

Cover note University Council

Document number: 20.0000299

Case number: b20.00254

Details		
Topic		HEQA Plan Impact at the Core (theme 5 Quality and Innovation Calendar)
To be discussed before		June 2nd / June 26th
Author / Section		Verheijke/Academic Affairs
Handled by (to be invited to the committee)		PFO and CRE
Date		2-6-2020

Context / Reason
<p>April 2020 the final approval of the Ministry of Education on the HEQA-plans cleared the room for the submission to your Council of the final plans for EUR theme 5: Impact at the Core (theme 4 OCW: Educational Differentiation). The plan has been drafted in co creation with a representation of members of the University Council (the HEQA-working group). In line with EUR-strategy the plan develops initiatives to address the complex challenges of our rapidly changing world into our curriculum in order to (1) create impact with our education and (2) engage students to deal with these challenges and (3) to ensure that students develop necessary skills and competencies.</p> <p>The University Council delegated the co creation of the plan to members of the HEQA-working group prior to this phase of council consent. The working group engaged in three sessions. In the first session in March 2020 representatives debated the nature of the challenges ('wicked problems') and the way impact in education effects educational quality for students. It was concluded that developing critical creative thinking skills, connecting to community and future work and developing a clear vision on how to deal with societal challenges is key in impactful education.</p> <p>In the second design session in May 2020, the issue of the teacher workload and the connection with other initiatives was discussed to a deeper extent. Representatives in the HEQA working group discussed measures of the second and third track: measures to support teachers. The project plan accordingly put a big emphasis on developing a support structure for both teachers and project-based education with a threefold approach: (a) technical support (b) learning innovation support and (c) community support. Teachers can be compensated for their time invested. Next, the connection/distinction with Erasmus X. Box 1, p.7 was added to clarify overlap and differences with that project. The text was clear to HEQA-working group members.</p> <p>In the third session, members of the HEQA working group gave specific feedback on the final draft of the plan individually. Some members stressed that being very specific on the actual projects and outcomes would be very helpful. The plan of Impact at the Core included in the appendices both the opportunities per faculty (appendix 4) as well as the specific quality indicators detailing output and outcome (appendix 9). To clarify specificity based upon a faculty example: Upon faculty council consent, the Law faculty might develop cases for students in cooperation with</p>

outside organisations in their bachelor courses Handelsrecht, Ondernemingsrecht en Arbeidsrecht. Furthermore, a call will be issued for teachers in June to submit further proposals.

Jurisdiction UC / Question to the UC

Right of Consent

Short Summary

The programme Impact at the Core contributes to the strategic ambition to create impact with our education. By 2024 *each* student in *each* programme will be engaged at least one time in a substantial project that entails a real time complex challenge that will be studied in close cooperation with outside stakeholders. Challenges can be part of economical, health or climate transitions and include a wide variety of concrete challenges e.g. projects studying the impact of the changing function of the Port of Rotterdam in future. Investing in this programme will lead to higher quality output, (interdisciplinary) collaboration, teacher professionalisation and enhancement of skills and competencies of students to prepare them for future careers.

To meet these goals within each faculty, the programme Impact at the Core has designed three tracks:

- (a) Educational approach: designing impact-driven education.
Developing a scalable didactic approach on a programme level within each faculty based upon a faculty specific vision and with the consent of faculty council. The project plan details the starting position of each faculty and summarizes opportunities that will fuel further initiatives (appendix 4).
- (b) Supporting impact-driven education
Implementation of a support system to design and execute projects. The system will both provide an infrastructure to design education (intended learning goals) as well as a CRM-module to manage contacts. (appendix 7)
- (c) Building a community for impact-driven education. Working together with all teachers from all faculties to study and enhance practices that work.

Key outcomes in 2024 are defined as:

- Eur has implemented a support system to streamline impact-driven education
- Each programme identifies learning outcomes how students should integrate knowledge and understanding in a particular field of knowledge contributing to specific solutions.
- Each programme at bachelor and master level should have a project with a real time wicked problem
- Each faculty develops an impact strategy for education, connected with a vision on sustainability
- Most programmes have a teacher/students delegation in the Community of Practice.

Budget for 2020 is forecasted to be E 536,706 for the first year, building up to over 1M annually for the following years. The budget reflects the stages in the project: after an initial year of studying feasible models of delivery and ways to design projects on a course level, good practices will be upgraded and disseminated.

Follow-up process

Universtiy Council will be informed by annual reports and summary of periodical reporting. The HEQA-working group of the University Council will be part of project proceedings as a co creator of initiatives.

Specifics

There are no specific circumstances. Please note that this plan is part of the 'Quality and Innovation Calendar' of Erasmus University, consented to July 6th 2019 and audited on November 11th 2019.

Documents to be attached

- (1) Impact at the Core Project Plan
- (2) Impact at the Core Gant Chart