



Flemish guidelines POWERHEAD

1 Preface: About the guidelines

1.1 Place in the project

The Erasmus+ KA3 project POWERHEAD (Empowering Higher Education in Adopting Digital Learning) aims to encourage and support digitalisation in higher education. The project is coordinated by the Flemish Department of Education and Training. The Flemish Education Council carries out the implementation of the Flemish segment. The Ministry of Education and Science of Latvia implements the Latvian segment of the project.

- As a first step of the project, a [background paper](#) was drawn up with some existing insights concerning digitalisation in higher education.
- In the next step, the current needs of higher education concerning digitalisation were identified by means of focus groups with various stakeholders. The Laurillard model (2015)¹ was used as a starting point for the specific details of the subject matter. This step was performed in Flanders and Latvia simultaneously. The input from the Flemish and Latvian focus groups were merged and common needs were identified. This resulted in a [common needs analysis](#).
- This was later supplemented with input from other European countries, via a [Peer Learning Activity \(PLA\)](#), which took place in late February 2022.
- Eventually, the above described process will lead to recommendations (1) for a national policy on digital learning and (2) for a digitalisation strategy within the higher education institutions (and possible other actors). These are prepared separately in Flanders and Latvia and will be combined again later on.

This document offers an overview of the recommendations that were drawn up in Flanders. It is the result of a number of meetings and focus groups organized by the Flemish working group.

1.2 Structure of this document

In this document, the recommendations are structured per theme (see 2). The themes are the following: (1) Vision, Policy and Quality Assurance, (2) Students, (3) Course & Curriculum Design, (4) Funding and Infrastructure, and (5) Cooperation and Stakeholders.

Later on in this document, the recommendations are clustered in an abridged form per actor (see 3).

The content of this document represents the views of the author only and is his/her sole responsibility. The European Commission and the Agency do not accept any responsibility for use that may be made of the information it contains.

¹ Laurillard, D. (2015) [Thinking about Blended Learning. A paper for the Thinkers in Residence programme](#). In: Van der Perre, G. and Campenhout, J. V., (Eds.) *Higher education for the digital era; A thinking exercise in Flanders* (pp. 7-33). KVAB: Brussels, Belgium.

2 Recommendations: per theme

2.1 'Vision, Policy, and Quality Assurance

1 Recommendation: develop a **long-term vision** on making digitalisation in higher education more sustainable. Realise **streamlining** the vision at various levels within the higher education institutions, at national level, and at European level.

- For higher education institutions:
 - Work on the details of an evidence-informed vision at an institutional level: what are the goals of digitalisation in higher education (and of making this digitalisation more sustainable)? Include both the primary (learning and teaching) and secondary processes (organisation, such as personnel policy, administration, quality assurance).
 - Make sure leaders in the institutions promote this vision, together with agents of change, to aim at real change via the principles of proper change management.
 - Involve all actors within an institution in developing the policy, and streamline the vision at these various levels at the higher education institution. A shared understanding of the digitalisation policy and cooperation in implementation should be aimed at.
 - Monitor the roll-out of the institution's vision and think about the role that data can play.
- For national governments: highlight digitalisation in higher education as a policy priority also at a national level. Develop a vision and a related policy framework with respect to this, in consultation with the higher education institutions and various actors in higher education. Additionally, focus on coordinated action (see also recommendation 12).
- At a European level:
 - Develop a vision concerning digitalisation in higher education at a European level, taking the various levels and various digital capabilities of European countries into account. The results of the current POWERHEAD project provide a firm impulse for this.
 - Use the opportunities digital technology offers for internationalisation: international profiling of higher education institutions, international cooperation and mobility of staff and students, attracting international students, etc.

2 Recommendation: embed digitalisation in regular **quality assurance systems**, via (a possible update of) existing frameworks at institutional, national and European levels.

- For higher education institutions: guarantee the quality of teaching and learning processes, also in digital or blended environments. To this end, there are quite a few general frameworks for quality assurance that can also be applied to digital learning and teaching at an institutional level, a national level and a European level (e.g. European Standards & Guidelines for Quality Assurance², and the ENQA Considerations for Quality Assurance of E-learning Provision).
 - See to it that these frameworks are actually used, and adjust them, if necessary, to the new reality of more digital and blended higher education.³
 - Use new models developed specifically for quality assurance in digital or blended environments (such as the Maturity Model for Blended Education⁴, the E-xcellence label⁵, the Online Course Quality Indicators⁶ etc.).

² <http://www.ehea.info/page-standards-and-guidelines-for-quality-assurance>

³ <https://www.enqa.eu/wp-content/uploads/Considerations-for-QA-of-e-learning-provision.pdf>

⁴ [EMBED \(eadtu.eu\)](http://embed.eadtu.eu)

⁵ [About - E-xcellence label \(eadtu.eu\)](http://about-e-xcellence-label.eadtu.eu)

⁶ [infographic_quality_indicators_2-0.pdf \(wordpress.com\)](http://infographic_quality_indicators_2-0.pdf)

- For national governments: support institutions in the further development of quality assurance in digital or blended environments by adjusting institutional and national frameworks to the new reality of more digital and blended higher education, if necessary. A collaboration platform can provide support (see also recommendation 12).
- At a European level: support national governments and higher education institutions in the further development of quality assurance in higher education by adjusting European frameworks (especially the European Standards & Guidelines) to the new reality of more digital and blended higher education.

2.2 Students⁷

3 Recommendation: focus on **wide digital literacy** related to 21st-century skills (such as communicating digitally, online cooperation, making appointments online, critically dealing with information, etc.). Additionally, focus on **self-regulation skills** if gaps are found with respect to students. Both are crucial in digital or blended learning environments. Also pay attention to students' **mental well-being**, in particular in periods in which education is digital to a high extent, when the social cohesion and social contact are under pressure.

- For higher education institutions:
 - Realise a well-considered course design, in which technology is used in a purposeful way as a means to achieve the students' learning objectives.
 - Structurally embed the development of digital skills and self-regulation skills within the curriculum, hereby building on the attainment goals of compulsory education.
 - Provide for technical support for students who need it. This can be done via a direct point of contact for students, via videos or manuals for students, etc.
 - Formative assessment is a condition for enhancing students' self-regulation capability. This is why there should be a focus on professionalisation of educators, especially with respect to formative assessment.
 - Monitor students' mental well-being, in particular in periods in which education is digital to a high extent, when the social cohesion and social contact are under pressure. This can be done in different ways. During the pandemic, valuable initiatives to support students' mental well-being came about from various sides in the Flemish higher education institutions: a mental well-being working group, study buddies as contacts to talk with students, courses for employees of the Student Facility Service concerning mental well-being, relaxing activities organised by the student council, one-on-one contacts of educators with students, a general COVID-19 student platform for the institutions, etc.
- For national governments:
 - Develop a policy framework on digitalisation in higher education across the various higher education institutions, including the development of the necessary skills among students and monitoring their mental health (e.g., the mental health platform Moodspace in Flanders⁸). Also within this policy framework, the autonomy of the institutions needs to be monitored (see also recommendation 1)

⁷ Although the term 'students' is used, it is not necessarily only about first-year students taking regular programmes in higher education. Students with a part-time job, returnee students etc. are also included.

⁸ [About MoodSpace](#) | [MoodSpace](#)

- Take steps to combine forces across higher education institutions in supporting students on self-regulation, digital literacy, mental well-being, etc. It is important that institutions cooperate, and that the government provides support (see also recommendation 12).

4 Recommendation: stimulate **communication, commitment and participation** of students in policy concerning digital or blended education.

- For higher education institutions:
 - Ensure there is clear communication about the 'rules' of the digital or blended processes (e.g. about the expected time investment, about the time period in which a student can expect an educator's reaction to an email, etc.).
 - Monitor that students are not merely kept up to date with policy decisions on digitalisation in higher education, but ensure that they are effectively involved actively as change makers throughout the process of policy-making, from conceptualisation to setting up and evaluating digital learning activities. This is possible at an institutional level, within study programmes, as well as in the context of an individual course.
- For national governments: provide the necessary underpinnings for clear communication from the side of the government. Ensure that initiatives can be taken to foster students' commitment to and participation in the policy-making.

5 Recommendation: realise an **accessible, flexible and adaptive digital and/or blended offer** for the current diversity of student influx in higher education: students with a part-time job or returnee students in higher education, students with an impairment, students with a low socio-economic status, etc.

- For higher education institutions:
 - Design an accessible, flexible offer that can be tailored to the student's profile (e.g. different durations of study programmes, different levels of digitalisation, different methods/approaches, different tracks, different degrees of cooperation with actors from the labour market and the professional field,), with a minimum of administrative obstacles (such as course prerequisites⁹). This takes place based on the principal of Universal Design for Learning¹⁰ and requires professionalisation of staff (see also recommendation 7).
 - Provide sufficient, unequivocal and accessible information and guidance for various student groups. This should remove any obstacles that keep them from participating in digital or blended education, as much as possible. This information also includes the time that students are expected to spend on campus, the availability of infrastructure on campus etc., so that students can organise themselves practically.
- For national governments: offer preconditions to achieve an inclusive digital transition for a diverse group of students. This can be done in different ways:
 - Provide for a national framework to guarantee the educational quality via the institutional reviews. This should include the accessibility of digital infrastructure for all students (see recommendation 2);
 - Monitor and restrict the costs of a study in higher education;

⁹ Courses in Flanders may include course prerequisites, as a measure for monitoring students' academic progress. Course prerequisites concern the order in which students should include courses in their study programmes.

¹⁰ Support Centre for Inclusive Higher Education (*Steunpunt Inclusief Hoger Onderwijs, SIHO*) (2022). [Guideline Universal Design: from policy to practice](#).

- Provide resources to set up digitalisation-related projects;
 - etc. (see also recommendations 9 and 10).
- For local governments: offer students accessible study and (group) workplaces with a suitable digital infrastructure.
- At a European level: tap into digital technology to broaden internationalisation opportunities for students at a European level. Blended mobility or virtual mobility, for instance, can provide a supplement to physical mobility. It is essential that this is made possible for all students and that this opportunity is considered complementary to and of equal value as physical mobility.

2.3 Course & Curriculum Design

6 Recommendation: during the COVID-19 pandemic, there was little time to look ahead and to think in the medium or long term. Necessary steps were taken toward emergency digitalisation in higher education. Now, however, it is essential to come **to a more sustainable redesign of education and curricula**. Therefore: reflect and work on a well-considered course and curriculum design.

- For higher education institutions:
 - Aim for a sustainable blended educational design, in which technology is used in a well-considered way as a means to achieve the students' learning objectives, in combination with various didactic methods. Make sure the educational design is always based on pedagogical-didactical principles (with sufficient attention for interactivity, for example). Find a balance between monitoring the autonomy of educators and didactic teams in making decisions on designing teaching and learning environments on the one hand and streamlining such decisions across didactic teams, study programmes etc. on the other hand (see also recommendation 1).
 - Use the possibility offered by technology to rethink and redesign the curriculum: more flexibility and modularity of curricula (via micro-credentials, for instance), more interdisciplinary and transdisciplinary curricula, etc.
- For national governments: see to the sharing of expertise and cooperation in course and curriculum design via a platform supported by the government (see also recommendation 12).

7 Recommendation: focus on technical and didactic **support**, on mutual **exchange**, and on specific **professionalisation** of educators.

- For higher education institutions:
 - Organise knowledge sharing and exchange among educators, both between educators in the same team (subject-related) and between educators from various didactic teams, study programmes, departments, institutions, etc. This is possible via peer coaching groups and working groups, coaching by experts, cooperation in multidisciplinary design teams, micro-support/support by agents in the field, education days in institutions and at an association level, online communities, support via help desks, etc.
 - Further develop a wide and differentiated professionalisation offer, which meets the various needs of educators. Some educators primarily need technical professionalisation (such as setting up polls, using conferencing software, etc)¹¹, while others need specific didactic professionalisation to provide digital education.

¹¹The EU-DigComp 2.0 framework¹¹ could help to screen educators for digital competences and suggest customised courses for an educator. For more information about the 'Digital Competence Framework 2.0', see <https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

- Integrate the professionalisation policy in the overall digitalisation strategy at institutional level (see also recommendation 1).
- For national governments: bring existing professionalisation and exchange initiatives together and extend them further. A collaboration platform can be a solution here (see also recommendation 12).
- At a European level:
 - Use digital technology to enable professionalisation at a European level, via blended staff mobility, short-term physical international mobility of educators, etc. This is possible within existing alliances or via other partnerships between higher education institutions.
 - Support professionalisation of educators via various frameworks such as the Digital Competences Framework for Educators, by making available and exchanging digital credentials, by exchanging open educational resources, etc.
 - Bring existing professionalisation and exchange initiatives together and extend them further. The European Digital Education Hub of the European Commission, which will be launched in the near future, provides possibilities for this.

8 Recommendation: pay attention to **assessment** in digital environments.

- For higher education institutions: think about high-quality assessment in digital environments. On the one hand, respect the professional autonomy of educators and didactic teams. On the other hand, make agreements on this at the level of study programmes. Make sure that the various assessment methods that are used (e.g., both summative and formative, assessment that takes place online to a greater or lesser extent) are tailored to the educational approach and check to what extent the students have achieved the learning objectives.
- For national governments: support institutions in further developing a (quality) framework concerning (e-)assessment. A collaboration platform can provide support (see also recommendation 12).
- At a European level: support national governments and higher education institutions in implementing (e-)assessment in digital environments via further developing a (quality) framework and regulations at European level (for instance with respect to proctoring, learning analytics, etc.) (see also recommendation 14).

2.4 Funding and Infrastructure

9 Recommendation: guarantee continuous and adequate core **funding** of higher education in addition to sufficient **resources** that are **allocated specifically** for making digitalisation more sustainable and for innovation in higher education.

- For higher education institutions: spend the resources in line with the institution's vision on making digitalisation in higher education more sustainable. This applies to the core funding, but especially also to project-based funding focused on digitalisation.
- For national governments:
 - Guarantee adequate core funding, so that the institutions can offer high-quality digital and blended education and can attract sufficient educators and teaching support staff. Prevent higher education institutions from having to use project-based resources for innovation in higher education to compensate for the lack of staff and basic infrastructure.

- The digitalisation resources in the Advancement Fund¹² were welcome, as they have the potential to boost digitalisation. Also ensure resources after these projects have ended, to focus structurally on making digitalisation and innovation more sustainable. Project funding stimulates innovation¹³. These innovation resources could be managed by a collaboration platform, in accordance with examples from other countries (see recommendation 12).

10 Recommendation: ensure there are **sufficient** educators and teaching support staff with a profile that is suitable for further enhancing implementing digitalisation in higher education. **Valorise the efforts** educators make with respect to sustainable digitalisation in higher education.

- For higher education institutions:
 - Monitor the mental well-being of staff, because the further roll-out of digitalisation involves an extra workload.
 - Guarantee that educators get support, time and recognition for the efforts they put into making digitalisation in higher education more sustainable. Sound statutes and good employment conditions are indispensable in this respect.
- For national governments: guarantee that sufficient resources are available to employ staff with a suitable profile for the long term to (further) implement digitalisation in higher education (see also recommendation 9).

11 Recommendation: guarantee the **availability of (digital) infrastructure** at home as well as on campus (basic equipment such as a computer, an Internet connection, a quiet place for studying, etc), to support primary and secondary processes.

- For higher education institutions:
 - Via spending of budgets, ensure that digital infrastructure is available for all actors in the higher education institutions. The availability of suitable infrastructure has a major impact on the quality of education.
 - Make sure that the infrastructure in the broad sense of the word (architecture of buildings, digital learning platform (Learning Management System), student information system, etc.) is adjusted to the way in which education is set up. Here, the importance of social ties among students should be taken into account as well, particularly when digital or blended education is set up (see recommendation 3).
- For national governments:
 - Guarantee the availability of sufficient budgets (including investment allowances), to enable institutions to make infrastructure available to all actors in higher education.
 - Facilitate sharing and exchanging infrastructure between higher education institutions (see also recommendation 12) and with external partners, such as partners from the professional field and the labour market (see also recommendation 13).

¹² Flemish government. (2021). Visienota Voorsprongfonds hoger onderwijs [[Vision note 'Advancement Fund Higher Education'](#)]. VR 2021 2602 VV DOC.011/2BIS

¹³ Vlor, Higher Education Council. Advies over digital leren in het hoger onderwijs [[Advice on digital learning in higher education](#)], 13 May 2014

2.5 Cooperation and Stakeholders

12 Recommendation: both the higher education institutions and the national governments have to take up their responsibility to **strengthen and facilitate cooperation**. Therefore: focus on cooperation in higher education and on reinforcing this cooperation.

- For higher education institutions:
 - More exchange and the combination of forces regarding digitalisation in higher education are needed. Focus on existing partnerships, for instance in Flanders: at an association level, within the Flemish Interuniversity Council (VLIR) and the Flemish Council of Universities for Applied Sciences (Vlaamse Hogescholenraad), as well as within the Flemish Higher Education Council (VLUHR).
 - Explore the possibility of establishing a platform in which Flemish higher education institutions cooperate in digitalisation of higher education with support from the government, in a similar way as foreign forums, such as SURF in the Netherlands, the National forum for the Enhancement of Teaching and Learning in Higher Education in Ireland, and the Hochschulforum Digitalisierung in Germany.¹⁴
- For national governments: create the preconditions (including sustainable funding) to support systematic cooperation and exchange between higher education institutions. The aforementioned foreign platforms could serve as sources of inspiration.
- At a European level: create the preconditions to support cooperation and exchange between higher education institutions and national governments. This is possible within existing alliances and via other partnerships between higher education institutions.

13 Recommendation: focus on **cooperation with various relevant partners**, such as players from the **labour market** or the **EdTech sector**, and on perpetuating this cooperation.

- For higher education institutions:
 - Create a network with employers and representatives from the labour market, to develop blended or digital study programmes within the context of lifelong learning.
 - Micro-credentials offer opportunities to meet labour market demand and realise a flexible offer for lifelong learning in higher education.¹⁵
 - Combine forces between higher education institutions, in a way that the independence of external software developers is restricted and the negotiating position of institutions towards the EdTech sector is strengthened (see also recommendation 12).
- For national governments:
 - Create the preconditions (including sustainable funding) to support cooperation between higher education institutions and external partners (see recommendation 12).
 - Facilitate a digital or blended offer of lifelong learning in higher education, by creating the conditions for providers (e.g. funding) and learners (e.g. enhancing the learning culture, providing various incentives that also apply to digital/blended courses and programmes, stimulating the recognition of Previously Acquired Competencies).¹⁶

¹⁴ [Report of the PLA with presentations.pdf \(vlor.be\)](#)

¹⁵ Vlor, Higher Education Council. Micro-credentials in Europees perspectief: Advies voor de openbare raadpleging van de Europese Commissie 'Micro-credentials for lifelong learning and employability' [[Micro-credentials in a European perspective. Advice for the public consultation of the European Commission 'Micro-credentials for lifelong learning and employability'](#)]. 1 July 2021. See also: Commission Proposal for a Council Recommendation on Micro-credentials for lifelong learning and employability (2021)

¹⁶ Vlor, Higher Education Council. [Drempels wegwerken voor levenslang leren in het hoger onderwijs: advies voor het Vlaamse actieplan levenslang leren](#). 9 March 2021.

14 Recommendation: as a higher education sector, pay attention to various **legal aspects** involved in digitalisation: privacy, data security, copyright, intellectual property rights, etc.

- For higher education institutions: identify and combine the needs of institutions with respect to various legal aspects. Consult with actors from other higher education institutions and with the government to work on the details of an accompanying framework. A collaboration platform can be helpful (see also recommendation 12).
- For national governments: support higher education institutions by providing a framework and by clarifying regulations concerning these various legal aspects.

3 Recommendations: per actor

3.1 Recommendations for higher education institutions

3.1.1 Vision, policy, and quality assurance

Vision and policy

- Develop a vision at an institutional level: what are the goals of digitalisation in higher education (and of making this digitalisation more sustainable)? Include both the primary processes (learning and teaching) and the secondary processes (organisation of higher education).
- Make sure leaders in the institutions promote this vision, together with the ‘agents of change’.
- Involve various actors at an institution in policy preparation and in streamlining the vision.
- Monitor the roll-out of the institution’s vision and think about the role that data can play.

Quality assurance

Guarantee the quality of teaching and learning processes in digital or blended environments. This can be done by ensuring that the existing frameworks for quality assurance are actually used and adjusted (if necessary) to the new digital or blended reality, and/or by using new models that have been developed specifically for quality assurance in digital or blended environments.

3.1.2 Students

- Structurally embed the development of students’ digital skills and self-regulation skills of students in the curriculum. Monitor students’ social well-being, particularly during periods in which education is offered digitally to a high extent.
- Ensure that there is clear communication about the rules of the digital or blended processes. Involve students in the process of policy-making.
- Provide information as well as guidance to the various student groups. This should remove any obstacles that keep them from participating in digital or blended education, as much as possible.

3.1.3 Course & curriculum design

Curriculum design & assessment

- Develop a blended course design, in which technology is used in a well-considered way as a means to achieve the students’ learning objectives based on pedagogical-didactical principles.
- Design an accessible and flexible offer that can be adjusted to the student’s profile, based on the principle of Universal Design for Learning.

- Use the possibilities offered by technology to redesign curricula: more flexibility and modularity of curricula (e.g. via micro-credentials), more interdisciplinary and transdisciplinary curricula, etc.
- Reflect about assessment in digital environments. Make sure that the various assessment methods that are used, are tailored to the educational approach and check to what extent the students have achieved the learning objectives.

Support and professionalisation

- Monitor the mental well-being of staff, because digitalisation involves an extra workload for them.
- Further develop a wide and differentiated professionalisation offer, which meets the various needs of educators.
- Organise knowledge sharing and exchange between educators, both subject-related and via exchange in a wide sense.
- Integrate the professionalisation policy within the overall digitalisation strategy at an institutional level.

3.1.4 Funding and infrastructure

- Spend the resources (core funding and project-based resources) in line with the institution's vision on making digitalisation in higher education more sustainable.
- Via spending of budgets, ensure that digital infrastructure is available for all actors in the higher education institutions. The availability of suitable infrastructure has a huge impact on the quality of education.
- Make sure that the infrastructure in the wide sense of the word (architecture of buildings, digital learning platform (Learning Management System), student information system, etc.) is adjusted to the way in which education is set up.

3.1.5 Cooperation and stakeholders

- Focus on existing partnerships, for instance in Flanders: at an association level, within the Flemish Interuniversity Council (VLIR) and the Flemish Council of Universities for Applied Sciences (Vlaamse Hogescholenraad), as well as within the Flemish Higher Education Council (VLUHR).
- Explore the possibility of establishing a platform in which Flemish higher education institutions cooperate in digitalisation of higher education with support from the government.
- Create a network with employers and representatives from the labour market, to develop blended or digital study programmes within the context of lifelong learning.
- As higher education institutions, combine forces in a way that the independence of external software developers is restricted.
- Identify the needs in institutions with respect to various legal aspects and work with the government and other higher education institutions on the details of an accompanying framework.

3.2 Recommendations for local governments

Offer students accessible places for study and (group) work with suitable digital infrastructure.

3.3 Recommendations for national governments

3.3.1 Framework, vision development and policy priorities

Develop a vision and a digitalisation policy, in consultation with the higher education institutions and various actors in higher education.

3.3.2 Framework/preconditions (funding, regulations, etc)

- Ensure that the necessary preconditions are in place, so that:
 - communication and commitment of students in policy-making are promoted (students as change makers), at an institutional level, in study programmes, and at the level of an individual course;
 - an inclusive digital transition can be realised for a diverse group of students;
 - educators get support, time and recognition for the efforts they make with respect to making digitalisation in higher education more sustainable;
 - a digital or blended supply of lifelong learning in higher education is facilitated;
 - etc.
- Guarantee that sufficient resources are available:
 - for the core funding and for innovation specifically focused on digitalisation in higher education;
 - to employ staff with a suitable profile for the longer term to (further) implement digitalisation in higher education;
 - to support cooperation and exchange between higher education institutions (see 3.1.5);
 - to make infrastructure available to all actors in higher education;
 - etc.

3.3.3 Cooperation and stakeholders

- Facilitate sharing and exchanging infrastructure between higher education institutions and with external partners, such as partners from the professional field and the labour market.
- Support higher education institutions by providing a framework and by clarifying regulations concerning various legal aspects that are closely related to digitalisation.
- Establish a digitalisation platform in which the higher education institutions are represented, to:
 - encourage students' self-regulation, digital literacy, mental well-being, etc;
 - support the use of possibilities of digital technology in course and curriculum design;
 - bring together existing professionalisation and exchange initiatives focused on promoting digitalisation in higher education and extend them;
 - promote the development of quality assurance in more digital and blended higher education;
 - etc.

3.4 Recommendations at a European level

- Develop a vision concerning digitalisation at European level, taking the various levels and various digital capabilities of European countries into account.
- Support national governments and higher education institutions in:
 - quality assurance, by using not only new models developed specifically for quality assurance in digital or blended environments, but also existing European frameworks (especially European Standards & Guidelines) that may, if necessary, be adapted to the new reality of more digital and blended higher education;
 - implementation of (e-)assessment in digital environments via further developing a (quality) framework and regulations at a European level;
 - professionalisation of educators, by bringing together various professionalisation and exchange initiatives and by extending them by means of European initiatives;
 - etc.
- Use the opportunities offered by digital technology in internationalisation, for:
 - attracting international students;
 - strengthening the mobility of all students at a European level, e.g., via blended or virtual mobility, complementary to physical mobility;
 - professionalisation of staff at a European level, via blended mobility of staff, short-term physical international mobility of educators, etc.;
 - international cooperation;
 - profiling higher education institutions;
 - etc.
- Create the preconditions to support cooperation and exchange between higher education institutions and national governments. This is possible within existing alliances and via other partnerships between universities of applied sciences and/or research universities at a European level.