BFUG WG ON LEARNING & TEACHING

DISCUSSIONS PAPER

WG L&T meeting, 5 April 2022

The BFUG WG on Learning & Teaching has been tasked, among other, to propose measurable qualitative indicators, which can serve as a basis for monitoring the progress on learning and teaching in EHEA. The indicators will be included in the Bologna Implementation Report under a new chapter on Learning & Teaching. The goal of the sub-group meetings was to propose topics under three themes and consider possible indicators to be discussed in more detail with the WG at its meeting on the 05 April 2022. These three themes are interconnected and equally important.

The themes of the three sub-groups and a summary of the discussion held at each sub-group are available below:

Sub-Group 1　　　Student-centred learning – A summary of the discussion and resources circulated to the subgroup are available here.

Sub-Group 2　　　Staff Development - – A summary of the discussion and resources circulated to the subgroup are available here.

Sub-Group 3　　　Innovation in Learning and Teaching - A summary of the discussion and resources circulated to the subgroup are available here.

This discussion paper provides a synthesis of topics for potential indicators across the three subgroups. In addition, some very draft questions (Appendix 1) that were highlighted by members of the sub-groups have been included as starting points for further discussion.

In advance of our meeting on 05 April 2022 please review the broad topics identified below and consider:

1. Do these broad topics, reflect the basis for indicators for the BFUG implementation report?
2. Are there topics missing that need to be included?
3. Based on these topics, what kind of high level indicators would work in your context? (Please think about examples of how these indicators could be communicated)?

What makes a good indicator?

Indicators must be high level, interpretable in a range of contexts. Indicators should be neutral and objective. Together, learning and teaching national indicators must provide an opportunity for Ministries to capture current developments in their own context, while at the same time support future enhancement and innovation. Possible indicators and related questions/descriptions could be phrased as:

-　　　　Something that system-level authorities could possibly answer (have data, resource, and/or expertise on or that is supported through legislation and/or funding);

- Areas that are developed/delivered by the higher education institution itself as e.g., captured in surveys of higher education institutions [Trends 2024] or of individual teachers or students [Bologna with Student Eyes] are beyond the scope.

Indicators can be **simple** e.g., is this [specify] in the legislation or not?

Indicators can be more complex inclusive of multiple elements combined into one **composite** indicator.

Indicators can be policy level using **score card** format.

Potential Topics from which to formulate indicators

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

- National learning and teaching strategy/policy and funded implementation plan developed through consultation with the sector that is regularly reviewed and captures impact.
- Strategic commitment to:
    - Learning and Teaching enhancement
    - A shared understanding and commitment to student-centred learning
    - Nationally agreed frameworks supporting capacity building to develop e.g., digital capabilities, open education and assessment literacy in staff and student
    - Provision that enables choice and flexibility to students to choose their own learning pathways and mode of learning and assessment
    - Programmatic approach to assessment
- Policies to support openness in education (QA,OER)
- The existence (or not) of national QA regulations that impact e.g., modes of learning across programmes or the need for staff to have a learning and teaching qualification to teach in HE.
- The data that is available/collected to guide decision making e.g., on the profile of staff and students across the sector and the extent to which decisions are evidenced based.
- A commitment to monitoring Impact – how do they know if something is working/not working?

Topic 2   Nationally agreed structures to support learning and teaching enhancement

- National Agency to support learning and teaching
- Existence or not of processes to ensure inclusive decision making guiding national work, e.g. how institutions govern themselves and evidence of how inclusive that is. Level of autonomy of HEIs to transform their education provision
- Processes in place for the HE sector to inform policy at system level and alignment stakeholders, including e.g., representative bodies for QA, Institution type, student representation, staff unions etc
- Nationally agreed frameworks e.g., professional development, micro credentials and/or commitment to flexible pathways, recognition of prior learning, student engagement, curriculum development, digital capacity and capability development.

Level of guidance, incentives and support provided to ensure frameworks are embedded in a sustainable way.

- An explicit commitment to student centred learning and evidence of student partnership and co-creation in learning and teaching enhancement, including e.g., curriculum design, learning and teaching and assessment approaches.
- Recognition & reward structures that support e.g., staff professional development, leadership development, open educational practices
- National/regional repositories and to what extent they are used
- The extent to which the system is agile, responsive and forward looking.

Topic 3   Commitment to developing staff and student capabilities

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

Topic 4   National and International Collaboration and linkages

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

Topic 5   Scholarship of Learning and Teaching

- Value put on SoTL .e.g., the recognition of the scholarship of learning and teaching
- The provision of integrated research funding, at national level, to support digital, online and open education
- Provision for data collection and analysis to support evidenced-based decision making.

Topic 6   Dedicated funding for Learning and Teaching

- Is there a dedicated and sustainable funding stream for learning and teaching enhancement aligned to a clear and agreed strategy? How is this implemented? How is the impact of this funding evaluated?

Topic 7   Inclusiveness

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

Topic 8   Higher education staff profile and working conditions

- Profile of staff and the data collected to ensure this is up to date
- Process and requirement for staff to enter HE (including e.g., equal opportunities, essential (or/not) qualification requirement)
- Workload models of staff
- Recognition and award structures for those who teach
- Recognition and provision for ongoing continuous throughout the career.

Initial Ideas Emerging From Sub-Group 1   Student Centred Learning

POSSIBLE TOPICS Which concepts and terms are associated with SCL?	INDICATORS: How are the concepts and terms under the topic of SCL described?	QUESTIONS: How/if could these terms be enacted as indicators for SCL? Possible questions to ask the ministries (and QA Agencies)
Changed roles of teachers and students Teacher as facilitator Students active role and responsibility	SCL approach is a pedagogical response to the criticism of traditional teaching as passive lecture-discussion format where teachers talk and students listen. With this paradigm shift, knowledge is perceived as being constructed by students and the **teacher** becomes a facilitator of learning, creator of stimulating learning environment and opportunities for students to be active, engage, explore, generate knowledge. This brings an increased autonomy of the **learner** but also places a great deal of responsibility on the students, who are expected to self-manage their learning process and achieve intended learning outcomes. Focus of HEIs on developing students autonomy, as the paradigm shift to constructivism involves a higher responsibility of the student in its own learning.	*Note: to discuss how to avoid overlapping with the Subgroup 2 on support to teachers.* Is SCL mentioned in any national level strategy/policy documents? Please elaborate on how. Is there a shared understanding at the national/ institutional level? Is student-centred learning approach, as a topic, addressed in the professional development of teachers? Is the concept promoted among students?

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Students choices	Flexibility in curriculum design supports the possibilities for students to choose. The concept of student choice is described as their active involvement in **choosing** *what* to study, *how* and *why* that topic might be an interesting one to study, *how* to be **assessed**. By having a choice, students can set some of their own learning outcomes, in line with their specific interests and studying goals, and take the responsibility for their choices. The efforts universities are making to create an environment where students can really express their preferences, when incentives are created for every student to really express a choice (for example, it is important to look not only at the share of "optional" courses in the total courses offered by a program, but also their diversity and relevance for the students).	What is in the law/regulations/QA framework in relation to students' option to choose their courses, the mode of studying, learning and teaching methods, types of assessment? Can students tailor their learning paths according to their specific choices? What can HEIs do (what flexibility do they have for offering flexibility)? What does it mean for teachers who have to design their courses? What does it mean for students? to what extent and what kind of information is collected about the profile of student population at national level, and „what do you do with this information" (how is it used for evidence-based policy making, in a way).
Learning outcomes approach	In EHEA policies, SCL is firmly linked to the learning outcomes. The learning outcomes approach in **curriculum design** is focusing on what the student will be able to do, rather than on the content being covered by the teacher i.e. an emphasis on the process and competence, rather than the content.	Do you have regulations/policies to encourage universities in defining - delivering - assessing learning outcomes in the curriculum? Do you implement programme accreditation procedures which, among others, evaluate the implementation of learning outcomes approach in the curriculum?

POSSIBLE TOPICS Which concepts and terms are associated with SCL?	INDICATORS: How are the concepts and terms under the topic of SCL described?	QUESTIONS: How/if could these terms be enacted as indicators for SCL? Possible questions to ask the ministries (and QA Agencies)
	National curriculum guidelines (a reference curriculum framework) in higher education, offering universities references on how to create programs/courses that adequately define learning outcomes in terms of competences (as a structured set of knowledge, skills and attitudes); in European Education Area we have the EU 8 key competences initiative, but also other relevant developments such as European Framework for Languages, Digital etc.	If yes, what are the general trends from the evaluation of these standards/criteria? *Note: To discuss with the QA colleagues*
Learning, teaching and assessment methods based on partnership and cocreation	Student-centred learning approaches, reflected in activities such as research projects, peer teaching, case-based learning, learning portfolios, projects and practical work, active learning, flexible learning, self-directed learning etc. are considered to encourage deep learning and understanding and enhance learning outcomes. Flexibility of assessments allow for different ways of acquiring knowledge and developing skills. Formative assessment of students includes providing a qualitative feedback to students on their performance. Formal restrictions and national-level regulations may restrict further relearning opportunities (e.g. obstacles in recognition).	How the implementation of the standard ESG 1.3 is included in the external quality assurance? Do the QA agencies monitor the use of the SCL approach in learning, teaching and assessment? How the QA agencies monitor weather institutions support the teachers in applying the SCL approach? Are there national-level regulations on modes of teaching learning and assessment (e.g. compulsory written final exam?) Are there national-level regulations restricting the use of online learning, teaching and assessment tools? (e.g. in %)

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	Alternative assessment methods, in particular self-assessment and peer-assessment	
Recognition of prior learning	Opening access to HE for non-traditional learners may include the possibilities of recognising skills and knowledge acquired priory thorough non-formal (e.g. certificates), informal (e.g. experiential) and formal (e.g. studies non-completed) learning.	Is there national-level regulation in place on RPL? Are there national guidelines to support the HEIs in the implementation of RPL? Are there incentives to HEI to apply RPL?
Flexible learning pathways	With the changes in the labour market and in the society, HEIs are confronted to create education and training provision that would allow for different learning paths (micro credentials, short professional courses, part time students, etc.).	To what groups of students are the national-level funding and subsidies available: full-time students, part-time students, adult learners, applicants for recognition of prior learning (validation)? How studies for these different groups are financed: national-level funding and subsidies; own (personal) funds; companies funding for their staff's professional development; other (please elaborate). Are there national-level objectives related to providing education to lifelong learners? (e.g. xy% of NEET back to studies within 5 years, etc.)

POSSIBLE TOPICS	INDICATORS:	QUESTIONS:
Which concepts and terms are associated with SCL?	How are the concepts and terms under the topic of SCL described?	How/if could these terms be enacted as indicators for SCL? Possible questions to ask the ministries (and QA Agencies)
Note: To discuss with the SD WG possible overlaps **Diversity of Student Body**	With an increase of the diversity of the student body, there are more mature students, international students or students with divers cultural and socio-economic background as well as different vulnerable groups of students which signals the need for change in the way that the higher education institutions and teachers responds to those diversities. By shifting the emphasis from the teacher to the student, the diversity of student need can be appreciated and accommodated[1]. Importance of supporting resilience part of the curriculum, in an integrated approach to support students at risk (including the need for curriculum adaptation, where is the case).	How the national system defines groups that study at university: full-time, part-time, adult learners, other, etc., and if there is a specific definition for „disadvantaged". Do you have a data collection system established at the institutional/national level for monitoring access, progression and completion of studies for different disadvantaged and underrepresented groups of students? Are there specific national-level measures to support students at risk of exclusion? Are there specific infrastructure and supporting resources available for HEIs to encourage inclusion of underrepresented, vulnerable and disadvantaged groups of students and build inclusive teaching and learning spaces?
Formal students' participation	Student-centred learning approach can also be applied in a formal engagement of students in different governing structures and decision-making processes.	Is student participation in policy developments at the national level prescribed by the national legislation / internal regulations?

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[1] Biggs, J. B., & Tang, C. S. (2011). *Teaching for quality learning at university: What the student does* (4th edition). McGraw-Hill, Society for Research into Higher Education & Open University Press.

POSSIBLE TOPICS Which concepts and terms are associated with SCL?	INDICATORS: How are the concepts and terms under the topic of SCL described?	QUESTIONS: How/if could these terms be enacted as indicators for SCL? Possible questions to ask the ministries (and QA Agencies)
		Is student participation in governing structures of the HEIs prescribed by the national legislation / internal regulations?

Initial Ideas Emerging From Sub-Group 2   Staff Development

TOPICS	QUESTIONS, DESCRIPTION	TOWARDS AN INDICATOR
Recruitment and qualification of teachers	Is teaching addressed in the doctoral training? e.g. Are there opportunities to teach as a doctoral student? Are there training courses (optional, mandatory) for teaching included in the doctoral programme? Besides the doctorate, are there other qualifications or training that prepare entry-level teachers for their role? To what extent are these mandatory?	Level of preparedness for teaching for entry-level teachers In your country, is there any obligation or regulation for future university teachers to be trained for teaching?
	Is there a requirement to have previously taught to be recruited? Is it a question of quantity or quality of lessons already given Is there a teaching test during recruitment? *(for example in some universities in Quebec there is an oral lesson exercise given in front of a panel of students who give an opinion to the recruitment committee).*	Is there at the national level a common trend (or a regulation?) for teaching qualification for recruitment as an assistant professor or professor?
	Are there regulations to prevent discrimination on the basis of gender, age, ethnicity, disability, and so on? *(this question makes the link with the concerns of the WG on Social dimension)*	Regulation for equal opportunities

TOPICS	QUESTIONS, DESCRIPTION	TOWARDS AN INDICATOR
	Is there a national-level framework for professional development and practice in higher education teaching? (for example, UKPSF in UK) If so, how is it used: for recruitment, as milestone/benchmarking tool for professional development and career progression, etc.? Is it widely used by in-service teachers?	Existence of a reference tool for professional development in teaching
Employment and working conditions	Who is teaching at higher education institutions ? What is the ratio of teachers with a permanent position, compared to all those providing teaching at HEIs? of those who have or do not have a research load?	Profile of teaching staff at HEIs
	What are the duties and working time of teachers ? Duties = research / teaching / administration / support for student success ? What are the official teaching loads and the student/staff ratio?	Duties and workload of teachers (and compatibility with continuous professional development?)
	Academic staff remuneration Is there the possibility of awarding bonuses, incentives, for those who invest massively in teaching and supporting students? Should we consider this question at national level only (based on national funding) or include things provided by HEIs too?	Possibilities of extra remuneration (or incentives) for investing into teaching

TOPICS	QUESTIONS, DESCRIPTION	TOWARDS AN INDICATOR
	Continuing professional development (CPD) of academic staff for pedagogy Is it a national obligation or at the discretion of each HEI? Is CPD provided by the HEI optional, compulsory; which in which cases?) Are there sabbaticals to develop educational projects? Are there specific structures for offering teacher training and teaching support (such as L&T centres, pedagogical units, learning labs, etc.) in all HEIs? Is there cooperation between HEIs for offering training? Are there national training schemes?	?
	Do the pedagogical trainings take into account awareness of the specific problems of certain student populations: handicapped or sick students, students requiring special pedagogies because of their personal situation (parents, high-level athletes or musicians…)? (*Link to social dimension WG*)	Do CPD offers cover?

TOPICS	QUESTIONS, DESCRIPTION	TOWARDS AN INDICATOR
	Training of teachers in the role of supervisor (thesis director)? *Is it relevant to isolate this item?*	- Training to address specific student needs (disadvantaged groups, universial design approaches...) - Training for supervising student s (thesis director) - Training to digital skills and digital pedagogy skills - Learning outcomes, student-centred learning - Curriculum design - Assessment design and literacy *(This is probably too dependent on the HEIs to be the subject of an indicator, because it is not regulated at the national level, but it is a relevant question for our other deliverables)*
	I Informal mechanisms for staff development in pedagogy: Is participation in pedagogical conferences facilitated (fundable?) Are there national prizes rewarding the quality of pedagogy? Other mechanisms as peer support or mentoring…	What are the mechanisms offered at national level (teaching prizes, conferences, other)?
	Mobility in favour of the improvement of pedagogy Is mobility (national or international) possible/facilitated for educational reasons (observing, training in new practices) ?	

TOPICS	QUESTIONS, DESCRIPTION	TOWARDS AN INDICATOR
	Capacity building for this chapter:	*What are the resources allocated nationally to enable institutions to support staff and infrastructure that support teaching and learning?* *And to individual staff members for professional development?*
Evaluation of academic staff	Does individual assessment/career progression meaningfully consider teaching involvement? (research is often the major criterion for career progression) Are qualitative criteria (and not just the number of teaching hours or responsibilities) taken into account? (for example the training courses followed, the diversification of teaching methods, etc.)	
	Feedback loop from course evaluation by the student Can teachers use the results of evaluations from their students, for career advancement purposes (e.g. in a promotion process)?	
Quality assurance	Accreditation of programs : what consideration is given to the qualifications of teachers in pedagogy, to their continuing education programs ?	Role of the national QA framework in regulating and supporting learning and teaching
	Accreditation of HEIs : what consideration is given to working conditions, to the presence of teaching support structures ?	

Initial Ideas Emerging From Sub-Group 3   Innovation in Learning and Teaching (including a review of existing National Initiatives captured through the LOTUS Project)

TOPICS	QUESTIONS, DESCRIPTION	TOWARDS AN INDICATOR
Building Capacity	National Professional Development framework Level of preparedness for teaching for entry-level teachers In your country, is there any obligation or regulation for future university teachers to be trained for teaching? National Leadership in teaching and learning enhancement development programme	
	Inclusive decision making guiding national work, e.g.. how institutions govern themselves and evidence of how inclusive that is. National teaching and learning enhancement themes building or developing an evidence base at a policy level	
Scholarship	Recognition of scholarship of T&L as an important to be funded through research funding	

TOPICS	QUESTIONS, DESCRIPTION	TOWARDS AN INDICATOR
Strategy and alignment	T&L requires integrated strategy and sectoral alignment Alignment between stakeholders What national approach do you have to ensure a shared understanding and agreement on L&T enhancement, how do you know the stakeholders made a pledge to this and how do you know it works. What processes are in place for the HE sector to inform policy at system level?	
Dedicated Funding	Dedicated and sustainable funding for Teaching and Learning enhancement aligned to a clear and agreed strategy.	Is there a dedicated and sustainable funding stream for learning and teaching enhancement aligned to a clear and agreed strategy? How is this implemented? How is the impact of this funding evaluated?
Curriculum Design	Support for e.g., education sustainable development (wicked problems) in strategy and funding. National view/ definition of curriculum that goes beyond individual programmes or their content. National Framework for micro-credentials Student partnership in co-creating curriculum	Is there a clear articulation of commitment to, and support for SDGs in HE

TOPICS	QUESTIONS, DESCRIPTION	TOWARDS AN INDICATOR
	Recognition of prior learning	
Digital and Openness	Policies to support openness in education (OA, OER) Dedicated funding for development of digital literacies and open capabilities, for students and staff Recognition & reward structures that support open educational practices Integrated research funding, at national level, to support digital, online and open education Connection with broader, international Open Education efforts and targets, e.g. EC, UNESCO Building open capabilities (so that people share but know what they should share, sharing resources that are granular, knowing what resource hubs are best to use to share) National/regional repositories and to what extent they are used	What policies are in place to support a commitment to openness in education Is there a clear strategy for developing digital literacies and open capabilities, for students and staff
Assessment	A national framework to support staff and students' assessment & feedback literacy development A national understanding of the broader purposes of assessment to include feedback and students' self monitoring	

TOPICS	QUESTIONS, DESCRIPTION	TOWARDS AN INDICATOR
	Structures and policies that support diverse, inclusive and socially just assessments	
	Environments and staff development that support fair and valid digital assessment	
	Opportunities for inter-stakeholder dialogue to connect work-integrated learning assessment experience, both on and off campus	
	Policies and resources that mobilise key stakeholders to take a programmatic approach to assessment	
	Opportunities to critique the merits of different institutional and national grading approaches	
	The implementation of a nationally agreed Assessment literacy framework	
	Academic integrity	
	Student empowerment in national and institutional assessment decision making committees, forums, policies and practices.	
Inclusiveness	National commitment to embed the principles of Universal Design of Learning (UDL) in Higher Education	

TOPICS	QUESTIONS, DESCRIPTION	TOWARDS AN INDICATOR
Based on identified National initiatives from the Lotus project	Based on _National Developments in Learning and Teaching in Europe. A report from the LOTUS project_ (February 2022). In the context of the BFUG Working Group on L&T Possible indicators and related questions/descriptions phrased as: - Something that system-level[2] authorities could possibly answer (have data, resource, and/or expertise on); - Something that addresses the system-level (not individual higher education institutions [_Trends 2024_] nor individual teachers or students [_Bologna with Student Eyes_]).	
System-level regulations, including legislation, targeting L&T	Existence of a system-level strategy for L&T, level/extent of resources allocated, and mechanism to implement it	Does it exist? (strategy, strategic plan or similar) Period covered What are its 3 most important priorities? (options = list of commonly cited areas: digital, teaching competences, learning infrastructures, social inclusion, etc. + "other") How does it engage with HEIs? - legal obligation – to design their own strategic plans based on priorities - it is a framework but there is no obligation – etc.) Which other stakeholders does it address for implementation? (HEIs; QA agency; students/student representatives; others) How is the strategy resourced? - Enhancement of the HEIs' basic funding - Performance based funding - Thematic calls

[2] "System-level" is used to cover countries (national level) as well as regions that hold the competence for higher education in an autonomous way, but following various and different modalities (language-based communities in Belgium, nations in the UK, etc.).

TOPICS	QUESTIONS, DESCRIPTION	TOWARDS AN INDICATOR
		- Other How is the strategy monitored? - Self-reporting by the Ministry - Reports from the HEIs - Through EQA reviews - External review (commissioned) - Through other means (comment) - Not monitored
System-level regulations, including legislation, targeting L&T	Existence of a system-level strategy for L&T, level/extent of resources allocated, and mechanism to implement it	Does it exist? (strategy, strategic plan or similar) Period covered What are its 3 most important priorities? (options = list of commonly cited areas: digital, teaching competences, learning infrastructures, social inclusion, etc. + "other") How does it engage with HEIs? - legal obligation – to design their own strategic plans based on priorities - it is a framework but there is no obligation – etc.) Which other stakeholders does it address for implementation? (HEIs; QA agency; students/student representatives; others) How is the strategy resourced? - Enhancement of the HEIs' basic funding - Performance based funding - Thematic calls - Other How is the strategy monitored? - Self-reporting by the Ministry - Reports from the HEIs - Through EQA reviews

TOPICS	QUESTIONS, DESCRIPTION	TOWARDS AN INDICATOR
		- External review (commissioned) - Through other means (comment) - Not monitored
	Relative importance of learning and teaching in system-level obligations of HEIs and support available	QA: Are there criteria explicitly addressing student-centred learning in the EQA framework? [*Crosses path with the sub-group SCL*] Has the ministry developed or does it support any instrument or measure that is particularly successful or promising? (Short description / website link)
Innovation, curriculum and related	Autonomy of HEIs to transform their education provision How innovation-friendly is the system and is it concretely taken up How agile the system is when facing innovative or new trend related to learning and teaching	Generally, can HEI reform their curricula? - Yes, for all or most of the disciplines. - Yes, for some disciplines - To some extent, but they depend on external approval (accreditation, Ministerial In your country/system, was an exception to the regulation necessary to enable digital learning and assessment during the pandemic? Is there a change in law/regulations foreseen in the future for addressing digital learning? How is innovation encouraged at system level? - Dedicated funding - Dedicated structure - Dedicated incentives such as teaching prizes - Generally embedded in QA/funding criteria for HEIs - Generally embedded in hiring/promotion criteria for teachers, etc.)

TOPICS	QUESTIONS, DESCRIPTION	TOWARDS AN INDICATOR
		Is there any support at system-level for capacity building at HEIs? - A dedicated structure - In-kind support (resources available, networks of experts, etc.) - Funding - Other
Careers and teaching enhancement	*[This crosses path with the sub-group Staff Development]*	Is there a system-level regulation for qualifications of academic teachers (minimum period of teacher training, teaching experience or similar), other than an academic degree? - Yes, by the ministry - Yes, through sector self-governance - No, individual institutions decide on this. - Other What is the role of the Ministry in supporting pedagogic staff development? - Regulation/ legal framework - Offer, organisation - Other Are there EQA criteria explicitly addressing CPD?
National and international exchanges and collaboration on learning and teaching	To what extent sector collaboration is encouraged to develop good practice and to inform policy development	How does the ministry encourage and support inter-institutional exchange and collaboration on learning and teaching? How? Is there a national or system-level repository for OER? Is there data available pointing to how commonly used it is? Is it for teachers and for students?

TOPICS	QUESTIONS, DESCRIPTION	TOWARDS AN INDICATOR
Engagement with stakeholders		Does the Ministry engage in systematic exchange and work with stakeholders on the development of learning and teaching? - Yes – through a joint working group, an umbrella organisation, or similar, including formal representatives of the main stakeholders - Yes, major stakeholder organisations are invited to delegate representatives to expert groups etc. ⇨ Follow-up question: which are the stakeholders that are involved? national university associations, staff unions, student associations, employer associations? - No, but stakeholders are consulted on occasion. - No, but we are considering this - No