EHEAROME2020

Advisory Group 2 on Learning and Teaching

FINAL REPORT

EUROPEAN
Higher Education Area

bologna process

ITALIAN BFUG SECRETARIAT
2018-2020

EHEAROME2020

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SUMMARY

In the Paris Communiqué (2018), the ministers of the European Higher Education Area (EHEA) expressed their commitment to developing new and inclusive approaches for continuous enhancement of learning and teaching across the EHEA and their ambition to do so in close collaboration with the European higher education community. The ministers also stated their support for higher eduction institutions to develop and enhance their strategies for learning and teaching. And finally, they stressed the importance of continuous academic career progression in order to achieve high quality teaching.

The BFUG tasked the newly created advisory group on learning and teaching (AG2) with developing, in collaboration with stakeholders, principles for innovative and inclusive approaches in learning and teaching and with collecting best-practice examples of how governments can support institutions to develop, enhance and implement strategies for learning and teaching, while respecting academic freedom and institutional autonomy.

In the light of ever-changing circumstances and developments such as digitalisation, ever changing profiles of learners, and - over the last months - of an international health crisis, AG2 has produced recommendations to governments on how to best support learners and teachers. The group has done so through discussion in a number of meetings and through learning from inspiring existing examples. The starting point was a questionnaire to all members and consultative members who were part of the group, to find out in which areas the need for further guidance was most urgent.

Recommendations to governments, underpinned by guidelines, were formulated for three areas. These are briefly described here with some key elements on which the recommendations focus:

- **Making student-centred learning a reality**
  To innovate in higher education and to prepare students for the future society, it is important to put the student at the centre of the learning and teaching experience, as an active participant. This also entails implementation of mechanisms for flexible learning pathways and of open education strategies on institutional and national level.

- **Fostering future teaching**
  Teaching and research should be mutually supportive and be valued in parity. Teachers need to be supported through professional development and attractive career pathways.

- **Strengthening higher education institutions' and systems' capacity to support learning and teaching**
  In order to support higher education institutions to develop strong and effective strategies for supporting learning and teaching in a digital world it is essential to foster collaboration initiatives and platforms for exchange on national and European level.

These recommendations and guidelines can be found under paragraph 4.2. At the same time the group collected a series of inspiring practices, which can guide the implementation of actions. A shorter version of the recommendations to governments has been created and appears as Annex III to the Rome Communiqué.

INTRODUCTION & MANDATE OF THE GROUP

What plays out in the future depends on decisions taken today, which can critically narrow the room for manoeuvre over time.[1] That is why it is important to factor the long term into decision-making in higher education today. On the one hand, no one can predict what the future will look like, and on the other hand it is clear that changes are underway and will present us with a changed environment that will require different behaviour and adaption to more complex situations in life and work contexts. Analyses of such changing factors are available in a multitude of volumes, in many shapes and forms and from many perspectives. Such descriptions, studies and analyses, by their very nature – since they are dealing with the future – have a certain degree of vagueness, while attempting to be as precise as possible in order to capture aspects which can be taken as factors that influence the future: future ways of living, future ways of working, future ways of learning, etc. (e.g. OECD 2019, 2018, 2017a, 2017b).

There are complex feedback loops between new technologies, job creation, higher education organisations' attempts to prepare individuals for present and future jobs and develop their competences. It is in this context that the Advisory group on learning and teaching has analysed the European Higher Education Area's policy environment, future policy demands and formulated recommendations for achievement by 2030.

The Paris Ministerial Communiqué includes a clear focus on improving the quality of higher education and academic careers:

"We therefore commit to developing new and inclusive approaches for continuous enhancement of learning and teaching across the EHEA, and can succeed only if we do so in close collaboration with the European higher education community, in full respect of academic freedom and institutional autonomy.

"We will support higher education institutions to develop and enhance their strategies for learning and teaching.

"As high-quality teaching is essential in fostering high quality education, academic career progression should be built on successful research and quality teaching. It should also take due account of the broader contribution to society."[2]

The BFUG tasked Advisory Group "AG2 on Learning and Teaching" with developing concise principles for innovative and inclusive approaches in learning and teaching, with proposals for action and best-practice examples of how governments can support institutions to develop, enhance and implement strategies for learning and teaching within higher education institutions while respecting academic freedom and institutional autonomy.

See also the Terms of Reference for Advisory Group 2 on Learning and Teaching (part 5).

[1] The following has been adapted from the research project „Future Skills - Future Learning and future higher education", online at *www.nextskills.org*
[2] *http://www.ehea.info/Upload/document/ministerial_declarations/EHEAParis2018_Communique_final_952771.pdf*

METHODOLOGY AND ORGANIZATION

The Advisory Group on Teaching and Learning focused on three factors which it expects to influence the future development of higher education in Europe: (1) Making student-centred learning a reality, (2) Fostering future teaching, and (3) Strengthening organisational and systemic capacity to support learning and teaching. The intense discussion in the group and with national and international experts as well as stakeholders of the higher education governance community who participated in different parts of the group's consultations revealed the complexity of the issues.

The group had seven meetings from 28 February 2019 to 25 May 2020. Four of these meetings were organised in different towns and countries (Brussels, Paris, Bologna, Vienna) while three were held online, not only because of the health crisis but also before it in order to limit travel times (see details in part no 6).

The second meeting of the group gave the opportunity to invite a number of European experts from different fields for two days, in order to enlighten the AG members with respect to the relevance of developing certain axes or drawing inspiration from practices already in place. The advisory group used these inspiring practices to further its work on the recommendatons and principles (see paragraph 4.2 of this report). For these recommendations and principles, the group also took inspiration from EUA's EFFECT study which is reflected in some of the principles.[3]

[3]More information on the EFFECT study can be found here: *https://eua.eu/101-projects/560-effect.html*

ACTIVITIES OF THE GROUP

3

In order to start working rapidly, the co-chairs decided to ask the members of the group their opinion on different themes before the first meeting through **a survey on what quality learning and teaching entails and what improvements/changes are needed to further improve the quality of learning and teaching.** The group decided to think about what should be achieved in higher education in Europe in the year 2030. The central question therefore was: "What do we need to recommend to policy makers in order for higher education in Europe to be prepared for the future world in 2030?"

In the survey, the co-chairs grouped the various sub-themes into 3 categories and all members were asked to rank them from very important to not relevant:

1. **Supporting and training teachers for future higher education**
    1. Academic career development, including career paths focused on teaching
    2. Skills/ competencies of teachers in higher education, also encompassing research
    3. Training of teachers
    4. Learning and teaching for becoming European and global citizens and workers

2. **Policies and practices for teaching, learning and curriculum development in higher education in a digital age**
    5. Innovative pedagogical concepts and practices for the 21st century
    6. Enabling open education, open educational resources, open educational practices in higher education
    7. Strengthening the link between education, research and innovation in higher education
    8. Digital transformation of learning and teaching in higher education
    9. Preparation for the grand challenges of today: Climate changes, migrations
    10. Quality assurance of learning and teaching in a digital age

3. **How can higher education be prepared for future skills and future challenges?**
    11. What are the future skills of the future graduates of higher education in Europe?
    12. Opening up higher education and inclusion of a diversifying higher education population
    13. Microcredentials, badges, and new forms of credentialing and qualification
    14. Making higher lifelong learning a reality

The presentation of the results of this survey was made at the first meeting of the group, but also before this meeting during the sixty-fourth Bologna Follow-Up Group Board meeting in Skopje, 12 February 2019.

This chronology made it possible to take into account the recommendations of the BFUG Board during the first meeting of the AG2 group: recommendation on increasing the focus on Learning in order to balance Learning and Teaching, and to ensure there are no overlapping topics from the other groups, i.e. AG1 on Social Dimension and TPG on QA.

During this first meeting a first draft of recommendations was drawn up along 3 axes:

LEARNING - STUDENTS

- Student-centered learning (supported also through curriculum design).
- Inclusive learning environment: flexible, empowering, accommodating different learning paths and digital friendly.
- Future skills
- Skills to cope with new L&T; students to become autonomous learners.

TEACHING - SKILLS AND COMPETENCES OF TEACHERS

- How to identify and promote good/innovative teaching.
- Include teaching into career path.
- Staff development of teachers (new teachers and LLL on pedagogical competences).
- How to develop teams of pedagogical professionals.
- Environment support to teaching.
- Institutional strategies and frameworks for teaching.

ORGANISATION OF AND SUPPORT OF THE INNOVATIVE LEARNING AND TEACHING (institutional perspective)

- Process of curriculum design needs to be student-centered.
- Innovative concepts and practices.
- within a collaborative and collegial stakeholder community.
- Digital transformation.
- Open education.
- Cooperation between institutions.

The second meeting, held in April 2019, gave an opportunity to **invite a number of European experts from different fields**, in order to enlighten all the participants for two days on the relevance of developing certain axes or drawing inspiration from practices already in place (see details in part 3.1).

The following meetings, from June 2019 to January 2020, provided opportunities to discuss, to refine the axes finally retained and to structure them in recommendations and principles:

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

At the same time, the BFUG secretariat launched a call to BFUG members for sharing examples of **inspiring practices from the EHEA likely to illustrate these recommendations** with the AG2 co-chairs.
During the final meetings of the BFUG and the BFUG Board, the group agreed to propose a **short version of the recommendations of AG2 to be included as an annex to the ministerial communiqué.** The AG2 meetings in January and March 2020 were therefore mainly devoted to structuring and drafting this shortened version of the recommendations (see annex 1).

The penultimate meeting in March gave the opportunity to **reinvestigate the recommendations somewhat in light of the COVID-19 pandemic**. Should new ideas and elements be added or did the crisis only illustrate the relevance and importance of some of the recommendations already formulated by the group? The group considered the latter to be the case. To take just a few examples, the development of digital skills for learners and teachers, the training of teachers so that they can assume their mission of transmitting knowledge face-to-face and at a distance, the development of open educational resources, the sharing of experiences between teachers and between institutions are all essential elements in times of crisis, but they had already been underlined during previous discussions.

Finally, in the last meeting, in May 2020, after discussion it was concluded that the reflections around the themes of the group should be continued in the next working period. Some volunteers within the group agreed to be involved in proposing the **terms of reference** for this future working group 2020-2023. This work was therefore initiated in a plenary meeting, then continued in a small committee during an ad hoc meeting and a collaborative working document was discussed. The draft ToR for the next period is now ready fro discussion at the beginning of the new working period.

3.1: HEARINGS DURING THE SECOND MEETING (9 and 10 April 2019, Paris)

Based on suggestions of the AG members, the co-chairs organised a 2-day meeting in Paris which enabled the group to benefit from comprehensive, broad, European, multi-perspective expert contributions about curent experiences and practice and indications and concepts relating to future demands for higher education policy.

Below is the list of interventions and links to the presentations of the speakers.

- Hearing 1: *Norwegian White Paper "Quality Culture in Higher Education*
- Hearing 2: *Shaping the Digital Turn in Higher Education – Bologna Digital & Hochschulforum Digitalisierung*
- Hearing 3: *Supporting Teaching and Learning Enhancement at a National Level: An Irish Perspective*
- Hearing 4: *Curricula design by students – How can Bologna empower flexible learning?*
- Hearing 5: *Promoting a European dimension to teaching enhancement*
- Hearing 6: *Openness – the skill to succeed*
- Hearing 8: *Competency framework for teacher-researchers*

3.2. COLLECTION OF INSPIRING PRACTICES ILLUSTRATING DIFFERENT ASPECTS OF THE RECOMMENDATIONS

Europe can draw on a rich base of most inspiring examples of innovative and effective future higher eductiaon policy and institutional practices. Rather than inventing anew it is often more useful to share experiences. 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 learning and teaching within higher education institutions while respecting academic freedom and institutional autonomy.

A selection of such examples, compiled after consulting all BFUG members and asking them to submit their inspiring practices, is included in this document as annex 2. It is important to note that this list is by no means exhaustive.

CONCLUSIONS AND RECOMMENDATIONS FOR THE ROME COMMUNIQUE AND THE NEXT WORK PERIOD, AND IN PERSPECTIVE, 2030

4

4.1. PREAMBLE

In the 2018 Paris Ministerial Communiqué, the Ministers agreed 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 to enhance collaboration and partnership within and between the higher education systems of the EHEA.

To transform 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 centre of this change as an active participant. In order to support higher education institutions to develop strong and effective **strategies for supporting learning and teaching** in a **digital world** it is essential to foster **collaborative initiatives** and **platforms for exchange** on a **national and European** level. Through mutual learning and sharing of practices 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** in a reinforced partnership between teachers and learners, the development and implementation **flexible learning pathways** and of **open education strategies** at institutional and national levels. It encompasses synergies between teaching and research, in which both are equally valued. And it involves support for teachers through **professional development** and **attractive career pathways. Furthermore, learning and teaching are supported** through an innovative ecosystem of learning and teaching, which encompasses active digital and physical learning spaces.

The recommendations are underpinned by principles in which the group has taken into account that there are diverse national contexts and institutional teaching practices, which will require different approaches.

The context of the Covid-19 health crisis reinforces the importance of the recommendations on learning and teaching in several aspects. In these exceptional circumstances, support for students is crucial, as the risk of social exclusion and inequity increases. The importance of quality learning and teaching is highlighted, in particular with regard to the need for educational innovation, development of online and blended education, open educational resources, increased cooperation and exchange of practices on teaching, as well as for the link between research and teaching. This context also highlights the need to train teachers in the development and use of various educational resources including appropriate digital tools, respect for pedagogical alignment, and the development of assessment methods adapted to the context.

The recommendations and principles also reflect the fundamental values of the EHEA, as expressed in the Paris Communiqué of 24-25 May 2018: "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."

The recommendations and principles underline the crucial importance of reinforcing the Bologna tools, especially the use of ECTS, the learning outcomes approach, and the Bologna key commitments.

The recommendations 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

4.2. 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 other measures through an enabling regulatory framework and funding support.

Governments should focus policy development on 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 will 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.

The following principles (P) underlie these recommendations:

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 of their learning.
- Learners 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 digitalisation.

- Higher education actively explores and cherishes a variety of approaches to learning and teaching that respect a diversity of learners, stakeholders and disciplines. This entails, among other aspects, individualised curricula and flexible pathways, which may include a choice of electives and/or microcredentials. It also means flexibility 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 existing frameworks in the European Higher Education Area.

P 1.3: Concepts of open education[4] and open science are included in 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 the development of publicly funded educational resources to be openly licensed or dedicated to the public domain as appropriate.
- Open Science principles are integrated into student centred learning and teaching notably by using open access publications and research data for learning.

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

THEME 2: FOSTER FUTURE TEACHING

Learning and teaching should proactively respond to future skill needs, take advantage of the opportunities that digitalisation offers, and be able to rely 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 should 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 teaching. Explore ways in which cross-border exchange of good practices can be strengthened.

The following principles (P) underlie these recommendations:

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

- Career paths for teachers should be transparent and sustainable, and ensure the recognition of teaching as a professional and scholarly activity, considered and actively promoted within recruitment schemes, promotion schemes and career paths models.
- Frameworks that 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 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 should foster 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, practice and use the results of research on their own learning and teaching. Teachers are actively supported to engage with scholarship on learning and teaching to inform their own practices.
- 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 must be recognised as a professional achievement and academic merit.

THEME 3: STRENGTHEN HIGHER EDUCATION INSTITUTIONS' 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 initiatives and processes at national level.

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 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 learning and teaching 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.

The following principles (P) underlie these recommendations:

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 digitalisation, 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, are exploited.

P 3.2: Measures to build a supportive environment for innovation in learning and teaching 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 should have the capacity to create innovative and modular learning centers and teaching spaces (both physical and digital), in order to implement high quality and innovative learning and teaching.

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, educational professionals, institutional leaders and others involved in learning and teaching are included in a structured dialogue about pedagogical methods and new developments in educational research.

TERMS OF REFERENCE 2018-2020[5]

5

NAME OF THE ADVISORY GROUP

Advisory Group 2 on Learning and Teaching

CONTACT PERSONS (CO-CHAIRS)

Ulf Daniel Ehlers - EURASHE
Philippe Lalle - France
Tessa Bijvank - The Netherlands

COMPOSITION

Austria, Belgium Flemish Community, Belgium French Community, Bulgaria, EI-IE, Estonia, ESU, EUA, EURASHE, European Commission, Finland, France, Holy See, Italy, Kazakhstan, The Netherlands, Slovenia, Switzerland.

PURPOSE AND/OR OUTCOME

To develop, in collaboration with stakeholders, concise principles for innovative and inclusive approaches in learning and teaching, with actions and best-practice examples of how governments can support institutions to develop, enhance and implement strategies for teaching and learning within higher education institutions while respecting academic freedom and institutional autonomy.

[5] The Terms of Reference are available on AG2's webpage: *http://ehea.info/page-Advisory-Group-2*

REFERENCE TO THE PARIS COMMUNIQUÉ

"We therefore commit to developing new and inclusive approaches for continuous enhancement of learning and teaching across the EHEA, and can succeed only if we do so in close collaboration with the European higher education community, in full respect of academic freedom and institutional autonomy."
"We will support higher education institutions to develop and enhance their strategies for learning and teaching."
"As high quality teaching is essential in fostering high quality education, academic career progression should be built on successful research and quality teaching. It should also take due account of the broader contribution to society."

SPECIFIC TASKS

- To suggest a set of principles supporting learning and teaching in higher education across the EHEA, innovative approaches, respecting and including the importance of academic freedom and institutional autonomy.

  To complement these principles with guidelines on how governments may encourage higher education institutions to implement those principles and/or support them nationally and across the EHEA.

- To collect best-practice examples of such actions from across EHEA countries, to further illustrate the ways in which governments can support enhancing teaching and learning in collaboration with the European higher education community.
- To present the principles and accompanying guidelines and examples to the BFUG, for submission to the Ministers at their conference in Rome in 2020 in fulfilment of the commitment in the Paris Communiqué.

- To explore the impact and potential of digital technology in supporting innovation and inclusivity in teaching and learning, and include findings in principles, guidelines and examples, as appropriate.

- Explore the research/education linkage (in all its dimensions, from research driven teaching and learning to the impact of the open science agenda on L&T activities and career assessment in Academia) to feed the discussions aiming to link ERA and EHEA.

REPORTING

Minutes of the advisory group´s meetings will be made available on the EHEA website. In addition, the BFUG will receive regular reports of AG2 activities as relevant, at least once annually, together with a final report to the BFUG before the 2020 Ministerial Conference in Rome.

LIST OF GROUP MEETINGS AND PARTICIPANTS

6

1. FIRST MEETING: 28 FEBRUARY 2019, BRUSSELS

Austria	Alexander Kohler
Belgium Flemish Community	Magalie Soenen
Belgium French Community	Caroline Hollela
EI/ETUCE	Andreas Keller
Estonia	Janne Pukk
ESU	Adam Gajek
EUA	Michael Gaebel
EUA	Thérèse Zhang
EURASHE (Co-chair)	Ulf-Daniel Ehlers
European Commission	Tine Delva
Finland	Jonna Korhonen
France (Co-chair)	Philippe Lalle
Holy See	Melanie Rosenbaum
The Netherlands (Co-chair)	Tessa Bijvank
Slovenia	Tomaž Deželan
Switzerland	Antoine Maret
BFUG Secretariat	Filippo Benedetti
BFUG Secretariat	Edlira Adi Kahani Subashi

2. SECOND MEETING: 9 AND 10 APRIL 2019, PARIS

Armenia	Ani Hovhannisyan
Austria	Alexander Kohler
Belgium Flemish Community	Linda De Kock
Belgium French Community	Marc Vanholsbeeck
Estonia	Janne Pukk
ESU	Adam Gajek
EUA	Michael Gaebel
EUA	Thérèse Zhang
EURASHE (Co-chair)	Ulf-Daniel Ehlers
EURASHE	Sarah Kellermann
European Commission	Tine Delva
Finland	Jonna Korhonen
France (Co-chair)	Philippe Lalle
Germany	Benjamin Seel[6]
Holy See	Melanie Rosenbaum
Holy See	Dominique Vermersch
The Netherlands (Co-chair)	Tessa Bijvank
Slovenia	Tomaž Deželan
Switzerland	Antoine Maret
BFUG Secretariat	Filippo Benedetti
BFUG Secretariat	Giovanni Finocchietti

[6] Benjamin Seel has been co-opted by the group as an expert member representing the students' perspective.

3. THIRD MEETING: 26 JUNE 2019, BOLOGNA

Armenia	Ani Hovhannisyan
Austria	Alexander Kohler
Belgium Flemish Community	Magalie Soenen
EI/ETUCE	Andreas Keller
Estonia	Janne Pukk
ESU	Gohar Hovhannisyan
ESU	Adam Gajek
EUA	Michael Gaebel
EURASHE (Co-chair)	Ulf-Daniel Ehlers
European Commission	Tine Delva
Finland	Jonna Korhonen
France (Co-chair)	Philippe Lalle
Germany	Benjamin Seel
Holy See	Melanie Rosenbaum
Kazakhstan	Khanat Kassenov
The Netherlands (Co-chair)	Tessa Bijvank
Switzerland	Antoine Maret
BFUG Secretariat	Clarissa Ioimo
BFUG Secretariat	Edlira Adi Kahani Subashi

4. FOURTH MEETING: 9 OCTOBER 2019, ONLINE

Austria	Alexander Kohler
Belgium Flemish Community	Magalie Soenen
Belgium French Community	Marc Vanholsbeeck
ESU	Gohar Hovhannisyan
EUA	Michael Gaebel
EURASHE (Co-chair)	Ulf-Daniel Ehlers
European Commission	Tine Delva
Finland	Jonna Korhonen
France (Co-chair)	Philippe Lalle
Germany	Benjamin Seel
Holy See	Melanie Rosenbaum
The Netherlands (Co-chair)	Tessa Bijvank
Switzerland	Antoine Maret

5. FIFTH MEETING: 28 JANUARY 2020, VIENNA

Austria	Alexander Kohler
Belgium Flemish Community	Magalie Soenen
Belgium French Community	Marc Vanholsbeeck
Estonia	Janne Pukk
ESU	Gohar Hovhannisyan
EUA (via Skype)	Michael Gaebel
EURASHE (Co-chair)	Ulf-Daniel Ehlers
European Commission	Tine Delva
Finland	Jonna Korhonen
France (Co-chair)	Philippe Lalle
Germany	Benjamin Seel
Italy	Vincenzo Zara
The Netherlands (Co-chair)	Tessa Bijvank
Switzerland	Antoine Maret
BFUG Secretariat	Clarissa Ioimo
BFUG Secretariat	Edlira Adi Kahani Subashi

6. SIXTH MEETING: 18 MARCH 2020, ONLINE

Armenia	Ani Hovhannisyan
Austria	Alexander Kohler
Belgium Flemish Community	Magalie Soenen
Belgium French Community	Marc Vanholsbeeck
EI/ETUCE	Agnes Roman
ESU	Gohar Hovhannisyan
EUA	Michael Gaebel
EUA	Thérèse Zhang
EURASHE (Co-chair)	Ulf-Daniel Ehlers
European Commission	Tine Delva
Finland	Jonna Korhonen
France (Co-chair)	Philippe Lalle
Holy See	Melanie Rosenbaum
The Netherlands (Co-chair)	Tessa Bijvank
BFUG Secretariat	Clarissa Ioimo
BFUG Secretariat	Edlira Adi Kahani Subashi
BFUG Secretariat	Vera Lucke

7. SEVENTH MEETING: 25 MAY 2020, ONLINE

Armenia	Ani Hovhannisyan
Austria	Alexander Kohler
Belgium Flemish Community	Magalie Soenen
Belgium French Community	Marc Vanholsbeeck
EI/ETUCE	Agnes Roman
Estonia	Janne Pukk
ESU	Gohar Hovhannisyan
EUA	Michael Gaebel
EUA	Thérèse Zhang
EURASHE (Co-chair)	Ulf-Daniel Ehlers
European Commission	Julie Anderson
Finland	Jonna Korhonen
France (Co-chair)	Philippe Lalle
Germany	Benjamin Seel
Holy See	Melanie Rosenbaum
The Netherlands (Co-chair)	Tessa Bijvank
Switzerland	Antoine Maret
BFUG Secretariat	Filippo Benedetti
BFUG Secretariat	Clarissa Ioimo
BFUG Secretariat	Vera Lucke

ACRONYMS

7

EHEA
European Higher Education Aerea

EI/ETUCE
Education International/European Trade Union Committee for Education

ESU
European Student Union

EUA
European University Association

EURASHE
European Association for Institutes of Higher Education

ANNEXES

8.1. ANNEX TO THE ROME MINISTERIAL COMMUNIQUE

Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA

Prepared by the BFUG Advisory Group 2 on Learning and Teaching

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

To this purpose the present recommendations for action, in order to enhance collaboration and partnership within and between the European higher education systems, are proposed to Ministers and national authorities.

The recommendations fully respect the fundamental values of the EHEA, most recently 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."

The context of the Covid-19 health crisis further underlines the importance of the Group's recommendations in several regards. Particularly relevant are those on the need for pedagogical innovation and further development of online education and open educational resources, as well as that on strengthening the link between educational research and teaching.

The recommendations summarized below are structured around the need for student-centred learning, the enhancement of teaching, and the overarching importance of national and international dialogue involving all stakeholders. These three themes are interconnected and equally important.

The recommendations also underline the crucial importance of reinforcing the Bologna tools, especially ECTS, to indicate achieved learning outcomes and their associated workload, and the other Bologna key commitments.

Public authorities in charge of higher education should commit:

1. To make student-centred learning a reality, by:

- supporting higher education institutions in their efforts to start or maintain a structured dialogue on innovation and enhancement of learning and teaching, involving students, teachers and also relevant external stakeholders. The issues addressed should include the development of curricula, learning outcomes, assessment and quality assurance, with due consideration for the skills needed to address current and future challenges of society;
- promoting, within disciplinary courses, the development of soft skills, and the skills necessary for the enlightened citizen of the 21st century, in order to understand the challenges of a complex world and respect others and the environment;
- exploring ways to stimulate the cross-border exchange of good practices for supporting the enhancement of quality learning and teaching, emphasizing active methods;
- creating a supportive environment, both in terms of funding and regulation, that enables higher education institutions to tailor education provision to the needs of different types of learners (lifelong learners, part-time learners, learners from underrepresented and disadvantaged groups), and to build a culture for equity and inclusion. This includes creating flexible learning pathways (including micro-credentials) on institutional and national levels and across the EHEA, and to explore opportunities offered by digital technologies to do so;
- encouraging and supporting the development and implementation of national and institutional strategies and approaches for Open Education and the use of Open Educational Resources;
- stimulating students to be mobile beyond predefined university-to-university agreements.

2. To foster continuous enhancement of teaching, by:

- promoting the establishment of educational teams including both academics and staff responsible for helping or training them in their missions (institutional and/ or inter-institutional teams);
- supporting higher education institutions in enhancing the continuous professional development (CPD) of teachers and (cross-border) exchange of good practices. Inter-institutional staff development measures and creation of cooperative national structures may be considered as ways to enhance CPD;
- supporting higher education institutions in creating a sustainable and supportive environment at institutional and national levels for the transformation, especially digital, of quality teaching and learning. Such an environment should be created in collaboration with staff responsible for teaching, and include a framework with decent working conditions and a manageable teaching workload as well as attractive tenure opportunities;

- assuring, in collaboration with the higher education institutions (which are expected to involve all those responsible for teaching), structural measures to assure the parity of esteem for teaching and research. If needed, academic career schemes should be revised to ensure a better recognition for teaching in academic careers;
- exploring, in collaboration with the higher education institutions, ways to foster new and innovative teaching methods, with a focus on inter- and multidisciplinary approaches, research-based learning and teaching, appropriate use of learning analytics and open education, among other innovative approaches.

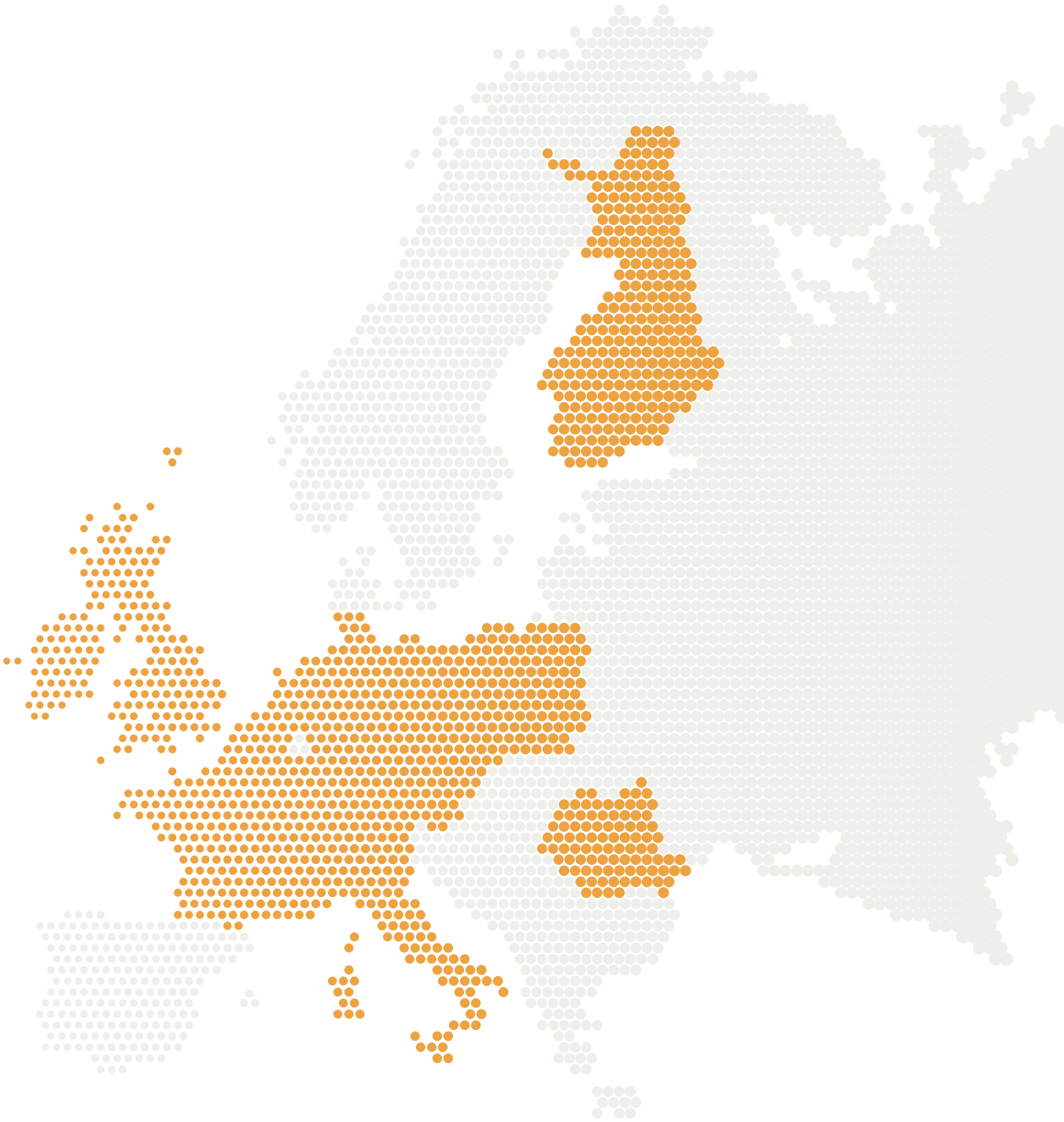
3. **To strengthen higher education institutions' and systems' capacity to enhance learning and teaching, by:**

- including the enhancement of learning and teaching in national higher education strategies and approaches. The design and implementation of such strategies and approaches should serve as a basis for a structured and continuous dialogue with higher education institutions and other stakeholders in the learning and teaching community;
- supporting the strategic development and innovation capacity of learning and teaching at both national and institutional levels, through empirical education research, projects and pilots, and the collection and use of data about education, while respecting data privacy;
- exploring ways to stimulate and support cross-border exchange of good practice at national level and throughout the EHEA, for instance with platforms for exchange and cooperation;
- allocating appropriate and stable funding and resources, and adopting fit for purpose regulatory frameworks when needed, in order to enable higher education institutions to develop innovative and high-quality teaching and learning environments.

The Bologna Follow-up Group, in its next work plan, is asked to support the implementation of the recommendations on learning and teaching with a view to achieving joint progress in the EHEA, and to report on the results in the framework of the 2024 Bologna Process Implementation Report.

8.2. INSPIRING PRACTICES

We present over 22 inspiring practices from 13 EHEA countries representing a large geographic area.



ADVISORY GROUP 2 "LEARNING & TEACHING": LIST OF INSPIRING PRACTICES

	Theme	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
Austria	Ars Docendi - National award for excellent teaching		●				●			●	●	
Austria	University funding reliant on student progress and quality	●	●		●		●	●			●	
Belgium, Wallonia-Brussels Federation	Open access decree of the Wallonia- Brussels Federation	●				●		●	●			
Switzerland	Swiss federal project for strengthening digital skills in teaching	●		●			●	●	●		●	
Switzerland	Swiss federal project for development of subject-specific didactics			●		●	●				●	●
Czech Republic	Handbook: Using Learning Outcomes at Higher Education Institutions	●		●			●			●		
Czech Republic	Award of the Minister of Education, Youth and Sports for Outstanding Teaching in Higher Education	●	●	●		●	●			●	●	
Germany	Long-term innovation in higher education teaching	●	●	●		●	●	●		●	●	
Finland	National Service for open educational resources	●		●	●		●	●	●			
Finland	The Finnish national teacher education forum	●	●	●	●	●	●	●	●	●	●	●
France	Implementation of a global policy for promoting teaching activity in the same way as research activity		●			●	●	●		●	●	
Ireland	National Student Engagement Programme		●							●		
Ireland	StudentSurvey.ie - The Irish Survey of Student Engagement	●	●									●
Italy	Almalaurea	●	●	●			●				●	
Italy	Italian national student registry				●		●	●		●	●	
Italy	Impulse of the Italian State for thematic support for diplomas PLS/POT				●		●	●	●		●	
The Nederlands	Education Innovation with information and communication technology				●		●	●	●	●	●	●
The Nederlands	Recognition of teaching and research									●	●	●
Poland	Didactic initiative of excellence	●	●	●	●	●	●	●		●	●	
Poland	Development of modern teaching methods in Polish universities	●	●				●					●
Romania	Increased participation in higher education through the Romania Secondary Education Project (ROSE)	●		●	●		●					
United Kingdom, Scotland	Widening access in higher education: Framework for fair access		●	●	●	●			●			●

Title	Ars Docendi - National Award for excellent teaching
Sub-title	
Country concerned	**AUSTRIA**
Theme(s)	
☐ Student-centred learning ☐ Inclusiveness ☐ Open resources ☐ Digital transformation ☐ Educational research	■ Stakeholders' engagement ☐ Future skills & competences ☐ Capacity building & academic career ■ Learning & teaching methods ■ National promotion & recognition ■ Institutional strategies & policies, funding & resources
Keywords	National award
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	
Additional information	*https://www.gutelehre.at/ars-docendi/*
Contact details	Federal Ministry of Education, Science and Research Alexander KOHLER *alexander.kohler@bmbwf.gv.at*

Title	University funding reliant on student progress and quality
Sub-title	
Country concerned	**AUSTRIA**
Theme(s)	
■ Student-centred learning ■ Inclusiveness □ Open resources ■ Digital transformation □ Educational research	■ Stakeholders' engagement □ Future skills & competences □ Capacity building & academic career ■ Learning & teaching methods □ National promotion & recognition ■ Institutional strategies & policies, funding & resources
Keywords	
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	
Additional information	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 Alexander KOHLER alexander.kohler@bmbwf.gv.at

Title	Open access decree of the Wallonia-Brussels Federation
Sub-title	
Country concerned	**BELGIUM, Wallonia-Brussels Federation**
Theme(s)	
■ Student-centred learning ☐ Inclusiveness ■ Open resources ■ Digital transformation ☐ Educational research	☐ Stakeholders' engagement ☐ Future skills & competences ■ Capacity building & academic career ☐ Learning & teaching methods ☐ National promotion & recognition ☐ Institutional strategies & policies, funding & resources
Keywords	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	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	Text of the decree (in French): *https://www.etaamb.be/fr/decret-du-03-mai-2018_n2018031080.html*
Contact details	Marc VANHOLSBEECK, Director of Scientific Research Ministry of Wallonia-Brussels Federation *Marc.Vanholsbeeck@cfwb.be*

Title	Swiss federal project for strengthening digital skills in teaching
Sub-title	
Country concerned	**SWITZERLAND**
Theme(s)	
■ Student-centred learning □ Inclusiveness ■ Open resources ■ Digital transformation □ Educational research	□ Stakeholders' engagement ■ Future skills & competences □ Capacity building & academic career ■ Learning & teaching methods □ National promotion & recognition ■ Institutional strategies & policies, funding & resources
Keywords	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. The program targets 3 groups: students, faculty, institutions (institutional, strategic, didactic, etc. framework conditions) The projects submitted by the universities must promote digital skills among these three target groups. The projects must be related to teaching, but the projects must be related to teaching: research projects or pure administrative projects are not eligible.
Lessons learnt	
Additional information	*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	Swiss federal project for development of subject-specific didactics
Sub-title	
Country concerned	**SWITZERLAND**
Theme(s)	
□ Student-centred learning □ Inclusiveness □ Open resources □ Digital transformation ■ Educational research	□ Stakeholders' engagement ■ Future skills & competences ■ Capacity building & academic career ■ Learning & teaching methods □ National promotion & recognition ■ Institutional strategies & policies, funding & resources
Keywords	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	
Additional information	*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	Handbook: Using learning outcomes at higher education institutions
Sub-title	Handbook for higher education teachers and managements (2016)
Country concerned	**CZECH REPUBLIC**
Theme(s)	■ Student-centred learning ☐ Inclusiveness ☐ Open resources ☐ Digital transformation ☐ Educational research ☐ Stakeholders' engagement ■ Future skills & competences ☐ Capacity building & academic career ■ Learning & teaching methods ■ National promotion & recognition ☐ Institutional strategies & policies, funding & resources
Keywords	Learning outcomes, Quality, Competences, Qualifications framework
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 institutions. 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. It was also 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 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	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	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. *https://www.msmt.cz/vzdelavani/vysoke-skolstvi/impuls-vysledky-uceni?lang=1*
Contact details	Tomáš FLIEGL Head of the Strategy Unit, Department of Higher Education, Ministry of Education, Youth and Sports *tomas.fliegl@msmt.cz*

Title	Teaching award in higher education
Sub-title	Award of the Minister of Education, Youth and Sports for Outstanding Teaching in Higher Education
Country concerned	**CZECH REPUBLIC**
Theme(s)	
■ Student-centred learning □ Inclusiveness □ Open resources □ Digital transformation □ Educational research	■ Stakeholders' engagement ■ Future skills & competences ■ Capacity building & academic career ■ Learning & teaching methods ■ National promotion & recognition ■ Institutional strategies & policies, funding & resources
Keywords	National award, Promotion, Motivation, Excellency
Summary	In the Czech Republic, as in many other countries, 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, a teaching one was missing in the Czech republic. 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. The award is thus just the first step to systematically promote the importance of good quality teaching.
Lessons learnt	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	http://www.msmt.cz/vzdelavani/vysoke-skolstvi/cena-ministra-skolstvi-mladeze-a-telovychovy-za-vynikajici (only in Czech)
Contact details	Tereza NEUMANN KOTASKOVA, Department of Higher Education, Ministry of Education, Youth and Sports tereza.kotaskova@msmt.cz

Title	Long-term innovation in higher education teaching
Sub-title	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)	
■ Student-centred learning □ Inclusiveness □ Open resources ■ Digital transformation □ Educational research	■ Stakeholders' engagement ■ Future skills & competences ■ Capacity building & academic career ■ Learning & teaching methods ■ National promotion & recognition ■ Institutional strategies & policies, funding & resources
Keywords	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: ■ 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. ■ 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. ■ 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; - relevant current challenges in studying and teaching; - the testing of new ideas on any topic or the transfer of tried and tested approaches to other subjects and universities.
Lessons learnt	
Additional information	■ 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	Federal Ministry of Education and Research Desk officer in charge: Dr. Volker WIESENTHAL volker.wiesenthal@bmbf.bund.de

Title	National service for open educational resources
Sub-title	
Country concerned	**FINLAND**
Theme(s)	
■ Student-centred learning ■ Inclusiveness ■ Open resources ■ Digital transformation □ Educational research	□ Stakeholders' engagement ■ Future skills & competences □ Capacity building & academic career ■ Learning & teaching methods □ National promotion & recognition □ Institutional strategies & policies, funding & resources
Keywords	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 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 learning and teaching 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 cooperation with a user group from all education sectors.
Lessons learnt	
Additional information	*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 Finnish national teacher education forum
Sub-title	Developing Finnish teacher education in a broad collaboration
Country concerned	**FINLAND**
Theme(s)	
■ Student-centred learning ■ Inclusiveness ■ Open resources ■ Digital transformation ■ Educational research	■ Stakeholders' engagement ■ Future skills & competences ■ Capacity building & academic career ■ Learning & teaching methods ■ National promotion & recognition ■ Institutional strategies & policies, funding & resources
Keywords	Teacher education
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: ■ adopt a holistic approach to teachers' competence development ■ motivate the best students to become teachers ■ support teachers to become creative professionals ■ establish a collaborative culture ■ foster supportive leadership ■ 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 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	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	
Contact details	Sanna VAHTIVUORI-HÄNNINEN Ministry of Education and Culture *sanna.vahtivuori-hanninen@minedu.fi*

Title	**Implementation of a global policy for promoting teaching activity in the same way as research activity**
Sub-title	Train higher education teachers and recognize their work
Country concerned	**FRANCE**
Theme(s)	☐ Student-centred learning ☐ Inclusiveness ☐ Open resources ■ Digital transformation ☐ Educational research ■ Stakeholders' engagement ☐ Future skills & competences ■ Capacity building & academic career ■ Learning & teaching methods ■ National promotion & recognition ■ Institutional strategies & policies, funding & resources
Keywords	Equal recognition of teaching and research, National award, Competence framework for teachers in HEIs
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 (national decree). 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	After 4 editions of the PEPS prize, the number of candidates remains high, reflecting the usefulness and notoriety of this prize. 777 applications were submitted in 4 editions, and 61 projects were awarded. The national MOOC collected more than 34,000 registrations in 3 sessions. Initially intended mainly for new lecturers, it is in fact widely used in universities, as well as by trainers from the professional world, in France and in the French-speaking world.
Additional information	■ The competence framework is available online (in French): *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* ■ *Text of the decree* (in French) - see articles 13 & 14.
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Title	National Student Engagement Programme (NStEP)
Sub-title	A national approach to enhancing student engagement in higher education decision-making
Country concerned	**IRELAND**
Theme(s)	☐ Student-centred learning ☐ Inclusiveness ☐ Open resources ☐ Digital transformation ☐ Educational research ■ Stakeholders' engagement ☐ Future skills & competences ☐ Capacity building & academic career ☐ Learning & teaching methods ■ National promotion & recognition ☐ Institutional strategies & policies, funding & resources
Keywords	Student engagement, Student partnership, Student training, Institutional support and development; National principles and values
Summary	The National Student Engagement Programme, known as NStEP, was established in 2016 by the Higher Education Authority (HEA), Quality and Qualifications Ireland (QQI) and the Union of Students in Ireland (USI) to promote authentic student engagement practices which foster an active culture of partnership between students and staff. NStEP aims to achieve this culture through three strategic objectives, which are: ■ Strengthen the value of student engagement nationally ■ Developing the leadership capabilities of students in Irish higher education ■ Supporting staff and students across the sector to foster a culture of partnership With these objectives the programme works to support student engagement in decision-making across 'four domains' which are learning and teaching, quality assurance, governance and management, and student representation. Since 2016 NStEP has worked across 24 higher education institutions, delivered training to over 2,700 student representatives, hosted 18 institutional development workshops, supported a number of national projects, and developed many opportunities for students and staff across the sector to share challenges and enablers to enhancing student engagement practices. This work has informed a new strategy from 2019-2021, building on success to date, with the aim of embedding new approaches and policies for student engagement within institutions, as well as at the national level. Up to the spring semester of 2020, training was delivered in single sessions of up to three hours in length, with specialised sessions for postgraduate taught students and those who study in online or blended programmes. Training introduces participants to peer representation, while fostering student leadership at the programme/course level and enabling capacity to work with staff as active partners in learning and teaching enhancement. Core elements of the training include exploring the student learning experience and the elements of institutional practice and support that contribute towards an effective learning environment. One of the core strengths of the student training programme is that it is entirely student-led. NStEP recruits and trains a team of Student Trainers every Summer who then travel between institutions to deliver the training sessions. Student Trainers delivering the training ensures that participants can understand the important leadership role that they have undertaken within their institution and can learn from the experiences and perspectives of the Trainer. It also ensures that students gain a sense of agency so that they can play a key part in governance structures where decisions are taken about learning and teaching. Alongside increasing student leadership capabilities within quality enhancement, NStEP has sought to **explore institutional capacities to create an environment for student engagement** that fosters a real sense of participative collaboration, supporting staff and students to come together to strategise and implement changes through practice and policy. This approach was pioneered through the NStEP Institutional Analysis project that worked across 16 institutions. The workshops brought together student representatives, senior managers, professional support staff from across services, as well as students and teachers from across disciplines to analyse their areas of strength and weakness within student engagement, to discuss what needed to be prioritised by the institution, and to create student partnership strategies that would ultimately increase the role of students within decision-making and enhance the educational experience. Through these workshops, institutions and students' unions, working with staff and students from across roles have been able to work together towards common goals that

Summary	can strengthen the student voice across the domains of student engagement. From this work key national projects have been developed, examining student engagement in feedback, strategic decision-making, representation, and in supporting staff. The NStEP short course for staff professional development in student engagement was first piloted in order to support higher education staff to recognise and enhance student engagement within their own professional contexts. As the programme prepares to roll-out this professional development opportunity in 2020-21, it is hoped that staff who teach will find a new confidence in their practice, identifying good practice that already exists and building upon it in partnership and collaboration with students. This short course is supported by the National Forum for the Enhancement of learning and teaching in Higher Education. Overall, the programme aims to bring together students and staff from across roles, remits and disciplines to foster a renewed enthusiasm for meaningful student engagement in the Irish higher education system. A core part of this work is to re-examine what student engagement means within the Irish context, setting new national definitions and a 'practical' framework around which learning communities can be strengthened. NStEP will launch this new framework in November 2020.
Lessons learnt	Since February 2020, NStEP has begun the process of reimagining its student training programme. Through analysis of student feedback and sectoral consultations, it identified three main objectives: 1) broaden student participation, 2) update existing content and craft additional learning materials to meet the needs of the Irish higher education sector, and 3) support the ongoing development of class reps beyond a single training session, while simultaneously collecting more detailed feedback and experiences of student engagement across the sector. NStEP is remodelling training using a blended learning approach. In-person training continues to focus on key concepts using collaborative learning with substantial opportunities for participation. The initial training is complimented by resource-driven online learning. Online training, hosted on NStEP's own website using a Learning Management System, affords the flexibility needed by students by offering a variety of short modules available throughout the academic year. Student participation in this blended model will be recognised and incentivised through the award of a digital badge issued by NStEP in 2021. In supporting and developing practice within institutions, the programme needs to reach more staff who teach and engage them in our work. Often staff who teach will have limited opportunities to engage with national initiatives, therefore through the roll-out of the professional development short course, the programme can bring student engagement into their own learning and teaching professional context.
Additional information	*https://studentengagement.ie/*
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Title	StudentSurvey.ie - The Irish Survey of Student Engagement
Sub-title	StudentSurvey.ie asks students directly about their experiences of higher education, including students' academic, personal and social development.
Country concerned	**IRELAND**
Theme(s)	■ Student-centred learning ☐ Inclusiveness ☐ Open resources ☐ Digital transformation ■ Educational research ■ Stakeholders' engagement ☐ Future skills & competences ☐ Capacity building & academic career ☐ Learning & teaching methods ☐ National promotion & recognition ☐ Institutional strategies & policies, funding & resources
Keywords	Student engagement, Survey, 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[7] (HEA), the Irish Universities[8] (IUA), the Technological Higher Education Association[9] (THEA) and the Union of Students in Ireland[10] (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 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. ■ The comprehensive nature of data gathered provides insight into student engagement across the broad range of dimensions and multiple contexts shown in the figure below. Higher Order Learning | Reflective and integrative Learning | Quantitative Reasoning | Learning Strategies Collaborative Learning | Student Faculty Interaction | Effective Teaching Practices | Quality of Interactions Supportive Environment | Other (non-indicator) question items ■ The survey has generated a consistent dataset of results since 2014, which is facilitating longitudinal analysis and inter-organisational analysis. ■ The establishment of a second survey in 2018 with the piloting of PGR StudentSurvey.ie (the Irish Survey of Student Engagement for Postgraduate Research Students) to include students enrolled on programmes leading to research degrees. ■ The strength of the response rates. Approximately 245,000 first year, final year and taught postgraduate students have participated in StudentSurvey.ie since it was piloted in 2013 and the national response rate has increased steadily from 10.9% in 2013 to 31% in 2020. Approximately 6,000 students have participated in PGR StudentSurvey.ie (2018 and 2019 combined).

[7] The HEA is the statutory funding authority for the state higher education sector and is the advisory body to the Minister for Education and Skills and the Minister for Higher Education in relation to the sector.
[8] The IUA is the representative body for Ireland's seven universities.
[9] THEA is the representative body for Ireland's 11 Institutes of Technology and Technological University Dublin.
[10] USI is the national representative body for students in higher education.

Summary	**Follow up and impact** ■ Interpretation of detailed results requires appreciation of the local context. Institutions are committed to interpreting and utilising StudentSurvey.ie data to enhance the experiences of their students and do not support the use of student engagement results for any overly simplistic purpose that could be perceived as ranking institutions. ■ The unique partnership, Ministry support, national collaboration and stakeholder support for the survey and the commitment to follow-up on impact at both national and institutional levels. In addition to a national report, the responses for each individual institution are returned to that institution for local analysis at the level of institution/ faculty/ school/ college/ department, etc. ■ Each annual national report contains a chapter which delves more deeply into a particular topic , and provides detailed analysis and results relevant to that topic. ■ Analysis of the data and achievement of impact on foot of the results is central to the project and is supported and facilitated by the StudentSurvey.ie Analysis and Impact Group. ■ A national network of staff and student representatives who operate and champion the survey has been established and they meet annually at the StudentSurvey.ie Practitioners Forum. ■ Each institution monitors how results of the survey are used by faculties, schools, departments, senior management, student representatives, programme leaders, student support services or by the institution as a whole to enhance the student experience. An example from one participating institution which demonstrates how results are translated into action is provided in the next section. **Future outlook** StudentSurvey.ie is a valuable component of the Irish higher education and research sector and has the power to improve the lived experience of current and future undergraduate and postgraduate students. The large and growing dataset can and should be interrogated at national and local level by those working in the areas of policy, funding, communications, student support services, and academia and by students themselves, to name only a few who could benefit from using this rich source of information.
Lessons learnt	The early uses of the results have been published: «Effective feedback and uses of Irish Survey of Student Engagement data - An emerging picture»
Additional information	*www.studentsurvey.ie* The full anonymised dataset is archived annually with the Irish Social Science Data Archive (*www.issda.ie*) and is available upon request.
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Title	Almalaurea
Sub-title	Profile and employment status of the graduates
Country concerned	**ITALY**
Theme(s)	
■ Student-centred learning ☐ Inclusiveness ☐ Open resources ☐ Digital transformation ☐ Educational research	■ Stakeholders' engagement ■ Future skills & competences ☐ Capacity building & academic career ■ Learning & teaching methods ☐ National promotion & recognition ■ Institutional strategies & policies, funding & resources
Keywords	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 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	
Additional information	*https://www.almalaurea.it/en/info/chisiamo*
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Title	Italian national student registry
Sub-title	
Country concerned	**ITALY**
Theme(s)	
☐ Student-centred learning ■ Inclusiveness ☐ Open resources ■ Digital transformation ☐ Educational research	☐ Stakeholders' engagement ☐ Future skills & competences ☐ Capacity building & academic career ■ Learning & teaching methods ■ National promotion & recognition ■ Institutional strategies & policies, funding & resources
Keywords	Student registry
Summary	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	
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Title	Impulse of the Italian State for thematic support for diplomas: PLS/POT
Sub-title	PLS: scientific degrees plan – POT: orienting and tutoring plan
Country concerned	**ITALY**
Theme(s)	☐ Student-centred learning ■ Inclusiveness ■ Open resources ■ Digital transformation ☐ Educational research ☐ Stakeholders' engagement ☐ Future skills & competences ☐ Capacity building & academic career ■ Learning & teaching methods National promotion & recognition ■ Institutional strategies & policies, funding & resources
Keywords	STEM degrees
Summary	College and university degree programs in science, technology, engineering and mathematics (STEM) are considered "STEM degrees", and they are in high demand across many industries. 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 up to master's degrees of science and employment. Five actions are developed **Action 1 - Orientation to enrollment, promoting gender balance** The actions implemented concern orientation initiatives aimed at supporting students in a conscious choice of a scientific degree course. Particular emphasis will also be given to initiatives aimed at female students who are under-represented in most of the scientific degree classes compared to the national situation, in order to integrate the disciplinary context with their personal motivations and aptitudes. **Action 2- Reduction of dropout rates** This action aims to support all those activities that can favor the completion of studies by reducing the dropout rate in the degree courses of scientific disciplines. The activities are aimed at the introduction of innovative teaching tools and methodologies consistent with the student's approach at the center of the learning activities, for a general improvement of first cycle teaching and the reduction of the time required to complete studies. Particular attention is given to supporting the teaching activities of the first year, as the transition between the first and second year represents the most crucial moment in a student's career. **Action 3 - Training, support and monitoring of tutors' activities** Universities organize, with funds specifically allocated by the Ministry, specific tutoring activities aimed at students enrolled in the first or second year of degree courses. The activities included in the national PLS projects are to be considered as support for the training of tutors and the organization of their activities. As examples, PLS activities are aimed at: ■ provide tutors with the basic tools necessary for identifying the difficulties that students encounter and for creating the most suitable forms of support; ■ prepare didactic support material for tutoring activities. **Action 4 - Laboratory for teaching basic sciences** The definition of laboratory concerns a learning methodology that makes students approach the scientific disciplines as protagonists with an experimental approach. These laboratories are designed and implemented jointly by teachers from the School and the University, in possible collaboration with local stakeholders. They are characterized by a duration of 10-15 hours of student work during which students train in problem solving, in the development of interpretative models of situations and in the critical observation of scientific phenomena, also thanks to interaction and teamwork. 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	PLS (scientific degrees plan): 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.
Additional information	*https://www.pianolaureescientifiche.it/*
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Title	Educational innovation with information and communication technology
Sub-title	
Country concerned	**THE NETHERLANDS**
Theme(s)	
☐ Student-centred learning ■ Inclusiveness ■ Open resources ■ Digital transformation ■ Educational research	☐ Stakeholders' engagement ☐ Future skills & competences ☐ Capacity building & academic career ■ Learning & teaching methods ■ National promotion & recognition ■ Institutional strategies & policies, funding & resources
Keywords	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. Developing a better connection to the job market 2. Making education more flexible 3. Learning smarter and better by using technology
Lessons learnt	
Additional information	*https://www.surf.nl/en/the-surf-cooperative/acceleration-plan-for-educational-innovation-with-ict*
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Title	Recognition of teaching and research
Sub-title	Room for everyone's talent - towards a new balance in the recognition and rewards of academics
Country concerned	**THE NETHERLANDS**
Theme(s)	
☐ Student-centred learning ☐ Inclusiveness ☐ Open resources ☐ Digital transformation ■ Educational research	☐ Stakeholders' engagement ☐ Future skills & competences ☐ Capacity building & academic career ☐ Learning & teaching methods ■ National promotion & recognition ■ Institutional strategies & policies, funding & resources
Keywords	Equal recognition of teaching and research
Summary	In the Netherlands, the association of universities (VSNU) is leading an initiative on recognition 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 centres 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 macademics 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	
Additional information	■ *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*
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Title	Didactic initiative of excellence
Sub-title	
Country concerned	**POLAND**
Theme(s)	
■ Student-centred learning ■ Inclusiveness □ Open resources ■ Digital transformation □ Educational research	■ Stakeholders' engagement ■ Future skills & competences ■ Capacity building & academic career ■ Learning & teaching methods ■ National promotion & recognition ■ Institutional strategies & policies, funding & resources
Keywords	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. The vocational institutions (max. 15 per year) that achieve the best results of tracking graduates' labour market outcomes, especially in terms of relative indicators covering the situation in the labour 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, or mobility projects.
Lessons learnt	Vocational HEIs supported within the ministerial initiative have strengthened their capacity in innovative learning and teaching. Activities undertaken by institutions involve i.e. modernisation of educational process in cooperation with employers, usage of modern equipment, tools and learning and teaching 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	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. Announcement of the Minister of Science and Higher Education of January 30, 2020 on the conditions for receiving funds under the project "Teaching Initiative of Excellence" and the amount of these funds (in Polish): *http://www.bip.nauka.gov.pl/przedsiewziecie-dydaktyczna-inicjatywa-doskonalosci/*
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Title	Development of modern teaching methods in Polish universities « Masters of Didactics »
Sub-title	
Country concerned	**POLAND**
Theme(s)	
■ Student-centred learning ☐ Inclusiveness ☐ Open resources ☐ Digital transformation ■ Educational research	■ Stakeholders' engagement ☐ Future skills & competences ☐ Capacity building & academic career ■ Learning & teaching methods ☐ National promotion & recognition ☐ Institutional strategies & policies, funding & resources
Keywords	Tutoring methods, International collaboration, Professional qualifications
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. 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	
Additional information	The project has a total budget of PLN 100 million. Its cost-effectiveness is analysed at every stage of the project implementation. https://www.gov.pl/web/nauka/informacje-o-programie-mistrzowie-dydaktyki (in Polish)
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Title	Increased participation in higher education through the Romania Secondary Education Project (ROSE)
Sub-title	
Country concerned	**ROMANIA**
Theme(s)	
■ Student-centred learning ■ Inclusiveness ☐ Open resources ☐ Digital transformation ☐ Educational research	☐ Stakeholders' engagement ■ Future skills & competences ☐ Capacity building & academic career ■ Learning & teaching methods ☐ National promotion & recognition ☐ Institutional strategies & policies, funding & resources
Keywords	Learning centres, Professional and career counselling, Tutoring, Coaching
Summary	The Romania Secondary Education Project (ROSE), amounting to 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 € and should reach around 100,000 students by the end of the project. Universities are awarded grants, ranging from 45,000 to 300,000€, in order to implement activities such as: ■ programs designed to improve the students' academic performance, tutoring, vocational counselling 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 centres, 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	■ 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 learning and teaching 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	www.proiecte.pmu.ro
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Title	Widening access in higher education: Framework for fair access
Sub-title	Covers the entire learner journey, from early years to adult returners, and include awareness-raising, admissions, retention, progression and outcomes
Country concerned	**UNITED KINGDOM, Scotland**
Theme(s)	☐ Student-centred learning ■ Inclusiveness ■ Open resources ☐ Digital transformation ■ Educational research ■ Stakeholders' engagement ■ Future skills & competences ■ Capacity building & academic career ☐ Learning & teaching methods ☐ National promotion & recognition ☐ Institutional strategies & policies, funding & resources
Keywords	Learner's journey, Equal access, Systemic approach, Supporting disadvantaged background people
Summary	In 2015, the Scottish Government established the Commission on Widening Access. In 2016 we accepted the Commission's recommendations in full and appointed a Commissioner for Fair Access. The Framework for Fair Access (launched in May 2019) was developed in response to recommendations contained in the *Commission on Widening Access: a Blueprint for Fairness report*. **Objectives:** To deliver all the Commission's recommendations. The Scottish Framework for Fair Access acts as good practice guide for Scotland and thereby assisting the learner journey. It has been developed to help access practitioners plan and evaluate new ways of helping people from disadvantaged backgrounds access higher education. **Target groups:** It has been designed for use by schools, colleges, universities and the third sector, and provides evidence and advice and highlights best practice by identifying activities that are making the most impact. **Outcomes:** The Commission on Widening Access recommendations include the target that by 2030, students from the 20% most deprived areas should represent 20% of entrants to higher education. Recent HESA statistics show that 15.9% of Scottish full-time first degree entrants were from the 20% most deprived areas in 2018/19 - only 0.1 percentage points away from the Commission's interim target for 2021. Statistics show that we have a record number of Scots going to university and a record number of Scots from the most deprived communities going to university. **Sustainability:** A review of progress report is being published annually by the Commissioner for Fair Access. The report shows that Scotland is setting the pace in the UK on this agenda - but we know there is more to do.
Lessons learnt	
Additional information	The framework (*https://www.gov.scot/policies/universities/fair-access-framework/*) aims to: ■ showcase best practice in research and evaluation ■ disseminate research and evidence to define the most effective access interventions ■ support the development of new activities and regional collaborations and the enhancement of existing interventions ■ help to build evaluation capacity within the sector, identifying the minimum standards of monitoring and evaluation that should be embedded in all major access programmes ■ articulate and share practitioner knowledge and best practice Final Report of the Commission on Widening Access: *https://www.gov.scot/publications/blueprint-fairness-final-report-commission-widening-access/pages/7/*
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