

# The Hague PLA on the European Approach

## Main outcomes & action points

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## Peer Learning Activity - European Approach (Oct 2017)

### Aims

- identify obstacles
- identify good practices
- Formulate concrete action points for implementation EA

### Participants

- ministries of education
- QA organisations
- JP coordinators
- European Commission / EACEA

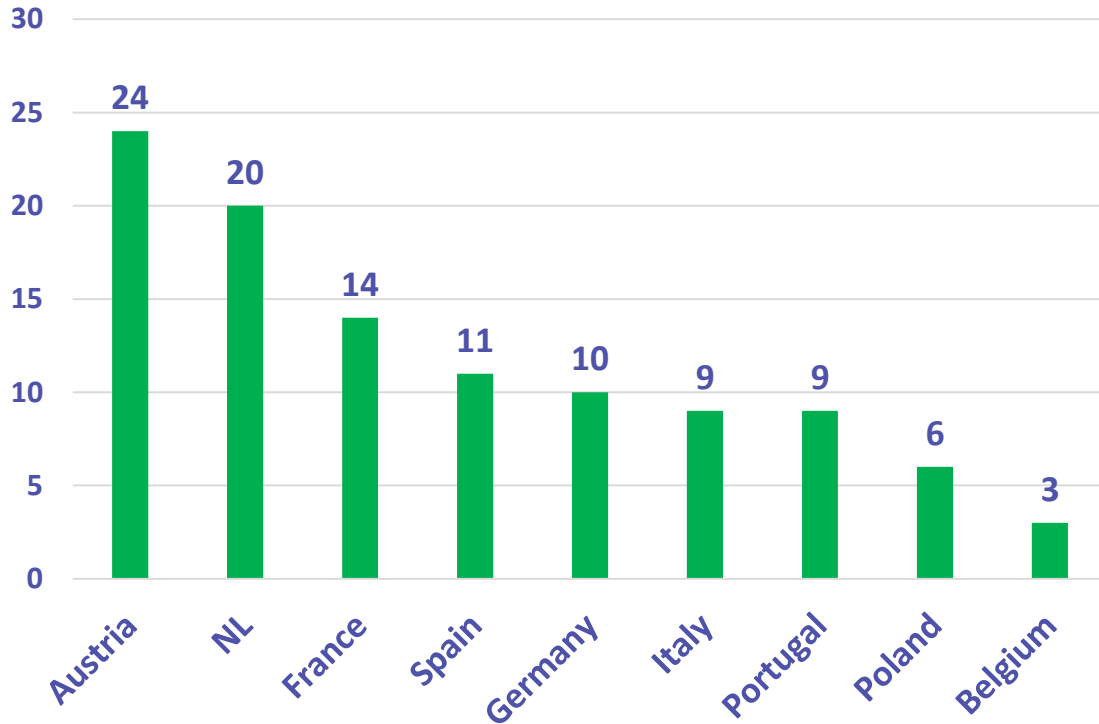
## Main outcomes

1. Low awareness of the EA
2. Only 2 consortia adopted the EA

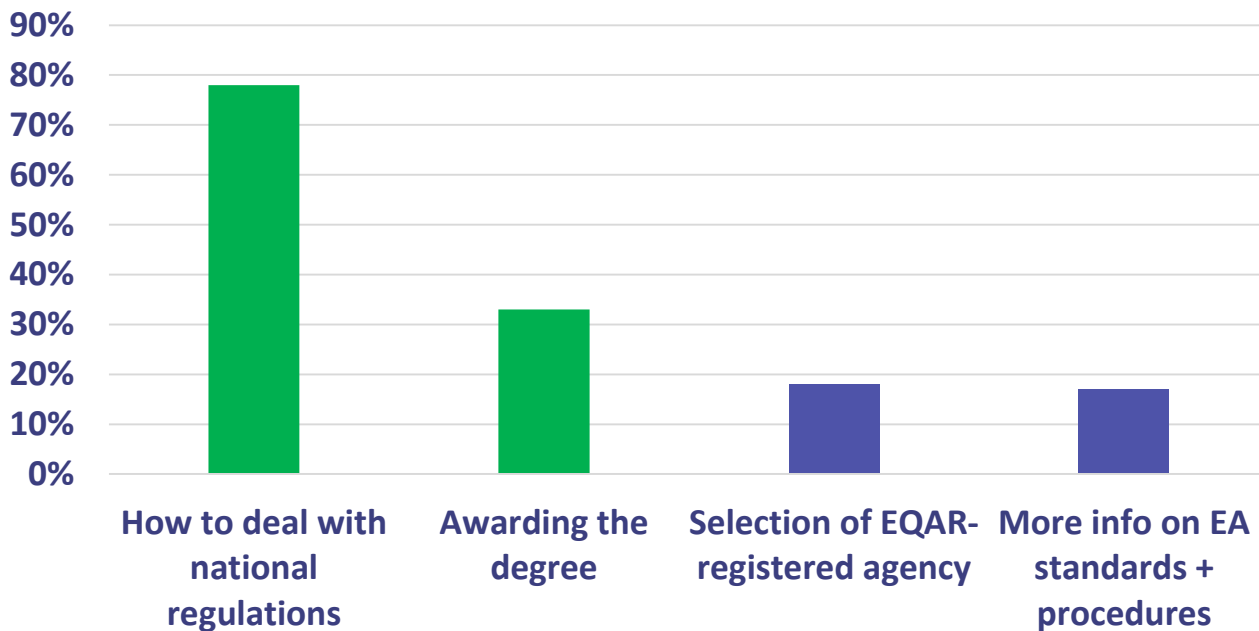
# 129 survey responses

<b>106</b>	<b>Higher education institutions</b>
<b>12</b>	<b>QA organisations</b>
<b>6</b>	<b>National ministries of education</b>
<b>5</b>	<b>Erasmus+ national agencies</b>

## 129 responses from 21 countries, incl:



## Which obstacles do you see in relation to the European Approach?



# Obstacle 1: national legislation

1. Only a few countries have changed their legislation to implement the EA
2. Too many additional national accreditation requirements
3. Lack of support from national authorities

## Obstacle 2: Awarding the degree

1. Awarding JDs take long negotiations
2. Different national rules on degree awarding are difficult to harmonise
3. Some national regulations do not allow awarding a JD



## Obstacle 3: EA standards and procedures

1. Selection of the EQAR-registered agency
2. Some EQAR-registered agencies have no knowledge / procedure / interest in EA
3. Choosing foreign agency means English translations
4. Different evaluation schedules + procedures
5. Unclear: inter-agency cooperation + responsibilities between HEI consortium and national QA agencies

## **Obstacle 3: EA standards and procedures (continued)**

6. How to relate joint QA to individual mechanisms in HEIs
7. EA does not clarify meanings / operationalisation of standards
  - > risk various QA agencies will interpret them differently
8. Inflexible institutional regulations

**“Low awareness of the EA among national authorities,  
national laws not adopted to the EA,  
flexibility to implement EA within existing regulations depends on will of single persons acting for ministries or QA agencies,  
universities do not have the competences and expertise to manage this beyond the regular accreditation business”.**

## Action points - ministries of education

1. Integrate EA in national legislation & ensure EA accepted by QA orgs
2. Raise awareness EA & establish joint promotion centre
3. Include EA in national strategies to internationalise HE
4. Monitor developments

## Action points - QA organisations

1. Accept accreditation decisions EA & facilitate recognition
2. Create internal capacity building EA
3. Coordinate implementation strategies, share good practices, collaboration QA orgs
4. Promote the EA towards ministries and HEIs & create a handbook

## Action points - higher education institutions (1)

### **1. Ensure support from institutional leadership in adopting the EA**

- institutional strategy must indicate institutional profile + how JPs help strengthen this profile

### **2. Offer appropriate incentives to implement the EA**

- ensure a coherent internal approach to QA of JPs
- make JPs + EA part of staff development

## Action points - higher education institutions (2)

### 3. At degree programme level:

- integrate the JP within regional programmes
- involve institutional support
- fully acknowledge competences of partner HEIs

### 4. Organise central support for JPs + the EA:

- provide information on procedures + workflow management
- collect & share experiences, good practice, and possibilities

## Action points - European Commission / EACEA

1. Keep the EA on the policy agenda
2. Raise awareness of the EA & follow up with the consultative members of Bologna (EUA, ESU, ENQA, EURASHE) & EQAR
3. Consider the EA as a possible priority for the Bologna reform implementation projects
4. Suggest a target for Bologna ministers for the minimum nr of JPs using the EA



# Conclusion

