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Qualifications Frameworks for Trust, Transparency and Diversity 2 (QUATRA – TPG A 2)

TPG A on Qualifications Framework Activities

4th TPG B on LRC meeting [24 June 2026, Sèvres – France]

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TPG A Co-chairs
5TH BICG MEETING, 08.06.2026
08.06.2026

TPG A on QF Key Activities 2024-2027



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Main activities:

- Arranging 4 thematic peer learning activities and final conference

Topics of PLAs:

- ✓ Successful implementation of self-certification process
 - ✓ Transparency of qualifications frameworks
 - ✓ Study programmes outside of the Bologna three-cycle structure
 - ✓ Databases and registers of qualifications reflecting qualifications qualifications frameworks
- Arranging 4 (5) TPG A meetings
 - Establishing 2 Working Groups on specific topics to elaborate elaborate recommendations:
 - ✚ Group 1: Supporting automatic recognition of HE qualifications in terms of qualifications frameworks (chaired by AIC)
 - ✚ Group 2: Working Group on Qualifications frameworks for for flexibility of learning (chaired by EURASHE)

The project consortium (1.09.2025 – 31.08.2028):

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



TPG A on QF: Developments and milestones

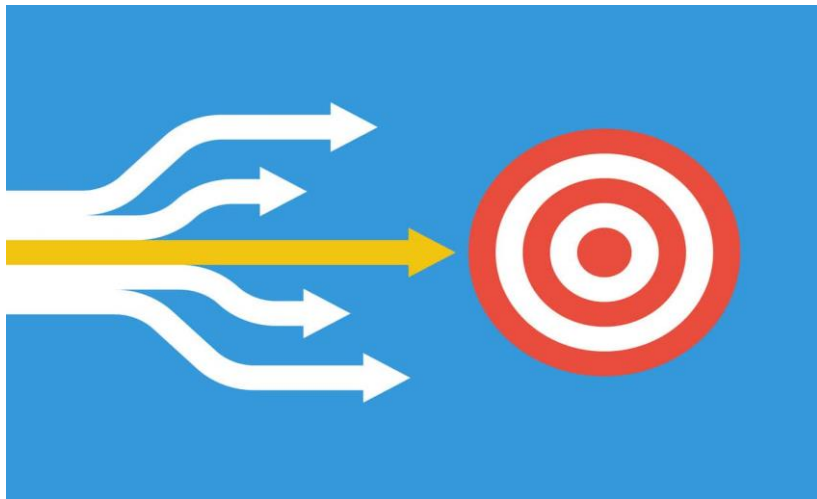


- 📅 PLA on **self-certification** was conducted on April 28, 2026, in Riga, Latvia.
- 👥 TPG A face-to-face meeting was organized on April 29, 2026 in Riga, Latvia.
- 🔗 **The Working Group on Supporting Automatic Recognition of Higher Education Qualifications** in terms of Qualifications Frameworks held two meetings (online and in-person). The concept note has been drafted (WG is chaired by AIC) and draft recommendation is planned till September.
- 🔄 **The Working Group on Qualifications Frameworks for Flexible Learning held three meetings (one in-person and two online), and the discussion on recommendations has been initiated (WG is chaired by EURASHE).**
- 📄 The Concept Note "**Transparency as a key element for operational qualifications frameworks** in higher education" was prepared as reflection on PLA on self-certification.
- ✍️ The **draft guidelines for narrative texts** for the Bologna Process Implementation Report 2027 were discussed among the TPG A co-chairs.
- 📅 The next TPG A meeting and PLA have been planned in **Malta (October 26/27, 2026)**.



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- **Bridge** between labour market and formal learning
- **Mobility**: Flexible learning pathways between education and training systems but also mobility abroad and internationalisation
- **Validation** of non-formal learning (micro-credentials) in NQ Frameworks



Recognising a broader set of experiences

- The Bologna Process Implementation Report (2024) states that around one-third of EHEA systems also offer **programmes outside the Bologna-degree structure**, which cannot be associated easily with the three cycle-degree-structure.
- These programmes claim to respond to specific needs, often related to professional development and lifelong learning. They often aim to develop the **skills oriented towards labour market needs**, and have some similarities in this respect with programmes leading to **micro-credentials**.
- Whether or not these programmes could be integrated into Bologna degree structures, what steps should be taken to promote their **comparability and transparency** and other issues are discussed during the peer-learning activity.





- Our 2 Working Groups will submit draft recommendations of the results **by the end of August**, so they can be included in the Bologna Process Implementation Report 2027.
- The Working Group on Qualifications Frameworks for Flexible Learning (chaired by EURASHE) held three meetings (one in-person and two online), and the discussion on recommendations has been initiated
- The WG on Flexibility of Learning has invited an external expert Ana Tecilazić Goršić from Croatia to prepare a desk study and develop recommendations



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They defined the QF role in supporting flexibility in a few areas :

- QF supporting RPL (Recognition of Prior Learning), including microcredentials
- non degree learning into QFs (how to imagine equal programs across EHEA)
- permeability between the levels, between VET and HE, but also between level 5 to 6 (where 5 exists).

They also observed that flexibility (flexible pathways) often mixes two concepts:

- One is EHEA system support to flexibility through the EHEA tools (how flexibility is supported by QFs, Recognition, QA etc and how higher education systems are open to accommodate **non-usual degree learners**) so there is also a question of inclusion, diversity and equity
- Second is what flexible learning pathways INSIDE HEIs do themselves e.g. how **learners can shape the degree** by choosing different paths, how curricula is open to work-based learning etc.



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Higher Education Area

- Priority 1: Positioning micro-credentials and short learning opportunities in national qualifications frameworks.
- Priority 2: Recognition of prior learning (RPL) and flexible progression pathways.
- Priority 3: Permeability between VET, professional education, and short-cycle higher education.



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