



# Catalogue of Policy Recommendations

D1.2 Policy recommendations for the implementation of the OpenU online hub

D1.3 Policy recommendations for European strategies to support OpenU

D1.4 Policy recommendations for national and regional strategies to support OpenU

# Catalogue of Policy Recommendations

This report is the deliverable of D1.2, D1.3, and D1.4 of the OpenU project

By A. Knoth, K. Clancy, and K. Engel, DAAD

December 2022

Co-funded by the  
Erasmus+ Programme  
of the European Union



**Disclaimer:** Funded by the European Commission in the framework of the Erasmus+ co-funded project OpenU (606692-EPP-1-2018-2-FR-EPPKAC-PI-POLICY).

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

**License used:**

This work is licensed under a Creative Commons Attribution 4.0 International License:

(<https://creativecommons.org/licenses/by/4.0/>) Anyone is free to **share** (copy and redistribute the material in any medium or format), and **adapt** (remix, transform, and build upon the material) for any purpose.

## **Index**

<b>Introductory Remarks</b> .....	<b>3</b>
<b>Structuring complexity: Overlapping thematic and governmental dimensions</b> .....	<b>4</b>
<b>D1.2 Policy recommendations for the implementation of the OpenU online hub / BLOOM Hub</b> .....	<b>6</b>
<b>D1.3 Policy recommendations for European strategies to support OpenU</b> .....	<b>8</b>
<b>D1.4 Policy recommendations for national and regional strategies to support OpenU</b> .....	<b>10</b>
<b>Imprint</b> .....	<b>14</b>

## Introductory Remarks

This document catalogues the outcomes of the OpenU policy recommendations according to three spheres of influence:

- Implementation of the BLOOM Hub
- European strategies to support OpenU
- National and regional strategies to support OpenU

The listed recommendations are drawn from a series of High-level Authorities Meeting that were conducted by the Policy Cluster during the project's duration. This catalogue is to be used as an extension of the compiled document: "Policy Recommendations: Outcome of the High-level Authorities' Meetings during the OpenU Project" for simplified reference.

### **A re-cap: The outputs from the HLAMs reflect the development of the OpenU project in two stages:**

**The first stage (2019-2021)** focuses on how the OpenU project, and the BLOOM Hub should respond to current policy priorities. Please note the HLAMs took a multi-level approach by including institutional, regional/national as well as European perspectives in the discussion.

**The second stage (2022)** considers how insights from the OpenU project's experimentation can be reflected in policymaking on the institutional, regional and national, or European policy level. During this phase, results from the OpenU project's experimentations and their evaluation were brought into the discussion at the HLAM. This proved very beneficial to the policy dialogue as an open feedback loop for the policy experimentation. The process is three-fold:

1. The project's developments on the level of institutional policy and practice are informed with input from the perspective of governmental and EU policymaking. This regards the Ministries' current priorities, their experience and expertise, information on upcoming policy initiatives at national or EU level, and insight into policymakers' unresolved questions.
2. The Ministries are provided with much-needed input from the level of institutional practice. This refers to evaluations of institutional policy and practice in the context of the project, i.e., the project's research evidence that is presented to the Ministries in the context of the HLAMs. At the same time, direct exchanges with institutional policymakers and practitioners. Online workshops and project meetings provide insight into their needs, their reactions to current policy frameworks (or their ignorance thereof) and their priorities in the face of current developments on institutional or inter-institutional level, in the case of HEI networks, as well as national and European level.
3. As a third beneficial effect, the Ministries engage in peer learning and knowledge building: At the HLAMs, they share knowledge and exchange best practices with other Ministries concerning national (or regional) strategies and policy initiatives that support digital and international collaboration in the higher education sector. Additionally, awareness of European policy agendas is raised among the Ministries with a view to exploit synergies and facilitate stronger connections between EU-level and national developments in the relevant fields.

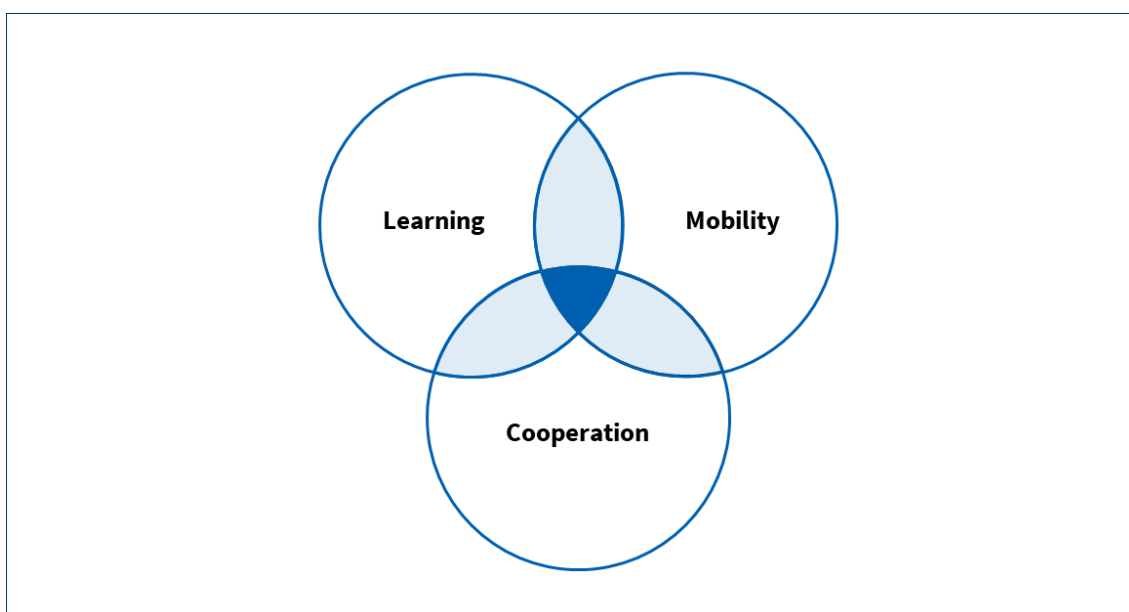
Please see the final report (D4.5) and outcomes from WP3 and WP2 for further explanation and conceptual basis for interlinkages between the work packages.

## Structuring complexity: Overlapping thematic and governmental dimensions

The policy recommendations detail how the Open project findings, and the BLOOM hub can be further rolled out on national and regional (horizontal upscaling) as well as on European level (vertical upscaling).

In alignment with the overall project aims, the recommendations also address the following three spheres:

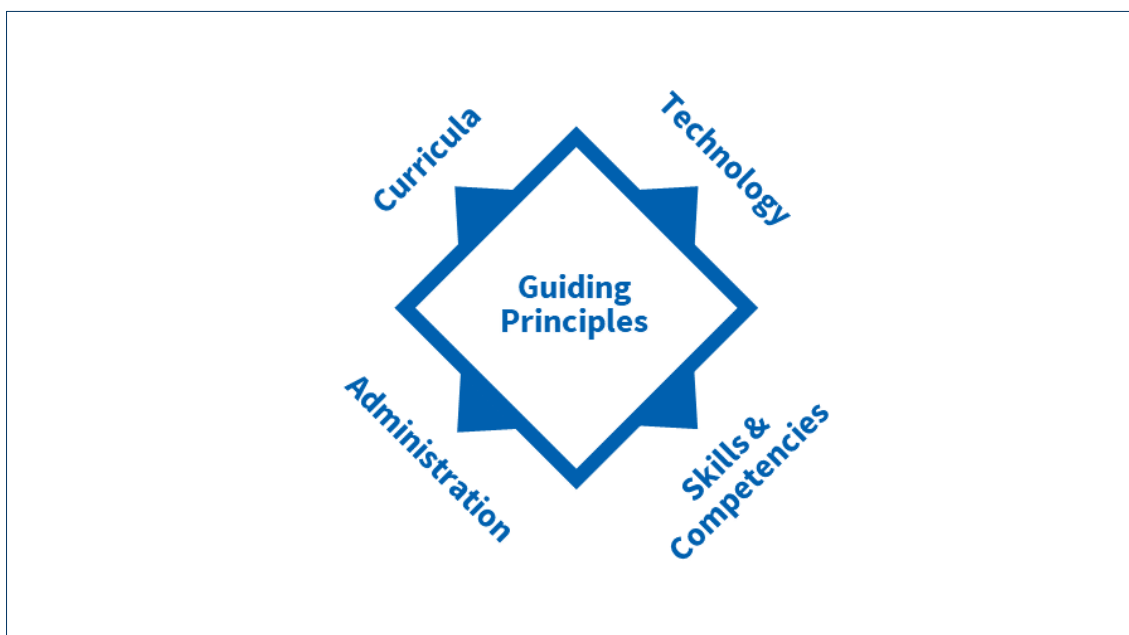
- 1) Offering quality online and blended learning
- 2) Strengthening cooperation
- 3) Enabling mobility



In order to structure the complex aims covered by the project, this catalogue bundles all recommendations into overarching themes:

- Curricula
- Skills & Competencies
- Technology
- Administration

This clustering method condenses information and minimises overlap and allows for a simplified presentation. For reference, each recommendation was allocated to one or more of the themes.



The OpenU Consortium identified and prioritised the following Guiding Principles to be adhered to during the implementation of the BLOOM Hub:

#### **5 Guiding Principles:**

- 1) State-of-the-art IT solutions
- 2) User-friendly design
- 3) Student-focused approach
- 4) Multi-lingual approach
- 5) Evidence-based approach

The four underlying themes are relevant to all recommendations and support the aims of the OpenU project as follows:

**Curricula involves** the embedding of digitally supported and transnationally interlocked curricula and study programmes, e.g., teaching and study formats (online and blended learning in synchronous and asynchronous formats, joint modules and joint programmes, incorporation of short-term mobility)

**Skills & Competencies** involves the building of methodological knowledge and digital competencies through the development of digital teaching and learning scenarios, such as teaching qualifications through train-the-trainer workshops, expert exchanges, peer-to-peer processes, and the production of Open Education Resources

**Technology** involves the coordination, adjustment and implementation of service-oriented, digital infrastructures for transnational teaching, e.g. digital support for student mobility and teaching-learning processes, connection of IT infrastructures (CMS, LMS) as well as cross-process quality assurance through agreements

**Administration** involves the regulatory frameworks and institutional frameworks supporting student administration along the lifelong learner journey and seamless mobility

## D1.2 Policy recommendations for the implementation of the OpenU online hub / BLOOM Hub

Catalogue of Policy Recommendations for the implementation of the BLOOM Hub				
Recommendations	Curricula	Competencies	Skills & Technology	Administration
D1.2.1 Ensure European-wide use of the platform			●	●
D1.2.2 Adopt a student-focused approach	●		●	
D1.2.3 Internationalisation				●
D1.2.4 Quality Assurance		●		●
D1.2.5 Transparency			●	
D1.2.6 Communication	●	●	●	●
D1.2.7 Create synergies				●
D1.2.8 Feature state-of-the-art IT solutions			●	
D1.2.9 Create design teams	●	●	●	
D1.2.10 Interoperability and connectivity of systems, platforms, and hubs			●	●
D1.2.11 Provide simple guidelines		●		
D1.2.12 Continue exchanges				●
D1.2.13 Sustainability				●
D1.2.14 Relevant resources	●			
D1.2.15 Policy experimentation				●
D1.2.16 Share digitalisation experience		●	●	●
D1.2.17 Systematic Revisions				●

Learning

Mobility

Cooperation

- **D1.2.1 Ensure European-wide use of the platform** for sustainable and scalable usage of the BLOOM hub.
- **D1.2.2 Adopt a student-focused approach.** While respecting the three spheres of mobility, cooperation as well as teaching and learning, students and their needs should be put at the centre in the adaptation of the hub.
- **D1.2.3 Internationalisation:** Implementing the BLOOM hub includes not only digitalisation but also internationalisation. The potential of strategically interlinking the

processes to foster digital internationalisation shall be adapted to foster international exchange, make it more inclusive and strengthen local and international collaboration.

- **D1.2.4 Quality Assurance:** Providing teaching and learning opportunities while respecting and adapting standards and guidelines to stimulate exchange and recognition of learning outcomes. An international standard according to established practices and technical requirements shall be adapted and/or further developed according to the usage of hubs.
- **D1.2.5 Transparency.** Make all knowledge generated by the OpenU project transparent and open source so it can constitute a basis for further initiatives and EU/national experimentation
- **D1.2.6 Communication.** Communication measures for the BLOOM hub should be extended, not only towards the European Commission, but also to the ministries for education and research involved in the project and the Higher Education Institutions they represent. The technical components (BLOOM), pedagogical components (EADTU guidelines) and experimental component (experimentation results) are an added value and should be communicated to increase the user base.
- **D1.2.7 Create synergies** with other existing projects and European universities alliances.
- **D1.2.8 Feature state-of-the-art IT solutions** and user-friendly design to ensure the uptake of the BLOOM hub in university alliances whilst also offering connectivity with low bandwidth connections to ensure access
- **D1.2.9. Create design teams** with all competencies included pedagogical, context knowledge and technical skills as well as the dimension of international and intercultural learning to carry the responsibilities of developing blended and online educational resources.
- **D1.2.10 Interoperability and connectivity of systems, platforms, and hubs** to link European and national developments, to avoid doubling and ensure the efficient usage of resources. This corresponds with the experimentation and evaluation reports, which highlighted the importance of open-source technology and the interconnectivity of the digital workflow environment through multidisciplinary approaches.
- **D1.2.11 Provide simple guidelines** and checklists through very plain language for educational designers.
- **D1.2.12 Continue exchanges** between HEIs and between policymakers, support awareness of existing tools, frameworks, and guidelines (e.g., also by resources shared on the BLOOM hub), and ensure that the current uncertainty around micro-credentials is used as room for critical discussion and experimentation.
- **D1.2.13 Sustainability.** Discuss issues of sustainability of the BLOOM hub with the European Commission. Create a sustainability plan outlining how BLOOM Hub should and can be used in the future.
- **D1.2.14 Relevant resources** should be featured on the BLOOM hub, such as links to the Inclusive Mobility platform (targeting HEIs, NAs and Ministries of Education) or to the SIEM project.
- **D1.2.15 Policy experimentation** projects need to manage to effectively link the levels of European, national, or regional policy (macro-level) and institutional strategy (meso-level) with experimentations on the level of institutional practice (micro-level).



- **D1.2.16 Share digitalisation experiences between members of the EHEA and attain the same knowledge base**
- **D1.2.17 Establish systematic revisions of infrastructure development**

## D1.3 Policy recommendations for European strategies to support OpenU

<b>Catalogue of Policy Recommendations for European strategies to support OpenU</b>				
<b>Recommendations</b>	<i>Curricula</i>	<i>Competencies</i>	<i>Skills &amp; Technology</i>	<i>Administration</i>
<b>D.1.3.1</b> European added value				●
<b>D1.3.2</b> Digitalisation of administrative processes			●	●
<b>D1.3.3</b> Promote intergovernmental and cross-sectoral collaboration				●
<b>D1.3.4</b> Audit adequacy of (supra-)national legal frameworks				●
<b>D1.3.5</b> Cross-border interoperability			●	●
<b>D1.3.6</b> Long-term funding mechanisms				●
<b>D1.3.7</b> Principles for cooperation	●		●	●
<b>D1.3.8</b> Guidance on use of QA systems	●	●		●
<b>D1.3.9</b> Systematic evaluation programmes				●
<b>D1.3.10</b> Define standard criterion of digitalisation	●			●
<b>D1.3.11</b> Activate ecosystems			●	●
<b>D1.3.12</b> Establish transnational infrastructure			●	●
<b>D1.3.13</b> Adhere to principles of digital development			●	
<b>D1.3.14</b> Universal design			●	
<b>D1.3.15</b> Optimisation of search engines for EU funding and tender opportunities			●	●
<b>D1.3.16</b> Streamlining solutions to student data portability			●	●
<b>D1.3.17</b> Use EMBED		●		●
<b>D1.3.18</b> Unification of HEI entry requirements		●		●
<b>D1.3.19</b> Establish a community network	●			●
<b>D1.3.20</b> Generate independent evidence				●
<b>Learning</b>	<b>Mobility</b>	<b>Cooperation</b>		

- **D1.3.1 European added value:** In terms of transnational cooperation activities with the aim of developing innovative solutions, European added value should be assured next to national value. Strengthening the competitiveness of the European Higher Education Area, European exchanges, cooperation, and identity.
- **D1.3.2 Digitalisation of administrative processes** to enhance efficiency (paperless / seamless processes) and raise the number of mobilities and exchanges. Close connection to European developments, such as Erasmus Without Paper shall be ensured while respecting the national status quo, perspective and challenges of International Offices and administrative staff.
- **D1.3.3 Promote intergovernmental and cross-sectoral collaboration** by strengthening existing support structures, support HEIs by offering sufficient resources.
- **D1.3.4 Audit the adequacy** of (supra-)national legal frameworks // change in legal frameworks.
- **D1.3.5 Cross-border interoperability** requires political support and governmental resources, which involve all stakeholder communities and include the individual learner in the decision-making process on development.
- **D1.3.6** Plan investments and **long-term funding mechanisms** to support cross-university cooperation and collaborative solutions.
- **D1.3.7** In preparation of funding programmes **set up principles for cooperation:** sharing resources, develop joint programmes, use common infrastructure.
- **D1.3.8** Adjust Quality Assurance systems or **give guidance on how to use current QA systems** to adapt to digital and blended higher education environments.
- **D1.3.9** Boost evidence-based culture in education through **systematic evaluation programmes**. Develop a framework to generate independent evidence and renew it for a long-term and systematic evaluation process.
- **D1.3.10 Define a standard criterion of digitalisation** infrastructure in EHEA to accelerate credit online courses and build trusted cooperation between partners.
- **D1.3.11 Activate ecosystems** at different levels in a systematic way such as schools, industries, and governmental dimensions to guarantee interconnectivity and to bridge different educational levels, nationally and regionally.
- **D1.3.12 Establish a transnational infrastructure** that links the existing infrastructures and resources via a meta-search engine.
- **D1.3.13 Adhere to principles of digital development** (e.g., Use Open Standards, Open Data, Open Source, and Open Innovation, Design with the user, design for scale).
- **D1.3.14** Ensure digital inclusion by implementing solutions for accessibility in the digital space (**universal design**).
- **D1.3.15 Optimisation of search engines for EU funding and tender opportunities.**
- **D1.3.16 Streamlining solutions to student data portability** and creating links to initiatives, such as Europass Digital Credentials for Learning and the European Student Card Initiative, to increase learners' ownership of their learning, achievements, and progress (and their data).

- **D1.3.17** Use the **European Maturity model of blended education and guidelines** (EMBED) to ensure mature policy making based on research, sound theories and best practices.
- **D1.3.18** Encourage policy makers to work towards the **unification of HEI entry requirements as a future policy aim** to facilitate academic exchange between European universities
- **D1.3.19** Ensure sustainability of the OpenU project by **establishing a community network for the exchange of knowledge** and experiences on educational reforms
- **D1.3.20** **Develop a framework to generate independent evidence** as part of a systematic evaluation process to perpetuate the OpenU project’s impact

## D1.4 Policy recommendations for national and regional strategies to support OpenU

<b>Catalogue of Policy Recommendations for national and regional strategies to support OpenU</b>				
<b>Recommendations</b>	<i>Curricula</i>	<i>Competencies</i>	<i>Skills &amp; Technology</i>	<i>Administration</i>
<b>D.1.4.1</b> Modelling of overarching system landscapes	●		●	●
<b>D1.4.2</b> LMS must connect with various interfaces			●	
<b>D1.4.3</b> Publish digital developments on public domain			●	
<b>D1.4.4</b> Link Development and Teaching & Research	●	●		●
<b>D1.4.5</b> Acquire and introduce IT applications jointly (co-use)			●	●
<b>D1.4.6</b> Ensure awareness of applicable policy framework				●
<b>D1.4.7</b> Communication structures between central and decentralised providers			●	●
<b>D1.4.8</b> Create institutional strategies				●
<b>D1.4.9</b> Define future goals clearly		●		●
<b>D1.4.10</b> Support and award academic and teaching staff		●		●
<b>D1.4.11</b> Establish a shared database				●
<b>D1.4.12</b> Offer more ECTS credit courses	●			
<b>D1.4.13</b> Extend virtual mobility activities		●		●

D1.4.14 Finance inter-university infrastructure				●
D1.4.15 Design with the national and EHEA in mind			●	●
D1.4.16 Cooperate with cross-sectoral partners				●
D1.4.17 Systematically evaluate new policies		●		●
D1.4.18 Offer training possibilities for teaching staff and content creators		●		
D1.4.19 Make use of mandatory goals				●
D1.4.20 Reduce disconnect between aims of educational support services and provisions of academic staff	●			●
D1.4.21 Provide workflows for academic recognition			●	●
D1.4.22 Rethink physical digital infrastructure			●	●
D1.4.23 Integrate technical equipment with knowledge on best practices		●	●	
D1.4.24 Support research efforts that integrate advanced technologies and use experimentation			●	●
D1.4.25 Find a balance between autonomy of HEIs and the development of standards	●			●

Learning	Mobility	Cooperation
----------	----------	-------------

- **D1.4.1** Existing system (landscapes) at an institution are often not fully networked. **A modelling of the overarching system landscapes** (interfaces, data flows, workflows) is necessary for inter-institutional interoperability. (e.g., links between Content Management systems and Learning Management systems)
- **D1.4.2** Learning management systems and shared teaching-learning platforms must be able to connect with **various interfaces**.
- **D1.4.3 Publish digital developments on public domain**, documented transparently and include open APIs for further development.
- **D1.4.4 Link Development and Teaching and Research:** Universities that are particularly ambitious with regard to digitisation should not only use innovative infrastructures and technologies for teaching and learning, but also **support their**

**Development and testing through appropriate research** and link this to their university and research profile.

- **D1.4.5 Co-Use:** Technical infrastructures could be set up and used across universities. **IT applications can be acquired and introduced jointly.** Then corresponding training courses can also be offered across the universities.
- **D1.4.6** Ensure that all experimenters are **aware of the applicable policy framework**, that they explicitly relate their experiments to these policies. (Project feedback, Experimentation Cluster, early feedback loops, iterative approach)
- **D1.4.7** Establish **communication structures between the central and decentralised providers** of IT infrastructure and services and their users across universities.
- **D1.4.8 Create institutional strategies** that include digitalisation especially with an internationalisation focus (e.g. digital education, virtual mobility), these must be phrased in clear language to include experimenters.
- **D1.4.9 Define future goals clearly** and make existing or potential risk areas transparent with the help of evaluated gains/losses/assessments.
- **D1.4.10 Support and award the academic and teaching staff** to be part of the digital switch.
- **D1.4.11 Establishing a shared database** and resources that contain the evidence and best practices for educational reform.
- **D1.4.12 Offer more ECTS credit courses and include these in the strategic vision** from international partners as a step to build the core of cooperated infrastructure between partners through online learning experiences and systematic recognition and accreditations.
- **D1.4.13 Extend virtual mobility activities** to a wide range of students at European university alliances, as this provides exchange between students and/or teachers to develop an international consciousness and competencies.
- **D1.4.14** Local government should **finance inter-university infrastructure solutions** due to cost-effectiveness and possible standard-setting.
- **D1.4.15** Structures being developed at universities should be designed to be compatible with **a national and European digital HE area**, recommendations and regulatory frameworks (such as SDG, eIDAS) should be taken into account.
- **D1.4.16** Create and strengthen existing alliances between institutions to promote knowledge-building and peer exchange, also **cooperate with cross-sectoral partners** (e.g., labour market).
- **D1.4.17 Systematically evaluate** new policies and strategic measures. This can help to ensure that institutional policies are immediately relevant and closely oriented towards institutional practices. Establish internal Quality Assurance processes.
- **D1.4.18 Offer training possibilities for teaching staff** and content creators, thus ensuring accessibility and professionalisation.
- **D1.4.19** A decentralized higher education system might benefit from a shift towards a kind of “hard policy making” making use of **mandatory goals** and obligatory control of results. For HEIs, this must be addressed by institutional policy makers in local strategy

processes. However, a participatory approach should be considered to involve relevant stakeholders and not move the loss in policy translations one level further.

- **D1.4.20 Reduce the disconnect** between what central educational support services would like to implement and what academic and teaching staff can and would like to provide. Ensure that applicable policies are put into practice and current practices align with strategies.
- **D1.4.21** Provide infrastructure (technical solutions for the administration of international mobility) and **workflows for academic recognition** .
- **D1.4.22** Include access to IT equipment and support for students. **Rethink the physical digital infrastructure** and ensure agility within institutions to adapt to actual needs of users.
- **D1.4.23** On top of physical digital infrastructure, **integrate the technical equipment with advanced knowledge in the form of best practices** of the operant and operand resources to boost intercultural as well as institutional competencies at the different levels.
- **D1.4.24 Support research efforts that aim to integrate advanced technologies and use experimentation to construct creative and user-oriented solutions** that incorporate differences among European students (cf. findings from the HLAM in France and Portugal)
- **D1.4.25** Maintain flexibility by **finding a balance between the scientific and pedagogical autonomy of HEIs and the development of adaptable standards** to generate transformation in pedagogical practice