Qualifications Frameworks for Trust, Transparency and Diversity 2 (QUATRA – TPG A 2)

TPG A on Qualifications Framework Activities

4th TPG B on LRC meeting

[24 June 2026, Sèvres – France]

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TPG A on QF Key Activities 2024-2027

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QUATRA – TPG A 2: Project to Support TPG A

Main activities:

- **Arranging 4 thematic peer learning activities and final conference**

  Topics of PLAs:
  - Successful implementation of self-certification process
  - Transparency of qualifications frameworks
  - Study programmes outside of the Bologna three-cycle structure
  - Databases and registers of qualifications reflecting qualifications qualifications frameworks
- **Arranging 4 (5) TPG A meetings**
- **Establishing 2 Working Groups on specific topics to elaborate elaborate recommendations:**
  - Group 1: Supporting automatic recognition of HE qualifications in terms of qualifications frameworks (chaired by AIC)
  - Group 2: **Working Group on Qualifications frameworks for for flexibility of learning** (chaired by EURASHE)

The project consortium (1.09.2025 – 31.08.2028):

- Academic Information Centre (coordinator)
- Malta Further and Higher Education Authority
- Department of Education of the Republic of San Marino
- European Association of Institutions in Higher Education (EURASHE)
- The Ministry of Higher Education and Scientific Research (France, associated partner)
- National Center for Educational Quality Enhancement (Georgia, associated partner)

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TPG A on QF: Developments and milestones

PLA on **self-certification** was conducted on April 28, 2026, in Riga, Latvia.

TPG A face-to-face meeting was organized on April 29, 2026 in Riga, Latvia.

The Working Group on Supporting Automatic Recognition of Higher Education Qualifications in terms of Qualifications Frameworks held two meetings (online and in-person). The concept note has been drafted (WG is chaired by AIC) and draft recommendation is planed till September.

The Working Group on Qualifications Frameworks for Flexible Learning held three meetings (one in-person and two online), and the discussion on recommendations has been initiated (WG is chaired by EURASHE).

The Concept Note "**Transparency as a key element for operational qualifications frameworks** in higher education" was prepared as reflection on PLA on self-certification.

The **draft guidelines for narrative texts** for the Bologna Process Implementation Report 2027 were discussed among the TPG A co-chairs.

The next TPG A meeting and PLA have been planned in **Malta (October 26/27, 2026).**

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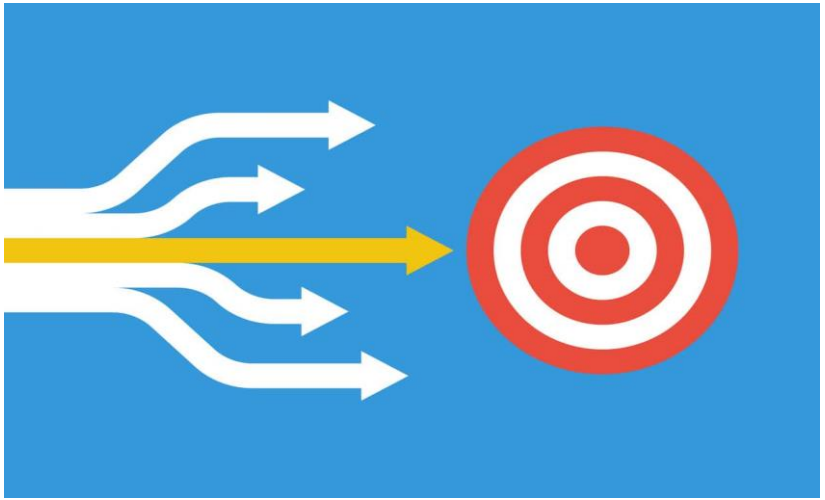
- **Bridge** between labour market and formal learning
- **Mobility**: Flexible learning pathways between education and training systems but also mobility abroad and internationalisation
- **Validation** of non-formal learning (micro-credentials) in NQ Frameworks



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Recognising a broader set of experiences

- 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 arediscussed during the peer-learning activity.

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- Our 2 Working Groups will submit draft recommendations of the results **by the end of August**, so they can be included in the Bologna Process Implementation Report 2027.
- The Working Group on Qualifications Frameworks for Flexible Learning (chaired by EURASHE) held three meetings (one in-person and two online), and the discussion on recommendations has been initiated
- The WG on Flexibility of Learning has invited an external expert Ana Tecilazić Goršić from Croatia to prepare a desk study and develop recommendations

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They defined the QF role in supporting flexibility in a few areas :

- QF supporting RPL (Recognition of Prior Learning), including microcredentials
- non degree learning into QFs (how to imagine equal programs across EHEA)
- permeability between the levels, between VET and HE, but also between level 5 to 6 (where 5 exists).

They also observed that flexibility (flexibile pathways) often mixes two concepts:

- One is EHEA system support to flexibility through the EHEA tools (how flexibility is supported by QFs, Recognition, QA etc and how higher education systems are open to accommodate **non-usual degree learners**) so there is also a question of inclusion, diversity and equity

- Second is what flexible learning pathways INSIDE HEIs do themselves e.g. how **learners can shape the degree** by choosing different paths, how curricula is open to work-based learning etc.

- Priority 1: Positioning micro-credentials and short learning opportunities in national qualifications frameworks.
- Priority 2: Recognition of prior learning (RPL) and flexible progression pathways.
- Priority 3: Permeability between VET, professional education, and short-cycle higher education.

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