educational attainment   ■ Medium educational attainment   ■ Low educationa attainment
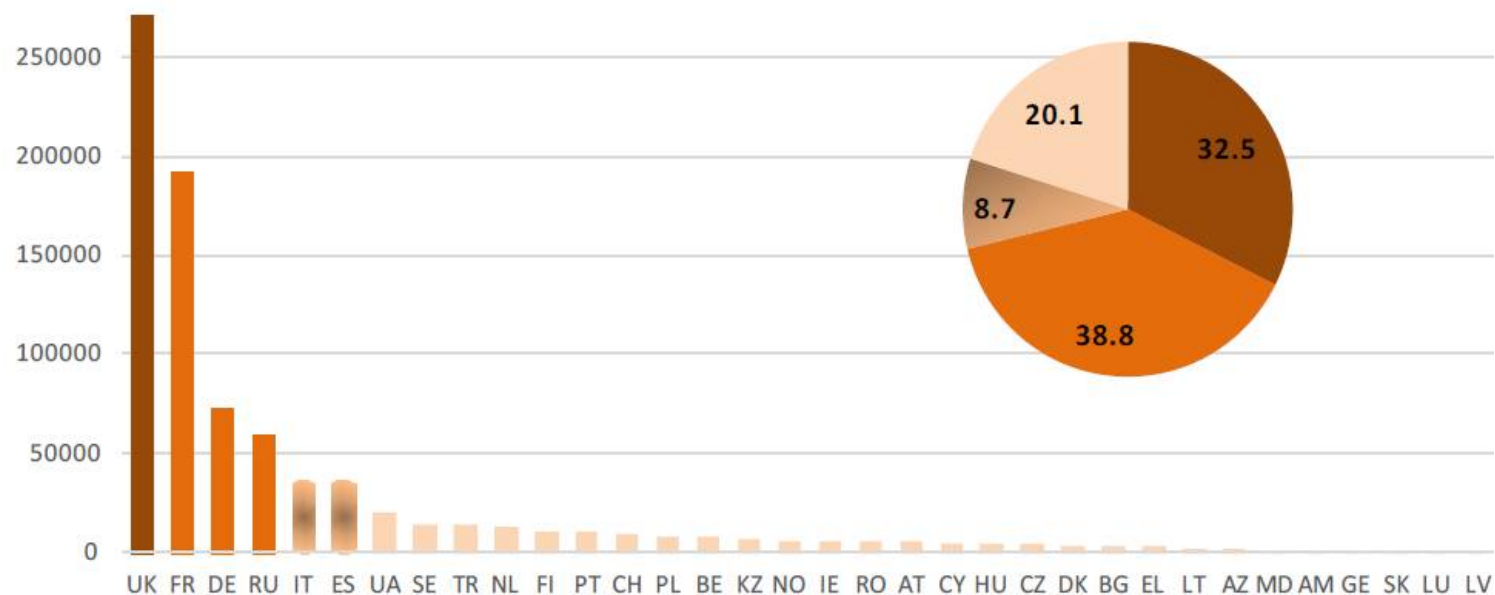
Holders of HE aged 25-34 employed in: *2013*
ISCO 1 or 2 (senior officials, managers and professionals),
ISCO 3 (technicians/ associate professionals) and in ISCO 4-9
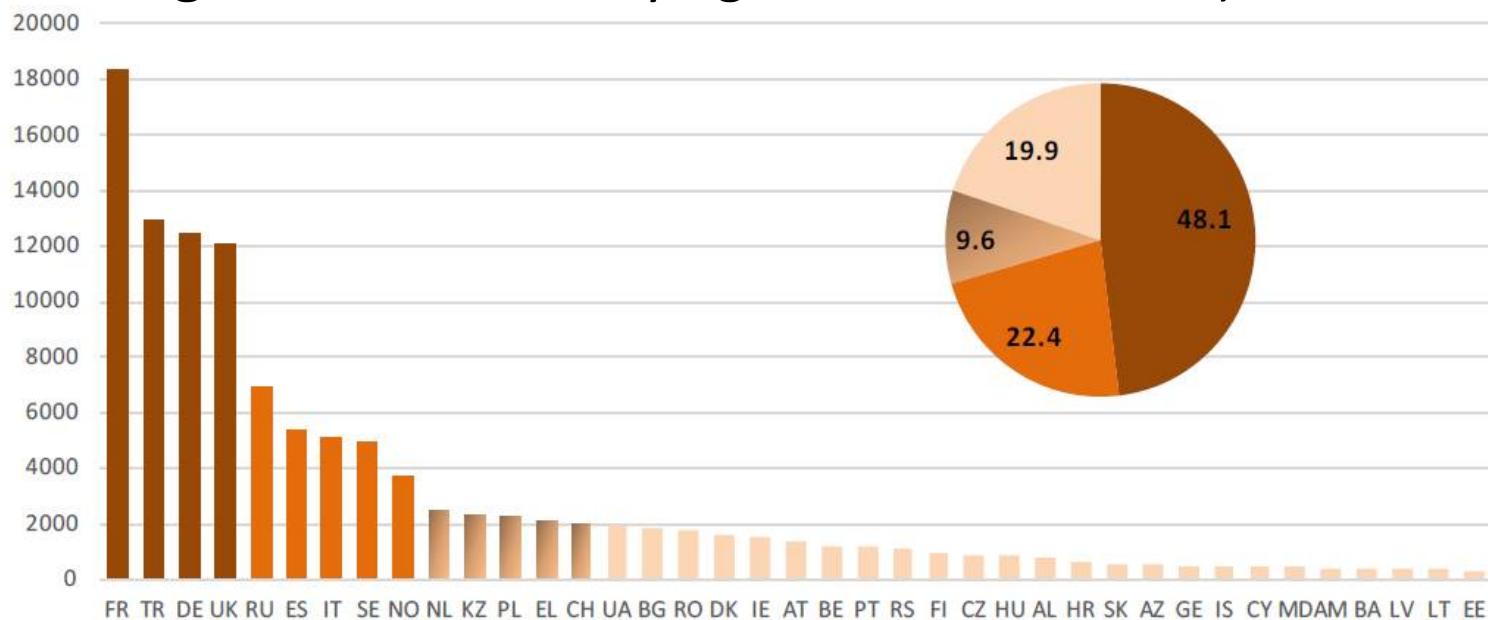
ISCO 1 AND 2 · ISCO 3 · ISCO 4 TO 9
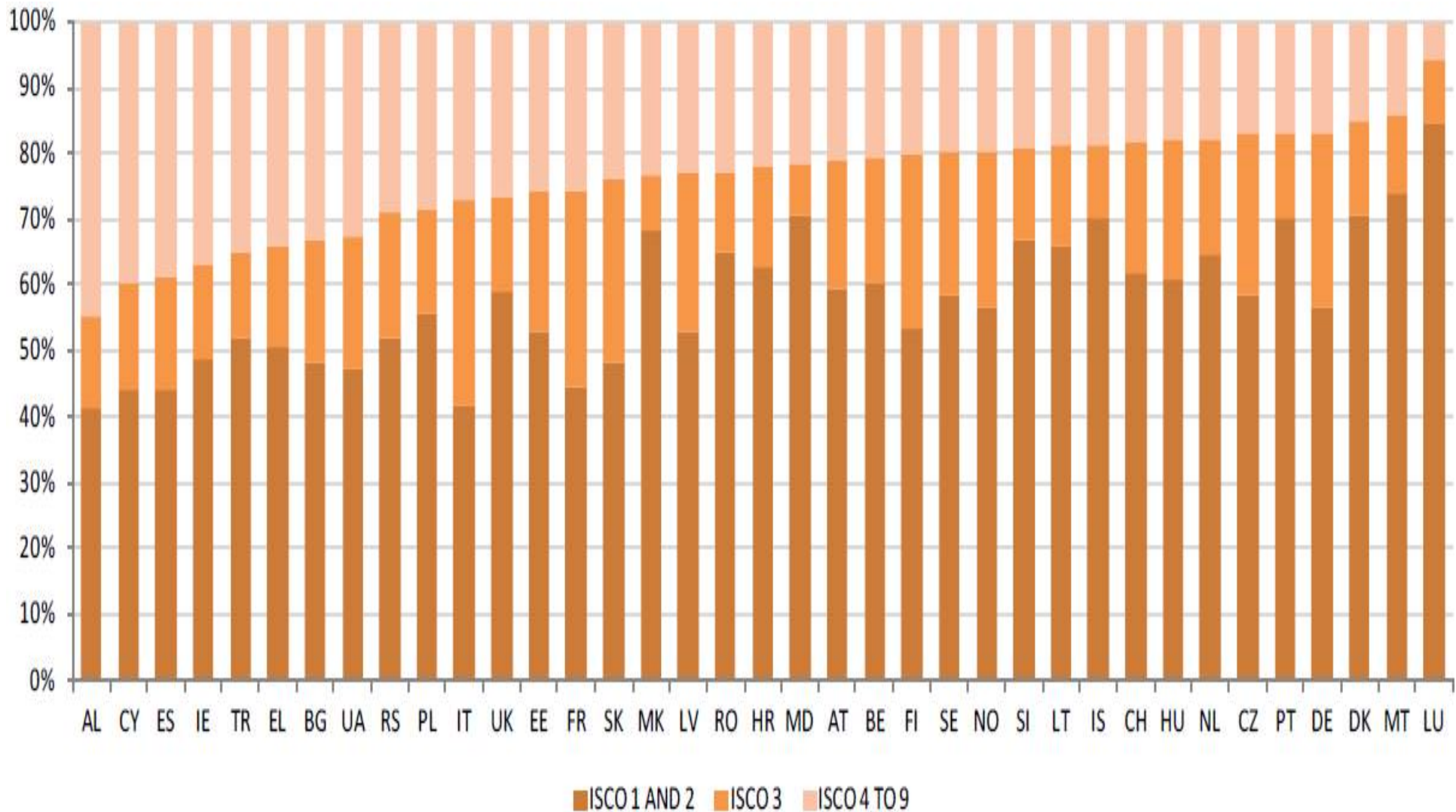
Budget for internationalisation in HE and research
2013/14
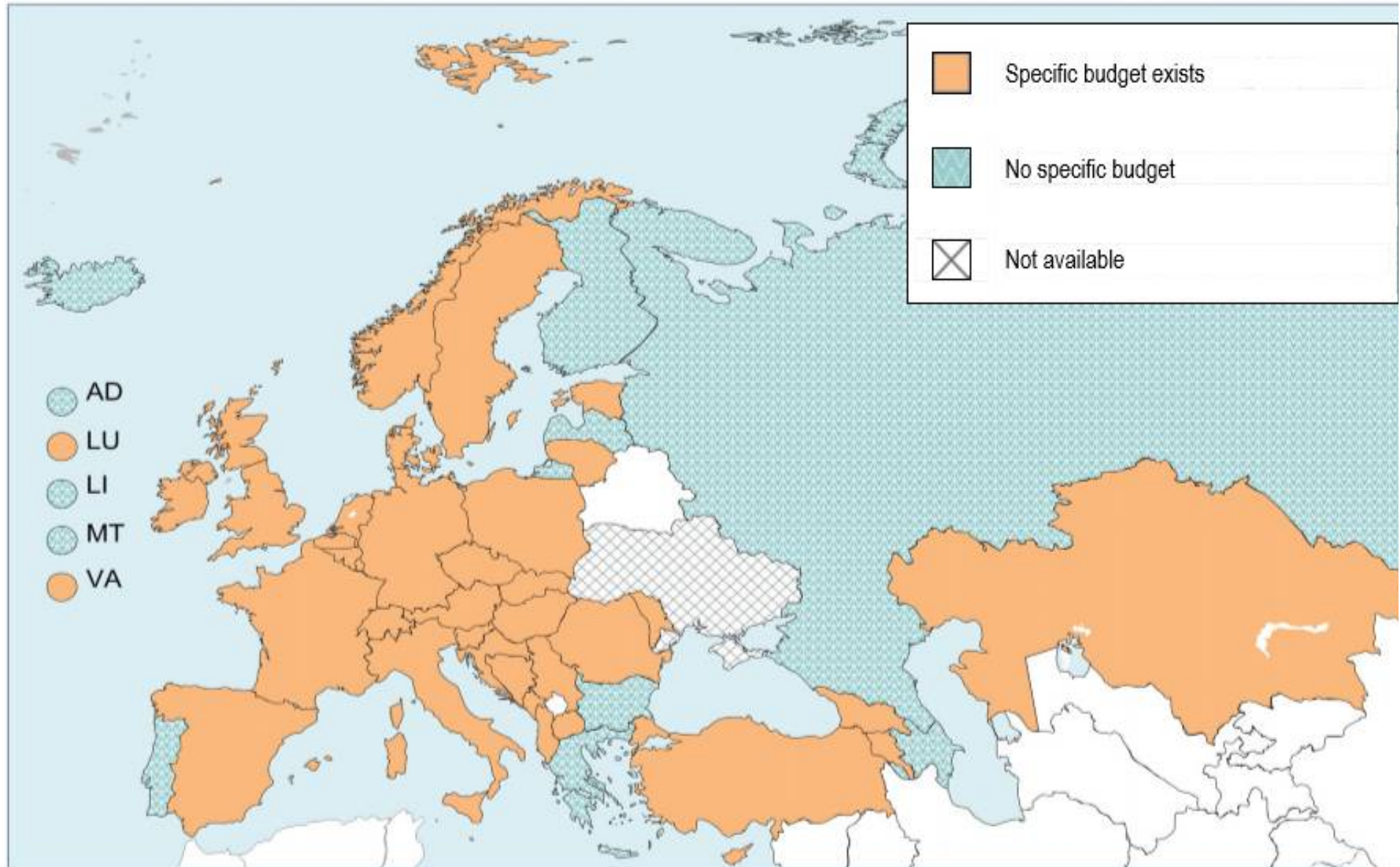
INCOMING degree students from outside EHEA by destination, 2011/12

OUTWARD degree students studying outside the EHEA, 2011/12

Main Priorities for 2015-2018 period

- Enhancing the quality and relevance of learning
- Fostering the employability of graduates throughout their working lives
- Making our systems more inclusive
- Implementing agreed structural reforms

- The governance and working methods of the EHEA must develop to meet these challenges

Commitments of ministers I

➢ include short cycle qualifications in qualifications framework of for the EHEA (QF-EHEA);

➢ encourage employers to make appropriate use of **all HE qualification**s, **including the 1st cycle**;

➢ ensure reliable **information** on graduates' **career patterns and progression in labour market** for HEI leaders, potential students, parents & society;

➢ **review national legislations** with a view to **fully complying with the LRC*** and ENIC/NARIC to prepare analysis by the end of 2017;

➢ remove obstacles to RPL to facilitating award of qualifications and credits on the basis of prior learning;

Commitments II

➢ review national QFs, to ensuring that learning paths for the RPL;

➢ establish a group of countries/organizations to facilitate **professional recognition**;

➢ promote **staff mobility**;

➢ promote portability of **grants and loans**;

➢ make HE systems **more inclusive** (implementing the EHEA social dimension strategy;

➢ ensure that qualifications from EHEA countries are automatically recognized;

➢ enable our HEIs to use EQAR registered agency