Recommendations for national/governmental support/action for the enhancement of European higher education learning and teaching

BFUG Advisory Group 2 on Learning and Teaching

Version 4.6

Latest alterations: 08/06/2020

1. Preamble

In the 2018 Paris Ministerial Communiqué, Ministers announced to "add cooperation in innovative learning and teaching practices as another hallmark of the EHEA".

To this purpose the present recommendations are proposed to Ministers and national authorities to act upon and to enhance collaboration and partnership within and between the European higher education systems.

To modernize higher education and to prepare students for the future society, it is important to rethink learning and teaching and to put the student at the center of this change as an active participant. In order to support higher education institutions to develop strong and effective **strategies for supporting teaching and learning** in a **digital world** it is essential to foster **collaboration initiatives** and **platforms for exchange** on a **national and European** level. Through bench-learning European higher education institutions can learn how to **support their students** to deal with the **current and future challenges of society and the labour market** in a productive way. This encompasses **student-centred learning**, the development and implementation of mechanisms for **flexible learning pathways** and of **open education strategies** on institutional and national level. In a **reinforced partnership** between **self-responsible learners** in **active physical and digital learning spaces** in which **teaching and research are mutually supporting each other**, **teaching and research are valued in parity.** Teachers are supported through **professional development** and **attractive career pathways,** and innovative ecosystem of learning and teaching can develop.

The recommendations are underpinned by principles that recall the need to consider the different national contexts and diverse institutional teaching practices, which will require different approaches.

The context of the Covid-19 health crisis reinforces the importance of our recommendations on several aspects, in particular those on the need for educational innovation, the development of online and blended education, of open educational resources, as well as on the link between educational research and teaching. This context also highlights the need to train teachers in the development of various educational resources, the use of appropriate digital tools, respect for pedagogical alignment and the development of assessment methods adapted to the context.

In exceptional circumstances such as a health crisis, support for students must be reinforced, both in their learning methods and their choices of academic orientation.

Recommendations and principles also reflect full respect of the fundamental values of the EHEA, latest expressed in the Paris Communiqué of 24-25 May 2018 as follows: "Academic freedom and integrity, institutional autonomy, participation of learners and staff in higher education governance, and public responsibility for and of higher education form the backbone of the EHEA."

Recommendations and principles underline the crucial importance of reinforcing the Bologna tools, ECTS as a an indication for the workload of learning outcomes, and the Bologna key commitments. They are centred around three themes:

- Making student-centred learning a reality
- Fostering future teaching
- Strengthening higher education institutional and systems' capacity to support learning and teaching

2. Recommendations for learning and teaching

Theme 1: Make Student-centred Learning a Reality

Governments should support higher education institutions in their efforts to reinforce the quality of learning and teaching and their approaches to student-centred learning, among others through an enabling regulatory framework and funding support.

Governments should focus policy development in the following areas:

Support student-centred learning: Support higher education institutions in starting or maintaining a structured dialogue on learning and teaching, with a focus on student centered learning. This can be done by creating regulatory frameworks that strengthen the involvement of both learners and teachers in the development of curricula and learning outcomes and assessment.

Future skills: Stimulate higher education institutions in starting or maintaining a structured discussion, involving all stakeholders including students, on the future skills that students need to face challenges of society and the labour market.

Inclusion, diversity and lifelong learning: Create a supportive environment for higher education institutions to enable them to offer education provision to different types of learners (lifelong learners, part-time learners, learners from underrepresented and disadvantaged groups), and build a culture for equity and inclusion.

Open Education, Open Science and Open Educational Resources: Encourage the development and implementation of strategies for Open Education and the use of Open Educational Resources at national and institutional levels, in order to enhance learners' use of learning spaces and open materials.

Underlying these recommendations are the following principles:

P 1.1: Learners are at the centre of education. They are an integral part of learning communities and they should be actively involved in all aspects of the learning experience.

- Higher education nurtures a culture and an environment in which learning in partnership between learners and teachers can take place, with meaningful feedback, including the use of learning analytics, and feedback from graduates and employers.

- Learners have to play a proactive role, and have responsibilities.They should be empowered to plan and control their own learning, and to become autonomous and self-directed.

- Learners are involved in the conception of learning outcomes and assessment and contribute to the development of learning environments that are open, digital and innovative.

-

P 1.2: Learning opportunities are flexible and tailored to the needs and capabilities of diverse learners, with the help of digitalization.

- Higher education actively explores and cherishes a variety of approaches to learning and teaching that respect a diversity of learners, stakeholders and disciplines. This means among others individualised curricula, with choice of electives, flexible pathways (including microcredentials), regarding transition between study programmes, time, place and mode of learning (such as distance and open education), and recognition of prior learning.

- Student grants and loans reflect in their eligibility rules the needs of diverse learners.

- Learners are offered support and assistance, in order to ensure their success, and generally build a culture of student-centred learning based on collegiality and peer-to-peer learning.

- Higher education establishments promote student mobility, through agreements between higher education institutions and beyond, and recognize the learning results thus obtained in compliance with the rules of the European higher education area.

P 1.3: Concepts of open education[1] and open science are included into higher education policy making and culture by default.
• Learning materials, courses and programmes, are made available to learners as much as possible as open educational resources and open data.
• Policies and/or regulatory frameworks are put in place that encourage to develop publicly funded educational resources to be openly licensed or dedicated to the public domain as appropriate.
• Open Science principles are integrated into student centred teaching and learning notably by stimulating the opening of students' access to publications and research data.

Theme 2: Foster Future Teaching

Learning and teaching should proactively respond to future skill needs, take advantage of opportunities that digitalisation offers, and be able to relay on an enabling environment. Governments should support higher education institutions in enhancing teaching through regulatory frameworks and funding support.

Governments are recommended to enhance policy development in the following areas:

Recognise teaching properly: Develop structural measures to assure the parity of esteem for teaching and research. Governments in collaboration with the higher education institutions explore how to support the revision of academic career schemes to include teaching and other important areas of staff activity, in addition to research.

Inter-institutional staff development: Support and foster approaches for inter-institutional staff development and exchange of good practices.

National support systems: Explore the possibility of creating cooperative national structures, in which institutions and all stakeholders in the learning & teaching community are involved, to work jointly on the innovation of the teaching. Explore ways in which cross-border exchange of good practices can be strengthened.

Underlying these recommendations are the following principles (P):

---

[1] Open education is understood as the use of open educational resources in order to provide better quality and more flexibility in higher education.

P 2.1: Teaching as a core function in higher education is recognised and respected scholarly and professionally, including in academic career paths.

- Career paths for teachers should be transparent and sustainable, and ensure the recognition of teaching as a professional activity, considered and actively promoted within recruitment schemes, promotion schemes and career paths models.

- Frameworks guarantee recognition of career schemes across higher education institutions and higher education systems of all countries fully recognize and appreciate periods spent abroad.

P 2.2: Quality teaching needs a sustainable and supportive environment at institutional and national levels, rooted in values and open to change and innovation.

- Teachers and other staff contributing to learning and teaching should be offered opportunities for continued professional development, so that they can continue to fulfil their role in a changing environment, with new and evolving tasks.

- Quality teaching requires decent working conditions and an adequate teaching workload as well as attractive tenure opportunities.

- Additional efforts have to be made to enable the exchange of good practices and collaboration on professionalisation of teaching, and teaching staff enhancement across higher education institutions and systems, and to promote international teaching mobility.

P 2.3: Teaching practices should reflect the diversity of methods and concepts, making best use of pedagogies, didactics, and digital technology, with the aim to continuously strive for innovation and quality improvement.

- Higher education institutions cherish an open culture of experimentation in order to develop and enhance innovative pedagogical approaches, also in view of the opportunities that digitalisation holds.

- development and enhancement of learning and teaching requires evidence: Institutions should develop and use research on their own learning and teaching. Teachers are actively supported to engage with scholarship of learning and teaching to inform their own practice.

> - Continued pedagogical staff development should make best use of open educational materials (OER), to build and underpin communities of practice and professional networks. OER creation has to be recognised as a professional achievement and academic merit.

Theme 3: Strengthen Higher Education Institutional and Systems' Capacity to enhance Learning and Teaching

Governments should support the strategic development and innovation capacity of learning and teaching, including its transformation in a digital age. This is mainly done through support to institutional developments, but also underpinned by national level initiatives and processes.

In particular, governments should focus policy development in the following areas:

Digital transformation: Promoting and supporting digital transformation and open education should form an integral part of national higher education strategies, rooted in dialogue and collaboration with all stakeholders (higher education institutions, students, teachers and other staff, external stakeholders).

National strategic approach: Include learning and teaching into national strategies on higher education, as a basis for a structured dialogue with higher education institutions ,and all stakeholders in the learning and teaching community, and a departure point for concerted action. It should encourage and support the interinstitutional, and international exchanges.

Funding for learning and teaching development: Allocate stable and adequate resources and adopt fit for purpose regulatory frameworks in order to enable higher education institutions to develop innovative and high-quality teaching and learning environments.

Data usage: Governments and higher education institutions alike should be stimulated to use empirical education research on effective learning and teaching. Support the collection and use of data about education, while respecting data privacy, both at national and institutional levels.

Underlying these recommendations are the following principles (P):

> **P 3.1: Comprehensive strategies on learning and teaching are needed in order to foster the necessary transformation of learning and teaching to meet future societal challenges. This includes but is not limited to optimizing the use of new, digital possibilities.**
>
> - Higher education institutions develop and enhance comprehensive institutional strategies, which also consider the opportunities of digitalization,

structures and capacities for learning and teaching organisation and services, and research and data collection.

● innovative possibilities offered by digital technology, including the promotion of flexible learning paths for lifelong learners.

P 3.2: Measures to build a supportive environment for innovation in teaching and learning are established or further developed in order to contribute to a culture of innovation for quality learning and teaching.
● Governments provide the appropriate and sustainable funding that higher education institutions need to develop and carry out a long-term strategy for innovation in learning and teaching.
● Innovative learning and teaching concepts and practices are developed and shared in a collaborative and collegial stakeholder community.
● Higher education institutions have the capacity to equip themselves with innovative and modular learning centers and teaching spaces (both physical and digital), allowing high quality and innovative teaching and learning

P 3.3: Educational research and evaluation of learning and teaching practices informs strategy development and strengthens institutional capacity at all levels.
● Educational research is embedded into learning and teaching practices and best practices are shared within and between institutions.
● Learners and teachers are included in a structured dialogue about pedagogical methods and new developments in educational research.

Inspiring examples

Underlying the recommendations and principles in this document, are many inspiring examples of how governments can support higher education institutions to develop, enhance and implement strategies for teaching and learning within higher education institutions while respecting academic freedom and institutional autonomy. Below is a selection of such examples. It came together after consulting all BFUG members and asking them to submit their inspiring practices. It is important to note that this list is by no means all-inclusive.

AG2 suggests to BFUG to include the collection and sharing of inspiring examples from across EHEA in the terms of reference for the advisory group that continues the work on learning and teaching in the next working period. More work needs to be done collecting examples and using them as sources of inspiration, for instance in peer learning activities.

Title	Teaching Delegation of the Swiss Rectors' Conference (swissuniversities)
Sub-title (optional)	
Country concerned	Switzerland
Theme(s) (optional)	Choose any and all that apply: ● Student-Centred Learning ● Stakeholders' engagement ● Future skills & competences ● Inclusiveness ● Capacity building & academic career ● Learning & teaching methods ● Digital transformation ● Open resources ● National promotion & recognition ● Institutional strategies & policies, funding & resources ● Educational research
Keywords (optional)	● (Future of) lifelong learning ● Curricula reform
Summary	The Teaching Delegation is a body of the Swiss Rectors' Conference and is composed of representatives – namely Rectors or Vicerectors of teaching - of the universities, the universities of applied sciences, the universities for teaching education, the teachers association, the nonprofessorial teaching staff & the students associations. The Delegation meets four times a year and exchange mainly on the topics listed above and the possible future developments of the learning & teaching. The Delegation is given a mandate by the Board of the Rectors' Conference and its purpose is to coordinate across different types of institutions of higher education, to develop strategic positions and to plan corresponding measures for specific issues related to the teaching.
Lessons learnt (optional)	The challenges are often different from one type of universities to another, but the exchange of equals most often allows common points to emerge and common solutions to be found that benefit the entire system.
Additional information (optional)	All information available at this address: https://www.swissuniversities.ch/en/organisation/bodies/delegations
Contact details	Claudia Därendinger, Division Teaching & Studying of the Swiss Rectors' Conference (claudia.daerendinger@swissuniversities.ch)

Title	Federal project contributions: Development of subject-specific didactics (federal programme 9)

Sub-title (optional)	
Country concerned	Switzerland
Theme(s) (optional)	Choose any and all that apply: ● Future skills & competences ● Capacity building & academic career ● Learning & teaching methods ● Institutional strategies & policies, funding & resources ● Educational research
Keywords (optional)	● Subject-specific didactics ● Promoting young talent ● Master's degrees
Summary	The "Development of academic skills in subject-specific didactics" project aims to ensure that Swiss universities of teacher education (UTEs) continue to have highly qualified specialists in subject-specific teaching methodology as lecturers and are able to offer education to their trainee teachers based on a strong scientific foundation. UTEs have submitted individual projects in close cooperation with the Swiss universities and universities of applied sciences and arts (UASAs). These projects aim to support the creation of networks and an effective structure, e.g. new Mater's degrees, for subject-specific didactics as an academic discipline, as well as the promotion of young talent.
Lessons learnt (optional)	
Additional information (optional)	All information available at this address: https://www.swissuniversities.ch/en/topics/subject-specific-didactics/p-9-development-of-the-subject-specific-didactics
Contact details	Patricia Schmidiger, Division Research & Development of the Swiss Rectors' Conference (patricia.schmidiger@swissuniversities.ch)

Title	Federal project contributions: strengthening digital skills in teaching (federal program 8)
Sub-title (optional)	
Country concerned	Switzerland
Theme(s) (optional)	Choose any and all that apply: ● Student-Centred Learning ● Future skills & competences ● Learning & teaching methods ● Digital transformation ● Open resources ● Institutional strategies & policies, funding & resources
Keywords (optional)	● Digital skills ● Teachers requalification
Summary	The strengthening of the digital skills of the academic publics is a challenge for all universities. Within the framework of the Swiss federal program 8, all the universities should be given the opportunity to initiate projects according to their needs. Federal government provides half of the funding for these projects and encourages institutions to collaborate. 1. **Three target groups**: • Students • Faculty • Institutions (institutional, strategic, didactic, etc. framework conditions)

	2. The projects submitted by the universities must promote **digital skills** among these three target groups. → The digitalization of teaching is not the main objective. 3. The projects must be related to **teaching**. → No research projects, no pure administrative projects, etc
Lessons learnt (optional)	
Additional information (optional)	All information available at this address: https://www.swissuniversities.ch/en/themen/digitalisierung/digital-skills
Contact details	Antoine Maret, Division Teaching & Studying of the Swiss Rectors' Conference (antoine.maret@swissuniversities.ch)

Title	*Teaching Award in Higher Education*
Sub-title (optional)	*Award of the Minister of Education, Youth and Sports for Outstanding Teaching in Higher Education*
Country concerned	*Czech Republic*
Theme(s) (optional)	*Choose any and all that apply:* ● *Student-Centred Learning* ● *Stakeholders' engagement* ● *Future skills & competences* ● *Inclusiveness* ● *Capacity building & academic career* ● *Learning & teaching methods* ● *Digital transformation* ● *Open resources* ● *National promotion & recognition* ● *Institutional strategies & policies, funding & resources* ● *Educational research*
Keywords (optional)	*teaching, award, teachers, motivation, promotion, excellency*
Summary	*The teaching award was introduced in 2019 in order to acknowledge good quality teaching in higher education. The award was created with an objective to stress the importance of good quality teaching in higher education, spread examples of good practice, promote innovations in teaching, provide inspiration and start a national discussion on the role of teaching and its quality. To balance inclusiveness and good quality of nominations, it was decided that teachers can be nominated for the award by rectors, deans and students who can do so through their student representatives in academic senates. There are up to five awardees each year and the award is not divided to any categories. The award is not given as an appreciation of life-long teaching but for concrete actions in teaching and innovating teaching in the last three years. Awardees become involved in different activities related to teaching organized by the ministry.*
Lessons learnt (optional)	*From the beginning, the idea of a teaching award was widely discussed with the higher education community and this approach proved to be very effective. One year before launching the award, the ministry organized conference Towards Better University Teaching where the plan to launch an award was introduced and discussed. At the same time, an analysis was prepared that compared approaches to teaching awards in different countries and proposed the Czech award. During following months, this proposal was discussed with higher education community on multiple occasions in a semi-formal way. As a result of this process, a community of people with strong interest in teaching has gradually evolved, including practitioners, managers and policy makers. Thanks to that, the award is by many not perceived as a ministry's top-down action but rather as a common project to improve higher education teaching*

Additional information (optional)	*In the Czech Republic, and probable not only there, teaching sometimes does not get the same attention as research does. One aspect of it was the situation that while many awards for excellence in research has been in place for a long time, the teaching one was missing in the Czech republic. The award is thus just the first step to systematically promote the importance of good quality teaching.*
Contact details	*Tereza Neumann Kotaskova, Department of Higher Education, Ministry of Education, Youth and Sports, tereza.kotaskova@msmt.cz* *http://www.msmt.cz/vzdelavani/vysoke-skolstvi/cena-ministra-skolstvi-mladeze-a-telovychovy-za-vynikajici (only in Czech)*

Title	*Handbook: Using Learning Outcomes at Higher Education Institutions*
Sub-title (optional)	*Handbook for higher education teachers and managements, 2016*
Country concerned	*Czech Republic*
Theme(s) (optional)	*Choose any and all that apply:* ● *Student-Centred Learning* ● *Stakeholders' engagement* ● *Future skills & competences* ● *Inclusiveness* ● *Capacity building & academic career* ● *Learning & teaching methods* ● *Digital transformation* ● *Open resources* ● *National promotion & recognition* ● *Institutional strategies & policies, funding & resources* ● *Educational research*
Keywords (optional)	*learning outcomes, teaching, handbook, quality, knowledge, skills, competences, qualifications framework, students*
Summary	*The handbook was created as a part of an Erasmus+ project on implementing national Bologna reforms (project name: "Learning Outcomes: Implementation of Qualifications Framework"). The goal of the project was to improve the quality of higher education in the Czech Republic based on good practice from abroad and from some domestic institution. The objective of the handbook was to promote the concept of learning outcomes as an approach that increases the quality of teaching by making it more transparent both for teachers and students. The objective was to explain that learning outcomes should not be understood and approached merely as a new obligation that needs to be formally fulfilled, but rather as a tool and opportunity to improve teaching and provide better learning experience to students. The main target groups of the handbook are higher education teachers and managers. The handbook is available on the website of the Ministry of Education, Youth and Sports of the Czech republic (http://www.msmt.cz/uploads/odbor_30/Jakub/Prirucka_Vyuziti_vysledku_uceni_na_vysokych_skolach.pdf) and its printed version was also distributed among HEIs and their staff. The handbook stays relevant and is being regularly promoted by the ministry. The handbook is only available in Czech.*
Lessons learnt (optional)	*The handbook represents a very valuable source of information and inspiration providing very concrete examples of good practice at different institutions and practical guidelines. However, it remains challenging to reach the target groups in a way that HEIs would understand the whole concept of learning outcomes and started actively using it and working with it.*

Additional information (optional)	*The handbook was created at the time when the qualifications framework for higher education was being prepared. This year (2020), the qualifications framework is finally going to become a part of the law on higher education and that shall give a new impetus to improve the work with learning outcomes. Most HEIs are formally defining learning outcomes for their study programmes (less often for their courses) but the way they write their learning outcomes is often formalistic and not fulfilling its purpose. The handbook is thus going to gain on relevance in the upcoming years and the ministry has already planned some events for raising awareness and sharing good practice when it comes to learning outcomes to start active communication on this topic with HEIs.*
Contact details	*Tomáš Fliegl, Head of the Strategy Unit, Department of Higher Education, Ministry of Education, Youth and Sports, tomas.fliegl@msmt.cz* http://www.msmt.cz/vzdelavani/vysoke-skolstvi/impuls-vysledky-uceni (only in Czech)

Title	Implementation of a global policy for promoting teaching activity in the same way as research activity
Sub-title (optional)	- Definition of a competence framework for higher education teachers - Mandatory training in teaching for new teachers - Sabbatical for pedagogical projets - National awards for recognizing innovative education
Country concerned	FRANCE
Theme(s) (optional)	● *Capacity building & academic career* ● *National promotion & recognition* ● *Learning & teaching methods* ● *Digital transformation* ● *Institutional strategies & policies, funding & resources*
Keywords (optional)	
Summary	The French Ministry of Higher education, Research and Innovation wishes to establish a parity of esteem in all the activities of the teachers. Several coordinated actions contribute to this objective: - An essential step was the drafting of a document detailing the usual activities of teachers, and explaining the competences developed in these activities, whether it be research, teaching, or other activities, in respect of the academic independence and academic freedom. This document, published in June 2019, is the result of a cooperative effort between, among others, the services of the Ministry, the Rector's Conference, the Conference of Directors of French Engineering Schools, the association of vice-rectors of higher education institutions in charge of human resources, the network of vice-rectors in charge of L&T, as well as numerous professional networks dedicated mainly to pedagogy; - Since September 2018, all new assistant professors must receive training in pedagogy. This training is freely organized by higher education institutions, but the ministry has created a MOOC that establishments can use: this MOOC is carried out in collaboration with several HEIs, and run by teachers and pedagogical advisers; - A new possibility was implemented since the fall of 2019: it allows teachers to benefit from a sabbatical period of 1 or 2 semesters to carry out a large-scale pedagogical project, in the same way as for a

	long time it is possible to benefit from such a sabbatical for a research project;

	- PEPS awards (Passion Teaching Pedagogy in Higher education). Launched in December 2015 by the Ministry, the PEPS prize aims to:
	
	    - recognize, support and promote the initiatives of institutions in the field of educational transformation,
	    - promote the commitment of teachers, researchers, teaching teams, support teams and learners in this dynamic within higher education institutions.

Lessons learnt (optional)	
Additional information (optional)	The competence framewoork is available online: https://www.enseignementsup-recherche.gouv.fr/cid143194/www.enseignementsup-recherche.gouv.fr/cid143194/www.enseignementsup-recherche.gouv.fr/cid143194/reperes-pour-l-exercice-du-metier-d-enseignant-chercheur.html PEPS Awards: https://www.enseignementsup-recherche.gouv.fr/cid138573/prix-peps-passion-enseignement-et-pedagogie-dans-le-superieur-2019.html
Contact details	Philippe LALLE, Strategic adviser for pedagogical questions, French ministry of Higher education, Research and Innovation *Philippe.Lalle@enseignementsup.gouv.fr*

Title	Innovation in Higher Education Teaching
Sub-title (optional)	Agreement between the German Federal Government and the Länder (Federal States) to ensure state-of-the-art higher education teaching in the long term.
Country concerned	Germany
Theme(s) (optional)	Choose any and all that apply: ● Student-Centred Learning ● Stakeholders' engagement ● Future skills & competences ● Capacity building & academic career ● Learning & teaching methods ● Digital transformation ● National promotion & recognition ● Institutional strategies & policies, funding & resources
Keywords (optional)	New research insights, new technological possibilities for imparting knowledge, new challenges, adaptation of teaching formats and teaching strategies, support of the higher education institutions, comprehensively improving the quality of studying and teaching.
Summary	For the purposes of implementing the agreement between the Federal Government and the Länder, we selected the "Toepfer Stiftung gGmbH" as a suitable host organization for the new organizational entity. The latter is planned to be established as a trust foundation ("Treuhandstiftung").

	In order to realize the aims, the Federal Government and the Länder will jointly finance the trust foundation (organizational entity): It will act on the basis of a total budget of € 150 m per year.
	The following bodies will be established for the trust foundation: head of the trust foundation, joint Federal and Länder body, external academic advisory board, committees for the selection of projects. The trust foundation will be supported by its own central office.
	The trust foundation will have three central tasks:
	Firstly:
	It will strengthen the exchange of (views and experience on) subject-related and cross-cutting issues as well as the networking of actors on a lasting basis.
	Secondly:
	It will support the transfer of knowledge by processing and making available relevant findings, results and experience from a structured process of dialogue to a wide audience in an appropriate manner.
	Thirdly:
	It will fund projects that point the way ahead. This funding will take up most of the budget of 150 million euros per year. We have agreed that the funding of these projects will be carried out within dedicated funding lines,
	in particular for the strategic and structural strengthening of higher education institutions in the area of studying and teaching; this includes the improvement of study conditions and conceptual and structural innovations in studying and teaching;
	(in another funding line) on relevant current challenges in studying and teaching;
	(and in a further funding line) for the testing of new ideas on any topic or the transfer of tried and tested approaches to other subjects and universities.
Lessons learnt (optional)	The trust foundation is currently being established, thus there are no "lessons learned" as yet.
Additional information (optional)	(Unfortunately the relevant web-sites are only available in German thus far): https://www.bmbf.de/de/innovation-in-der-hochschullehre-9166.html https://www.gwk-bonn.de/fileadmin/Redaktion/Dokumente/Papers/Verwaltungsvereinbarung-Innovation_in_der_Hochschullehre.pdf https://bevor-es-losgeht.de/
Contact details	Bundesministerium für Bildung und Forschung (Federal Ministry of Education and Research) Kapelle-Ufer 1 D-11055 Berlin Germany desk officer in charge: Dr. Volker Wiesenthal volker.wiesenthal@bmbf.bund.de +49 30-1857 5204

1

Title	Open Access decree of the Wallonia-Brussels Federation (2018)
Sub-title (optional)	
Country concerned	Belgium, Wallonia-Brussels Federation
Theme(s) (optional)	● *Student-Centred Learning* ● *Capacity building & academic career* ● *Digital transformation*

	● *Open resources*
Keywords (optional)	*Open Science* *Open Education*
Summary	In the **Wallonia-Brussels Federation**, a decree from May 2018 mandates that all publicly funded publications of researchers and academics are deposited on institutional or disciplinary Open Access archives, and made publicly and freely available after a maximum embargo of 6 months (STEM) or 12 months (SSH). Although only scientific articles must be deposited, empirical evidence shows that researcher and academics deposit and make accessible a much broader diversity of research outputs through the Open Access archives of their university, including courses and pedagogical material. Some of these "non-article" resources are among the most downloaded items in the repositories.
Lessons learnt (optional)	Open Access institutional repositories allow the deposit of a diversity of research outputs beyond the scientific articles. As such they play an important role to link Open Science and Open Education, providing scientific and pedagogical resources both for teachers and learners.
Additional information (optional)	*You can provide any supplementary information that can help in fully understanding the action, e.g. link to full description/material of the case, information on the national system-context, legislation etc.*
Contact details	*The text of the decree (in French): https://www.etaamb.be/fr/decret-du-03-mai-2018_n2018031080.html* *POC : Marc Vanholsbeeck, Director of Scientific Research, Ministry of Wallonia-Brussels Federation. Marc.Vanholsbeeck@cfwb.be*

Title	**ANS**
Sub-title (optional)	ANS; *national student registry*
Country concerned	Italy
Theme(s) (optional)	● *Inclusiveness* ● *Learning & teaching methods* ● *Digital transformation* ● *National promotion & recognition* ● *Institutional strategies & policies, funding & resources*
Keywords (optional)	Student registry – Strategic indicators
Summary	**ANS**. The Italian "Anagrafe Nazionale Studenti" (ANS; *national student registry*) is a ministerial-owned detailed central registry of **all** Italian university students' track of records, monthly fed by each university. Established in 2004, the registry became of critical importance from 2016 onwards, when the ministry and the quality assurance agency ANVUR began to calculate and publish many quantitative strategic indicators for the yearly monitoring of student careers, both at the degree programme level and at the university level. Furthermore, from 2018, each university has direct access to ANS data through an ANVUR-managed interactive dashboard. The availability and timely updating of more than 1,5 million student careers enables all Italian universities to devise evidence-based strategic plans for learning & teaching initiatives, and the ministry to launch and monitor experimental national plans for the development of tertiary education.
Lessons learnt (optional)	
Additional information (optional)	
Contact details	*Vincenzo Zara (Italian delegate in the BFUG)* *vincenzo.zara@unisalento.it*

Title	PLS/POT
Sub-title (optional)	PLS; *scientific degrees plan* - POT; *orienting and tutoring plan*
Country concerned	Italy
Theme(s) (optional)	*Inclusiveness* *Digital transformation* *Open resources* *Institutional strategies & policies, funding & resources*
Keywords (optional)	STEM degrees
Summary	**PLS/POT**. The Italian "Piano Lauree Scientifiche" (PLS; *scientific degrees plan*) was established by the Ministry in 2004 to support STEM degrees in nine thematic areas. It funds consortium of public universities for longitudinal actions aimed at strengthening the scientific orientation of Italian students, starting from secondary schools (EQF5) up to master's degrees of science (EQF7) and employment. In sixteen years of activity it accomplished significant results in increasing enrollments to STEM degrees, decreasing drop rates, decreasing the gender gap between male and female students in scientific careers, and increasing interuniversity strategic cooperation and integration. Given the accomplishments of the PLS, in 2018 the Ministry launched a similar "Piano di Orientamento e Tutorato" (POT; *orienting and tutoring plan*) focused on non-STEM degrees. In 2019, POT projects have contributed in creating university strategic networks in the academic domains of architecture, engineering, humanities, law and economics, among others, fostering actions for orientation and tutoring, most notably as far as the interface between secondary school, university and placement is concerned.
Lessons learnt (optional)	
Additional information (optional)	
Contact details	*Vincenzo Zara (Italian delegate in the BFUG)* *vincenzo.zara@unisalento.it*

Title	*Almalaurea*
Sub-title (optional)	*Profile* and *Employment status* of the graduates
Country concerned	Italy
Theme(s) (optional)	*Student-Centred Learning* *Stakeholders' engagement* *Future skills & competences* *Learning & teaching methods* *Institutional strategies & policies, funding & resources*
Keywords (optional)	*Graduates' Profile - Graduates' Employment Status*
Summary	**Almalaurea** is an interuniversity Consortium between 75 Universities members, representing about 90% of Italian graduates. It surveys the *Profile* and the *Employment status* of the graduates annually after 1, 3 and 5 years, returning to the Universities, to the Ministry of University and Research (MUR) and to the National Agency of Evaluation of the University System (ANVUR) data and results to improve the decision processes and the planning of the student training, orientation and services activities. In particular, the *Graduates' Profile* survey concerns about 300,000 graduates who concluded their studies every year. The *Graduates' Employment*

	Status is the result of the monitoring of graduates' access to the labour market within the 5 years after graduation: this is an important tool for evaluating the effectiveness of the academic system and for assessing the attitude of the labour market towards graduates. The 21st Survey on Graduates' Employment Status (2019) has involved overall more than 630,000 graduates.
Lessons learnt (optional)	
Additional information (optional)	(https://www.almalaurea.it/en/info/chisiamo)
Contact details	*Vincenzo Zara (Italian delegate in the BFUG)* *vincenzo.zara@unisalento.it*

Title	*« Masters of didactics »*
Sub-title (optional)	
Country concerned	*Poland*
Theme(s) (optional)	
Keywords (optional)	***Excellence, Apprenticeship, Entrepreneurship, Performance-based Agreement, Regional Development, Professional Qualifications, Social Competences***
Summary	The aim of the programme is the development of the tutoring method at Polish universities in cooperation with the best foreign universities from the Top 100 of the Shanghai Ranking. Partner universities will develop an effective programme of training/study visits for tutors (employees of Polish universities) on the basis of their own good practices, organise and conduct training/study visits and create tutoring models for Polish universities in cooperation with Polish experts. 1000 Polish academic teachers will take part in training/study visits, 35 Polish universities will implement new tutoring solutions in cooperation with the best foreign universities, 850 Polish academic teachers will take part in the testing of the developed tutoring model, models and recommendations for the use of the tutoring method will be developed. Partner universities have been invited to prepare an offer - a cost estimate. Letters of intent and partnership agreements have been signed between the universities and the Ministry of Science and Higher Education. All eligible expenses of the partner universities will be reimbursed from the project funds. Research will be conducted with students who will have participated in the test phase of the programme and with academic staff conducting classes in the form of tutoring. The results will be analysed by experts preparing a preliminary model of tutor training and tutoring in Poland. Final versions of the tutor training model and tutoring will be developed and included in an expert report. During the project implementation, the project will be monitored in terms of quality and implementation of project outputs. Evaluation will be carried out with the participation of foreign and Polish universities.
Lessons learnt (optional)	
Additional information (optional)	

Contact details	*Lidia Matuszak, lidia.matuszak@mnisw.gov.pl, https://www.gov.pl/web/nauka/informacje-o-programie-mistrzowie-dydaktyki.*

Title	***Didactic Initiative of Excellence***
Sub-title (optional)	
Country concerned	*Poland*
Theme(s) (optional)	*Choose any and all that apply:* ● ***Student-Centred Learning*** ● ***Stakeholders' engagement*** ● ***Future skills & competences*** ● ***Inclusiveness*** ● ***Capacity building & academic career*** ● ***Learning & teaching methods*** ● ***Digital transformation*** ● ***National promotion & recognition*** ● ***Institutional strategies & policies, funding & resources***
Keywords (optional)	***Excellence, Apprenticeship, Entrepreneurship, Performance-based Agreement, Regional Development, Professional Qualifications, Social Competences***
Summary	Law on Higher Education and Science of 20th July 2018 introduced "**Didactic Initiative of Excellence",** aimed at improving the quality of practical training at public vocational higher institution. Vocational institutions (max. 15 per year) that achieve the best results of tracking graduates' labor market outcomes, especially in terms of relative indicators covering the situation in the labor market at the graduate's place of residence and having the best results in the quality assurance assessment, receive a financial bonus, the amount of which is specified in the Minister's annual communication. The Minister concludes an agreement with the university selected as part of the undertaking, on the basis of which he transfers financial resources. They constitute an increase in the subsidy granted by the Ministry of Science and Higher Education. In 2019 and 2020 15 public vocational higher institutions received support in the amount of PLN 1 million each. The financial resources can be spent on activities strengthening the practice-oriented profile of studies, such as - usage of modern technologies in the teaching process, hiring specialist from business sector, apprenticeship programmes at companies, development of practical and transversals kills of students and staff including entrepreneurial, digital competences, mobility projects.
Lessons learnt (optional)	Vocational HEIs supported within the ministerial initiative have strengthen their capacity in innovative teaching and learning. Activities undertaken by institutions involve i.e. modernisation of educational process in cooperation with employers, usage of modern equipment, tools and teaching and learning methods (problem based, project based learning, study visits), development of competences corresponding the needs of innovative economy, such as creativity, entrepreneurship, problem solving, team work.

	In 2019 expenses on teaching staff development and hiring industry representatives constituted of 19 % of the budget.
Additional information (optional)	The ministerial initiative is part of a comprehensive reform of higher education system. The Law on Higher Education and Science entered into force on 1st October 2018. In principle, it aims at improving the quality of education and its responsiveness to socio-economic needs. The initiative supports legislative measures introduced in order to strengthen the quality of practice-oriented profile of studies, such as 6-month apprenticeship at first-cycle studies or dual studies carried in cooperation with employers.
Contact details	Ilona Juszczyk
	http://www.bip.nauka.gov.pl/przedsiewziecie-dydaktyczna-inicjatywa-doskonalosci/

Title	National Service for Open Educational Resources
Sub-title (optional)	
Country concerned	Finland
Theme(s) (optional)	Choose any and all that apply: ● Student-Centred Learning ● Future skills & competences ● Inclusiveness ● Learning & teaching methods ● Digital transformation ● Open resources
Keywords (optional)	Open education, learning material, co-creation
Summary	Finland has recently launched its Library of Open Educational Resources (OER), which can be used for searching, finding, compiling, and sharing open educational resources from all levels of education. The aim of the national service is to support continuous learning at all levels of education. It will ensure that open educational resources (OER) saved to and harvested by the service can be accessed and used by different actors in one location, for example for teaching or personal competence development. Furthermore, it supports the interinstitutional cooperation in offering joint (online) learning provision. OER may be text files, games, books, videos, websites, exercises or almost any other materials that can be used in the teaching and learning context. Their rights of use have been arranged by means of open licences. The service offers a shared data warehouse for searching for and saving open educational resources. The service also collects metadata from different sources, making it possible to find existing OER located on different websites.

	User-friendliness, clarity and responding to the different needs of a large group of users are important criteria for the service, which is why the service has been developed in a cooperation with a user groups from all education sectors.
Lessons learnt (optional)	
Additional information (optional)	*More information on the service https://aoe.fi/#/etusivu* *The service will contribute to and support the implementation of the Vision for Higher Education and Research 2030, Reform for Continuous Learning, cooperation between the secondary level providers and higher education institutions, as well as other ongoing state-funded projects that develop learning materials.*
Contact details	*Jonna Korhonen, Ministry of Education and Culture, jonna.korhonen@minedu.fi*

Title	*The Teacher Education Forum*
Sub-title (optional)	*Developing Finnish Teacher Education in a Broad Collaboration*
Country concerned	*Finland*
Theme(s) (optional)	• *Student-Centred Learning* • *Stakeholders' engagement* • *Future skills & competences* • *Inclusiveness* • *Capacity building & academic career* • *Learning & teaching methods* • *Digital transformation* • *Open resources* • *National promotion & recognition* • *Institutional strategies & policies, funding & resources* • *Educational research*
Keywords (optional)	*Teacher education, models, methods and best practices*
Summary	*The Finnish National Teacher Education Forum (NTEF, 2016) was established to improve the full continuum of teacher education. In its first phase, the NTEF brought together 100 representatives (including teachers, teacher educators, municipalities and academia) for consultation on the future direction of teacher development in Finland, and launched an online brainstorming process among 2 000 stakeholders. This fed into Finland's Teacher Education Development Programme (TEDP, 2016) which has 6 strategic aims: 1) adopt a holistic approach to teachers' competence development; 2) motivate the best students to become teachers; 3) support teachers to become creative professionals; 4) establish a collaborative culture; 5) foster supportive leadership; and 6) promote research-based training. Educational institutions at every level prepare competence development plans in collaboration with staff, underpinned by the strategic plans and competence evaluations of training providers. The TEDP is implemented through institution-led projects currently covering 41% of Finnish municipalities. In total, 11 universities, 5 universities of applied science and 129 education providers are participating. Nearly EUR 28 million in grants have been awarded to 45 collaborative and networked projects to develop teachers' pre-service, introductory education and systematic life-long professional learning.*

	Universities and universities of applied sciences are coordinating these teacher education networks. *The topics of the NTEF development networks include e.g. developing in-service and professional learning models, leadership development, linguistic and cultural awareness, mentoring, research-based expertise, ethical education, equality planning, children's rights and participation, development of teaching practice and guidance, development of mathematical skills, and teacher assessment skills.*
Lessons learnt (optional)	*An external evaluation reported that by the end of 2018 implementation was underway for all six strategic aims of the TEDP and praised the community-building focus. Recommendations included improving monitoring and updating of the strategic objectives and establishing a more permanent structure for supporting change management of teacher education, including a national level legislative group.* *More information on the evaluation:* https://karvi.fi/en/evaluation-of-teacher-education-forum/
Additional information (optional)	
Contact details	*Sanna Vahtivuori-Hänninen, Ministry of Education and Culture,* sanna.vahtivuori-hanninen@minedu.fi

Title	*Education innovation with ICT*
Sub-title (optional)	
Country concerned	*The Netherlands*
Theme(s) (optional)	● *Inclusiveness* ● *Learning & teaching methods* ● *Digital transformation* ● *Open resources* ● *National promotion & recognition* ● *Institutional strategies & policies, funding & resources* ● *Educational research*
Keywords (optional)	*Digitalisation, open educational resources, national platform*

Summary	
	In the Netherlands, a collaborative organisation for ICT (information and communication technology) in Dutch education and research called SURF was established that is fully owned by its member organizations. With the mission "Driving Innovation Together", SURF cooperates with more than 100 education and research institutions. In late 2017, SURF, the Association of Universities in the Netherlands (VSNU) and the Netherlands Association of Universities of Applied Sciences (Vereniging Hogescholen, VH) presented the Acceleration Agenda for Innovation in Education. This agenda was intended to designate a new joint course to change education successfully. In their 2018 Acceleration Plan, the Dutch stakeholders further elaborate on the agenda and describe the design of a strategic four-year programme to achieve these objectives. According to the Acceleration Plan, digitalisation offers a great deal of opportunity for higher education in the Netherlands. It can contribute to the quality of education and strengthen the international position of higher education. The Acceleration Plan is based on 3 shared ambitions: 1. Better connection to the job market 2. Making education more flexible 3. Learn smarter and better by using technology
Lessons learnt (optional)	
Additional information (optional)	https://www.surf.nl/en/acceleration-plan-for-educational-innovation-with-ict
Contact details	*Tessa Bijvank, ministry of Education, Culture and Science* *t.d.bijvank@minocw.nl*

Title	*Recognition of teaching and research*
Sub-title (optional)	*Room voor everyone's talent – towards a new balance in the recognition and rewards of academics*
Country concerned	*The Netherlands*
Theme(s) (optional)	● *National promotion & recognition* ● *Institutional strategies & policies, funding & resources* ● *Educational research*
Keywords (optional)	*Equal recognition of teaching and research*

Summary	*In the Netherlands, the association of universities (VSNU) is leading an initiative on recogntion and rewards. This is broadly supported by the Dutch universities.*
	The VSNU, together with the Netherlands organisation for Scientific Research, the Netherlands federation of University medical centeres and the Netherlands organisation for health research and development, published a position paper on this, with proposed actions for implementation.
	The key points from this position paper are :
	- *Diversifying and vitalising career paths (enable more diversity in career paths and profiles for academics)*
	- *Achieving balance between individuals and the collective (assess academics based on both their individual and their team performances)*
	- *Focusing on Quality (in assessments of academic performance, there is an increased focus on quality, content and creativity)*
	- *STimulating open science (encourage academics to share their research outcomes with society)*
	- *Stimulating academic leadership (stimulate good academic leadership at all levels)*
Lessons learnt (optional)	
Additional information (optional)	http://vsnu.nl/recognitionandrewards/recognition-and-rewards/index.html
	http://vsnu.nl/recognitionandrewards/wp-content/uploads/2019/11/Position-paper-Room-for-everyone%E2%80%99s-talent.pdf
Contact details	*Tessa Bijvank, Ministry of Education, Culture and Science* *t.d.bijvank@minocw.nl*

Title	**University funding reliant on student progress and quality**
Sub-title (optional)	
Country concerned	Austria
Theme(s) (optional)	- *Student-Centred Learning* - *Stakeholders' engagement* - *Inclusiveness* - *Learning & teaching methods* - *Digital transformation* - *Institutional strategies & policies, funding & resources*
Keywords (optional)	
Summary	Since 2019, the triannual global budget of each public university consists of three components, for the performance areas "teaching", "research" and "infrastructure and strategic development". The budget for "teaching" depends on the number of active students, to which universities commit themselves in their individual performance agreements with

	the Federal Ministry. The Austrian system suffers from long duration of studies and weak progress of students in their studies. To assure and increase the study progress (succeeding in exams at the amount of least 16 ECTS credits per year), universities set various measures to improve teaching quality and student commitment. These include student-centred and more flexible learning assisted by digitalisation, guidance and buddy schemes, individual learning agreements, more balanced workload, didactic support to teachers. The effectivity of these actions is subject to external evaluation, and universities are open to dialogue and mutual exchange on their practice. Such national dialogue is subject to former and current European funding under Erasmus Key Action 3.
Lessons learnt (optional)	
Additional information (optional)	See also: University Report 2017 (https://www.bmbwf.gv.at/dam/jcr:9bcd51ea-74d3-46ef-97cd-afdf25476d4a/Universit%C3%A4tsbericht%20E%202017.pdf)
Contact details	Federal Ministry of Education, Science and Research Contact: Alexander Kohler (alexander.kohler@bmbwf.gv.at)

Title	**Ars Docendi - national award for excellent teaching**
Sub-title (optional)	
Country concerned	Austria
Theme(s) (optional)	*Stakeholders' engagement* *Learning & teaching methods* *Institutional strategies & policies, funding & resources*
Keywords (optional)	
Summary	The Austrian Federal Ministry of Education, Science and Research offers the Ars Docendi, a national award for excellent teaching. Since 2012, every year, an international jury selects the best teachers in different categories (e.g. learning outcomes in teaching and assessment, research-oriented learning, digital transformation, co-operative models of learning and teaching). In addition to the annual ceremony, the awardees are presented on a website (www.gutelehre.at), together with all submitted examples. The Federal Ministry invites them to workshops and events to inspire others and to debate aspects of good teaching.
Lessons learnt (optional)	

Additional information (optional)	
Contact details	Federal Ministry of Education, Science and Research Contact: Alexander Kohler (alexander.kohler@bmbwf.gv.at) www.gutelehre.at (in German)

Title	***Increased participation in higher education through the Romania Secondary Education Project (ROSE)***
Sub-title (optional)	
Country concerned	*ROMANIA*
Theme(s) (optional)	● *Student-Centred Learning* ● *Future skills & competences* ● *Inclusiveness* ● *Learning & teaching methods*
Keywords (optional)	*learning centres, professional and career counselling, tutoring, coaching*
Summary	The Romania Secondary Education Project – ROSE, amounting to EUR 200 million, is fully funded by the International Bank for Reconstruction and Development IBRD, through an investment loan ratified by Law no 234/2015. The ROSE project is implemented for 7 years, between 2015-2022. The ROSE development objectives are to improve the transition from upper secondary to tertiary education and increase the retention in the first year of tertiary education, in project-supported education institutions. The project is tackling both upper secondary and higher education, coherently, providing support all the way to students at risk of dropout, from entering to high school in grade 9, through passing the Baccalaureate, admission in tertiary education and completion of their first year of studies. One component is dedicated to interventions in higher education through providing grants to universities. The activities are designed to meet the needs of students, with high chances of not participating in tertiary education or of dropping out of university during the first year of study, mainly those from disadvantaged groups. The intervention amounts 49 million EUROS and should reach around 100,000 students by the end of the project. Universities are awarded grants, ranging from 45,000 to 300,000 EUROS, in order to implement activities such as: ● programs designed to improve the students' academic performance, tutoring, vocational counseling and career guidance, guidance and support services, coaching services,

	services aimed at developing the socio-emotional competencies, workshops in specific areas, study visits, as well as awareness raising campaigns targeting students at risk of dropping-out;
	● establishment of learning centers, developed to improve the academic and social support mechanisms available for students at-risk of dropping out; these are learning spaces fully equipped and are intended for directed support and self-learning, but also for teamwork;
	● courses that provide high school students with an early experience in a university, aimed at familiarizing them with the academic and social context and expectations of university life, and at fostering the early development of relevant skills for higher education success; high school students can also participate in workshops, study visits, sports competitions, cultural events etc., activities specifically related to university life and the fields of study of the faculties involved, or intended to familiarize high school students with the town or city where they would live during their university courses.
Lessons learnt (optional)	● *innovative learning and teaching, as well as personalized interventions, adapted to the needs of every student, are vital for students experiencing learning difficulties;* ● *development of socio-emotional skills, as well as encouraging students to play an active role in the design of their learning process and to become independent learners, have an important impact on their academic success;* ● *the collaboration between pre-university and higher education is critical in order to design effective interventions;* ● *grants are an adequate instrument for fostering change at university level at a national scale, in line with university autonomy and accountability for results;* ● *the increase of graduation rate was an indicator more relevant for disadvantaged areas, showing that disadvantaged students may academically succeed as the others only benefitting of additional teaching and learning support;* ● *students ranked their appreciation for the activities in this order: remedial activities, tutoring, and counselling; while high school students ranked study visits, workshops, cultural events and sports competitions.*
Additional information (optional)	
Contact details	Cristina GHIŢULICĂ Deputy director, Unit for the Management of Externally Financed Projects, Ministry of Education and Research, Romania

cristina.ghitulica@pmu.ro
www.proiecte.pmu.ro

Title	StudentSurvey.ie – The Irish Survey of Student Engagement
Sub-title (optional)	StudentSurvey.ie asks students directly about their experiences of higher education, including students' academic, personal and social development.
Country concerned	Ireland
Theme(s) (optional)	Choose any and all that apply: • Student-Centred Learning • Stakeholders' engagement • Educational research
Keywords (optional)	Student engagement, survey, student voice, student feedback

Summary

StudentSurvey.ie (the Irish Survey of Student Engagement) has become an established feature of the higher education landscape in Ireland since its development in 2012-2013. It explores the amount of time and effort that students put into their studies and other educationally purposeful activities, and, also, how effectively institutions facilitate, encourage and promote student engagement in activities that are linked to learning. All public higher education institutions and recognised private higher education institutions subscribe to the survey, which in 2020, was 26 participating higher education institutions.

Stakeholder Partnership

The unique partnership structure put in place across the higher education sector to manage, direct and implement the survey project has proved highly effective. A partnership was established between the Higher Education Authority[1] (HEA), the Irish Universities[2] (IUA), the Technological Higher Education Association[3] (THEA) and the Union of Students in Ireland[4] (USI) to co-sponsor the survey. The partnership was extended through the national StudentSurvey.ie Steering Group which maintains strategic direction for the survey project and consists of co-sponsoring bodies, participating institutions and the statutory quality assurance and qualifications agency Quality and Qualifications Ireland (QQI).

Significant factors and key strengths

StudentSurvey.ie originated following the publication of sector-wide *National Strategy for Higher Education to 2030* in January 2011, by the Department of Education and Skills (the ministry). The questions are rooted in the National Survey of Student Engagement (NSSE; University of Indiana). Significant factors and key strengths include:

- The focus of the survey is on student engagement with learning rather than simply satisfaction. Student engagement with college life is important in enabling them to develop key capabilities such as critical thinking, problem-solving, writing skills, team work and communication skills (Kuh, 2001[5]; Pascarella & Terenzini, 2005[6]).

- The comprehensive nature of data gathered provides insight into student engagement across the broad range of dimensions and multiple contexts shown in Fig. 1.

The results of StudentSurvey.ie have been used extensively to inform enhancements to the student experience in the participating institutions. The early uses of the results are documented in a publication called "Effective feedback and uses of Irish Survey of Student Engagement data – An emerging picture (2014)"; which is available on www.studentsurvey.ie.

Below is a very short case study from one participating university, which highlights three of the findings of the survey in that institution and the actions taken to address the issues raised by the students' feedback in the survey.

Case study

1. Students' feedback suggested that they wanted more diverse perspectives and societal issues embedded in the curriculum. The University committed in its new strategy to encourage greater diversity in their campus community and in their student experience in a number of ways, through:

· Further developing their pathways for accessing education, by building on their University of Sanctuary designation;

· Encouraging and welcoming a broad international mix of staff and students across their programmes;

· Creating greater opportunities for their students to broaden their horizons through study abroad programmes, work placements, work-based learning, and community-based and service learning;

· Embedding sustainability issues across the curriculum and student experience.

2. Students' feedback suggested that they wanted more opportunities for collaborative learning. In response,

· Colleges and Schools introduced new initiatives to strengthen collaborative learning opportunities through peer support and group assignments;

· The new Hub Central space in the Arts/Science Building was developed to create a social space for group learning and activities;

· The University is committed to a major investment in the redevelopment of the Library to create a Learning Commons that incorporates new forms of learning and engagement.

3. Students wanted the University to create more opportunities for student involvement in events, activities and presentations. College and Schools have introduced innovative ways to enhance student involvement such as World Cafés, monthly meetings for postgraduate students, and through Staff and Student Committees.

Additional information (optional)	Further useful information is available on the website: www.studentsurvey.ie, including: An archive of annual reports - https://www.studentsurvey.ie/reports The survey questions https://www.studentsurvey.ie/survey-questions The participating institutions https://www.studentsurvey.ie/institution The full anonymised dataset is archived annually with the Irish Social Science Data Archive (www.issda.ie) and is available upon request.
Contact details	Dr Siobhán Nic Fhlannchadha, StudentSurvey.ie Project Manager siobhan@studentsurvey.ie www.studentsurvey.ie

Title	The EUA Learning & Teaching Thematic Peer Groups
Sub-title (optional)	
Country concerned	European Higher Education Area

Theme(s) (optional)	Choose any and all that apply: • **<u>Student-Centred Learning</u>** • **<u>Stakeholders' engagement</u>** • **<u>Future skills & competences</u>** • **<u>Inclusiveness</u>** • **<u>Capacity building & academic career</u>** • **<u>Learning & teaching methods</u>** • **<u>Digital transformation</u>** • **<u>Institutional strategies & policies, funding & resources</u>** · **<u>Educational research</u>**
Keywords (optional)	Peer-learning, European dimension
Summary	Each year, a set of EUA Learning & Teaching Thematic Peer Groups gathers a cohort of universities selected through a call. Their task is to explore good practices and lessons learnt in organising and implementing learning and teaching at the institutional level. Each of the groups focuses on a particular theme, such as "Promoting active learning in universities", "Student assessment" and "Meeting skills and employability demands". The groups are designed to strengthen a bottom-up approach in engaging universities and to foster community building at the European level. Through this aim, their approach and topics, the groups reflect EUA's position on learning and teaching, which was published in 2018 in the form of a position paper titled "Learning and Teaching in Europe's Universities: An EUA position paper". The findings of the Thematic Peer Groups are published as reports, but they also feed into the programme of the annual European Learning & Teaching Forum, which is organised by EUA and hosted by member universities.

As of 2020, 98 universities from 28 countries in the European Higher Education Area have participated in the EUA Learning & Teaching Thematic Peer Groups or are currently part of a group.

Lessons learnt (optional)	The reports of the EUA Learning & Teaching Thematic Peer Groups are available via https://eua.eu/101-projects/540-learning-teaching-thematic-peer-groups.html.
Additional information (optional)	For further information about the EUA Learning & Teaching Thematic Peer Groups visit https://eua.eu/101-projects/540-learning-teaching-thematic-peer-groups.html. Further information about EUA's broader Learning & Teaching activities is available via https://eua.eu/issues/20:learning-teaching.html.
Contact details	Helene Peterbauer, Policy & Project Officer, Institutional Development Unit, European University Association (EUA), helene.peterbauer@eua.eu

Title	The ten European Principles for the Enhancement of Learning and Teaching

Sub-title (optional)	
Country concerned	Europe-wide
Theme(s) (optional)	Choose any and all that apply: • Student-Centred Learning • Stakeholders' engagement • Future skills & competences • Inclusiveness • Capacity building & academic career • Learning & teaching methods • Institutional strategies & policies, funding & resources ● Educational research
Keywords (optional)	Enhancement of learning and teaching

Summary	The EU-funded EFFECT project (2015-2019) developed a set of ten European Principles for the Enhancement of Learning and Teaching. The project focussed on teaching enhancement (pedagogical staff development), but came to realise early on that in order to succeed this has to be part of an institutional strategy or plan, which has to be supported by the entire institution, including the leadership.

Developed in consultation with a broad range of educational stakeholders, the Principles cover in a non-prescriptive way all main aspects for the development and or implementation of an institutional strategy for learning and teaching. Moreover, they can also provide a common language in European discussions on learning and teaching.

The Principles themselves are rather consensus-based. They are complemented by a set of guiding questions, which aim to provide self-reflection, conversations and discussion between different higher education stakeholders. |

Lessons learnt (optional)	The Principles have been discussed and tested in various contexts: at conferences and workshops, with university networks, and with thematic peer groups. In addition, a group of universities was selected to pilot the use of the Principles. Generally, the Principles were reported to: · Be useful for higher education institutions, for the development of a new, or assessment and enhancement of an existing strategic and organisational approach of learning and teaching. · Inspire, facilitate and structure conversations on learning and teaching among the members of the institution (students, all staff teaching or contributing to teaching, leadership). · Help develop a shared understanding of priorities in learning and teaching matters, and assist with identifying needs, concerns and challenges, but also track and demonstrate achievement in learning and teaching. · Serve as a common framework for addressing learning and teaching also between individual higher education institutions, and with national authorities, quality assurance agencies and funding bodies, and other external stakeholders · Serve as a basis for new initiatives at institutional, national and European levels.
Additional information (optional)	The German Rectors Conference has published the Principles in German together with case studies from European Universities which tested them. The Principles also lay at the foundation of LOTUS (Leadership and Organisation for Teaching and Learning at European Universities), an EU-funded project on institutional strategies for learning and teaching that addresses higher education institutional leadership (Sept. 2020-Aug. 2022).

Contact details	Luisa Bunescu, European University Association (EUA), luisa.bunescu@eua.eu

Defining competence framework for teachers in higher education
Croatia**:** The Educa-T (Emphasis on Developing and Upgrading of Competences for Academic Teaching) Project was designed and implemented in the period from June 2016 to June 2018 with a view to creating conditions for improving the quality of learning teaching in Croatia's higher education. As part of the project, piloted by the Ministry of Science and Education, a Working Group was appointed to develop the Competence Profile for Higher Education Teachers and the Curriculum for Teaching Competence Enhancement in Higher Education, and to set forth Recommendations for Developing and Enhancing Teaching Competences at Croatian Higher Education Institutions.

The Project received grant co-financing under the EU's Erasmus+ programme (Key Action 3/KA3/ - Support to the Implementation of the EHEA Reforms). **http://educa-t.hr/wp-content/uploads/2017/02/seminar-1-05-pp-vlasta-vizek-vidovic.pdf**