



MINISTERUL EDUCAȚIEI NAȚIONALE



Ministry of Education and Science

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

### **Update to the Bologna Follow-up Group**

#### **Summary**

The central task of the BICG is to organize and support three Peer Groups (PG) on three broad topics which have been designated as 'Key Commitments' of the Bologna Process. These are:

- 1) Qualifications Framework and ECTS
- 2) Recognition (Lisbon Recognition Convention and Diploma Supplement)
- 3) Quality Assurance (ENQA, EQAR, ESG)

The method chosen is to ask countries to express their willingness to cooperate in order to help each other to implement these commitments fully. These are not the only commitments that EHEA countries have engaged to implement, and both the current three and other commitments indicated in the future as 'Key' are to be implemented.

The BICG is also responsible for testing the Peer Support approach; if the method is successful it can be extended to other commitments in the future.

#### **Since the previous Report to the BFUG, in Vienna:**

- almost all countries participate, most in more than one PG;
- all three PGs have held their first meetings, and future meetings are planned;
- for each of the three PGs an 'umbrella' proposal was submitted to the EC in order to have financial support for the meetings;
- several proposals for specific projects related to the PG themes were submitted, and others can be submitted in the near future, as there will be another call for proposals by the EC.

#### **The most important issues faced by the BICG:**

- progress has been made in clarifying the concept of Peer Support, which may still not be clear to all;
- some of the representatives of the countries in the PGs are professional educators or administrators, who cannot themselves commit their Ministries: they will require the informed support of their Ministry to carry out the actions or activities necessary to implement the Key Commitments;

- countries are now ready to match up to create sub-groups to work on the specific themes where they can benefit each other;
- we must ensure that, even when a peer support group focuses on quite specific themes, the importance of implementing the overall commitments is not forgotten.

**The BICG asks the BFUG for support:**

- The representatives of the Ministries of the countries should be in close touch with the activities of the PGs, be informed about them, and support them at the Ministry level;
- BFUG members are asked actively to assist in preparing normative changes where needed to ensure implementation of the Key Commitments, and to facilitate dissemination and involvement of stakeholders in their country.
- The BICG suggests that the present and future Commitments be part of broad discussion in Helsinki about the reasons behind the EHEA vision and how it may evolve in the next decade.

**For further details please refer to Annex**

## Annex to the summary of BICG activities:

### Meetings of the BICG

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The BICG has had three meetings after the Vienna BFUG meeting (Sept 2018):

- Third meeting, September 2018, Vienna,
- Fourth meeting, October 2018, Brussels
- Fifth meeting, February 2019, Vienna

The third and the fourth meeting were held jointly with all the Peer Groups' Co-chairs so to allow a good exchange of ideas and working methods, but as of the fifth BICG meeting, the Peer Groups are being represented by one of the co-chairs at the BICG meetings. Thematic framework for the work of the Peer Groups has been confirmed and a standard Action Plan template for all the Peer Groups has been developed.

### Thematic framework for the work of the Peer Groups:

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Peer group A – Key Commitment 1 thematic orientations
<ul style="list-style-type: none"><li>• self-certification of the NQFs to the overarching QF EHEA,</li><li>• complete implementation of the ECTS User's Guide,</li><li>• short-cycle higher education,</li><li>• multiple purposes and use of the qualifications frameworks by the stakeholders,</li><li>• study programmes outside of the Bologna three-cycle structure,</li><li>• relationship between the qualifications frameworks and quality assurance.</li></ul>
Peer group B – Key Commitment 2 thematic orientations
<ul style="list-style-type: none"><li>• establishing the legal framework to allow the implementation of the LRC,</li><li>• establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures,</li><li>• achieving automatic recognition,</li><li>• recognition of alternative pathways,</li><li>• qualifications held by refugees,</li><li>• optimising the potential of digital technology for the recognition agenda and the DS.</li></ul>
Peer group C – Key Commitment 3 thematic orientations
<ul style="list-style-type: none"><li>• legislative framework in line with the ESG (introducing changes),</li><li>• ensuring effectiveness of internal QA arrangements, including the use of QA results in the decision making process and quality culture as well as links to learning and teaching,</li><li>• the role and engagement of stakeholders in internal and external QA (students, teachers, employers),</li><li>• Cross-border QA and European Approach to accreditation of joint programmes.</li></ul>

## Action plans of PGs:

### Elements of the standard template for the action plans of the peer groups

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**Introduction and background information:** *the context for setting the Peer Group, the scope of work, aims and objectives of the work of the Peer Group.*

**Thematic orientations:** *sub-themes that the Peer Group would be covering in the frame of this Action Plan and the basis for such a thematic design (e.g. BICG survey results, networking sessions, discussions of the Peer Group at its first meeting, ...)*

**General information on the Peer Group:** *co-chairs, Participating countries and institutions, Umbrella project, other supporting projects*

**Peer Groups Activities and Outcomes:** *e.g. surveys, self-assessment, peer assessment, analysis, workshops, conferences, list of participating countries and institutions, Explanation of the contribution of the activity to the implementation of the key commitment in one or several countries, if applicable, the projects supporting the activity and envisaged time frame for the implementation of the activity.*

**Specific country input:** *concrete actions to undertake to achieve the set engagements (e.g. surveys, self-assessment, peer assessment, analysis, workshops, conference), partners from the Peer Group, partners from the own country, outcomes, contribution of the activity to the implementation of the key commitment, timeline, supporting projects.*

### Action plans: state of play

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The collection of the ideas and proposals by the members of the PGs to the PGs' action plans was lengthy but it resulted with a long list of interesting ideas and good proposals. However, since not all the countries provided their country inputs, the PG action plans have not been finalised. Moreover, after collection of the first inputs, it has been decided that additional discussions are needed in order to finalise the PG action plans. Finally, the results of the Call for Proposals have not been published so the finalisation of the PGs' action plans has not been possible due to the fact that many of the activities depend on the projects being co-financed.

## Participation of the countries in the Peer Groups

Countries/organisations in Peer Groups	Peer Group on QF, ECTS	Peer Group on Recognition (LRC)	Peer Group on Quality Assurance
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Albania	1	1	1
Andorra	1		
Armenia	1	1	1
Austria		1	1
Azerbaijan	1	1	
Belarus	1	1	1
Belgium Flemish Com.	1	1	1
Belgium French Com.		1	
Bosnia and Herzegovina	1	1	1
Bulgaria	1	1	1
Council of Europe	1	1	
Croatia	1	1	1
Cyprus			1
Czech Republic	1	1	1
Denmark		1	
EI / ETUCE	1	1	1
ENQA			1
EQAR		1	1
Estonia	1	1	
ESU	1	1	1
EUA		1	1

EURASHE	1	1	1
European Commission	1	1	1
Finland	1		
France		1	1
Georgia	1	1	1
Germany	1	1	1
Greece	1	1	1
Holy See		1	
Hungary	1		1
Iceland			1
Ireland		1	
Italy		1	1
Kazakhstan	1	1	1
Latvia			1
Liechtenstein			1
Lithuania		1	1
Luxembourg		1	
Malta	1	1	
Moldova			1
Montenegro		1	1
Netherlands		1	1
North Macedonia	1	1	1
Norway		1	
Poland	1	1	1
Portugal			
Romania	1	1	1
Russian Federation		1	

Serbia			1
Slovak Republic			1
Slovenia		1	
Spain			
Sweden			1
Switzerland		1	1
Turkey	1		1
Ukraine		1	1
UNESCO		1	1
United Kingdom - EWNI			
United Kingdom (Scotland)			1
<b>Total number of members</b>	<b>27</b>	<b>42</b>	<b>42</b>

## Peer Groups Activities

	<u>Peer Group A (QFs)</u>	<u>Peer Group B (LRC)</u>	<u>Peer Group C (QA)</u>
<b>Members of the PGs</b>	27 (22 countries, 4 consultative members, + EC)	42 (34 countries, 7 consultative members, + EC)	42 (34 countries, 7 consultative members, + EC)
<b>Achieved outcomes:</b>	Draft Action Plans have been developed with countries'-specific inputs / single country work plans.		
<b>Intended outcomes:</b>	<ul style="list-style-type: none"> <li>• A report with recommendations will be prepared after the conference on Implementation of the ECTS Users' Guide to be used by countries to support their implementation and develop peer group activities in this area.</li> <li>• Support will be given to countries working on the self-certification of their NQFs to the QF-EHEA.</li> <li>• The webpage on Qualifications Frameworks will be updated with updated self- certification reports.</li> <li>• ECTS use</li> <li>• QF</li> </ul>	<ul style="list-style-type: none"> <li>• A European Assessment Report Template that countries can take as reference to give a common standard to recognition decisions within the EHEA will be developed.</li> <li>• A comparison grid for qualifications from different EHEA countries will be developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development of QA staff by offering a work placement at another QA agency or ministry;</li> <li>• Developed supra-institutional QA procedures taking into account CBHE, the policy integration of university networks, joint programmes, European Universities;</li> <li>• Development of the role and engagement of stakeholders in internal and external quality assurance (a study, peer learning and peer review activities with workshops, Guideline on involvement of stakeholders);</li> </ul>
<b>Thematic orientations:</b>	<ul style="list-style-type: none"> <li>• Self-certification;</li> <li>• Update on information on the web site.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing the legal framework to allow the implementation of the LRC;</li> <li>• Achieving automatic recognition;</li> <li>• Qualifications held by refugees;</li> </ul>	<ul style="list-style-type: none"> <li>• Legislative framework in line with the ESG;</li> <li>• Ensuring effectiveness of internal quality assurance arrangements, including the use of QA results in the</li> </ul>



		<ul style="list-style-type: none"> <li>Optimizing the potential of digital technology for the recognition agenda.</li> </ul>	<p>decision-making process and quality culture as well as links to learning and teaching;</p> <ul style="list-style-type: none"> <li>External quality assurance;</li> <li>The role and engagement of stakeholders in QA (students, teachers, employers);</li> <li>European Approach to accreditation of joint programmes.</li> </ul>
<b>Cross-cutting issues</b>	Short cycle qualifications		
		QA of recognition procedures	
<b>Meetings:</b>	<p>15 January, Helsinki, 2019</p> <p>3 June, Prague 2019</p>	<p>31 January, Tirana 2019</p> <p>23 June, Bologna 2019</p>	<p>3-4 December 2018, Tbilisi</p> <p>27-28 May 2019, Limassol</p>
<b>Other events:</b>	<p>Implementation of the ECTS Users' Guide – 4 June, Prague</p> <p>PLA on NQF (by German Rectors' Conference) – 21 and 22 Oct 2019, Berlin</p> <p>PLA on Multiple purposes and use of the QFs by the stakeholders (by ESU) – October/November 2019, Helsinki</p>	<p>Seminar on Document Fraud and Digitalization (with EQAR) – 1 Feb 2019, Tirana</p> <p>Seminar on Substantial Difference (with ESU) – 26 June 2019, Bologna</p> <p>Seminar on Information Provision (with EUA) – spring 2020, France</p>	<p>PLA on the European Approach to the accreditation of joint programmes - 29 May 2019, Limassol</p>

## List of the BICG members

Delegation	First Name	Surname
BICG Co-chair (Austria)	Helga	Posset
BICG Co-chair (Bulgaria)	Ivana	Radonova
BICG Co-chair (Croatia)	Ana	Tecilazić Goršić
BFUG Vice-chair (Italy)	Katherine	Isaacs
Co-chairs of PG A on QF: Czech Republic Finland Kazachstan	Lucie Carita Rauza	Trojanová Blomqvist Mendaliyeva
Co-chairs of PG B on LRC: Albania France Italy	Linda Hélène Chiara	Pustina Bekker Finocchietti
Co-chairs of PG C on QA: Belgium Flemish Community Cyprus Georgia	Magalie Andreas George	Soenen <sup>1</sup> Papoulas Vashakidze
Co-chair of WG1 (Eurydice)	David Tone-Flood	Crosier Strøm
EUA EURASHE	Tia Michal	Loukkola Karpíšek
European Commission	Klara	Engels-Perenyi

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<sup>1</sup> PG C on QA has decided to be represented in the BICG by Magalie Soenen