



Albanian **BFUG** Secretariat
2021-2024

TPG C on QA meeting

30 NOVEMBER 2022

ONLINE

I'MINQA

Programme (1/2)

- 09.30h Welcome by co-chairs of the TPG C on QA
Approval of the agenda, approval of the minutes of TPG1
Introduction to the meeting and its objectives
- 09.45h Tour de table
- 10.00h General state-of-play and work plan of TPG C
Country action plans, TPG meetings & Staff Mobility
- 10.30h Experience from a staff mobility
- 10.45h Digitalisation of QA processes
- 11.00h Health break

Programme (2/2)

11.15h Peer learning activities

11.30h QA of micro-credentials

11.45h QA of European Universities

12.00h Discussion on the new (social dimension) indicators and the role of the QA agencies

12.45h Synergies with other projects in the field of QA

12.55h Next steps

13.00h End of meeting

Set up of Thematic Peer Group C on QA

2021-2024

- Chaired by 3 co-chairs: Belgium/Flemish Community, Romania and Kazakhstan
- 42 countries take part: Albania, Armenia, Austria, Azerbaijan, Belgium/Flemish Community, Bosnia & Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Georgia, Germany, Greece, Holy See, Hungary, Iceland, Ireland, Italy, Kazakhstan, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Montenegro, the Netherlands, North Macedonia, Norway, Poland, Romania, San Marino, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Ukraine, UK – Scotland
- 7 organisations: EI-ETUCE, ENQA, EQAR, ESU, EUA, EURASHE, European Commission

Action plan of Thematic Peer Group C on QA

Content

- Part with general information on the TPG
 - Introduction and scope of the TPG
 - Thematic orientations
 - Working methodology
 - Monitoring
 - Timeframe
 - Composition of the group
- Country pages

Action plan of Thematic Peer Group C on QA

Country action plans

- 35 countries sent in their country input
- 2 countries partly filled (Ireland, Latvia)
- 5 countries missing (Estonia, Montenegro, North-Macedonia, Spain, Ukraine)

Link to action plan:

<http://ehea.info/page-peer-group-C-QA>

State of play of Thematic Peer Group C on QA 2021-2024

TPG meetings

- **30 June 2021, Kick-off Meeting of the TPG C on QA, online**
- **17-18 May 2022, First Meeting of the TPG C on QA, Belgium**
- **30 November 2022, Second Meeting of the TPG C on QA, online**
- 1-2 June 2023, Third Meeting of the TPG C on QA, Kazakhstan
- November 2023, Fourth Meeting of the TPG C on QA, online
- May 2024, Fifth Meeting of the TPG C on QA, Romania
- November 2024, Sixth Meeting of the TPG C on QA, Belgium

State of play of Thematic Peer Group C on QA 2021-2024

Other activities of the TPG that have taken place

- Staff mobility programme
 - Call 1 for applications and selection
- Peer learning activities
 - First PLA on ESG & legal framework, 1 September 2022, Belgium
- WG on QA of micro-credentials
 - First meeting 2 September 2022, Belgium
- WG on QA of European Universities
 - First meeting 17 June 2022, online

State of play of Thematic Peer Group C on QA 2021-2024

Staff Mobility - timing call 1

- Launch of the call for applications: June 2022
- Deadline for applications: 31 July 2022
- Matchmaking committee meeting to evaluate the applications: 31 August 2022, Brussels (Belgium)
- Announcement of selection results: September 2022
- **Staff mobility: October 2022 – March 2023**
- Deadline observation report: 1 month after the end of the mobility at the latest
- Matchmaking committee meeting to review the observation reports: 30 May 2023 (Kazakhstan)

IMINQA Staff Mobility call 1

Overview of applications

Number of received and selected applications, per type of organisation

Applications Staff Mobility	Received	Selected
Total	41	37
QA agency	34	31
Ministry	4	3
Stakeholder organisation	3	3

- Mix of applying countries, in what regards the stage of development of their external Quality Assurance system (as described in Scorecard indicator n°4 in the [Bologna Implementation Report 2020](#): range from orange to dark green.
- Host countries also range from orange to dark green, with a prevalence of dark green countries.

IMINQA Staff Mobility call 1

Geographical balance

Comparisson between the countries that sent in applications and the preferred host countries (first choice)

Applicants per country



Preferred host country (first choice)



The way forward: reporting on mobility, outcomes & the second project call

Next steps

Call 1

- Announcement of selection results: September 2022
- Staff mobility: October 2022 – March 2023
- Deadline observation report: 1 month after the end of the mobility at the latest
- Matchmaking committee meeting to review the observation reports: 30 May 2023 (Kazakhstan)

Call 2

- Call for proposals: February – March 2023
- Evaluation of proposals by matchmaking committee: April 2023
- Matchmaking committee meeting to select proposals: 30 May 2023 (Kazakhstan)
- Announcement of selection results: May/June 2023
- Staff mobility: May 2023 – February 2024
- Matchmaking committee meeting to review the observation reports: May 2024 (Romania)

The way forward: reporting on mobility, outcomes & the second project call

Preparing for mobility

Before departing on mobility, the staff member will provide the Matchmaking Committee with details about the intended mobility.

The 'Details of Mobility' document should be completed with all of the practical information about the mobility, such as the name of the staff member, precise date and duration of the mobility, country and organisation to be visited etc.

This document should be submitted to the Matchmaking Committee as soon as possible, or no more than 2 weeks before departure on the mobility.

Before the mobility, it should also be shown by an e-mail or other proof, that the mobile peer has been in contact with the host institution and that they are willing to host for the agreed upon number of days. The start and end date of the mobility should also be mentioned in the host's correspondence.

The way forward: reporting on mobility, outcomes & the second project call

Reporting on mobility outcomes

The mobile staff member will need to present a detailed report on the mobility.

This should be submitted to the Matchmaking Committee at the latest one month after the end of the mobility.

The report will consist of 3 parts:

- Outcomes of mobility document
- A completed and signed statement on honour for reimbursement
- Digital copies of all expenses incurred

Reporting by hosts

Hosts are encouraged to complete an optional host report.

Experience from a staff mobility

Ariadna Strugielska - Poland

Patrick Van den Bosch – VLUHR QA (Belgium/FI)

Digitalisation of QA processes

Digitalisation of Quality Assurance Processes



Work Package 7

Digital approach in HE

The goal of the study

Two perspectives/actors:

HEI – digital processes

- Digitalization of teaching & learning & evaluation
- Digitalization of IQA Management

EQA

QAA – digital QA processes

- Internal management
- SAR and evidence submission
- Communication with HEI and panel of reviewers
 - Assessment activities
 - Online site – visit
 - Final reporting

Digital education is an **umbrella term** for any education that is conducted at least partly in, with or through digital technologies.

Question: What the level of digital processes?

BASICS

What is digital?

Digital describes electronic technology that generates, stores, and processes data in terms of two states: positive and non-positive. Positive is expressed or represented by the number 1 and non-positive by the number 0. Thus, data transmitted or stored with digital technology is expressed as a string of 0's and 1's.

DIGITAL – Stage of informatization. Three associate terms that can generate confusion

Digitization – the process of changing information from analog to digital

Digitalization - the process of employing digital technologies to transform activities and operations

Digital Transformation - will typically include several digitalization projects



Digitization vs Digitalisation vs Digital Transformation

Digital Transformation

Use of Digital Products

Digitalization

Automating Processes

Digitization

Digitize information

- ✓ Digitization is basically the process of taking analogue information, such as documents, sounds or photographs, and converting into a digital format that can be stored and accessed on computers, mobile phones and other digital devices. **Digitization is the process of converting information from a physical format into a digital one.**
- ✓ **Digitalization deals with information processing**, or how digitized data can be used to improve workflows through automating existing processes. In a nutshell, digitization relates to information, whereas digitalization relates to processes.
- ✓ **Digital transformation** is a broader concept that encompasses not just the digitalization process but also the organizational change that accompanies it. This transformation is a **journey that starts with identifying which processes can be improved or replaced with digital solutions and then implementing those solutions to maximize their impact.**

QA Processes

1. Digital consistency & full traceability

- Paper-based, error-prone quality assurance has had its day.
- With the help of a digital quality assurance tool, a time-consuming analogue processes is brought into the digital world and thus create a common basis for digital collaboration.
- A digital QA approach brings all those involved in quality assurance up to date and acts as the central platform where documentation, supplementary information and evaluations of EQA procedures are stored and retrieved.
- With a central platform for quality assurance, information relevant to the evaluation process is available in real time and it enables quality data to be exchanged without media discontinuity

2. Continuous improvement of quality assurance processes

- With digital quality assurance processes, the preparation for accreditation, the submission of reports, the presentation of evidence, the communication with universities and peer review experts and the preparation of final evaluation reports can be optimised and thus increase the efficiency of operational processes.
- A digital tool in quality assurance supports the ongoing improvement and optimisation of individual processes and helps to uncover sources of error at an early stage. As a result, even the smallest individual processes become visible.

3. More flexibility for new requirements

- A digital solution offers more flexibility than existing paper processes. Changes can be made within minutes and all staff members can be brought up to date.
- Digital quality assurance gives you more flexibility to react quickly to influences and changes.

4. Documentation with less processing effort

- Updating, providing, searching and archiving quality assurance relevant documents such as evaluation reports takes significantly less time with a digital solution. Relevant information can be quickly documented and easily retrieved.
- In addition to collecting information, detailed intermediary and final reports can be created directly with the information in a digital QA system.

5. Automated processes

- With a workflow management function, complex QA processes can be easily controlled.
- By networking processes, digital consistency is created across several QAA units or even universities.
- It enables resource-saving control of previously manual processes.

6. Scalability and adaptability

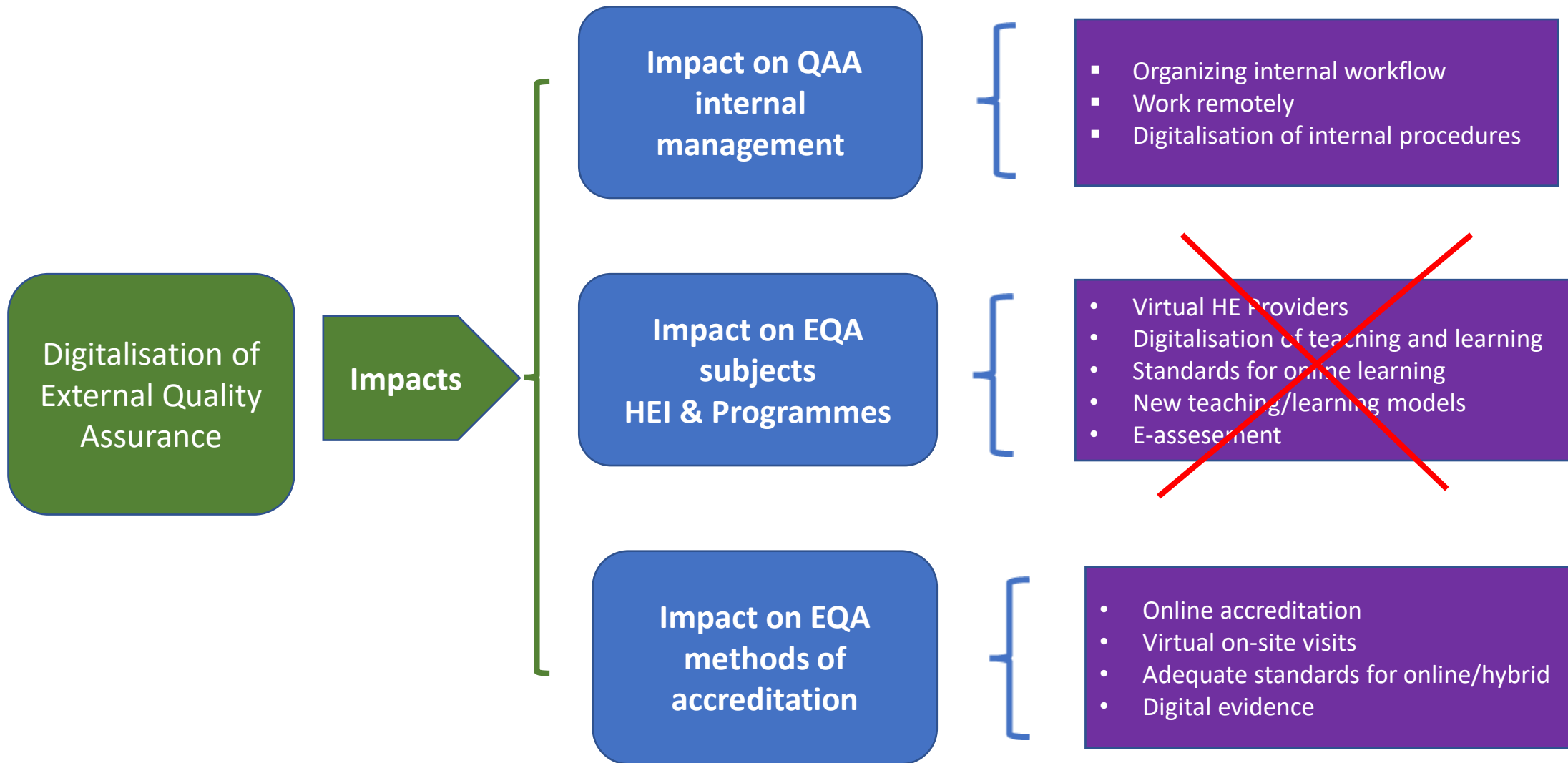
- In contrast to rigid paper processes, new QA requirements such as digital on-site visits, communication in virtual environment, structured data collection, a new set of quality criteria and quality indicators, new evaluation objectives (micro-credentials, MOOC) and so on can be implemented with just a few clicks.

7 Real-time availability and evaluation of data

- The term 'real-time evaluation' can include one or more of the following dimensions:
 1. real-time data collection;
 2. real-time reporting;
 3. multiple timings of evaluation activities;
 4. support for different types of training;
 5. engaging different users together in dialogue for sense-making and action planning.

From the point of view of the accreditation agency, digitalization of QA processes leads to more personnel and technical resources and thus to further costs. But for the successful implementation of digital procedures, it is critical to have a good and trusting cooperation of all stakeholders.

How has digitalisation affected the quality assurance agencies (QAAs)



Digitalisation of Quality Assurance processes

Main objectives of WP7:

- mapping the situation of QA systems in EHEA countries from the perspective of digitalisation (including changes triggered by the COVID-19 pandemic) as well as data management and sharing
- reflecting on a medium-term vision for enhancing QA processes and procedures based on technology.

Proposed methodology

- ✓ **Documentation** - Literature and QAAs webpage scanning
- ✓ **Survey-based studies** on existing EQA models and mechanisms in the field of Digitalisation and Digital Transformation in quality assurance
- ✓ **Identifying of good practice** examples regarding the use of digital tools during the implementation of EQA processes
- ✓ **Data management and data sharing** to the recognized international data base (DEQAR, ETER....)

Proposed activities

1) Mapping the activities undertaken by QA agencies in EHEA and presenting the degree of digitalisation of QA processes and practices:

- ✓ Pre Covid -19 pandemic & During the pandemic
- ✓ Post Covid -19 pandemic: Recommendations



Time dimension

Survey dimensions:

- ✓ **Internal workflows and processes** – Digitalisation of internal management processes
- ✓ **Methodology for EQA** - Change Review procedures/Virtual site - visit
- ✓ **Accreditation status/validity** - Prolong accreditation period / Validity of the program in pandemia
- ✓ **Security/Integrity** - Confidentiality of review panel discussion and documents reviews during digital site-visit
- ✓ **Equity** - Different standards for online degrees (Rubric for online)
- ✓ **Sustainability** - Availability of finance and qualified personnel
- ✓ **Partnership** - Guidelines and support for higher education providers
- ✓ **Data sharing** – data management and sharing to the recognized international data base

Survey objectives:

2) Identifying of good practices – digitalization / digital transformation through the implementation of:

- ✓ Organizing internal workflow
- ✓ Submission of reports and presentation of evidence
- ✓ Communication with universities and review experts
- ✓ Digital (virtual) onsite visits
- ✓ Preparation and validation of final evaluation reports
- ✓ Training in building up online moderation competence
- ✓ Cross- border assesement
- ✓ Data sharing

Other activities:

- 3) Interviews with some QAA representative in the field of digitalization of QA processes
- 4) Reflection group interested in the use of digital tools in QA processes
(contact person: Petrișor Țucă – email: tucapetrisor@gmail.com)
- 5) Thematic workshop for TPG C on QA members to discuss the study outcomes

Timing:

First draft of the Survey on Digitalisation of QA processes (DQAP) – end of January 2023

Towards Blended External Quality Assurance in Higher Education?

Health break

Peer Learning Activities (PLAs) on EHEA Policy Priorities

MELINDA SZABÓ, DEPUTY DIRECTOR
EUROPEAN QUALITY ASSURANCE REGISTER FOR HIGHER
EDUCATION (EQAR)

PLAs aligned with the priorities identified by the Rome Ministerial Communique (2020)

1. Aligning the legal framework with the ESG (i.e. EHEA key Commitment) – Brussels, 1 September 2022
2. Cross-border QA and QA of Transnational education (TNE) – Romania, 21 March 2023
3. European Approach for QA of Joint Programmes – Belgium, September 2023

The PLAs include a preparatory note based on existing analyses, data and reports and are followed by a thematic analysis that will feed into the cross-cutting report

Peer Learning Activities
in the IMINQA project

PLA 1: Aligning the legal framework with the ESG

One day event, three parallel sessions with specific discussion topics

Organised in close collaboration with ENQA, hosted by the Belgium Flemish Ministry of Education and Training in Brussels

Attendance: 24 participants from 9 countries, a mix between ministry representatives, representatives of national QA agencies and stakeholder organisations.

Country perspective: Peter Ondreička (Slovakia), Marilena Maniaci (Italy, ANVUR), Ulf Hedbjörk (Sweden)

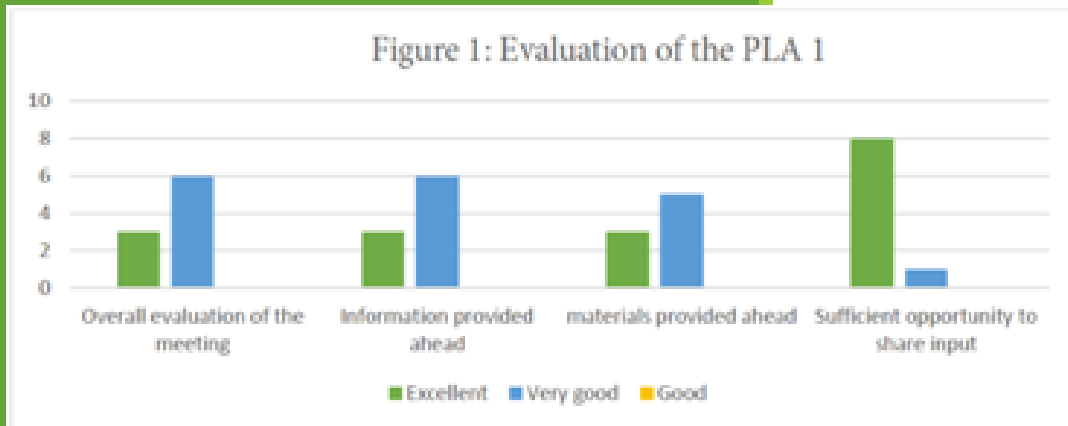


Figure 1. Brussels, Flemish Ministry of Education and Training.

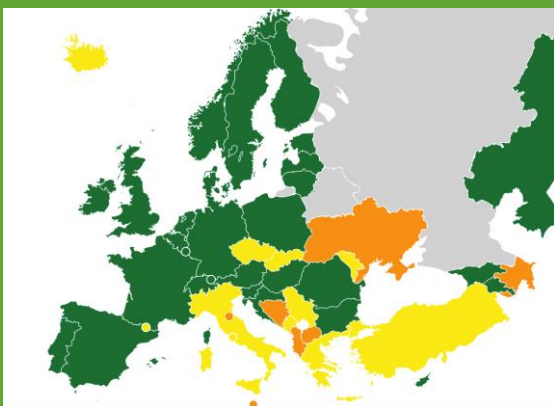


Figure 2. EHEA Key Commitment on QA

PLA 1:

Aligning the legal framework with the ESG

Overarching topic:

Meeting the EHEA key commitment on QA: all HE institutions are expected to be subject to a regular review against the ESG carried out by (an) agency/-ies listed in EQAR.

Currently, 29 of the 47 EHEA higher education systems satisfy this requirement (see Figure 2).

Specific topics addressed in PLA 1:

Topic 1: What are the key issues that need to be assured by the legal framework for internal and external QA?

Topic 2: What are the main barriers in ensuring ESG compliance at national level and what are the effective approaches to address these issues?

Topic 3: What is the status/role of external QA in different countries, and the balance between institutional and programme-level approaches to external QA and ESG compliance?

Outcomes of PLA 1:

Aligning the legal framework with the ESG

Topic 1: Legal framework

Distancing needed from a strong control based approach in external QA → more autonomy for HE institutions & quality assurance bodies to design their QA processes

Providing strong safeguards within the law for QA agency's independence (nomination of governing bodies, dismissal provision, ...)

Ensuring a degree of flexibility in the legal framework or consider developing separate legislation specifically for QA

Topic 2: ESG compliance

Common issues : Student involvement in review panels, involvement of stakeholders in agency's governance, publication of reports, separate appeals and complaints processes, systematic approach in producing thematic analysis

Topic 3: Status/role of EQA

In some countries there is a shift in the discussion from how to keep the relevance of EQA procedures bringing more innovative solutions and approaches

Important to considering the added value of each external QA procedure while balancing the invested efforts.

The 2nd PLA will consider to what extent EHEA members allow their HE institutions to use a suitable EQAR-registered agency for their mandatory external QA.

The PLA will further explore the QA of outgoing TNE.

Specific topics:

Topic 1: Cross-Border QA from an institutional perspective

Topic 2: Cross-Border QA from a registered QA agency perspective

Topic 3: Quality Assurance of Trans National Education (TNE)

! All TPG members invited to attend the 2nd PLA on 21 March 2023 (Bucharest), especially those that are working towards opening their HE system to allow cross border QA by EQAR-registered agencies

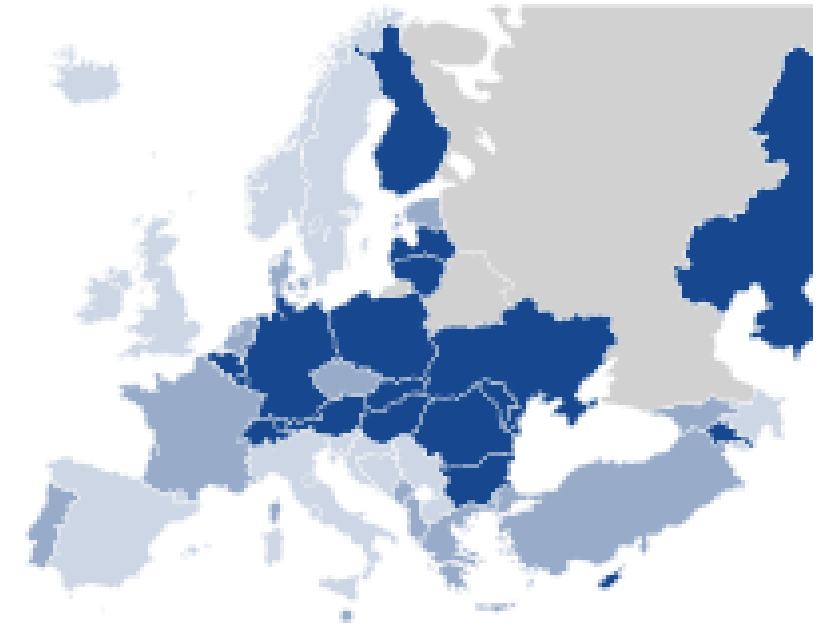


Figure 3. System openness to cross-border QA

PLA 2: Cross-border QA (CBQA) and QA of transnational education (TNE)

QA of micro-credentials

Working group on quality assurance of micro-credentials

Update for TPG C on QA

30 November 2022

I'MINQA

Aims and activities

- To build on the work and findings of the Microbol project and develop practical tools for QA of micro-credentials,
- Produce a desk research that will gather data and explore the different approaches to QA of micro-credentials across EHEA,
- Preparation of guidance for internal QA and external QA of micro-credentials
- Preparation of key considerations for non-HEI providers of micro-credentials
- Explore how micro-credential providers can be included in DEQAR, conduct a feasibility assessment on quality label, and propose a harmonised data standard for information on micro-credentials

Current work

- 4 writing groups for: desk research, IQA guidance, EQA guidance and Key Considerations for non-HEI providers
- A survey to TPG members: to map the state of play of policy developments as well as collect data about different activities and initiatives related to quality assurance of micro-credentials in the EHEA

Please fill it in if you have not already done so!

Final deadline: 7 December

- The data will serve as a basis for the semi-structured interviews with representatives of quality assurance agencies, higher education institutions and non-higher education institutions offering micro-credentials
- Results of the desk research will be presented and discussed in the TPG C meeting in May

Coordination with other TPGs

- Preparation of common document providing HEIs with a hands-on tool / practical guidance on the 'life-cycle' of micro-credentials

Develop – Issue – Quality Assure – Recognise

- To include key elements from the work conducted by the three TPGs (QA, recognition, qualifications frameworks)

QA of European Universities

Working group on quality assurance of European Universities

Update for TPG C on QA

30 November 2022

I'MINQA

QA of European Universities

First meeting 17 June 2022, online

Agenda

- Presentation of the working group and its activities and goals
- Presentation of the EUniQ project: framework and policy papers
- Discussion on the state of play and challenges in participating countries

Discussions - Outcomes

- Different types of alliances: context of the alliance is important
- Question whether the framework should replace (partly) a national institutional approach?
- Cannot be implemented immediately in all countries due to different national legislations and requirements -> voluntary assessment with the aim of enhancing the QA(procedures) within the alliance.

QA of European Universities

First meeting 17 June 2022, online

Discussions - Outcomes

- Question who the framework is for and whether we are not over-evaluating? -> Set up to support the alliances, to provide a procedure that avoids burdensome, duplicate and potentially contradictory processes in different countries
- Consider long-term implications: national authorities should consider whether more structural changes will be necessary.
- Social inclusion and access to HE should be more included in the framework

QA of European Universities

Timing

- September 2022 – November 2022: carry out an analysis of legal obstacles in the participating countries in the WG to apply the EUniQ framework and/or possible other approaches
- December 2022: Feedback on preliminary results by the WG
- 17 January 2023: Working group meeting, Brussels
 - Present analysis in the IMINQA WG on QA of European Universities
 - Call for countries to participate in more in-depth study (5 EHEA countries)
- March 2023: First small (online) PLA for countries selected for the more in-depth study
- April 2023-October 2023: feasibility study in 5 EHEA countries
- November 2023: Second small (physical) PLA for countries selected for the more in-depth study, Belgium
- November 2023: Working group meeting, Brussels

Discussion on the new social dimension indicators and the role of the QA agencies

SOCIAL DIMENSION OF HIGHER EDUCATION: THE ROLE OF EXTERNAL QA

*TPG C meeting
Online, 30 November 2022*



MONITORING FRAMEWORKS AND INDICATORS

- European Higher Education Area

- ✓ Social Dimension
- ✓ Fundamental Values
- ✓ Learning and teaching
- ✓ BPIR

- European Education Area

- ✓ European criteria for the award of a joint European degree label
- ✓ Monitoring framework on the European Universities initiative

BFUG WG ON SOCIAL DIMENSION OF HE

- Developing a European policy framework for social dimension
- 2020: Rome Communiqué Annex II: Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA
- 2021-24: an implementation framework, including indicators for the Principles

Source: [Update to BFUG November 2022](#), Ninoslav Schmidt (Croatia) & Horia Onita (ESU), WG social dimension co-chairs



**Principles and Guidelines to Strengthen
the Social Dimension of Higher Education
in the EHEA**

Prepared by the BFUG Advisory Group 1 on Social Dimension

BFUG WG ON SOCIAL DIMENSION (SD) OF HE

During 2021-2022, the [European Commission/ EACEA/Eurydice](#) developed indicators for the principles of social dimension.

The BFUG WG adopted most of these indicators, added some extra, and created explanatory descriptors for each one. The chapter on SD in the next BPIR will be based mostly on the same Eurydice indicators.

[Proposal of Indicators for Principles and Guidelines](#), produced by BFUG Working Group on Social Dimension

- Between 2 and 6 indicators for each of the 10 principles (42 indicators in total)
- Explanatory descriptors for each indicator provide more information about how an indicator could be implemented
- Indicators in the form of statements to enable public authorities to operationalise each principle

Source: [Update to BFUG November 2022](#), Ninoslav Schmidt (Croatia) & Horia Onita (ESU), WG social dimension co-chairs



PRINCIPLE 1, INDICATOR 5

Quality assurance agencies are required to monitor whether higher education institutions have social dimension strategies and policies (Eurydice, 2022).

- Quality assurance agencies have standards and criteria in their external evaluation procedures that check whether higher education institutions have social dimension strategies and policies.
- Quality assurance agencies raise the awareness of social dimension principles and guidelines among higher education institutions, offer needs-based consultation with the involvement of underrepresented, disadvantaged and vulnerable students and staff members.
- Quality assurance agencies provide structured training on social dimension in higher education to external reviewers engaged in external evaluations. This training should be delivered and co-created with underrepresented, disadvantaged and vulnerable students and staff.

PRINCIPLE 2, INDICATOR 4

- **Quality assurance agencies address the recognition of prior non-formal and/or informal learning in higher education in their external evaluation procedures (Eurydice, 2022).**
 - Quality assurance agencies have standards and criteria in their external evaluation procedures that check whether higher education institutions recognize prior non-formal and/or informal learning.
 - Quality assurance agencies and higher education institutions work jointly on the recognition of prior non-formal and/or informal learning to prevent parallel and opposing procedures, delays, and extra costs for students.

PRINCIPLE 5, INDICATOR 3

- **Quality assurance of career, academic as well as psychological counselling and guidance services in higher education is required (Eurydice, 2022).**
 - Quality assurance agencies have standards and criteria in their external evaluation procedures that check whether higher education institutions have career, academic and psychological counselling services and whether beneficiaries are satisfied with these services.

PRINCIPLE 7, INDICATOR 3

- **Public authority issues guidelines to quality assurance agencies to consider whether social dimension is addressed in the mission and strategy of higher education institutions (Eurydice, 2022).**
 - The external quality assurance evaluations check whether diversity, equity and inclusion objectives are engrained into the learning and teaching, research, outreach, governance, and management of higher education institutions, and if there is a systematic monitoring in place at higher education institutions on the implementation of these objectives.
 - Public authority supports the involvement of underrepresented, disadvantaged and vulnerable students and staff in internal and external quality assurance procedures.
 - Quality assurance agencies have standards and criteria in their external evaluation procedures that check whether higher education institutions offer training on diversity, equity or inclusion to academic and administrative staff and students.

PRINCIPLE 9, INDICATOR 5

- **Existence of requirements for external quality assurance agencies to evaluate community engagement activities of higher education institutions focused on diversity, equity, and inclusion (Eurydice, 2022).**
 - Quality assurance agencies have standards and criteria in their external evaluation procedures that check whether higher education institutions have community engagement activities, particularly those focused on diversity, equity and inclusion.

LINKS WITH THE ESG

ESG Part 1 covers issues such as

- Implementation of student-centred learning respects and attends to the diversity of students and their needs (Guidelines to Standard 1.3)
- Fair recognition...including the recognition of non-formal and informal learning (Guidelines to Standard 1.4)
- The needs of a diverse student population...are taken into account when allocating, planning and providing the learning resources and student support (Guidelines to Standard 1.6)

BFUG WG ON LEARNING AND TEACHING

- ✓ Existence and quality of the processes in place for the HE sector and other stakeholders to inform policy at system level and support alignment, including e.g., representative bodies for QA, Institution type, student representation, staff unions etc.
- ✓ Monitoring mechanisms/QA
This indicator focuses on whether quality assurance agencies are specifically required to assess the implementation of the national strategy/policy (in countries where it is explicit). For countries without a strategy/policy related to learning and teaching, information on the role of QA agencies in relation to learning and teaching will be gathered.



**Recommendations to National Authorities
for the Enhancement of Higher Education
Learning and Teaching in the EHEA**

Prepared by the BFUG Advisory Group 2 on Learning and Teaching

BFUG WG ON FUNDAMENTAL VALUES

- ✓ Requirements of quality assurance to consider whether academic freedom is exercised in higher education institutions
- ✓ Requirements of external quality assurance to consider whether institutional autonomy is sufficient and well exercised
- ✓ Requirements for students and staff to be fully involved in QA governance structures



Statement on Academic Freedom

Institutional autonomy,
Academic freedom and integrity,
Participation of students and
staff in higher education
governance,
Public responsibility for and of
higher education.

BFUG WG ON IMPLEMENTATION

Bologna Process Implementation Report

Chapter 1: Key Data

Chapter 2: Fundamental Values

- ✓ Requirements of external quality assurance to consider whether academic freedom is exercised in higher education institutions
- ✓ Requirements of external quality assurance to consider whether institutional autonomy is sufficient and well exercised.
- ✓ External QA requirements to assess robustness of HEI measures to ensure academic integrity
- ✓ Requirements for students and staff to be fully involved in QA governance structures

BFUG WG ON IMPLEMENTATION

Bologna Process Implementation Report

Chapter 3: Key Commitments

- ✓ Monitoring implementation of the ECTS system by external quality assurance
- ✓ Key Commitment on external quality assurance systems (revised indicator)
- ✓ Level of student participation in the external QA system
- ✓ Level of international participation the external QA system
- ✓ Openness to cross-border QA (revised indicator)
- ✓ European approach to QA of joint programmes (new scoreboard indicator)

BFUG WG ON IMPLEMENTATION

Bologna Process Implementation Report

Chapter 4 Social Dimension

- ✓ Quality assurance agencies are required to monitor whether higher education institutions have social dimension strategies and policies
- ✓ Quality assurance agencies address the recognition of prior non-formal and/or informal learning in higher education in their external evaluation procedures
- ✓ Quality assurance of career, academic as well as psychological counselling and guidance services in higher education is required
- ✓ Public authority issues guidelines to quality assurance agencies to consider whether social dimension is addressed in the mission and strategy of higher education institutions
- ✓ Existence of requirements for external quality assurance agencies to evaluate community engagement activities of higher education institutions focused on diversity, equity, and inclusion

BFUG WG ON IMPLEMENTATION

Bologna Process Implementation Report

Chapter 5 Learning and Teaching

- ✓ Strategy/policy Monitoring mechanisms/QA

Chapter 6 Internationalisation and Mobility

Additional topic: Indicators on EHEA country higher education responses to war in Ukraine

DISCUSSION QUESTIONS

- Does the quality assurance agency in your country/system actively address the social dimension or fundamental values of higher education? If so, how?
- Are the proposed indicators related to quality assurance agencies desirable and/or realistic?
- Should these additional issues, such as the social dimension or the fundamental values, be addressed by quality assurance agencies? What other issues would you consider?

Synergies with other projects in the field of QA?

- Quality Assurance Fit for the Future (QA-FIT)
- Supporting European QA Agencies in meeting the ESG – round 2 (SEQA-ESG2)
- Bologna with Stakeholders Eyes for an Innovative, Inclusive and Interconnected EHEA by 2030 (BWSE FOR2030)

Next steps

Upcoming activities of the TPG (1/2)

- Next TPG meeting

- 1-2 June 2023, Third Meeting of the TPG C on QA, Kazakhstan

- Staff mobility programme

- Call 2: February – March 2023
 - Announcement of selection results: May – June 2023
 - Staff mobility: May 2023 – February 2024

- Peer learning activities

- Second PLA on Cross-border QA (CBQA) & QA of TNE, 21 March 2023, Romania
 - Third PLA on the European Approach to the QA of Joint Programmes, 13 September 2023, Belgium

Upcoming activities of the TPG (2/2)

- **WG on QA of micro-credentials**
 - Interviews, December 2022 – January 2023
 - Second meeting, 27 February 2023, online
 - Third meeting, 14 September 2023, Belgium
- **WG on QA of European Universities**
 - Second meeting, 17 January 2023, Belgium
 - PLA for selected countries in feasibility study, March 2023, online
 - Feasibility study in 5 EHEA countries, April – October 2023
- **Digitalisation of QA processes**
 - Survey, February 2023
 - Results of survey to be shared, May 2023

Thank you!
