



# Progress Report BFUG Working Group on Learning and Teaching

BFUG Board meeting

Astana, Kazakhstan, 5 October 2022



# Outline

- Background
- Reference to the Rome Communiqué
- Thematic Framework
- Implemented activities (meetings)
- Peer Learning Activities
- Indicators
- Links with other structures and projects
- State of Play and Next Steps

# Background

Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA - Annex III to the Rome Communiqué (2020).

The WG L&T looks at how to translate the Recommendations:

- into concrete policy actions transferable across the EHEA
- into measurable, qualitative indicators to monitor progress at the system level

# Reference to the Rome Communiqué

- *We adopt the "Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA" (Annex III) and commit to following them, supporting higher education institutions in further implementing student-centred learning and teaching. The recommendations comprise increased support for all learners, and for teaching and non-teaching staff. Academic staff, including junior academics, require stable employment and career opportunities, parity of esteem for teaching and research, attractive working conditions, access to up-to-date staff development, and recognition of their achievements. In all these respects we will foster dialogue and collaboration on learning and teaching in our national systems and at EHEA level.*
- *Flexible and open learning paths, part of the original inspiration for the Bologna Process, are important aspects of student-centred learning and are in increasing demand in our societies. In addition to full degree programmes, many higher education institutions offer or plan to offer smaller units of learning, which enable learners to develop or update their cultural, professional, and transversal skills and competencies at various stages in their lives. We ask the BFUG to explore how and to what extent these smaller, flexible units, including those leading to micro-credentials, can be defined, developed, implemented and recognised by our institutions using EHEA tools.*
- *We commit to supporting our higher education institutions in using digital technologies for learning, teaching and assessment, as well as for academic communication and research, and to investing in the development of digital skills and competencies for all.*

# Thematic Framework

Three main specific topics:

- Making student-centred learning a reality across the entire EHEA;
- Supporting staff development;
- Fostering innovative learning and teaching.

Additional topics from the Terms of Reference:

- Discussing assessment in higher education;
- Continuous improvement of learning, teaching and assessment;
- Developing international learning environments for the students.

# OUR PERSPECTIVE

The WG on L&T is planning and carrying out its activities around the topics listed in the thematic framework and always looking at the system level (not the institutional) initiatives and practices relevant across the EHEA.



# Implemented activities

## 5 MEETINGS OF THE WG L&T:

- First meeting (21 Sept 2021)
- Second meeting (25 Jan 2022)
- Third meeting (5 Apr 2022)
- Fourth meeting (12 May 2022)
- Fifth meeting (30 Sept 2022)

## 3 SUB-GROUPS' MEETINGS:

- 21 Feb 2022 – Staff Development
- 28 Feb 2022 – Student-centred learning
- 2 March 2022 – Innovative T&L

# Peer Learning Activities

To translate Recommendations into concrete policy actions at the European/EHEA level and support member countries in the development of concrete national actions and strategies to implement the above recommendations

- PLA on the topic of staff development, Paris, 26-27 October 2022
- PLA on the topic of student-centred learning, EURASHE Bucharest, 6-7 June 2023
- PLA on the topic of innovative learning and teaching (tbc, 2023)



# Indicators

Extensive list of topics and possible indicators submitted to the WG on Implementation and Monitoring

Topic 1. System-level regulations, including legislation, targeting L&T

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

Topic 3. Commitment to developing staff and student capabilities

Topic 4. National and International Collaboration and linkages

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

Topic 6. Inclusiveness

Topic 7. Higher education staff profile and working conditions

# Links with other structures and projects

- Developing indicators in the area of learning and teaching (with WG 1 and WG on SD);
- Developing recommendations on concrete policy actions to the BFUG and ministers on the implementation of micro-credentials in the EHEA, in line with the developments in the European Education Area (with the TPG A on Qualifications Frameworks and the ERASMUS+ QUATRA Project);
- Organising forums and/or seminars for policymakers, make concrete recommendations to implement ministerial recommendations, exploring further PROFFORMANCE Assessment tool, discussing results of the survey on lessons learnt from COVID-19 (with the ERASMUS+ PROFFORMANCE+ Project);
- Organising forums and/or seminars for policymakers, make concrete recommendations to implement ministerial recommendations (with the ERASMUS+ START Project).

# State of Play and Next Steps

- The annual Work Plan 2022 - implemented almost entirely as planned: work on indicators completed, support to the implementation of the ministerial recommendations provided through share of good practices.
- The annual Work Plan 2023 - focused on gathering evidence on good examples of the implementation of the ministerial recommendations in a standardised and systematic way that would allow to make recommendations on transposing good practices across the EHEA (meetings and PLA(s)).
- The PLA on Staff Development, Paris, October, 2022
- Sixth meeting of the WG on L&T, Budapest, December, 2022
- The PLA on Student-Centred Learning, EURASHE, Bucharest, 6/7 June 2023

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



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