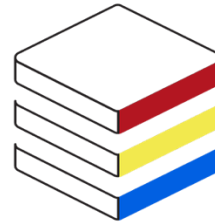


EHEA Secretariat updates

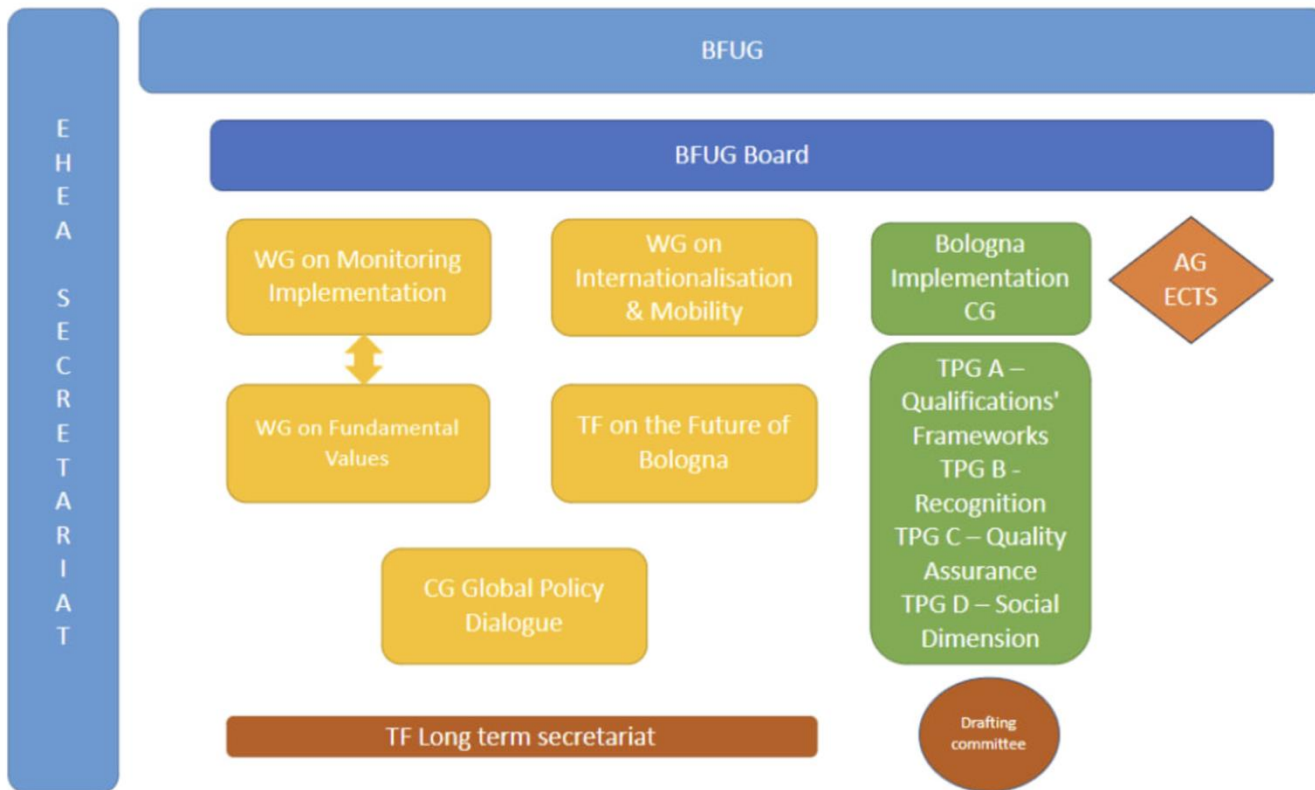
Horia Onița, Head of Secretariat
3rd WG on Fundamental Values
București, România – 20th of November 2025



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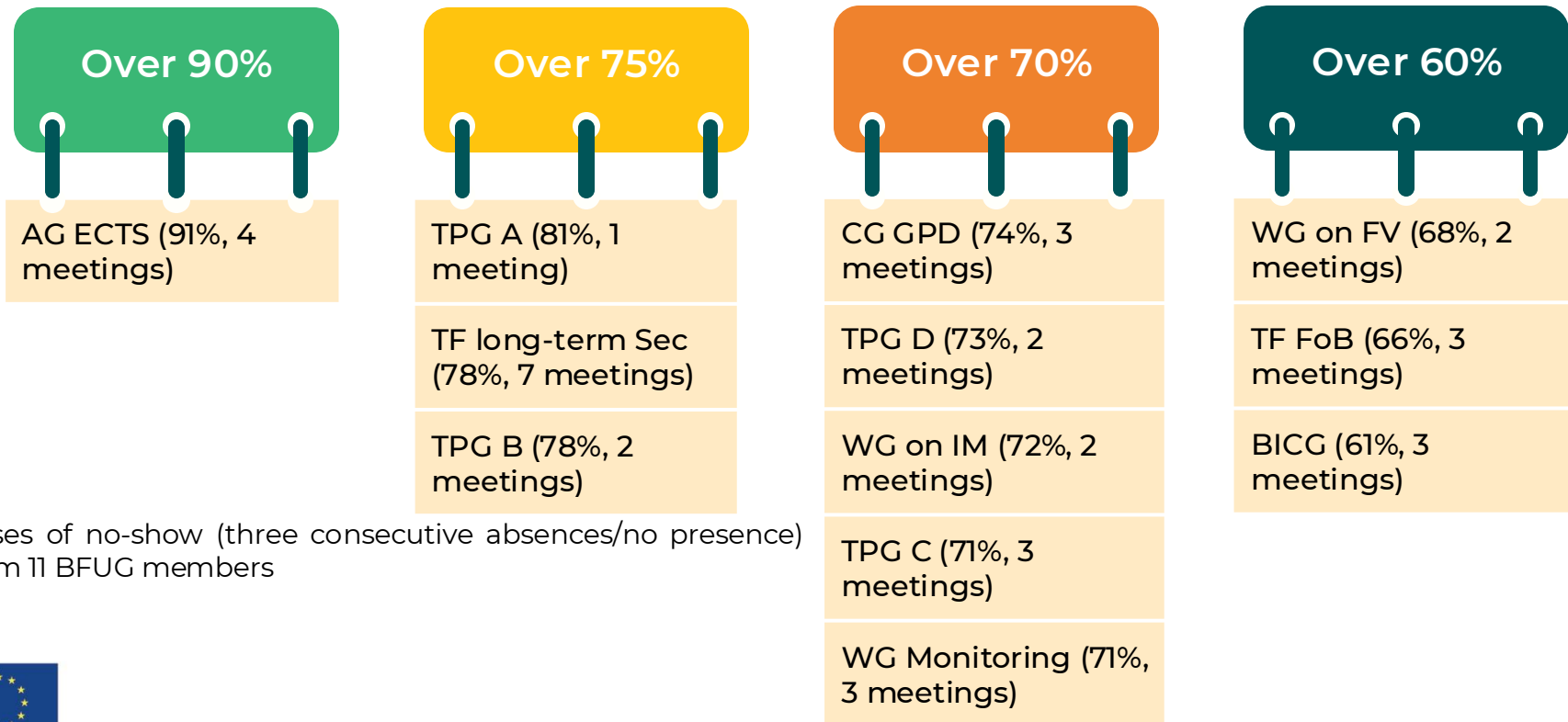


Schedule of topics for BFUG meetings

This document has been prepared by the EHEA Secretariat based on the information provided in the Work Programme and the Terms of Reference of the working structures, previous practice and the discussions during the Coordination meeting between the co-chairs of the working structures. The Schedule of Topics provides an overview of the distribution of topics to be addressed during the BFUG meetings of the 2024-2027 working period and their progression between BFUG meetings. The BFUG is invited to discuss and agree on the document at its XCV BFUG meeting in Warsaw, while acknowledging that the document is a 'living' one that may be revised based on developments during the working period.

| BFUG number | BFUG XCV | BFUG XCVII | BFUG XCIX | BFUG CI | BFUG CIII | BFUG CIV | Comments |
|--|--|--|--------------------|--|--|--|-----------------|
| Host | Poland | Denmark | Cyprus | Ireland | Lithuania | Lithuania | |
| Period | February 2025 | December 2025 | Spring 2026 | Autumn 2026 | Early Spring 2027 | Late Spring 2027 | |
| WG on Monitoring | Focus of BPIR - discussion | Focus of BPIR - decision | | | Draft BPIR | BPIR Final Report | |
| WG on Internationalisation and Mobility | | Draft Glossary | | Draft I Action Plan on Mobility | Draft Action Plan on Mobility II | | |
| WG on Fundamental Values | Comprehensive framework and monitoring tool with indicators presented to the BFUG | Selection of indicators to be used by the WG on Monitoring for the BPIR | | | Draft Implementation report on FV | Final Implementation Report on FV | |

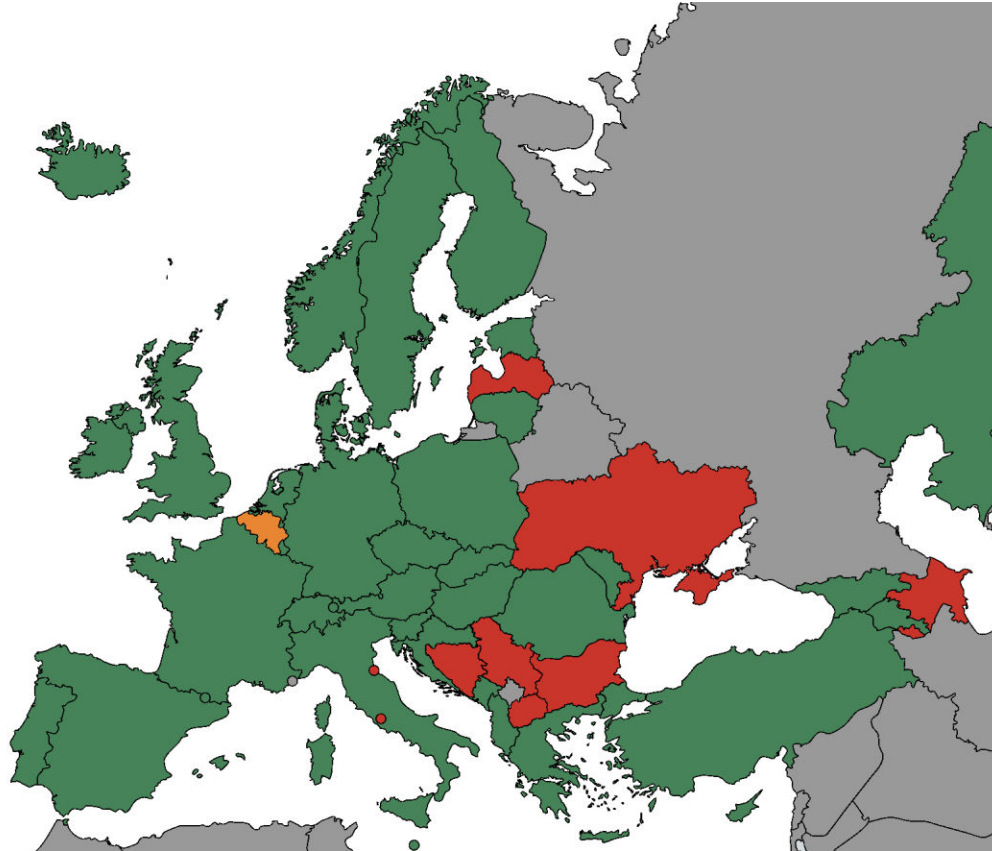
Membership attendance



Cases of no-show (three consecutive absences/no presence) from 11 BFUG members



National Action Plans



No actions from
Armenia, Azerbaijan,
Belgium – Flemish
Community, Bosnia and
Herzegovina, Bulgaria,
Holy See, Latvia, North
Macedonia, San Marino,
Serbia, Ukraine



Centralisation of NAPs

National commitments on ECTS and Qualifications Frameworks 2025-2027

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BICG_National commitments on ECTS and Qualifications Frameworks_07.10.2025

| No. | Country | Legislative compliance with ESG | European Approach | Micro-credentials | TNE | Internal QA/ Q culture | European Degree label | Academic integrity | Digitalisation of QA | CBQA | ECTS | Thematic analysis | Student participation | QA of e-learning | QA of Doctoral cycle | QA of WUL | QA of LAT | QA and AI | Shift to enhancement | Sustainability in QA | QA of research |
|-----|----------------------------|---------------------------------|-------------------|-------------------|-----|------------------------|-----------------------|--------------------|----------------------|------|------|-------------------|-----------------------|------------------|----------------------|-----------|-----------|-----------|----------------------|----------------------|----------------|
| 1 | Albania | x | | | | x | | | | | | | x | | | | | | | | |
| 2 | Andorra | x | | x | | | | | | | | | | | | | | | | | |
| 3 | Armenia | x | | x | | x | | | | | | | | | | | | x | | | |
| 4 | Austria | | | | | x | | | | | | | | | | | | x | | | |
| 5 | Belgium - French Community | x | | | | x | | | | x | | | | | | | | | | | |
| 6 | Croatia | | | | | | | | x | | | | | | | | | | | | |
| 7 | Cyprus | x | | | | | x | | | | | | | | | | | | | | |
| 8 | Czech Republic | x | | | | | | | | | | | | | | | | | | | |
| 9 | Denmark | | | | | | | x | | | | | | | | | | | | | |
| 10 | Estonia | | | | | x | | | | | | | | | | | | | | | |
| 11 | Finland | | | | | | | | | | | | | | | | | | | | |
| 12 | France | | | | x | | | | | | x | | | | | | | | | | |
| 13 | Georgia | x | | x | | | | | x | | | | | x | x | | | | | | x |
| 14 | Germany | | x | | | | | | | | | | | | | | | | | | |
| 15 | Greece | | | | | x | x | | | | | | | | | | | | | | |
| 16 | Hungary | | | | | | | | | | | | | | x | | | | x | | x |
| 17 | Iceland | x | | | | | | | | | | | | | | | | | | | |
| 18 | Ireland | | x | x | x | | | x | | | | | | | | | x | | | | |
| 19 | Italy | | x | x | x | | | | | | | | | | x | | | | | | |
| 20 | Kazakhstan | x | | | | x | | | | | | | | | | | | | | | |
| 21 | Lithuania | | | | | | | | | | | | | | | | | | | | x |
| 22 | Liechtenstein | x | | | | | | | | | | | | | | | | | | | |
| 23 | Luxembourg | | | | | | | | x | | x | | | | | | | | | | |
| 24 | Malta | x | | | | | | | | | | | | | x | | | | | | |
| 25 | Montenegro | x | | | | | | | | | | | x | | | | | | | | |
| 26 | Netherlands | | x | | | | | | | | | | x | x | | | | | | | |
| 27 | Norway | x | | | | x | | | | | | | | | | | | | | | |
| 28 | Poland | x | | | | | | | | | | | | | | | | | | | |
| 29 | Portugal | | x | | x | x | | | | | | | | x | x | | | | | | |
| 30 | Republic of Moldova | x | | x | x | x | | | x | | | | | | | x | | | | | |
| 31 | Romania | | | | x | x | | | x | | | | | | | | | | | | |
| 32 | Slovakia | | | x | | x | | | x | | | | | | | | | | | | |
| 33 | Slovenia | | x | | | | | | | x | | | | | | | | | | | |
| 34 | Spain | | | | | | | | | | | | | | | | | | | | |
| 35 | Sweden | | x | | | | | x | | x | | | | | | | | | | | x |
| 36 | Switzerland | | x | | | | | x | x | x | | | | | | | | | | | x |
| 37 | Turkiye | | | | | | | | | | | | | x | | | | | | | |
| 38 | United Kingdom | x | | | | | | | | | | | | | | | | | | | |
| 39 | United Kingdom - Scotland | | | | x | | | | | | | | | | | | | | | | |



Priorities in NAPs:

TPG A: Micro-credentials, self-certification, ECTS, short cycle



TPG B: Automatic recognition, HEI practices, digitalisation, Refugees, RPL



TPG C: Legislative compliance with ESG, Q culture, European approach, digitalisation, MCs, TNE



TPG D: Study grants, strategies on SD, students with disabilities, data collection



Overview NAPs

The table compares the actions submitted in the National Action Plans to the policy commitments in the Bologna Process Implementation Report 2024 where the BFUG members did not fully implement the commitment (was not 'dark green')

Legend

| | |
|--|---|
| | Policy area in the BPIR 2024 where commitments were not fully met yet a direct corresponding action was not identified |
| | Policy area in the BPIR 2024 where commitments were not fully met and a direct corresponding action was identified |
| | Additional actions in Bologna commitments not covered by BPIR 2024 or where commitments were already fully met in BPIR 2024 |

| Nr. Cr. | Policy area | Topic in the BPIR | Situation in BPIR | Corresponding action (National Action Plan) | Details for the corresponding action (National Action Plan) |
|---------|---------------------------|--|--|---|---|
| 1 | ECTS | / | / | The Ministry of Education, Sport and Youth and CYQAA will continue to monitor the implementation of ECTS in Higher Education Institutions of Cyprus | |
| 2 | Microcredentials | Inclusion of microcredentials in national qualifications frameworks, 2022/2023 | No microcredentials | Implementation and Recognition of Micro-Credentials | Inclusion of Microcredentials to be recognised in NQF |
| 3 | Qualifications Frameworks | Implementation of national qualifications frameworks | No public self-certification report on NQF | | |
| 4 | Recognition | Principles of the Lisbon Recognition Convention in national legislation, 2022/2023 | Four of the principles specified in national legislation | Develop student appeal procedures for credit recognition | |
| | | Implementation of Article VII of the LRC at national level, 2022/2023 | Not legally required, and procedures are not in place | Introduce legal requirements for refugee qualification recognition | Established national procedures |
| | | System level (automatic) recognition for academic purposes | There is no automatic recognition. | Enhance automatic recognition along with EHEA countries | |
| 5 | Quality assurance | | | Ensure that international expert involvement in Quality Assurance procedures will continue | |
| | | | | Implementation of the European Approach for Quality Assurance of Joint Degrees | |
| | | | | Strengthen Higher Education Institutions' (HEIs) commitment towards diversity by encouraging them to develop a comprehensive Equity and Diversity Action Plan | Encourage all HEIs to develop an Equity and Diversity Action Plan |



Actions on FV

| Country | Action | Description |
|----------|---|--|
| Austria | Scientific integrity: new definition applicable to all HEI | Implementation of a central norm concerning integrity in scientific and artistic research and teaching |
| | Participation of students: nationwide elections, mandatory membership (Students' Union Act) | Adaptation of the Ministry's supervision on the student unions, getting more students to vote in the biennial elections. |
| Germany | Defending and strengthening the EHEA's fundamental values, a) internationally, by means of active and outspoken participation in international consultations such as ETINED, and b) nationally, by encouraging academic freedom and integrity, institutional autonomy, participation of students and staff in collegial governance and public responsibility of and for higher education institutions | Expected outcomes: Improved participatory decision-making along scientific criteria in questions of higher education funding and policies. Continuous assessment of needs for improvement in higher education legislations. Strengthened role of higher education institutions in fulfilling their "Third Mission" as negotiation hubs for societal challenges and cross-cutting issues. |
| Moldova | Elaboration of the Framework Recommendations regarding anti-plagiarism measures in the university system | Conducting the Academic Integrity Study; Elaboration of the framework recommendations regarding anti-plagiarism measures in the university system; Coordinating institutional anticorruption plans |
| Norway | Norway has several structures and strategies that address fundamental academic values, this includes: 1. Ethical Guidelines and Committees: • Under the Ministry Norway has established The National Research Ethics Committees (NREC) who are tasked to ensure that all research is conducted in accordance with recognized research ethical norms • Universities have ethical guidelines and committees that oversee research practices, ensuring they align with academic freedom and integrity standards 2. Long-term Plan for Research and Higher Education (2023- 2032): • This plan promotes academic freedom and freedom of expression as central values. It includes measures to strengthen research ethics and ensure a good climate for free expression at Norwegian institutions. 3. Guidelines for Responsible International Collaboration: • Developed by the Directorate for Higher Education and Skills (HK-dir) and the Research Council of Norway, these guidelines ensure the safeguarding of academic values and research ethical standards in international collaboration. | Improved conditions and follow up of fundamental values in all levels of academic activity as recommended by the Bologna Process Implementation Report 2024 |
| Portugal | Develop and disseminate a national academic ethics code addressing the implications of Artificial Intelligence (AI). | Widely adopted code providing clear ethical guidance on AI in HE. |
| Romania | Bologna Process Researchers' Conference | |
| Slovakia | Reflecting EHEA fundamental values in the legal framework (followed by specific amendments to the internal regulations of HEIs) | Clear understanding of the fundamental values and anchoring in the legislation |



Newsletter – December 2025

Guidelines here



Deadline: 10th of
December 2025 to
secretariat@ehea.info



Promoting the
activities of the WS
and new E+ projects

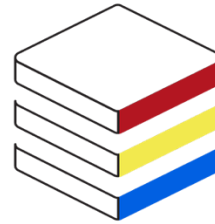


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EHEA Secretariat updates

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