

BICG – report III

BFUG, 9-10 March 2026, Nicosia

BICG meetings

Meeting 4 – 16 February 2026, online

- Updates from the TPGs
- Preparation of the BFUG thematic discussion on implementation
- Revision of timeline for meetings in view of preparing the final report (addition of an online working meeting in June for this purpose)
- Agreement to have an in-person meeting in late 2026 (Oct or Dec) to consolidate key messages for the final report

TPG A - Conducted activities

1. Second Meeting of TPG A, 26 November 2025 (Online)

- QUATRA – TPG A 2 activities in 2026
- Update from TPG B on LRC and TPG C on QA
- The structure and indicators of the BPIR 2027 regarding Key Commitment 1

2. Call of interest for sub thematic peer groups, open until January 9, 2026

PLA on Self-Certification and TPG A 3rd meeting

Riga (Latvia) on April 28-29, 2026 (in-person)

PLA on Self-Certification (Draft Agenda), April 28

- Opening of the PLA
- Key note – EHEA values within the higher education systems Dr Liviu Matei, Head of the King's School of Education, Communication & Society at King's College London, United Kingdom
- Arranging the process of self-certification with the involvement of all the stakeholders, Case of Georgia
- Transparency as a key element for better understanding of higher education qualifications by the labour market, Yuriy Rashkevych, Lviv Polytechnic National University, Ukraine
- Student's perspective on the successful self-certification process
Tbc, Student Union of Latvia
- Panel discussion on how to write a comprehensive and transparent self-certification report

TPG A 3rd Meeting (Draft Agenda), April 29

- Opening of the meeting and approving the agenda
- Self-certification report of xxx (tbc) tbc
- Latest developments in the higher education system (the new Master's degree) in Denmark Allan Bruun Pedersen, Danish Agency for Higher Education and Science, Denmark
- Reflection from previous TPG A meetings and activities
- Discussion in smaller groups on self-certification and the latest developments on QF in HE
- Introduction to the next PLA and TPG A meeting in Malta

TPG B - Conducted activities

3rd TPG B meeting - 29th January 2026 (online)

Participants: 56 (29 countries and 7 consultative members)

Stimulating reflection on automatic recognition

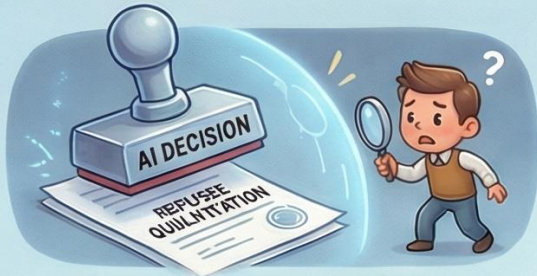


- Presentation on the implementation of automatic recognition from the **latest monitoring report exercises**
- Sharing of data and **experiences** at national level from TPG B members
- Discussion on TPG B workplan and launch of the **mid-term TPG B monitoring survey**
- **Breakout sessions** on recognition and artificial intelligence

AI in Credential Recognition: Balancing Risks & Opportunities



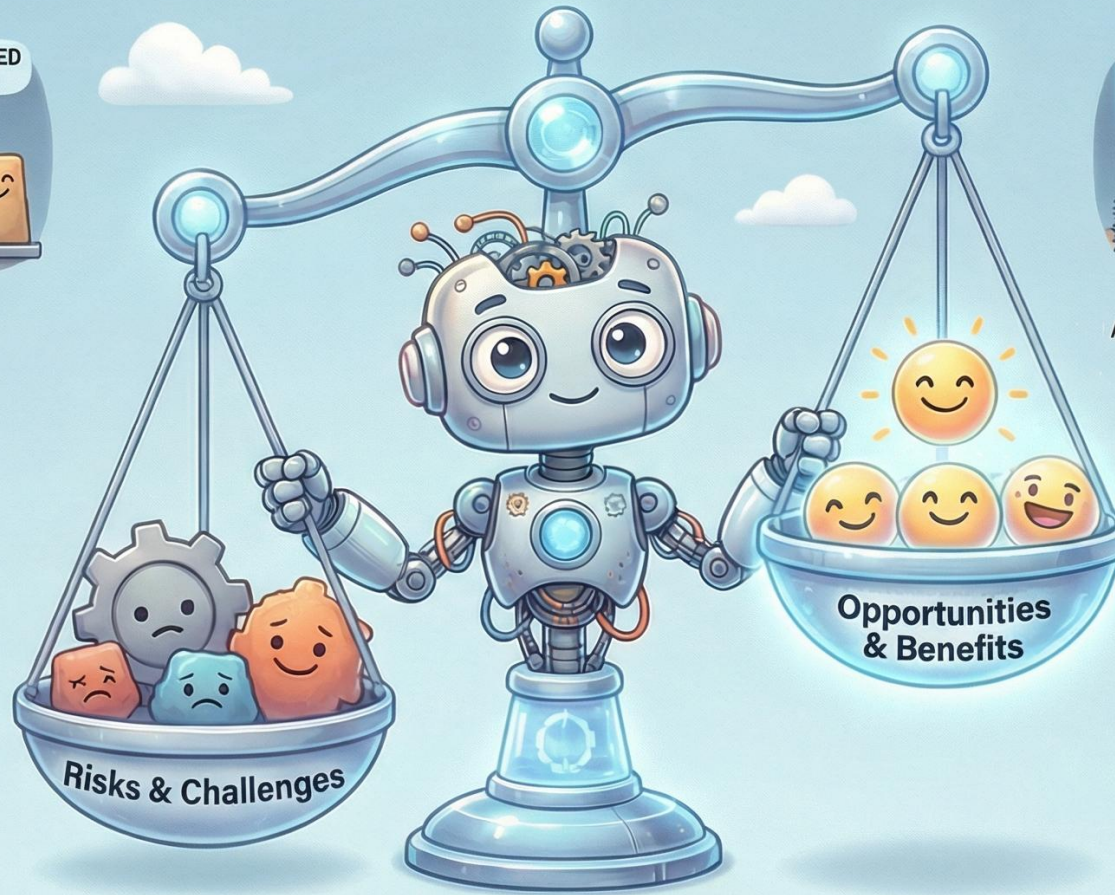
Algorithmic Bias & Data Reliability: AI can perpetuate inequalities and make decisions based on uncontrolled or inaccurate data sources.



Loss of Human Oversight: Final, legally binding decisions require human judgment, especially for sensitive cases like refugee qualifications.



Operational & Governance Hurdles: High costs, lack of staff expertise, and unclear data protection frameworks hinder adoption.



Artificial Intelligence presents a dual impact on the field of credential recognition. While it offers significant opportunities to enhance efficiency and data management, it also introduces critical risks related to data integrity, ethical oversight, and operational readiness that must be carefully managed.



Enhanced Efficiency & Automation: Automate routine tasks like translation and data extraction, freeing up evaluators for value-added activities.



Improved Information Processing: AI tools can rapidly gather, translate, and systematize vast amounts of information for research.



Advanced Fraud Detection: AI's ability to generate forgeries can be leveraged to better detect fraudulent documents.

TPG B Mid-term survey

Questions on:

- Expectations and areas of interest for the work of the TPG B
- Description of useful activities carried out by the TPG B at national level for the implementation of Bologna Key Commitment 2
- Request for further examples of how the activities within the TPG B have supported the implementation of Bologna Key Commitment 2 at national level
- Request for suggestions for the improvement of the TPG B work

Timeline:

- Survey launched after the 3rd TPG B meeting (January 2026)
- Responses collected until 22 May 2026
- Presentation of the inputs gathered at the 4th TPG B meeting in Sèvres (24 June 2026)

TPG B - TPG-LRC Plus umbrella project

- **Peer support activity** (in conjunction with 4th and 6th TPG B meetings)
- **Staff mobility activity of the TPG B members** (August 2026 – May 2027)
- **Research and publications** – 4 Working groups established
 - WG1 on automatic recognition (AD, DK, IT, NL)
 - WG2 on transnational cooperation (FR, IT, UA)
 - WG3 on alternative pathways including micro-credentials (FR, GE, KZ, RSM)
 - WG4 on digital transition (UA, EQAR)

<https://www.cimea.it/EN/pagina-TPG-LRC-Plus>

TPG C – conducted activities

- **3 peer-support meetings** => 4th meeting online (17 April, online)
- Thematic analysis on stakeholder involvement in QA (ENQA lead)
- Launch of the first round of **applications for the study visits** to take place between April and July 2026 + **review process**
- **Survey to agencies and ministries** to upgrade the EQAR knowledge base
- Kick-off meeting of the **WG on cross-border QA**
- Policy brief on **QA of flexible learning pathways**



ENQA THEMATIC ANALYSIS

STAKEHOLDER INVOLVEMENT IN QUALITY ASSURANCE

ALEXIS FABREGAS ALMIRALL
DECEMBER 2025

enqa.

European Association
of National Quality Assurance
Institutions in Higher Education

Policy brief External quality assurance of flexible learning pathways in the European Higher Education Area (November 2025)

This policy brief is one of the deliverables of the SIQA project (Support for the enhancement-oriented implementation of the quality assurance key commitments), supported by the Erasmus+

Programme, and part of the action plan of the Bologna Follow-Up Group's Thematic Peer Group on Quality Assurance (TPG-C).¹

Executive summary

Building on the commitment to have quality assured flexible learning pathways (FLPs), which was reaffirmed by the ministers of the European Higher Education Area in 2024, this policy brief maps country practices and suggests actions for implementation. Of the 28 countries surveyed, 23 have national regulations or guidelines for FLPs. Regarding quality assurance, most countries (25 out of 28) cover aspects of FLPs in their external quality assurance standards. In particular, FLPs to navigate through higher education (articulation policy, flexibility in the delivery mode, in the time and pace of study as well as in the curriculum) are the most widely covered aspects. FLPs for entry into higher education, including equity policy and recognition of prior learning are relatively well covered by countries while preparatory programmes and alternative pathways between different tertiary education sub-sectors are not covered by 13 and 8 out of the 28 countries respectively. Finally, as regards the quality assurance of FLPs to transition with the labour market, work-based learning, lifelong learning and labour

market consultation are reviewed by at least 24 countries while 13 countries do not consider career guidance and counselling at all. Overall, it seems that the Tirana ministerial commitment on quality-assured FLPs appears to be rather well advanced, as most of the countries surveyed already include FLPs in their quality assurance systems. However, not all aspects are covered evenly. To better support policy implementation, this policy brief therefore invites:

- Ministries to define FLPs in a broad sense in national regulations to safeguard the autonomy of higher education institutions in implementing them.
- Agencies to put stronger emphasis on FLPs in institutional-level reviews as a core institutional policy rather than quality assuring all aspects of FLPs at programme level.
- Higher education institutions to include FLPs in their institutional strategy and support their implementation with targeted policies and monitoring indicators in a fit-for-purpose manner.

¹ Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority (EACEA) can be held responsible for them.

Mid-term reflection from TPG – C

Opportunities for a **transversal deliverable on flexible learning pathways with all TPGs?**

Country action plans show (slow) progress in implementation

Good attendance rate to the different activities and feedback surveys are positive overall

Numerous opportunities for peer-learning on various topics and formats (study visits, in-person meetings, webinars with events open to more stakeholders...) but **direct impact on policy implementation remains unclear**

Opportunity to better assess the impact of the TPG C with the next BPIR



TPG D – conducted activities

- 3rd TPG – D meeting Oxford, Nov 2025 with a **PLA on inclusive national strategies**, LLL pathways, RPL, student support and cross-sectoral cooperation
- 4th TPG – D meeting Salzburg, Feb 2026 with a **PLA on inclusive institutional cultures**, guidelines and counselling

TPG D – next steps

- **Webinar-style PLA in June 2026 on Principle 9: community engagement**
- **TPG D and PLA in October 2026 on principle 4: monitoring and data**
- **Three country reviews between May and November 2026**

Proposed actions on QF-EHEA self-certification

1. Endorse the 'Guidelines' prepared by the TPG A as the process for submitting the self-certification report.
2. Adjust the ToRs of the BICG and mandate TPG A to act as the platform for presenting self-certification reports and to provide expertise and feedback about self-certification reports to the members and to the BFUG.
3. Advise BFUG members that they should revisit their self-certification report and decide whether an update is necessary, informing the EHEA Secretariat accordingly. In addition, BFUG could consider whether a 10-year time limit should be set as guideline for revisiting their self-certification report.

Discussion on implementation and key commitments

- Purpose is to exchange views on how to improve implementation.
 - ***What kind of experiences have been gained from National Action Plans (NAPs) in addressing implementation gaps together with the work of TPGs? How could the NAPs be better utilised and what should be their role in the future?***
 - ***How should the BFUG examine the mandate from the Tirana Communiqué to analyse the “future-proofness” of the Bologna tools?***
 - ***How should the digital interoperability of higher education systems be supported?***