

Trends 2010

A decade of change in European higher education

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Presentation overview

- The Trends report: aims and methodology
- Context setting: a decade of change in European higher education
- European higher education institutions in the Bologna decade
- A four-point agenda for the European Higher Education Area

Trends 2010: Major aims and objectives

- Overview of overall progress towards the EHEA during the Bologna decade
- The Bologna reforms in the context of international trends, European policies, and national reforms
- The perspective of higher education institutions
- An agenda of priority actions for the next decade, building on the achievements of the last

Trends 2010 Methodology

HEI
questionnaire:
N=831

NRC
questionnaire:
N=27

28 Institutional
site visits in 16
countries
(incl. Russia)

2 Focus groups

Interviews with
regulated
professions

EUA studies:
Masters,
autonomy,
diversity

Bologna
reports:
Stocktaking,
Eurydice, ESU

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- **Context setting: a decade of change in European higher education**
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Context setting: International trends

- Globalisation and internationalisation
 - Rise of knowledge-driven economies
 - A second revolution in information technology
- ⇒ Inter-regional competition
- ⇒ ready access to knowledge

Context setting: European policies

- European trends (in addition to the international trends):
 - ✓ Massification: overall participation rates are up by 25% on average (1998 and 2006)
 - ✓ Demography
 - ⇒ European policies:
 - Bologna Declaration
 - Lisbon Strategy
 - Modernisation agenda for universities

The brave new world of higher education: National responses - A whirl of new policies

- Most countries have introduced at least **3 significant new policies** alongside the Bologna Process

Policy change	Number of countries
QA	18
Research	15
Autonomy	12
Funding	12

The brave new world of higher education: National responses (2)

- **Shape and size of systems are changing:**
 - ✓ Significant rise in number of enrolled students
 - ✓ Significant increase in the number of institutions
 - ✓ Mergers or federated structures
- **International strategy**
 - ✓ Many countries have a national international strategy
 - ✓ Geographical targets reflects national economic and political interests

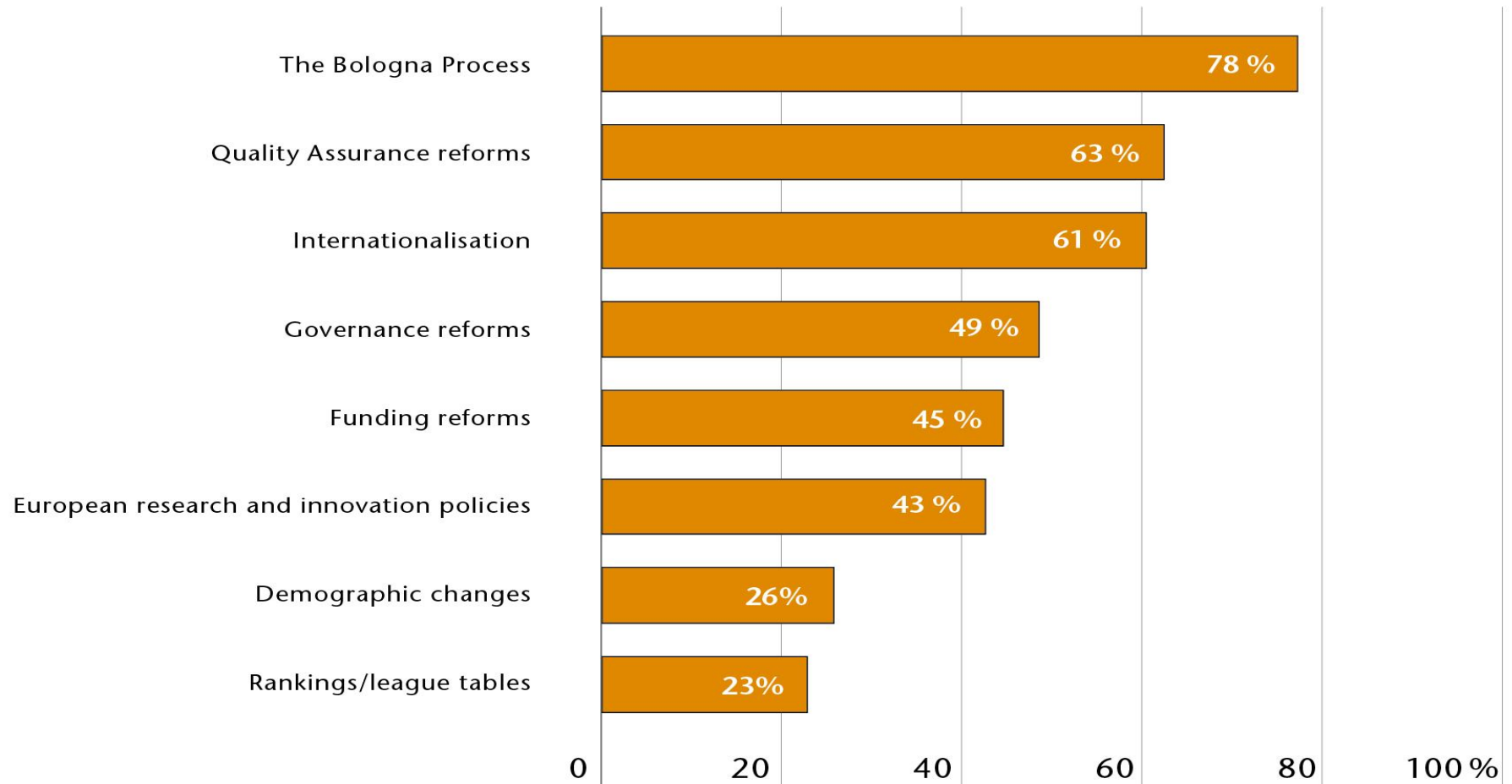
The brave new world of higher education: National responses (3)

■ Social dimension:

- ✓ Increased awareness
- ✓ Most countries have a LLL strategy. Definitions & parameters vary, but there is general agreement that the imperative is to ensure that HE is available to citizens throughout their lifetimes and not just to school-leavers on a full-time basis
- ✓ National strategy for widening participation in 14 countries

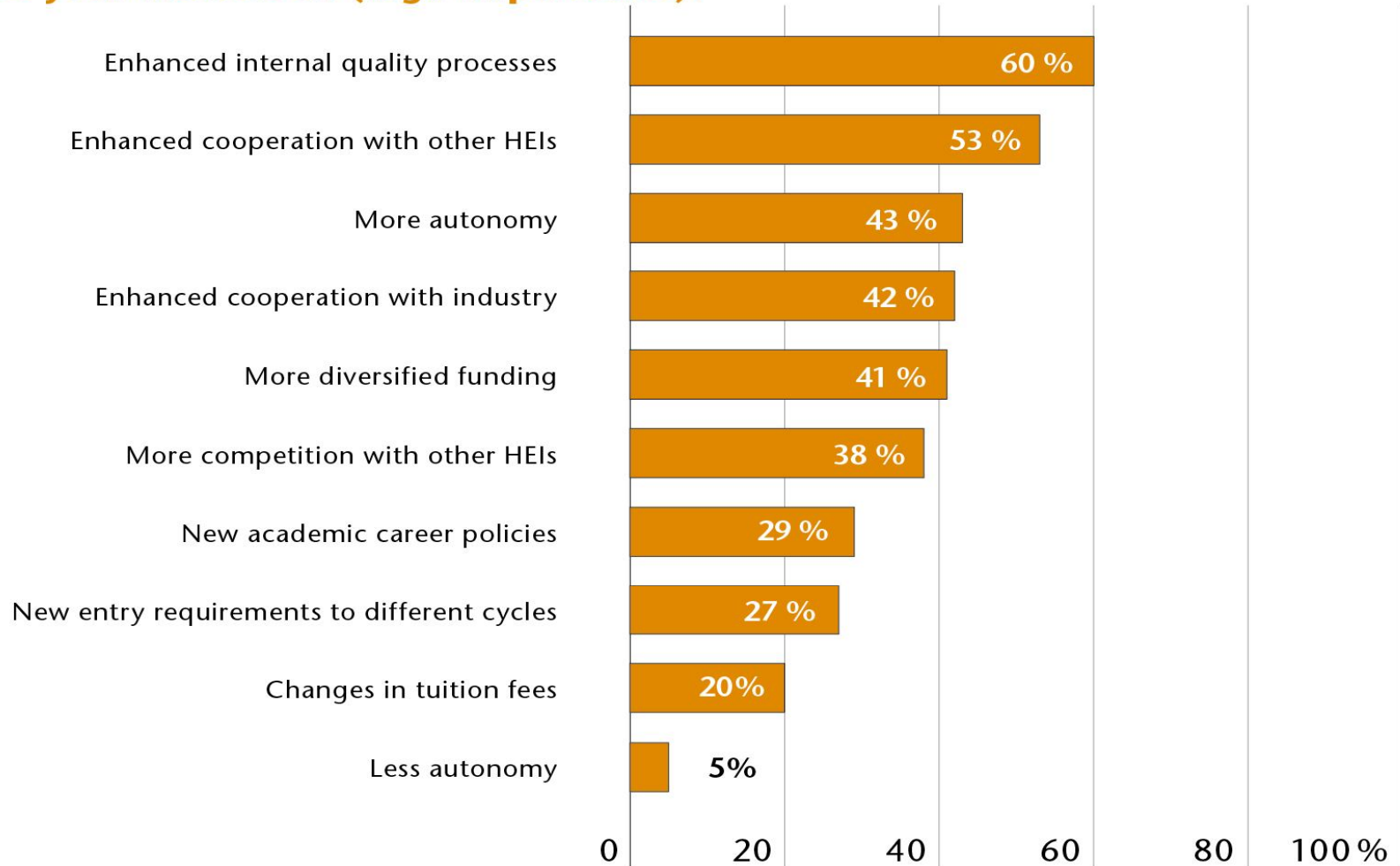
The metamorphosis of European HE

Table 4. Q7a. Over the past three years, how important have the following developments been for your institutional strategy (high importance)?



The metamorphosis of European HE (2)

Table 2. Q8. Over the last ten years, how important have the following changes been to your institution (high importance)?



The metamorphosis of European HE (3)

- More competition:
 - ✓ Brain wars
 - ✓ Rankings
 - ✓ Marketing
- More cooperation:
 - ✓ With other HEIs
 - ✓ With stakeholders
- More responsiveness:
 - ✓ LLL agenda
 - ✓ Access

The metamorphosis of European HE (4)

- Education (Bologna): renewed emphasis at all three levels, on learning outcomes, employability, mobility, quality and internationalisation
- Research and innovation (Lisbon): ERC, knowledge triangle

The metamorphosis of European HE (5)

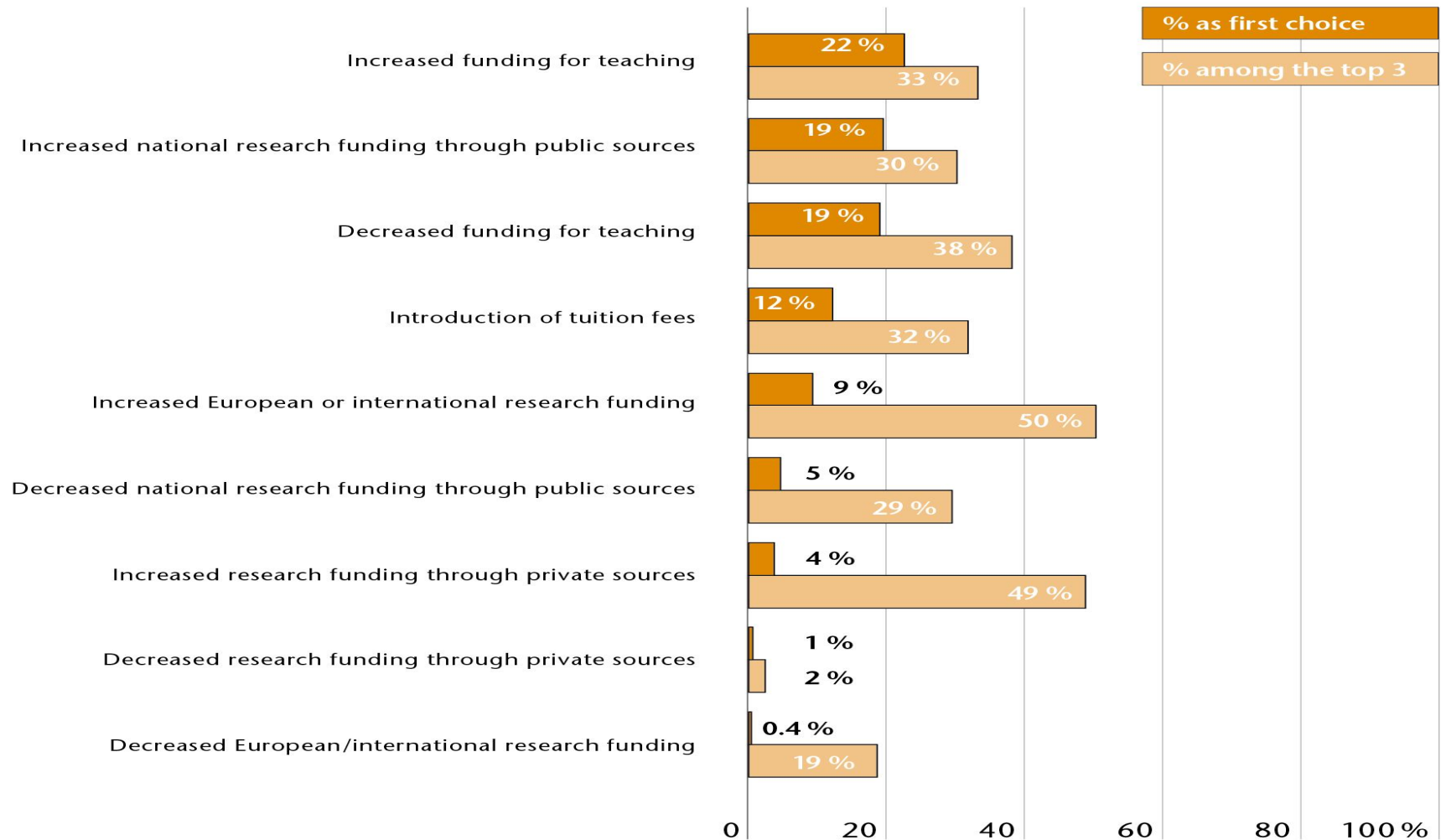
Impact on governance and management

- Shift from internal to external boards
- Greater autonomy and accountability requirements + internal quality
- New administrative functions and more professionalism
- More importance of top management teams and reduced collegial decision making



The metamorphosis of European HE (6)

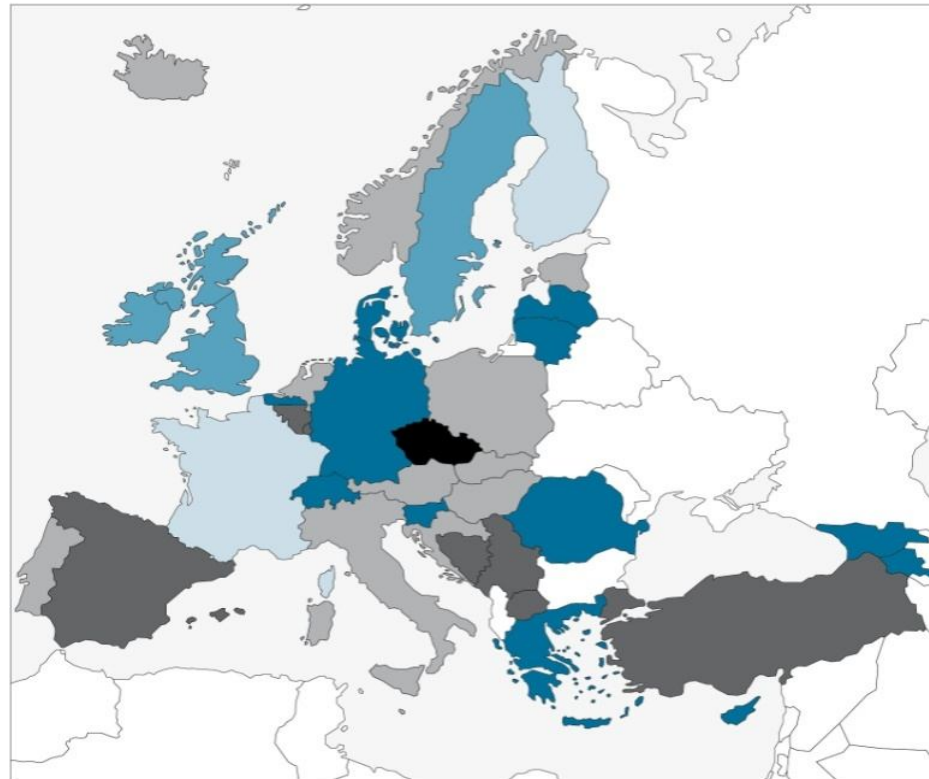
Table 3. Q9. In the past five years what have been the three most important developments in the funding of your institution?



The Bologna Process in the changing European policy landscape

Trends 2010 (2010)

Map 14 — Developments that will most affect higher education institutions in 5 years' time (by largest group of respondents)



Quality Assurance reforms	13
Funding reforms	5
Governance reforms	2
European research and innovation policies	1
The Bologna Process	7
Internationalisation	12

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Key issue 1: Implementation of degree structure

- 95% have implemented the new structure
- 77% have reviewed curricula in all departments
- 53% have developed learning outcomes in all courses (and 32% in some courses)
- 46% have modularised their study programmes.
- Rapid change at doctoral level
- But:
 - ✓ A number of implementation problems with regulated professions
 - ✓ Compressed 1st degrees => students' stress and lack of flexibility
 - ✓ Proliferation of masters

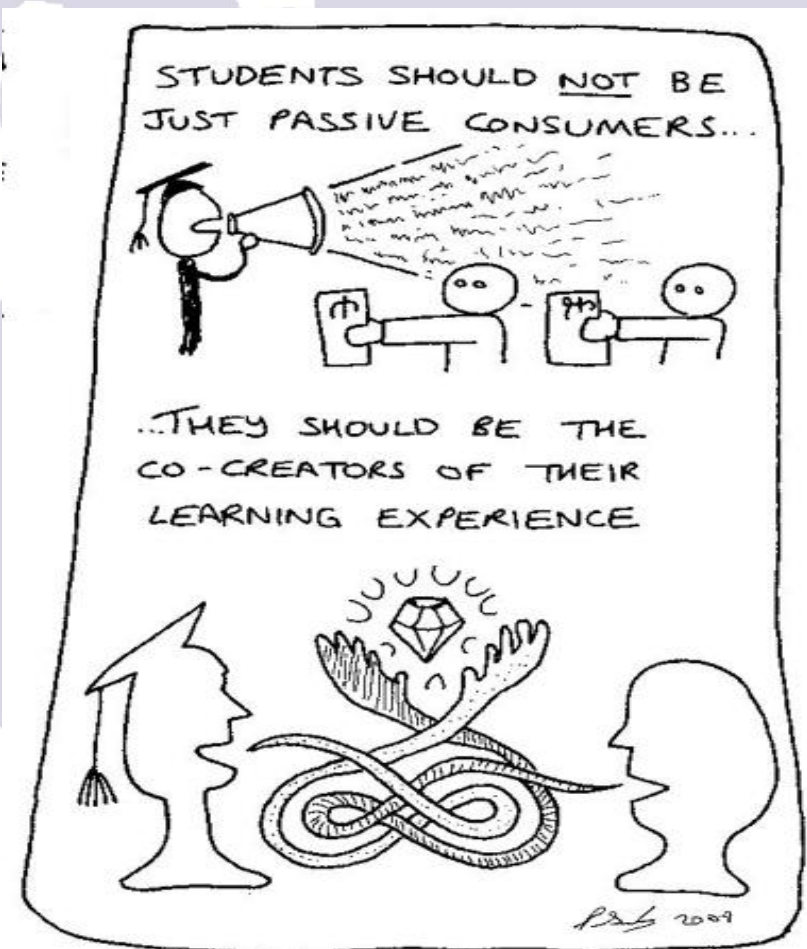
Key issue 2: Acceptance of degree structure

- Large majority of NRCs see employability as a priority when implementing the 3-cycle system – but minority do NOT
- In some countries:
 - ✓ Weak acceptance of bachelor within institutions => general tendency is to encourage bachelors to continue with a master
 - ✓ Deficit of national dialogue with employers: serious doubts about employability of bachelors persist
- Relatively few countries/institutions monitor their bachelors' careers
- ISCED aggregates bachelor/master levels

Key Issue 3: Student-centred learning

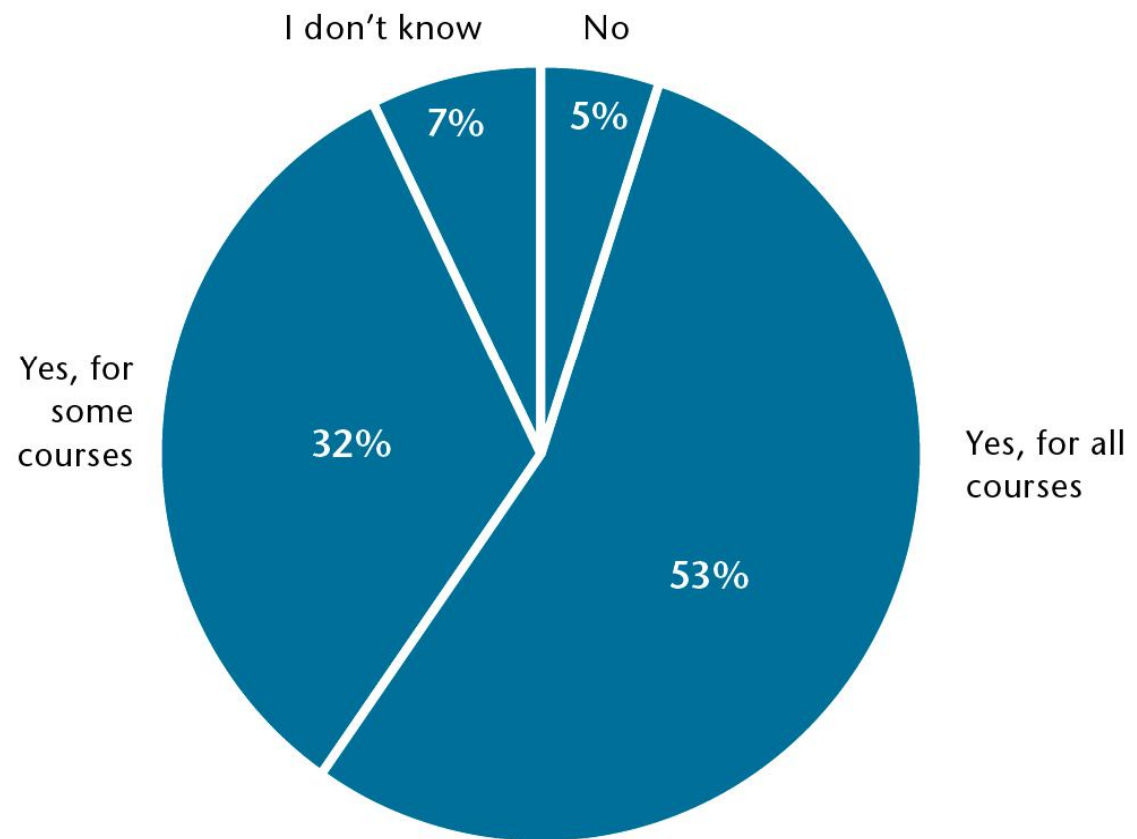
Student-centred learning

- ✓ Three separate cycles, supported by modularisation and clearly defined learning outcomes
- ✓ Pedagogical and curricular renewal
- ⇒ Supporting students' learning in a life long perspective



Key issue 4: Building flexible curricula

Table 14. Q19. Have Learning Outcomes been developed?



Key issue 4: Building flexible curricula ECTS, Diploma Supplement and qualifications frameworks

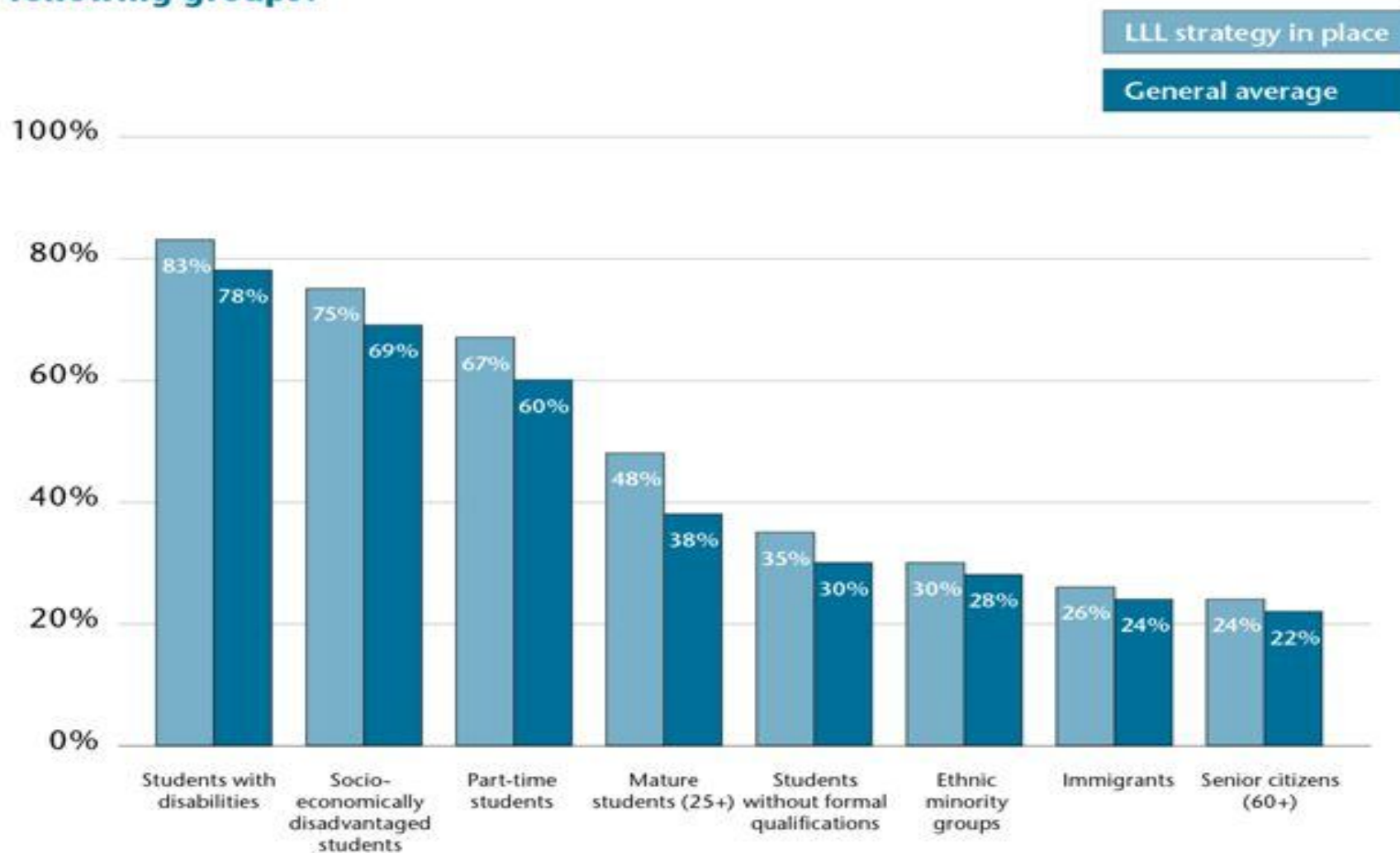
- Use of ECTS is spreading but with variations
 - Use of DS is spreading but as an administrative task, disconnected from LOs and QFs
 - Progress is being achieved in developing national qualifications frameworks (NQF) but...
 - Institutions' understanding is growing (from 24% to 38%)
 - There have been some rare and very successful efforts, at national level, to delegate to institutional actors, through their rectors' conferences, the task of discussing (but in some cases also developing and implementing) NQFs.
- ⇒ The link between the various Bologna tools are not always being exploited to their full potential

Key issue 5: Responding to the challenges of LLL

- Lifelong learning is regarded either
 - as a strategy within which all education is provided in a lifelong perspective (five countries subscribe to this concept)
 - as providing of a series of activities outside mainstream education (can be found in nearly all European HEIs)
- Little growth in LLL institutional strategies
 - ✓ Renewed challenge to ensure that the introduction of student-centred learning facilitate European citizens access to higher education
 - ✓ In cooperation with other stakeholders
 - ✓ Autonomy to rise to the challenge

Key Issue 5: Social cohesion and access to HE

Table 24. Q43. Do you have special policies in place to address the needs of the following groups?



Key issue 6: Student services

- Services are difficult to define and compare, because responsibility lies with different agencies in different countries.
- Career guidance is the fastest growing area, followed by growth in psychological counselling services.
- Clear evidence in Trends & through FEDORA network that guidance and counselling are inadequate for the challenges of greater and more diversified student profiles
- It is a necessity... but often overlooked.



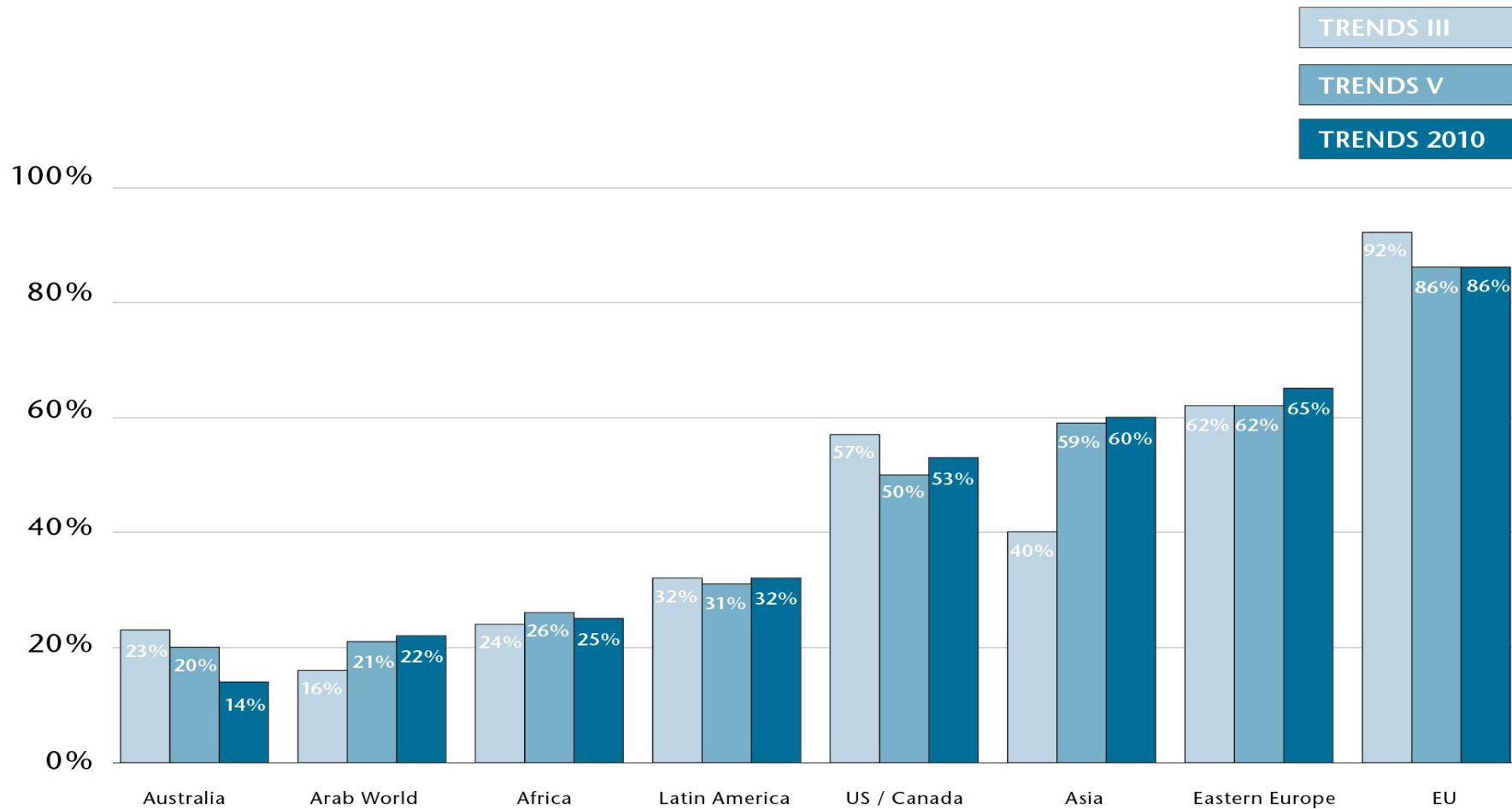
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Key issue 7

Internationalisation and mobility (1)

Table 25. Q53. In which geographical areas would your institution most like to enhance its international attractiveness?





Key issue 7 Internationalisation and mobility (3)

Table 27. Q36. Do you expect that the three-cycle degree structure provides more opportunities for students to move from one faculty or institution to another within a degree cycle (horizontal mobility)?

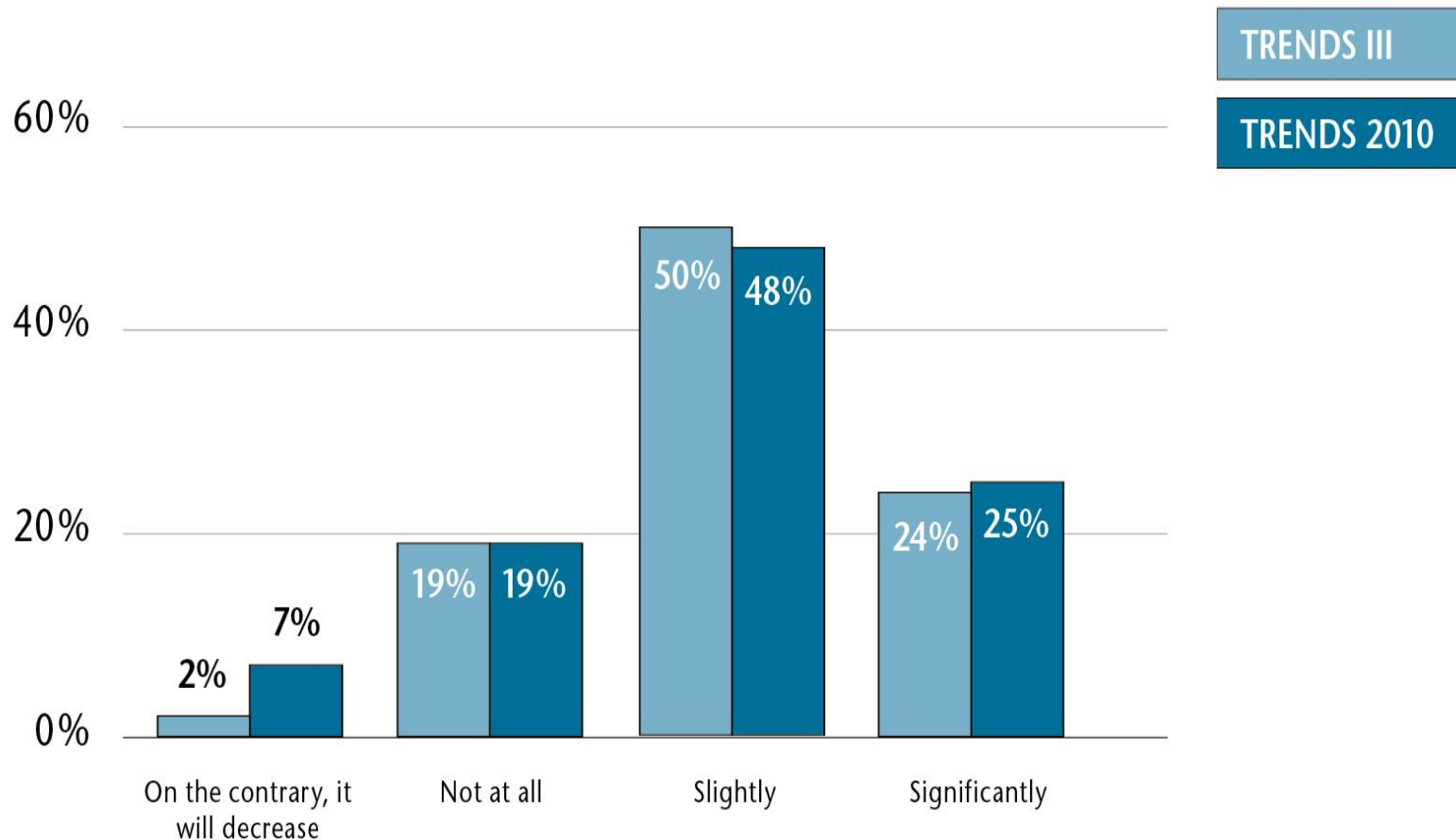


Table 26. Q37. Do you expect that the three-cycle structure provides more opportunities for students to move from one institution to another for the next cycle of study - e.g. from Bachelor to Master (vertical mobility)?

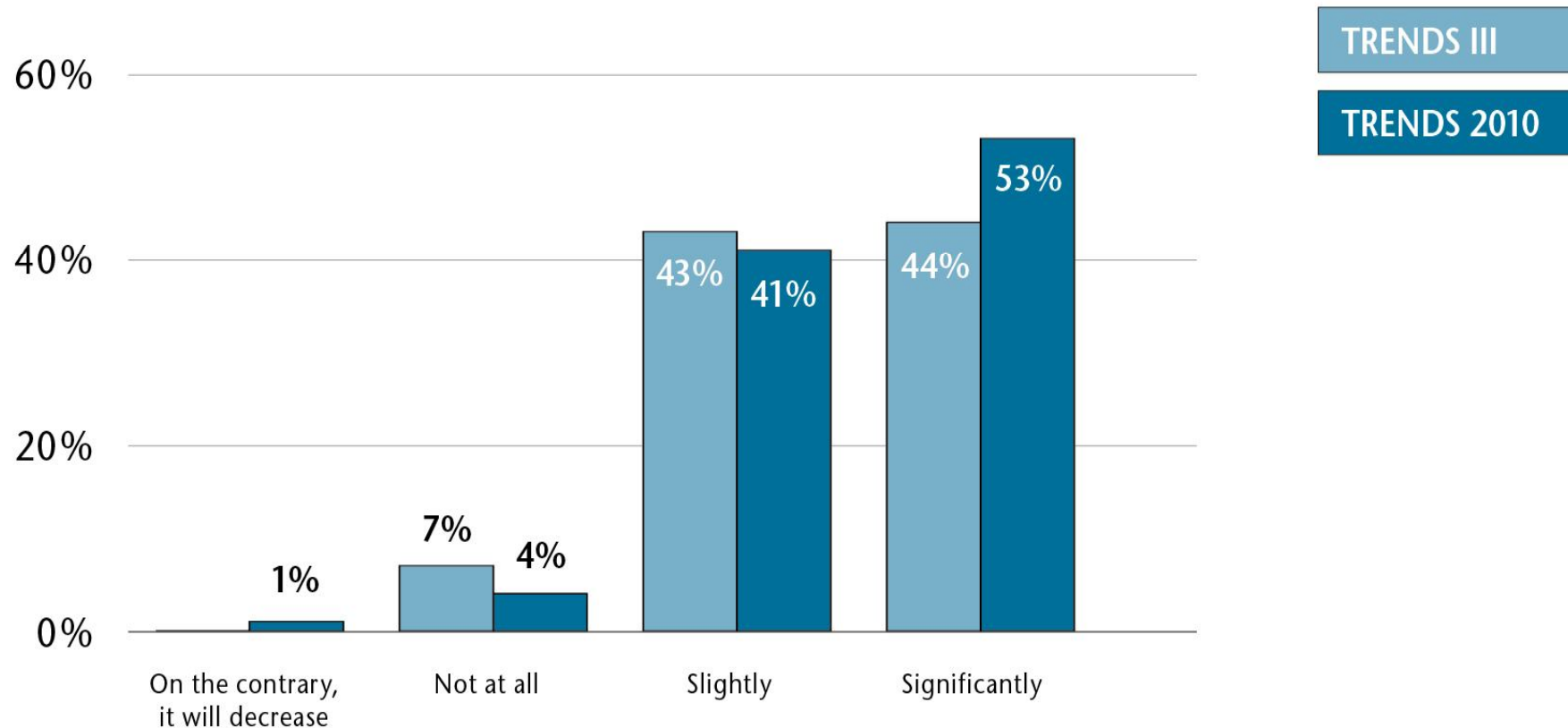
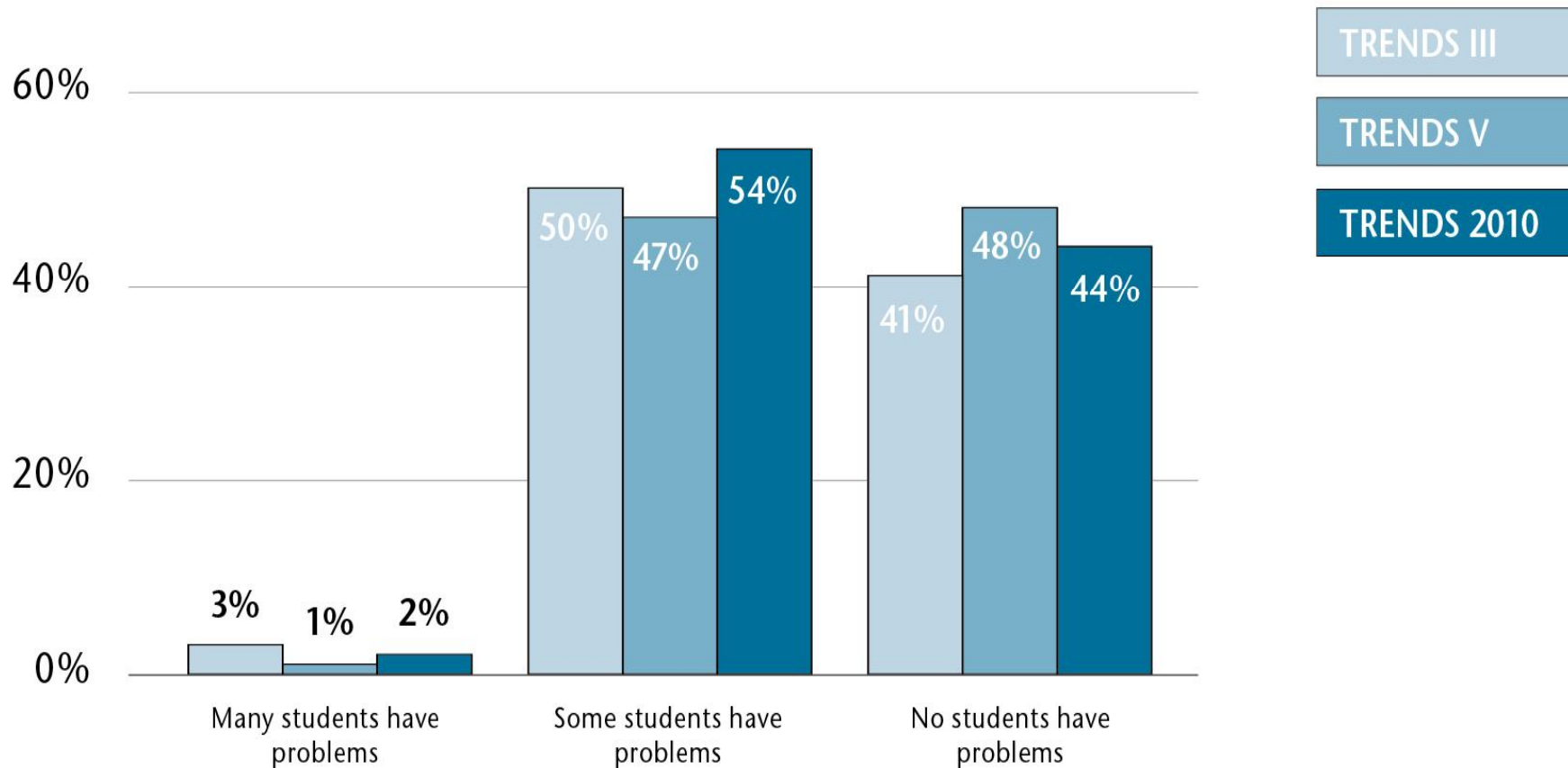


Table 29. Q28. Do students returning to your institution from study abroad encounter problems with the recognition of their credits?



Key issues 8: Quality architecture

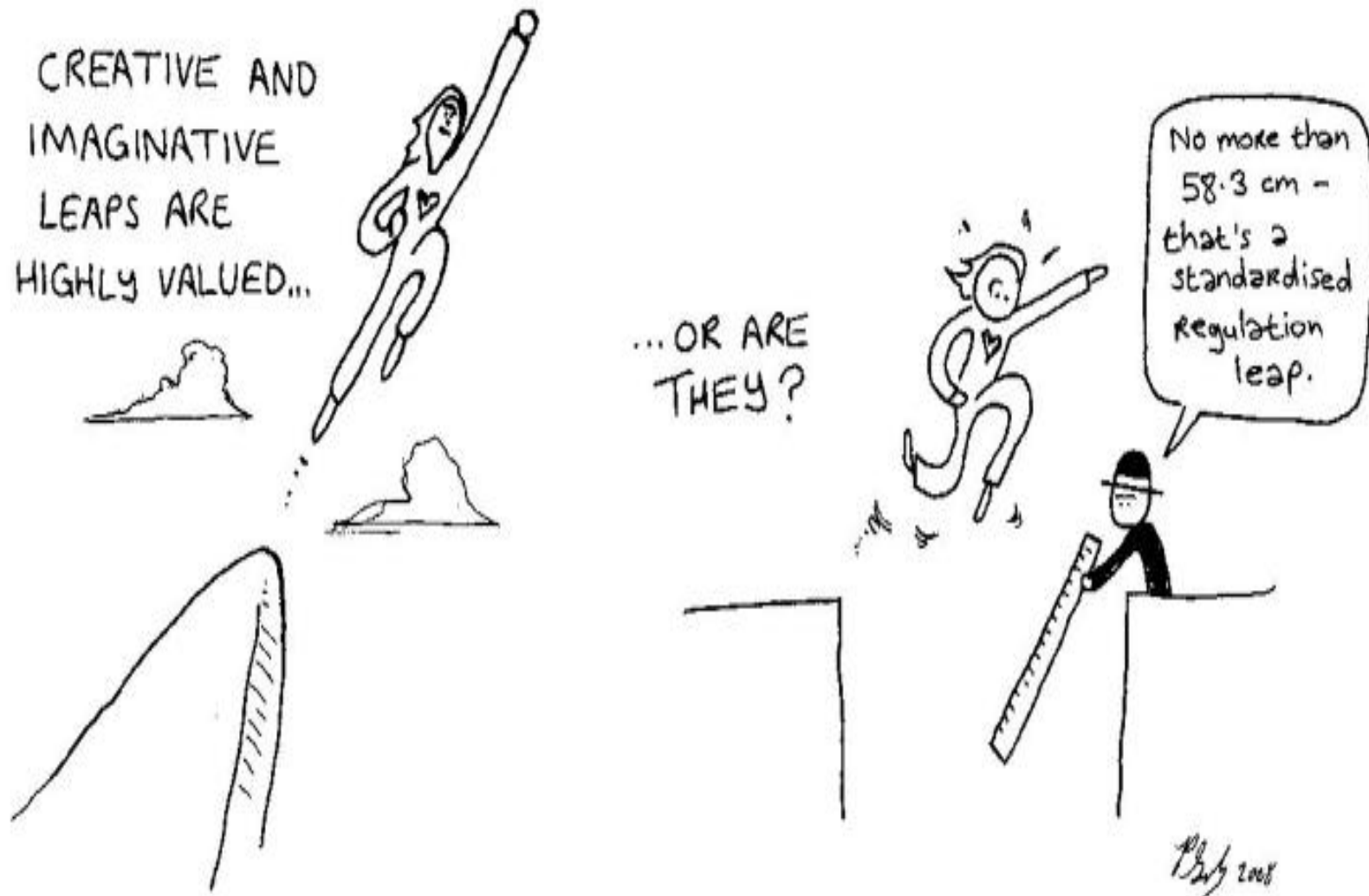
- European QA framework (ESGs and EQAR):
 - ✓ Internationalisation of panels
 - ✓ Greater involvement of students
 - ✓ Professionalisation of QA agencies
- National QA:
 - ✓ An accumulation of procedures
 - ✓ Predominance of QA at programme level
 - ✓ Spread of accreditation
- Institutional level:
 - ✓ Quality cultures are spreading: for 60% of HEIs, one of the most important changes in the past ten years
 - ✓ Quality cultures are reaching down



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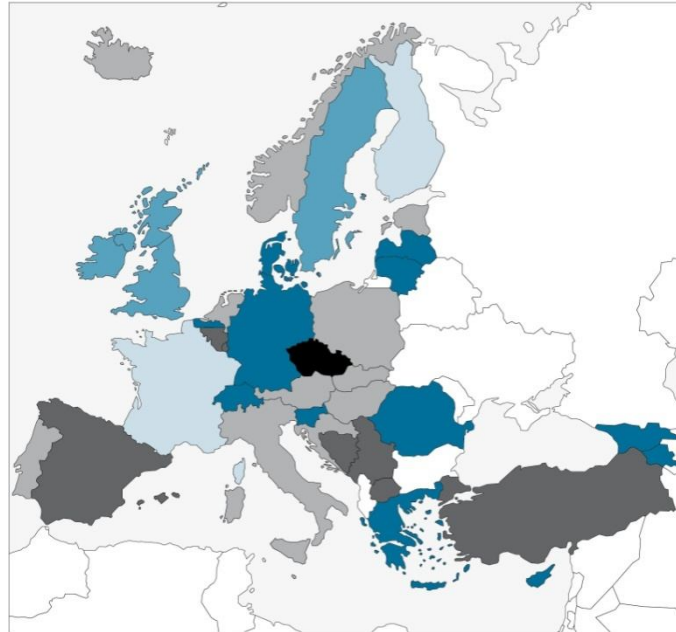
Key issues 8: Quality assurance, creativity and diversity



QA and internationalisation

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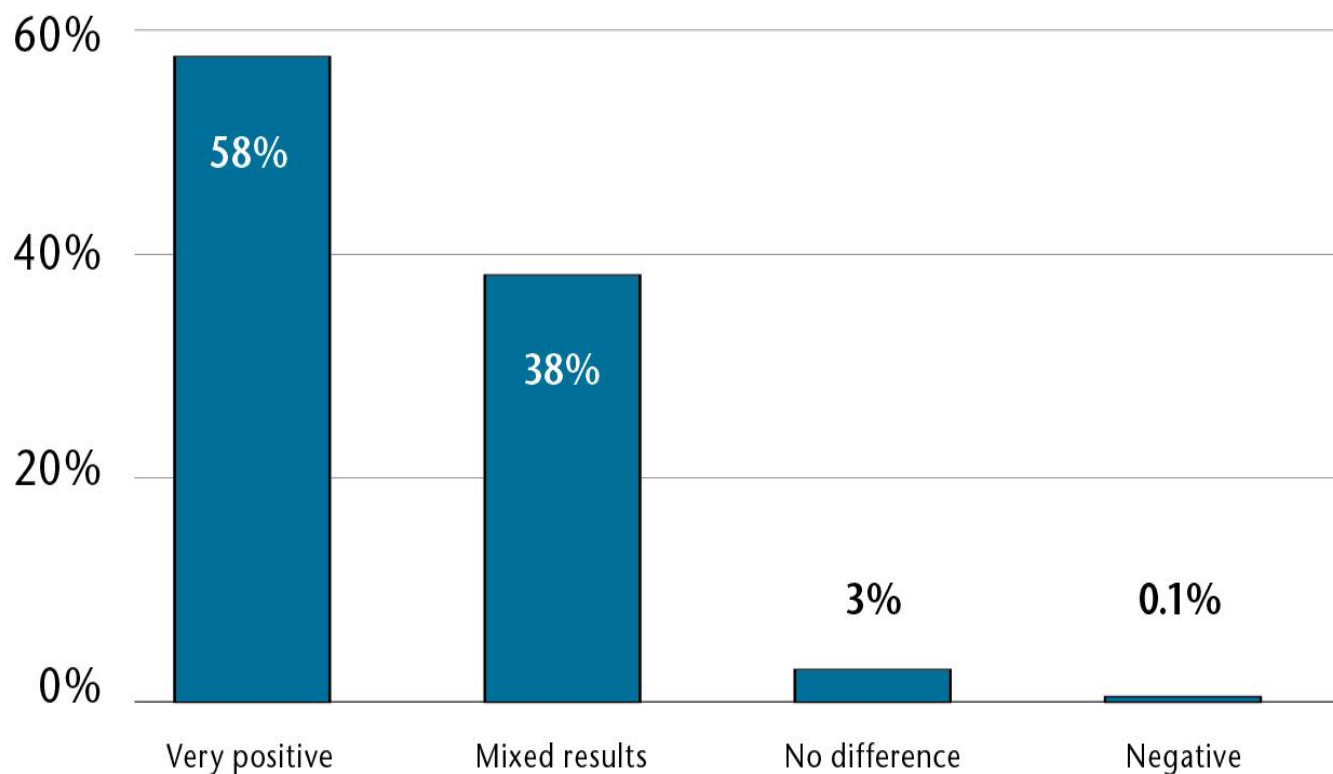
Key diagnostic

- The Bologna Process has been characterised by the progressive introduction, over ten years, of a number of tools and 'action lines'. This evolving agenda has been challenging:
 - ✓ although the Bologna tools and action lines are interlinked, this has not necessarily been clear to institutional actors
 - ✓ too often, the stress on the technical aspects of the action lines has obscured the underlying objectives

Key diagnostic (2)

- The Bologna Process has been embedded in a much wider set of changes, creating policy tensions and challenges
- Partnership of stakeholders has been a success factor at European level. Examples: QA/Doc education very successful parts of BP
- Partnership seems largely missing at national level => fragility of the change process

Table 5. Q6. In my institution, the realisation of the European Higher Education Area (EHEA) has been



Future challenges

- Importance of increased institutional responsibility and leadership in the further implementation of the Bologna Process
- Consider the different Bologna action lines in an integrated fashion
- Maintain the stakeholder decision-making model, which has proved successful

Future challenges (2)

- The next phase of implementation requires sustained effort, funding, time and institutional autonomy
- Communicate clearly to the public and stakeholders the benefits of the change. Particularly employers are still not fully informed and academics and students not always on board with the usefulness of 'Bologna degrees', especially with the first-cycle award and need to be engaged in the discussion better.

Future challenges (3)

The role of BFUG in Bologna 2020?

- Understanding that Bologna is a means to an end.
- Setting a vision for the future.
- Focusing on the underlying objectives: to equip learners – young and old – to play their part in society and prepare them to be European and global citizens through the acquisition of high-level skills.

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1. European citizens for the 21st Century: Lifelong access to learning

The central aim ... is to promote a discussion, involving all partners, of the kind of citizens Europe needs for the 21st Century, to consider its implications for higher education systems and institutions, and to find an appropriate balance between European convergence and national and institutional diversity.

2. A partnership to support quality, creativity and innovation

The current stress on indicators in the Bologna Process should not overshadow the importance of keeping a balance between accountability and improvement, quality measurement and quality assurance, and a thoughtful articulation between what needs to be done internally (at the level of institutions) and externally (by governmental or quasi-governmental agencies).

3. A European identity in the world

The growing European identity in the world – while strong at policy level – still seems to leave practical aspects of institutional behaviour unaffected. There is little joint European cooperation outside Europe, with each European country pursuing its own internationalisation strategy despite the “Global dimension strategy” adopted at the 2007 Bologna Ministerial meeting... the question as to whether European cooperation will not be diluted in internationalisation will require monitoring in future years.

4. The European Knowledge Area

