

National commitments on Quality assurance 2025-2027

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Missing actions from Azerbaijan, Belgium – Flemish Community, Latvia, North Macedonia, San Marino, Serbia and Ukraine.

Albania

	Current situation	Key challenges
Quality Assurance	Quality Assurance procedures have been implemented at national level in accordance with the European Standards and Guidelines. All Albanian higher education institutions are accredited institutionally.	Albanian Agency of Higher Education Quality Assurance to be member of the ENQA.

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027	Provide short explanation
Round tables on measures to be taken in view of improving the legal framework in force in area of QA in view of the full membership of the Albanian National Agency in the ENQA.	The round tables support the commitment to strengthen the national quality assurance (QA) framework by identifying necessary legal improvements aligned with European standards. This directly contributes to the goal of achieving full membership of the Albanian National QA Agency in ENQA, ensuring compliance with the ESG (Standards and Guidelines for Quality Assurance in the European Higher Education Area).	Concrete proposals for amending the legal framework to meet ENQA requirements. Enhanced understanding among stakeholders of ESG standards and ENQA membership criteria. Strengthened alignment of national QA practices with European best practices.	2025-2026	To be achieved in 2027	
Round table on the measures to be taken regarding the student's participation on the National Board of Accreditation and also on other quality evaluation processes.	Strengthening the participatory role of students in QA structures. Supporting capacity-building for student representatives involved in QA. Enhancing policy dialogue between students, institutions, and accreditation bodies.	Clear recommendations for involving students in accreditation. Greater awareness among stakeholders of the value of student participation. Steps identified to formalize student roles in quality	2025-2026	To be achieved in 2027	

		assurance.			
Preparation additional guidelines for implementation of QA	Improvement of QA in HEIs.	Sharing the good practices for implementation of Quality Code.	2025-2027	To be achieved till 2027	
Review, improvement and approval of the Quality Code	Review, improvement and approval of the Quality Code Improvement of the quality code standards in accordance with ESG, to reflect local and international best practices	Implementation of new quality code	2025-2027	To be achieved till 2027	
Seminars with external evaluators (academics, students and other stakeholders)	Professional development of external evaluators for the implementation of the quality code	Improvement of quality assurance processes	2026-2027	To be achieved till 2027	

Andorra

	Current situation	Key challenges
Quality Assurance	The Quality Assurance Agency for Higher Education in Andorra has started the process to be accredited by ENQA. Students and international experts participate in the assessment procedure of quality assurance.	The long process at national level to adopt the legislation according to the ESG needs.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027	Provide short explanation
The Andorran Quality Assurance Agency for Higher Education (AQUA) is going through the process of accreditation by ENQA and registration by EQAR	ENQA is the competent authority to accredit that AQUA complies with the European Standards and Guidelines for Quality Assurance in the EHEA. Being listed in DEQAR is the transparent method to prove the compliance with the European Standards and Guidelines.	To comply with the commitment: We commit to ensuring that we have, or will devise, and will publish appropriate action plans to address any remaining implementation gaps. To appear in the database of the Register of accredited Quality Assurance Agencies.	September 2025		
From Microcredentials: 1. To design a proposal for a common understanding of the provision of microcredentials in the Ministry. 2. To start conversations with the relevant stakeholders to improve the proposal. 3.- To agree with a code	Microcredentials are currently under the competence of HEIs. The Ministry in charge of higher education wants to promote a code of good practice between the HEIs. Thus, a common understanding and a common use is applied in the society. This action contributes to create a working space to involve stakeholders in the provision of microcredentials.	To move forward together in the implementation of a common understanding of the provision of microcredentials. To comply with the commitment: We commit to fostering flexible learning paths, which need to be flexible, properly delivered, quality assured, and recognised, in all higher education programmes. This also includes the recognition of prior learning, and new forms of	1. February 2025 2. June 2025 3. June 2026		

<p>of good practices of microcredentials among stakeholders which includes: definition, purpose, use, format of diploma, quality assurance, relation to the NQF and RPL.</p>		<p>education provision, such a micro-credentials.</p>			
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Armenia

	Current situation	Key challenges
Quality Assurance	<p>The internal and external quality assurance (QA) system in Armenia, aligned with the European Standards and Guidelines (ESG), has been developed since 2008 with the establishment of the Armenian National Center for Professional Education Quality Assurance Foundation (ANQA).</p> <p>ANQA became a full member of the European Association for Quality Assurance in Higher Education (ENQA) in 2017 and was subsequently registered in the European Quality Assurance Register for Higher Education (EQAR). Since 2018 the external experts reports have been published in DEQAR. These milestones affirmed Armenia’s commitment to ensuring robust and internationally recognized quality assurance practices.</p> <p>ANQA has established a robust internal and external quality assurance system for tertiary-level institutions (TLIs), with key priorities focused on continuous improvement, inclusivity, and international alignment. The main priorities of the system include:</p> <ul style="list-style-type: none"> ● Enhancement-led approach to external and internal quality assurance, fostering continuous improvement in teaching and learning processes, and institutional governance. ● Regular refinement of the legal and regulatory framework to ensure alignment with evolving national and European higher education standards. ● An inclusive and participatory quality assurance system, actively engaging students, employers, young academics, and researchers in the evaluation and decision-making processes. ● Well-structured and professionally managed accreditation processes, coordinated by trained staff to ensure consistency, reliability, and transparency. 	<p>1. Integration of Institutional and Programme Accreditation</p> <p>Armenia aims to harmonize institutional and programme accreditation, encouraging regular self-review of all academic programmes. Some higher education institutions (HEIs) may require additional support in strengthening internal quality assurance (IQA) practices to foster a culture of continuous improvement.</p> <p>2. Strengthening IQA and Data Management</p> <p>Up-to-date and reliable data are essential for effective decision-making and quality enhancement. Many HEIs need enhanced capacity for systematic data collection, analysis, and reporting to track student learning outcomes, employability, research impact, and overall institutional performance.</p> <p>3. Implementing Key Performance Indicators (KPIs)</p> <p>Developing and applying a balanced set of KPIs will help HEIs measure and improve performance across teaching, research, and governance. Institutions may benefit from tailored guidance on how to collect, analyze, and effectively use KPI data for ongoing development.</p> <p>4. Developing a Quality Assurance Framework for Micro-Credentials</p> <p>Micro-credentials offer flexible learning opportunities but require clear standards and procedures for quality and recognition. Integration of micro-credentials in ANQF by defining learning outcomes is important for stackability. Stakeholder engagement including employers is crucial to ensure the value and acceptance of these credentials.</p> <p>Ensuring Sustainable Implementation</p> <p>Long-term success of reforms depends on adequate resources, institutional commitment, and a supportive regulatory</p>

	<ul style="list-style-type: none"> Bilingual (Armenian and English) accreditation procedures, incorporating international experts in all evaluations to enhance institutional transparency and strengthen Armenia's integration into the European Higher Education Area (EHEA). 	environment. Strong coordination among relevant stakeholders will help maintain consistency when introducing revised quality assurance framework, data management, and QA measures.
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Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Review of National Quality Assurance Framework based on revised ESG	Key Commitment 3 Promotion of a Quality Culture in Higher Education Strengthen quality assurance (QA) mechanisms in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)	Developed procedures and processes for ex-ante programme accreditation	2026		
		Reviewed institutional and programme accreditation criteria and standards	2027		
		Developed QA framework for micro-credentials	2026		
		Developed QA framework for TNE	2027		
		Proposal on amending legislative changes to include European Approach for Quality Assurance of Joint Programmes in the legislative framework	2026-2027		
Improvement of monitoring and follow-up framework	Key commitment 3	Reviewed monitoring procedures based on KPIs	2026		
Promoting student-centered learning, research, and international professional education standards in the IQA system	Promoting a quality culture in higher education, fostered by fit-for-purpose quality assurance processes in line with the ESG.	Developed set of national KPIs.	2026-2027		

Austria

	Current situation	Key challenges
Quality Assurance	The Austrian QA system is aligned with the ESG and the EHEA QA priorities. To ensure that the QA system is fit-for-purpose the legal framework is adapted on a regular basis (most recently in 2024).	

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027	Provide short explanation
Implementation of the Amendment of the Act on Quality Assurance in Higher Education 2024	Promoting a quality culture in HEI.	Ensuring that quality assurance processes are fit-for-purpose	Ongoing		
Further development of the procedures of external quality assurance in consultation with stakeholders	Promoting a quality culture in HEI through regular consultation with stakeholders.	Ensuring that quality assurance processes are accepted and fit-for-purpose.	Ongoing		
On Teaching and Learning: Action for Strengthening Student Progress and Teaching Quality	Assuring studentorientated teaching and learning and HEIs responsibility for quality development	Further effective actions by universities to enhance teaching quality and student progress	2025-27: monitoring of progress and impact		

Belgium-French Community

	Current situation	Key challenges
Quality Assurance	<p>The French Community provides over 120.000 study grants each year, with around 70.000 for secondary education and 50.000 for higher education, totaling nearly 100 million euros.</p> <p>Eligibility is based on household income, the number of dependents, ownership of additional real estate, and whether the student resides in student housing. On average, higher education study grants are €1,477/year.</p> <p>The HEIs receive an annual subsidy of over €85 million to cover the running of social services, guidance services, student restaurants and accommodation, as well as contributions towards the construction, modernisation, extension and fitting-out of buildings used for these purposes.</p> <p>In 2022, the French Community financed a scientific study to evaluate the prevalence of harassment, violence, and discrimination within higher education institutions.</p> <p>This research, known as “BEHAVES”, aimed to provide a detailed analysis of these issues across the sector. The study surveyed the higher education institutions and gathered data on the experiences of students and staff members. The findings were published in May 2024 and subsequently presented to higher education stakeholders at the end of the same year.</p>	<p>In its 2024-2029 community policy declaration, the Government committed to reforming the study grants system. The goal is to broaden the eligibility criteria, enabling more students in need to receive grants and free course materials. The government plans to introduce progressive adjustments to the study grant amounts, aligning them with the actual costs of studies.</p> <p>Ongoing discussions are focused on revising both the eligibility criteria and the study grant amounts based on individual circumstances.</p> <p>Following the publication of the study BEHAVES, a series of working groups were established in collaboration with the sector. These groups brought together the different stakeholders: representatives from higher education institutions, civil society representatives, experts, professionals, and institutional representatives to ensure an inclusive and participatory approach. As a result of these collaborative efforts, a concrete and budgeted action plan will be developed and submitted to the Government during the second half of 2025. This plan will outline strategic measures to combat harassment, violence, and discrimination within higher education, reinforcing the commitment to creating a safer and more inclusive academic environment for all.</p>

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Design and implement the new methodological framework for QA in the French Community	The new model reaffirms institutions' responsibility for QA and gives them greater autonomy in how they ensure the quality of their programmes.	New decree setting up the new QA model New set of standards for the institutional reviews + related handbook Multiple dissemination events (for HEIs, experts, students and wider audience) First stakeholders' feedback on the implementation of the new framework	2026 2025 On a regular basis 2026-2027, then on a regular basis		
Strengthen follow-up mechanisms	Consistent follow-up mechanisms, fit for the HEI's needs	New differentiated follow-up mechanisms	From 2026		
Design new methodologies and formats for thematic analyses	Improving the relevance and the communication of quality assurance results	Adapted methodologies and formats and methods for producing thematic analyses according to the new QA model	2026		
Develop a support strategy and activities for HEIs with a view of capacity building	Support for the development of expertise within the HEIs, to ensure a more integrated quality culture	Strategy and action plan for supporting the HEIs in the development of their QA culture and system	2026		
Increase the use of cross border quality assurance in the French Community	Supporting international developments in HE	EAJP: translation in French + dissemination event encouraging good practices exchange	2026		

Give greater visibility to QA and its impacts in the French Community	Improving the visibility of quality assurance results, for the benefit of stakeholders	Development of a new website for AEQES	2027		
Strengthen peer learning activities	Supporting international developments in HE	Partnership agreements with QA agencies within and outside the EHEA Active involvement in international projects (e.g. Joint QA for Africa, ENQA, INQAAHE, FraQ-Sup network, etc.)	Annually		
Review AEQES' compliance to ESG		AEQES' targeted review	2026		

Bosnia and Herzegovina

	Current situation	Key challenges
Quality Assurance		
Workshops on external quality assurance for different stakeholders	Identified need for supporting different stakeholders in their work related to QA activities, to assure better understanding of their roles and responsibilities.	Strengthening QA capacities of different stakeholder in B&H higher education.
QA of Joint programmes in B&H	Bosnian and Herzegovinian higher education institutions may employ the European Approach for the quality assurance of their joint programmes (on the basis of agreement that will be signed with partner institutions within the consortium), but the reviewed programme will not be included into the State register of accredited higher education institutions and study programs in Bosnia and Herzegovina.	Considering the current situation it is necessary to regulate inclusion in the State register of accredited joint programs, accredited by the EQAR registered agency, based on the European approach for QA of joint programmes.
Distance learning and teaching at HEIS' in B&H	Lack of detailed regulation regarding the distance learning study programmes in Bosnia and Herzegovina	Consistent implementation of QA principles and criteria for distance learning and teaching at HEIS' in B&H
Full alignment of the QA activities in B&H with the requirements of ESG	Need for improvement of legal framework that supporting and enabling HEA's compliance with the ESG, including de iure and de facto independence of the HEA and all relevant institutions in the field of HE in B&H.	HEA is on the way to become member in ENQA and EQAR.

The implementation of the Bologna Process commitment in the field of **quality assurance** at the state level in Bosnia and Herzegovina is supervised and coordinated by the Agency for Development of Higher Education and Quality Assurance (HEA).

HEA identified main progress to be achieved by 2027 in Bosnia and Herzegovina in the table given below and among other refers to the following:

- Regulate inclusion in the State register of accredited joint programs, accredited by the EQAR registered agency, based on the European approach for QA of joint programmes;
- Improvement of legal framework that supporting and enabling HEA's compliance with the ESG, including de iure and de facto independence of the HEA and all relevant institutions in the field of HE in Bosnia and Herzegovina.

HEA is on the way to become member in ENQA and EQAR.

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Workshops on external quality assurance for HEIs and CEAs	To support HEIs and CEAs in preparation and organization of the expert panel, self-evaluation report, data collection and statistical data processing, follow-up procedure	Reports from workshops, research results	2025-2026		
Experts training	To support experts for accreditation in documentation analysis and interviews with HEI representatives, assessment of the fulfillment of the accreditation criteria, preparation of the expert panel report	Reports from workshops, research results	2025-2026		
To amend regulations regarding applying the European approach for QA of Joint programs	Implementation of the European approach for QA of Joint programs	Amended regulation related to inclusion in the State register of accredited joint programs, accredited by the EQAR registered agency, based on the European approach for QA of joint programs	2025-2026		
Revision of criteria for distance learning and teaching at HEIs in B&H	Support the improvement of mechanisms for consistent, clear and transparent external QA of distance learning study programs	Issued Criteria for distance learning and teaching at HEIs in B&H	2026 - 2027		
Preparation of the HEA Action plan for the external review against the ESG	Full alignment with the ESG requirements and HEA membership in ENQA and EQAR	HEA Action plan for the external review against the ESG adopted	2025 - 2026		

Bulgaria

The preparation of the National Action Plan is based on the 2024 Bologna Process Implementation Report. In the table are pointed out specific figures showing the areas that need further interventions or clarification for the current situation.

	Current situation	Key challenges
Quality Assurance	Figure 2.21: Countries allowing the European Approach for quality assurance of joint programmes, 2022/2023	The National Action Plan provides for the introduction of European Approach for quality assurance of joint programmes.
	Figure 2.22: Countries using the European Approach for quality assurance of joint programmes, 2022/2023	The National Action Plan provides for the introduction of European Approach for quality assurance of joint programmes.

Progress until 2027:

- A functioning Bulgarian System Innovation Lab (SIL) is established and operationalised as a permanent policy instrument of the Ministry of Education and Science to accelerate the implementation of Bologna Process commitments in Bulgaria, with an initial focus on ECTS reform and the alignment and practical use of qualifications frameworks.
- Legislative changes and updates are proposed to ensure better functioning Higher Education system also in terms of quality assurance, recognition procedure and social inclusion.
- Updated national Quality Assurance procedures also in terms of the European Approach for Joint Degrees.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Enhancing Bulgaria's contribution to the EHEA priorities by reinforcing the full and effective implementation of the principles and procedures of the Lisbon Recognition Convention	Commitment in major international formats to full implementation of the LRC, building upon it, and based on that,	Strengthened and more transparent recognition practices aligned with the LRC, supporting sustainable implementation of the EHEA	2027 and beyond		

(LRC), since its signature in 1997 followed by ratification and national implementation in 2000.	effective contribution to the EHEA priorities.	priorities.			
Further development of the Integrated Information System of Academic Recognition, accessible by all HEIs, qualification holders and stakeholders since 2013, providing functionalities for full electronic recognition procedures, and a number of publicly accessible registers with recognition decisions, allowing sustainable and transparent implementation of the LRC by all Bulgarian academic recognition authorities and in support to the improved international academic and labour mobility of qualification holders.	The action contributes to the Bologna Process commitments on recognition as a prerequisite for mobility by strengthening the full implementation of the LRC through transparency, digitalisation and sustainable recognition procedures, that enhance trust, cooperation and mobility within the EHEA.	Transparent, sustainable and international-mobility-eased recognition procedures, designed in line with the LRC, and enhancing communication with other recognition authorities, qualification holders and other stakeholders.	2027 and beyond		
Prototyping and testing AI-supported tools and an enhanced comparability module within the Integrated Information System of Academic Recognition, providing structured and reliable information to HEIs, qualification holders and other stakeholders, in support of mutual system-level automatic recognition.	The action supports Bologna Process commitments on recognition, mobility and transparency by enhancing system-level automatic recognition through digitalisation, efficiency of Bologna tools, and AI-supported comparability tools and	Upgraded functionality of the Integrated Information System of Academic Recognition through the responsible use of AI technologies, improving accessibility, consistency and user support for qualification holders from and beyond EHEA and stakeholders, enabling more efficient and	2026		

	digitalised recognition processes.	predictable system-level automatic recognition.			
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Croatia

	Current situation	Key challenges
Quality Assurance	As evidenced by the Bologna Implementation Report (pp. 77-89), Croatia has implemented the majority of accepted commitments; the national QA agency which has accredited all programmes and institutions is EQAR-listed, with students as members of all panels and governance bodies, and the European approach to the quality assurance of joint programmes is implemented.	The Bologna Implementation Report (pp. 84- 87) finds two remaining issues with Croatian implementation of commitments related to QA. First, international experts are currently not part of the QA agency governance bodies, or the follow-up expert panel. Second, Croatia allows its higher education institutions to choose international EQAR- registered agencies for trans-national joint programmes, and the national QA agency is implementing all other external QA procedures. HEIs established in Croatia and their national programmes cannot be evaluated by quality assurance agencies from outside the country to fulfil their obligations for external quality assurance.

The national quality assurance agency will complete the digitalisation of its processes.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027	Provide short explanation
Digitalisation of QA processes (AZVO/ASHE) - Development of a portal to be used in external evaluation procedures in higher education. This will ensure the enhancement and further digitalization of procedures conducted by AZVO (ASHE).	The action will contribute to easier international participation in the Croatian quality assurance system.	New user portal to be used in conducting external evaluation procedures by AZVO (ASHE) staff, members of AZVO (ASHE) expert bodies, international and Croatian reviewers, and higher education institutions.	In line with the implementation of the ESF+ project		

Cyprus

	Current situation	Key challenges
Quality Assurance	<ul style="list-style-type: none"> Cyprus has a functioning quality assurance system. The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) complies with the participation of international external evaluators, as highlighted in the 2024 Bologna Report's Quality Assurance Section. 	

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially)	Provide short explanation
Ensure that international expert involvement in Quality Assurance procedures will continue		International expert involvement in Quality Assurance procedures will continue	2025-2027		
From Other Bologna Process Commitments: Implementation of the European Approach for Quality Assurance of Joint Degrees	Fully compliance with Bologna tools	Enhancement of exciting Bologna tools	2025-2027		

Czech Republic

	Current situation	Key challenges			
Quality Assurance	The amendment introduced by Act No. 52/2025 Coll. changes the legal status and name of the existing National Accreditation Bureau for Higher Education. Originally established on 1 September 2016 by Act No. 137/2016 Coll., the Bureau will, as of 1 July 2025, operate under the new name National Accreditation Bureau for Tertiary Education, and will become a legal entity under public law, thus achieving full institutional and decision-making independence. At the same time, issuing a decree on the framework of higher education qualifications is expected. This decree will establish the framework as a generally binding legal regulation.	Among the most significant challenges we see is the National Accreditation Bureau for Tertiary Education launch, which ensures the smoothness of all processes and their maximum possible approximation to ESG standards. The legal system will also enshrine the framework of higher education qualifications. In the long term, the standards for accreditation in higher education should be revised, and the areas of education should be updated.			
Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Ensuring the functioning of the National Accreditation Bureau for Tertiary Education (NAB).	Action contributes to the independence of the National Accreditation Bureau for Tertiary Education (NAB). It undertakes steps towards implementing the ESG (Standards and Guidelines for Quality Assurance in the European Higher Education Area).	Independent NAB will be established on 1 July 2025. The legislation aims to move closer to international ESG standards. The measure seeks to ensure maximum compliance with ESG standards. Issue of the first thematic analysis. Ensuring a system of site visits as part of accreditation activities.	2024–2027		
Revision of subordinate legislation.	The revision of the subordinate legislation contributes to implementing the commitments within the European Higher Education Area (EHEA), particularly in promoting a culture of quality and transparency and modernising the legal framework for accreditation.	Draft legislative amendments will be presented. Government regulations on standards for accreditation in higher education and on areas of education in higher education have not been updated since 2016, and no longer reflect the latest developments in higher education.	Phase 1: During 2026, the MEYS and the NAB will start revising subordinate legislation and submit draft amendments for consultation with higher education stakeholders.		

			Phase 2: Draft legislative amendments will be presented.		
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Denmark

	Current situation	Key challenges
Quality Assurance	<p>Denmark has fully implemented all key elements of the ESGs.</p> <p>Denmark introduced institutional accreditation in 2013 and after the first cycle of institutional accreditation a new revised concept was introduced in 2020. The revised concept had an overall ambition of simplification and a even stronger focus on institutional QA-development. The 2015-revision of the ESGs was adapted in this revised concept and the external quality assurance system I Denmark is fully aligned with the ESGs.</p> <p>The Danish Accreditation Institution is registered in EQAR and in 2021 it received its third positive ENQA Agency Review.</p> <p>Denmark has implemented the European Approach for QA of Joint Programmes. Joint programmes can be accredited by all “internationally recognised” agencies. If an agency is registered on EQAR, it is automatically considered “internationally recognised”; otherwise, it has to prove this in an individual procedure to the Danish authorities.</p> <p>Update November 2025 Denmark has fully implemented all key elements of the ESGs.</p> <p>Denmark introduced institutional accreditation in 2013 and following the first cycle of institutional accreditation a new revised concept was introduced in 2020. The revised concept had an overall ambition of simplification and a even stronger focus on institutional QA-development.</p> <p>The 2015-revision of the ESGs was integrated in this revised concept and ensures that the external quality assurance system in Denmark is fully aligned with the ESGs.</p> <p>The Danish agency is registered in EQAR since 2010, and has undergone three ENQA Agency Reviews with a positive conclusion. It is currently in the process of undergoing its fourth</p>	<p>Denmark will closely follow the work on the revision of the ESG's and will react to any changes.</p> <p>Danish HEIs will in the coming years undergo a third cycle of institutional accreditation and Denmark plan to develop a revised concept for institutional accreditation for the third cycle. Denmark will pay close attention to any changes in the ESG when designing the revised concept of the third cycle of institutional accreditation.</p> <p>Update November 2025</p> <p>Denmark will closely follow the work on the revision of the ESG's and will contribute to the discussion of the proposals for revision.</p> <p>A third cycle of institutional accreditation of Danish HEIs is foreseen to follow the current second cycle. The intention is to launch a revised concept for</p>

	<p>review. A site visit is scheduled 8th-10th December 2025, and a subsequent decision on continued EQAR registration is expected in late 2026.</p> <p>Denmark has implemented the European Approach for QA of Joint Programmes. Joint programmes can be accredited by all “internationally recognised” agencies. If an agency is registered on EQAR, it is automatically considered “internationally recognised”; otherwise, it has to prove this in an individual procedure to the Danish authorities.</p>	<p>institutional accreditation for use in the third cycle in 2027. Denmark will pay close attention to any changes in the ESG when designing the revised concept of the third cycle of institutional accreditation.</p>
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Quality Assurance

- The intention is to launch a revised concept for institutional accreditation for use in the third cycle in 2027. Denmark will pay close attention to any changes in the ESG when designing the revised concept of the third cycle of institutional accreditation.

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Denmark has fully implemented all key commitments of EHEA related to quality assurance and fully implemented the ESG's and the European Approach to Quality Assurance of Joint Programmes in Danish legislation. The Danish Accreditation Institution registered in EQAR.	Denmark will closely follow and contribute to the revision of the ESG's. Denmark will pay close attention to any changes in the ESG when designing the revised concept of the third cycle of institutional accreditation.	The intention is to launch a revised concept for institutional accreditation for use in the third cycle in 2027. Denmark will pay close attention to any changes in the ESG when designing the revised concept of the third cycle of institutional accreditation.	Third cycle of 2027		

Estonia

	Current situation	Key challenges
Quality Assurance	<p>Since 1995 HAKA (Estonian Quality Agency for Education) conducts compulsory and voluntary assessments within and outside Estonia. A member of ENQA and registered on EQAR, HAKA has extensive expertise and experience in conducting reviews that are fully in line with the ESG.</p> <p>Institutional accreditation. All higher education institutions in Estonia must undergo institutional accreditation or external assessment at least once every seven years. Institutional accreditation is an external evaluation in which the compliance of the management, teaching, research activities and the study and research environment of the higher education institution with legislation, the goals of the educational institution, and the development plan are assessed.</p>	

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Participation in Thematic Peer Group C on Quality Assurance (TPG C on QA)	<p>Sharing our experience in implementation of institutional accreditation.</p> <p>Estonia's interest is the peer learning on quality assessment programmes leading to micro credentials.</p>				
Possible changes to the quality assurance system to enable the award of the joint European degree label.	It is difficult to identify possible changes now.	It is difficult to identify possible outcomes now.			

Finland

	Current situation	Key challenges
Quality Assurance	Finland has implemented key commitments related to the quality assurance. Quality audits of higher education institutions covering all basic duties of the HEIs have been conducted in Finland since 2005. Planning of the fourth HEI evaluation framework is underway.	Developing and reforming the external quality assurance model in parallel with the ESG reform process and the development of European university alliances. Participation of international peers/experts in governance of national quality assurance body despite linguistic challenges.

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Preparation and introducing the fourth round evaluation model for external quality assurance in higher education institutions.	Support and enhancement of quality work and quality culture in HEIs.	New model for external QA that is fully compliant with the revised ESG is launched.	The model will be prepared in autumn 2024-2025 and piloted in 2026. Evaluations in accordance with the new auditing model for higher education institutions in the 4th round will be launched in 2027.		
Involving an international expert group in the planning of the new external quality assurance model.	The participation of international experts in key processes of Finnish QA agency will be increased-	Stronger involvement and input of international expert in QA.	Set up of the international expert group in the end of 2024.		

France

	Current situation	Key challenges
Quality Assurance	<ul style="list-style-type: none"> • QA of flexible learning paths: are quality assured through both institutional and programmes reviews (Hcéres). • QA of transnational education (TNE): a mapping of the national QA system for TNE has been done with the national evaluation agencies (Hcéres, CTI, CEFDG). • QA of TNE is not part of Hcéres' missions and is done upon request of HEIs. • QA of TNE is part of the mission of the CTI (except for the European Approach, which is a voluntary procedure). • QA of TNE is a part of the mission of the CEFDG. <p>Countering diploma and accreditation mills:</p> <ul style="list-style-type: none"> • Hcéres is a member of the Global Academic Integrity Network (GAIN). • Hcéres (through the French Office for research integrity – OFIS) represents France at ETINED. 	<ul style="list-style-type: none"> • Finding a solution that strikes a balance between the need to personalise the evaluations, taking into account the specific characteristics of HEIs and their students, and compliance with the NQF and European commitments. • QA of transnational education (TNE): Identifying and defining what falls into the scope of “TNE” in France.
On Increasing internationalisation of HEIs and developing mobility	<p>Joint degrees are also provided for in articles D613-17 et seq. of the Education Code. A circular sets out the procedures for designing, authorising and awarding joint degrees. Given the growing demand since the launch of the European Universities, the Ministry, in conjunction with QA agencies, provides support and national seminars are organised on a regular basis.</p>	

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Examine the place of the ECTS guide in the standards for programmes evaluation	ECTS and Qualifications Frameworks	To be determined	To be launched		
Analyse the transnational education offer in all HEIs and launch a discussion on the relevance of its regular evaluation	Quality in higher education	An analysis of the relevance of a cyclical QA of TNE in France	To be launched		

<p>From Increasing internationalisation of HEIs and developing mobility: Organise exchanges of practice and webinars on the design and accreditation of joint programmes.</p>	<p>Supporting transnational cooperation</p>	<p>Facilitated implementation of joint programmes and degrees</p>	<p>To be launched</p>		
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Georgia

	Current situation	Key challenges
Quality Assurance	<p>The quality assurance system in Georgia has been operating since 2005. Quality assurance mechanisms have been consistently developed since 2010, when the National Centre for Educational Quality Enhancement (NCEQE) was established. During 2015-2018 the policy reform of the higher education quality assurance system towards a more compliance and development-oriented, student-centred, and outcome-based evaluation approach was done to ensure its alignment with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). From 2018, the implementation of the revised QA system and subsequent procedures started. based on the analysis of best international practices and a commitment to continuously improving quality assurance in Georgia, a cluster accreditation system for programs has been implemented in the country since 2022. This system allows either accreditation of individual higher education programs, or programs grouped in clusters. In 2024, the system adopted an updated Doctoral Education Framework document, which establishes specific criteria and indicators for the quality assessment of doctoral programs, thereby ensuring the development of the scientific and research component and research environment in universities. Georgia has a commitment to share European values and considers the ENQA review as an opportunity for self-reflection on its external QA activities, which confirms compliance with ESG 2015.</p>	<p>Enhance participation of students and other stakeholders in the quality assurance procedures.</p> <p>Developing the capacity building and research environment of institutions to effectively implement quality assurance mechanisms for doctoral programs.</p> <p>Due to changing educational delivery modes in global world (e.g., micro credentials, elearning and other flexible and non-traditional models) require adaptation of QA processes and more flexibility of QA policies.</p> <p>Higher education institutions need more support to encourage self-reflection and the implementation of improvement. Beyond meeting formal quality assurance requirements, more development of a quality culture in institutions.</p>
Other Bologna Process Commitments	<p>(...) Georgia remains committed to strengthening its quality assurance mechanisms. The National Center for Educational Quality Enhancement (NCEQE) is actively working on aligning its accreditation processes with European standards, ensuring that Georgian diplomas retain their international recognition. These efforts support broader goals of enhancing student mobility, fostering joint degree programs, and making Georgian higher education institutions more attractive to international students. Georgia continues to prioritize international collaborations.</p>	

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Elaboration of e- learning external quality assurance mechanisms	Aligning the legal framework with the ESG. Considerations for quality assurance of e-learning provision - ENQA's publication	Developed quality assurance mechanisms to ensure e-learning evaluation	2025 - 2027		
Support for the implementation of quality assurance in doctoral education (Peer Learning Activities, conference, workshop etc.)	Association agreement between the EU and Georgia (key commitment).	The HEI PhD programme coordinators, academic personnel and doctoral students received best-practices on the effective criteria for evaluating research activities at HEIs and the specificity of teaching, learning and research in doctoral programmes.	2025 - 2027		
Creation of practical tools for QA of micro- credentials	Tirana Communiqué	Developed pilot mechanisms for integration of micro-credentials in the higher education system	2026-2027		
From Other Bologna Process Commitments: Encouraging international partnerships to support internationalisation and mobility and improve the quality assurance and recognition procedures of the higher education system	As a member of the ENQA, Georgia is committed to aligning its quality assurance frameworks with the best practices. International collaborations will further help ensure that educational institutions meet international standards, boosting the credibility of their programs. Update/revise recognition procedures, ensuring that its degrees are recognized and addressing key challenges in international	Enhanced Quality Assurance Standards; Updated and Streamlined Recognition Procedures Improved Global Recognition and Competitiveness; Stronger International Partnerships	2025-2027		

	<p>mobility; Strengthening Global Recognition and Competitiveness These international partnerships will enhance the reputation of Georgian higher education system improving their global recognition and competitiveness. As a result, Georgian institutions will attract more international students and increase the quality of the educational offerings</p>				
<p>From Other Bologna Process commitments: Supporting higher education institutions in adopting online programs</p>	<p>Developing external Quality Assurance mechanisms for online univeristy in order to maintain high academic standards and flexibility</p>	<p>Elaborated online university concept, relevant standards and procedures.</p>	<p>2025-2027</p>		

Germany

	Current situation	Key challenges
ECTS and Qualifications Frameworks Recognition Quality Assurance	Germany is committed to the successful development and innovation of the EHEA and to implementing the measures necessary at the national level. The federal government, the Länder and their higher education institutions have implemented agreed Bologna structures such as the Lisbon Convention, the ECTS-system and its monitoring through external quality assurance as well as automatically awarding graduates the diploma supplement all according to the European Standards and Guidelines. For instance, according to the 2024 National Implementation Report , less than 10 percent of students in Germany are enrolled in single-cycle programmes. Germany has ratified the Lisbon Convention which has been adopted by the Länder in their respective Higher Education Acts. Germany's federal government and the Länder continuously seek to improve recognition practices and maintain quality assurance. By revising the Specimen decree "Musterrechtsverordnung" (MRVO) pursuant to Art. 4, par. 1-4 of the Interstate Study Accreditation Treaty (" Studienakkreditierungsstaatsvertrag "), the Länder have committed to strengthening the European Approach with regard to joint, double and multiple degrees. Additionally, the Länder Higher Education Acts and Länder ordinances ("Landesverordnungen") will be revised on the basis of this Specimen decree.	

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Fully implementing the European Approach for accreditation of joint programmes in line with the Internationalisation Strategy of the Federal and Länder Ministers of Science. Continuing to work for a close alignment of EHEA and EU policies on Quality assurance and a European Degree, taking into account the Council	Remove barriers for international mobility	Simplifying cooperation in double- or multiple-degree- and joint programmes	2025-ongoing		

recommendation on Quality Assurance, and the Council resolution of 12 May 2025)					
From Other Bologna Commitments: Institutions may integrate sustainability criteria in quality assurance processes and institutional strategies according to their needs and missions.	Promotes systemic change aligned with ESD principles.	Sustainability included in QA processes, audits, evaluations, and strategic planning	2025-ongoing		

Greece

	Current situation	Key challenges
Quality Assurance	<p>Following the establishment of the Hellenic Authority for Higher Education (HAHE) in 2020, HAHE became a member of the European Association for Quality Assurance in Higher Education (ENQA). In March 2023 the Hellenic Authority for Higher Education was accepted as a member of the European Quality Assurance Register for Higher Education (EQAR). The Hellenic Authority for Higher Education quality assurance procedures ensure that qualifications in Greece are transparent and trusted through a structured framework of quality assurance, accreditation, and alignment with European Standard Guidelines (ESG). All Greek HEIs are subject to external quality assurance at institutional level by the HAHE. The Greek Quality Assurance Agency carries out external quality assurance at programme level to all 6, 7 and 8 NQF-level study programmes of the Greek HEIs.</p> <p>Concerning the level of openness to cross border Quality Assurance, in Greece a legal framework allows EQAR-registered agencies to operate in the country. As far as the European Approach for Quality Assurance of Joint Programmes in the EHEA is concerned, joint programmes offered by Greek higher education institutions participating within a European University Alliance can make use of the European Approach.</p>	<ul style="list-style-type: none"> • Enhance systematic data collection and upload quality assurance reports on the Database for External Quality Assurance Results (DEQAR), so that the coverage of Greek higher education institutions subject to external quality assurance in compliance with the ESG is better illustrated. • Close cooperation with relevant stakeholders on streamlining the implementation of European Approach for Quality Assurance of Joint Programmes in conjunction with paving the way towards the joint European Degree Label.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Completion of initial and periodical accreditation of the study programmes of public universities by the HAHE.	Promote a quality culture in higher education, fostered by fit-for-purpose quality assurance processes in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) ¹	100% of the initial accreditation and 30% of the periodical accreditation	End of 2026		

¹ Key commitment of the Tirana Communiqué

<p>Subject the foreign University Legal Entities (branches)² to external quality assurance at institutional level by the HAHE.</p>	<p>Promote a quality culture in higher education, fostered by fit-for-purpose quality assurance processes in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)³</p>	<p>50% of the new HEIs are expected to be partially evaluated by 2026.</p>	<p>100% of the new HEIs to be partially evaluated by 2027</p>		
<p>The European Degree Label implementation calls for legislative interventions at national level in order to make full use of the European Approach for Quality Assurance of Joint Programmes.</p>	<p>The application of the ESG promotes trust and transparency within and between higher education systems and facilitates accountability and enhancement. As agreed “...to keep them in line with ongoing developments, challenges and expectations, we invite the authors of the ESG to propose a revised version by 2026 to the BFUG, to be adopted by us at our 2027 Ministerial conference, as well <u>as an adjustment, where required, of the European Approach for Quality Assurance of Joint Programmes</u>”.⁴</p>	<p>Amended national legislative framework regarding quality assurance.</p>	<p>End of 2026</p>		

² These branches are expected to operate under the provisions of Law 5094/2024

³ Key commitment of the Tirana Communique

⁴ Tirana Communique commitment

Holy See

The Holy See Higher Education system has its defined identity in the disciplines connected with Christian Revelation and those which serve in a direct way to the Church's evangelising mission (cf. Art. 3 of the [Apostolic Constitution *Veritatis gaudium*](#)). Furthermore, the system extends over 80 countries, within and beyond the EHEA.

Therefore, the situation is very different from that of other EHEA members, and presents particular challenges also with regard to an ever more global approach necessary.

	Current situation	Key challenges
Quality Assurance	Fully implemented. The Holy See QAA, AVEPRO, is ENQA and INQAAHE member and fully aligned with the ESG.	Reconciling European and other regions' developments, including working towards the establishing of common standards for the quality assurance of microcredentials.

The main progress to be achieved by 2027, based on the detailed action plans below, includes:

- Intensifying synergies with the other macro regions supporting the implementation of the EHEA and Holy See education policies in a global dimension;
- Fostering and recognising flexible and alternative learning paths with a focus on micro credentials and informal learning, establishing also common standard for their quality assurance;
- Moving toward the establishment of a student-centred learning as one of the hallmarks of an integral and holistic approach to education, rooted in the human dignity and Christian anthropology.

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Collaborating at joint endeavours to establish and promote common standards for the quality assurance, reconciling European and regional dimensions	Fostering a culture of quality not only regionally within the EHEA but also globally, taking into account the Holy See criteria for quality education, that next to the orientation at the kerygma promotes wide-ranging dialogue and networking, inter-and cross-disciplinarity.	Common/shared global standards for Quality Assurance, including of TNE	By mid 2027		
Active participation and fostering ethical engagements, especially within ETINED but also beyond and globally, including guiding documents on academic integrity for HEI	Ethical behaviour is key not only to a quality culture within learning, teaching and research but also for recognition. Guidelines help setting benchmarks for ethical-moral behaviour	Contributing to setting global standards for an ethical and holistic Education, including the elaboration of guiding documents on aspects of ethical behaviour and academic integrity for HEI.	By end of 2026		

Hungary

	Current situation	Key challenges
Quality Assurance	In the 2024 Bologna Process Implementation Report (BPIR), Hungary ranks among the highest levels of development across nearly all scorecard indicators in the domain of Quality Assurance, with the sole exception of Scorecard Indicator No. 9. However, due to recent legislative amendments to the Hungarian Higher Education Act (Section 67 (4b)), effective until 28 February 2025, the Hungarian system now also falls within the "deep green" category for this indicator. Consequently, Hungary fully meets all Bologna key commitments as evaluated by the scorecard indicators.	Although Hungary now fully adheres to all scorecard indicators, maintaining alignment with the ESG remains an ongoing responsibility for both Hungarian higher education institutions and the national quality assurance agency, the Hungarian Accreditation Committee (MAB). To ensure continuous compliance, MAB closely monitors and, as an ENQA member, participates in developments related to the revision of ESG and broader trends within the EHEA, with particular attention to those explicitly highlighted in the Tirana Communiqué.

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Introducing and implementing a comprehensive / integrated institutional accreditation tool (INTEGRA)	The newly developed tool takes into account and integrates current trends in line with key commitments, such as synergies between the EHEA and the ERA (QA of research), the quality assurance of online and digital teaching and learning, and micro-credentials.	The procedure is expected to strengthen the shift towards institutional-level accreditation and promote the enhancement-oriented use of the ESG, as well as the improvement of internal quality assurance systems.	2025-2026 Q1: Conducting cluster-based procedures (doctoral schools evaluated in disciplinary clusters in parallel with the institutional review). 2026 Q2-2027: Conducting the first fully integrated procedures.		

Iceland

	Current situation	Key challenges
Quality Assurance	The current Quality Assurance framework runs from 2024-2029. Commitments mostly met	The Icelandic Agency for Quality Assurance (IAQA) needs to gain recognition by EQAR/ENQA

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Submit application for recognition of the Icelandic Agency for Quality Assurance to ENQA/EQAR	Would ensure full implementation of the commitment	Recognition of the Agency by ENQA/EQAR	To be submitted by 2025 To be granted by 2027		
Develop any missing documentation (if relevant) prior to submission of application.	Contributes to the commitment listed above	Contributes to the commitment listed above	To be completed by 2025		
Update English translation of Act of Higher Education in line with changes made in recent years to the legal framework	To enhance transparency and enable international collaboration, study and scrutiny.	Contributes to the commitment listed above.	To be completed by 2025		

Ireland

	Current situation	Key challenges
Quality Assurance	Ireland has a mature set of QA arrangements, with a single EQAR-registered agency, QQI, offering a comprehensive range of external QA services to a diverse range of providers.	Current challenges include extending access to QQI QA services to enable a small number of HE providers, not otherwise required by law, to be able to avail of these QA services; innovating QA service provision and reducing administrative burdens for existing providers; implementing specialist External QA for specific activities such as international education and joint programmes; ensuring academic integrity, especially in the face of generative artificial intelligence.

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Support and contribute to the ongoing ESG revision process.	Contribution to review of ESG	Revised ESG developed that will best serve the needs of HEIs, students and policy makers.	2027 Ministerial conference.		
Modify national QA procedures to accept outcomes of European Approach evaluations by other agencies.	Implement the European Approach to the Evaluation of Joint Programmes (2015)	QQI to lead project to strengthen QA approval process for joint programmes and further embed the European Approach.	2027		
Develop quality assurance guidelines for a single system of apprenticeships, for work-integrated learning and for programmes that span the tertiary education sector.	Continued commitment to student-centred learning approach under ESG	QA procedures to adopted by national HEIs following publication of guidelines	2026		
Developing an enhanced monitoring framework that informs the quality of the public tertiary education system using appropriate quantitative and quality tools.	Support the ESG in regard to innovation in higher education and its quality assurance (2020)	QQI to publish individual HEI reports and thematic analyses under the enhanced framework.	2025-27		
Development of new quality review models for further and higher education providers.	Implementation of revised ESG	QQI to adopt and implement a new model for cyclical institutional reviews.	2025		

Explore granting private higher education providers the delegated authority to make their own awards.	Furthering the principle of institutional autonomy and responsibility for quality assurance of programmes	QQI to explore and develop proposals for the delegation of its awarding powers to private HEIs.	2026		
Update national guidelines on assessment in higher education to reflect changing teaching and learning contexts including the use of artificial intelligence.	Alignment to continuous development of teaching and learning	QQI to produce update guidelines in partnership with stakeholders focused on the enhancement of learning outcomes by graduates	2026		
Develop and publish policy on national and global approaches to academic integrity and fraud.	Fundamental values	QQI to develop, publish and implement this policy alongside increasing collaboration with international quality assurance agencies and qualifications authorities with a remit in relation to academic integrity, and provision of guidance and resources.	2025		
Review policy and criteria for programme validation to ensure that they are proportionate for the award being offered.	Innovating to quality assure micro-credentials	QQI to implement measures for a more efficient QA of short programmes without compromise on standards	2025		
Issue the international education mark, TrustEd Ireland, to English language education and higher education providers.	Address specific requirements of international students at home and transnational students abroad	QQI to introduce a system of quality assurance for providers of English language education; Completion of assessments of the compliance or shortcomings of HEIs serving international students; establishment of an implementation forum	First round of authorisations for the Mark - Q4 2025. Second round of		

			authorisations for the Mark - Q4 2026.		
Improve data analytics capacity through IE's quality and qualifications agency QQI, to provide systems-level indicators on quality and qualifications.	Recognition of	QQI to publish data analytics on system level indicators	2027		

Italy

	Current situation	Key challenges
Quality Assurance	Since the Bologna Implementation Report 2024 Italy has recently made significant progresses in the implementation of the key commitments related to QA, with respect to: a) introduction of regulatory changes allowing for the recognition of the European Approach (2024, key commitment 2.3.5); b) admission in the EQAR register and renewal of ENQA membership (2025, key commitment 2.3.1). Involvement of students has been extended to all QA procedures (key commitment 2.3.2); The WFME accreditation (2024) has also acknowledged the commitment of the Italian QA system to excellence in the evaluation and accreditation of medical education (2024, key commitment 2.3.3). Italy is actively involved in the debate on the implementation, recognition, and QA of micro-credentials, at a national and international level.	Extension of the application of the European Approach to PhD programmes; Implementation of European Approach procedures carried out by ANVUR as the accrediting agency; Support for the development of internal quality assurance systems within European University Alliances involving Italian universities; Development of a comprehensive regulatory framework on the QA of TNE provisions; Development of a dashboard of indicators on the university system; Implementation of a full English version of the agency's website (including the dashboard) to improve international accessibility and transparency; Development of a national approach to the QA of microcredentials.

Progress to be achieved by 2027

- European Approach: extension of the application of the EA to PhD programmes.
- EQA using the European Approach: implementation of European Approach procedures carried out by ANVUR as the accrediting agency.
- IQA of European University Alliances: support for the development of internal quality assurance systems within European University Alliances involving Italian universities.
- TNE: development of a comprehensive regulatory framework on the QA of TNE provisions.
- Digitalization: development of a dashboard of indicators on the university system.
- Communication: implementation of a full English version of the agency's website (including the dashboard) to improve international accessibility and transparency.
- Microcredentials: development of a national approach to their QA.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Extension of the application of the European Approach to PhD programmes	Key commitment 2.3.5 (Implementation of the EA)	Update of ANVUR Guidelines for the initial accreditation of Joint Programmes following the European Approach to Quality Assurance	By June 2025		
Implementation of European Approach procedures carried out by ANVUR as the accrediting agency.	Key commitment 2.3.5 (Implementation of the EA)	At least 2 accreditation procedures led by ANVUR	By the end of 2026		
Support for the development of internal quality assurance systems within European University Alliances involving Italian universities.	Development of an international QA framework for the University Alliances	Survey of the governance and internal QA models of European alliances with Italian participation	By the end of 2026		
Development of a comprehensive regulatory framework on the QA of TNE provisions	International cooperation in the field of QA	Revision of existing regulations governing incoming and outgoing transnational education (TNE) provisions (foreign education providers coming to Italy and Italian HEIs operating abroad).	By the end of 2026		
Development of a dashboard of indicators on the university system	Improving knowledge and communication of the university system through data availability	Collection and visualization of data and key indicators of the Italian university system related to various dimensions of interest (staff, budget, teaching, degree programmes, research, doctoral programmes)	By autumn 2025		

Implementation of a full English version of the agency's website (including the dashboard) to improve international accessibility and transparency	Internationalization of the Italian higher education and QA system	Full English translation of the ANVUR website and the Agency's Guidelines on evaluation procedures.	By the end of 2026		
Development of a national approach to the QA of microcredentials	Creation of flexible and open learning pathways.	Definition of standards and guidelines for the IQA of microcredentials offered by academic providers (content requirements, methods for defining learning outcomes and assessing learning achievements, certificate characteristics).	By the end of 2026		

Kazakhstan

	Current situation	Key challenges
Quality Assurance	At the national level, the document "Quality Assurance in Education" has been adopted. It covers all levels of education, from secondary education to higher education. The guidelines are based on ESG and adapted to meet the requirements of national legislation. By order of the Minister of Science and Higher Education, the Accreditation Standard for Teacher Education has been approved. The process of automating the creation of national registries for recognized accreditation bodies in Kazakhstan, as well as for accredited universities and accredited higher and postgraduate educational programs, has been implemented.	An update of the regulatory documents regarding the selection of accreditation bodies for inclusion in the national registry of recognized accreditation bodies is required.

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Updating the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) at the national level	Promote a quality culture in higher education, fostered by fit-for-purpose quality assurance processes in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)	Draft Regulatory Changes	2025-2026		
Development and Adoption of the National Higher Education Quality Assurance Standard		Draft National Standard	2027		

Liechtenstein

	Current situation	Key challenges
Quality Assurance	<p>The government acts as supervisory body of the institutions of higher education. It is supported by the local education authority (Office of Education). Liechtenstein has no quality assurance agency and therefore relies on international collaboration. The Office of Education is responsible for the accreditation and quality assurance of the Liechtenstein higher education institutions.</p> <p>The Liechtenstein NARIC is affiliated to the Office of Education too. Therefore a close collaboration between recognition and quality assurance bodies is assured.</p>	There are currently no challenges.

Actions	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
The revision of legal requirements for quality assurance (QA) in Liechtenstein to ensure compliance with Swiss requirements. As Liechtenstein is a party to the Intercantonal University Agreement (IUV) and the Intercantonal University of Applied Sciences Agreement (FHV).	Alignment with international standards and enhancing the quality and transparency of education	Easier integration with Swiss and European system, Facilitating mobility and recognition	2027		

Lithuania

	Current situation	Key challenges
Quality Assurance	<p>In Lithuania, Centre for Quality Assessment in Higher Education (SKVC), a national external quality assurance agency, is authorised for external QA of higher education (study programmes placed at NQF/EQF levels 5-7).</p> <p>SKVC performs the following types of evaluation:</p> <ul style="list-style-type: none"> • evaluation of applications to establish new Higher Education Institutions (ex-ante institutional procedure); • institutional review of Higher Education Institutions (ex-post institutional procedure); • evaluation of study fields (ex-post procedure, which includes evaluation of study programmes clustered by fields); • evaluation of new study programmes (ex-ante programme procedure). <p><u>Regarding the Law on Higher Education and Research</u>, the Ministry of Education, Science and Sport initiates external review of HEI activities every seven years. SKVC is authorised by the Ministry of Education, Science and Sport to organise external review of the activities of HEIs. The objective of external review is to determine the quality of the performance activities of Higher Education Institution based on findings of the external review, to create prerequisites for improvement of a Higher Education Institution, to promote a culture of quality, and to inform founders, academic community and the society about the quality of Higher Education Institutions. HEIs can be accredited for 7 or 3 years.</p> <p>External evaluation of study programmes on a regular basis started in 1999. Later, it was decided to transit from separate study programmes to evaluation of study fields to see the systematic view of all studies organized in Lithuania. Thus, since 2020 evaluation of study fields has been started. All study programmes of the same study field are evaluated at the same time in all Lithuanian Higher Education Institutions.</p> <p>The main aims of external evaluation are to help HEIs to improve the quality of their activities and to inform the society about the quality of higher education in Lithuania. The accreditation of study fields is based on external evaluation reports. Study fields can be accredited for 3 or 7 years; they can also be given a non-accreditation decision. New study programmes are accredited for the same period as the study field.</p> <p>The external evaluation or review is based on a self-evaluation report prepared by the HEI. For external evaluation SKVC assembles international expert teams, which consists of the experts from higher education and research institutions, at least one representative of social partner and one student. The</p>	<p>Necessity to ensure the alignment of study potential and R&D in the field evaluation starting from 2027.</p>

	<p>key stages in the review process include:</p> <ul style="list-style-type: none"> • self-evaluation; • site-visit; • evaluation/review report; • follow-up activities; • examination of complains. <p>All external evaluation and review reports are public through SKVC website, also uploaded to the state register of learning and study programmes and qualifications – thus, accessible via its public portal AIKOS; also transmitted via the API link to the DEQAR.</p> <p>Only accredited studies can be provided at HEIs. External evaluation and accreditation of studies by SKVC are in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). SKVC is [full] member of ENQA, based on its positive review against alignment to the ESG as of 2012; also listed on the EQAR as a trustworthy agency from the same year.</p> <p>External evaluation of study fields is carried out at least once every 7 years. During the evaluation and accreditation process, the short cycle, second cycle, integrated and professional studies of the study field shall be evaluated and accredited separately.</p> <p>The quality of study field is assessed according to 7 areas of evaluation:</p> <ul style="list-style-type: none"> • Study Objectives, Outcomes and Curriculum; • Links between science (art) and study activities; • Student admission and support; • Learning, academic achievement and graduate employment; • Teaching staff; • Study facilities and learning resources (material resources); • Study quality management and publicity. <p>Since January 1, 2025, the evaluation by study fields started applying a threshold for the assessment indicator before commencing the external evaluation of studies. The purpose of this indicator is to determine whether sufficiently high level of research and experimental development or artistic activities is carried out at the University, which provides the prerequisites for the studies based on it.</p> <p>The decision on the evaluation of the new study programme (and the accreditation of the study field if the institution of higher education does not carry out accredited study programmes in that field) is made after the external evaluation of the programme.</p> <p>From 2027 the quality of study fields evaluation framework will expand including R&D activities in the field into account.</p>	
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Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Renewed model for external evaluation of studies, including R&D activities assessment.	This would contribute to promotion of a quality culture and reinforce the link between teaching and research within quality assurance procedures.	Proposal of implementation for renewed QA model including R&D assessment prepared. New regulatory model for external evaluation of studies, including R&D assessment set.	Due by 2026 January Due by 2027		

Luxembourg

	Current situation	Key challenges
Quality Assurance	<p>In recent years, Luxembourg has made significant efforts to optimise and professionalise its quality assurance system. Given Luxembourg's relatively small higher education sector and the absence of a national quality assurance agency, the country has established a partnership with the Dutch-Flemish accreditation agency NVAO (<i>Nederlands-Vlaamse Accreditatieorganisatie</i>). Since 2022, NVAO has been officially recognised as Luxembourg's exclusive quality assurance partner, offering guidance and support. Additionally, as of 2024, NVAO has assumed responsibility for all accreditation procedures.</p> <p>Furthermore, in 2023, Luxembourg introduced a new higher education law, replacing the amended law of 19 June 2009 on the organisation of higher education. This legislation defines the framework for higher education in Luxembourg, establishes the legal basis for the development and accreditation of short-cycle programmes, and sets out the regulatory framework for accrediting specialised higher education institutions within the Grand Duchy.</p>	<p>Currently, joint programmes in Luxembourg can only be awarded by the public University of Luxembourg. The topic of quality assurance for joint programmes, and the European Approach overall, remains a challenge due to the evident diversity of approaches across the EHEA. Given Luxembourg's young and small higher education landscape, the country is proceeding with caution in this regard. One of the primary concerns is safeguarding students and ensuring that diploma mills do not emerge, especially as Luxembourg is becoming an increasingly attractive location for higher education institutions.</p>

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Continuation of discussion on micro credentials See 1) ECTS and Qualifications frameworks as the project in relation with certificates with ECTS also refers to quality assurance					

Ongoing efforts to implement the 2023 Higher Education Law Streamlining and professionalising the accreditation workflow	QA		There is no fixed timeframe, as QA procedures are continuously evolving and improving.		
Engaging stakeholders through the organisation of meetings and events to facilitate knowledge sharing	QA	Promotion of Bologna tools, particularly in the areas of quality assurance, learning and teaching, in collaboration with the Ministry's QA partner	From mid-2025 onwards		
Advancing the digitalisation of quality assurance procedures, including the establishment of a dedicated database	QA and Digitalisation	Development of a database to manage accreditation procedures, providing a more efficient workflow, comprehensive oversight, and a professionalised approach suitable for future needs; the database is expected to facilitate data sharing with NVAO and support the DEQAR database updates	The project team is scheduled to commence work in Q2 2025; the project completion is anticipated by early 2026		

Malta

	Current situation	Key challenges
Quality Assurance	<p>ESG compliance Currently, the primary QA commitment involving the MFHEA is the implementation of the ENQA review panel's recommendations. While MFHEA demonstrates compliance with all Part 3 ESG standards, some improvements are needed in several Part 2 areas, particularly in transparency, stakeholder involvement, and process clarity.</p> <p>For EQAR-related improvements, specific attention is required for standards 3.1 (Activities, policies, and procedures for quality assurance) and 3.3 (Independence).</p>	<p>Priorities focus on revising the Maltese higher education system and implementing necessary changes. This includes moving from institutional evaluations to programme-based evaluations, advancing digitalisation in quality assurance, increasing independence, expanding staffing to strengthen quality assurance efforts, and addressing these priorities comprehensively to satisfy the ESG criteria and achieve ENQA and EQAR compliance.</p>

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Evaluation and revision of programme accreditation standards and procedures	Development of a new QA System in full Compliance with ESG Standards	<ul style="list-style-type: none"> Increased transparency, predictability, and consistency Fostering trust in the system amongst stakeholders <p>Clear differentiation between standards and procedures for Higher Education Accreditation and Further Education Accreditation</p> <p>Consolidating the role of students in external review teams of HE programmes</p>	2026/2027		
Publication of Initial Accreditation Reports for Academic Programmes and Institutions		<p>Increased transparency</p> <p>Fostering trust in the system amongst stakeholders</p>	2026/2027		
Initiation of follow-up processes after institutional quality audits		Strengthening External Quality Assurance Audits outcomes	2026/2027		

Revising the accreditation guidelines for online learning providers		Enhancing the quality of online teaching and learning provision	2026/2027		
Regularly monitoring programmes accredited by other agencies		Enhance cooperation with agencies from other Countries.	2026/2027		
Updating the National Quality Assurance Framework		Strengthening the process of provider accreditation (licensing) NQAF to reflect the new Manual of Provider Accreditation and Programme Accreditation Standards and Procedures	2027/2028		
Developing and implementing CPDs in QA for providers and staff		Support for HEIs in understanding the changes and challenges of the new developments in the higher education system.	2026/2027		
Enhancing transparency and structure in peer expert recruitment and integrated assessment of peer reviewers in online programmes		Structure and make transparent the recruitment system for peer experts. Define and communicate selection criteria for peer reviewers. Integrate digital reviewer assessments for online programmes into broader pedagogical evaluations	2026/2027		
Ensure clarity and transparency regarding the functions of the Quality Assurance Committee and the Board in all accreditation-related activities and decisions Revise Board composition to eliminate conflicts of interest, including excluding the QAC Head from Board membership	Compliance to ESG 3.3 Independence	Enhancing Governance Transparency, Integrity, and Independence	2026/2027		

Montenegro

	Current situation	Key challenges
Quality Assurance	<p>The Agency for Control and Quality Assurance of Higher Education (ACQAHE) was established by the Government of Montenegro in 2017 and began operating at full capacity in 2018. In accordance with the Law on Higher Education, which defines ACQAHE's competencies, the Agency is responsible for quality assurance in higher education, performing its tasks in line with European standards and guidelines (ESG).</p> <p>Since 2020, ACQAHE has faced challenges due to an inadequate legislative framework, particularly concerning insufficient independence. As a result, ACQAHE has informed the Ministry on several occasions about this obstacle and has proposed appropriate amendments to the articles in the new Law on Higher Education.</p> <p>While waiting for the adoption of the new law, ACQAHE continues to face several challenges in achieving full compliance with the ESG standards. Only once the new Higher Education Law and the accompanying legal acts are adopted will ACQAHE be able to apply for ENQA membership.</p>	<p>Adoption the new Law on Higher Education.</p> <p>Introducing the new ACQAHE's organisational structure defined by the new Law on HE.</p> <p>Preparation of the new ACQAHE's evaluation procedures in accordance with the new Law on HE.</p> <p>Preparation of all relevant operational procedures aligned with the new Law on HE.</p> <p>Stakeholders' involvement.</p> <p>Research activities and thematic analysis.</p> <p>Preparing the baseline for the ENQA peer review.</p>

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Adoption of the new Law on HE.	Commitment: Quality assurances should be performed according to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).	ACQAHE is independent and in charge of adopting evaluation procedures.	Second quarter of 2025.		

Introducing the new ACQAHE's organisational structure defined by the new Law on HE.	Commitment: Quality assurance in compliance with ESG. (ESG 3.1 Activities, policy and processes for quality assurance and ESG 3.3 Independence)	Steering Committee includes all relevant stakeholders. New Accreditation Body established New Statute of ACQAHE adopted. Rules for the functioning of Steering Committee and Accreditation Board adopted.	Forth quarter of 2025.		
Preparation of the new ACQAHE's evaluation procedures in accordance with the new Law on HE.	Commitment: Quality assurance in compliance with ESG. (ESG 2.2 Designing methodologies fit for purpose)	New procedures for the accreditation of study programs adopted. New procedures for the reaccreditation of higher education institutions adopted.	Second quarter of 2026.		
Preparation of all relevant operational procedures aligned with the new Law on HE.	Commitment: Quality assurance in compliance with ESG.	Operational procedures adopted.	Second quarter of 2026.		
Stakeholders' involvement.	Commitment: Quality assurance in compliance with ESG.	Stakeholders consulted during the preparation of the new evaluation procedures. Round table with stakeholders on relevant topics organized by ACQAHE.	Second quarter of 2026.		
Research activities	Commitment: Quality assurance	Thematic analysis on the	Second quarter of		

and thematic analysis.	in compliance with ESG.	results of evaluation procedures conducted and published.	2025.		
Methodology for conducting external quality assurance procedures which enables HEIs to file complaints (to the procedure) and appeals (to the outcome).	Commitment: Quality assurance in compliance with ESG. (ESG 2.7 Complaints and appeals)	Rules for the Appeals and Complaints adopted.	Second quarter of 2026.		
Preparing the baseline for the ENQA peer review.	Commitment: Quality assurance in compliance with ESG.	SAR prepared and sent to ENQA.	First quarter of 2027.		

Netherlands

	Current situation	Key challenges
Quality Assurance	<p>The key commitments related to Quality Assurance are embedded in the Netherlands:</p> <ul style="list-style-type: none"> • European Standards and Guidelines (ESG) • European Approach (EA) • Student participation • NVAO is ENQA member and EQAR registered <p>All reports of the NVAO are in DEQAR</p>	

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Embedding the use of thematic analyses for quality assurance. The thematic analyses will look at various themes that affect quality assurance in coordination with HEI's.		It is expected that these thematic analyses will be supportive to the accreditation process and will facilitate the dialogue within HEI's as well as between HEI's on different themes.	Ongoing since 2024/2025		

Norway

	Current situation	Key challenges
Quality Assurance	ESG is fully implemented within the quality assurance system of Norwegian Higher Education.	There are varying degrees of maturity in the internal quality assurance processes at the higher education institutions. Some are newly established providers of higher education, while others have undergone multiple cycles of external quality assurance procedures.
From summary	In the law on higher education that took effect on 1 August 2024, there is a new provision that the Ministry of Education and Research can make regulations on the European Approach to quality assurance of joint degrees in the European Higher Education Area. This has been followed up in draft regulations that are sent on open consultation with a deadline of 20 May 2025. The aim is that the regulation will take effect on 1 August Page 3 of 8 Norway_National_Action_Plan_2024-2027_25.05.2025 2025, and Norwegian higher education institutions will then be able to seek accreditation according to the European Approach. For the quality assurance agency, NOKUT, the system is not yet in place. NOKUT's possibility to accredit according to the European Approach will have to wait for another revision of the provisions. The timeline for that revision is not yet decided.	

Action	Contribution of the action to the implementation of the commitment (key)	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Rolling out a new cycle of external QA with a differentiated approach for the sector.	We have developed a more targeted and purposeful process with a differentiated and enhancement-oriented approach to the sector and a stronger focus on stakeholder involvement throughout the process.	HEI experience the process as more meaningful and useful. IQA and EQA are still in compliance with the ESG.	2025-2033		
Gain and share	Lay the foundation for and actively facilitate	Greater knowledge about	2025-2033		

knowledge about good practices and challenges in QA-work within HEIs.	the sharing of knowledge and experience of QA across the higher education sector.	QA-work across the sector, which HEIs can use to further develop their QA-practices			
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Poland

	Current situation	Key challenges
Quality Assurance	<p>The Polish Accreditation Committee (PKA) is the Polish quality assurance agency that works independently to improve the quality of higher education. The PKA is the only Polish agency registered in EQAR. The PKA carries out the following activities within the framework of the ESG: Initial evaluation (ex-ante) of the programme and programme evaluation (ex-post). The PKA carries out about 500 ex-post programme evaluations per year. It does not have its own legal personality and its activities are financed by the Ministry of Higher Education and Science through the Office.</p> <p>In May 2025 was published the Regulation of the Minister of Science and Higher Education of 14/05/2025 on the criteria for comprehensive quality assurance.</p>	<p>The size of the Polish higher education sector. According to government statistics, there are around 10,000 degree programmes in Poland. Due to structural limitations, the PKA is not able to cover the entire sector.</p> <p>PKA should be able to respond efficiently to the most important trends in EHEA, such as European Degree, microcredits. Due to structural limitations, the PKA has no resources to introduce new activities and satisfactorily cover the EHEA needs of Polish HEIs</p>

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Discussing and promoting a new status of the PKA Polish Accreditation Committee – getting the legal entity.	Commitment: Quality assurance in compliance with ESG. (ESG 3.3 Independence)	New Accreditation Body established New Statute of PKA adopted. Rules for the functioning of Steering Committee and Accreditation Board adopted.	Forth quarter of 2026.		
Preparation of a new, comprehensive procedure for quality assurance	Commitment: Quality assurance in compliance with ESG. (ESG 2.2 Designing methodologies fit for purpose)	HEIs in Poland will take more responsibility for the QA. New procedures will be adopted.	Forth quarter of 2026.		
Organising Members Forum or General Assembly of the ENQA	Commitment: Quality assurance in compliance with ESG.	Raising awareness of the EHEA instruments among Polish universities.	First quarter of 2027.		

Portugal

Commitment Area	Action ID	Action Description	Contribution to Commitment / Justification	Expected Outcome(s)
Quality Assurance (QA)	QA-1	Reformulate the Decree-Law on Distance Education (DL 133/2019) and define clear national criteria/guidelines for the accreditation of joint programmes (aligned with the European Approach - EA).	Consolidates quality of collaborative and digital learning; Adapts QA to new teaching formats; Increases predictability for transnational QA.	Updated legal framework for Distance Ed.; QA criteria adapted to new formats (digital, hybrid); Increased trust in Distance Ed.; Clear guidelines for QA of joint programmes.
	QA-2	Promote and support the implementation of the European Approach (EA) for the QA of Joint Programmes.	Simplifies QA processes for joint programmes; Increases trust and facilitates transnational cooperation.	Increased uptake and use of the European Approach by HEIs offering joint programmes.
	QA-3	Ensure meaningful student inclusion at all relevant levels of external QA processes (panels, decision-making, follow-up).	Makes QA processes more inclusive, representative, and legitimate; Incorporates student perspective effectively.	Enhanced student participation and influence in external QA.
	QA-4	Develop and disseminate national guidelines for internal QA systems in HEIs.	Improves the quality, coherence, and ESG-alignment of internal QA systems within HEIs.	Enhanced consistency and effectiveness of internal QA across HEIs.

Republic of Moldova

	Current situation	Key challenges
Quality Assurance	<p>Quality management in higher education is ensured in the following ways:</p> <ul style="list-style-type: none"> - at national level - by the Ministry of Education and Research and the National Agency for Quality Assurance in Education and Research; at institutional level - by internal quality assurance structures. <p>A fully functioning quality assurance system involves two successive stages:</p> <ul style="list-style-type: none"> - provisional authorization, which is the act of establishment of the institution and grants the right to conduct the education process and organize the enrolment of students; - accreditation, which additionally grants the right to organize the examination for the completion of studies, as well as the right to issue diplomas, certificates and other study documents recognized by the Ministry of Education and Research. <p>Any public or private legal entity interested in offering higher education programmes must undergo an external evaluation process in order to obtain a provisional authorization to start their activity. Provisional authorization of higher education study programmes expires after the first graduating class. Both the higher education institution and the study programmes are subject to accreditation.</p> <p>The external evaluation for provisional operating authorization or accreditation is triggered and carried out according to the methodologies developed by the National Agency for Quality Assurance in Education and Research and approved by the Government. After obtaining accreditation, study programmes and higher education institutions are subject to periodic external evaluation for re-accreditation at least every 5 years.</p>	<ul style="list-style-type: none"> • Updating and improving the current procedures for External QA ESG 2.2 • New assurance challenges regarding institutional accreditation ESG 2.2. • To consolidate the existing processes and procedures into a comprehensive IQA policy ESG 2.1 • Digitalization and designing QA mechanisms for evaluation online environments in higher education. ESG 3.1 • Development of external quality evaluation tools for post-university study programs, • considering the recent developments in the field of micro credentials. (Micro-credentials - ESG 2.2) • Active involvement of stakeholders ESG 3.1

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
1. Review of the legislative framework regarding the activity of the National Agency for Quality Assurance in Education and Research (ANACEC)	Promote a quality culture in higher education, fostered by fit-for-purpose quality assurance processes in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)	To enhance the agency efforts to trigger the relevant changes that would enable it to organise its own structure and work, including organisation chart and allocation of human resources; To add more structure, clarity, and capacity building in the processes relating to strategic planning, implementation, monitoring, and reporting; To continue the practice of conducting and publishing thematic analysis, and give a strategic reconsideration of their scope and implementation.	2025	yes	
2. Improving the External Quality Assessment Methodology in higher, technical professional education and professional training of adults, with the inclusion of the integrity criteria in the ANACEC accreditation standards	Promote more robust and transparent quality assurance of transnational education delivered worldwide, in line with the ESG	To reconsider and enlarge the human resource capacity to equip the agency for the upcoming work, including the institutional and doctoral school evaluations, as well as the developmental work in supporting quality culture	2025-2026	yes	
3. Elaboration of the Framework Recommendations regarding anti-plagiarism measures in the university system	Countering diploma and accreditation mills, fraudulent qualifications and academic cheating	Conducting the Academic Integrity Study; Elaboration of the framework recommendations regarding anti-plagiarism measures in the university	2025	yes	

	services, made more accessible through developments in the digital field	system; Coordinating institutional anti-corruption plans.			
4. Digitization of quality assurance processes at national and institutional level	Digitalisation of QA processes	Implementation of the online platform, where the university will fill in the e-form for QA self-evaluation reports; Database for recording the accredited programs for Bachelor, Masters and Doctoral studies	2025-2026	yes	
5. Coordination and monitoring of the implementation of the Higher education management information system	Countering diploma and accreditation mills, fraudulent qualifications and academic cheating services, made more accessible through developments in the digital field	Coordination and monitoring of the implementation of the Higher education management information system (HEMIS)	2025-2026	yes	

Romania

	Current situation	Key challenges
<p>Quality Assurance</p>	<p>All Romanian higher education institutions are subject to external evaluation by the Romanian Agency for Quality Assurance in Higher Education (ARACIS) or other agencies registered in EQAR. ARACIS has exclusive competence for the ex-ante external evaluation.</p> <p>ARACIS was founded in 2005, as a continuation of the National Council of Academic Evaluation and Accreditation (CNEAA), founded in 1993, and has been working in compliance with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) since 2009, being an ENQA member and registered in EQAR ever since. The last ENQA coordinated targeted review has concluded that ARACIS complies with all ESG Part 2 and Part 3 standards.</p> <p>A new Law of Higher Education (Law no. 199/2023) has been adopted in Romania and entered into force on the 3rd of September 2023.</p> <p>Following the adoption of the new Law of HE, ARACIS introduced a new Methodology for the external evaluation of quality of HE, effective February 9, 2025. This Methodology aims to significantly simplify and increase the relevance of procedures, as well as to foster enhancement and quality culture.</p> <p>For joint programs, the European Approach for Quality Assurance of Joint Programs (EA) is applicable on condition that all partner higher education institutions are accredited by an EQAR-registered agency.</p> <p>ARACIS is conducting the external evaluation of an Alliance of European Universities, following the EUNIQ European Framework for the Comprehensive Quality Assurance of European Universities. The quality assurance procedures of transnational education provisions of Romanian higher education institutions are realised in the same conditions as for those at the national level. In what it concerns transnational education delivered in Romania, ARACIS is taking the necessary steps for setting up a Register of higher education institutions (HEIs)/ education providers from the EU and third countries that conduct HE activities in Romania.</p> <p>In terms of cross-border quality assurance in Romania, HEIs may request external evaluation from any foreign quality assurance agency, registered in EQAR. In this case, the process and the external evaluation report have to be confirmed by ARACIS.</p> <p>ARACIS is conducting cross-border external evaluations, with full respect of the national legislation in the respective country, assured by collaborating with the national quality assurance agency and by delegating in the panel experts from the respective country.</p>	<p>The implementation of the new External Evaluation Methodology is the key challenge, given the need to revise all ARACIS evaluation Guides and procedures, as well as the specific standards on field of studies, based on learning outcomes and to train higher education institutions' representatives and external evaluation experts for the adequate implementation of the Methodology.</p> <p>Moreover, the new legal framework for higher education has to be considered in the external evaluation procedures.</p> <p>Another important challenge is the digitalisation of external evaluation procedures.</p>

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially)	Provide short explanation
Implementation of the new External Evaluation Methodology	Enhancement-oriented implementation of the ESG and foster quality culture	Guidelines, procedures, learning outcomes oriented specific standards on study fields External evaluation processes and procedures Annual feedback analysis report of evaluated HEIs	2027 (ongoing)	-	-
Framework for the external evaluation of medical specialisation post-university study programs	Enhancement-oriented implementation of the ESG	Ministerial order Guidelines External evaluation procedures	2026		
Digitalisation of quality assurance processes and procedures	Enhancement-oriented implementation of the ESG	Evaluation platform	2026		
Developing guidance and training for higher education institutions and external evaluation experts for the implementation of the learning outcomes-based approach	Development of learning outcomes - based curriculum External evaluation of learning outcomes-based approach	Guidelines Trainings	2026		
Developing guidance and training for higher education institutions to foster building a quality culture across the whole academic community	Enhancement-oriented implementation of the ESG and foster quality culture	Guidelines Trainings	2026		

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially)	Provide short explanation
Develop the Register for TNE provisions in Romania	Promote transparency and protect students in TNE provisions	Register	2027	-	-

Slovak Republic

	Current situation	Key challenges
Quality Assurance	All HEIs underwent review in 2023-24 under the new standards aligned with ESG and gained institutional accreditation. Slovakia is participating in development of the new ESG standards. Micro-credentials are being integrated into the standards for internal quality assurance system of the Slovak Accreditation Agency for Higher Education (SAAHE).	After creation of institutional accreditation system, it is necessary to enhance responsibility in QA processes and support stakeholders' involvement by promoting culture of quality assurance

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
3.1 Continuous improvement of the culture of quality at all levels of QA – fostering a sense of responsibility among students, HEIs, and HEI's staff, through student support, better promotion of quality systems, and more intensive engagement of stakeholders at all levels.	Commitment to building a more closely connected and sustainable higher education community	Enhancing the quality of education and improving internal processes at HEIs.	2025-2027		
3.2 Effective processes and transparency with lower level of bureaucracy in QA processes by modernization of current IT systems	Principle on strategic approach and on monitoring and data collection	Modern, easy and transparent access to study program registers and other IT systems related to QA	2025-2026		-
3.3 Creating the microcredentials environment by expanding quality assurance framework for the implementation of microcredentials (update of quality assurance standards and their implementation into internal quality systems of HEIs.	Promotes flexible learning paths	Quality and labour market relevance of the Microcredentials offered by HEI	2025		

3.4 Strengthening the use of student feedback and their systemic assessment as a tool for quality improvement	Supporting student-centred learning	Enhancing the quality of learning and teaching by regular monitoring and evaluation of surveys	2025-2027		
From Other Bologna Process commitments: Support of internationalization in higher education by support of joint study programmes, implementation of European approach for quality assurance of joint study programmes, support of European alliances of universities and preparing the way for implementation of European label and degree	Commitment to creating inclusive, innovative, and interconnected EHEA	Improving the connectivity of Slovak HEIs within the EHEA countries by introducing new forms of cooperation, mobility and awarded degrees	By 2027		

Slovenia

	Current situation	Key challenges
Quality Assurance	<p>Level of student participation in external quality assurance: partially limited student participation in QA processes due to lack of participation in follow-up procedures (BPIR 2024 ref.: 2.18)</p> <p>Level of openness to cross border quality assurance: not allowing HEIs and study programmes (SP) to be evaluated by foreign EQAR-registered QA agencies (BPIR 2024 ref.: 2.20)</p> <p>The European approach for QA of joint programmes is possible under certain conditions (BPIR 2024 ref.: 2.21)</p>	<p>Successfully clarify student participation in follow-up within the external and internal quality assurance system as students participate in both systems at all levels – also in adopting decisions on follow-up. Although follow-up procedures by the QA agency are outside the administrative procedures of accreditation or evaluation which are based on participation of students and other experts, follow-up is nevertheless closely tied to accreditations and evaluations.</p> <p>The pending revision of the HE Act includes a provision that enables all EQAR-registered agencies to conduct external evaluations in Slovenia with their own expert panels. Since such evaluations will be required to follow the national regulations, this might pose an additional challenge to foreign agencies and evaluators.</p> <p>The key challenge is the timely and successful adoption of the revised HE Act, which removes the previous condition requiring the national QA agency to accredit joint programmes involving partners not accredited by agencies listed in EQAR. This change will enable full compliance with the European Approach by allowing evaluation solely by an EQAR-registered agency, including national QA agency, and under the same procedure and standards, without national procedures for exceptions.</p>

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Enable cross border quality assurance	2.20: Level of openness to cross border quality assurance of EQAR registered Agencies – full compliance	1) Revised HE Act 2) Amended accreditation and evaluation criteria of the QA agency	1) September 2025 2) March 2026		
Full implementation of the European approach for QA of joint SP	2.21: Countries allowing the European Approach for quality assurance of joint programmes – full compliance	1) Revised HE Act 2) Amended accreditation and evaluation criteria of the QA agency	1) September 2025 2) March 2026		

Spain

	Current situation	Key challenges
Quality Assurance	ANECA is currently working on the creation of general measures to facilitate the recognition process of third country nationals, particularly in the field of STEMS	

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially)	Provide short explanation
Creation of new general measure for qualifications related to the STEMS field.	Favour automatic recognition	Speed up processes of recognition related to these highly demanded professions	2024-2027		

Sweden

	Current situation	Key challenges
Quality Assurance	<p>Cross-border quality assurance: The European Approach (EA) has not been implemented in Sweden.</p> <p>Revision of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG): A revised national quality assurance framework, recently further developed in close dialogue with HEIs and other stakeholders, is currently being implemented. Sweden and UKÄ need to closely follow the revision of the ESG and as necessary adjust the national framework.</p> <p>The national external QA framework to the ESG 2027 reviews HEIs' QA processes for both education and research.</p> <p>Recognition processes at HEIs are not explicitly reviewed within the external national quality assurance framework.</p>	<p>In Sweden the HEIs have degree awarding powers to a large extent, so in most cases they do not need an accreditation to start a joint programme. The Swedish Higher Education Authority (UKÄ) is the QA organisation/authority that monitors quality and quality assurance at HEIs in both education and research and that reviews applications of degree awarding powers.</p> <p>The ESG 2027 need to stay relevant for the QA of education as well as of research and innovation, and of outreach/collaboration to/with society.</p> <p>Monitor the revision of the ESG and if necessary, adjust the national QA framework to the ESG 2027.</p> <p>The digitalisation of QA processes must be fit for purpose and address issues of cost/benefit and digital security, including ethical and resource-efficient use of artificial intelligence.</p> <p>Quality Assurance and Recognition are the remit of separate government agencies which would benefit from closer collaboration.</p>

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
If necessary and in dialogue with the responsible ministry, investigate if and in what way the European Approach can be implemented within the current legislation or with an adjustment in UKÄ government instructions. Responsible: UKÄ.	Make way for an implementation of the European Approach in Sweden.	Implementation of the European Approach, at least partially.			
If necessary and in dialogue with the responsible ministry, consider investigating the interest in the use of a European Degree Label among Swedish HEIs. Responsible: UKÄ.					
Participate in working groups, peer learning activities, consultations, surveys, etc. contributing to the revision of the ESG. Responsibility: UKÄ.	External quality assurance of Swedish higher education and research aligned with agreed EHEA standards.	National quality assurance framework aligned with the revised ESG 2027. UKÄ remains a member of ENQA and registered in EQAR.	2025-2027		
Regular meetings between UKÄ (external quality assurance) and UHR (recognition). Responsibility: UKÄ and UHR.	Strengthened relationship between quality assurance and recognition in Swedish higher education.	Established and regular collaboration and knowledge sharing between external quality assurance (UKÄ) and recognition (UHR).	2024-2027		

Switzerland

	Current situation	Key challenges
<p>Quality Assurance</p>	<p><i>In the field of Quality Assurance, Switzerland is on track according to the Bologna Process Implementation Report and consistently implements the defined Key Commitments. Switzerland has a well-established and stable quality assurance system, primarily focused on institutional accreditation. This ensures high standards and transparency in the higher education sector and contributes to the harmonisation of the European Higher Education Area. For the 2024–2027 period, Switzerland aims to focus primarily on the following key areas in the field of Quality Assurance:</i></p> <p>European Approach The application of the European Approach is possible in Switzerland without regulatory obstacles and is permitted for all higher education institutions. However, Swiss higher education institutions have so far (according to the Bologna Process Implementation Report) made limited use of this approach.</p> <p>Legal requirements for Quality Assurance in Switzerland The legal requirements for Quality Assurance in Switzerland (Quality Standards for Institutional Accreditation) are currently undergoing revision. This process aims to refine the standards established in 2015 and to strengthen key existing aspects, such as a broad understanding of diversity that encompasses various social and cultural dimensions, as well as a greater emphasis on ecological sustainability in higher education institutions.</p>	<p>A broader implementation could enhance international cooperation and facilitate the cross-border recognition of study programmes.</p> <p>These adjustments are intended to ensure that higher education institutions in Switzerland not only uphold academic excellence but also fulfil their social responsibility.</p>

	<p>Scientific Integrity In addition, Switzerland introduced a regulation in 2024 to safeguard the quality of scientific integrity. This regulation sets out measures for quality assurance in this field and establishes a competence centre for academic integrity.</p> <p>Monitoring of developments in the field: microcredentials, European Alliances (European Degree), artificial intelligence (AI), the revision of the ESG, and the ESG User Guide</p>	<p>The introduction of clear quality guidelines shall ensure scientific integrity in Switzerland</p> <p>Switzerland and the relevant authorities will closely monitor developments in the areas of microcredentials, European Alliances (European Degree), artificial intelligence (AI), the revision of the ESG, and the ESG User Guide. Where necessary, they will take appropriate measures within the framework of Quality Assurance.</p>
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Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
<p>Promoting the European Approach Encouraging and supporting higher education institutions in Switzerland to make greater use of the European Approach to quality assurance.</p> <p>Implementing measures to raise awareness and and foster international cooperation.</p>	<p>The European Approach to the Quality Assurance of Joint Programmes in the EHEA</p>	<p>Greater use of the European Approach will facilitate the cross-border recognition of study programmes.</p>	<p>2026</p>		
<p>Revising the legal requirements for quality assurance (institutional accreditation) Adapting the existing quality standards for institutional accreditation in Switzerland.</p>	<p>Development of the external Quality Assurance systems</p>	<p>Modernised and more sustainable quality assurance.</p> <p>The revised quality standards will better prepare higher</p>	<p>2026</p>		

		education institutions for societal challenges and strengthen the integration of sustainability.			
Introducing regulations to safeguard scientific integrity implementing measures to ensure quality assurance in this area.	Fundamental values	The introduction of clear quality guidelines will ensure scientific integrity in Switzerland	2026		
Monitoring and adapting to developments in key areas Observing developments in micro-credentials, European Alliances (European Degree), artificial intelligence (AI), the revision of the ESG, and the ESG User Guide. Implementing appropriate measures within the framework of quality assurance, where necessary.	Innovative EHEA	Continuous monitoring and adaptation to new developments will keep Swiss higher education institutions competitive and aligned with the latest trends in the European education landscape.	2026		
Digitalisation of QA processes Implement innovative and efficient digital solutions in quality assurance processes (e.g. develop and integrate digital tools to streamline accreditation, evaluation, and monitoring procedures).	ESG	Improved efficiency and transparency in QA processes. Reduction of administrative workload and faster processing times.	2026		

Türkiye

	Current situation	Key challenges
Quality Assurance	<ul style="list-style-type: none"> • Stage of development of external quality assurance system (A fully functioning quality assurance system is in operation nationwide) • Share of higher education institutions reviewed by an EQAR-registered quality assurance agency (Between 25-50% institutions or programs reviewed by an EQAR-registered agency) • Level of student participation in external quality assurance (In all quality assurance reviews, students participate as full members at five levels) • Level of international participation in external quality assurance (4out of 4 commitments are fulfilled) • Level of openness to cross border quality assurance of EQAR registered Agencies (In some cases, institutions and/or programs can choose to be evaluated by a quality assurance agency from outside the country to fulfil their obligations for external quality assurance, while complying with national requirements.) • Countries allowing the European Approach for quality assurance of joint programs (Not permitted) 	<ul style="list-style-type: none"> • Level of openness to cross border quality assurance of EQAR registered Agencies (In some cases, institutions and/or programs can choose to be evaluated by a quality assurance agency from outside the country to fulfil their obligations for external quality assurance, while complying with national requirements.) • Countries allowing the European Approach for quality assurance of joint programs (Not permitted)

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
1- Creating a working group composed of THEQC staff, national and international advisers of THEQC, and relevant external stakeholders, 2- Conducting a survey on HEIs and accreditation agencies on both issues to collect their perspective and	1-Creating a group of experts committed to the issue to analyze the data collected, 2- Collecting the diverse perspectives from wide	Revising the existing legislation to set the level of openness on cross-border activities of EQAR-registered agencies in Türkiye at the national regulation level.	1- December 2025 2- June 2026		

<p>see the tendency,</p> <p>3- Producing a report for recommendations on policy change and sharing it with the Council and the stakeholders</p> <p>4- Implementing policy as a national steering document.</p>	<p>arrays of stakeholders,</p> <p>3- Creating a concrete base for the proposed action.</p>	<p>Revising the existing the rules and regulations on authorization and recognition to set the rules for the implementation of the European Approach for quality assurance of joint programs since it is de facto applied.</p>	<p>3- December 2026</p> <p>4- January 2027</p>		
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United Kingdom

	Current situation	Key challenges
Quality Assurance	The Office for Students (OfS) and Quality Assurance Agency for Higher Education (QAA) oversee quality assurance, assessing and regulating the quality in higher education.	Communicating the approaches across the UK as OfS and QAA quality assurance mechanisms differ.

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Maintain and enhance quality assurance mechanisms through OfS and QAA.	Ensures high standards and international trust in UK higher education.	Recognition of quality across providers, including considering how digital mechanisms can be used effectively.			
OfS is exploring compliance with the ESG	Moves towards compliance with ESG	Plan for compliance with ESG	2027		
Clearer articulation of the similarities of QA across the nations and support for the underpinning principles that gives rise to the common approach on expectation for quality and standards for all UK higher education	Greater understanding of and enhanced trust in UK QA approaches	Clarity in UK approaches to QA	2026		

United Kingdom - Scotland

	Current situation	Key challenges
Quality Assurance	Scotland operates a robust Tertiary Quality Enhancement Framework (TQEF), with an ESG compliant cyclical peer-led review method, a national programme of enhancement activity, and institution-led quality processes delivering on the principles set out in the TQEF. All Scottish institutions are reviewed, as part of the Tertiary Quality Enhancement Review, against the UK Quality Code, which maps to the ESG.	

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Evaluation of Scotland's Tertiary Quality Enhancement Framework (TQEF)	The evaluation of the new quality framework will assure the Scottish Government and all other stakeholders that the TQEF and the delivery mechanisms underpinning the Framework are fit-for-purpose.	It is expected that the TQEF and each constituent delivery mechanism will be found to be fit-for-purpose.	<p>The effectiveness of the delivery mechanisms of TQEF, including the Tertiary Quality Enhancement Review method, will be reviewed regularly:</p> <ul style="list-style-type: none"> • Self-Evaluation and Action Plan (SEAP)/Annual Quality Engagement (AQE) – reviewed annually for the first two years, before shifting to end of cycle reviews; • Institution-Lead Quality Review (ILQR) – reviewed according to institutional cycle • Scotland's Tertiary Enhancement Programme (STEP) – reviewed annually and a final evaluation after each topic cycle (every four years); • Tertiary Quality Enhancement Review (TQER) – reviewed at the end of each cycle (next review to be held in 2031) <p>An evaluation of the whole Framework will take place in 2031. Collection and</p>		

			curation of evidence and outputs will take place regularly from the Framework's implementation through 2031, which marks the end of the first review cycle.		
Ongoing co-ordination and management of the Quality Arrangements for Scottish Higher Education (QASHE) Committee	QASHE provides Scotland's universities with formal space to discuss relevant matters within the EHEA, including the revision of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).	Continued engagement by Scotland's universities in the EHEA, BFUG and the revision of ESG through UK-Scot representation	Continuous		
Ongoing review of institutions' credit bearing provision, including collaborative provision	The scope of Tertiary Quality Enhancement Review (TQER) includes all of the institution's credit bearing provision - that is, programmes of study leading ultimately to awards or credit at Level 1-12 of the Scottish Credit and Qualifications Framework (SCQF). The scope of TQER includes collaborative provision wherever and however it is delivered.	Each institution will receive an individual judgement	The TQER has a seven-year cycle.		

<p>Ongoing involvement of Scottish institutions in QE-TNE</p>	<p>Eligible institutions in Scotland will continue to participate in the review of their transnational education (TNE) in a UK-wide Quality Evaluation and Enhancement of UK-TNE (QE-TNE) Scheme, and related activity organised from time-to-time where it applies to their provision. Where appropriate, the outcomes from that work will inform TQER reviews.</p>	<p>Continued assurance of the quality of the TNE provision of Scottish institutions</p>	<p>The current iteration of QE-TNE is due to finish in 2026.</p>		
<p>Contribute to the Erasmus+ funded 'Robust Quality Assurance of Transnational Education' project</p>	<p>The project will develop a self-assessment tool for quality assurance organisations to use in reflecting and improving their own processes and will update a 2015 toolkit for quality agencies to enhance quality assurance of higher education provided across national borders. QAA is joining with Italy's National Agency for the Evaluation of the University and Research Systems, Germany's Accreditation, Certification and Quality Assurance Institute and ENQA to deliver this project.</p>	<p>This project will support quality agencies and institutions to be confident in the robustness of their processes for assuring the quality of provision delivered across national borders.</p>	<p>The project is set to finish in 2028.</p>		