

# Bologna Implementation Coordination Group (BICG)

Report to the BFUG

Kyiv, 4-5 March 2020



# BICG update to the BFUG

- Activities of the BICG are still ongoing until March;
- A survey to all the groups has been launched – deadline end March;
- Analysis of the responses will feed into the final version of the BICG Report and into the Communiqué;
- Presentation and discussion on the work of the three TPGs on the implementation of the three key commitments - BFUG Split (May).



# Structure of the BICG report

- Introduction
- Reference to the Paris Communiqué
- Overview and lessons learned
- Recommendations
- Three Thematic Peers Groups



# TPG A (QFs)

- The awareness about NQF and the importance of their implementation has increased. However, availability of up-to-date information concerning especially self-certification on EHEA website is important.
- Further work needs to be done in the area of ECTS implementation in line with the ECTS Users' Guide.
- Co-operation with the EQF has been sought throughout the work: Referencing/self-certification as one process.
- A concrete result is the submission of the self-certification report of Kazakhstan NQF to the Qualifications Framework of the European Higher Education Area.



# TPG B (LRC)

- The role of STAKEHOLDERS in the implementation of LRC (students, students' unions and associations, ministries, Higher Education Institutions, ENIC-NARIC offices, QA agencies) has been emphasised in various events held in cooperation with the stakeholder organisations.
- The role of the **DIGITALISATION** and the application of new technologies (*blockchain*). Digitalisation is a key aspect also in linking mobility, recognition and quality assurance, with perspectives of simplifying the verification of accreditation – use of DEQAR database in the recognition process.



# TPG C (QA)

- The content discussed in the peer group is very broad and linked to the six main subtopics (Regulation of legal frameworks; European approach on accreditation of joint programs, stakeholders' engagement, External QA, Internal QA, Cross border QA)
- Challenges related to innovative learning and teaching, short courses, e-learning, MOOC's, validation and recognition of prior learning. Accumulation of these into larger credentials in the lifelong learning context is challenging.
- All these forms of teaching and learning should be recognized appropriately throughout the EHEA. We should explore whether the ESGs are ready to be used for new kinds of T&L methods and strive to have all agencies EQAR-registered.



# BICG SURVEY (deadline: end March)

- Focus on to what extent the peer support has been helpful to achieve implementation of the (3) key commitments with concrete outcomes achieved so far;
- Suggestions for the period 2020 – 2023 in terms of thematic areas to be covered by the peer approach;
- Suggestions on how to improve the Peer support/ Thematic Peer Group approach.



# Draft 2 of the Communiqué, Rome 2020

*... The three Thematic Peer Groups have proved effective not only in assisting in implementing the agreed reforms, but also in developing a spirit of cooperation among the participating countries and identifying new aspects to be addressed.*

*We confirm our commitment to the full implementation of the key commitments.*

*We ask the BFUG to continue to employ the peer support method, and commit to the continued participation of and contribution by our own countries. We recognize the efforts of the national authorities and their contribution to the Groups' success.*





# Open questions: advice and guidance from the BFUG appreciated

- Achievements and proposals of the three TPG – A, B, and C – to be placed in the Annexes of the Communiqué – if agreed, would that be the BICG Report, the updated version of the one presented? Or another type of document?
- Do we need a coordination group (BICG)? – If yes, how can it be improved? How to deal with focus on implementation of the three KCs on the one hand and facilitating communication of interdependent policy areas?



Thank you for your attention!

