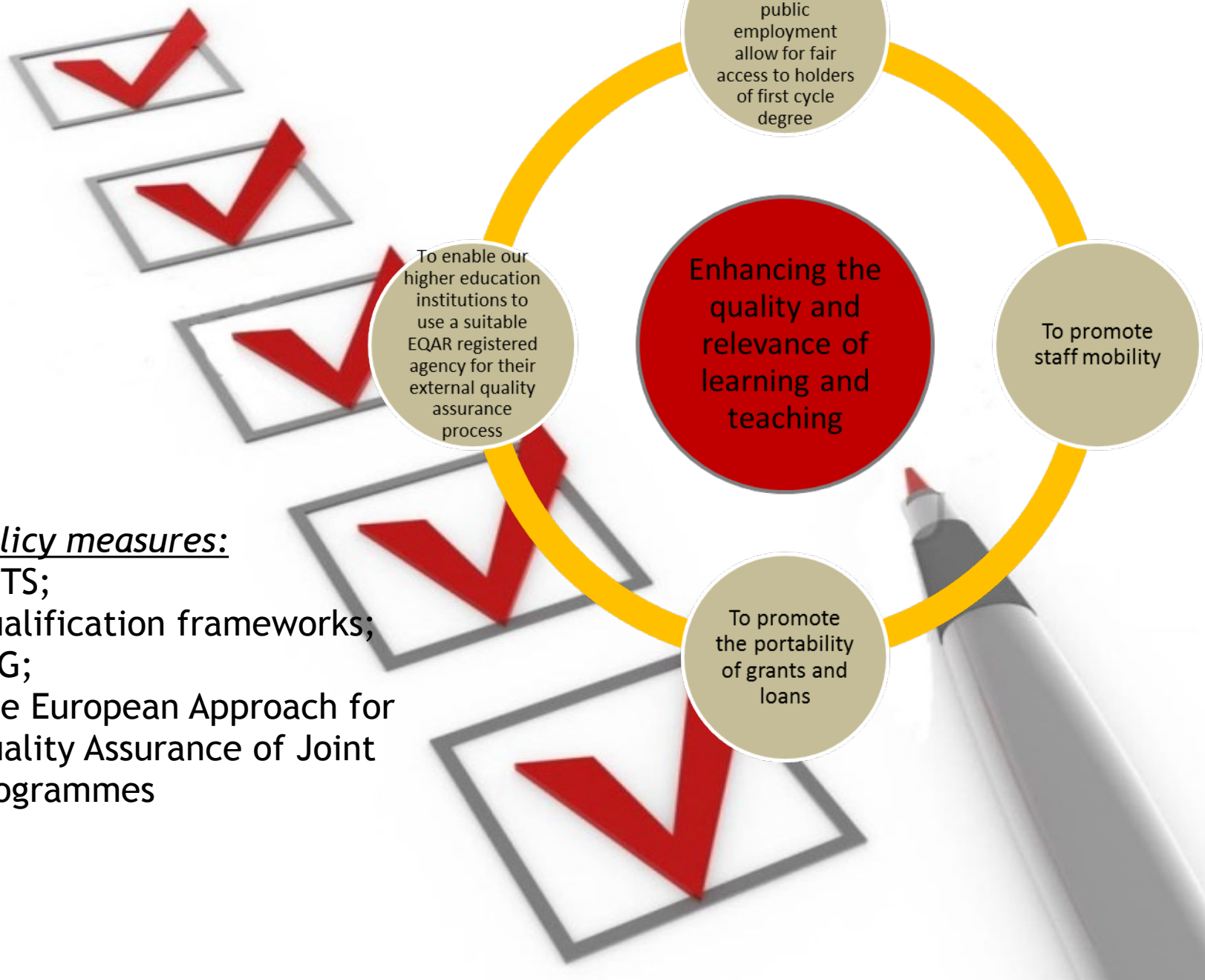


# Gallery walk on Key issues of the Yerevan Communique

Raimonda Markeviciene

Budapest, 3-4 December, 2015

# 1<sup>st</sup> goal and commitments



## Policy measures:

ECTS;

Qualification frameworks;

ESG;

The European Approach for  
Quality Assurance of Joint  
Programmes

# *Measures to enhance the quality and relevance of learning and teaching*



## **Overarching measures:**

- Motivation of students;
- International cooperation;
- Good contacts with professional world outside the universities;
- Synergies of teacher, student & support service perspectives.



## **Institutional level:**

- Unit at universities (Teachers' Academy) for innovation for teaching and learning;
- Competent people working with incentives for teachers;
- Money distribution for most active teachers;
- Good use of students' Evaluation & opinion of alumni;
- Recognition of prior learning;
- Collaboration with external stakeholders
- Quality assurance procedures in place.

# Measures to enhance the quality and relevance of learning and teaching



## Support for teaching staff:

- Training for teachers how to use digital technologies;
- Give value to teaching in academic career;
- Monitoring of teaching staff training.

**Statement: learning strategies are different among students!**

## Teaching and assessment techniques:

- Digital technologies;
- Self+formative assessment;
- Flexible learning paths;
- Use of (e)portfolio;
- Promote educational research and teaching in research environment;
- Virtual reality/simulation;
- Small working groups;
- Range of teaching methods (research-based learning; collaborative learning).



## 2<sup>nd</sup> goal and commitments

### Policy measures:

ECTS;  
Lisbon recognition convention;  
Qualification frameworks

# CAREER

To ensure that competence requirements for public employment allow for fair access to holders of first cycle degree

To ensure that qualifications from other EHEA countries are automatically recognized

To ensure reliable and meaningful information on graduates' career patterns and progression in the labour market

*Fostering the employability of graduates throughout their working lives*

To promote the portability of grants and loans

To facilitate professional recognition

# *How to foster the employability of graduates throughout their working lives?*



Support mindset change in academics. More resources for staff training.

## Institutional:

- International cooperation;
- Survey of companies/ businesses / relations with employers (involve students);
- Use innovation potential of doctoral students;
- Quality assurance of LLL (e-portfolio);
- SCL;
- More opportunities for part-time students;
- Active career centres.

## Grass-root level:

- Career days / B to B meetings;
- Internships and mentoring scheme;
- Develop subject-related and transferable skills (innovate teaching methods);
- Task based learning, projects;
- Use social networks;
- Entrepreneurship, start-up incubators;
- Collaboration with alumni/ mentoring;
- Practitioners in Programme boards;
- Mix working students with young;
- Mix disciplines through project.

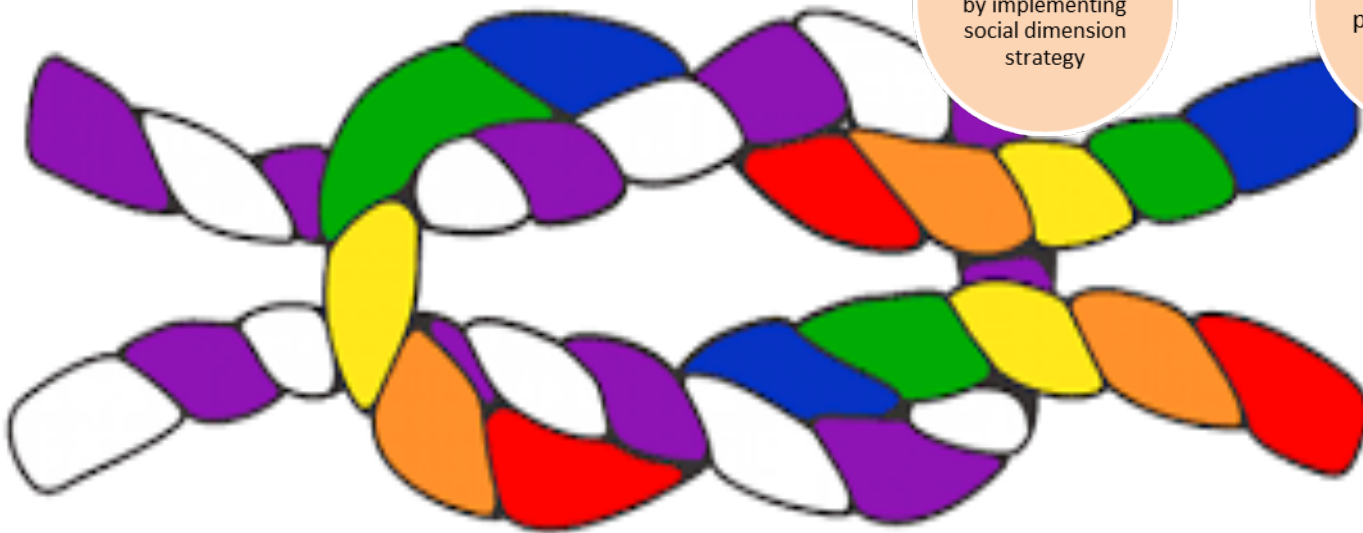
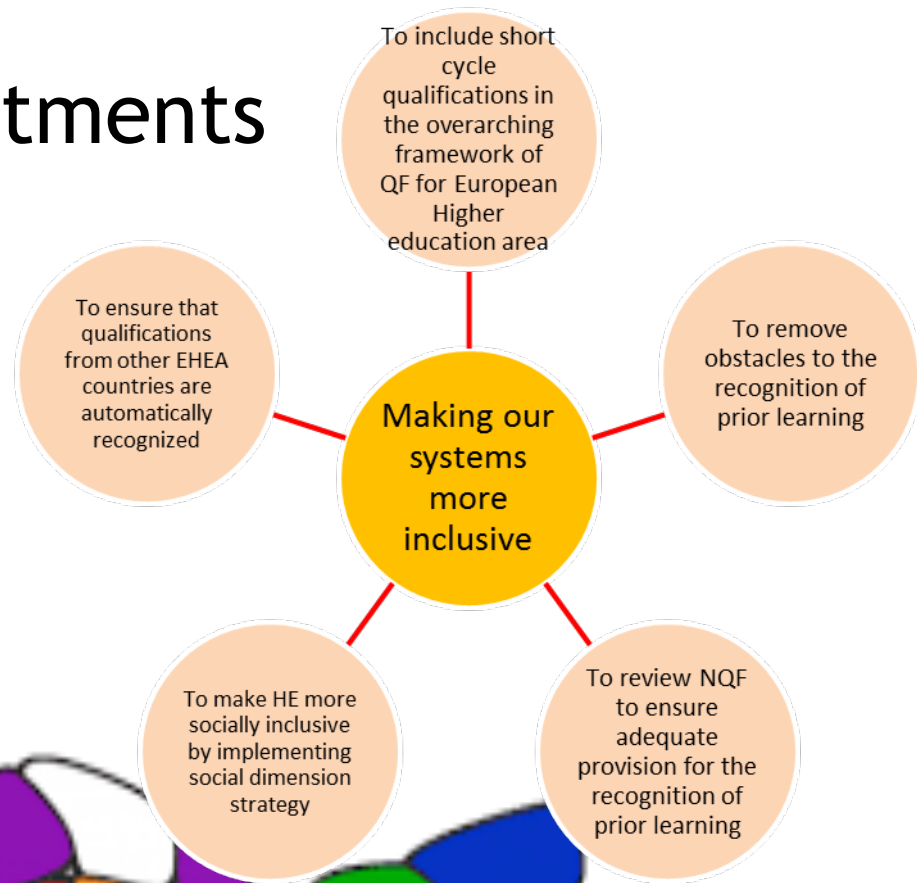




# 3<sup>rd</sup> goal and commitments

## Policy measures:

Qualification framework;  
Lisbon recognition convention;  
National strategies on social  
inclusion



# *How to make our systems more inclusive?*



## **Challenges:**

Various levels of primary/  
secondary schools; mentality  
(students, society, professionals);  
Political support or lack of it.

## **Solutions:**

- National access plan;
- Institutional strategy;
- Get a quota system (recruit % of ... students);
- Support structures for students with needs;
- Outreach work (advertising programmes);
- Social scholarship;
- Talent nursing;
- Staff training to deal with issues;
- Drop-out prevention strategy;
- Incentives for units to include different underrepresented groups;
- More focus on LO (evaluation of prior learning);
- Funding of u-ties based on these criteria;
- International cooperation (mentality, practice, problem solving).





# 4<sup>th</sup> goal and commitments



# *Obstacles for Implementing agreed structural reforms*



- Cognitive obstacle - reduce by international peer-learning;
- Implementation intelligence (reliance on legal instruments and not incentives);
- Lack of combining top-down and bottom-up approaches (Top-down dominates);
- Lack of data collection - benefits not seen;
- Expenses/funding/human resources
- Management capacities in HEIs. -training of managers/leaders;
- Academic culture & lack of understanding;
- Mentality/skepticism
- Lack of political support/ low level of autonomy;
- Role of strong national professional associations;
- Low priority attached to teaching;
- Lack of experts at the universities.



For your participation  
enthusiasm  
ideas  
and  
commitment!