



Albanian **BFUG** Secretariat  
2021-2024

# IMPLEMENTATION OF COUNTRIES ACTION PLANS

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TPG C MEETING

1 – 2 JUNE 2023



Co-funded by  
the European Union

**I'MINQA**

# Action plan of Thematic Peer Group C on QA

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## Thematic orientations

- Legislative framework in line with the ESG
- Internal quality assurance
- Enhancement-oriented use of the ESG
- The European Approach for Quality Assurance of Joint Programmes
- Cross-border Quality Assurance
- *Quality assurance of micro-credentials*
- *Quality assurance of European Universities*
- *Digitalisation of quality assurance processes*

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

- 36 countries OK, 2 countries partly filled, 5 countries not filled (Belgium French-Community, Estonia, North-Macedonia, Spain, Ukraine)



# ARMENIA

## ACTIONS AND OUTCOMES

1

Integration of institutional and programme accreditation

- Staff mobilities NVAO and ANVUR
- Proposal to MOESCS on new law

2

Introduction of QA system for micro credentials

- Staff mobilities NVAO
- SWOT analysis of the system

3

Introduction of European Approach for QA of Joint Programmes

- Peer learning event with HELs
- exploring European practice through staff mobilities

4

Modularization of institutional accreditation criteria

- Meetings with HELs
- Evaluation of current state

Effective model for programme accreditation

2023

2024

Revised criteria and standards for institutional accreditation

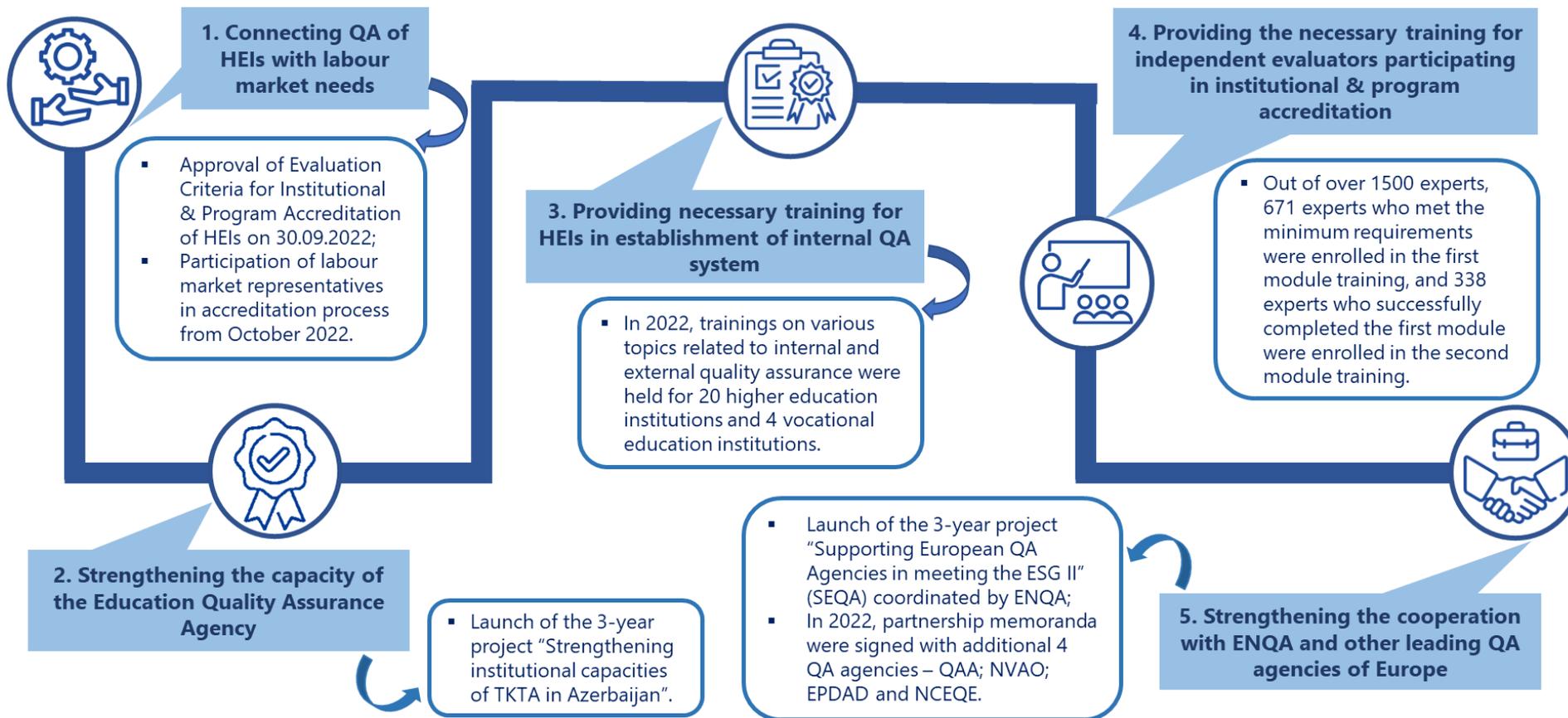
A model for QA of joint programmes and micro credentials

2025



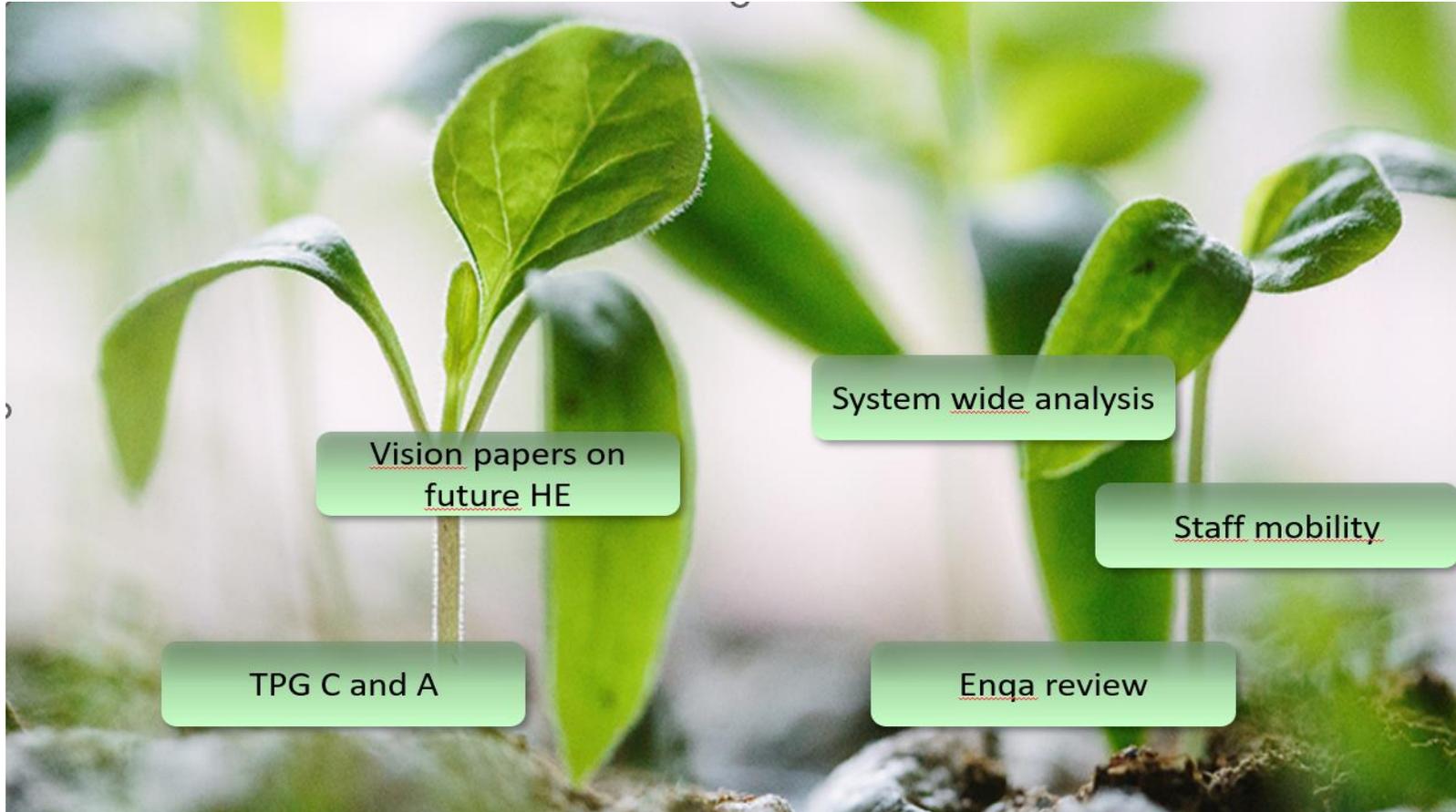


# AZERBAIJAN





# BELGIUM FLEMISH COMMUNITY





# BOSNIA AND HEZERGOVINA

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1. New improved documents/procedures for Experts selection for Experts pool
2. New document related to study program accreditation procedures
3. New guideline related to study program accreditation
4. New web page of Agency with start from 23. May 2023
5. New open call for Experts selection for Experts pool in accordance with new documents/procedure and simplified submission of e-application form.
6. *Improved Online training for all category of experts via Adobe Connect platform with a high level of interaction.*
7. *HEA co-organizer with University of Zenica International Conference „Quality 2023“ , Neum, BiH, 19-21. June 2023.*
8. *HEA co-organizer with THEQC and other QAA "International Conference on QA and Accreditation." which is postponed until further, and was supposed to be held in Ankara on 20-22 March 2023.*





# BULGARIA

## Current challenges

- Elaboration of more precise methodology
- Digitalization of QA
- HEI digitalization evaluation
- Cross-border QA and Joint Programme QA
- QA of microcredentials
- Strengthening the human and financial capacity of the Agency.



# BULGARIA

## Progress to be achieved by 2024

- Creating an electronic platform gathering regular information from the HEI – 2024
- Working on the evaluation of the social dimension of HE
- Elaborating criteria for evaluation of the degree of digitalization of HEI
- Elaborating criteria for QA of Joint programs – end of 2024



# CZECH REPUBLIC

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## Goals:

Full organizational independence and legal entity acquisition, revision of standards for accreditation, incorporation of site visits into degree program accreditation, publication of reports, thematic analysis.

## Progress and development:

- ❖ Conference on the Quality of Teaching and Pedagogical Skills 2023
- ❖ Initial comprehensive training of evaluators
- ❖ Preparation of “bulk assessment” of degree programs (allowing for site visits)
- ❖ Thematic guiding papers on “*Supervisor Standards and Responsibilities*” and “*Standards of Vocational Degree Programs*”
- ❖ WFME accreditation – acceptance of specific Standards and Guidelines for assessment of General Medicine degree programs



# HUNGARY

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project	Partner(s) from the own country
MIT and relevant higher education stakeholders promote the concept of micro-credentials in the frame of various policy making, events, presenting good practices both national and international.	ESG 1.2 Design and approval of programmes	19 micro-credential courses will be developed	<b>practical transformation of the higher education training system</b> The implementation of RRF-2.1.1 key project is underway, with the preparation of the relevant final technical concept expected by 30 June 2023. The implementation of RRF-2.1.3.B projects, which aim to develop microcredential courses has been delayed and the call will be launched in June 2023. The EU recommendation on micro-certification is in the process of adoption in the Hungary. Following the Commission's decision, the number of planned microcredential courses has been reduced to 19.	2025. Q1 (delayed)	RRF	HAC, Educational Authority, Hungarian Rectors' Conference, HEI's
Renewal of the higher education system to adapt to the digital expectations of the 21st century	ESG 1.2 Design and approval of programmes	Technical Support Report on Options for Hungary: Quality Standards and Supports.	<b>Options for quality assurance standards and procedures that could be adopted in law and implemented by HAC and higher education institutions to assure and improve digital education.</b> <b>Practices higher education institutions might adopt to manage effectively the quality of their digital education offerings.</b> In light of the above, this project aimed to: <ul style="list-style-type: none"> <li>• identify and support the development of relevant policies, quality assurance standards and practices, to be adopted by MAB, that can support the development of high-quality digital higher education in Hungary;</li> <li>• identify supports that are relevant and useful in enhancing the quality of Hungarian HEIs' digital provision and in improving their capacity to manage the quality of the digital teaching and learning they provide.</li> </ul> <p>The successfully implemented project (September 2021-March 2023) provided a review of Hungary's regulatory framework and quality assurance system for higher education, carried out by the Organisation for Economic Co-Operation and Development (OECD) in cooperation with the Ministry of Culture and Innovation and the Hungarian Higher Education Accreditation Committee. The action was funded by the European Union via the Technical Support Instrument, and implemented by the OECD, in cooperation with the Directorate-General for Structural Reform Support of the European Commission.</p>	2024. Q1	Technical Support Instrument (ongoing)	OECD, DG REFORM
Development of an ex-post programme evaluation procedure	ESG 2.2 Designing methodologies fit for purpose	Development of an ex post evaluation system (guidelines, criteria, rules of procedure) based on a set of benchmarking and legislative recommendations. Carrying out ex post pilot procedures	<b>A quality assessment system is available for higher education institutions, in which the higher education institution and the labour market can obtain clear information on the quality of institutions and training</b> – in progress <b>The completion of ex post evaluation slightly delayed to the first quarter of 2024</b>	2024. Q1 (delayed)		
Increasing the number of international experts in external evaluation procedures.	ESG 2.4 Peer-review experts	Coordination of domestic and international development proposals, elaboration of the transformation proposal.	<b>Quality assurance standards and procedures will directly build upon regional and international best practices – in progress</b>	2024. Q1		
Improving the IQA procedure of HAC	ESG 3.6 Internal quality assurance and professional conduct	a comprehensive document	<b>HAC's IQA procedure is more effective and tailor made – in progress</b>	2024. Q1		
PROFFORMANCE Final conference – launch of the HE Teacher Assessment Tool	ESG 1.3 Student-centred learning, teaching and assessment ESG 1.5 Teaching staff	An assessment tool available to HEIs in EHEA to monitor the T&L activities and competences of the HEIs.	<b>Contribution to both internal and external QA measures, improving the quality of T&amp;L</b> The first PROFFORMANCE project has been completed successfully, the final conference took place with 100+ participants. The assessment tool is available in English at <a href="http://tool.profformance.eu">tool.profformance.eu</a> (other languages are in the pipeline).	16. 06. 2022	PROFFORMANCE	National Authority, E+ National Agency
PROFFORMANCE+ project	ESG 1.3 Student-centred learning, teaching and assessment ESG 1.5 Teaching staff	Goal: promoting and spreading the usage of the PROFFORMANCE assessment tool in the EHEA Improving horizontal aspects of the assessment, creation of training modules for teachers	<b>Contribution to both internal and external QA measures, improving the quality of T&amp;L</b> Ongoing project. The tool is promoted internationally at conferences, workshops, PLAs etc.. The expert group is working on the further development of its horizontal aspects. The teacher training module will be developed in 2024.	09. 2022-08. 2025	PROFFORMANCE+	National Authority, E+ National Agency, Széchenyi István University (as member of the RUN-EU European University Alliance)



# FRANCE

Challenge	Expected outcomes	Concrete actions	Time frame
Adapting QA to societal changes	Adapting & creating evaluation frameworks	Introducing or strengthening topics in existing frameworks to reflect societal change – gender representation, professional integration, sustainability, research integrity... New frameworks adapted to the diversity of HEIs (ie. art schools)	Achieved
	Adapting QA processes to encompass all HEI's missions		Achieved
	Contributing to the implementation of the national action plan for gender equity in Higher Education	Implementing integrated evaluations (institution, programs and research) Review of the HEI's gender equity reports (Hcéres)	Achieved 2024
Institutionalisation of the existing dialogue between the QAAs operating at national level in France.	Harmonizing frameworks and processes (evaluation cycles)	Decree on national QA coordination Coordinated audits between Hcéres & CTI	Achieved
Clarify the role & mission of Hcéres in TNE	Identifying TNE providers and programmes	Creation of the Observatory of Higher Education (exhaustive cartography of all French diplomas)	Ongoing
	Defining a specific process for TNEs	Dialogue with the Ministry, the CTI and internal discussions	Ongoing
QA of European Universities	Contributing to the revision of EUNIQ framework	Participation in the BFUG subgroup on European Universities Application for the IMINQA feasibility study Participation in peer-learning events related to European Universities	2023 2023 Ongoing



# FRANCE

Challenge	Expected outcomes	Concrete actions	Time frame
QA of micro-credentials	Discussions on the definitions/scope of microcredentials in France	Participation in the BFUG subgroup on Micro-credentials Active cooperation between the ministries of Labour and Higher Education and Research, EQAR registered QAAs CTI and Hcéres (EQA of HEIs) and the national organisation, France Compétences (which is in charge of the quality system regulation for professional education on behalf of the Ministry of Labour and the recognition of certifying operators).	2023 Ongoing
	Establishing quality assurance frameworks for programmes outside the scope of the BMD model (ie. professional certificate, « clusters of competences »...)	Convergence of Hcéres & CTI evaluation framework with the newly established label for professional education QUALIOPi: for HEI, a positive outcome of their EQA leads to the automatic award of QUALIOPi For non HEI providers, EQA performed by authorized certifying operators	2022
QA of joint diploma	Conducting reviews of joint diplomas with the European Approach	Reviews with the European Approach	Ongoing
	Promoting the European Approach outside EHEA	Online dissemination events (ie. Japan, Argentina)	2023
	Strengthening cooperation with partner agencies to facilitate QA of joint diplomas	Creation of a dedicated cooperation unit (Hcéres)	Achieved
	Facilitating the accreditation of joint diplomas evaluated with EA	Ongoing dialogue with the Ministry	Ongoing
	Participating in international projects that test and facilitate the delivery of joint European degree labels	Support to 4 Erasmus + projects « Pilot a joint European degree label »	2023

Action	ESG	Timeline	Progress achieved (as to May 2023)
<b>Normative updates to allow full compliance with the ESG and the innovation of the QA system</b>	3.1	2022-24	<p>Significant efforts have been made since 2022 to improve the procedures for the accreditation of institutions and programmes in the universities and AFAM sector (higher education in arts, music, theatre and dance). In particular:</p> <p><i>For universities:</i> PhD programmes have been included as an integral part of periodic accreditation procedures</p> <p><i>For AFAM Institutions:</i></p> <ul style="list-style-type: none"> <li>- meetings of the Network of AFAM Evaluation Units (created in July 2021) were convened three times a year in order to debate issues related to the QA of the AFAM sector</li> <li>- a pilot project for the periodic assessment of AFAM public institutions was launched at the beginning of 2023, based on a set of standards defined with the contribution of an international WG</li> </ul> <p>ANVUR contributes as an associated partner to three Erasmus+ funded projects aimed at awarding an European degree label to joint programmes, based on common criteria (ERASMUS-EDU-2022-POL-EXP-Eudegree)</p> <p>ANVUR participates actively in the TPG C WG on the QA of European Alliances</p> <p>In March 2023 a national WG was set up, including representatives of the Ministry of University and Research, ANVUR, the Italian Enic/Naric centre (CIMEA) and the Conference of Rectors, in order to jointly analyse the obstacles to the full development of an international study offer and propose possible solutions</p>
<b>Provide training for experts and institutions on the meaning and implementation of the ESGs, to promote the culture of quality</b>	Part I	2022-23	A training module on the compliance of ANVUR evaluation procedures with the ESG will be recorded and made available to the university and AFAM experts in the second half of 2023
<b>Involve international experts in QA activities (including the appointment of WGs on specific topics)</b>	2.4	2023	<p>Since Autumn 2022 calls for University and AFAM experts were translated into English and diffused through the national and international networks (ENQA, ESU, Italian Conference of Rectors)</p> <p>International experts were included in the ANVUR expert databases and will be involved in future evaluations</p> <p>International experts were involved in the external assessment of the Evaluation of Research Exercise (VQR 2015-2019)</p> <p>International WGs were appointed on several topics (QA in the AFAM sector; assessment of the VQR exercise); enhancement of professors' teaching skills)</p>
<b>Develop reflection on the QA of research and third mission activities, in the direction of an integrated European knowledge area</b>		2022-24	<p>ANVUR drafted a self-assessment report on the results of the VQR 2105-2019 (including both research and third mission evaluation)</p> <p>Several international events on the QA of research and third mission activities were organized or participated by ANVUR</p> <p>ANVUR was among the first signatories of the Agreement on the reform of research assessment and is member of CoARA – Coalition for advancing research assessment (a Governing Board member was elected in the Steering Board of the Coalition)</p> <p>ANVUR will join the ENQA WG on the QA of research, coordinated by HICERES and ÚKA</p>
<b>Apply for the renewal of the ANVUR membership in ENQA + Apply for the registration of ANVUR in EQAR</b>	All	2022-23	The application is being finalized and the SAR is being drafted; the visit of the Expert panel will take place at the end of January 2024.

## 2.2. Designing methodologies fit for purpose

### Enhancement-oriented use of the ESG

- Analysis of the current QA system and development of the new quality assurance model (institutional accreditation) in order to decrease administrative burden and facilitate the development of quality culture
- Erasmus + project “Road Map for Implementation of Institutional Assessment” – study visits (Austria, Estonia, Czech Republic, Hungary, Netherlands, Sweden)
- Workshops with HEIs
- Discussion of the proposed concept of a new QA model with stakeholders

The European Approach for Quality Assurance of Joint Programmes is introduced in the national legislation



# LITHUANIA

Action	Progress
Development of new EQA framework to be implemented since 2025	<i>New EQA framework is planned to be started in 2029 in relation to recently approved changes of the Law on HE&amp;R with stronger requirements to link studies with related research activities</i>
Introduction of European Approach for QA of Joint programmes	<i>Agreement between Ministry, QA agency and HEIs' achieved. Legal regulations waiting for approval.</i>
Setting up QA of microcredentials	<i>Ongoing discussions on MC concept on the country</i>
Development of further requirements for short cycle studies and their QA	<i>First short cycle programmes were launched in 2022. Untill now short cycle programmes can be delivered in 8 study fields. External QA do not evaluate relation of studies and applied research, mobility, etc.</i>
Legal changes to enhance research activity in higher education in Lithuania	<i>Changes of the Law on HE&amp;R to enhance research activity of HEIs and stronger link with studies. Since 2029 HEI's will have a right to offer studies only if their (applied) research activity is evaluated at least satisfactorily (good – if Master studies)</i>





# LUXEMBOURG

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**Luxembourg** aims to establish a more holistic quality assurance system that is easily comprehensible to the wider public, reinforcing trust and promoting recognition of national diplomas in and especially outside the country.

To achieve this goal, several measures has to be implemented, including :

- the review of relevant legal texts on higher education, with a special focus on QA (the fundamental structure of HE system will remain the same) ;
- a set-up of a close collaboration with one foreign EQAR-registered QAA, which will also support the long-term development of national competences in the area of QA ;
- an elaboration of a set of new external QA procedures.





# LUXEMBOURG

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## Main progress achieved in 2022/2023

### Revision of legal framework regarding HE

The draft law, which is currently in the legislative process, targets the following areas:

- Protection of titles and denominations related to HE system (i.e. BA, MA, PhD, MD, University, specialised HEIs, ...);
- Governance:
  - draft law seeks to clarify accreditation criteria, establish more comprehensive procedures, enhance consistency of procedures and introduce monitoring measures for specialised higher education institutions, short-cycle programme providers, and their programmes.

### Close collaboration with NVAO

In 2022, the Ministry of Higher Education and Research signed a framework agreement with the Dutch-Flemish accreditation agency NVAO.

- The signed agreement commits both parties to work together step-by-step towards a consolidated and coherent quality assurance system for all public and private higher education programs in the Grand Duchy of Luxembourg.
- Furthermore, initial discussions were held on a pilot project to assess the quality of higher education certificates, with the potential aim of creating a national framework for the assessment of micro-credentials in the future. It is important to highlight that the advancement of this project can only occur at a later phase.

### Improved public information provision

The Ministry is presently taking steps to make information about its higher education and quality assurance system available in multiple languages on its website.

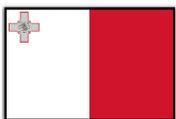




# MALTA

- There is a great need to update and improve the current National Quality Assurance Framework and procedures for EQA, including distance learning, transnational education and cross-border QA. *ESG 2.2* NQAF is being revised, a new manual of procedures has been developed and should come into force in January 2024
- To expand the pool of peer reviewers through training and recruitment, including student reviewers. *ESG 2.4* The MFHEA's pool of peer-review experts has been significantly expanded by attracting international experts, where local experts are given the opportunity to improve their review skills through exposure to best practices. In cooperation with ESU, the MFHEA has expanded the pool of student reviewers who are considered equal member of peer review panels. A new approach on how to carry out training for peer reviewers is discussed.
- The necessary preparations will be considered in order to become ENQA member. *ESG 3.1* The application has been submitted; the audit will take place on 11-12-13 October 2023. An internal SWOT analysis was carried out at the beginning of the year 2023, The SAR shall be submitted to ENQA by the end of June.
- To develop internal procedure for the new established Advisory Committee. *ESG 3.1* Regulated by art 18 chapter 607 (FURTHER AND HIGHER EDUCATION ACT). The responsibilities and internal procedures of the Advisory Committee are defined.
- To develop the procedure for thematic analysis of findings of EQA activities. *ESG 3.4* The procedures for thematic analysis have been developed. The first thematic analysis report will be published by the end of July.
- To consolidate the existing processes and procedures of the Authority into a comprehensive IQA policy. *ESG 3.6* The QA policy of the MFHEA is public. The IQA policy that consolidates all the internal policies and procedures is being finalized.
- To develop support for HEIs that lack a self-critical faculty, which affects the compilation of the SAR during the EQA audit. *ESG 2.1* Support on how to approach an audit and develop an appropriate SAR is provided upon request and this will take place in the form of a meeting between MFHEA and the providers. Seminars were also held, this was open to all institutes with the possibility of giving feedback, more upcoming seminars are in the pipeline.
- **Review of programme audit procedures** *ESG 2.1*

As a result of the revision and further development of the National Quality Assurance Framework (NQAF) and EQA Audit Provider Manual of Procedures the QA Agency will expand its approach to the Quality Assurance of HE in Malta, including transnational education and cross border QA. The preparation to become an ENQA member will help to consolidate the alignment with the ESG, as will the involvement of various stakeholders in different processes and expansion of the pool of peer reviewers. Planned seminars, workshops and guidelines will give better support and strengthen the internal quality assurance systems of HEIs.



# MALTA

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Update the NQAF and EQA Audit Manual</b>	2.2 Designing methodologies fit for purpose	Publication and implementation		2024	ERASMUS-EDU-2021-EQAVET-IBA	Stakeholders	N/A		
<b>Expand the pool of peer reviewers through recruitment and training</b>	2.4 Peer-review experts	Qualified peer reviewers		2022					
<b>Create an action plan to prepare for application to become a full ENQA member</b>	3.1 Activities, policy and processes for quality assurance	Action plan, including timeframe		2023	SEQA-ESG Project	Ministry	Albania, Czech Republic, Moldova, Slovakia		
<b>Develop the procedure for thematic analysis</b>	3.4 Thematic analysis	Publication of the analysis		2023					
<b>Develop and implement a comprehensive IQA policy for the Authority</b>	3.6 Internal quality assurance and professional conduct	Improved internal management system		2023					
<b>Support HEIs in self-evaluation exercise through seminars, webinars, workshops</b>	2.1 Consideration of internal quality assurance	Improved self-critical faculty in HEIs quality systems		2022					



# THE NETHERLANDS

## Action plan of the Netherlands

Development towards institutional accreditation (instead of program accreditation) based on ESG by 2025	Work in progress
Micro-credentials: based on the ESG organise and improve the internal quality assurance and to identify and solve problems and limitations in relation to the existing legal framework and developments in Microbol, ENQA and the BFUG.	Work in progress
Thematic analysis: The Dutch ministry stimulates the national accreditation organization and the inspectorate of education, each having a distinct role in our system of higher education, to further improve their cooperation on thematic analyses.	Work in progress
EQF to NLQF: implement in regulation.	Implemented





# REPUBLIC OF MOLDOVA

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## Actions implemented:

1) Updating and improving the current procedures for IQA within HEIs (fully implemented).

- Outcome: HEIs developed, approved and are implementing own institutional QA strategies.

2) Revising procedures and criteria for evaluating master and doctoral programs, doctoral schools (partly implemented).

- Outcome: *Guidelines for the external evaluation of master's degree (Cycle II) study programs* were updated and approved by the Governing Board of ANACEC, minutes no. 73 of 01.04.2022, and are currently implemented. The *Guidelines for the external evaluation of doctoral programs* are under revision.





# REPUBLIC OF MOLDOVA

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## Actions in progress:

- 1) **Work on a closer collaboration with an EQAR-registered agency to set up a system according to our needs:** ANACEC applied for an external review against the ESG in October 2022 in order to become a member of ENQA and to be registered in EQAR. The site visit to ANACEC is due on 19-21 June, 2021, with a final decision to be issued in March 2024.
- 2) **To consolidate the existing processes and procedures in the institutional accreditation field:** ANACEC is now revising/updating its procedures on institutional accreditation and they are due to be completed in November 2023 (according to the National Action Plan on QA).
- 3) **Cross borders institutional accreditation:** 5 HEIs in Moldova are in the process of institutional external evaluation for accreditation by ARACIS, Romania.
- 4) **Digitalization and designing QA mechanisms for evaluation online environments in higher education:** The technical concept of an e-form for submitting self-evaluation reports by HEIs has been developed and presented to the IT company in charge for its elaboration (action in progress).





# ROMANIA

Digitalisation of  
EQA and internal  
functioning of  
the QA agency

Learning outcomes  
approach to  
curriculum design

IQA of HEI

+ QA of dual  
education

EQA  
methodology  
revision

QA of micro-  
credentials

Revised Complaints  
and Appeals  
Procedure

European Approach for QA of Joint  
Programs Guide





# SLOVENIA

- **Meaningful adaptation** of external assessment systems to take account of **new models of higher education** (e.g. hybrid education, micro-credentials, European universities, sustainability aspects), preparation and use of the **Guide to Assessment**
- **Drafting a stand-alone Quality Act** achieving a purpose of simplifying the QA procedures, enabling international evaluations and sectoral boards in appeal procedures; active participation in the change of Higher Education Legal Act
- **Development and modernisation of internal and external informatisation systems**
- Strengthening the **advisory role of the Agency** and enhancing assessments against quality standards and procedures for accreditation and evaluation (i.e. sample evaluations)
- **Strengthening the Agency's analytic work** (international dimension, CEENQA involvement, Independence study)
- **Active involvement of external and internal stakeholders** in all processes of internal quality assurance (preparation of SAR, adoption of new regulation/documents, procedure implementation, strategic planning, analytic work)
- Organising **consultations, visits, events and training sessions** on specific topics/recommendations from SAR
- **Active cooperation with HEI's and promotion of the Agency** in the Slovenian higher education area (newsletter, website, presentation films, publications, regular thematic meetings with all stakeholders)
- Active international **cooperation and participation in various working groups of international associations in the field of quality** in higher education (CEENQA, ENQA, BFUG, ECA, etc.)
- **Sustainable development principles integrated** in quality enhancement through hybrid site visits



# SWEDEN

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Goals for 2024 and measures implemented:

- ‘QA in relation to European Universities, micro-credentials, and other forms of cross-border QA should be aligned with national legislation and the ESG, while fully respecting Sweden’s national decision-powers on education.’ SE Governmental Member of EQAR (spring 2023); Swedish Higher Education Authority (UKÄ) mapping of legislative obstacles to CBQA (EUI/JP, MC); UKÄ project on CBQA; national platform for HE internationalisation; joint survey Swedish Council for HE (UHR) and UKÄ on obstacles and funding opportunities for EUI (‘EUI SWOT’); UKÄ QA Action Plan 2024-2026
- ‘QA methodologies and processes should make innovative and efficient use of digitalisation.’ UKÄ digital QA processes and tools further developed, e.g. online collaborative platform for UKÄ, peer-review experts and HEIs; online site visits/interviews enhanced; knowledge-based reviews (existing data, previous results, etc.); UKÄ internal digitalisation roadmap and implementation (tools and methodologies)
- ‘International collaboration and exchange of experience should be an integral part of the national quality assurance framework and methodologies.’ ENQA WG on MC and co-chair WG on QA of research; IMINQA staff mobility and UKÄ Staff Week Oct 2023; IMINQA QA of European Universities and QA of micro-credentials; UKÄ project on internationalisation in national QA framework and processes; UKÄ international advisory committee; networks: NOQA, ENQA, EQAR, ECA, INQAAHE...



# SWEDEN

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**Goal:** 'QA in relation to European Universities, micro-credentials, and other forms of cross-border QA should be aligned with national legislation and the ESG, while fully respecting Sweden's national decision-powers on education.'

- SE Governmental Member of EQAR (spring 2023)
- Swedish Higher Education Authority (UKÄ) mapping of legislative obstacles to cross-boarder QA (EUI/JP, MC)
- UKÄ project on cross-boarder QA
- National platform for internationalisation of higher education
- Joint survey Swedish Council for Higher Education (UHR) and UKÄ on obstacles and funding opportunities for EUI ('EUI SWOT')
- UKÄ QA Action Plan 2024-2026



# SWEDEN

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**Goal:** 'QA methodologies and processes should make innovative and efficient use of digitalisation.'

- UKÄ digital QA processes and tools further developed, e.g. online collaborative platform for UKÄ, peer-review experts and HEIs
- Online site visits/interviews enhanced
- Knowledge-based reviews (existing data, previous results, etc.)
- UKÄ internal digitalisation roadmap and implementation (tools and methodologies)



# SWEDEN

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**Goal:** ‘International collaboration and exchange of experience should be an integral part of the national quality assurance framework and methodologies.’

- ENQA WG on MC and co-chair WG on QA of research
- TPG C IMINQA staff mobility and UKÄ Staff Week Oct 2023
- IMINQA QA of European Universities and QA of micro-credentials
- UKÄ project on internationalisation in national QA framework and processes
- UKÄ international advisory committee
- Networks: NOQA, ENQA, EQAR, ECA, INQAAHE...



# SWEDEN

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Recommendation on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad (*Association of Swedish Higher Education Institutions (SUHF), March 2023*):

- The recommendation states that universities and university colleges in Sweden apply common principles of automatic recognition of qualifications and the outcomes of learning periods in the European Higher Education Area (EEA and EHEA). Accordingly, a Swedish HEI in its activities, based on shared values about academic freedom and responsibility (*Magna Charta Universitatum 2020*), operates in accordance with Swedish legislation against the background of the Lisbon Recognition Convention and the quality assurance that takes place through the Bologna process.

+ Automatic mutual recognition

# Thank you!

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