

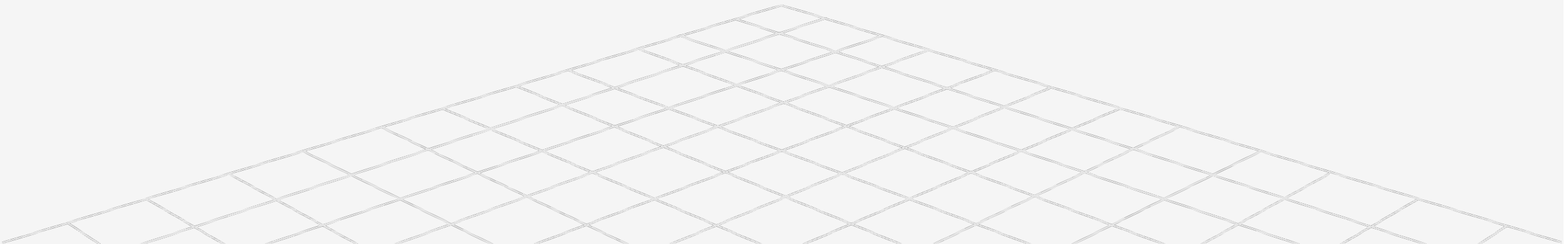
Progress Report BFUG Working Group on Learning and Teaching

BFUG meeting

Brussels, Belgium 19 February 2024

Outline

- . Background
- . Reference to the Rome Communiqué
- . Thematic Framework
- . Completed tasks
- . Implemented and ongoing activities
- . **Proposals for the Ministerial Communiqué**



Proposals for the Ministerial Communiqué on STAFF DEVELOPMENT

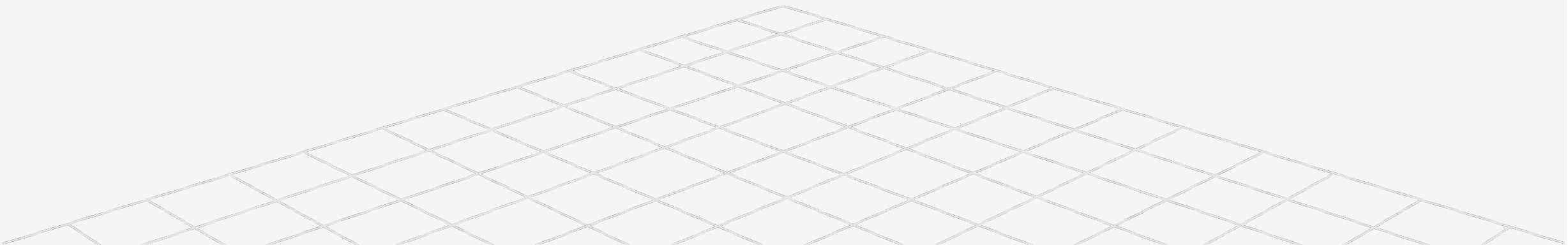
112 **An innovative EHEA**

113 The announcement of the EHEA in 2010, rather than becoming the finishing line as originally foreseen, has
114 been the starting point for a continuous dynamic higher policy process. Beyond the vital key commitments,
115 we see a higher education world in rapid development. Students need to be delivered with high-quality,
116 learner-centred and innovative learning and teaching, in line with their needs and desires, in order to adapt
117 to these developments. This requires the acquisition of transversal and future-proof skills and equipping
118 students with critical thinking, in order to prepare them for a democratic society and a resilient and
119 competitive labour market. Amidst these developments, we need to ensure student-centred learning is a
120 reality for all students, empowering individual learners through effective support and guidance and cross-
121 disciplinary approaches.

We acknowledge the crucial role of staff responsible for teaching in supporting high-quality, learner-centred and innovative learning and teaching and developing their individual practice as teachers. Their professional development needs and the intrinsic value of teaching in higher education should be recognised in order to support them in carrying out this role.

Proposals for the Ministerial Communiqué on STUDENT-CENTRED LEARNING

Communities of learning, in general, evolve in formal and informal ways, and higher education institutions need to be mindful of this phenomenon. We intend to foster an environment that encourages peer learning within higher education institutions, between higher education institutions and across the EHEA. We call upon the BFUG to establish a thematic peer learning group that would bring together institutions from across the EHEA to exchange and learn from each other. The Thematic Peer Group should be given the task to work towards a commonly shared and operational definition and propose concrete suggestions of how to take it up, based on sharing of practices.



Thank you for your attention,
on behalf of the co-chairs of the WG L&T



Tim Conlon (IE)



Jon Altuna (EURASHE)



Philippe Lalle (FR)