

TRENDS 2024

European higher education institutions in times of transition

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Webinar, 1 October 2024

Join the conversation!

4 ways of interacting



Chat

Greetings
Technical issues
Other remarks



Q&A

Question to the
speakers



Polls

Answer to the
polls

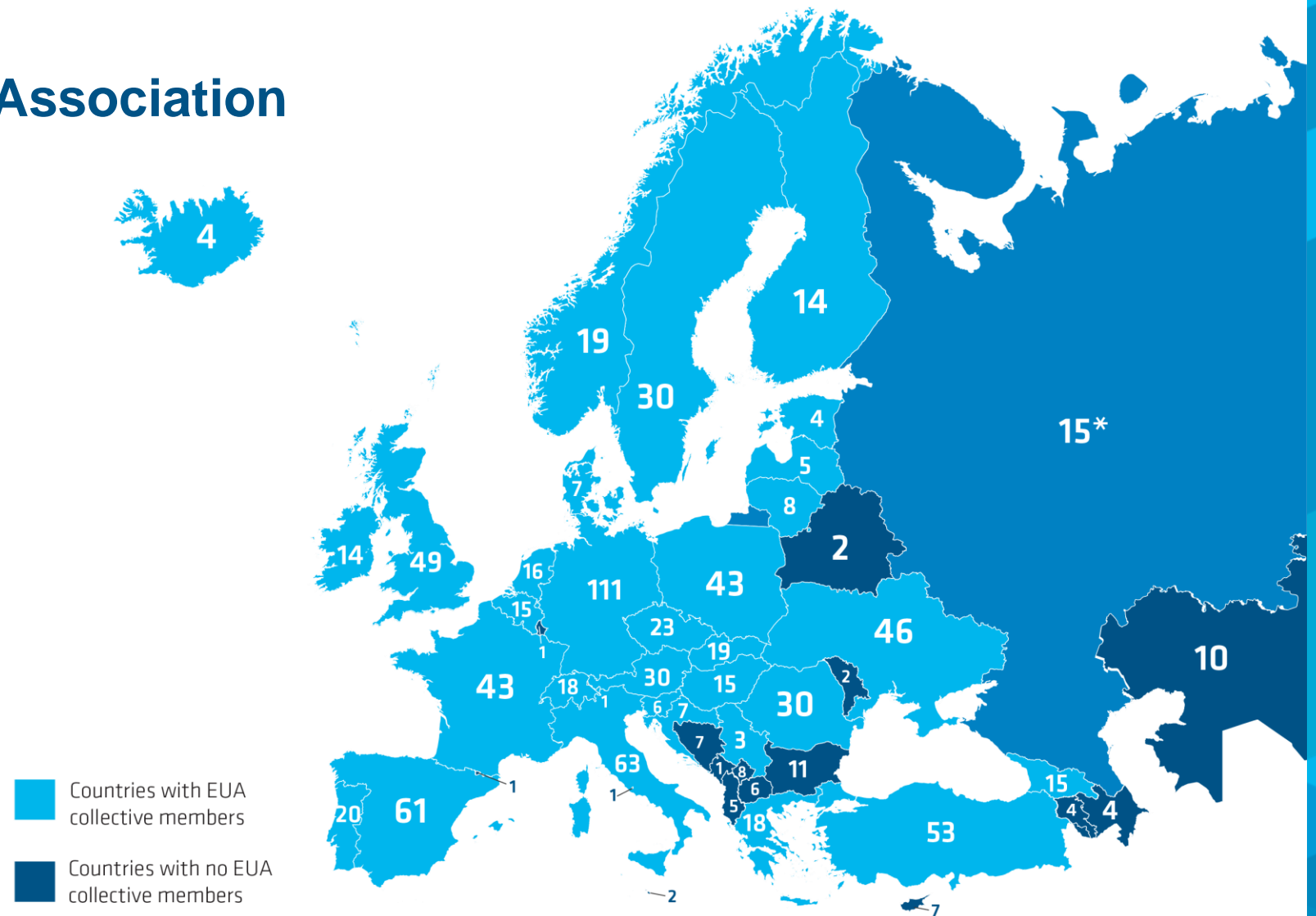


Survey

Give us your
feedback after
the webinar

European University Association

EUA has 888 members based in the EHEA countries



* Following a statement by the Russian Union of Rectors (RUR) supporting the invasion of Ukraine, EUA suspended Russian member universities whose leaders signed the statement.

EUA Trends series



A milestone publication of EUA's since 1999 (9th edition)



Maps developments in the European HE landscape



Comparative data



From the perspective of HEIs



Associated with the reforms under the Bologna Process

Trends 2024

➤ **Read the Trends report:**

<https://www.eua.eu/publications/reports/trends-2024.html>

➤ **Download the dataset:**

<https://doi.org/10.5281/zenodo.13768235>

- ✓ 489 responses (1 per institution, from leadership)
- ✓ 45 EHEA systems covered
- ✓ Longitudinal data from T2015, T2018, and earlier thematic surveys (DIGI-HE, INVITED)
- ✓ 6 sections:
 - The institution and its context
 - The student lifecycle and experience
 - Learning, teaching and teachers
 - Inclusion, equity and diversity
 - Engagement and outreach with society and community
 - Internationalisation
- ✓ Cross-referencing/data sharing with other stakeholders: Eurydice (Bologna Process Implementation Report), IAU (Internationalisation)

Programme

4 presentation rounds

1. Times of change
2. Education offer
3. Internationalisation
4. Europe matters – future Trends, future of the EHEA



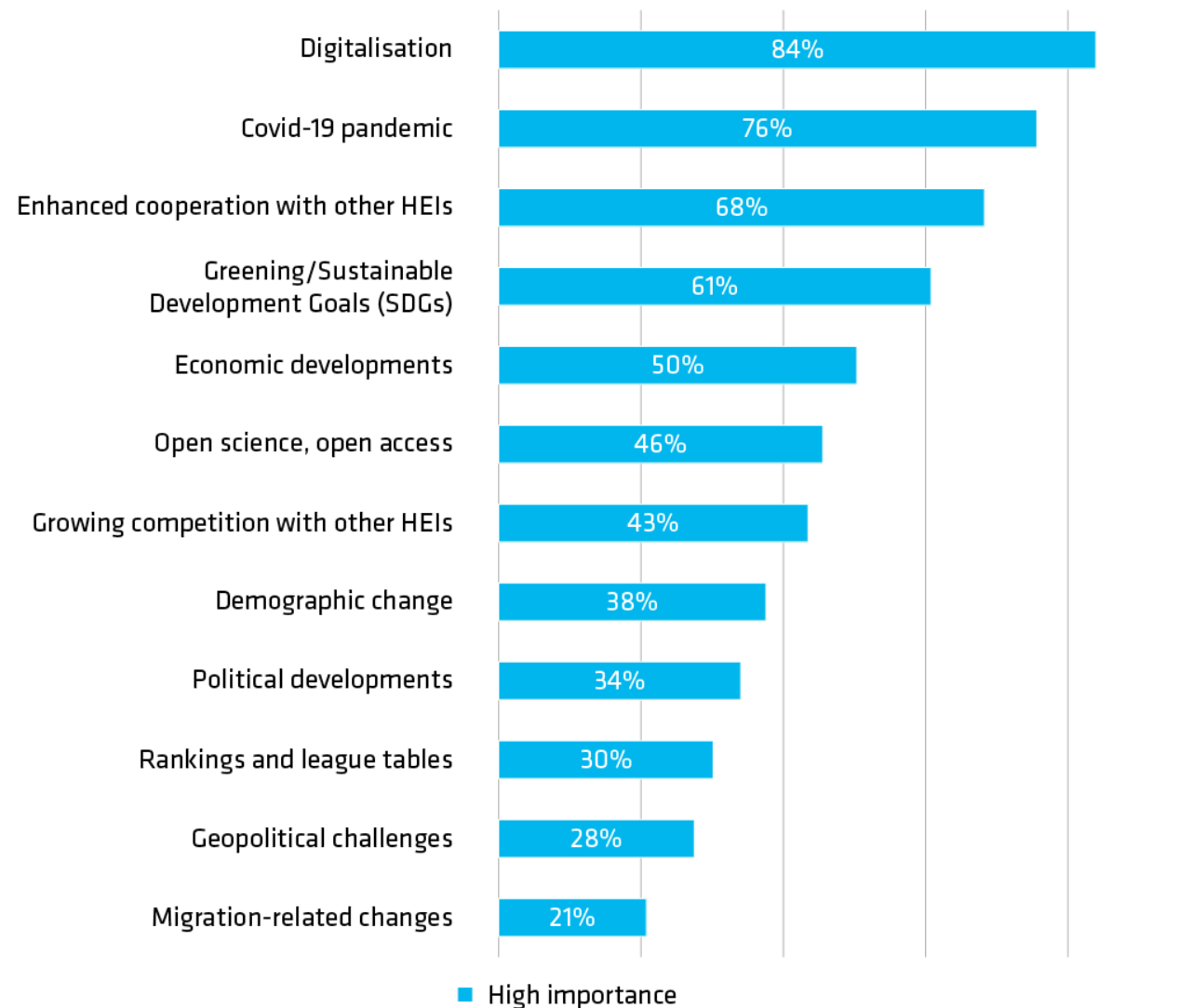
1. Times of change

What do you think has most impacted the higher education sector in the past five years?

- Covid-19 pandemic
- Digitalisation
- Economic developments
- Enhanced cooperation with other institutions
- Greening and SDGs
- Open science/open access
- Growing competition with other HEIs
- Other (please comment in the chat box)

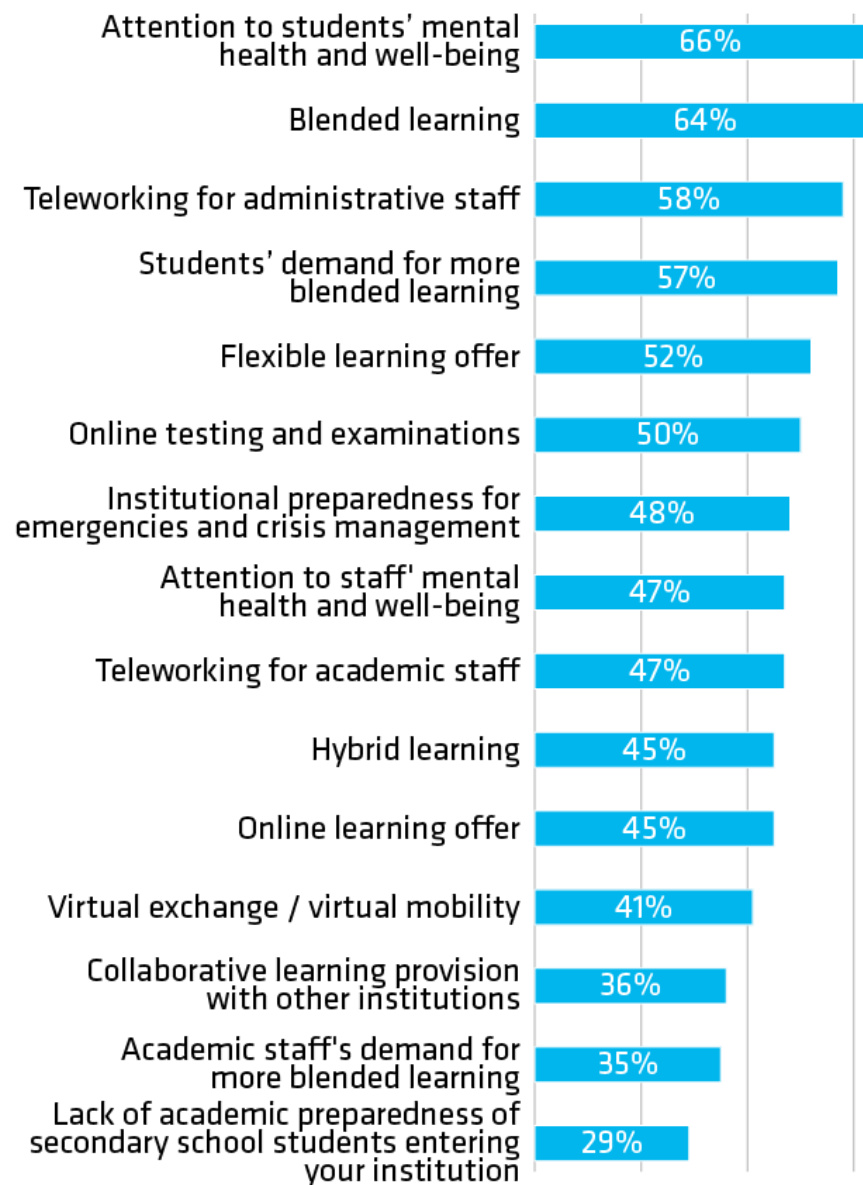
Developments impacting institutions' overall strategy, past five years

Q9. Which of the following developments have impacted your institution's overall strategy in the past five years? N=485

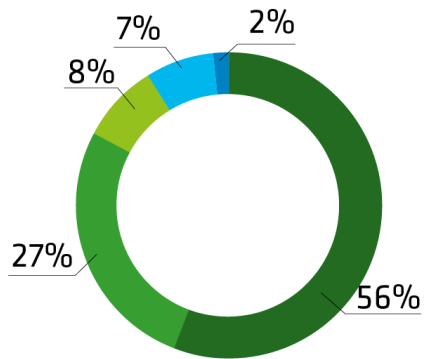


Increases post-Covid 19 in 2023

Q31. In 2023, do you see any increase in the following areas, compared to the situation before the Covid-19 pandemic? N= 486



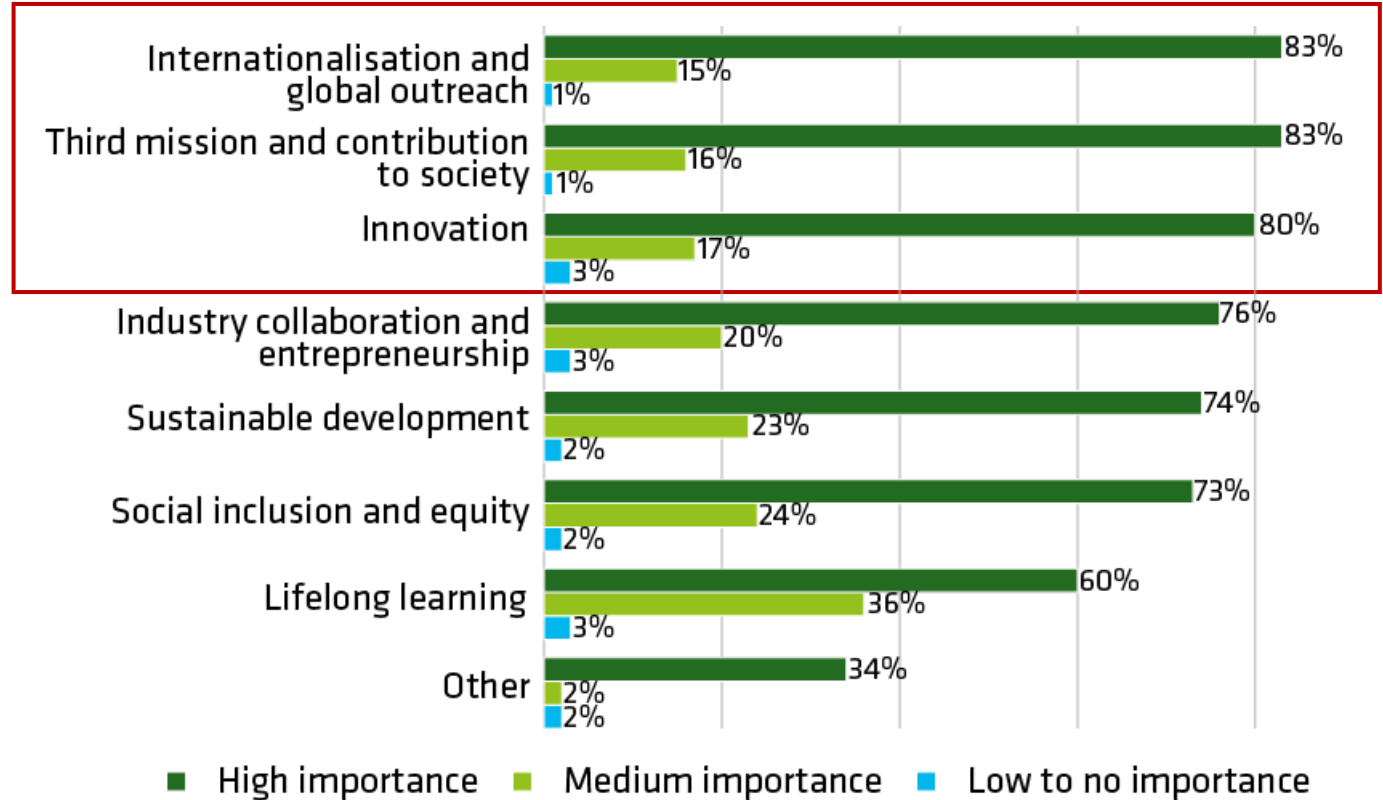
Multiple university missions: complexity, and risk of fragmentation?



- Both are equally important
- Both are important, but education is slightly more
- Both are important, but research is slightly more
- Education
- Research

Primary mission:
research &
education equally
important 56%

Third mission on top,
together with
internationalisation &
followed by innovation



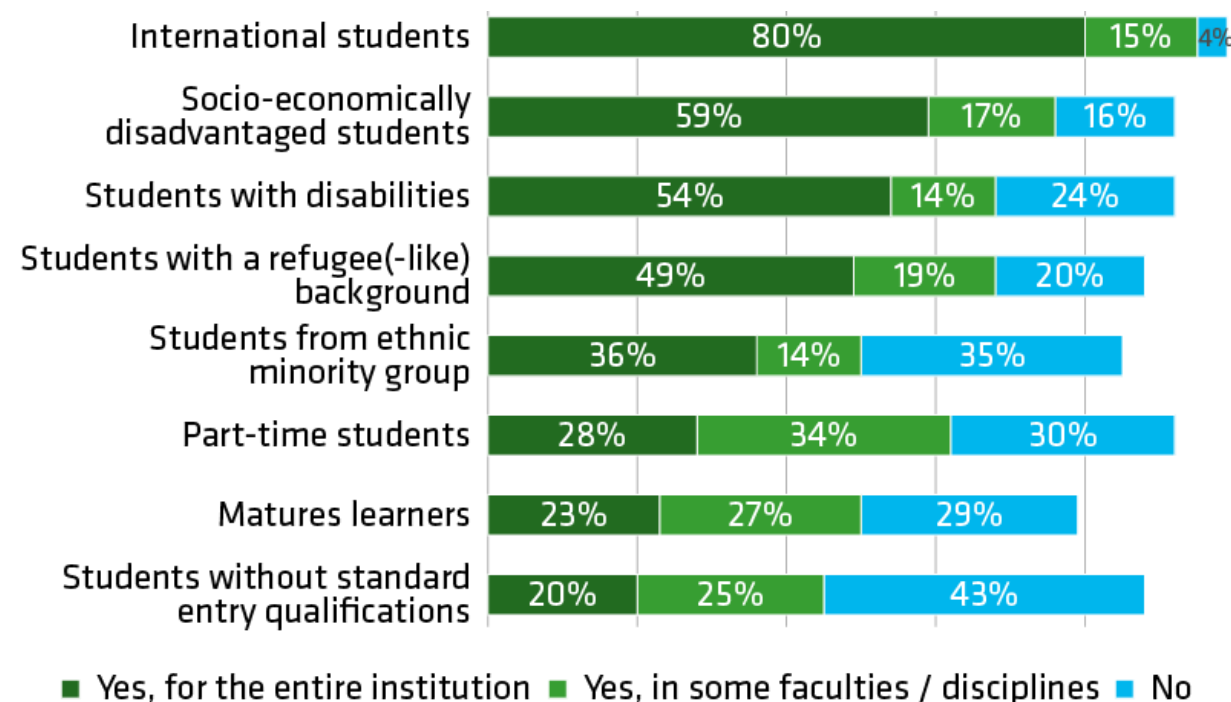
Q7. What would you see as the primary mission of your institution? N=488.
& Q8. How important are the following areas for your institution? N= 482

2. Education offer

In your opinion, what has most changed in higher education learning and teaching in the past years?

- Digitalisation
- More flexible learning
- More active/innovative learning
- More attention towards the quality of teaching
- More short courses (micro-credentials etc.)
- More diverse student body
- Increase in student numbers
- Decrease in student numbers
- Not much

Targeted strategies to attract...



Q19. Does your institution have targeted strategies to attract the following student groups? N=484

In a context of...

- General increase for student enrolment in the past 5 years, BUT with noticeable decreases in some Eastern European countries, particularly in degree education (B, M).
- Expectations for the next 5 years:
 - ✓ 77% of HEIs expect an increase of international students
 - ✓ 51% expect an increase of learners in non-degree education (+ 25% expect stability)
 - ✓ 41% expect an increase of mature learners
- Perplexity as on the “model” and processes to put in place for non-degree education and a more diverse student body:
 - ✓ A third of HEIs have “no information” on numbers for mature learners
 - ✓ A quarter of HEIs have “no information” on student numbers for learners in non-degree programmes

Figure 25: Implementation of learning outcomes
Q30. Have learning outcomes been implemented? Please select one option. N=484

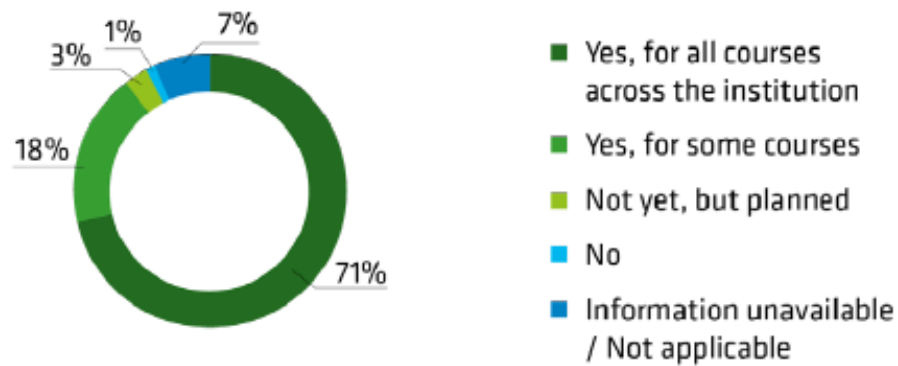


Figure 26: Progression in the implementation of learning outcomes since 2010
Have learning outcomes been implemented? Please select one option. Trends 2010 Q19; Trends 2015 Q36; Trends 2018 Q22, N=295; Trends 2024 Q3, N=484.

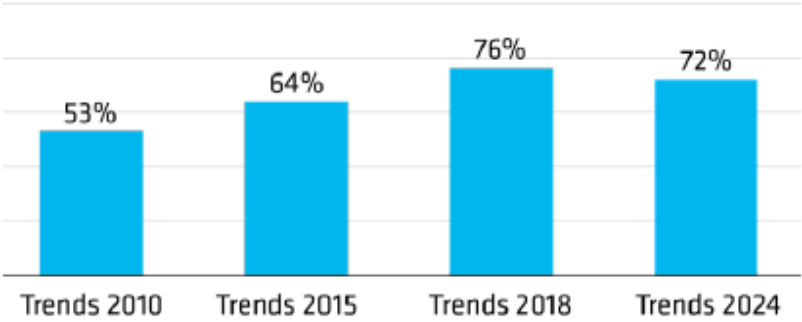
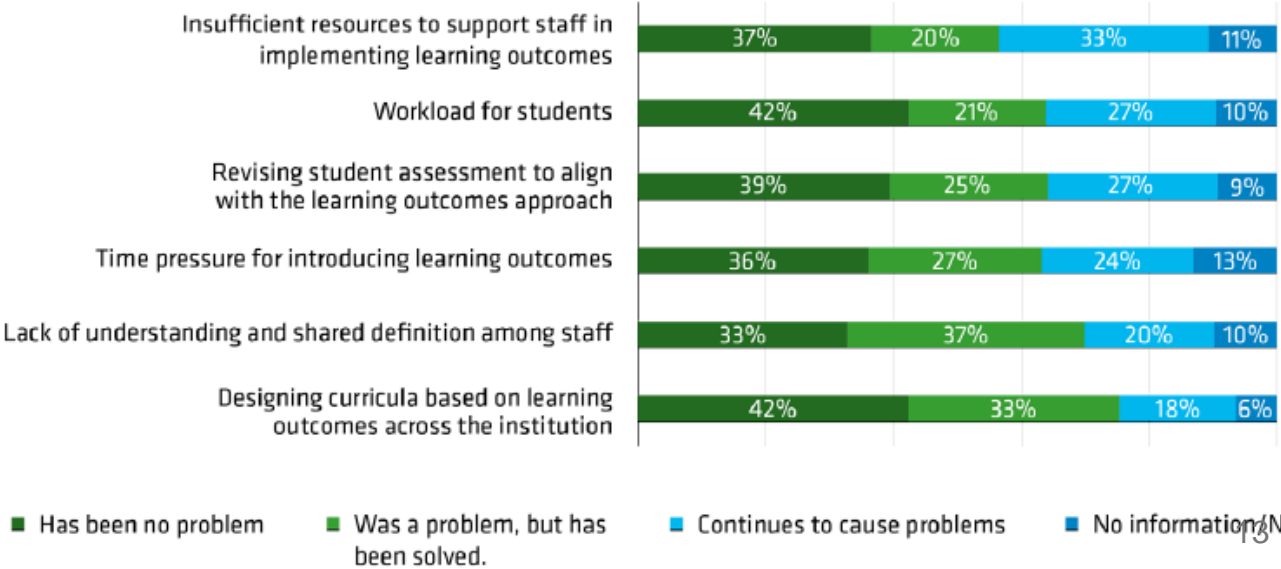
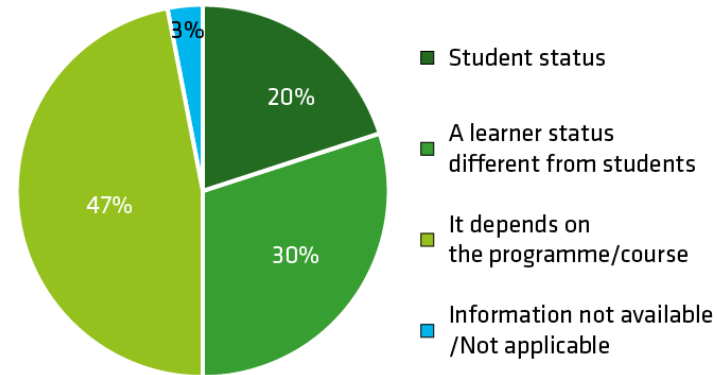


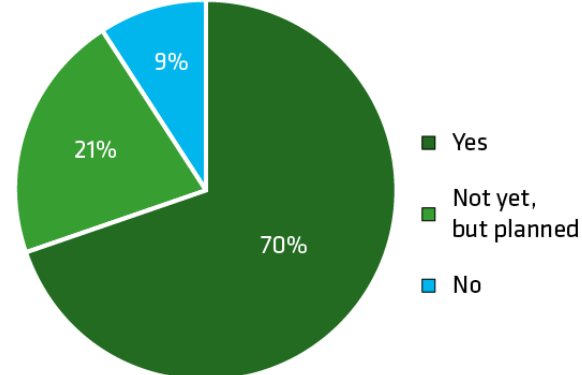
Figure 27: Issues encountered when implementing learning outcomes
Q30.1. How would you describe issues encountered when implementing learning outcomes? Please select one option per line. N=433.



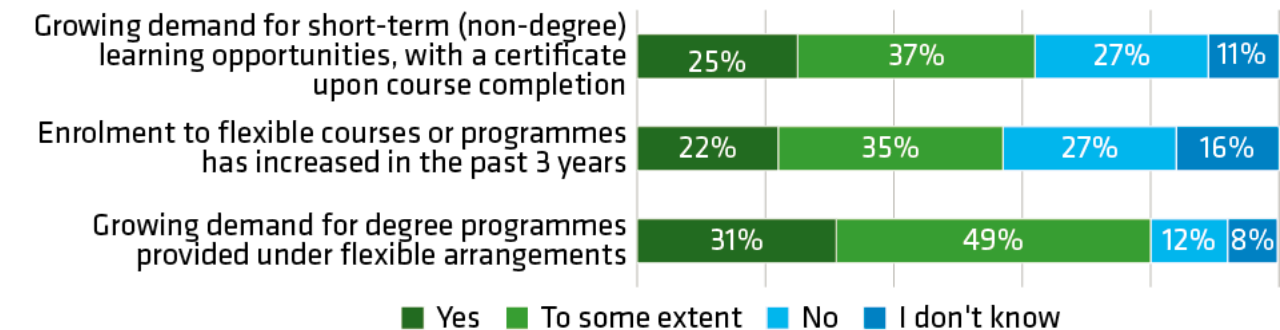
Non-degree learners are registered as...



Offer of non-degree programmes or courses

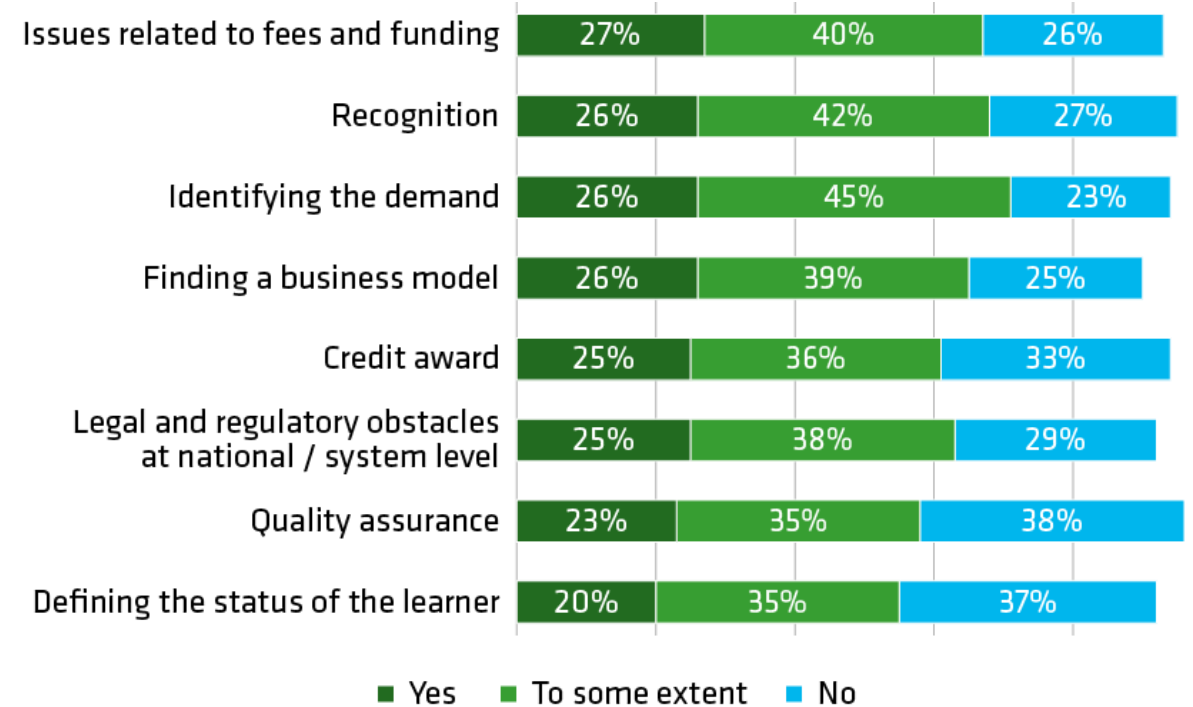


Q24.1. [If you selected "Yes - Does your institution offer non-degree programmes or courses"] How does your institution register learners for these non-degree programmes or courses?



Trends 2018. Q29. Do the following statements reflect the current situation in your institution?
N=289

Challenges for non-degree programmes or courses



Q25. Do you see challenges for non-degree programmes or courses (earning certificates, badges or micro-credentials) in the following areas? N=472

3. Internationalisation

Is your institution likely to enhance its international activities?

- Yes
- No
- It will remain the same
- I do not know

International exchange and collaboration

Q42. How would you describe the situation of international exchange and collaboration at your institution? N=401.



Mobility rates and challenges

Q43. At your institution, what is the approximate percentage of students with at least one physical mobility experience upon graduation? N=478.
& Q45. What do you see as challenges for your outgoing students (credit mobility)? N =473

Percentage of students with at least one physical mobility experience						No information /NA
	≤5%	6–10%	11–20%	21–50%	More than 50%	
Bachelor's	34%	25%	20%	9%	4%	8%
Master's	37%	20%	18%	10%	4%	10%
PhD	30%	10%	9%	9%	13%	28%

Challenges:

- Students cannot afford it – **81%**
- Difficulty for credit mobility in some academic disciplines - **69%**
- Differences in the academic calendars – **68%**
- Many students face some sort of mental barriers - **67%**
- Difficult to fit into a master's **53%** or bachelor's **49%** programme

Joint degrees / joint programmes

- One quarter has 5 or more
- One quarter does not have any
 - stopped having $\leq 4\%$
 - not possible $\leq 4\%$
 - never had them $\leq 19\%$

Virtual exchanges

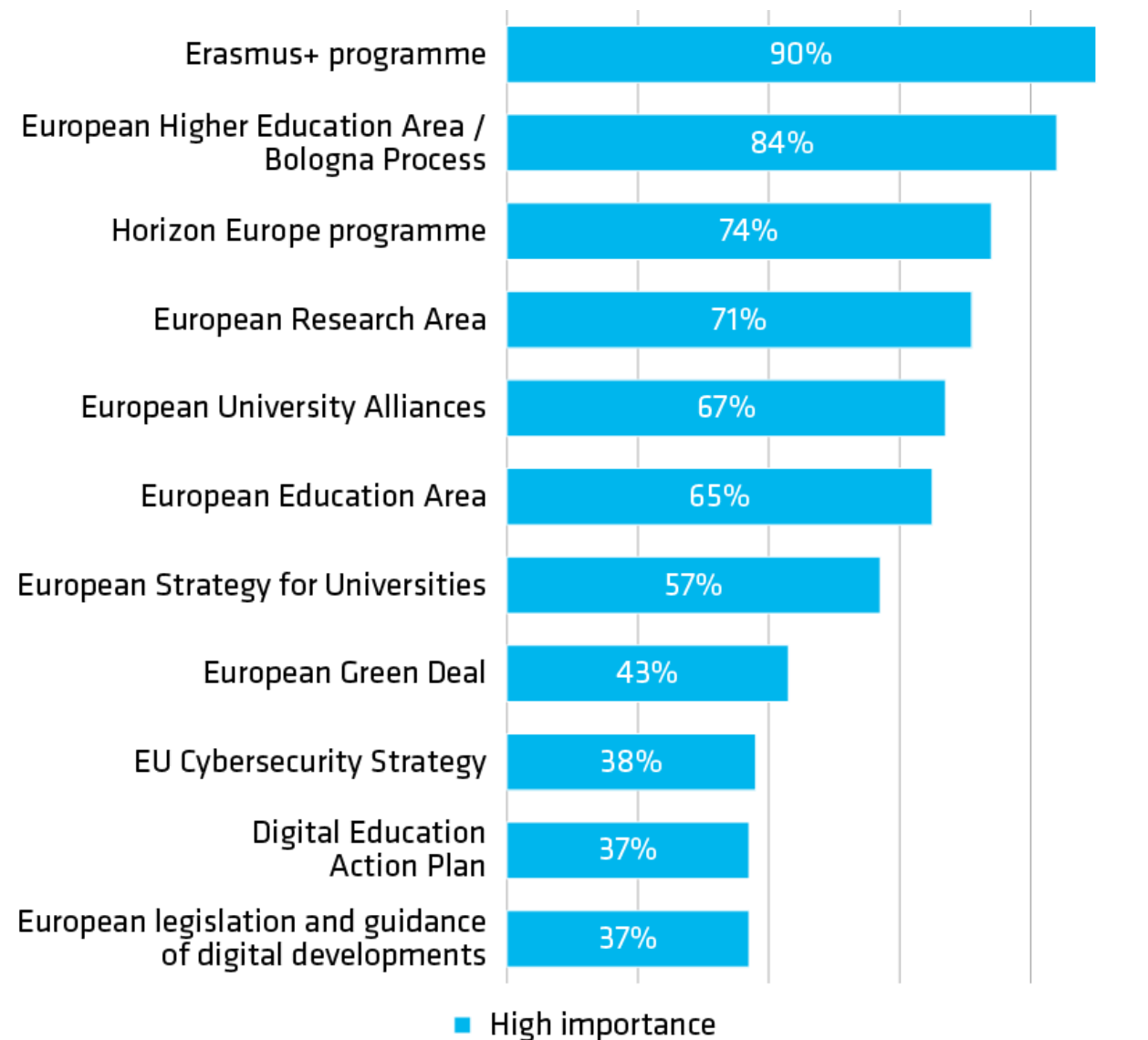
- before Covid 19 – 12%
- now 52%
- another 20% plan to have them



4. Europe matters – future Trends, future of the EHEA

Importance of European strategies, initiatives and funding programmes

Q10. What level of importance do the following
European strategies, initiatives and funding
programmes have for your institution?
N=484



TRENDS 2024

Thank you for your attention

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