

2nd Thematic Peer Group A on Qualification Framework meeting

Online, 26th of November 2025

Hosted by the
EHEA Secretariat

Minutes of the
meeting

List of participants

Country	Name	Last Name
Armenia	Ani	Mkrtchyan
Belgium-Flemish Community	Marjolein	Muys
Bulgaria	Anna	Varbanova-Ivanova
Council of Europe	Jean-Philippe	Restoueix
Croatia	Josipa	Češnovar
Czech Republic	Tomáš	Kúst
Denmark	Allan	Bruun Pedersen
EACEA	Melisa	Sultanovic
EURASHE	Ana	Duplava
EURASHE	Jakub	Grodecki
Eurydice	David	Crosier
ESU	Nora	Angelova
France, TPG B on LRC Co-Chair	Jingchao	Shi
France, TPG C On QA Co-Chair	Sophie	Guillet
France (Co-chair)	Sara	Thornton
Georgia (Co-chair)	Khatia	Tsiramua
Georgia	Ketevan	Panchulidze
Greece	Alexandra	Karvouni
Greece	Aikaterini	Lenaki
Hungary	András	Derényi
Ireland	Órla	Barry
Kazakhstan	Amantay	Nurmagambetov
Latvia (Co-chair)	Baiba	Ramiņa
Latvia	Gunta	Kinta
Latvia	Zane	Neilande
Malta	Jessica	Sammut
Malta	Stefan	Sant
Republic of Moldova	Tatiana	Gherstega
Montenegro	Jelena	Đukanović
Netherlands	Robert	Wagenaar
Norway	Gro	Beate Vige
Poland	Jacek	Lewicki
Romania	Tiberiu	Dobrescu
San Marino	Monica	Cavalli
Slovakia	Kristián	Jozek
Sweden	Adnan	Dautbegovic
United Kingdom	Andy	Smith

United Kingdom - Scotland	Paul	White
EHEA Secretariat	Alexandrina	Druta

Albania, Azerbaijan, Estonia, European Commission, Italy, North Macedonia, Spain did not attend the meeting.

The meeting started at 12:58 CEST.

1. Opening of the meeting & adoption of meeting agenda

Scope of TPG A ON QF activities

Documents: [TPG A on QF 2 DK LI 1 3 Agenda 25.11.2025](#)

[TPG A on QF 2 DK LI 1 Scope of TPG A activities 26.11.2025](#)

The meeting opened with a warm welcome from the TPG A on QF Co-Chairs, who expressed appreciation for the participants' presence. Since some participants had already joined the initial meeting while others were attending for the first time, a brief round of introductions was conducted.

The TPG A Co-chairs then briefly reviewed the agenda. The Co-chairs then reviewed the main responsibilities of the group, including the need for regular updates to the Action Plan in response to evolving priorities, the organization of peer-learning activities, and the implementation of complementary initiatives such as the forthcoming thematic working groups.

The principal elements of the TPG A on QF Action Plan were outlined, consisting of TPG meetings, peer-learning activities, and the preparation of recommendations. Meetings would cover national developments, progress on key commitments, and initiatives related to qualifications frameworks. Four peer-learning activities were foreseen, focusing on topics such as the self-certification of qualifications frameworks, the use of qualifications frameworks to support recognition of transnational education programmes, and the development of registers and databases of qualifications. Future recommendations are expected to address the role of qualifications frameworks in supporting automatic recognition and promoting flexible learning pathways.

2. Information about Thematic Working Groups (call of interest)

Documents: [TPG A on QF 2 DK LI 2 Information about Thematic Working Groups 26.11.2025](#)

The meeting then progressed to the next agenda item, a joint presentation by the Academic Information Centre and EURASHE representatives on the establishment of the two thematic working groups. Participation for the groups is voluntary, with TPG A on QF members invited to register for one working group, while additional participants from each country may join where appropriate. Activities may run in parallel, and registration was required by 9 January 2026.

Group 1: Supporting Automatic Recognition of Higher Education Qualifications in Terms of Qualifications Frameworks

Contributions highlighted that automatic recognition enables qualifications earned in one country to be acknowledged at an equivalent level in another. The importance of fair and transparent recognition processes, grounded in formal learning agreements between

institutions and learners, was repeatedly emphasized. The exchange further stressed the need for strong mutual trust among national education systems, and the essential role of robust quality assurance frameworks, including the European Approach to Quality Assurance of Joint Programmes.

The Latvian TPG A on QF Co-chair highlighted that the working group serves as an opportunity for in-depth discussion noting that automatic recognition was closely interconnected with qualifications frameworks, quality assurance, and a range of transparency tools that constitute key components of the European Higher Education Area. The discussions underlined the longstanding commitment within the European Higher Education Area to promoting automatic recognition, with reference to ministerial communiqués adopted from Bucharest in 2012 through Tirana in 2024. Supporting instruments such as the 2018 European Union Council Recommendation on automatic recognition and the forthcoming Council of Europe Convention on the Conditions of Transparency and Quality Assurance for Automatic Recognition were also noted.

The thematic working group would focus on examining the role of qualifications frameworks as transparency tools, formulating recommendations for their use in supporting automatic recognition, and addressing both three-cycle qualifications and access qualifications. The preparation of concept papers was foreseen by the end of 2026, followed by draft recommendations expected in spring 2027.

Group 2: Qualifications Frameworks for Flexibility of Learning

The second thematic working group focused on the role of qualifications frameworks in supporting flexible learning pathways. Flexibility was described as a multidimensional concept encompassing diverse learning routes, permeability between vocational and higher education, and the integration of microcredentials and other modular qualifications. The working group is expected to explore how national qualifications frameworks can evolve to accommodate partial qualifications, microcredentials, and short-cycle higher education, while also providing space for participants to exchange national experiences. Participants highlighted the need to strengthen parity of esteem between vocational education, apprenticeships, and higher education. The discussion reinforced the importance of learning outcomes as a shared reference point across educational sectors, flexible progression, and the effective recognition of prior learning.

The EURASHE representative noted that graduates from vocational programmes currently encounter lower rates of access to tertiary education compared to those from general education pathways, underscoring the importance of permeability routes and short-cycle higher education in addressing this imbalance. The EURASHE representative further highlighted the close interconnection between recognition of prior learning, microcredentials, and short-cycle qualifications as mechanisms for creating coherent and flexible learning pathways. She indicated that the working group would examine these links, review national examples, and assess the extent to which existing qualifications frameworks are equipped to integrate emerging forms of partial qualifications and support flexible learning pathways. The group also aims to prepare a concept paper by the end of 2026 and draft recommendations by spring 2027.

3. Presentation of QUATRA – TPG A ON QF 2 Activities in 2026

Documents: [TPG A on QF 2 DK LI 3 Presentation of QUATRA-TPG A 2 Activities.26.11.2025](#)

The Latvian representative provided an overview of the activities planned for the upcoming year within the QUATRA – TPG A on QF 2 project. In this context, she underlined the need for active engagement in the working groups introduced earlier, stressing that meaningful outputs depend on sustained participation.

The Latvian representative informed participants that two peer learning activities were scheduled for 2026. The first will take place on 28 April 2026 in Riga and will be dedicated to the effective implementation of self-certification processes, back-to-back with a TPG A meeting. In autumn 2026, a second peer learning activity was planned in Malta, focusing on transparency and flexibility within qualifications frameworks and their role in supporting transnational provision, cross-border cooperation, and joint programmes. This event would integrate the work of both working groups and demonstrate the broader horizontal cooperation among TPGs A, B, and C.

The project will cover the expenses of one designated TPG A on QF member per country, with possible exceptions for invited speakers.

She concluded by expressing her intention to welcome the group to Riga in April and informed participants that a dedicated [project webpage](#) was available where materials from peer learning activities and working groups would be published.

4. Update from TPG C On QA and TPG B on LRC

Documents: [TPG A on QF 2 DK LI 4.1 TPG C on QA-presentation 26.11.2025](#)

[TPG A on QF 2 DK LI 4.2 TPG B on LRC-presentation 26.11.2025](#)

4.1 TPG C On QA

The French TPG C on QA Co-Chair highlighted the collaborative structure of TPG C on QA, co-chaired alongside representatives from Armenia and Romania, and welcomed the chance to exchange insights and experiences with other thematic peer groups.

An overview of TPG C on QA was provided, which is supported by the SIQA project. The French TPG C on QA Co-Chair outlined main objectives of the group, with the main purpose to support the implementation of the European Standards and Guidelines.

Progress to date was highlighted, including three TPG meetings and the completion of the first thematic analysis on stakeholder involvement. The SIQA project also launched the first round of applications for staff mobility, scheduled between April and July 2026.s. The French TPG C on QA Co-Chair noted that [ENQA's analysis](#) identified areas for improvement, including formalization of stakeholder engagement, enhanced student participation in decision-making, and diversification of stakeholder representation.

Regarding flexible learning pathways, the French TPG C on QA Co-Chair highlighted that [survey results](#) among TPG C on QA members indicated that twenty-three of twenty-eight respondents reported national regulations or guidelines supporting flexible learning pathways. While national qualifications frameworks and external quality assurance systems were widely applied to support these pathways, credit accumulation and transfer systems were less consistently utilized.

Following the presentation, the Latvian TPG A on QF Co-Chair expressed appreciation for the comprehensive overview and underscored the relevance of TPG C on QA's work on cross-border education, identified as a horizontal activity across all TPGs in the current cycle. The French TPG C on QA Co-Chair confirmed that cross-border education was addressed through a dedicated working group coordinated by ENQA and EQAR, which focuses on upgrading the EQAR Knowledge Base, revision of the 'Key Considerations for CBQA' and the creation of a Code of Conduct for CBQA, among others.

4.2 TPG B on LRC

The French TPG B Co-chair reported on the second online meeting of TPG B on LRC, held on 10 June 2025, which aimed to foster reflection on the role of recognition in supporting international mobility and provided participants with opportunities to share data and experiences at both regional and global levels.

The French TPG B on LRC Co-Chair outlined the upcoming TPG B on LRC meetings, indicating that the third meeting was scheduled for 29 January 2026, focusing on national experiences with automatic recognition and the launch of a mid-term survey to monitor progress. She also presented the TPG-LRC Plus Project, which supports TPG B on LRC through peer support events, staff mobility as well as research and publication initiatives.

Four working groups have been established under this project, focusing on automatic recognition, transnational cooperation, alternative pathways including microcredentials, and digital transition. The French TPG B Co-Chair also presented a detailed timeline for the next two years, encompassing online seminars, tailored peer support activities, and the planned sequence of research outputs.

The Latvian TPG A on QF Co-Chair highlighted the complementary nature of the topics addressed by TPG B on LRC and TPG C on QA, particularly regarding automatic recognition, flexible learning pathways, and transnational education.

The French TPG B on LRC Co-Chair clarified that research for the working group on automatic recognition has been completed, while the remaining three groups would carry out their activities over the next two years, providing opportunities for active engagement and collaboration among TPG B on LRC members.

5. The structure and indicators of the Bologna Process Implementation Report 2027 regarding Key Commitment 1

Documents: [TPG A on QF 2 DK LI 5 Bologna Process Implementation report 2027 David Crosier 26.11.2025](#)

The Latvian TPG A Co-Chair invited the Eurydice Co-Chair of the WG on Monitoring to present an overview of the structure and indicators foreseen for the 2027 edition of the Bologna Process Implementation Report, with a particular focus on Key Commitment 1.

The WG on Monitoring Co-Chair presented the revised methodological approach for the 2027 report, explaining that the central objective would be to ensure a more policy-oriented process. The scale of information compiled for the 2024 report had proven excessive, posing difficulties for both national authorities validating the data and the team tasked with assessing it. This experience highlighted the need for a more focused and manageable reporting framework.

Accordingly, the 2027 report would be restructured to align directly with the thematic peer groups, with each chapter corresponding to an established working structure within the European Higher Education Area. In contrast to earlier editions, the new report would combine quantitative policy indicators with qualitative narrative inputs drafted by the groups themselves. These narrative sections would contextualize activities carried out, challenges encountered, and progress achieved during the period, and reflect priorities from European-level initiatives.

Turning to the indicators, he highlighted that the revised set maintained continuity with previous reporting cycles while placing greater emphasis on sustainability and practicality. For the chapter on degree structures, four principal scorecard indicators would be retained: implementation of Bologna degree structures, external quality assurance monitoring of the European Credit Transfer and Accumulation System, the status of implementation of the Diploma Supplement, and the implementation of National Qualifications Frameworks. He noted that, following recommendations from TPG A on Qualifications Frameworks, only National Qualifications Frameworks that have been self-certified within the past ten years would be considered valid. The report will also monitor the integration of microcredentials into national frameworks, an area of growing relevance across the European Higher Education Area.

The Latvian TPG A on Qualifications Frameworks Co-Chair welcomed the presentation, underscoring that this represented a significant shift for the TPG A on Qualifications Frameworks, whose members would now play an active role in shaping the implementation report.

The Latvian TPG A on Qualifications Frameworks Co-Chair noted that adding a ten-year framework for self-certification would provide a more accurate and differentiated portrayal of implementation across countries in the “green map” of the Bologna Process Implementation Report.

The Latvian TPG A Co-chair concluded by stating that the forthcoming face-to-face meeting in Riga in April 2026 would offer a valuable opportunity for members to discuss the qualifications framework section in greater detail and reflect collectively on progress across the European Higher Education Area.

6. Information on the next meeting, conclusion and closing of the Meeting

The Latvian representative outlined the forthcoming TPG A meeting scheduled for 28 April 2026 and presented an overview of its expected content and objectives. She explained that the meeting would be dedicated to examining the effective implementation of the self-certification process. Unlike earlier cycles, in which countries typically shared case studies describing their national qualifications frameworks, the upcoming session would concentrate on broader thematic issues that underpin the self-certification methodology as a whole.

She reiterated that TPG A on Qualifications Frameworks meetings serve as an essential platform for members to report on national developments that may have relevance for the wider work of the Bologna Process and encouraged participants to actively review and comment on the draft agendas circulated by the EHEA Secretariat.

The Latvian TPG A Co-Chair then provided additional clarification, advising that any TPG A member wishing to present a self-certification report should inform the Secretariat and the Co-chairs no later than the end of February 2026. She explained that this deadline would allow

adequate time for the Secretariat and Co-Chairs to allocate agenda slots and plan the sequence of presentations.

She noted that careful coordination would be particularly important because the April TPG A on Qualifications Frameworks meeting and the forthcoming meeting in Malta would take place within a relatively short interval. Should several countries wish to present, both agendas would need to be arranged accordingly to accommodate all contributions in an orderly manner. She expressed satisfaction with the progress made to date in organizing the working groups and preparing the upcoming Peer Learning Activity, observing that these efforts form a strong basis for continuing the work of TPG A on Qualifications Frameworks in the next cycle.

In closing the session, the Latvian TPG A on Qualifications Frameworks Co-Chair expressed her appreciation for the active participation of all members and highlighted the usefulness of the exchanges throughout the meeting.

The meeting ended at 14:49 CEST.