

## BFUG WG ON LEARNING & TEACHING

### DRAFT PROPOSAL TO THE WG ON IMPLEMENTATION

Working document for the BFUG meeting – Strasbourg, 11 April 2022

#### **Working methods of the WWG**

*Our working group on Learning & Teaching worked in the form of 3 thematic sub-groups, each led by a co-chair (Student-centred learning [EURASHE]; Staff development [France]; Innovative learning and teaching [Ireland]). On the basis of the production of each group, a summary was proposed by the co-chairs, and amended by the working group in plenary formation to define macrotopics of indicators grouping together all the themes dealt with by the group. It is these macrotopics and some descriptive lines that we present below.*

#### **Potential Topics from which to formulate indicators**

##### **Topic 1. System-level<sup>1</sup> regulations, including legislation, targeting L&T**

- National (regional) learning and teaching strategy/policy and funded implementation plan developed through consultation with the sector that is regularly reviewed and captures impact.
- Dedicated funding for Learning and Teaching:
  - Is there a dedicated and sustainable funding stream for learning and teaching enhancement aligned to a clear and agreed strategy? How is this implemented? How is the impact of this funding evaluated?
- Strategic commitment to:
  - Learning and Teaching enhancement
  - A shared understanding and commitment to student-centred learning
  - Nationally agreed frameworks supporting capacity building to develop e.g., digital capabilities, open education and assessment literacy in staff and student
  - Provision that enables choice and flexibility to students to choose their own learning pathways and mode of learning and assessment
  - Programmatic approach to assessment
- Policies to support openness in education (QA, OER)
- The existence (or not) of national QA regulations that impact e.g., modes of learning across programmes or the need for staff to have a learning and teaching qualification to teach in HE.

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<sup>1</sup> Please, note that national in some countries and regional in others needs to be captured in the indicator

## **Topic 2. Nationally agreed structures to support learning and teaching enhancement**

- National Agency to support learning and teaching
- Existence or not of processes to ensure inclusive decision making guiding national work, e.g. how institutions govern themselves and evidence of how inclusive that is. Level of autonomy of HEIs to transform their education provision
- Existence and quality of the processes in place for the HE sector and other stakeholders to inform policy at system level and support alignment, including e.g., representative bodies for QA, Institution type, student representation, staff unions etc
- Nationally agreed frameworks e.g., professional development, micro credentials and/or commitment to flexible pathways, recognition of prior learning, student engagement, curriculum development, digital capacity and capability development. Level of guidance, incentives and support provided to ensure frameworks are embedded in a sustainable way.
- An explicit commitment to student centred learning and evidence of student partnership and co-creation in learning and teaching enhancement, including e.g., curriculum design, learning and teaching and assessment approaches.
- Recognition & reward structures that support e.g., staff professional development, leadership development, open educational practices
- National/regional repositories and to what extent they are used
- The extent to which the system is agile, responsive innovative and forward looking.

## **Topic 3. Commitment to developing staff and student capabilities**

- Obligation or regulation for future university teachers to be trained for teaching
- Commitment to develop national leadership in teaching and learning enhancement (e.g. developing programme for supporting leaders)
- Provision for building open capabilities (so that people share but know what they should share, sharing resources that are granular, knowing what resource hubs are best to use to share)
- Commitment to professional development of teachers
- Commitment to enhancement of teaching and learning including programme development and innovation practice
- Commitment to building staff and student digital capabilities to ensure that the potential of technology to support learning and teaching is utilised and fair and valid digital assessment opportunities are provided for students.
- Commitment that assessment in higher education encompasses a wider set of learning outcomes, in addition to disciplinary knowledge, such as inter-disciplinarity and transversal, green and digital skills.

#### **Topic 4. National and International Collaboration and linkages**

- Connection with broader, international context e.g., international Open Education efforts and targets, e.g. EC, UNESCO
- Strength of links with industry including e.g., the opportunities for inter-stakeholder dialogue to develop curricula and to connect work-integrated learning assessment experience, both on and off campus

#### **Topic 5. Scholarship and evidence-based policy making in Learning and Teaching**

- Value put on SoTL .e.g., the recognition of the scholarship of learning and teaching
- The provision of integrated research funding, at national level, to support digital, online and open education
- Provision for data collection and analysis to support evidenced-based decision making.
- The data that is available/collected to guide decision making e.g., on the profile of staff and students across the sector and the extent to which decisions are evidenced based.
- A commitment to monitoring Impact – how do they know if something is working/not working?

#### **Topic 6. Inclusiveness**

- Equity in access to connect to Learning opportunities including national digital infrastructure
- National commitment to embed the principles of Universal Design of Learning (UDL) in Higher Education
- Funding models in place to support all groups within a diverse student body
- Explicit commitment to lifelong learning and availability of flexible pathways and choice of mode of learning for all students
- Level to which HE staff and student profile reflect the diversity of the general population
- Provision and support for recognised marginalised groups of staff and students.

#### **Topic 7. Higher education staff profile and working conditions**

- Profile of staff and the data collected to ensure this is up to date
- Process and requirement for staff to enter HE (including e.g., equal opportunities, essential (or/not) qualification requirement)

- Workload models of staff and types of contracts (temporary, short-term do not have proper access to teaching resources and professional development)
- Recognition and award structures for those who teach
- Recognition and provision for ongoing continuous professional development throughout the career.
- The role of teaching in the academic career progression and advancement