

EQAF 2025

STUDENTS' PRE-CONFERENCE

STUDENTS-LED SOLUTIONS: QA IN UNCERTAIN FUTURES

HOW QA SHOULD BE MANAGED DURING UNCERTAIN FUTURES

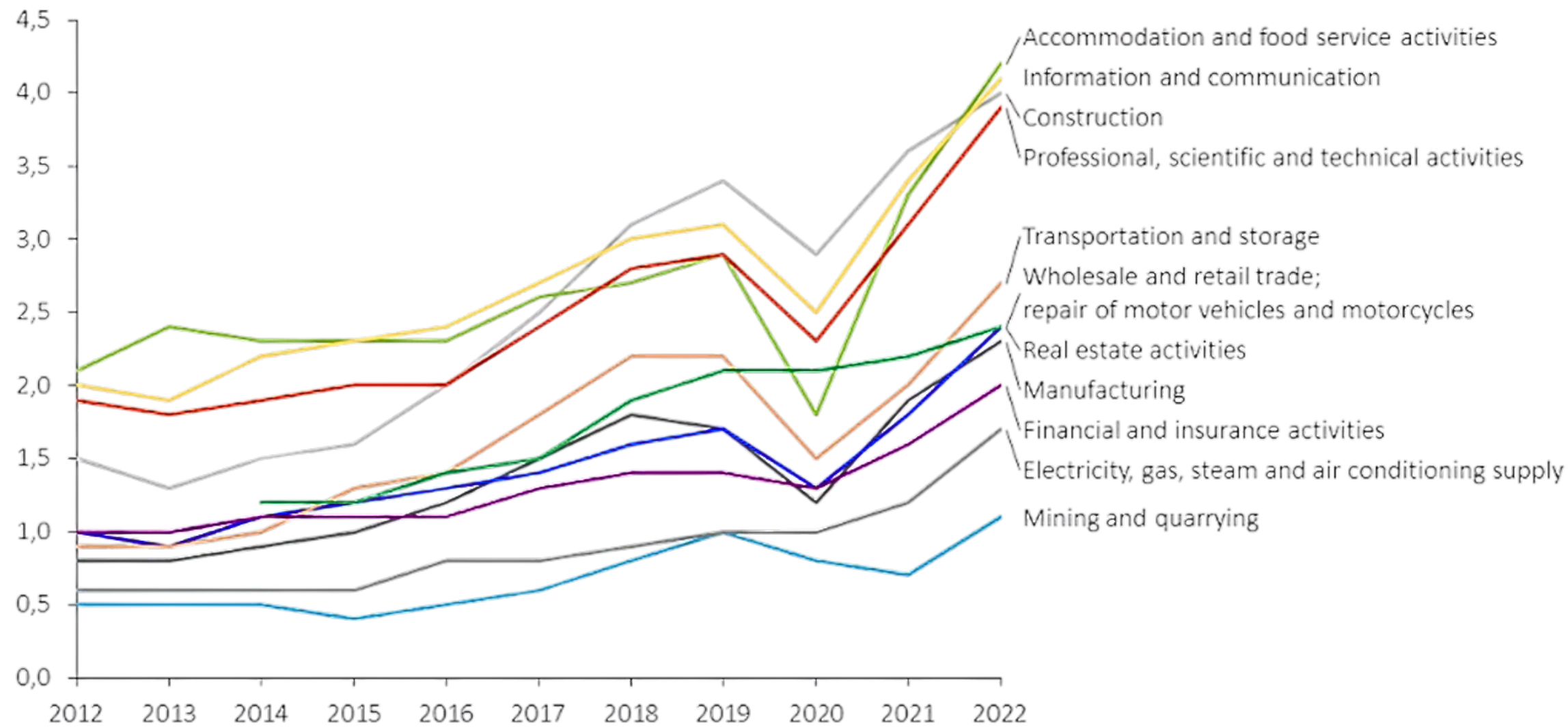
Péter Levente Lakatos - Director General

"Quality assurance should evolve as fast as education itself."



THE FUTURE OF EUROPEAN COMPETITIVENESS: REPORT BY MARIO DRAGHI

FIGURE 10
Skills shortages in the EU
Job vacancy rate (% of total posts)



Source: Eurostat

Strong links to the EU HE package (in future-proof skills etc.)



EMPLOYABILITY, ECONOMIC COMPETITIVENESS, AND THE COMPETITIVENESS OF HE AS KEY MOTIVES BEHIND THE BOLOGNA PROCESS

Magna Charta
Universitatum
(1988)

Sorbonne
Declaration
(1998)

Bologna
Declaration
(1999)



"The European area of higher
education as a key way to
promote citizens' mobility and
employability..."

...We must in particular look at
the objective of increasing the
international **competitiveness**
of the European system of
higher education."

"**Social and economic future**
of society requires, in
particular, a considerable
investment in continuing
education"



THE CHANGING CONTEXT

*Climate crisis, conflicts,
migration*

Hybrid, flexible, lifelong learning



We live in an age of uncertainty



AI, automation, demographic change



*QA systems were built for stability
(but we live in instability).*

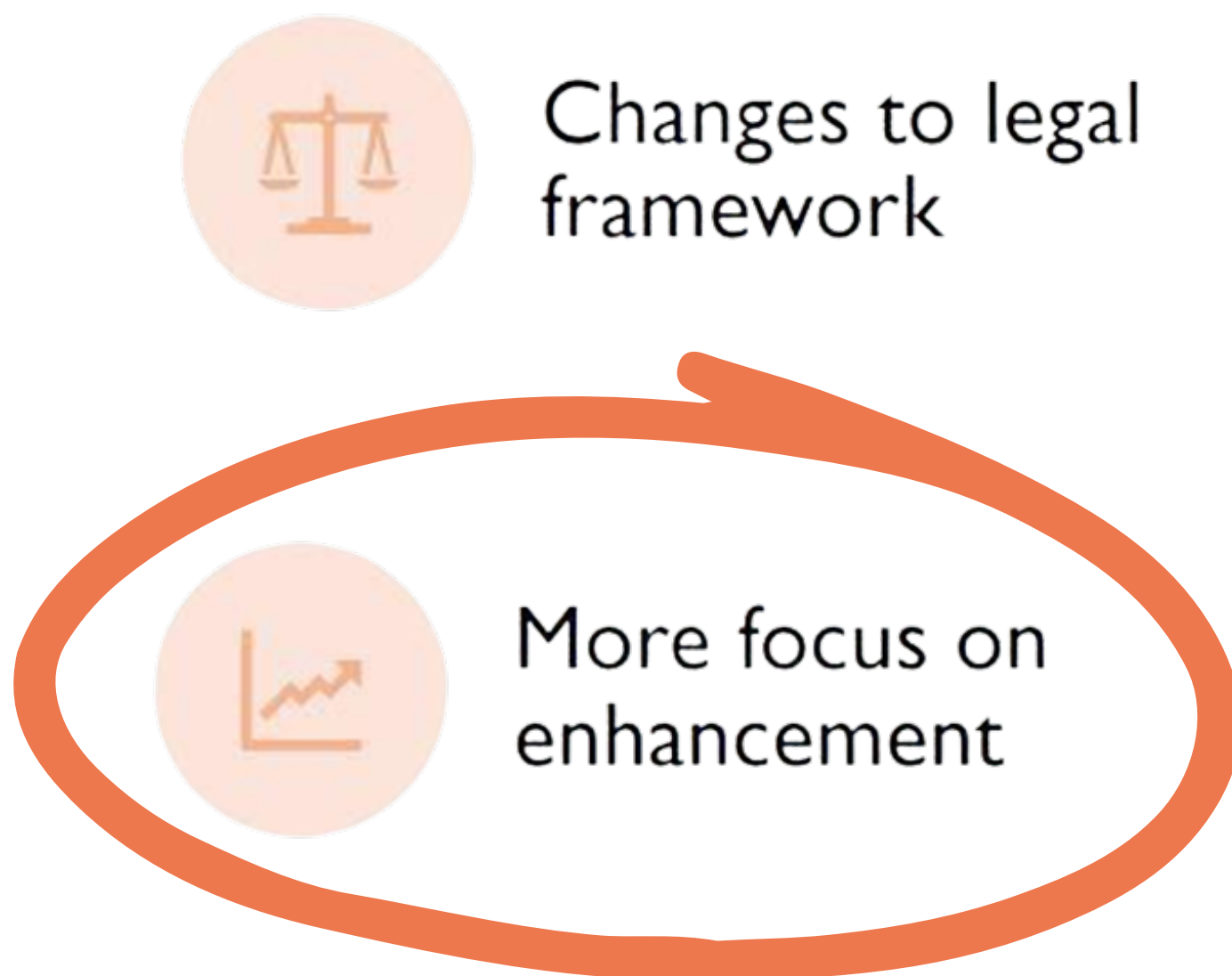
EUROPEAN QA AND RECOGNITION SYSTEM (EU COUNCIL RECOMMENDATION, MAY 2025)

1. Improving all quality assurance systems, including by **strengthening the enhancement dimension** and ensuring responsiveness to societal and economic developments.
2. Developing a **cross-institutional quality assurance approach** for sustainable alliances of higher education institutions
3. Making programme or combined approaches to external quality assurance more agile, including encouraging a **shift to institutional-level external** quality assurance, and **allowing the use of the European Approach** to the Quality Assurance of Joint Programmes where programme accreditation is still needed.
4. Building the foundations towards a European degree.
5. Implementing automatic recognition of qualifications.

+ Simplification, reducing administrative burden, workload, bureaucracy, and cost implications!



„What would your agency do **if it could change anything** about its **external quality assurance approach**?”



MOVING FROM QA TO QE

- **Accountability**
 - More of a **static** approach
 - „**Regulatory**”, formal activities
 - Thresholding **minimum requirements**
 - Strong **disciplinary** focus
- **Improvement**
 - More of a **dynamic / flexible** approach
 - **Supporting** institutional developments
 - More focus on **IQA activities**
 - Rather **procedural** focused

Find out more:

ENQA (2015), Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Brussels, http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

CHEA (2016), The CIQG International Quality Principles: Toward a Shared Understanding of Quality, Edited by Stamenka Uvalić-Trumbić. Council for Higher Education Accreditation (CHE), https://www.chea.org/sites/default/files/pdf/Principles_Papers_Complete_web.pdf

Harvey, L. (n.d.), Analytic Quality Glossary, Quality Research International, <http://www.qualityresearchinternational.com/glossary/>



THE LIMITS OF TRADITIONAL QA



Too bureaucratic,
retrospective, and slow



How can we ensure
'quality' when the future
keeps changing?



Rigid accreditation cycles



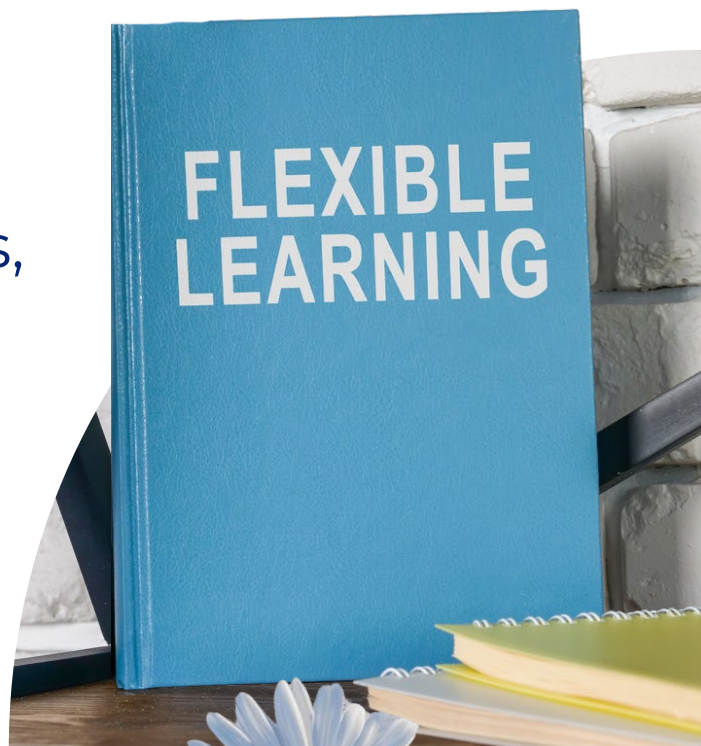
Focused on compliance
instead of learning



Doesn't handle crises or
innovation effeciently

TOWARDS A QA FIT FOR THE FUTURE

Flexible learning paths,
microcredentials,
hybrid approach



Digital aspects (including
AI) in teaching, learning
and assessment

Need for adaptivity,
resilience, and effective
student-centredness

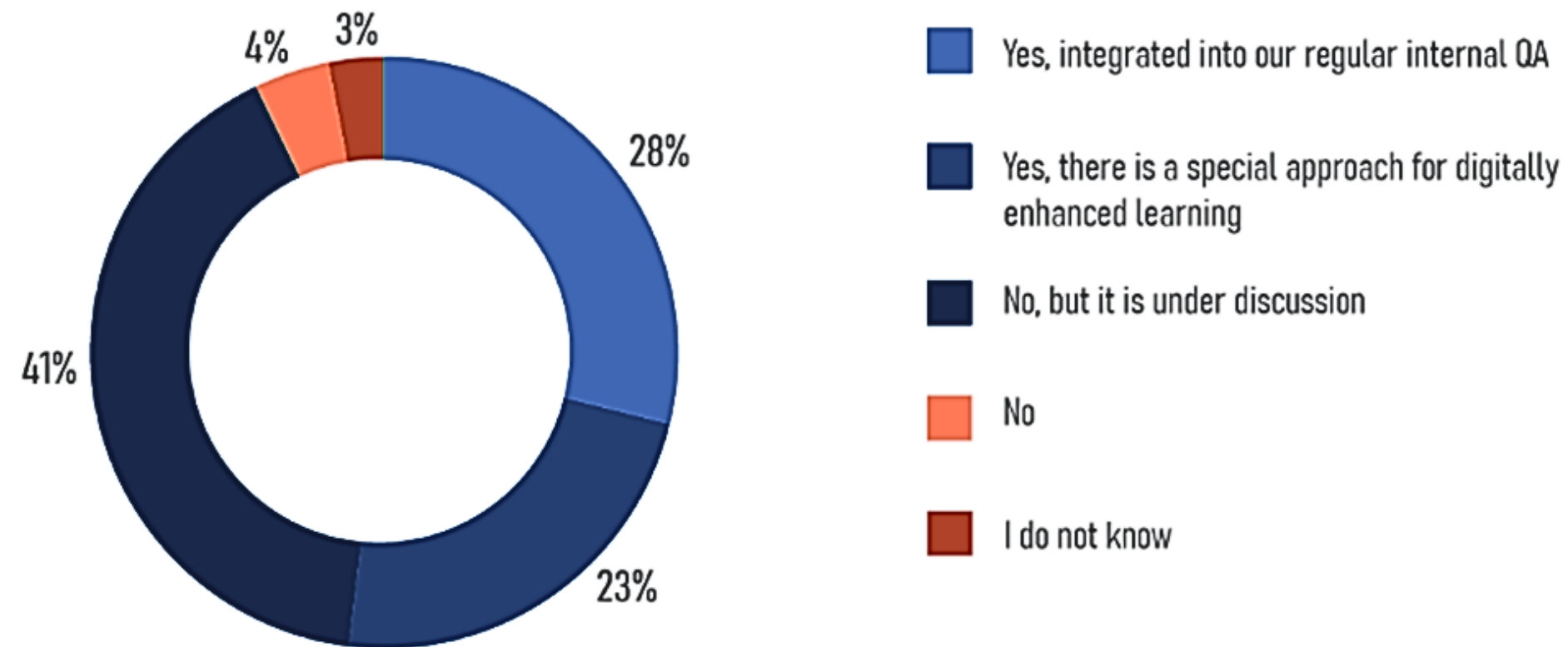


Education and work
boundaries are blurring
(LLL)

ENSURING QUALITY DIGITAL HE (QA OF DIGITAL HE):

as a key driver for adopting AI, upholding academic integrity, and implementing QA of micro-credentials

Digitalisation and internal quality assurance processes



[Source: EUA - DIGI-HE Survey report:](#)

„The ESG (...) provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education.”



CONTINUOUS QUALITY CULTURE REFLECTING THE STUDENTS' NEEDS



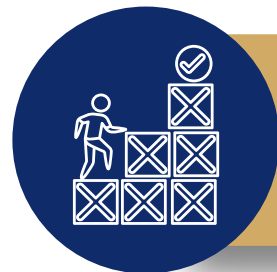
QA as a living, learning process



Ongoing feedback and reflection



Shared responsibility: teachers, students, staff



Learning from mistakes, not punishing them



Quality as a dialogue, not a checklist

Students as co-creators of quality,
not just data sources

Meaningful student
engagement

Beyond 'student voice'



student partnership

QA processes should
reflect student realities:
flexibility, inclusion,
well-being

THE HUMAN DIMENSION OF QUALITY



Education is built on human relationships

Trust, dialogue, and empathy underpin real quality



Mental health and belonging are core quality indicators, not side issues

A system can't be high quality if its people are unwell.



POSSIBLE COMPONENTS OF A NEW QA PARADIGM

Adaptability & co-creation

Resilience & meaningful involvement

Student AND Human-centredness



How can student voices be more than feedback forms? How stability can be ensured in a dynamic frame?

QUESTIONS FOR REFLECTION



What human values can be linked to meaningful student involvement in QA (MESQA)?



How can we protect wellbeing while ensuring quality and stimulate preformance?

Our aim is not to remove uncertainty, but to build QA systems resilient and human enough to coexist with it.

THANK YOU FOR YOUR ATTENTION!

Magyar Felsőoktatási Akkreditációs Bizottság (MAB)

Office: H-1087 Budapest, Hungária krt. 40-44.

E-mail, Teams: titkarsag@mab.hu

lakatos.peter@mab.hu

[LinkedIn](#), [X](#)

