



*Qualifications Frameworks for trust, transparency and diversity 2 (QUATRA – TPG A 2)*

# Qualifications Framework as a transparency tool

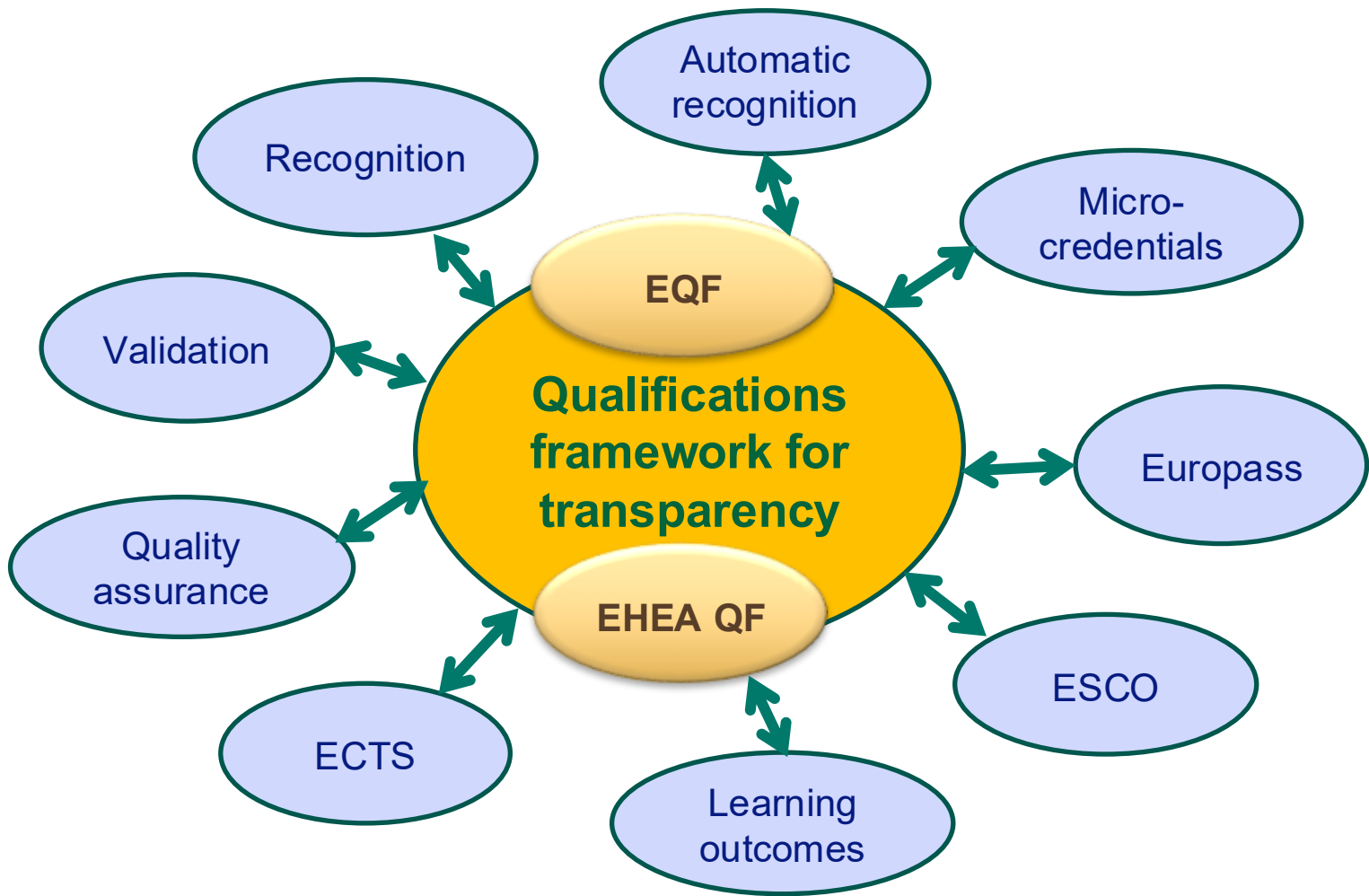
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18.02.2026



# TPG A – Thematic Peer Group A for qualifications frameworks *2018-2020, 2021-2024, 2024-2027*

## **Aim:**

**Implementation of Bologna key commitment 1:** a three-cycle system of programmes and degrees, based on learning outcomes and the ECTS, compatible with the overarching QF-EHEA

## **Main objective:**

to ensure TPG A members **with opportunities for exchange of experience and peer learning concerning the development of qualifications frameworks** in higher education; thus, providing support to the TPG A members in the fulfilment of the key commitment 1 of EHEA in their countries

## **Main activities:**

Peer learning activities, working groups and TPG A meetings

## **TPG A members 2024-2027:**

Albania, Armenia, Azerbaijan, Belgium-Flemish Community, Bulgaria, Council of Europe, Croatia, Czech Republic, Denmark, EURASHE, Estonia, ESU, France, Georgia, Greece, Hungary, Ireland, Italy, Kazakhstan, Latvia, Malta, Republic of Moldova, Montenegro, Netherlands, North Macedonia, Norway, Poland, Romania, San Marino, Slovakia, Spain, Sweden, United Kingdom – Scotland

# Transparency of qualifications framework – definition

## **EU Recommendation on EQF, 2017**

«National qualifications framework» means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims at integrating and coordinating national qualifications subsystems and **improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society**

European Qualifications Framework (EQF) is an overarching eight-level European reference system, which is aimed at **promoting lifelong learning and fostering the cross-border mobility**



# TPG A in 2021-2024

Project «Qualifications Frameworks for trust,  
transparency and diversity – TPG A»  
2022-2025


































# Main focus and outcomes

## ***QF-EHEA, micro-credentials***

- Recommendations on short-cycle qualification
- Recommendations on micro-credentials
- Recommendations on self-certification of national qualifications framework to QF-EHEA

Mapping of recommendation on micro-credentials

Topics	National authorities	Higher education institutions	Quality assurance agencies
Involvement of stakeholders			
Inclusion in the NQF			
Learning outcomes			
Assessment			
Design			
Recognition of prior learning			
Level			

Topics	National authorities	Higher education institutions	Quality assurance agencies
Workload			
Quality			
Supplement to micro-credential			
Transparency			
Support to implementation			
Learning pathway			

# Recommendation on short-cycle qualifications

From level descriptor (Paris Communique 2018)

**«builds upon general secondary education»**

change to

**«build upon further education»**



# TPG A in 2024-2027

Project «Qualifications Frameworks for trust,  
transparency and diversity – TPG A 2»  
2025-2028



# Project to support TPG A

## *Qualifications Frameworks for trust, transparency and diversity – TPG A 2*

QUATRA – TPG A 2

1.09.2025 – 31.08.2028

### Main activities:

- Arranging 4 thematic peer learning activities and final conference

#### Topics of PLAs:

- successful implementation of self-certification process
- transparency of qualifications frameworks
- study programmes outside of the Bologna three-cycle structure
- databases and registers of qualifications reflecting qualifications frameworks

- Arranging 4 (5) TPG A meetings
- Establishing 2 Working Groups on specific topics to elaborate recommendations:
  - Group 1:** Supporting automatic recognition of HE qualifications in terms of qualifications frameworks (chaired by AIC)
  - Group 2:** Working Group on Qualifications frameworks for flexibility of learning (chaired by EURASHE)

### The project consortium:

- Academic Information Centre (coordinator)
- Malta Further and Higher Education Authority
- Department of Education of the Republic of San Marino
- European Association of Institutions in Higher Education (EURASHE)
- The Ministry of Higher Education and Scientific Research (France, associated partner)
- National Center for Educational Quality Enhancement (Georgia, associated partner)

# The areas for discussions and recommendations

- QF for automatic recognition (EU recommendation, CoE activities, Multilateral agreement)
- Transparency of qualifications frameworks (Transnational education, cross-border education)
- The landscape of transnational education within the EHEA and beyond is evolving rapidly, presenting new challenges and opportunities.
- Study programmes outside of the Bologna three-cycle structure,
- Qualifications frameworks for flexibility of learning

# Working Group on Supporting Automatic Recognition of HE Qualifications in Terms of QF

- Automatic recognition of HE qualifications now is high on the agendas of EU, Bologna Process and countries
- The Council Recommendation on **promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad** (2018) points out QF as one of the **transparency tools** of automatic recognition and highlights need to fulfil the key commitments of the Bologna Process for HE and reference qualifications in the NQF to the EQF and asks countries to put necessary steps for implementation of automatic recognition of qualifications by 2025

# Working Group on Qualifications frameworks for flexibility of learning

- Examine how HEIs translate their learning offers into QFs, particularly in the context of short-cycle qualifications, lifelong learning opportunities, and professional higher education and training
- Find out institutional examples and identifying successful practices, how these frameworks support learners in understanding their progression opportunities and achieving recognition for their learning outcomes
- Particular attention will be given to ensuring that short learning opportunities align with institutional inclusion and recognition strategies, enabling learners to navigate education systems more effectively and pursue reskilling or further education

# Qualifications framework for transparency and LLL

- Every qualification must be transparent
- Every quality assured qualification or micro-credential has the right to be included in a qualifications framework
- Every quality assured qualification or micro-credential has the right to be recognised
- Every person has rights to obtain transparent, quality assured qualification, which has been assigned a qualification level in a transparent and understandable qualifications framework