



**EUROPEAN**  
Higher Education Area

Ensuring quality higher education is one of the most important things we can do for future generations.

# 2012-2015 BFUG Work Program on QA Agenda

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# Evolutionary Progress of QA Reflected in Communiqués

— [ **Bologna Declaration(1999):** Promote European cooperation in quality assurance

— [ **Prague Communiqué(2001):** ENQA was invited to establish a common framework for the European quality assurance

— [ **Berlin Communiqué (2003):** Development of quality assurance standards and procedures at institutional, national and European level

— [ **Bergen Communiqué (2005):** adoption and further implementation of the European Standards and Guidelines for Quality Assurance in the EHEA

— [ **London Communiqué (2007):** Agreement on setting up of a European Register for Quality Assurance Agencies (EQAR)

— [ **Leuven/Louvain-la-Neuve Communiqué (2009):** Acknowledgment of the importance of quality assurance in all aspects of higher education and further developing the European dimension of quality assurance.

— [ **Budapest-Vienna Declaration (2010):** Major progress made in the last decade, nevertheless there is a lot to do in further implementation of QA.

# Main targets of Bucharest Communiqué (2012)

— [ Quality higher education for all

— [ Enhancing graduates employability

— [ Strengthening mobility for better learning

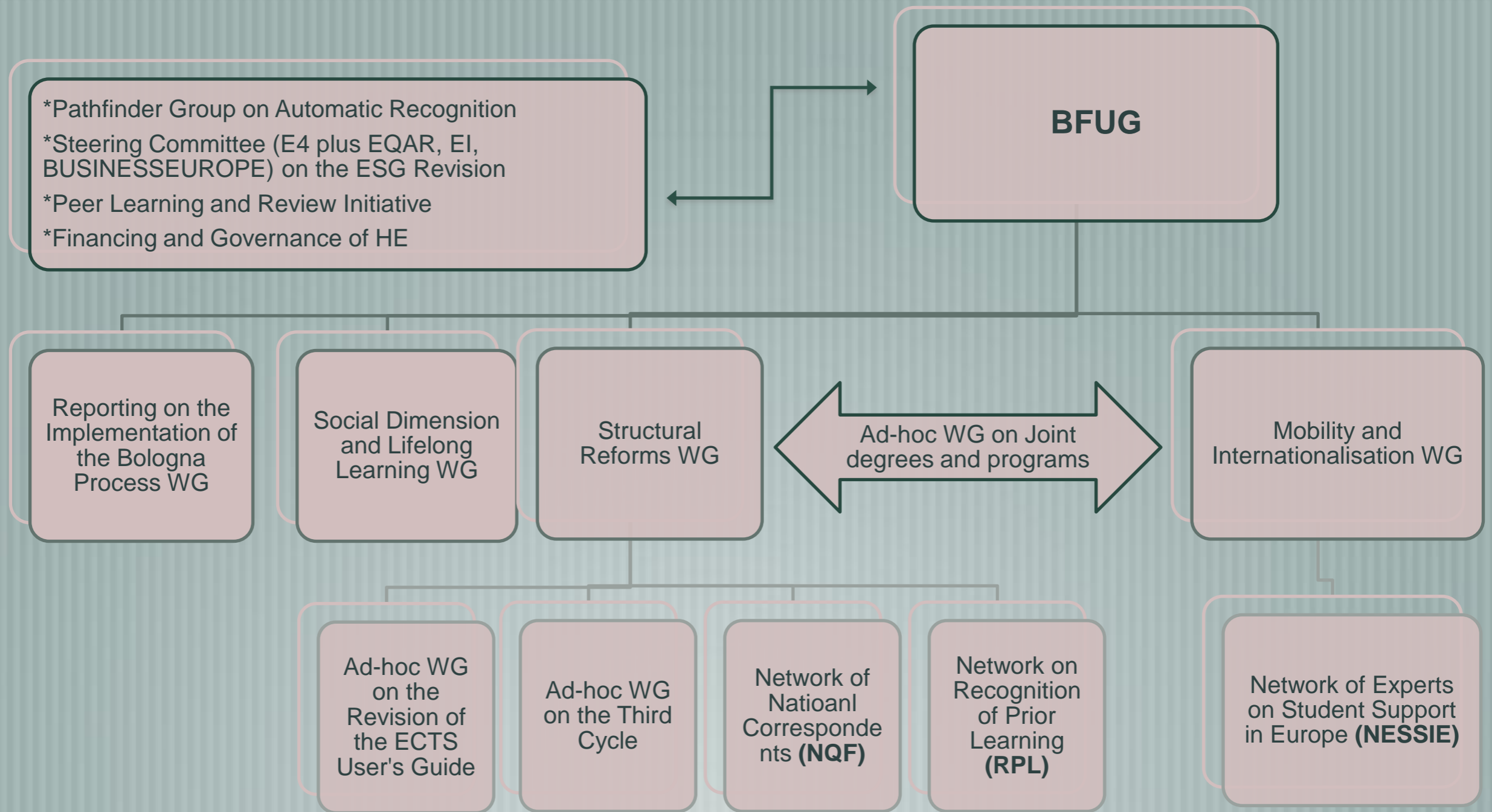
# Main questions

— [ What are the major challenges according to the EHEA current state of affairs and the Bucharest ministerial commitments?

— [ How to organise the follow-up work efficiently and oriented to the main goals of the Bucharest Communiqué?

— [ How should EHEA interact with other regions of the world and what are the main policy topics for future dialogues?

# 2012-2015 Work Plan Structures



# QA priorities

## Bucharest Communiqué(2012)

### National level:

— [ “Allow EQAR-registered quality assurance agencies to perform their activities across the EHEA, while complying with national requirements”.

### European level:

— [ “Develop a proposal for a revised version of the ESG for adoption” .

# Structural Reforms WG: Quality, Qualifications Frameworks, Recognition, Transparency

— [ How do the four areas link and interact? What is the role of the learning outcomes?

— [ What are the main obstacles for developing coherent policies and practices for structural reforms and how can they be overcome?

— [ How to transfer structural reforms into political goals?

— [ What is the influence of the main EHEA goals on the structural reforms and visa versa?

# Challenges to overcome in QA

— [ Uneven pace of QA reforms across the EHEA

— [ Absence in some countries of quality assurance agencies qualified for membership of ENQA and/ or EQAR

— [ Uneven implementation of certain aspects of the ESG, e.g. the participation of student representatives and international member of QA team

— [ If implementation of QA is not based on a reasonably coherent understanding , variations in interpretation and implementation may hinder the existence of coherent higher education structures in EHEA.



# Main targets for the QA

Widening access to HE: coherence vs. variable geometry should be considered.

Different approaches to quality within EHEA; creation of more trust and transparency through provision of adequate and relevant information.

Quality in relation to the HE systems; shift from merely speaking about quality to demonstrating evidence-based quality of education systems

Promote quality in the third cycle, be flexible in the context of joint programmes and provision of joint-degrees.

Employability is a transversal issue and it is important to understand how it is interrelated to quality, learning outcomes and other transparency tools.

Qualification frameworks, learning outcomes and quality: what developments are needed in the area of quality assurance in order to: help QFs and learning outcomes work in practice, facilitate recognition of qualification and better fulfill the societal needs of making informed decisions?

Develop common understanding of existing QA procedures with countries and regions outside EHEA

# Main target for QA

— [ Develop a proposal on revision of the ESG (E4 Group with EI, EQAR and BUSINESSEUROPE) that will reflect the state of development on learning outcomes and recognition of prior learning.

— [ Reinforce the role of EQAR by using the register better as a reference instrument:

— [ Allow EQAR-registered quality assurance agencies to perform their activities across the EHEA, while complying with national requirements

— [ as a tool to improve the confidence; include more QA agencies from the outside EHEA on the basis of the European ESG.

# Bucharest Third Bologna Policy Forum

— [ Dialogue between agencies and systems facilitating common solutions, despite the existing diversity of approaches

— [ QA agencies operating across the borders should strive for implementation of UNESCO/OECD Guidelines for Quality Provision in Cross-border Higher Education

# Thank you



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