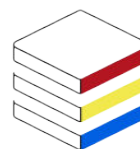


CRISTINA GHITULICA
ENQA PRESIDENT

BOLOGNA PROCESS KEY COMMITMENTS

4th Drafting Committee meeting
Bucharest, Romania, 16th - 17th of June 2026



EHEA
Secretariat

enqa.

BERGEN COMMUNIQUÉ (2005)

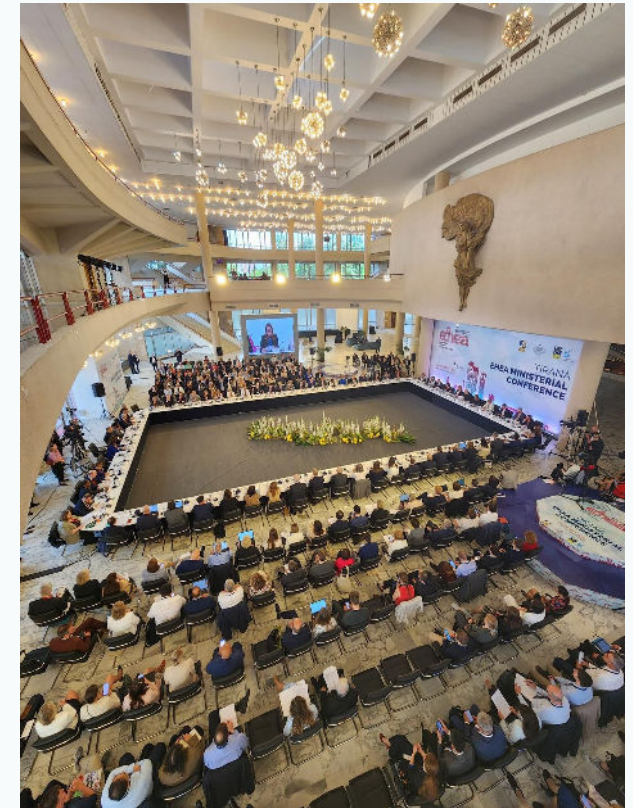
⚙ *three priorities - the degree system, quality assurance and the recognition of degrees and periods of study;*



TIRANA COMMUNIQUÉ (2024)

➡ reaffirm our three key commitments to be preconditions for the successful development and innovation of the EHEA, that is to:

- implement a **three-cycle system** of programmes and degrees, based on learning outcomes and the European Credit Transfer and Accumulation System (ECTS), compatible with the overarching qualifications framework of the EHEA (QF-EHEA);
- support the **recognition of qualifications** throughout the EHEA by implementing the *Convention on the Recognition of Qualifications concerning Higher Education in the European Region* (Lisbon Recognition Convention) and its principles, while working towards automatic recognition in the EHEA; and
- 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)



TIRANA COMMUNIQUÉ (2024)

Ö As the **Bologna Process tools** have developed throughout the last decade, we mandate the BFUG to work on their **future-proof development, dissemination and possible expansion.**

- countering diploma and accreditation mills, fraudulent qualifications and academic cheating services
- wider and longer-term impact of the **digital transition** on higher education in the EHEA, including AI, and in particular with regard to the **key commitments** and the use of **Bologna Process tools**



QUALITY ASSURANCE

- 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).




TPG C



**European Approach for Quality Assurance
of Joint Programmes**

October 2014

approved by EHEA ministers in May 2015

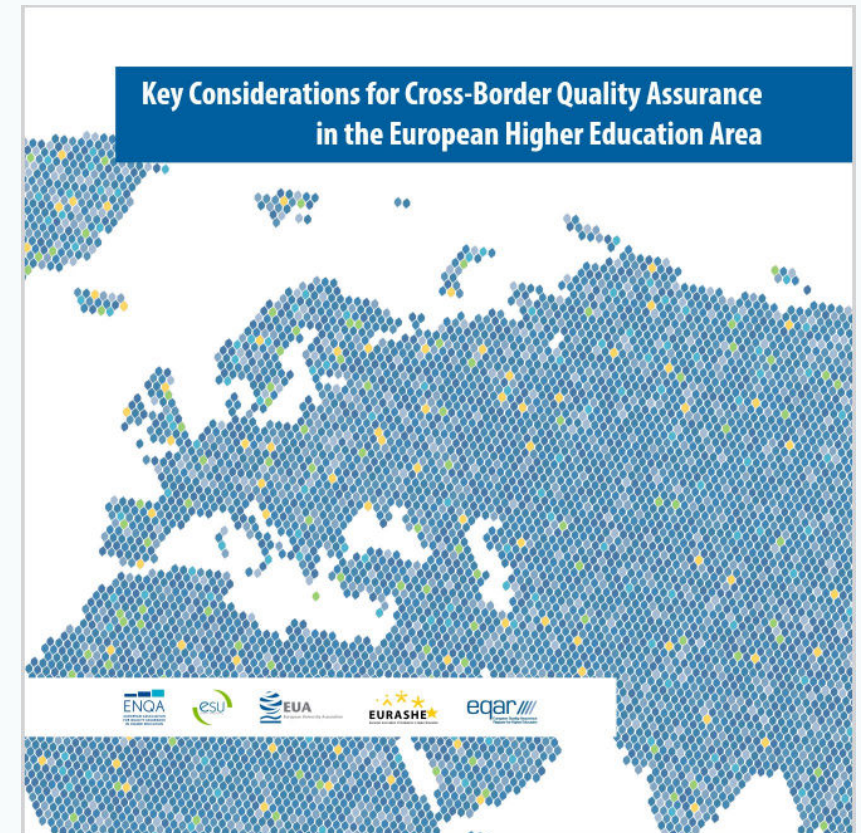


QUALITY ASSURANCE COMMITMENTS

- Bucharest Communiqué (2012): “We will allow *EQAR-registered agencies to perform their activities across the EHEA, while complying with national requirements.* In particular, we will aim to recognise quality assurance decisions of EQAR-registered agencies on joint and double degree programmes.”
- Rome Communiqué (2022): “We commit to ensuring that our external quality assurance arrangements *cover transnational higher education in the EHEA with equal standards as for domestic provision.*”
- Tirana Communiqué (2024):
“We will also promote more robust and transparent *quality assurance of transnational education delivered worldwide,* in line with the ESG, to protect the interests of students.”
“... countering *diploma and accreditation mills, fraudulent qualifications and academic cheating services,* made more accessible through developments in

QUALITY ASSURANCE

- A **working group** composed of representatives of the E4, EQAR, and other members of TPG C on QA will **update** the '**Key Considerations**' document (intended to facilitate the implementation of CBQA) and **develop** a '**Code of Conduct for CBQA**' (promote ethical and responsible conduct of agencies when performing cross-border activities.)
 - support TPG members in implementing **fit-for-purpose** CBQA within the EHEA.



QUALITY ASSURANCE

- development of **policy principles** for national authorities
 - drafted under ENQA coordination, with consultation with relevant EHEA and international partners, including an online round-table discussion to review and validate the policy principles
- Global Convention on the Recognition of Qualifications concerning Higher Education - ***Recommendation on the Quality Assurance of Higher Education, including Cross-Border Higher Education***



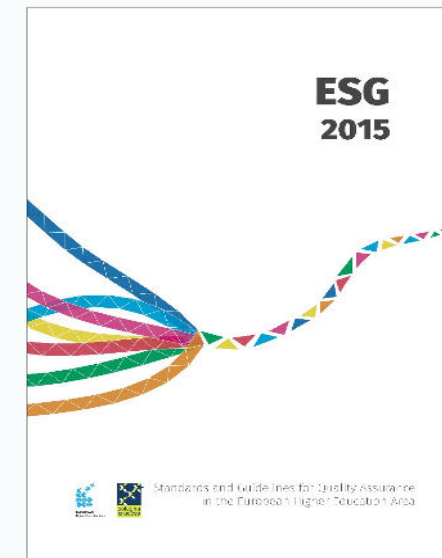
QUALITY ASSURANCE

- The programmes should be designed in view of the **learning outcomes-based approach**.
- The qualification and **learning outcomes** should correspond to the correct level of the national qualifications' framework for higher education, and professional or disciplinary standards and consequently, to the Qualifications Framework of the European Higher Education Area.

(Standard 1.2, Draft II)

- Study programmes are designed and delivered to enable students to acquire **knowledge, skills, responsibility and autonomy**, including those that are transferable, which may influence their personal development and may be applied in their future careers.

(Guidelines 1.2, Draft II)



THREE CYCLE SYSTEM

- implement a **three-cycle system** of programmes and degrees, based on learning outcomes and the European Credit Transfer and Accumulation System (ECTS), compatible with the overarching qualifications framework of the EHEA (**QF-EHEA**) (including a short-cycle fully integrated in the QF-EHEA, if delivered);

Network of
national
correspondent
s

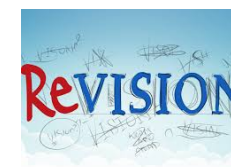
Appendix III: Overarching Framework of Qualifications of the European Higher Education Area
(revised 2018)

THE FRAMEWORK OF QUALIFICATIONS FOR THE EUROPEAN HIGHER
EDUCATION AREA

TPG A

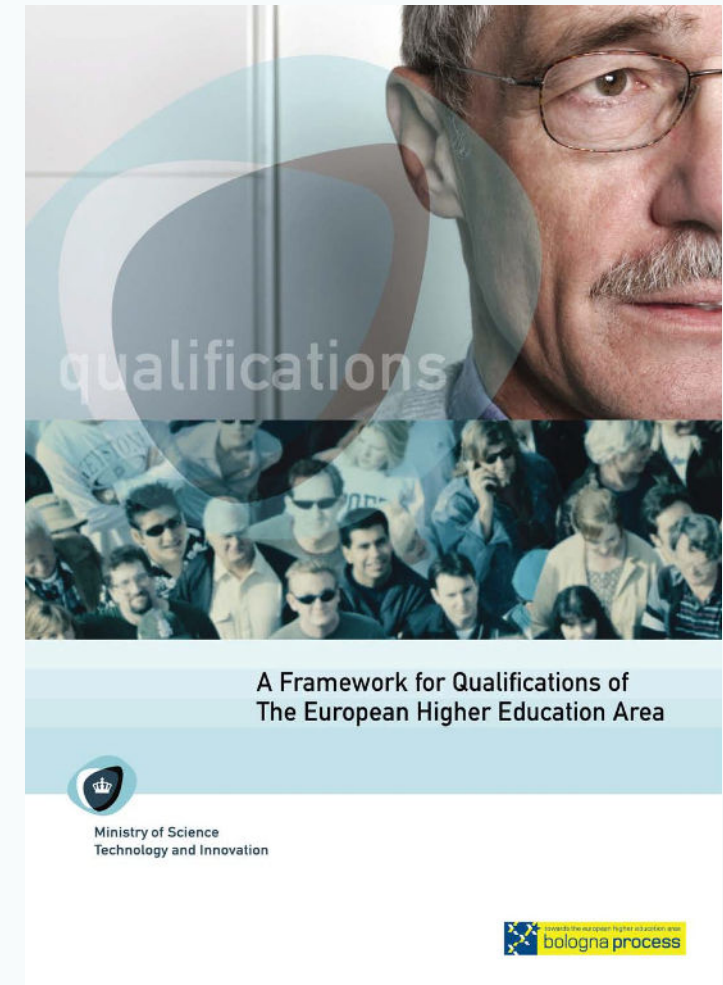
🔗 QF-EHEA self-certification
reports

ECTS Users' Guide



THREE CYCLE SYSTEM

- For the purposes of this report, learning outcomes are understood in their broadest sense and, in the case of the Dublin Descriptors (Joint Quality Initiative) and the Tuning project, include competences.
- Within some discourses **competences** may have a more precise meaning, for example, in some assessment contexts they are associated with the **performance of work-related tasks**.
- Tuning project, the description of competences embraces three strands, '**knowing and understanding**' (theoretical knowledge of an academic field, the capacity to know and understand), '**knowing how to act**' (practical and operational application of knowledge to certain situations), '**knowing how to be**' (values as an integral element of the way of perceiving and living with others and in a social context).



*Learning outcomes:
statements of what a learner
is expected to know,
understand and/or be able to
do at the end of a period of
learning*

THREE CYCLE SYSTEM

- The Dublin Descriptors outline five key **learning outcomes** for students at different educational levels: Knowledge and understanding, Applying knowledge and understanding, Making judgements, Communication skills, and Learning skills.

Dublin Descriptors Bachelor level	
Knowledge and insight	Has demonstrable knowledge and understanding of a discipline that builds on and exceeds the level achieved in secondary education; usually operates at a level where, with the support of specialised manuals, there are some aspects that require knowledge of the latest developments in the field of expertise.
Applying knowledge and insight	Is able to apply his knowledge and insight in such a way that it shows a professional approach to his work or profession, and also has competencies for drawing up and deepening arguments, and for solving problems in the field of expertise.
Judgement	Student is able to collect and interpret relevant data (usually in the field of expertise) with the aim of forming an opinion that is partly based on weighing relevant social, scientific or ethical aspects.
Communication	Is able to communicate information, ideas and solutions to an audience consisting of specialists or non-specialists.
Learning skills	Has the necessary learning skills to enter into a follow-up study that presupposes a high level of autonomy.



THREE CYCLE SYSTEM

- ‘**learning outcomes**’ means statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy
- ‘**competence**’ means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development

COUNCIL RECOMMENDATION

of 22 May 2017

on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning

(2017/C 189/03)

🔗 EQF referencing reports

Union of skills
Investing in people for a competitive
European Union

THREE CYCLE SYSTEM

- ***Learning outcomes*** are statements of what the learner knows, understands and can do on completion of a learning process. Learning outcomes must be defined for all learning opportunities, that is individual educational components such as course units, modules or micro-credentials as well as programmes leading to a qualification.
- ***Learning outcomes*** must be easily understandable, measurable, and achievable within the estimated workload. The achievement of learning outcomes must be assessed using reliable methods suitable to the described learning outcomes and based on clear and transparent criteria.

*Workload is an estimation of the time the learner will need to complete all learning activities (e.g. lectures, seminars, projects, practical work, traineeships and individual or self-directed study, including exam and thesis preparation) to achieve the **learning outcomes**.*



RECOGNITION OF QUALIFICATIONS

- support the **recognition of qualifications** throughout the EHEA by implementing the *Convention on the Recognition of Qualifications concerning Higher Education in the European Region* (Lisbon Recognition Convention) and its principles, while working towards automatic recognition in the EHEA;

- Section III - Basic principles relate

In order to assure this right, each Party undertakes to make appropriate arrangements for the assessment of an application for recognition of qualifications solely on the basis of the knowledge and skills achieved.

RECOGNITION OF QUALIFICATIONS

- Council of Europe work on a Convention on the Conditions of Transparency and Quality Assurance for Automatic Recognition of Higher Education qualifications

*“This initiative represents the most significant legal development in the field of academic recognition since the adoption of the Lisbon Recognition Convention in 1997. It responds to long-standing calls from member States to move from political commitments towards a **shared, binding framework** capable of creating the conditions of trust required for automatic recognition to operate effectively across Europe.”*



TRANSVERSAL TOPICS

- **TNE** - work for a joint document between TPG A, TPG B, TPG C

2024



MICRO-CREDENTIALS FOR HIGHER EDUCATION INSTITUTIONS

Approaches developed in the EHEA
using peer support



CONCLUSIONS

- The 3KC remain relevant, still efforts need to be done for their implementation across EHEA
- Precautions against developing new tools, while the current ones are not fully used
- They are interconnected, and better understanding of their foundations can lead to impactful/meaningful implementation



THANK
YOU

enqa.