

## BFUG

### WORK PLAN 2018-2020

#### (i) **BICG – Bologna Implementation Coordination Group**

##### **3 Thematic Peer Groups (TPGs):**

- TPG A - QF-EHEA
- TPG B - LRC
- TPG C - QA

Ref. Paris Communiqué:

«In order to unlock the full potential of the EHEA and ensure the implementation of Bologna key commitments, we are adopting a structured peer support approach based on solidarity, cooperation and mutual learning. In 2018-2020, thematic peer groups will focus on three key commitments crucial to reinforcing and supporting quality and cooperation inside the EHEA:

- a three-cycle system compatible with the overarching framework of qualifications of the EHEA and first and second cycle degrees scaled by ECTS
- compliance with the Lisbon Recognition Convention,
- and quality assurance in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

We mandate the Bologna follow-up group (BFUG) to implement, coordinate and monitor the adopted peer support approach, and to do so with the aid of the Bologna Implementation Coordination Group established to that end. It will analyse the first round of peer support and through the BFUG suggest the direction that the activity should take in the future, and report back to us at our next EHEA Ministerial conference in 2020».

#### (ii) **Working Group Monitoring (WG Monitoring)**

Ref. Paris Communiqué:

«For our 2020 conference, we mandate the BFUG to develop a Bologna Process Implementation Report assessing the main developments in the EHEA since the Bologna Process began, including to what extent we have fulfilled the mobility target agreed in Leuven/Louvain-la-Neuve in 2009».

#### (iii) **Advisory Group Social dimension (AG Social dimension)**

Ref. Paris Communiqué:

«We call on the BFUG to submit proposals in time for our 2020 meeting in order to enable higher education to fully play its role in meeting the challenges faced by our societies.

[...]

We recognise that further effort is required to strengthen the social dimension of higher education. In order to meet our commitment that the student body entering and graduating from European higher education institutions should reflect the diversity of Europe's populations, we will improve access and completion by under-represented and vulnerable groups. Therefore, we mandate the BFUG to take this issue forward by the next EHEA Ministerial conference».

## (iv) Coordinating Groups

### CG 1: Global Policy Dialogue (GPD)

Ref. Paris Communiqué:

«As a follow-up to the Bologna Policy Forum, we mandate the BFUG to enter into a global policy dialogue to improve regular cooperation with other regions and international organisations. This dialogue should focus on promoting mutual learning and joint initiatives on issues of common interest, such as social inclusion and the wider role of higher education».

Ref. Statement of the BPF:

«We, the Ministers, commit to supporting this ongoing, successful interregional dialogue on issues of common concern amongst policy makers, stakeholder organisations, students, staff and higher education institutions. We propose the establishment of a Global Working Group in the next 2018 -2020 Bologna work programme to take this agenda forward and we invite countries to express their interest to hold high level workshops on a yearly basis to continue the dialogue on social inclusion and the wider role of higher education».

### CG 2: Learning and Teaching, incl. digital provision (L&T)

Ref. Paris Communiqué:

«We therefore commit to developing new and inclusive approaches for continuous enhancement of learning and teaching across the EHEA, and can succeed only if we do so in close collaboration with the European higher education community, in full respect of academic freedom and institutional autonomy».

«Now it is time to add cooperation in innovation learning and teaching practices as another hallmark of the EHEA».

«We will enable our education systems to make better use of digital and blended education, with appropriate quality assurance, in order to enhance lifelong and flexible learning, foster digital skills and competences, improve data analysis, educational research and foresight, and remove regulatory obstacles to the provision of open and digital education. We call on the BFUG to take the issue of digitalisation forward in the next working period».

## (v) Mandate to the BFUG Board supported by the BFUG Secretariat to establish interaction with the ERA

Ref. Paris Communiqué:

«We call on the BFUG to establish interaction with the European Research Area and Innovation Committee (ERAC) by 2020 in order to develop synergies between the EHEA and the European Research Area (ERA)».

## (vi) Bologna thematic seminars and ad-hoc task forces

Governance and priorities post 2020: this topic will be addressed during BFUG meetings. The Board will prepare the discussion. It will also be addressed at the 2019 Conference in Bologna.

(vii) **EHEA Network of National QF correspondents**

Ref. Paris Communiqué:  
«We are therefore including short-cycle qualifications as a stand-alone qualification within the overarching framework of qualifications of the EHEA (QF-EHEA). Each country can decide whether and how to integrate short cycle qualifications within its own national framework.»

## Work plan 2018-2020

