TPG A on Qualifications Framework

ACTION PLAN

2025-2027

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TPG A on Qualifications Framework Composition

- **Participating Countries and Organisations:**

Albania, Armenia, Azerbaijan, Belgium-Flemish Community, Bulgaria, Council of Europe, Croatia, Czech Republic, Denmark, EURASHE, Estonia, ESU, France, Georgia, Greece, Hungary, Ireland, Italy, Kazakhstan, Latvia, Malta, Republic of Moldova, Montenegro, Netherlands, North Macedonia, Norway, Poland, Romania, San Marino, Slovakia, Spain , Sweden, United Kingdom – Scotland.

Co-chairs: **France, Georgia, Latvia**

Umbrella project(s)	Aplied, waiting for results

TPG A on QF Key Activities 2024-2027

Peer Learning Activities

TPG A meetings

Working Groups

Activities
(based on prior results while introducing new topics)

TPG A Meetings

TPG A meetings will focus on the discussions among the Group members regarding initiatives and progress towards fulfilment of the Bologna Key Commitments

5 TPG A meetings

- TPG A meeting – 20 March 2025 Riga, Latvia)
- In the meantime, we will hold online TPG A meetings while awaiting project evaluation results
- TPG A meeting– spring 2026 (Riga, Latvia);
- TPG A meeting– autumn 2026 (St. Julians, Malta);
- TPG A meeting– spring 2027 (Brussels, Belgium);
- TPG A meeting– autumn 2027 (Tbilisi, Georgia).

Peer-learning Activities

Four peer-learning activities will be arranged:

- **Successful implementation of self-certification process** (spring 2026; Riga, Latvia)

- **Transparency of QFs to support recognition of transnational (cross-border) education and joint programmes** (autumn 2026; St. Julians, Malta). The OECD is gathering data on this.

- **Study programmes outside of the Bologna three-cycle structure – making NQFs of HE and QF-EHEA more open to other types of qualifications** (spring 2027; Brussels, Belgium)

- **Databases and registers of qualifications reflecting QFs** (autumn 2027; Tbilisi, Georgia)

More Information on
Planned Peer-Learning Activities

PLA on Self-Certification

- Self-certification of the qualifications framework (NQF) in higher education is an important activity of key commitment 1 of EHEA.

- The self-certification process shall include the stated agreement of the quality assurance bodies in the country in question recognised through the Bologna Process

- There are still countries interested in this activity as they are in the process of self-certification, e.g., Andorra, San Marino, Georgia, Armenia, Azerbaijan etc.

- Countries that have undergone self-certification are interested in reflecting on the experienced reforms and developments in a new phase of self-certification as the NQFs are subject to changes.

PLA on recognition of transnational (cross-border) education and joint programmes

- The seminar will support **key commitment 1.** Revision of the ECTS users' guide and communication with the working group overseeing this task. We are aware of this commitment and will closely monitor the progress of the working group, coordinating our activities.

- The landscape of transnational education within the EHEA and beyond is evolving rapidly, presenting new challenges and opportunities.

- Explanatory memorandum of Revised Recommendation on the Recognition of Joint Degrees stresses the need of national qualifications authorities to guarantee a joint degree wherever referenced in their own NQFs, which must correspond to the same level of QF-EHEA, if relevant.

More Information on Planed PLAs

PLA on Study programmes outside of the Bologna three-cycle structure

- The Bologna Process Implementation Report (2024) states that around one-third of EHEA systems also offer programmes outside the Bologna-degree structure, which cannot be associated easily with the three cycle-degree-structure.

- These programmes claim to respond to specific needs, often related to professional development and lifelong learning. They often aim to develop the skills oriented towards labour market needs, and have some similarities in this respect with programmes leading to micro-credentials.

- Whether or not these programmes could be integrated into Bologna degree structures, what steps should be taken to promote their comparability and transparency and other issues will be discussed during the peer-learning activity.

PLA on Databases and registers of qualifications reflecting QFs

- National qualifications databases (NQD) and registers are practical tools for the comparability and transparency of QFs and qualifications.

- The Council Recommendation on the European Qualifications Framework for lifelong learning (2017) stresses the need for providing data on qualifications included in the NQF and proposes the relevant data fields for the information on qualifications.

- Some member countries of TPG A (e.g. Georgia), are working to establish national qualifications databases and registers, while others are continuously updating and improving their existing systems.

- TPG A member countries will benefit from peer learning activities by sharing best practices and addressing common challenges related to national databases and registers

Working Group on
Supporting Automatic Recognition of HE Qualifications in Terms of Qualifications Frameworks

Topics for discussion:

- The use of QFs to support automatic recognition of HE qualifications.

Outcome: Recommendations

Working Group on
Qualifications frameworks for flexibility of learning

Topics for discussion:

- Examine how HEIs translate their learning offers into QFs, particularly in the context of short-cycle qualifications, lifelong learning opportunities, and professional higher education and training.

- Find out institutional examples and identifying successful practices, how these frameworks support learners in understanding their progression opportunities and achieving recognition for their learning outcomes.

- Particular attention will be given to ensuring that short learning opportunities align with institutional inclusion and recognition strategies, enabling learners to navigate education systems more effectively and pursue reskilling or further education.

Outcome: Recommendations

Thank you very much for your attention!