



# Eiropas Augstākās izglītības telpa : indikatori 2015 progresa ziņojumam

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Eiropas darba grupas vadītājs

# Bucharest Communiqué

- “ **Europe is undergoing an economic and financial crisis** with damaging societal effects.
- “ **HE is an important part of the solution to our current difficulties**, it should be at the heart of our efforts to overcome the crisis – now more than ever.
- “ **We commit to securing the highest possible level of public funding for higher education and drawing on other appropriate sources, as an investment in our future.**
- “ We confirm our **commitment to public responsibility for HE.**
- “ We recognise the importance of **developing appropriate funding instruments** to pursue our common goals.
- “ We stress the importance of **more efficient governance and managerial structures at HEIs.**

## Priorities

- “ Strengthen policies of **widening access and raising completion rates**;
- “ Establish conditions that **foster student-centred learning**, innovative teaching methods;
- “ **Allow EQAR-registered QA agencies to perform their activities across the EHEA**, while complying with national requirements;
- “ **Enhance employability, LLL, entrepreneurial skills** through improved cooperation with employers, especially in the development of educational programmes;
- “ Ensure that **NQFs, ECTS implementation and DS is based on learning outcomes**;

## Priorities 2

- “ Countries that cannot finalise the **implementation of NQFs** by the end of 2012 to **redouble their efforts and submit a roadmap for this task**;
- “ **Implement the strategy “Mobility for better learning”**;
- “ Promote quality, transparency, employability and mobility **in the third cycle, building additional bridges between the EHEA and the ERA**;

## Priorities 3

- “ Work to ensure that the **ECTS Users’ Guide** fully reflects the state of on-going work **on learning outcomes and recognition of prior learning**;
- “ **We will revise the ESG** to improve their clarity and usefulness.  
Proposal to be prepared by the  
E4 group + EI, BUSINESSEUROPE and EQAR

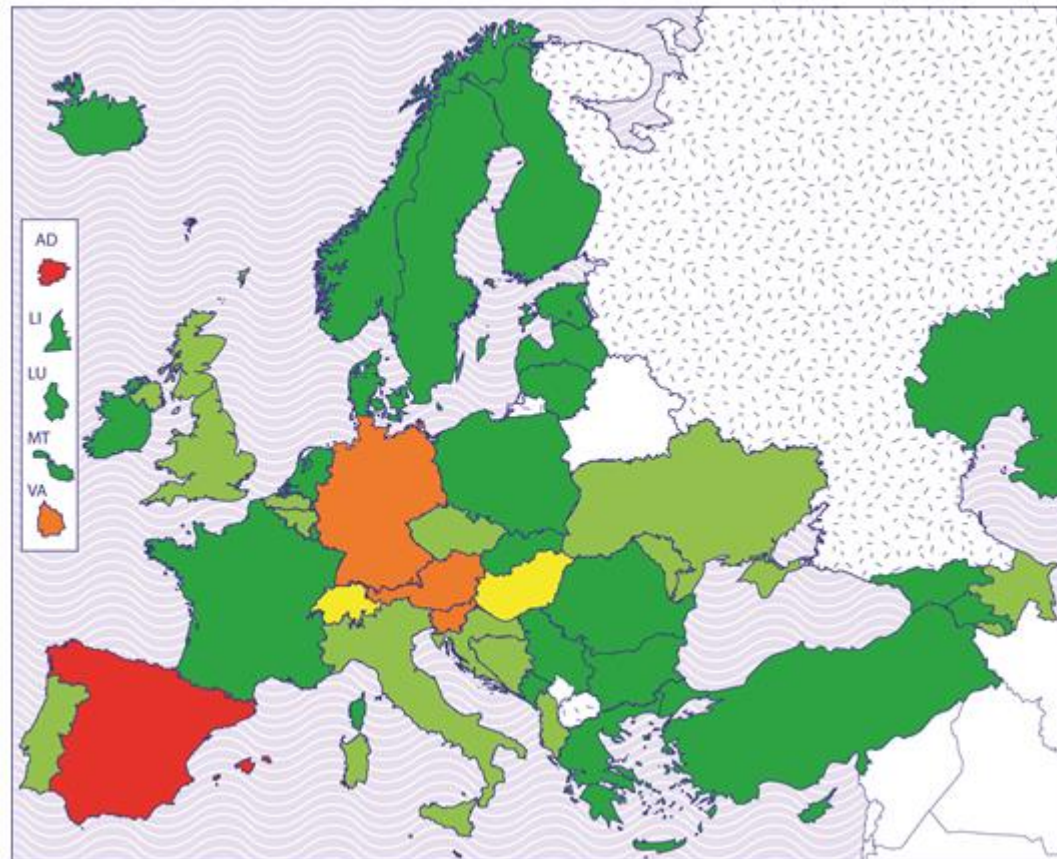
## Priorities 4

- “ Examine national rules and practices relating to **joint programmes & degrees**
- “ Support the work to **explore ways** to achieve the **automatic academic** recognition of comparable degrees;
- “ **Review our national legislation** to comply with the Lisbon Recognition Convention.
- “ Encourage HEIs and QA agencies **to assess institutional recognition procedures in internal and external QA.**

## Priorities 5

- “ We will strive to make **higher education systems easier to understand** for the public, and especially for students and employers.
- “ We will support the improvement of current and developing **transparency tools** in order to make them more user-driven and to ground them on empirical evidence.
- “ We aim to reach an agreement on **common guidelines for transparency** by 2015.

# Novērtēšanas Indikators n1: 3 ciklu sistēmas ieviešana



	2012† Report**	2009† Report**	
■	26	31	
■	13	10	
■	2	3	
■	4	3	
■	2	1	

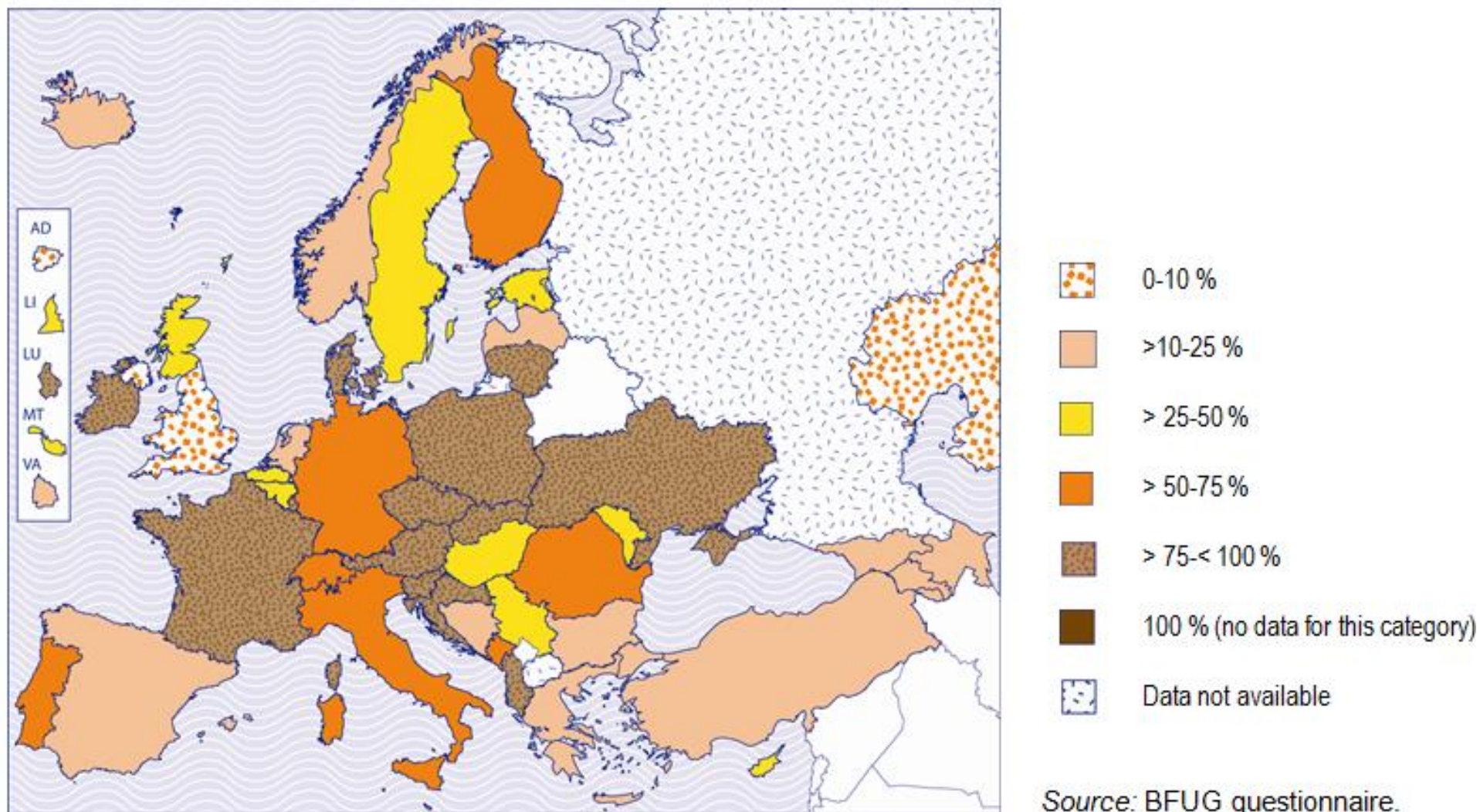
† Sources: Eurostat and BFUG questionnaire, 2011.†

\*\* Source: Rauhvargers, Deane & Pauwels, 2009.α

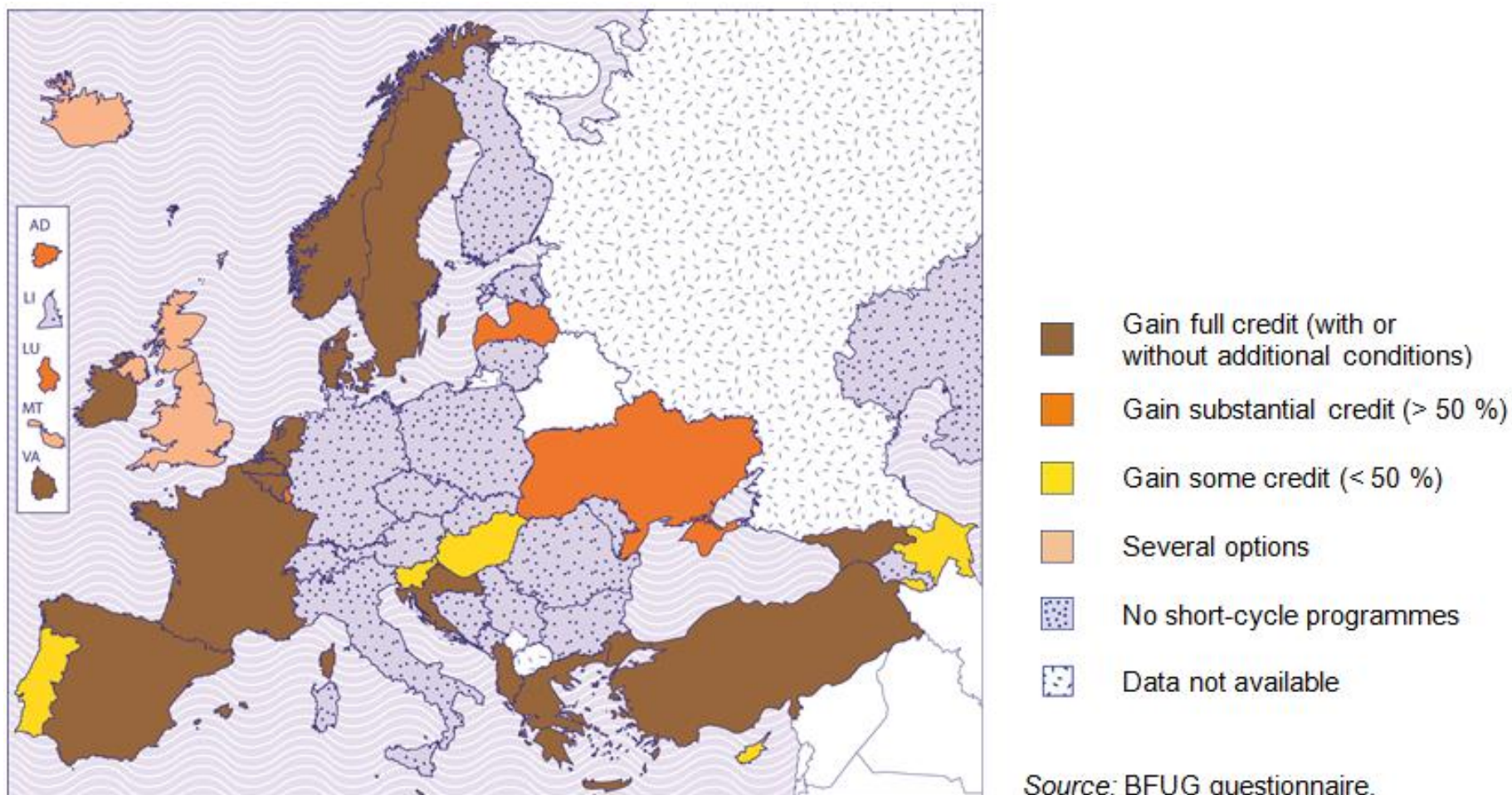
“ Dati: programmu īpatsvaras procentos  
100%, 75-99%, 50%-74%, 25-49%, >25%



# Faktiskais studentu īpatsvars, kuri turpina studijas otrajā ciklā, 2010/11

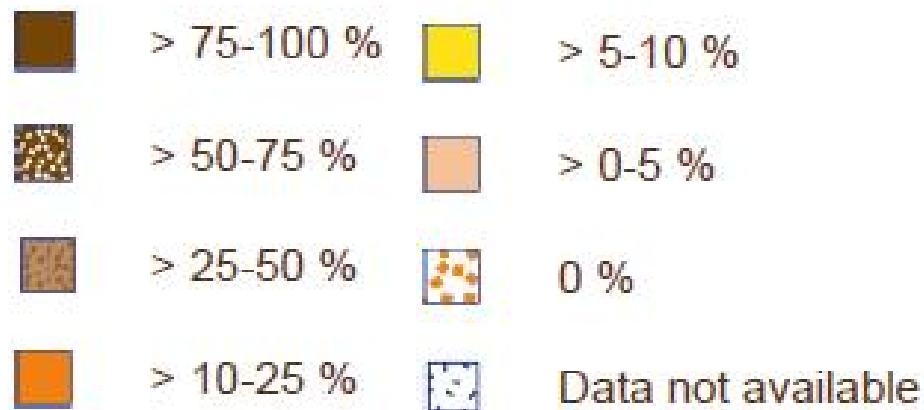
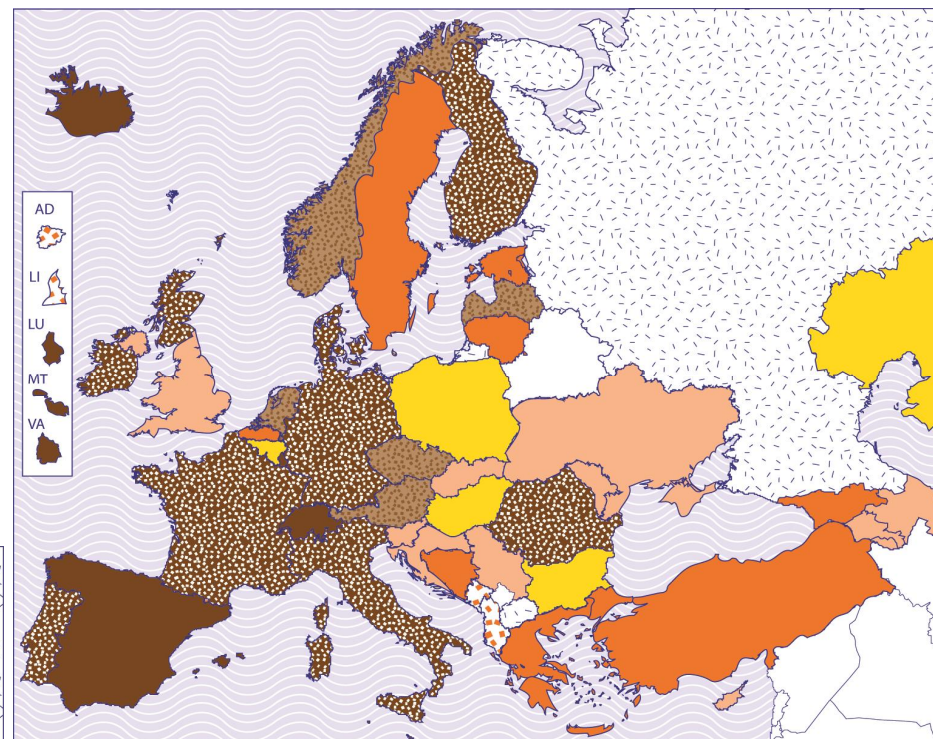
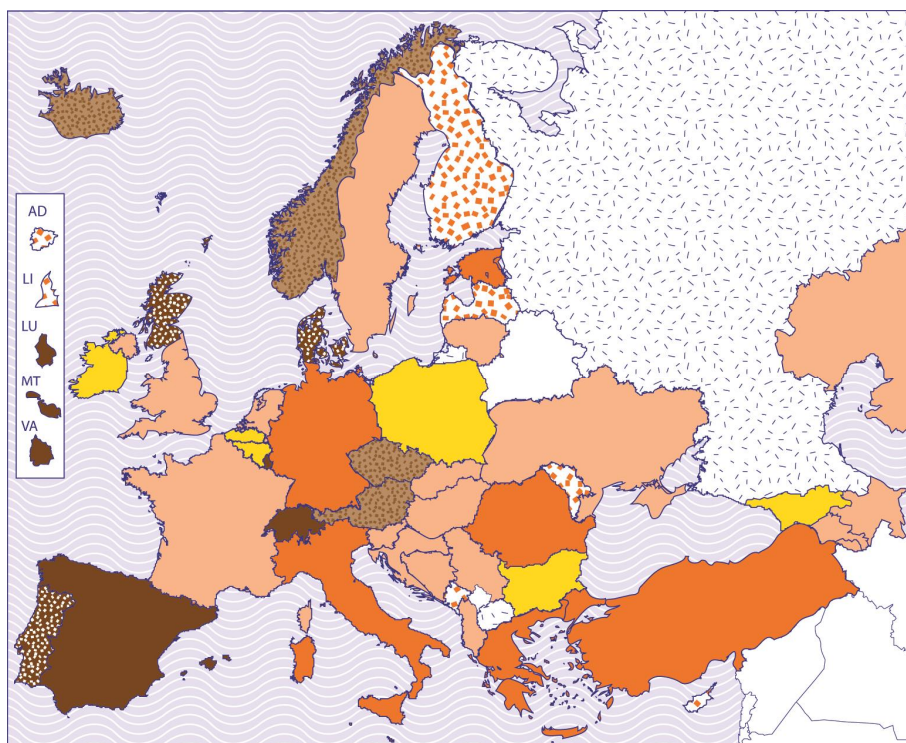


# Vai īsā cikla (koledžas) programmas dod kredītpunktus, pārejot uz bakalaura programmu?



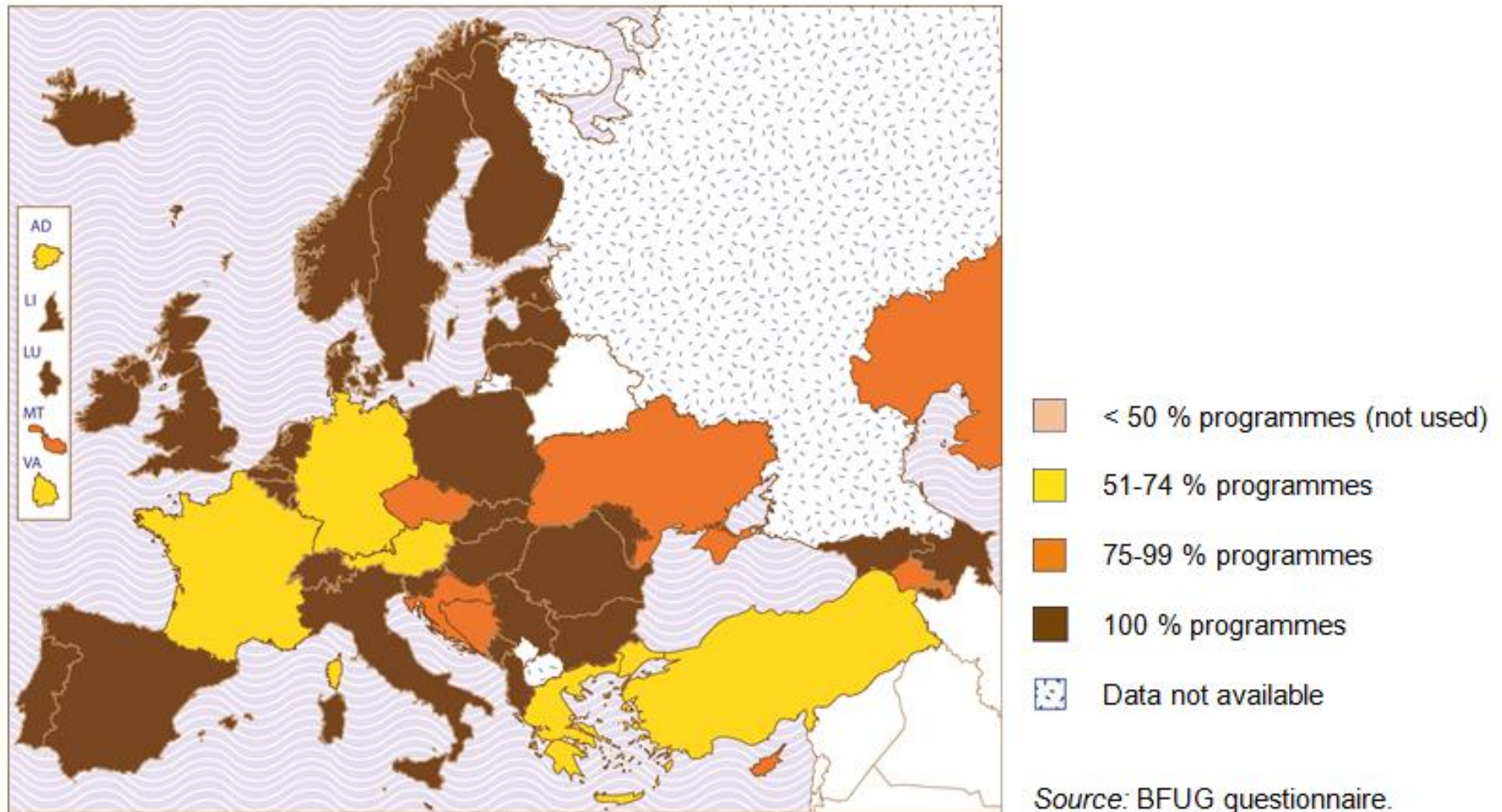


# Kopīgās programmas → un Kopīgie grādi ↓



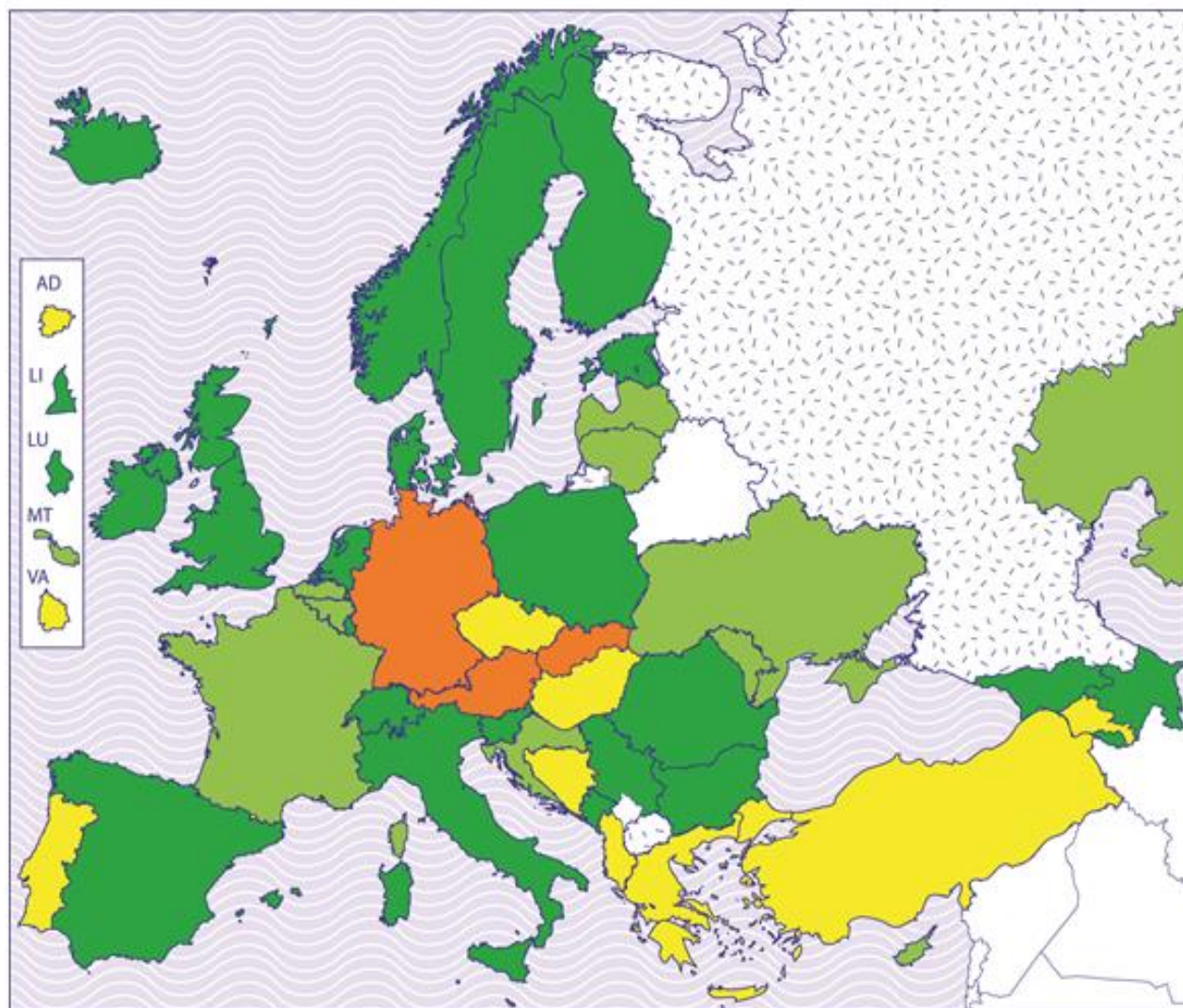
Source: BFUG questionnaire

# Programmu īpatsvars, kurās ECTS kredītpunkti tiek izmantoti, gan kredītpunktu uzkrāšanai, gan pārnesei, 2010/11





# Indikators: ECTS sistēmas ieviešana, 2010/11



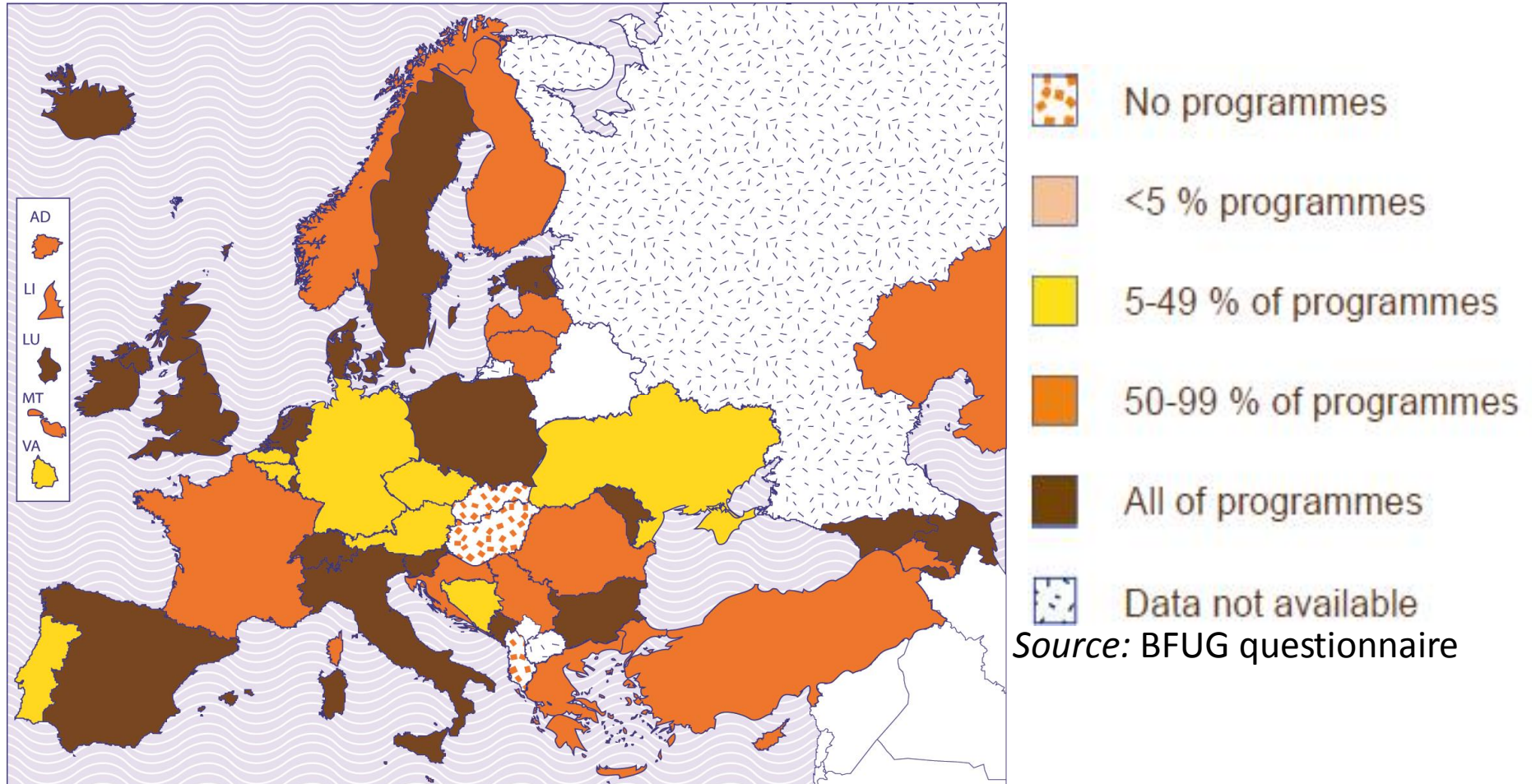
	2012 Report*	2009 Report**
Dark Green	23	21
Light Green	11	18
Yellow	10	7
Orange	3	2
Red	0	0

 Data not available

\* Source: BFUG questionnaire, 2011.

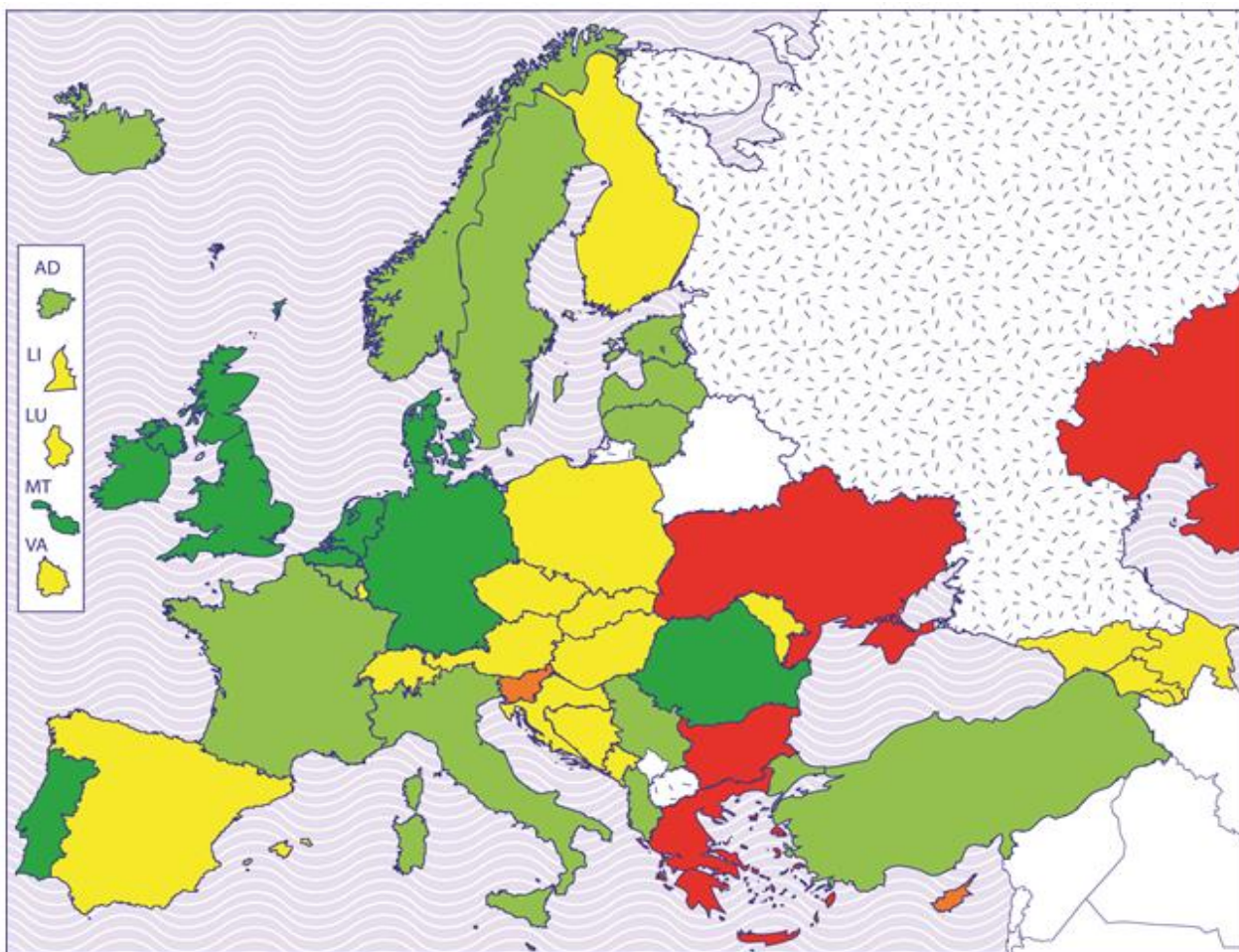
\*\* Source: Rauhvargers, Deane & Pauwels, 2009.

# ECTS kredītpunktu saistība ar *studiju rezultātiem*






# Indikators: Kvalifikāciju ietvarstruktūru ieviešana



	2012 Report*	2009 Report**
Dark Green	10	6
Light Green	13	6
Yellow	18	21
Orange	2	6
Red	4	9

 Data not available

\* Source: BFUG questionnaire, 2011.  
\*\* Source: Rauhvargers, Deane & Pau 2009.

- ” Zaļš – visi 10 soļi veikti, ieskaitot starptautisko pašsertificēšanos,
- ” Gaiši zaļš – QF ir apstiprināta likumā, notiek praktiska ieviešana,
- ” Dzeltens – QF apstiprināta likumā, notiek nacionālā diskusija par ieviešanu
- ” Oranžs – QF izveidota, nav apstiprināta likumā

## Scorecard Indicator : National implementation of the principles of the Lisbon Recognition Convention

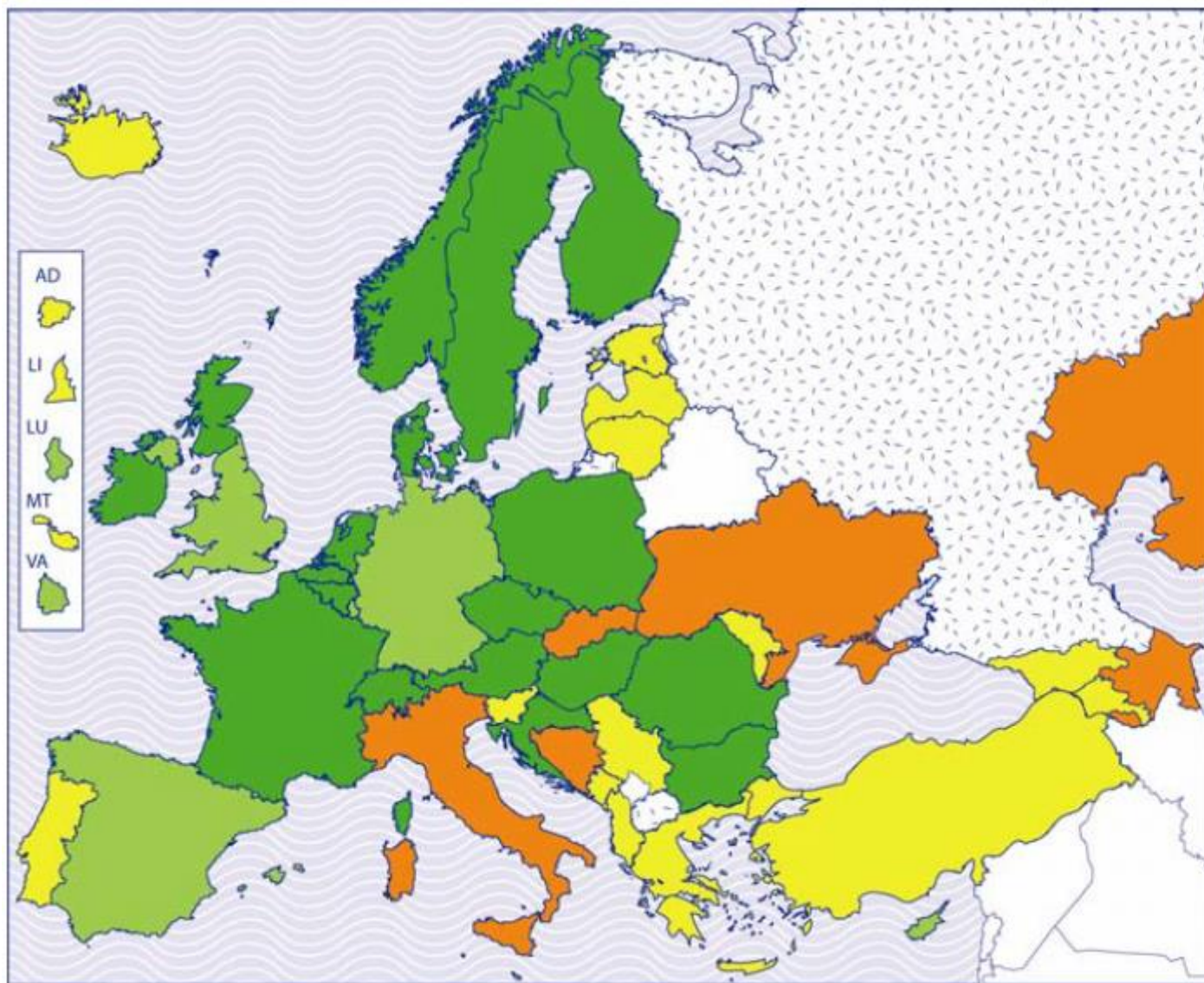
**Green (5)**

The LRC has been ratified and appropriate legislation complies with the legal framework of the Convention. The later Supplementary Documents have been adopted in appropriate legislation and applied in practice, so that the five main principles are fulfilled and:

- applicants have a right to fair assessment,
- there is recognition if no substantial differences can be proven,
- in cases of negative decisions the competent recognition authority demonstrates the existence of (a) substantial difference(s),
- the country ensures that information is provided on its institutions and their programmes,
- an ENIC has been established



# Indikators: Ārējās kvalitātes nodrošināšanas sistēmas izveide 2010/11



	2012 Report*	2009 Report**
Dark Green	18	16
Light Green	6	17
Yellow	17	14
Orange	6	1
Red	0	0

 Data not available

\* Source: BFUG questionnaire, 2011

\*\* Source: Rauhvargers, Deane & P 2009.



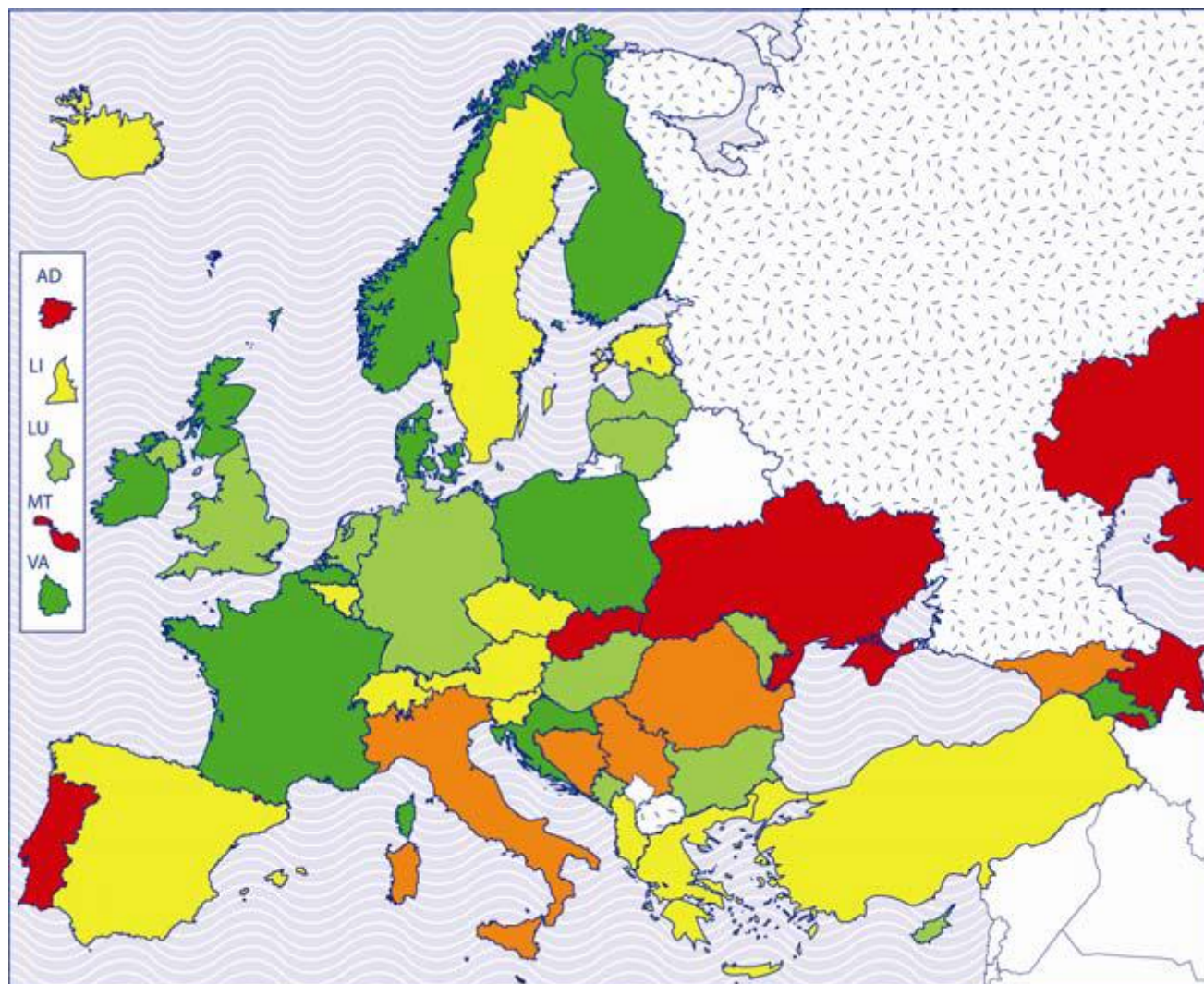
# Cross border activity of QA agencies

## Green

- All or most HEs/programmes can be evaluated by any EQAR-registered agency to fulfil the official requirements for external QA;
- EQAR registered foreign agency have the same status as those of the national QA body;
- The decisions on the accreditation of joint and double degree programmes of EQAR-registered QA agencies' are fully recognised in the country.



# Studentu iesaiste kvalitātes nodrošināšanā,



	2012 Report*	2009 Report**
Dark Green	11	19
Light Green	11	16
Yellow	13	7
Orange	5	4
Red	7	2

 Data not available

\* Source: BFUG questionnaire, 2011.

\*\* Source: Rauhvargers, Deane & Pauwels, 2009.

# Indicator 1: Level of cross-border recognition of QA agencies within EHEA

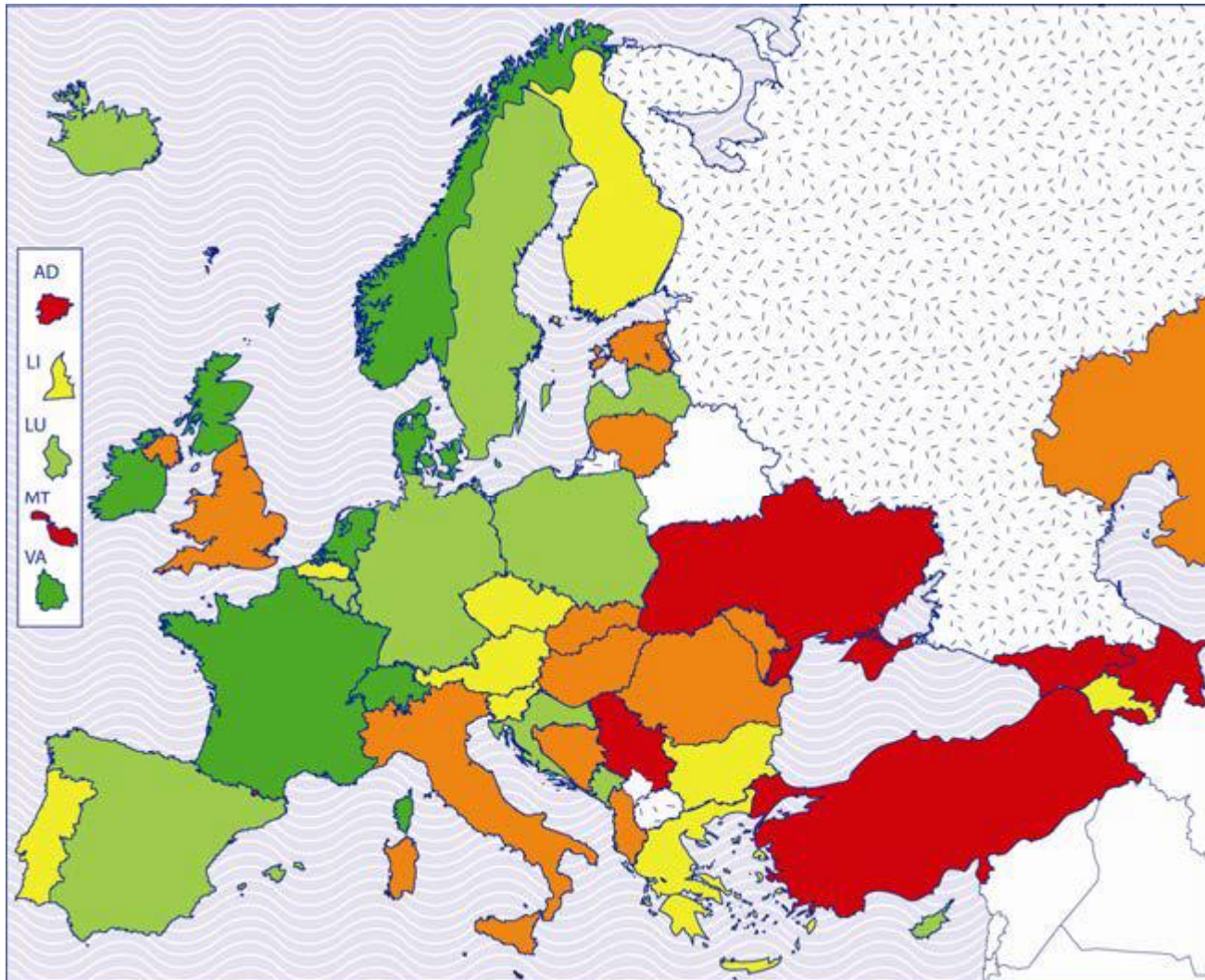
Cross border recognition of QA agencies is operational and in line with the following:

- All or most institutions/programmes can be evaluated by EQAR-registered agencies to fulfil the official requirements for external QA;
- EQAR registration serves as main criterion for agencies to be allowed to carry out evaluation/accreditation/audit and the final decisions/results are fully recognised (i.e. have the same status as those of the national QA body);
- The decisions/results on the accreditation/evaluation of joint degree programmes of EQAR-registered QA agencies' are fully recognised in the country.
- EQAR-registration serves as main criterion for agencies to be allowed to carry out reviews but the final decision/result is made by or has to be endorsed by a national QA body;

In theory there are no legal obstacles to prevent EQAR-registered agencies from operating and for their decisions to be fully recognised for all institutions/programmes. However, in practice, no institutions or programmes have been evaluated/audited/accredited by QA agencies from outside the country to fulfil the official requirements for external QA.



# Starptautiskā iesaiste QA



	2012 Report*	2009 Report*
Dark Green	8	16
Light Green	11	12
Yellow	10	4
Orange	11	14
Red	7	2

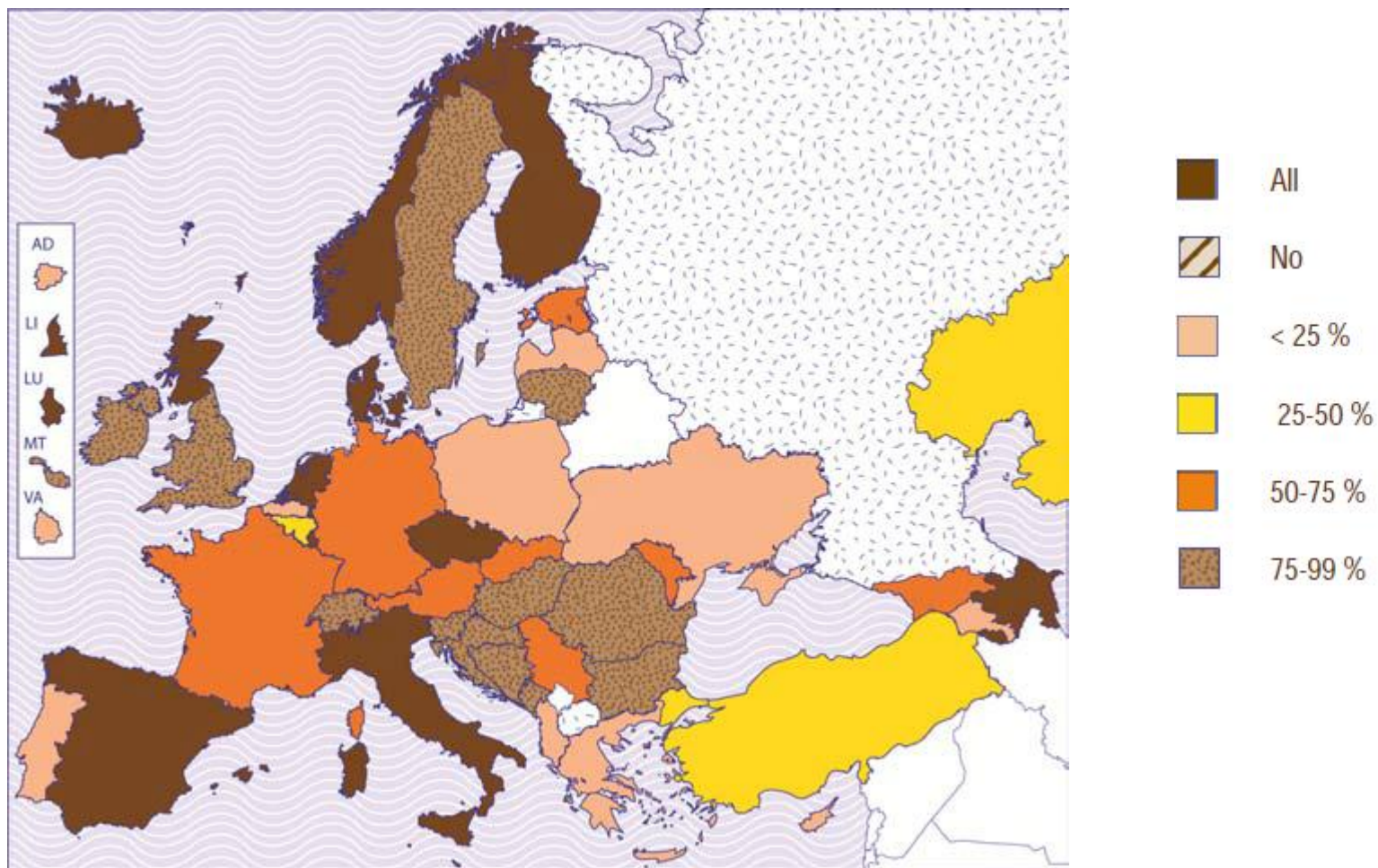
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\* Source: BFUG questionnaire, 2011.

\*\* Source: Rauhvargers, Deane & Pauwels, 2009.

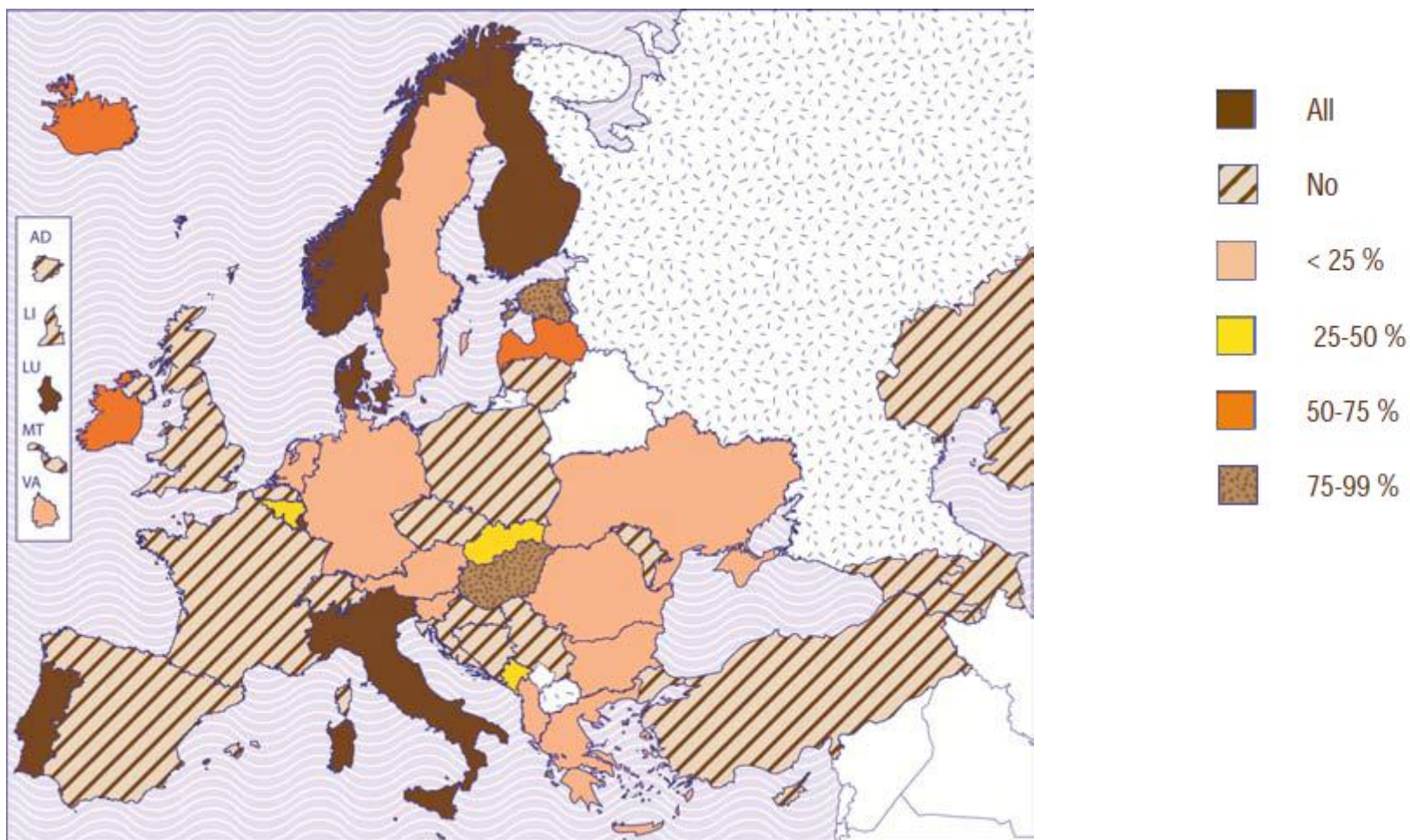
- In all cases the following four aspects are met:
  - agencies are full members of ENQA and/or listed on EQAR
  - international peers/expert participate in governance of national QA bodies
  - international peers/experts participate as members/observers in evaluation teams
  - international peers/experts participate in follow-up procedures

# Cik % augstskolu ir publiskojušas savu kvalitātes stratēģiju pēdējos 5 gados, 2010/11



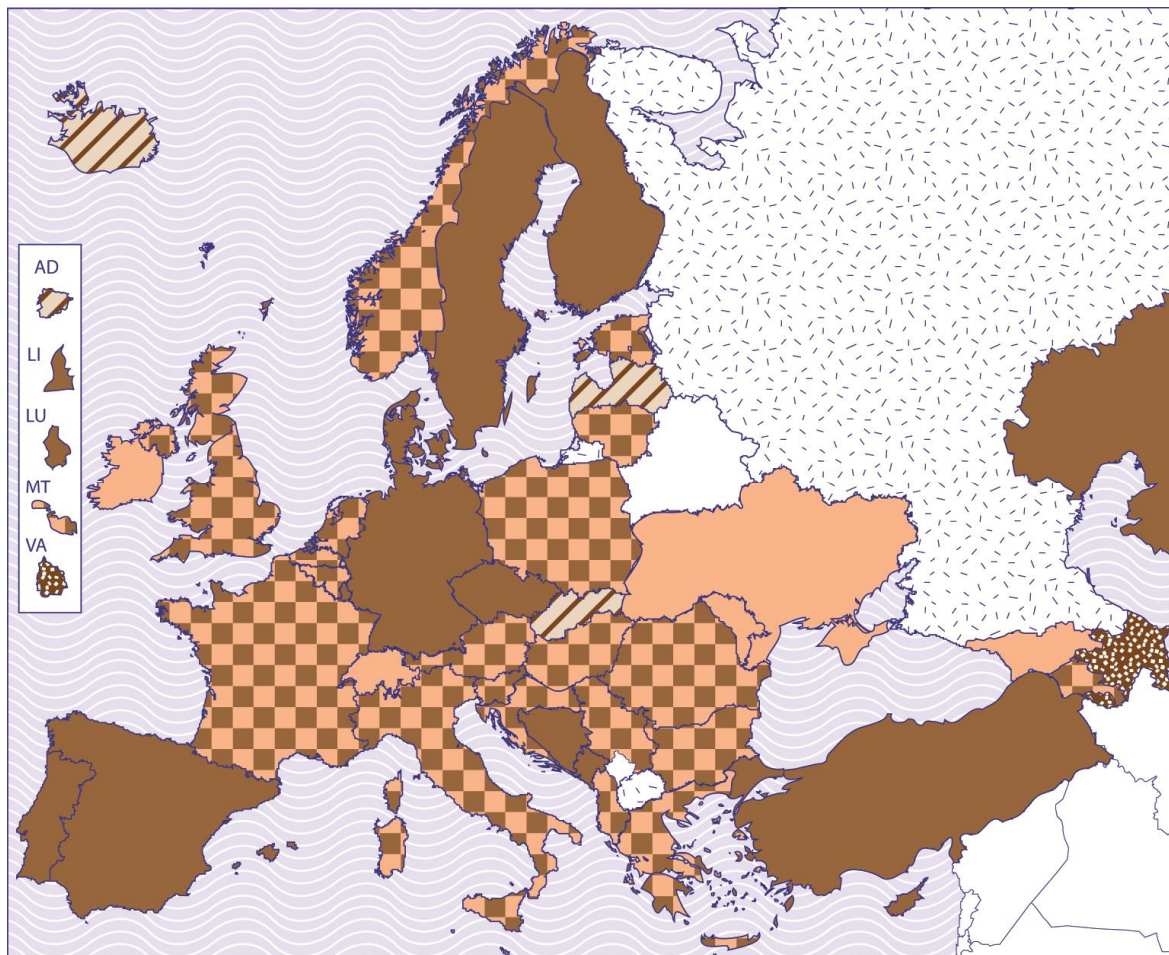






# Cik % augstskolu publisko negatīvu kvalitātes nodrošināšanas rezultātus, 2010/11





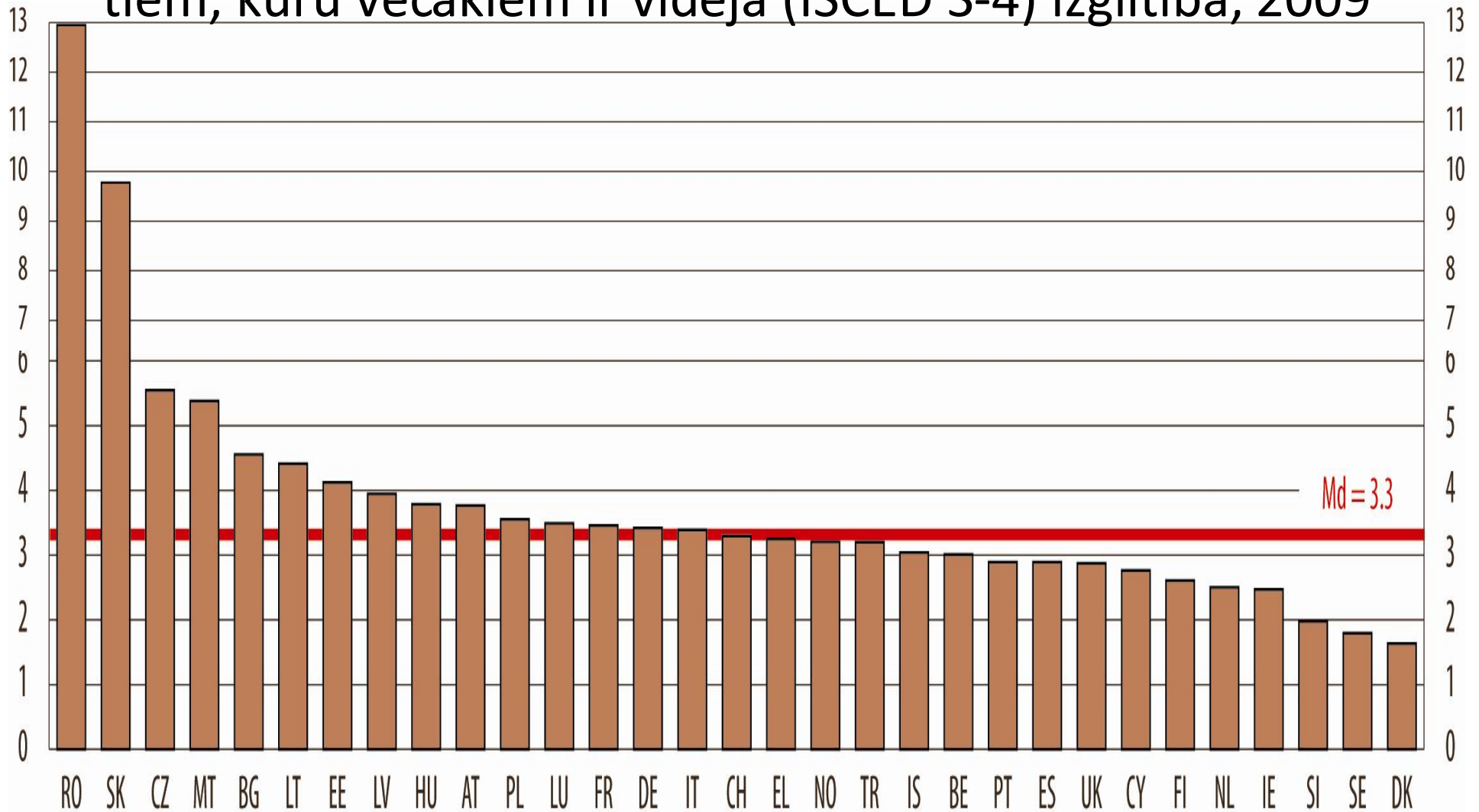
# Nacionālās politikas pieejas augstākās izglītības pieejamības palielināšanai, 2010/11



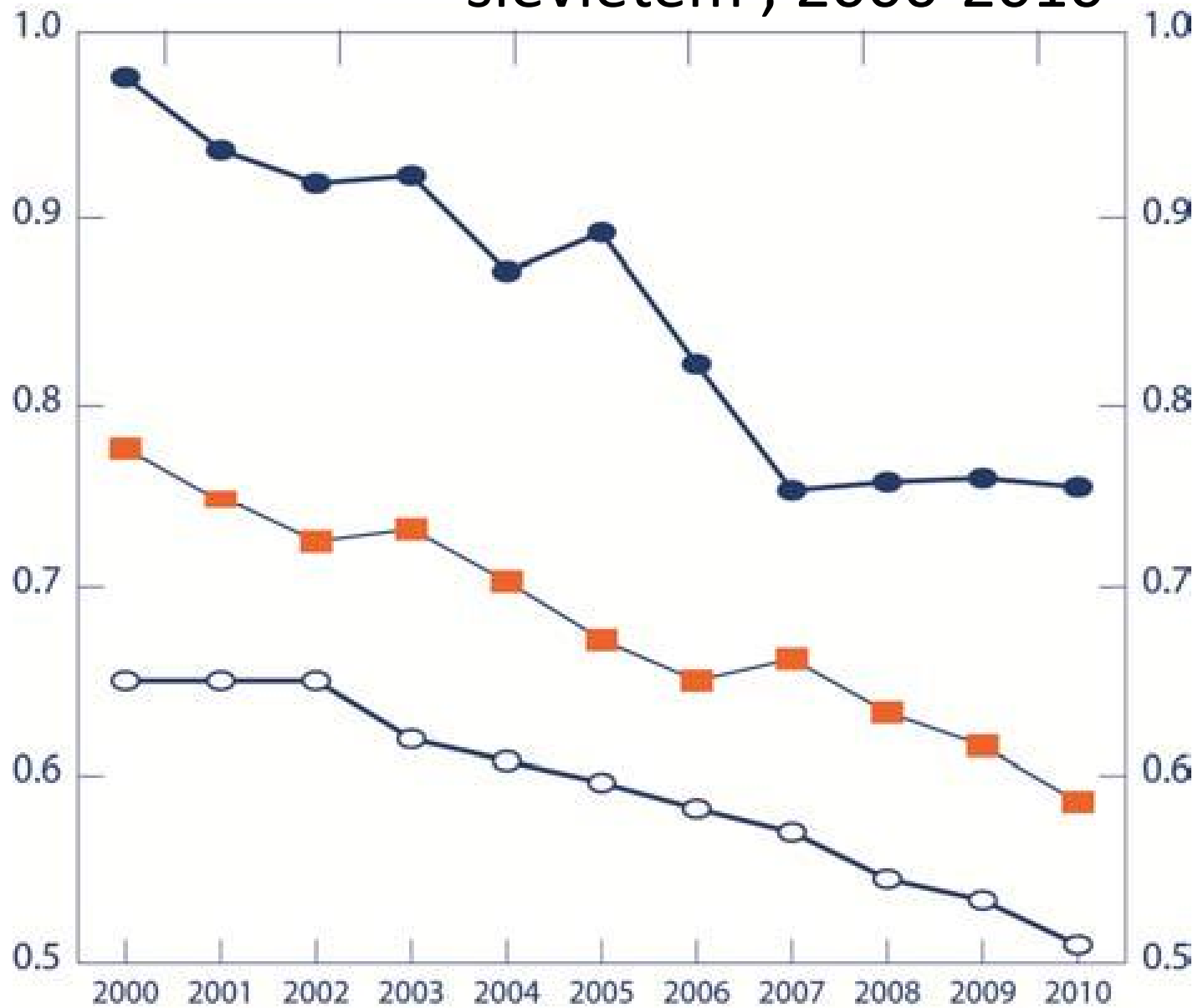
-  Mazreprezentētās grupas ir apzinātas, tiek veikti pasākumi
-  Pastāv vispārēja politika AI pieejamības veicināšanai
-  Valstis, kas neveic pasākumus pieejamības veicināšanai
-  Data not available

Source: BFUG questionnaire

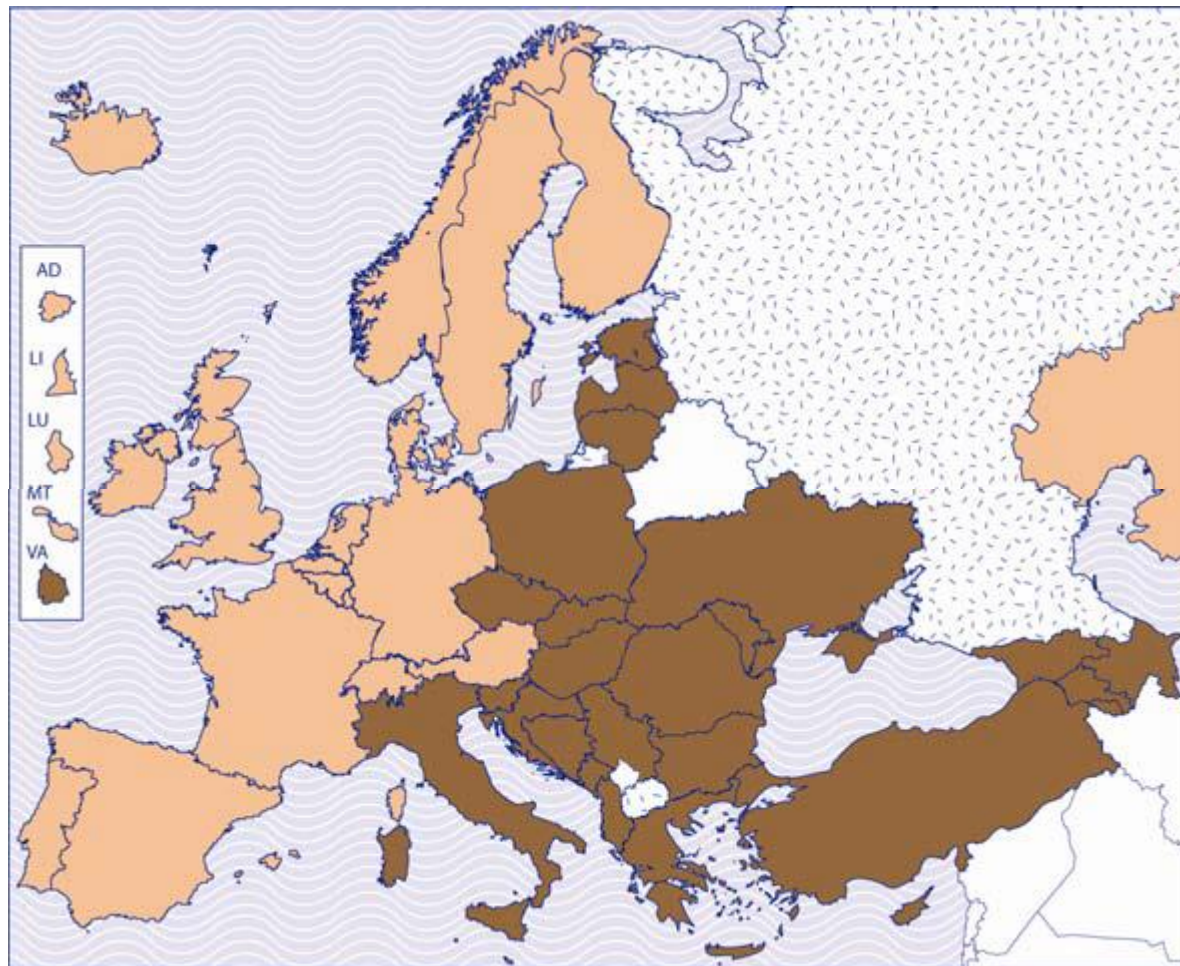
Varbūtība iegūt AI kvalifikāciju studentiem, kuru vecākiem ir augsta izglītība (ISCED 5-6) salīdzinot ar tiem, kuru vecākiem ir vidēja (ISCED 3-4) izglītība, 2009



# AI kvalifikācijas ieguve vīriešiem salīdzinājumā ar sievietēm, 2000-2010



# Alternatīva piekļuve augstākajai izglītībai ,

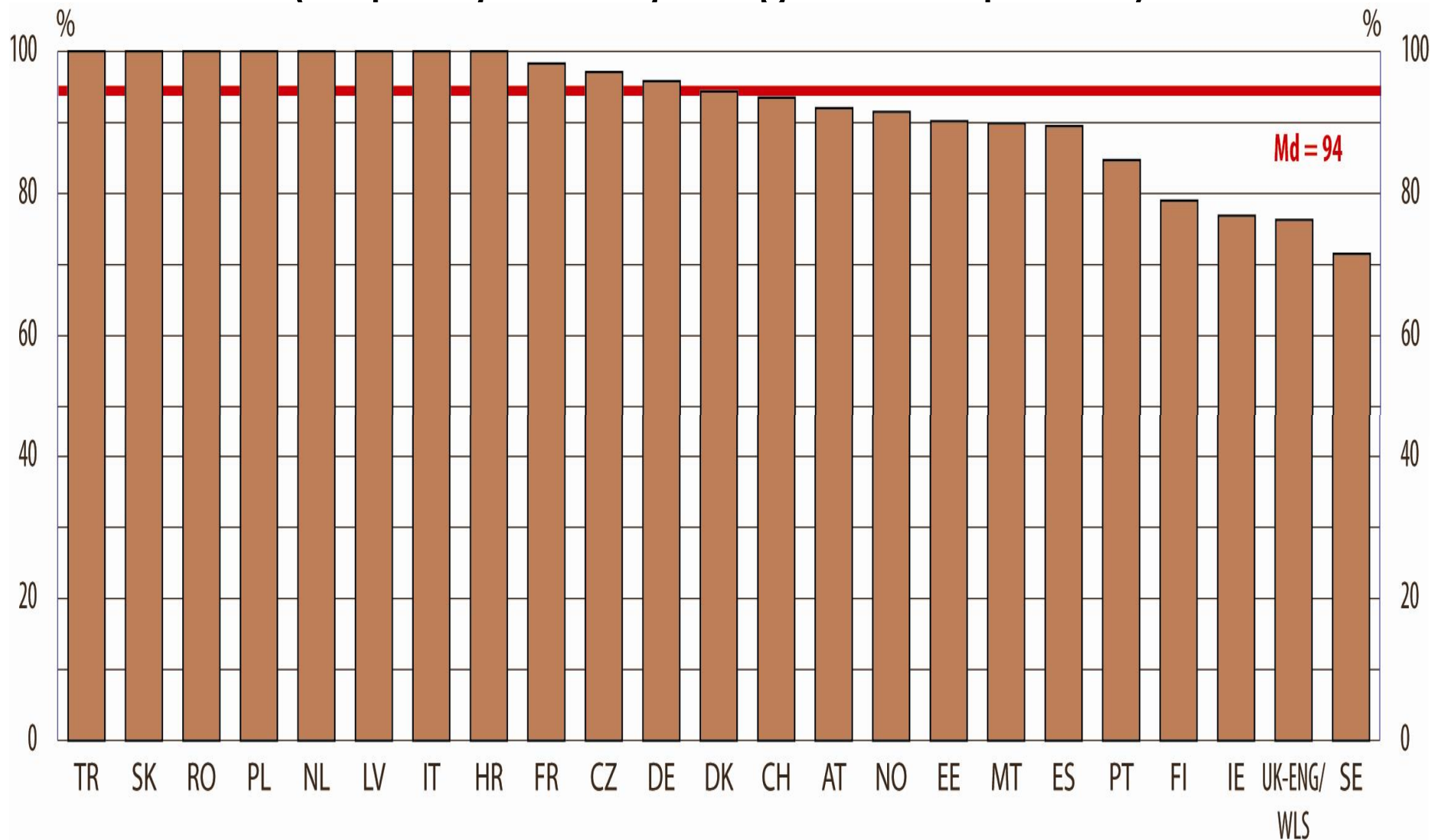


- Alternative routes exist
- No alternative route
- Data not available

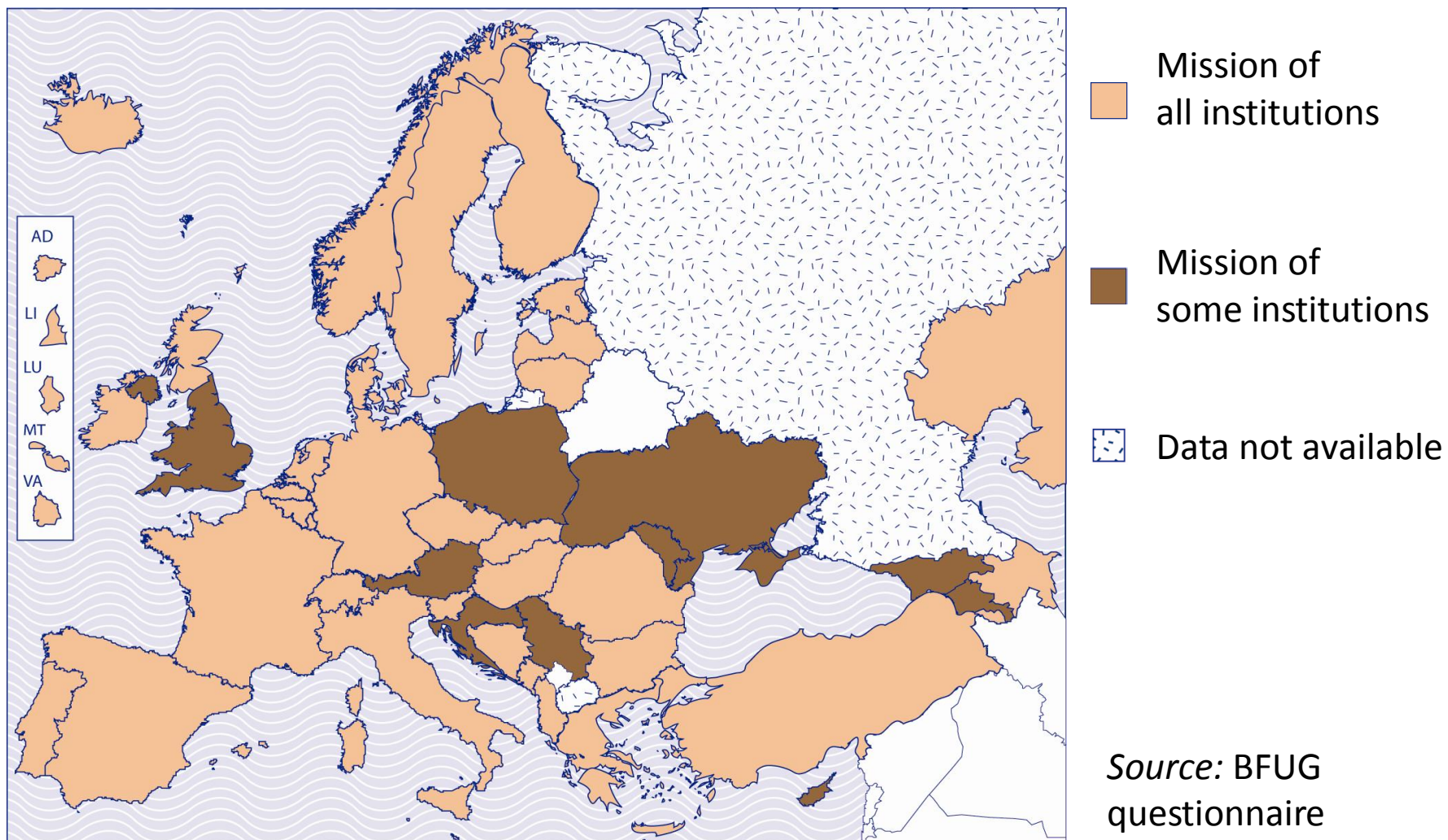
Source: BFUG questionnaire.



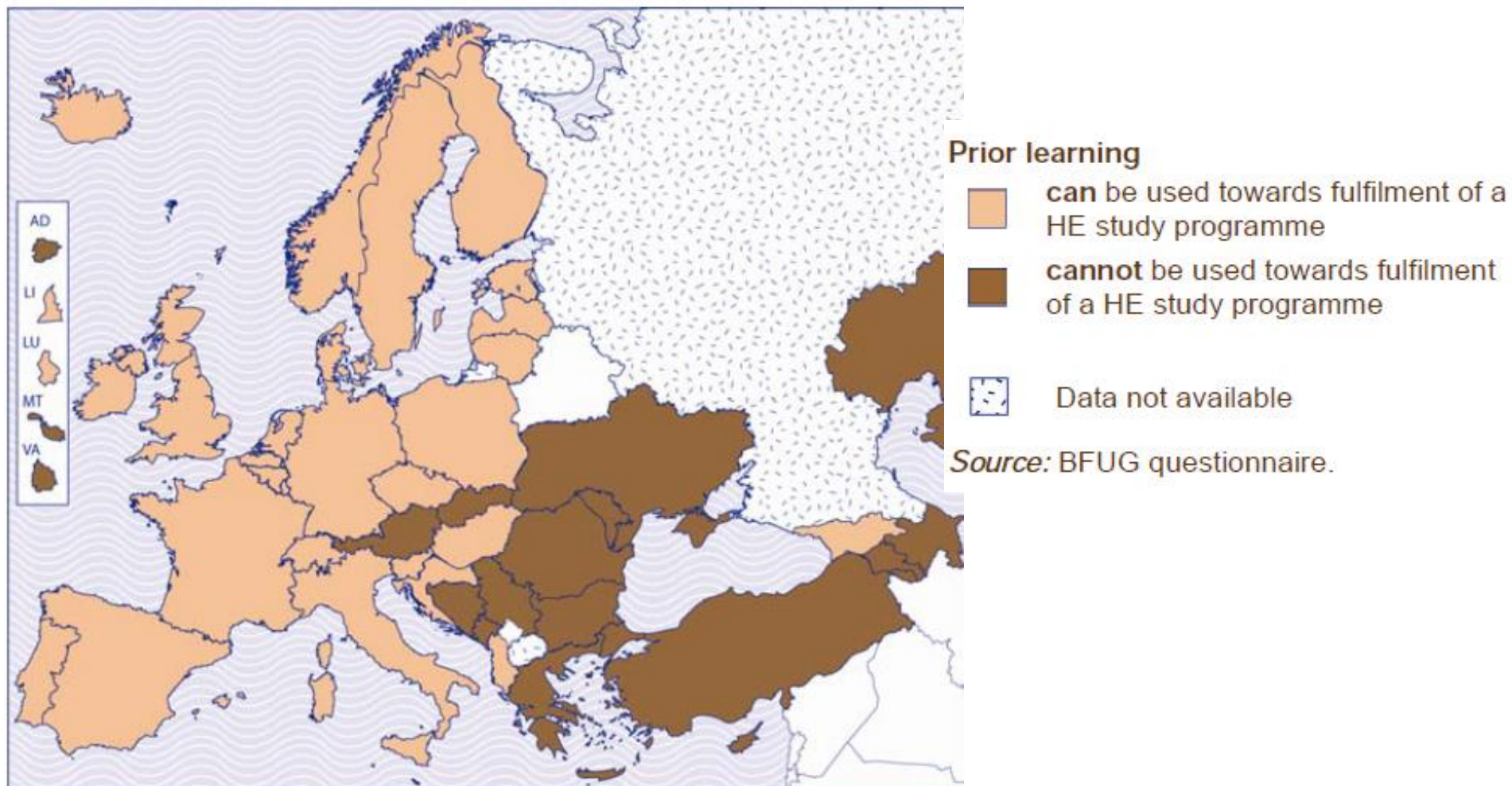
# Studentu procents, kuri iestājas augstskolās ar tradicionālo kvalifikāciju (vispārējās vidējās izglītības diplomu)



# Mūžizglītība kā augstskolu misija

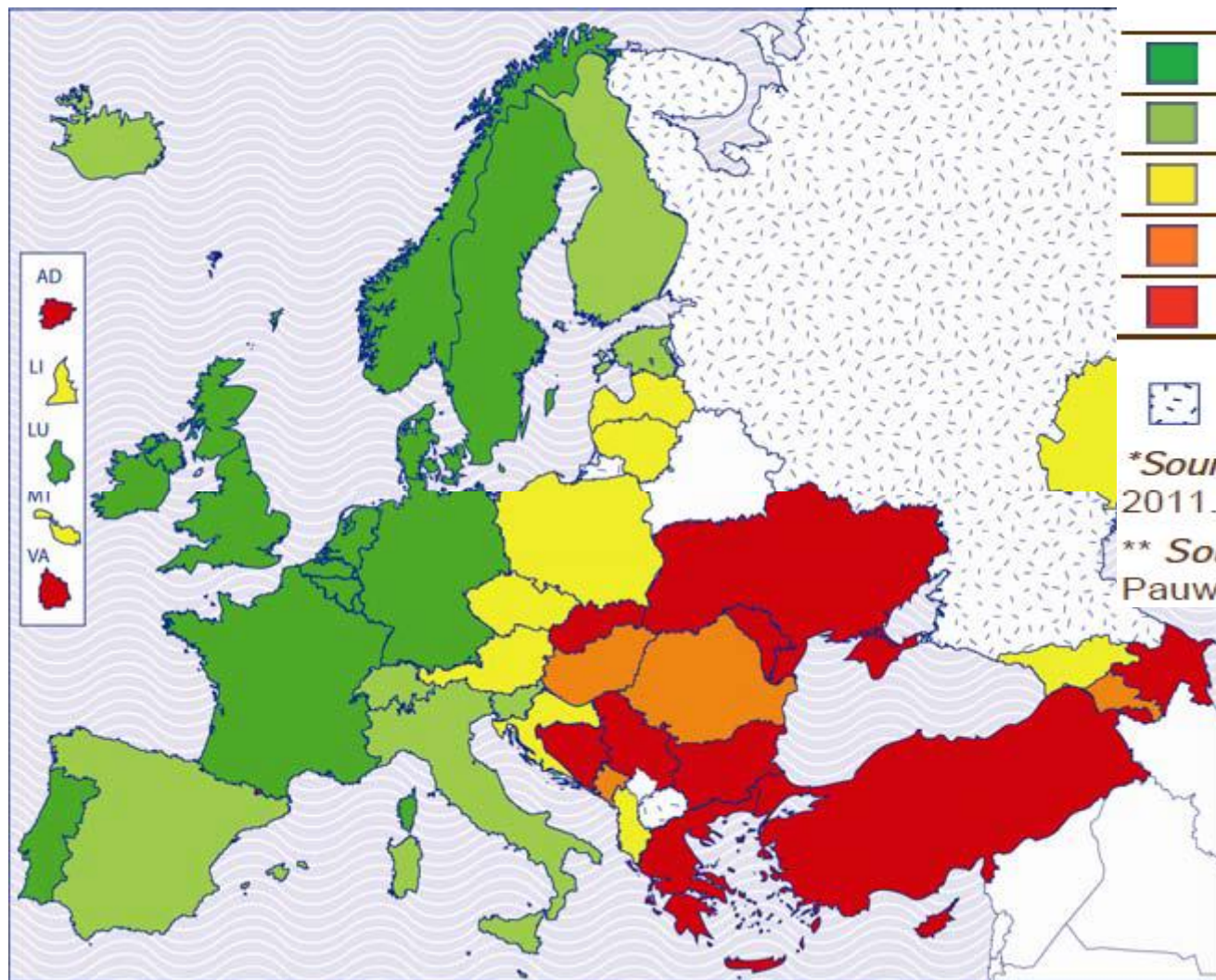


# Iepriekš iegūtās izglītības ieskaitīšana AI programmās






# Indikators: Iepriekš iegūtās izglītības atzišana, 2010/11\*



	2012 Report*	2009 Report**
	13	19
	7	4
	11	9
	4	10
	12	6

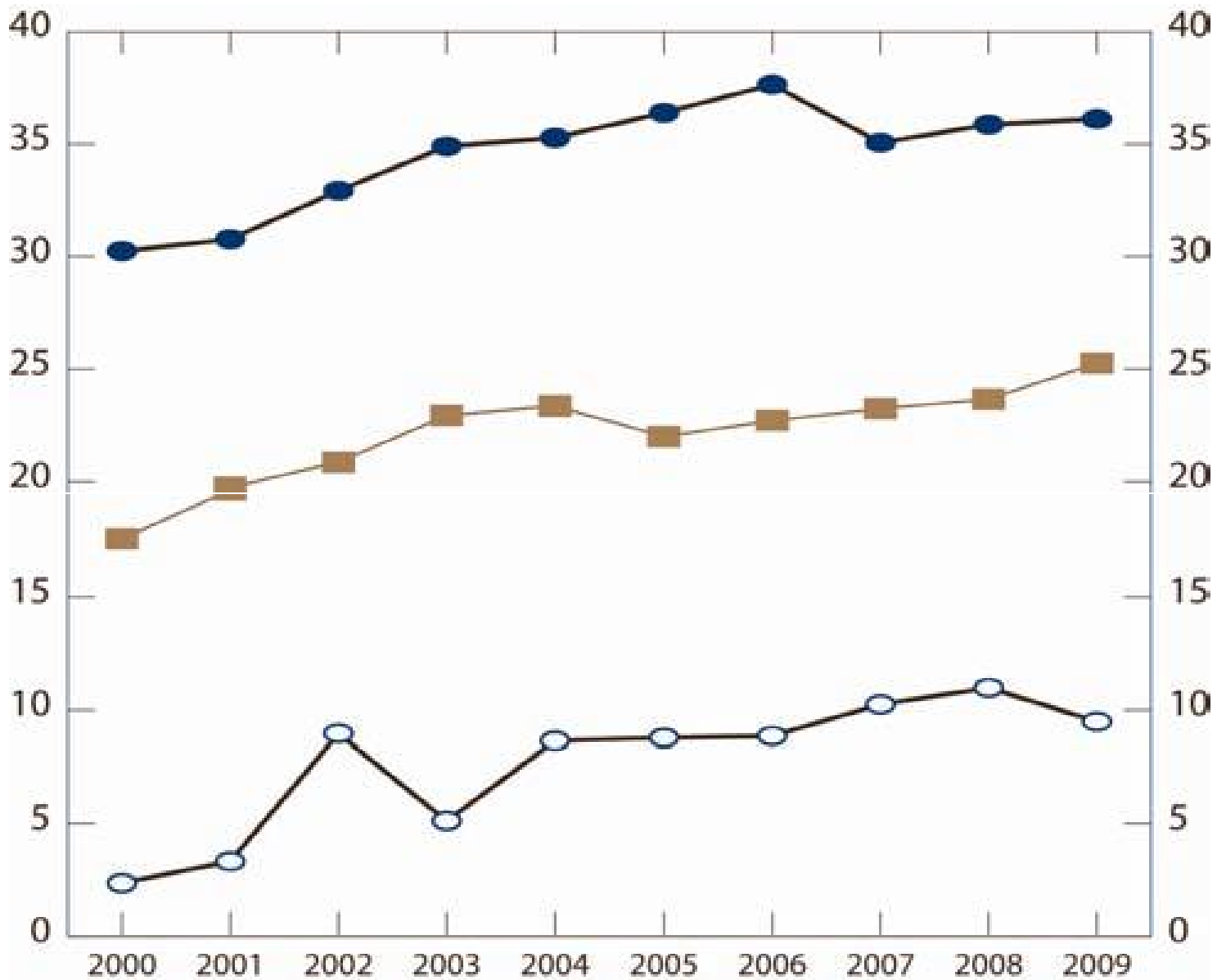
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\*Source: BFUG questionnaire, 2011.

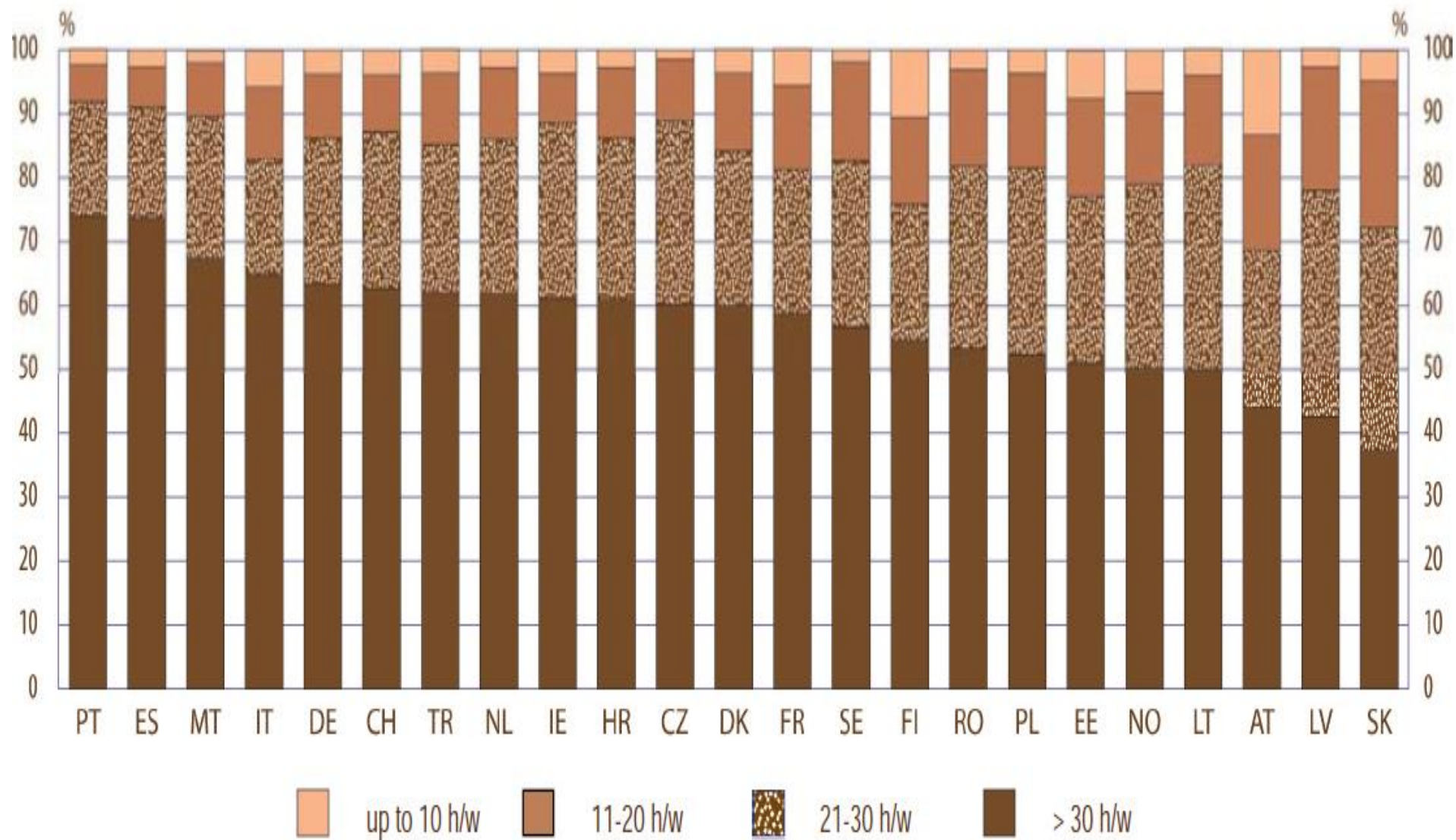
\*\* Source: Rauhvargers, Deane & Pauwels, 2009.



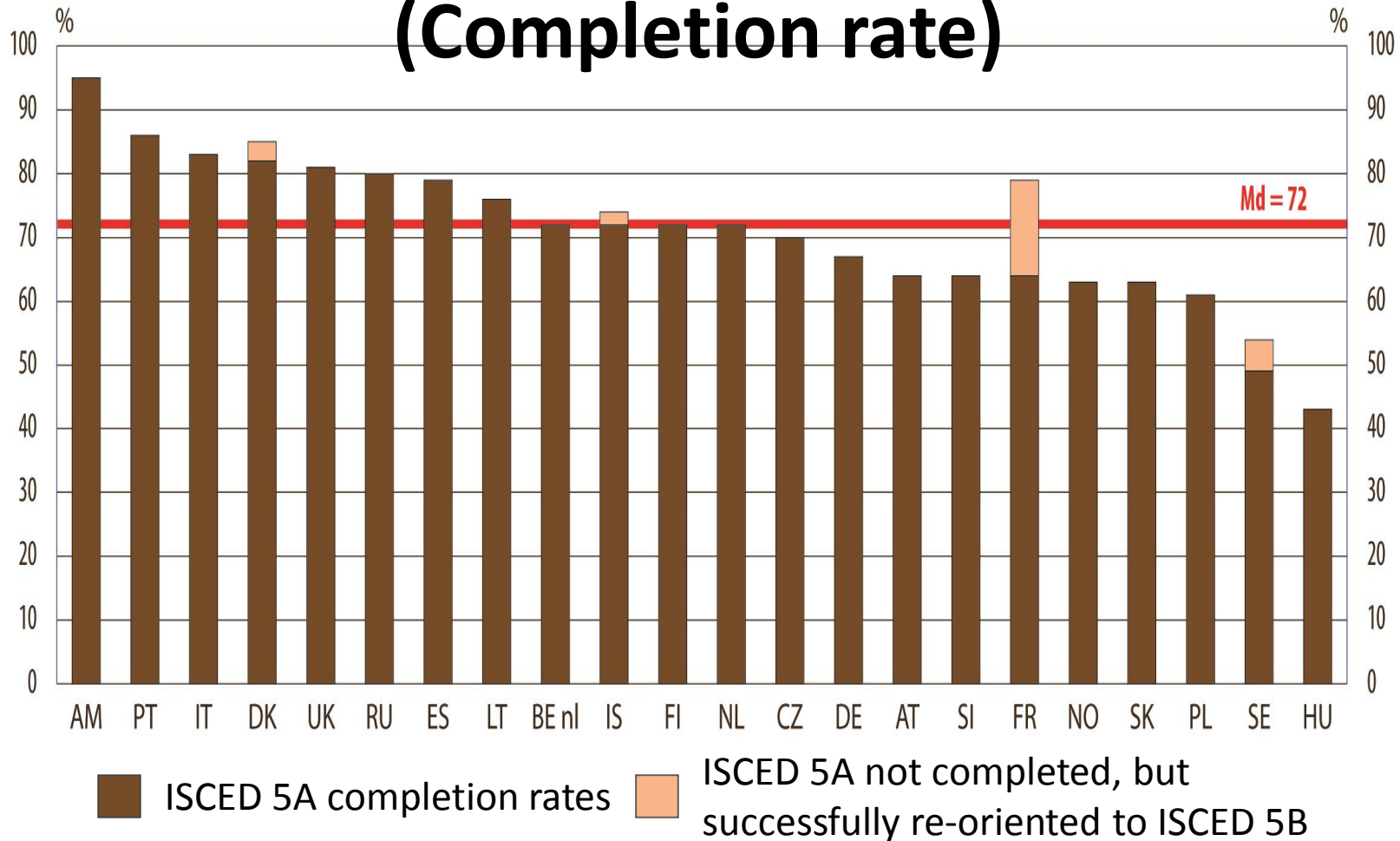
# Daļlaika studentu īpatsvara pieaugums Eiropā (%) 2000-2009



# «Pilna laika» studentu faktiskais nedēļas stundu skaits izglītības aktivitātēs in %, 2009/10

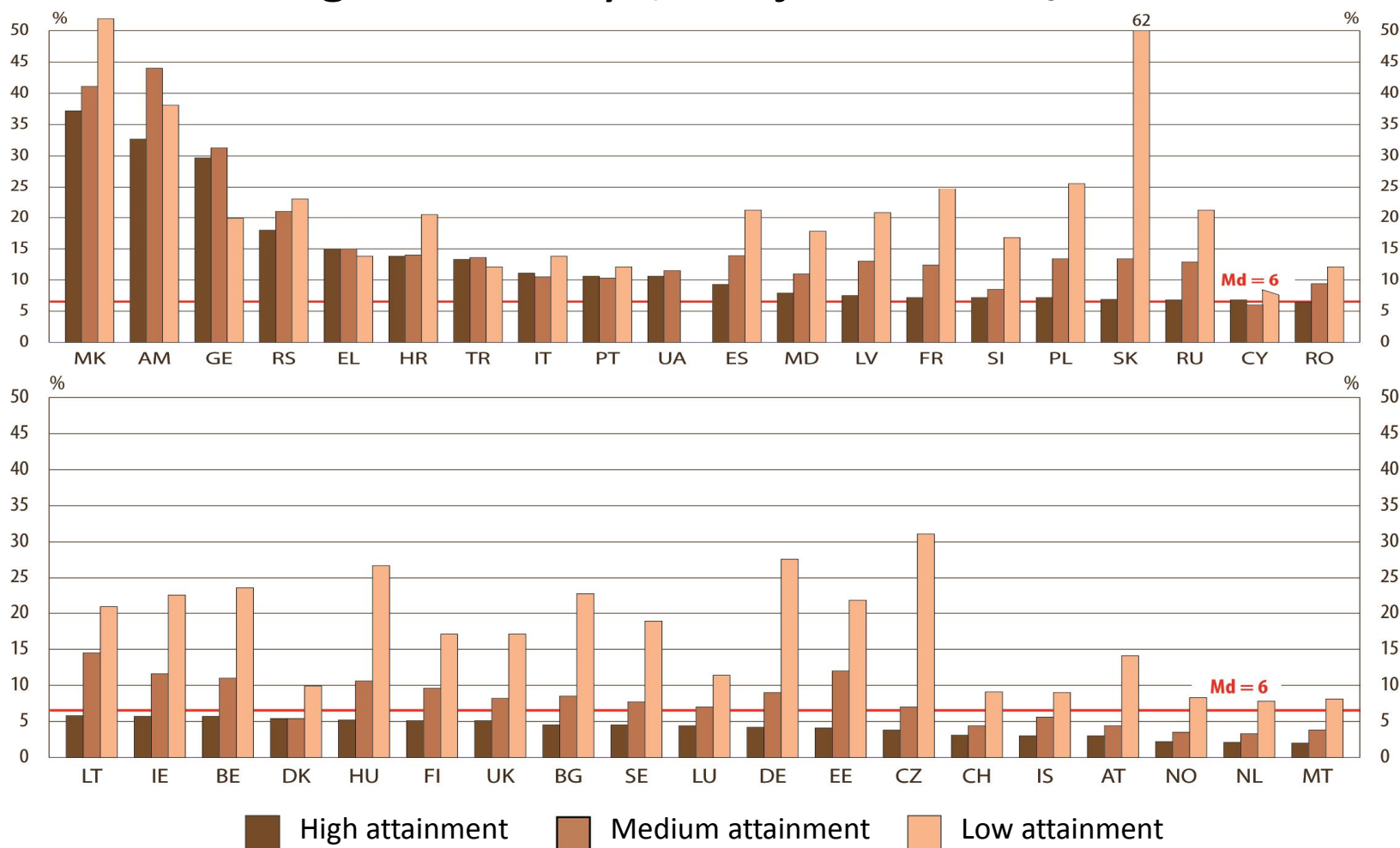


# Sekmīgas pabeigšanas īpatsvars (Completion rate)



Source: Eurostat, UOE ad-hoc module on completion rates

## Bezdarba īpatsvars 20-34 gadus veciem iedzīvotājiem atkarībā no izglītības līmeņa, vidējais no 2006/2010

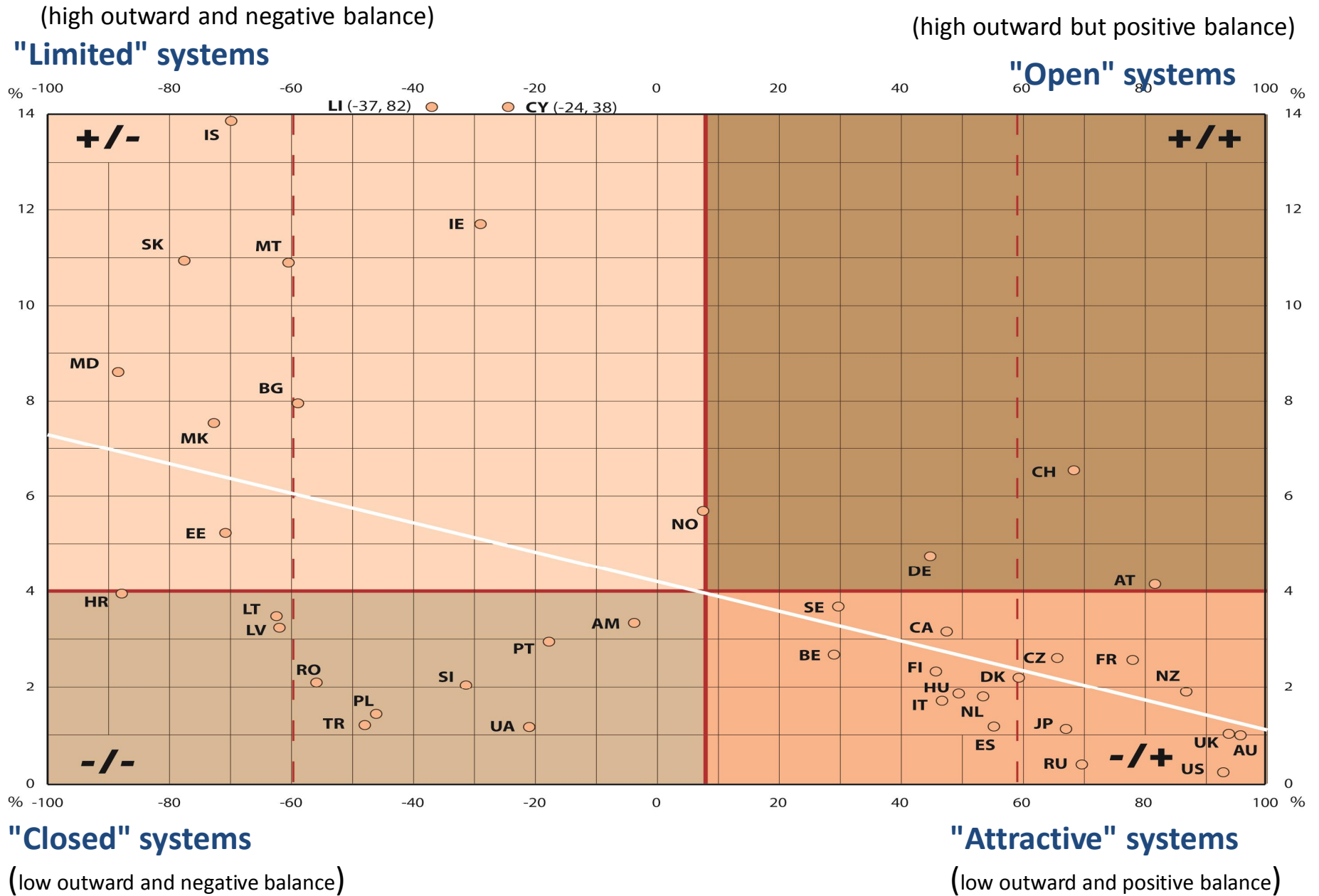


Source: Eurostat, Labour Force Survey (LFS)

## Scorecard Indicator : Internationalisation of HE

	<ol style="list-style-type: none"><li>1. National strategy on the internationalisation of HE which sets targets on <u>student and staff mobility</u></li><li>2. HEIs provide evidence of a strategic approach to internationalisation</li><li>3. HEIs provide evidence of international cooperation in HE</li><li>4. (&gt; 15%) of second cycle students have acquired their prior first cycle qualification abroad</li><li>5. Since 2010 there has been an increase of (more than 3%) in second cycle students that have acquired their prior first cycle qualification in another country</li><li>6. &gt;3% in first cycle graduates that leave to study the second cycle in a higher education institution in another country</li></ol>
3 of the 4 elements are met	
2 of the 4 elements are met	
1 of the 4 elements are met	
None of the elements are met	

# Mobility: « Attractiveness » of EHEA



## Indicator Proposal 2: Portability of public grants and publicly subsidised loans

List of countries	Description of categories
	Full portability of available student support measures . grants and/or loans . for credit and degree
	Portability of available student support measures . grants and/or loans . for credit and degree mobility, <b>but with some restrictions.</b>
	<b>Degree portability of either grants or loans, but not both.</b>
	Credit portability of all available student support measures . grants and/or loans . with or without restrictions. No degree portability.
	No portability: (less than 10 % of students receive potentially portable student support

## Indicator Proposal 5: Outgoing Mobility

List of countries	Description of categories
	20% or more graduates have experienced a study or training period abroad during their higher education studies
	15 . 19% have experienced a study or training period abroad during their higher education studies
	10 . 14% have experienced a study or training period abroad during their higher education studies
	5 . 9% have experienced a study or training period abroad during their higher education studies
	0 . 4% have experienced a study or training period abroad during their higher education studies



### Indicator Proposal 3: Support provided to students with low socio-economic background

	Description of categories
	<p>Financial support targeted at students with low socio-economic background  <i>OR</i> Mainstream support provided to more than 50% of students with need-based allocation;</p> <p>Monitoring the participation of students with low S-EB</p> <p>National target on the participation of students with low socio-economic background in higher education programmes</p>

## Indicator Proposal 4: Information, guidance and counselling for students

List of countries	Description of categories
	<p>There is strategic planning of information, academic guidance and counselling services as part of higher education policy, which includes:</p> <ul style="list-style-type: none"><li>🕒 Publicly supported internet-based information resources such as websites, portals, etc...</li><li>🕒 Publicly supported personalised services providing psychological counselling, academic guidance and careers advice which are available to <b>all</b> students</li></ul> <p>There is external evaluation of all publically supported information guidance and counselling services.</p>

## ***Darba grupas vadītāji:***

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