

# BUILDING TRUST IN EUROPEAN HIGHER EDUCATION PART 2 - QUALITY ASSURANCE, INTERNATIONALIZATION, AND **EMERGING TRENDS** IN THE EHEA -

**3RD KAA ANNUAL CONFERENCE**

30 SEPTEMBER

PRISHSTINA, KOSOVO

**Dr. Péter Levente Lakatos**

Director General at MAB, Board member at ENQA



# INTERNATIONAL PRESENCE AND PARTICIPATION OF MAB

## Membership, registration, recognition, affiliate membership



## Bi- and multilateral co-operations



## Participation in international projects and WGs





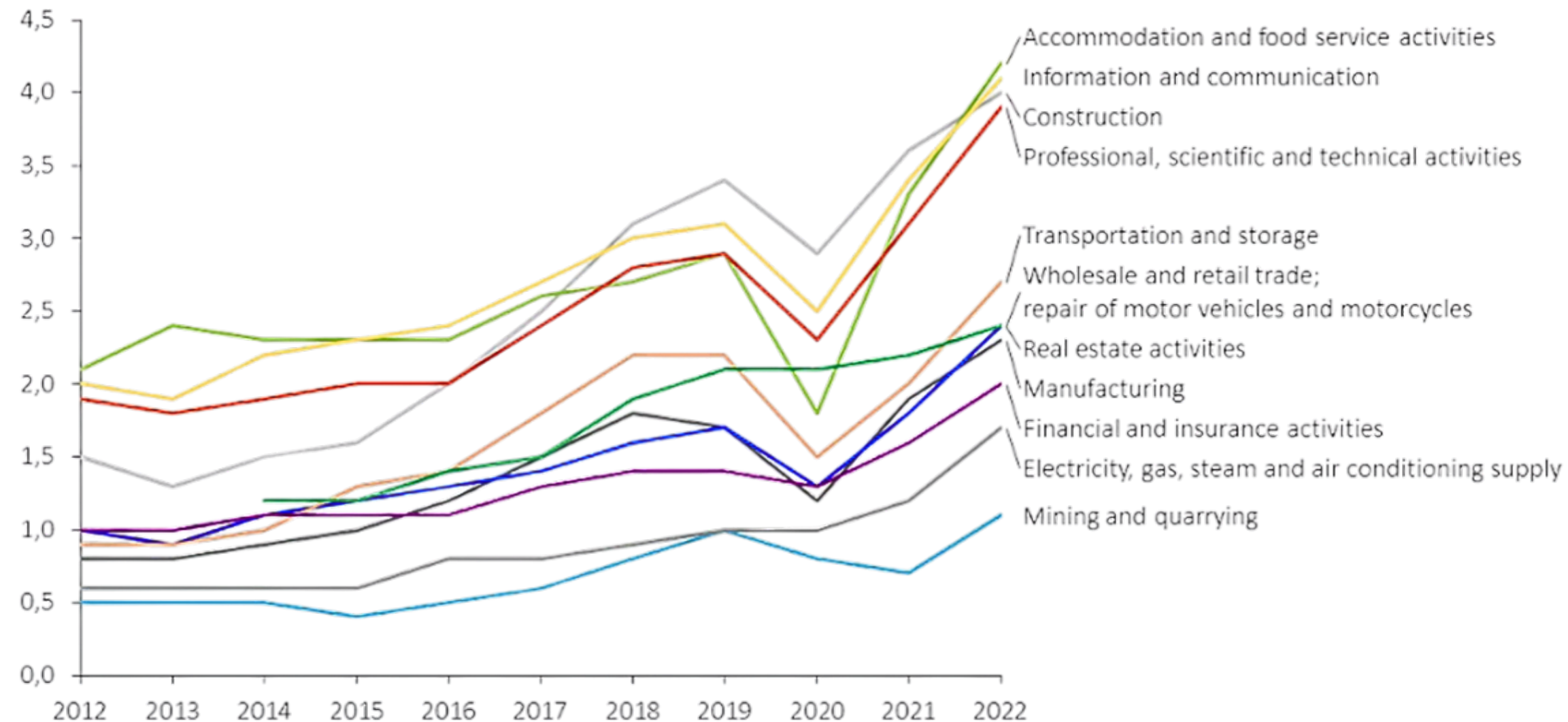
# THE FUTURE OF EUROPEAN COMPETITIVENESS: REPORT BY MARIO DRAGHI

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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.)**



# LINKS TO THE EU HIGHER EDUCATION PACKAGE



First main objective: Contribute to Europe's competitiveness by equipping graduates with **future-proof skills** to master the green and digital transitions.



**For students** it can give access to innovative and transdisciplinary learning opportunities across campuses to acquire the **future-proof skills** that Europe needs.



**For employers**, it will ease the recruitment of highly **skilled qualified graduates** who are ready to face the challenges of a rapidly changing world.



Future generations must be equipped with the competences and **skills that European societies will need** to thrive in an ever more interconnected world



Related to academic careers: create a working environment that offers high-quality and inclusive education, pioneering new joint transnational educational activities and **ensuring knowledge sharing and relevant skills provision** in a fast-moving world.





# 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”

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EUROPEAN  
Higher Education Area

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# EHEA POLICY CONTEXT



## Rome Communiqué (2020)

„we encourage an **enhancement-oriented use of the ESG** to support innovation in higher education and its quality assurance”

## Tirana Communiqué (2024)

Reaffirmed the role of the three key commitments for the successful development of the EHEA.

Gave the mandate for the revision of the ESG

“The application of the ESG promotes trust and transparency within and between higher education systems and facilitates accountability and enhancement. **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 as an adjustment, where required, of the European Approach for Quality Assurance of Joint Programmes.”





# ON THE OCCASION OF THE BOLOGNA PROCESS MINISTERIAL CONFERENCE, ENQA ASKS THE EHEA MINISTERS OF EDUCATION TO:



- 1 Ensure that national legislative frameworks allow quality assurance agencies to operate in compliance with ESG
- 2 Enable international collaboration by reducing national-level barriers in quality assurance and higher education while enhancing transparency
- 3 Maintain the relevance and added value of external quality assurance by allowing quality assurance agencies to implement flexible and enhancement-oriented approaches



**Actions can be taken by policymakers**

*Source : ENQA's message to EHEA ministers.*

<https://www.enqa.eu/wp-content/uploads/enqa-message-to-ministers-2024.pdf>





# RELEVANCE

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European Union in Kosovo

23h · 🌐

Great news for Kosovo! 🎉

This reinstatement will have a positive impact in quality of higher education and mobility of students and academics.

Congratulations to the management and staff of KAA for their efforts and commitment. 🎉

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# HOW CAN WE IDENTIFY TRENDS IN HE QA?

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- Legislative /regulative developments
- Policy papers, guidelines, documents
- International (European) agenda (ENQA Fora+GA, EQAF)
- Outcomes of the recent and ongoing projects in the field
- Some major trending issues (**not an exhaustive list**):
  - I. EU QA & Recognition framework (both EU and EHEA)
  - II. Renewal & Enhancement orientated use of the ESG
  - III. Digitalization in HE QA (in the form of. MCs, AI etc.)





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

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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!**





# REFLECTIONS FROM INTERNATIONAL HE ORGANIZATIONS



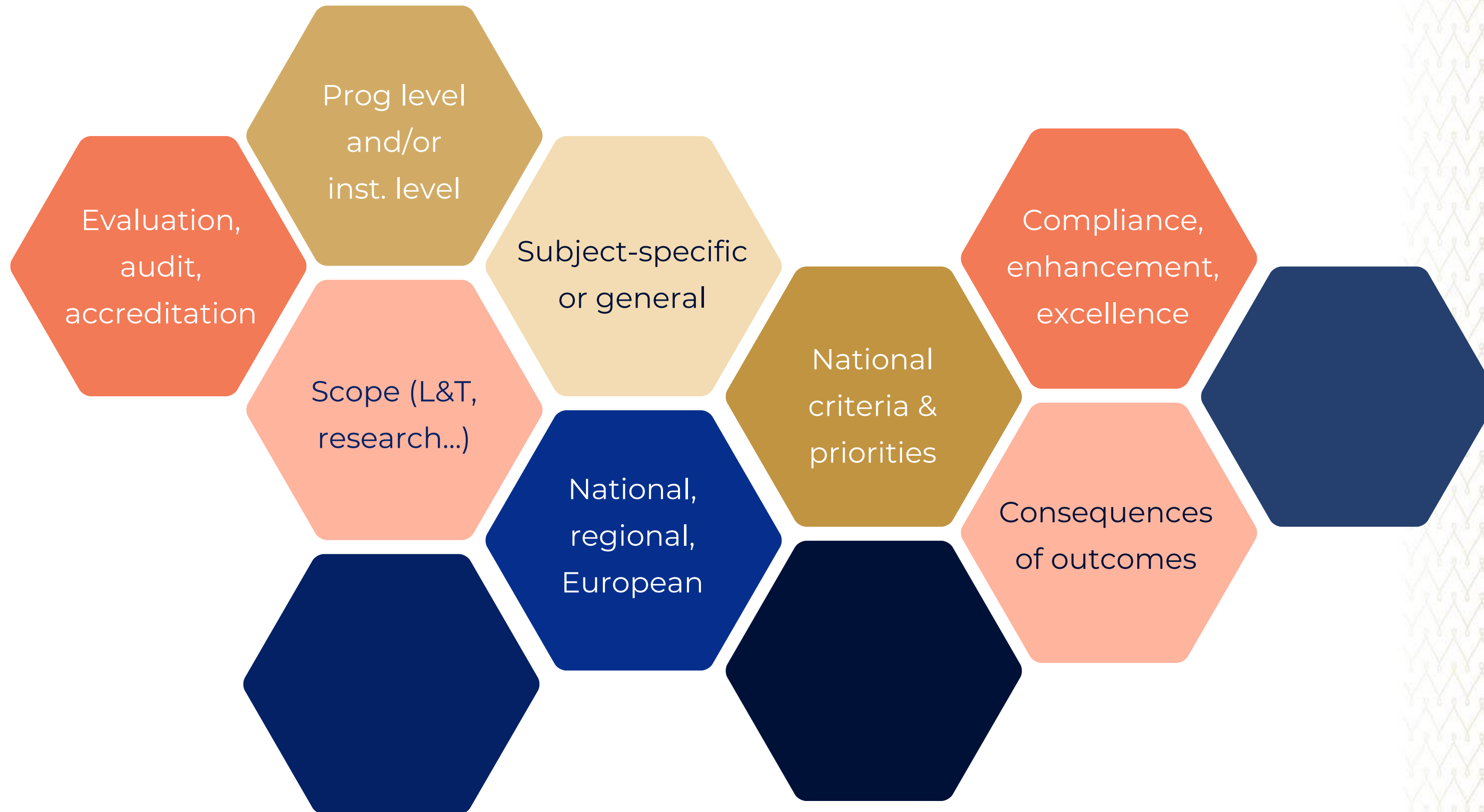
**Common point: Stakeholders agree that the proposal can promote, support and boost the implementation of the Bologna tools.**





# CROSSING RED TAPE IS KEY, BUT WE HAVE TO BE AWARE OF AND RESPECT THE DIVERSITY OF SYSTEMS!

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# PROJECT ACTIVITIES AND OUTCOMES



- Four comprehensive surveys (Ministries, HEIs, NUSs, QAAs)
- A series of papers (analysis of survey responses)
- Two cross-cutting papers
- Series of webinars on the findings (were attended over 2000 people)
- Organising Focus Groups (FG)





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

Changes to legal framework



More focus on enhancement



Simplification



Increase international activities



Better use of data and digitalisation of QA processes





# 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](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](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/>

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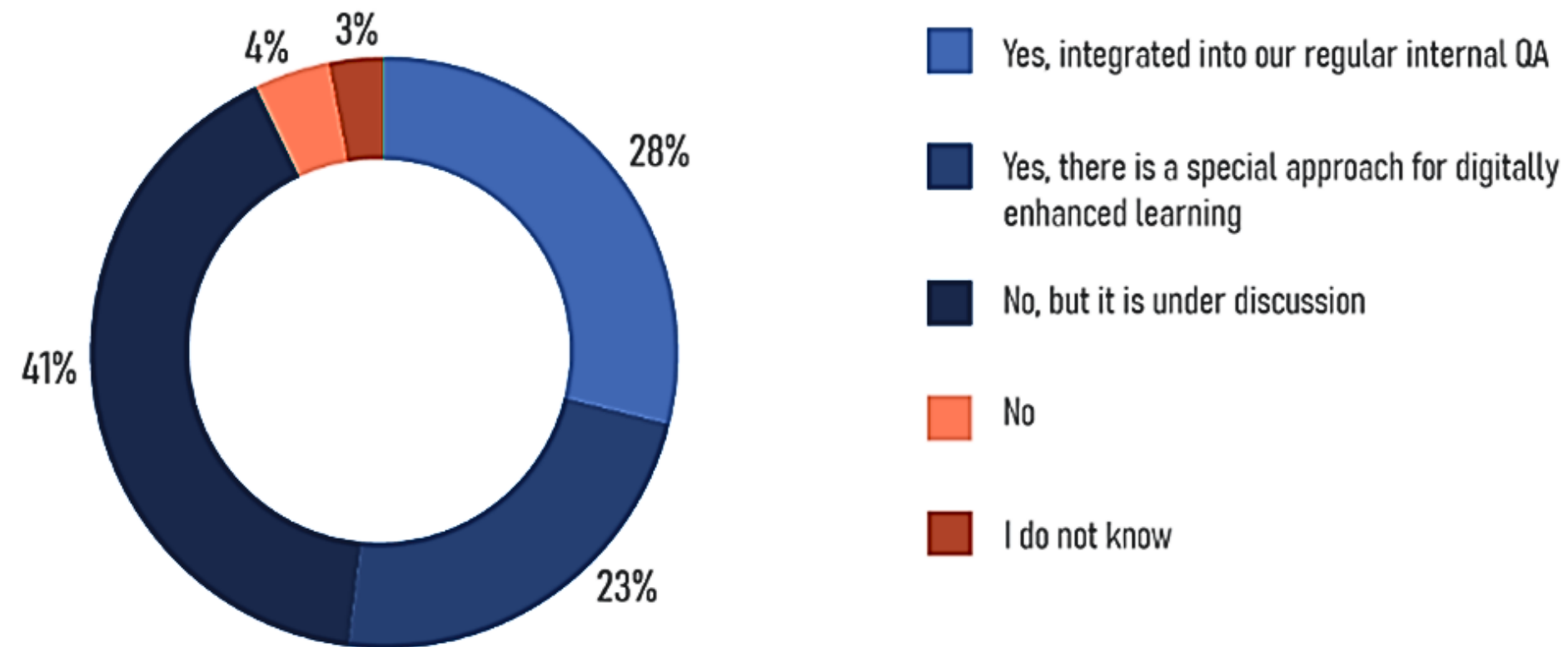




# ENSURING QUALITY DIGITAL HE (QA OF DIGITAL HE):

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.”

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# TENDENCIES SURROUNDING MCs

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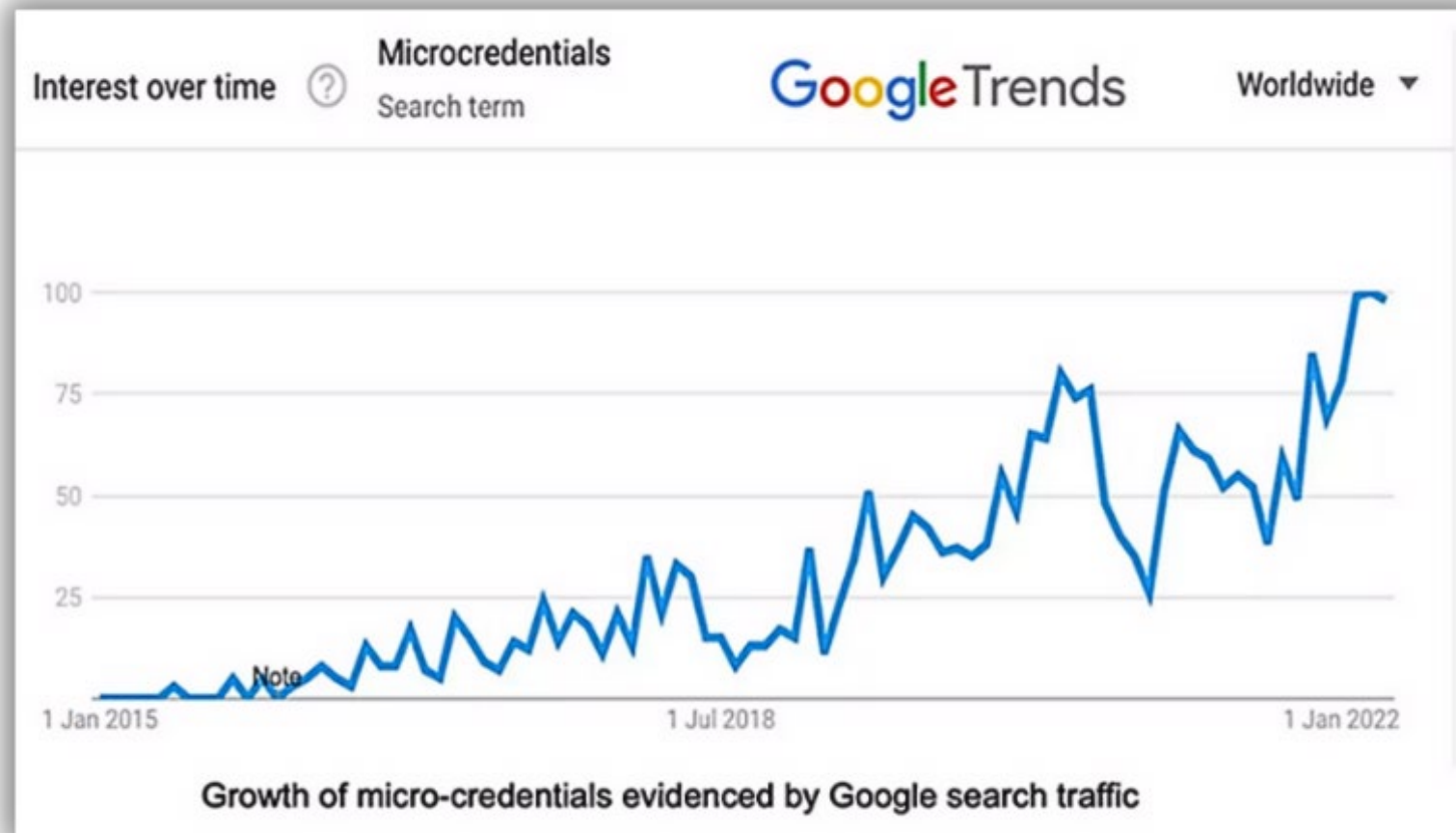
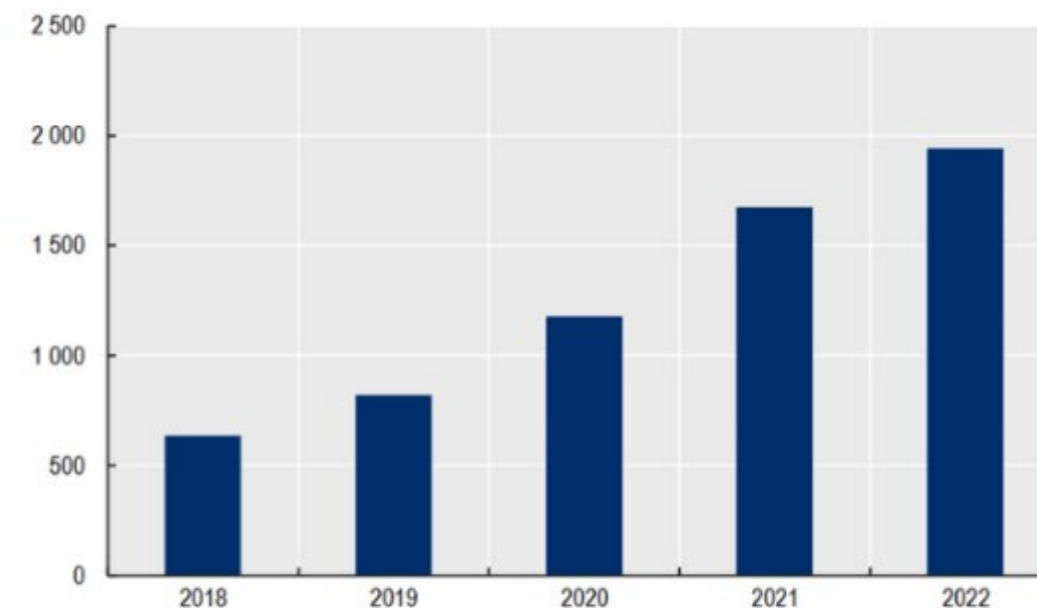
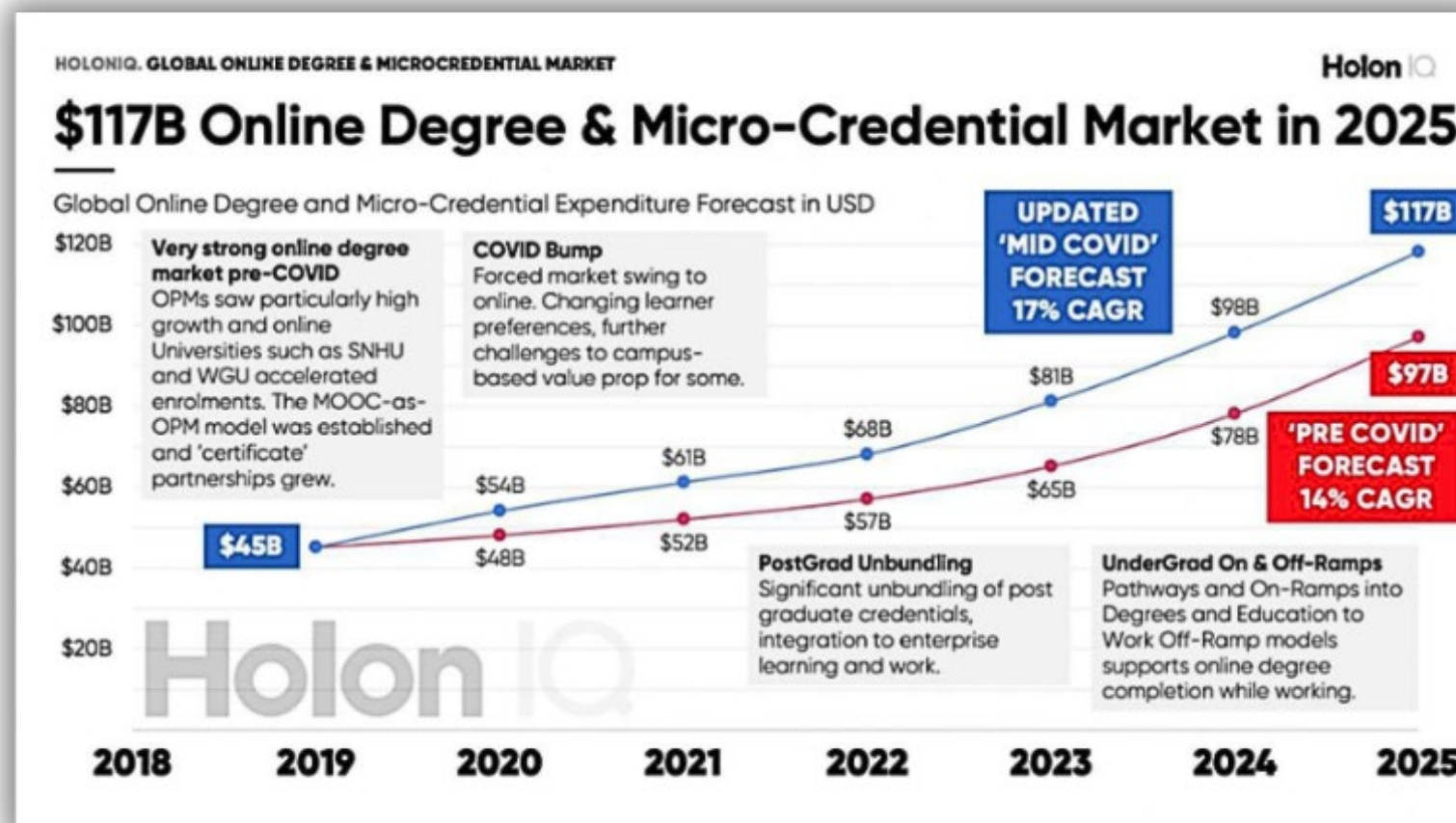


Figure 1. The number of micro-credentials offered on six major learning platforms (2018-2022)



Note: The figure shows the number of micro-credentials offered on Coursera (MasterTracks, Professional Certificates, Specializations and University Certificates), edX (MicroBachelors, MicroMasters, Professional Certificates, Professional Education and XSeries), FutureLearn (Academic Certificates, ExpertTracks, Micro-credentials and Programs), Kadenze (Programs) and Udacity (Nanodegrees).  
Source: (Shah, 2021[4]; Shah, 2022[5])

OECD EDUCATION POLICY PERSPECTIVES © OECD 2023







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I'MINQA



**DEQAR**  
Database of External  
Quality Assurance Results

Co-funded by the  
Erasmus+ Programme  
of the European Union



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# AN INTEGRATED ACCREDITATION TOOL: THE CASE EXAMPLE OF MAB

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INNOVATIVE AREAS ARE  
ALSO INCLUDED, SUCH AS:

DOCTORAL STUDIES,  
SCIENTIFIC ACTIVITY

T&L – BASED ON  
STUDY FIELDS

INTERNAL QUALITY  
ASSURANCE AND  
ENHANCEMENT

QUALITY OF DIGITAL TEACHING  
AND LEARNING

MICRO-CREDENTIALS

ACADEMIC INTEGRITY



- **ESG 1.1 Policy for quality assurance**

How does the institution uphold and ensure **academic integrity** and freedom throughout its quality assurance activities, including in research, education, decision-making, organisational structuring, and administrative processes?

- **Summary table at the end of the document**

- **VIII. Presentation of how documents related to higher education and scientific activities are implemented**

2024 GAIN Collective Statement on Joint Action against **Academic Dishonesty**

- **ESG 1.4 Student admission, progression, recognition and certification**

Does the institution have a developed procedure for validating prior learning outcomes from informal and non-formal education during the admission process or throughout studies? Does the institution have an established procedure for the recognition and validation of partial knowledge programmes and **micro-credentials**?

In the glossary and definition of terms

- **Preamble**

Higher education institutions themselves also become more diverse in their missions, modes of educational provision and cooperation, including growth of internationalisation, **digital** learning and new forms of delivery.

- **ESG 1.2 and 1.9 Design and approval of programmes, and on-going monitoring and periodic review of programmes**

What types of student satisfaction and programme evaluation data are collected regarding the advancement of **digital** infrastructure and the quality of learning innovation? What process does the institution use to examine the development of **digital** infrastructure and the quality of learning innovation?

Please describe what kind of methodological training the institution offers to instructors (including doctoral students who teach) to help them support students in achieving the intended learning outcomes. Please describe the learning support toolkit and methodology used, including foreign language support and the application of technological solutions (**digital** tools, artificial intelligence).



- **ESG 1.3 Student-centred learning, teaching and assessment**

How do **digital** (or artificial intelligence) solutions support learning and assessment processes?

Please describe the professional, institutional, educational, or partnership collaborations with the educational technology sector that support organisational learning in the context of digital teaching and learning?

- **ESG 1.5 Teaching staff**

How does the institution support its teaching staff in maintaining up-to-date technological knowledge and developing **digital** competencies (e.g. the use of artificial intelligence)?

What expert professional support staff and internal service units are available for the planning of various types of study programmes or courses (e.g. short-term, practice-oriented, project-based, using **digital** solutions), and for the development and evaluation of related pedagogical methodologies?

- **ESG 1.6 Learning resources and student support**

Please describe the library services available at all training locations, with reference to the specific characteristics of the study programmes offered. Please describe the availability of compulsory literature in the library (**digital** and paper-based formats, number of copies, borrowing information, etc.). What procedure does the institution use to review the adequacy of library services and the library collection?

Please describe what digital learning support tools and platforms the institution provides to assist students in their learning. How does the institution inform students about these opportunities?

What resources, development, and support services are available to students to help them acquire **digital** skills (such as the ethical use of **digital** tools, data and cybersecurity risks, etc.)?



- **ESG 1.2 and 1.9 Design and approval of programmes, and on-going monitoring and periodic review of programmes**

Please describe what kind of methodological training the institution offers to instructors (including doctoral students who teach) to help them support students in achieving the intended learning outcomes. Please describe the learning support toolkit and methodology used, including foreign language support and the application of technological solutions (digital tools, **artificial intelligence**).

- **ESG 1.3 Student-centred learning, teaching and assessment**

How do digital (or **artificial intelligence**) solutions support learning and assessment processes?

- **ESG 1.5 Teaching staff**

How does the institution support its teaching staff in maintaining up-to-date technological knowledge and developing digital competencies (e.g. the use of **artificial intelligence**)?

How does the institution prepare for the use of **artificial intelligence** by students in the evaluation of theses/dissertations, assignments, individual tasks, and other non-classroom activities?

- **ESG 1.1 Policy for quality assurance**

How does the institution ensure that teaching staff, non-teaching employees, and students are well-prepared and possess up-to-date knowledge, skills, and competencies in the following areas: equal opportunities and inclusion, responsible use of **artificial intelligence**, research ethics (e.g., publication standards, avoiding plagiarism), copyright, intellectual property, and patent-related knowledge?



# FUTURE PERSPECTIVES



- ENQA Workplan + Agenda since 2023 (+ TPG-C)
- The Secretariat is preparing two internal policies on AI for ENQA itself:
  - 1.ENQA Internal Policy on the Use of AI for the Secretariat's work; and
  - 2.ENQA Policy on the Use of AI in Agency Reviews.

These internal policies will complement any external position ENQA may adopt.

## **ENQA workshop on the responsible use of AI (June 2025)**

1. Participants identified both opportunities and risks in AI's role in higher education and quality assurance, emphasising the importance of transparency, ethics, inclusivity, and human oversight. Participants agreed that AI must remain a supportive tool, not a replacement for human judgment.

2. A draft set of ten principles for responsible AI use in external QA was produced. These stress strategic integration, ethical and sustainable use, transparency, data protection, equity, continuous evaluation, human accountability, and cautious innovation.





„administration, organizing data, strategic thinking/brainstorming, social media, pre-screening/pre-review, scrutinizing reports, thematic analysis (?)”

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**„AI must remain a supportive tool, not a replacement for human judgment...  
ethical and sustainable, human accountability, and cautious innovation...”**

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# THANK YOU FOR YOUR KIND ATTENTION!

## FALEMINDERIT!

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