

2025 European Learning & Teaching Forum

2030 and beyond: towards responsive and adaptable higher education

27-28 February 2025, hosted by University College Cork, Ireland

It has become an accepted fact, if not a truism, that we are undergoing a period of change and disruption that poses numerous challenges to higher education, as well as for society at large. Building agility for unknown challenges that may emerge is thus a key issue for higher education learning and teaching. How can we prepare our students, teachers and institutions for the path ahead? Participants in this future-gazing edition of the European Learning & Teaching Forum will jointly discuss strategies to develop future-readiness in and through learning and teaching. Key questions include how higher education can safeguard its relevance through capacity for adaptation and how graduates can be equipped with responsive and adaptable mindsets.

Through a mix of plenary and parallel sessions, the Forum provides a platform for discussion and exchange of practice on how universities enhance learning and teaching. The Forum also presents the work of the [2024 Learning & Teaching Thematic Peer Groups](#). It aims to gather higher education professionals working at different levels on matters of learning and teaching to exchange and discuss institutional practice and policy developments. The Forum is an ideal event for vice-rectors for academic affairs, deans, heads of learning and teaching centres, and management involved in learning and teaching. It also welcomes students, policy makers and other stakeholders in higher education.

Programme

Wednesday, 26 February: pre-Forum meetings (by invitation only)

- | | |
|-------------|---|
| 11.00-13.00 | Steering Committee meeting
Room "Muscrai" in Student Centre |
| 13.00-14.00 | Lunch and registration for Steering Committee and Thematic Peer Group members
Room "Dora Allman" in the Hub |
| 14.00-18.00 | Pre-Forum workshop for members of the Thematic Peer Groups
Rooms "Dora Allman" in the Hub and "Creative Zone" in Boole Library |
| 18.00-19.30 | Reception for Key Players and Thematic Peer Group members
Room "Staff common room" in North building |

Thursday 27 February and Friday 28 February: 2025 European Learning & Teaching Forum

Thursday 27 February, 09.00-09.30

EUA in a nutshell

Room "Creative Zone" in Boole Library

This is an interactive introductory session for "EUA newcomers" and everybody else with an interest in what the association does and how it works.

Thursday 27 February, 09.45-10.45

Official Forum Opening and Plenary: Beyond resilience: how can higher education foresee and forge the future?

Room “Devere Hall” in Student Centre

Official opening by

- Anne Lequy, EUA Board member and Chair of EUA Learning & Teaching Steering Committee
- John O'Halloran, President, University College Cork, Ireland
- Paul McSweeney, Vice-President for Learning and Teaching, University College Cork, Ireland

The subsequent plenary session of the Forum will provide insights into how learning and teaching can prepare for, and potentially shape, future developments with a profound impact on higher education and society in general. Session speakers will explore how universities can employ attitudes and practices such as agility, foresight and horizon-scanning, and discuss strategies to move from a reactive to a proactive position, thus allowing higher education to remain relevant and at the forefront of progress and innovation.

- Beatrix Busse, Vice Rector for Teaching and Studies, University of Cologne, Germany
- Manel Jiménez Morales, Vice-Rector for Alliances, Community and Culture, Open University of Catalonia, Spain
- Chaired by Stephanie Marshall, Vice Principal (Education), Queen Mary University of London, United Kingdom

Coffee break: 10.45-11.25, Mini rest building

Thursday 27 February, 11.25-12.55

In this timeslot, participants may choose between several parallel breakout sessions. Four interactive sessions and one presentation session are available. Please note that each interactive session has a maximum seating capacity of 30 participants.

Interactive sessions

Learning and teaching to empower students

Room “Creative Zone” in Boole Library

This session is an interactive focus group facilitated by members of the 2024 [EUA Learning & Teaching Thematic Peer Group](#) “Learning and teaching to empower students”. Maximum seating capacity is 30. An executive summary of this group’s report is available via the event app Cvent.

In recent years, an increasing number of stakeholders have asked higher education to ensure that students develop into engaged, responsible and resilient citizens of the world. Against this backdrop, the Thematic Peer Group (TPG) “Learning and teaching to empower students” explored a crucial prerequisite for cultivating these qualities in students in the learning and teaching environment. The group defined the term student empowerment as any institutional processes in the field of learning and teaching that contribute to the development of students’ agency to make decisions and effect change within their learning.

The TPG consisted of staff and students from eight universities across Europe. They came together to investigate co-creative, student-centred approaches that foster learner agency. The TGP also discussed questions of empowerment and power structures within institutions, looking into leadership roles and staff support to create a learning and teaching environment that encourages learner autonomy and supports students’ growth and development.

Participants will hear about the benefits and challenges associated with student empowerment, as well as examples of good practice from the TPG members at their own universities. Participants will be invited to participate via a world café approach to discuss the group's key findings. The aim is to inspire peers to take action towards empowering students in their own context.

Participants will leave the session with:

- 1) a deeper understanding of the benefits of student empowerment and an introduction to various institutional approaches to facilitate it;
- 2) inspiring ideas about how to translate the concept into practice.

This session's main target group includes university faculty and management whose remit covers learning and teaching. Other participants such as students, researchers and teaching staff are also welcome.

- Connie Pritchard, Cardiff University, United Kingdom
 - Gunvor Larsson Torstensdotter, Linköping University, Sweden
 - Catherine Bruen, Jan Illing and Helen Kelly, Royal College of Surgeons, Ireland
-

2030 and beyond: Unlocking the visionary potential of European Universities alliances Room "Aula Maxima" in Historic Building, North Wing, Main Quad

This is an interactive workshop session. Maximum seating capacity is 30.

In 2019, the first call for proposals for the funding of university alliances was launched to drive change in teaching and learning in Europe. These now 64 university alliances are working on educational projects and struggling with national (legal) requirements in realising them. For the most part, this is a bigger problem than creating formats to help students to become change agents for the future. At the moment, most of the work and discussions in the university alliances remain internal. Discussions about really sustaining the changes in learning and teaching have barely started in most alliances. By using a didactic format, this workshop will foster an exchange on the many good initiatives of different alliances that can be used to develop a sustainable and structural change in teaching, thereby doing justice to the EU's vision for teaching in 2030.

- Susanne Lippold and Kornelia Freitag, Ruhr University Bochum, Germany
 - Andreas Fritsch, University Greifswald, Germany
-

Towards more adaptable and future-oriented education at comprehensive universities: Unlocking the potential Room "Dora Allman" in the Hub

This is an interactive workshop session. Maximum seating capacity is 30.

Over the past two decades, higher education has come under increasing pressure from society, economy and politics to adapt to the needs of the grand challenges we all face. Graduates are expected to not only be scholarly or scientific experts in their fields, but also innovative thinkers and problem solvers, capable of working in interdisciplinary and intercultural teams to meet the ever-changing challenges the future might hold. Traditional comprehensive universities, such as the University of Zurich, are now in an excellent position to promote the development of strong personal competencies by exposing students to all kinds of interdisciplinary, international, interdepartmental and problem-based learning experiences. At least in theory. In practice, however, the disciplinary boundaries and governance structures of the past often clash with the demands of the future. Using the example of the University of Zurich, our World Café will discuss failed, promising and successful ways forward.

- Thomas Hidber, Anna Leupold and David Schmocker, University of Zurich, Switzerland

EUA's Learning & Teaching Agenda 2030

Room "Council" in Historic Building, North Wing, Main Quad

This is an interactive workshop session, which is offered also in the next round of breakout sessions. Maximum seating capacity is 30. This workshop requires a pre-registration through the event app Cvent (to be launched in January). To ensure geographical and institutional diversity across participants, max. one person per institution will be admitted.

EUA's L&T Agenda 2030 constitutes a strategic plan for the Association's Learning & Teaching (L&T) activities up until 2030. As such, it defines the thematic foci of the Association's work in the field of L&T for the coming years. Participants in this workshop will learn about the Agenda's thematic priorities and how EUA will implement it in the next five years. Workshop participants will also be invited to discuss how this Agenda may support their institutions in enhancing learning and teaching.

- Maria Kelo and Helene Peterbauer, EUA

Presentation session

Room "Devere Hall" in Student Centre

This session consists of three presentations centred around the common theme of strategic institutional responses to current challenges, followed by time for Q&A:

- [AI2: Developing an institutional response](#)
Mary-Claire Kennedy, Fionn McGrath and Silvia Benini, University of Limerick, Ireland
This presentation will describe the establishment of an academic integrity department within an Irish university and outline the activities of the department as they seek to enhance academic integrity within the institution.
- [Avoiding a rhetoric of resistance and imposition: strategies for successful implementation of central policy](#)
Jo Edson Ferrie and Duncan Ross, University of Glasgow, United Kingdom
This presentation covers the strategy of the university's College of Social Sciences in responding to a policy which ambitiously foregrounds the student experience, while also recognising the unique challenges and cultures within the 'local' communities that make up the College.
- [The open education strategy of Nantes Université: Adapting to future challenges](#)
Arnaud Guével and Colin de la Higuera, Nantes University, France
Nantes Université is developing an ambitious open education strategy (2022-2027) aimed at preparing the institution, its faculty, and its students for future challenges. This presentation will present the challenges encountered, success factors, and lessons learned.

The session is chaired by Karin Axelsson, Linköping University, Sweden.

Lunch break: 12.55-14.00, Mini rest building

Thursday 27 February, 14.00-15.30

In this timeslot, participants may choose between several parallel breakout sessions. Three interactive sessions are available, as well as two presentation sessions. Please note that each interactive session has a maximum seating capacity of 30 participants.

Interactive sessions

Learning and teaching in situations of crisis: needs and support provision

Room "Creative Zone" in Boole Library

This session is an interactive focus group facilitated by members of the 2024 [EUA Learning & Teaching Thematic Peer Group](#) "Learning and teaching in situations of crisis: needs and support provision". Maximum seating capacity is 30. An executive summary of this group's report is available via the event app Cvent.

How can universities maintain effective learning and teaching during crises, while minimizing disruptions to students' academic progress? What strategies can be implemented to prevent educational disruptions similar to those experienced during the COVID-19 pandemic? While many crises appear unexpected, and their exact characteristics can be difficult to predict, crises (of many types) occur frequently, making resilience and preparedness key themes in educational research and planning.

Throughout 2024, an EUA Learning & Teaching Thematic Peer Group (TPG) dedicated its efforts to investigating "Learning and teaching in situations of crisis: Needs and support provision." The group conducted extensive analysis of members' experiences with various crises, including wars, natural disasters, and funding constraints. To systematically approach this complex issue, they developed a comprehensive matrix system to categorize crises based on their origin (whether natural or human-made), scale, duration, and their specific impact on educational processes. Additionally, the group conducted a survey among institutional leadership of the participating universities to assess both crisis experience and preparedness levels.

Based on their discussions, the TPG concluded that developing comprehensive institutional crisis management plans is essential for universities. Their findings emphasize the importance of enhanced awareness programmes that actively involve all university stakeholders, coupled with capacity building through targeted training initiatives. A particularly significant aspect of their work highlights how measures intended for crisis prevention and preparation can contribute to strengthening institutional quality and resilience, benefiting operations during both crisis and normal periods.

The findings will be presented at the Forum through an innovative interactive world café setting. This dynamic format will enable participants to use the matrix system, developed by the TPG, to engaged in structured discussion about crises their institutions may face and how to systematically mitigate the effects on teaching and learning. This session has been specifically designed to benefit centre staff and management, university leadership responsible for learning and teaching, and policy makers focused on crisis preparedness.

- Berrin Yanıkkaya, Yeditepe University, Türkiye
- Ellen Marie Sæthre-McGuirk, VID Specialized University, Norway
- Michael Kozakowski, Central European University, Austria

Adapting and responding to wicked problems in higher education

Room "Dora Allman" in the Hub

This is an interactive workshop session. Maximum seating capacity is 30.

A wicked problem framework is used to consider challenges which are significant and complex. In higher education, the framework could be used to think about a range of student-focused challenges such as student persistence, inclusive practices, attendance and engagement, or assessment management, among many others. Drawing on a concatenated exploration of 17 years of institutional projects, this workshop supports participants to explore the use of a longitudinal wicked problem framework to characterise students' experiences as multi-faceted, influenced by a wide range of stakeholders and interrelated factors. Using case study examples and small group interactive discussions, we will share how we have used a mixture of quantitative and qualitative research to develop an intentional approach to linked quality enhancement projects. This approach can be used to co-create actions, build trust in the cultural changes needed for long-term improvements and ensure that investment in large-scale institutional changes is effective.

- Claire Hamshire and Neil Barrett, Salford University, United Kingdom
- Rachel Forsyth, Lund University, Sweden

Digital accessibility of educational materials for a better learning experience Room "Aula Maxima" in Historic Building, North Wing, Main Quad

This is an interactive workshop session. Maximum seating capacity is 30.

To ensure that all students have equal access to educational content, regardless of potential disabilities or learning styles, accessible learning resources and infrastructure are as important in digital education as they are in a physical environment. This workshop will provide information about how to use learning materials, websites and applications which are accessible to all learners. Although we often think about the digital accessibility of learning materials in the context of students with disabilities, it is also important to remember that certain formats and ways of presenting content may hamper accessibility. The University of Zagreb's Computing Centre has been actively working on digital accessibility and universal design, including by providing guidelines and an online course to teachers in preparation for e-courses.

- Sandra Kučina Softić and Tea Čičko, University of Zagreb, Croatia

EUA's Learning & Teaching Agenda 2030 Room "Council" in Historic Building, North Wing, Main Quad

This is an interactive workshop session. Maximum seating capacity is 30.

This is an interactive workshop session, which is offered also in the previous round of breakout sessions. Maximum seating capacity is 30. This workshop requires a pre-registration through the event app Cvent (to be launched in January). To ensure geographical and institutional diversity across participants, max. one person per institution will be admitted.

EUA's L&T Agenda 2030 constitutes a strategic plan for the Association's Learning & Teaching (L&T) activities up until 2030. As such, it defines the thematic foci of the Association's work in the field of L&T for the coming years. Participants in this workshop will learn about the Agenda's thematic priorities and how EUA will implement it in the next five years. Workshop participants will also be invited to discuss how this Agenda may support their institutions in enhancing learning and teaching.

- Maria Kelo and Helene Peterbauer, EUA

Presentation sessions

Room “Devere Hall” in Student Centre

This session consists of three presentations centred around the common theme of flexible approaches to higher education, followed by time for Q&A:

- **Higher education institutions delivering flexible courses to society, easy-peasy or not?**
Morten Brekke, University of Agder, Norway
In an effort to attract more students, the University of Agder plans to launch a flexible engineering programme in 2025. This presentation will share insights into common challenges associated with delivering flexible education.
- **Designing sustainability-focused micro-credentials: Enhancing lifelong learning through pedagogical innovation**
Niamh O' Brien and Keith Byrne, South East Technological University, Ireland
South East Technological University (SETU) has developed a suite of eight sustainability-focused micro-credentials in partnership with the European Universities alliance, EU-CONEXUS. This presentation will showcase SETU's process, outcomes and challenges, offering insights into how these frameworks can be effectively used to enhance the development of sustainability-focused micro-credentials.
- **Fostering flexibility in higher education: An approach to future-ready learning**
Kristina Ukvalbergienė, Laura Stasiulienė, Asta Daunorienė and Ramunė Kasperė, Kaunas University of Technology, Lithuania
Preparing students for an uncertain future has become the primary mission of higher education institutions. In this presentation, the authors address this challenge by exploring how higher education institutions can promote flexibility in learning models, specifically through flexible learning pathways that incorporate challenge-based learning and micro-credentials.

The session is chaired by Christiane Jost, RheinMain University of Applied Sciences, Germany.

Room “G27a” in O’Rahilly building

This session consists of three presentations centred around the common theme of teachers’ professional development, followed by time for Q&A:

- **University teachers’ educational research – qualitative literature review**
Rik Vangangelt, Esther E. van Dijk, Frans J. Prins and Manon Kluijtmans, Utrecht University, Netherlands.
The rapidly changing world challenges higher education in numerous ways, and requires constant adaption of education by university teachers. A way to achieve such adaptation is through teachers’ engagement in practice-based educational research activities. This presentation will showcase the outcomes from qualitative analysis of 94 research articles on the topic.
- **Bridging borders in challenging times: Lessons learnt from transnational teacher trainings**
Christa Wetzel, Magdeburg-Stendal University of Applied Sciences, Germany and Katharina Bonyhádi, independent trainer in higher education.
This presentation reviews a German-Jordanian project which offered online trainings on teaching skills to university teachers in Jordan, Lebanon and Syria. In a multi-

- perspective look back – and forward – the presentation focuses on the impact on course participants, higher education trainers, and staff from administration/management.
- [Teacher agency for a more responsive and adaptable approach to higher education system](#)

Diana Soares, Maitê Gil and Diana Mesquita, Catholic University of Portugal.

This presentation explores an institutional initiative to foster transformative practices in faculty professional development by promoting teacher agency. The presentation comprises two parts: first, on work to develop an evidence-based model to strengthen Communities of Learning and Practice in enhancing teacher agency is presented; secondly, reflections on the first year of implementing this model.

The session is chaired by Philippe Emplit, Université libre de Bruxelles, Belgium.

Coffee break: 15.30-16.10, Mini rest building

Thursday 27 February, 16.10-17.00

Policy updates

Rooms “Devere Hall” in Student Centre and “Aula Maxima” in Historic Building, North Wing, Main Quad

Two parallel sessions on current European-level policies and other developments with an impact on learning and teaching:

- News from the EU and EHEA: an update on European higher education policies (Devere Hall), by Michael Gaebel and Thérèse Zhang, EUA
 - Exploring the European Commission’s higher education package (Aula Maxima), by Maria Kelo and Helene Peterbauer, EUA
-

Dinner: 18.30, Kingsley Hotel (Deane Woodward Suite), Victoria Cross, Cork, T12 P680

Friday 28 February, 09.30-11.00

In this timeslot, participants may choose between several parallel breakout sessions. Three interactive sessions and three presentation sessions are available. Please note that each interactive session has a maximum seating capacity of 30 participants.

Interactive sessions

[Exploring strategies for institutions to leverage the Scholarship of Teaching and Learning](#)
Room “Creative Zone” in Boole Library

This session is an interactive focus group facilitated by members of the 2024 [EUA Learning & Teaching Thematic Peer Group](#) “Exploring strategies for institutions to leverage the Scholarship of Teaching and Learning”. Maximum seating capacity is 30. An executive summary of this group’s report is available via the event app Cvent.

The Thematic Peer Group (TPG) “Exploring strategies for institutions to leverage the Scholarship of Teaching and Learning (SoTL)” built upon the work of past EUA Learning & Teaching TPGs that investigated institutional policies and practices to guarantee the quality of education and of the evidence used to improve learning and teaching. Past TPGs concluded that incorporating evidence into the design, organisation, and evaluation of learning and teaching can offer numerous benefits,

including fostering parity of esteem between research and education through a shared reflexive approach.

The TPG, including nine institutions from across the EHEA, convened throughout 2024 to discuss the main opportunities and challenges faced by higher education institutions with respect to developing, implementing and ensuring the continuity of SoTL, and to share examples of institutional practice.

In this focus group, participants will test the initial findings from the group's draft report. In particular, they will be invited to brainstorm challenges associated with the implementation of SoTL based on their own institutional experience and compare them to those pinned down by the TPG. Participants will also explore a selection of the group's recommendations from the summary report and discuss what further support is needed to implement them in the participants' respective national and institutional contexts.

This will be an interactive session to stimulate discussion between the participants and members of the TPG with the aim of refining the key findings of the final report.

- Eva Erber, University of Vienna, Austria
- Philippe Emplit, Université libre de Bruxelles, Belgium
- Carla Amaral, Universidade de Trás-os-Montes e Alto Douro, Portugal
- Geir Gunnlaugsson, Uppsala University, Sweden

Cancelled: Future-proof curricula @Ghent University: a roadmap to enhance generic competencies in students

This is an interactive workshop session. Maximum seating capacity is 30.

This workshop proposes a roadmap for programme committees to enhance generic competencies in students, based on field work within Ghent University spanning 18 months. The supporting materials for this roadmap were developed in co-creation with 20 programme pilots that ran in 11 faculties. Two questions guide programme committees in the roadmap: 1) Which futureproof student profile do you want to deliver and does this profile balance discipline-specific knowledge, skills and attitudes with generic competencies? 2) How does your programme provide sufficient learning opportunities for students to develop these generic competencies through interaction with different disciplines, international and intercultural learning and real-life challenges? During the workshop we will actively guide you through the different steps of the roadmap, inspired by the ADDIE-model (Analyse, Design, Develop, Implement, Evaluate).

- Sabine Lamote and Thibault Hoogstoel, Ghent University, Belgium

Staff development for learning and teaching at European universities
Room "Council" in Historic Building, North Wing, Main Quad

This is an interactive workshop session. Maximum seating capacity is 30.

Staff development has been identified as one of the drivers for further enhancing learning and teaching at higher education institutions. This insight has been repeatedly confirmed in both empirical studies, practice-oriented projects, and in past EUA Thematic Peer Groups. The project "Staff development in learning and teaching at European universities" (STAFF-DEV, 2024-2026) aims to better understand and analyse how staff development is implemented at European higher education institutions, and what further steps could be taken in offering adequate professional development to teachers, motivating them to engage in it, and appropriately recognising it as part of the institution's broader commitment towards learning and teaching.

This workshop will offer an opportunity to discuss the first findings from STAFF-DEV, based on the results of a European survey and a series of focus groups conducted in 2024. Project partners will

engage workshop participants in activities aiming to trigger reflection on how staff development is organised at their home institution, and how they would see ways forward for their own institution.

- Thérèse Zhang, Deputy Director for Higher Education Policy, EUA
 - Manon Kuijtmans, Vice-Rector for Education, Utrecht University, Netherlands
 - Nora Jansone-Ratinika, Director of the Centre for Educational Growth, Rīga Stradiņš University, Latvia
-

Presentation sessions

Room “Devere Hall” in Student Centre

This session consists of three presentations centred around the common theme of inclusive learning and teaching, followed by time for Q&A:

- [Transforming classes for students with disabilities: A much-needed change fuelling the responsiveness and adaptability of universities](#)
Ioana Galleron and Ivan Botte, Sorbonne Nouvelle University, France
This presentation will demonstrate that rethinking classes and programmes with students with disabilities in mind helps the academic community to better face at least two of the three major changes of labour in a post-pandemic context, namely the increased demands for flexibility (from both employers and employees), the ecological emergency and the pervasive nature of AI based applications.
- [Unleashing the power of UDL: Revolutionizing education for diverse learners](#)
Maureen Haran and Ruth Quinn, Atlantic Technological University, Ireland
In this dynamic presentation, participants will gain a first-hand look into how Universal Design for Learning (UDL) principles are revolutionizing educational practices through real-life applications from students on ATU's Master's in UDL programme.
- [Fostering inclusive internationalisation for responsive and adaptable higher education: the Triple-III-Helix model](#)
Manuela Kovalev, Birgit Rivalta and Michael Roither, University of Applied Sciences Burgenland, Austria
This presentation introduces the Triple-III-Helix model as a framework for fostering inclusive internationalisation in higher education. The model comprises three interconnected tiers that address internationalisation at different levels within the academic ecosystem: course structures, the department/faculty level and institutional governance.

The session is chaired by Stephanie Marshall, Queen Mary University of London, United Kingdom.

Room “Aula maxima” in Historic Building, North Wing, Main Quad

This session consists of three presentations centred around the common theme of equipping students with relevant skills for the challenges ahead, followed by time for Q&A:

- [Developing the next generation of agile students through Vertically Integrated Projects](#)
Stephen Marshall and Scott Strachan, University of Strathclyde, United Kingdom
The Vertically Integrated Project (VIP) programme is an innovative educational model designed to develop students' adaptability and agility in a rapidly changing world. This presentation explores the relevance of VIPs in developing agility and adaptability - essential traits in an increasingly complex and unpredictable world.
- [Transformative education for sustainable futures](#)
Indira van der Zande, University of Groningen, Netherlands
This presentation explores the concept of Transformative Education as a holistic approach to preparing students, educators, and institutions for an uncertain yet

sustainable future. Drawing on theories such as Cultural-Historical Activity Theory (CHAT), transformative learning and professional identity theory, the presentation proposes that individual transformation is fundamental to achieving broader system change and subsequent societal impact.

- [Imagine: Fostering future-ready skills through collaborative, challenge-based learning](#)
Julius Soutine, Kristianstad University, Sweden, Sandrine Labory and Francesca Fecoli, University of Ferrara, Italy
Imagine is an innovation education programme developed at Kristianstad University that equips students with future-ready skills through a structured, practical challenge-based solution-finding approach. This presentation will demonstrate that Imagine fosters key competencies such as problem-solving, adaptability, and collaboration.

The session is chaired by Nora Angelova, European Students' Union.

Room "Dora Allman" in the Hub

This session consists of three presentations centred around the common theme of future-proofing education, followed by time for Q&A:

- [AI-ntegrity & GenAI LEARN: Evidenced-based responses to GenAI in teaching, learning, and assessment](#)
Loretta Goff, Marie Ryan and Sarah Thelen, University College Cork, Ireland
The rapid emergence of Generative AI (GenAI) tools presents both opportunities and challenges for higher education. This presentation will share insights from the "AI-ntegrity" and "GenAI LEARN" projects at University College Cork (UCC), which examine staff and student knowledge, engagement, and perceptions of GenAI in teaching, learning, and assessment.
- [Future proofing student skills](#)
Stuart Johnson and Mark Allinson, University of Bristol, United Kingdom
This presentation will set out how the University of Bristol, with students, staff and external partners, has developed a Skills Profile tool which supports students to identify and reflect on their range of skills and develop these through curricular and extracurricular channels. The Bristol Skills Profile is based on the educational model of 'knowing, acting and being' and provides a shared narrative and common language for skills across the university.
- [A future-proof education portfolio: from analysis to action](#)
Jetske ten Caat and Marc-Jan Zeeman, Wageningen University, Netherlands
Wageningen University & Research recently completed a comprehensive analysis of its degree programme portfolio and is now in the phase of developing mechanisms to increase the agility of its education. This presentation will share success factors for managing a vibrant and future-oriented degree programme portfolio and invite participants to exchange views on mechanisms to increase portfolio agility.

The session is chaired by Joanne Pagèze, University of Bordeaux, France.

Coffee break: 11.00-11.40, Mini rest building

Friday 28 February, 11.40-12.30

Closing Plenary: Walking the walk through EUA's Learning & Teaching Agenda 2030
Room "Devere Hall" in Student Centre

This year's Forum marks an important milestone in the development of EUA's Learning & Teaching Agenda 2030, which will outline the key priorities for EUA's L&T activities in the coming years. The session starts with a report from the Agenda workshops during the previous breakout sessions, followed by a panel discussion among stakeholders representing the higher education policy field, university leadership, teaching staff and students.

- Yann-Maël Bideau, Policy Officer, European Commission
 - Nora Angelova, Executive Committee member, European Students' Union
 - John O'Halloran, President, University College Cork, Ireland
 - Irena Duś-Ilnicka, Rector's Proxy on Implementation for Intensive Internationalisation Plan, Wrocław Medical University, Poland
 - Chaired by Anne Lequy, EUA Board member and Chair of EUA Learning & Teaching Steering Committee
-

Friday 28 February, 12.30-12.45

The closing plenary is immediately followed by the official conference closing and the invitation to the 2026 European Learning & Teaching Forum.

- Anne Lequy, EUA Board member and Chair of EUA Learning & Teaching Steering Committee
 - Josep M. Garrell, EUA President
-

Lunch (to go): 12.45-14.00

EUA Learning & Teaching Steering Committee meeting (by invitation only): 13.45-14.45
Room "Muscrail" in Student Centre

Overview: Thursday, 27 February

Time	Session		Room and building
09.00-09.30	Pre-Forum introductory session “EUA in a nutshell”		Creative Zone, Boole Library
09.45-10.45	Official Forum Opening and Plenary: Beyond resilience: how can higher education foresee and forge the future?		Devere Hall, Student Centre
10.45-11.25	Coffee break		Mini rest
11.25-12.55	Parallel breakout sessions A	Focus group	Creative Zone, Boole Library
		Workshop	Dora Allman, The Hub
		Workshop	Council, Historic Building
		Workshop	Aula Maxima, Historic Building
		Presentations	Devere Hall, Student Centre
12.55-14.00	Lunch break		Mini rest
14.00-15.30	Parallel breakout sessions B	Focus group	Creative Zone, Boole Library
		Workshop	Dora Allman, The Hub
		Workshop	Council, Historic Building
		Workshop	Aula Maxima, Historic Building
		Presentations	Devere Hall, Student Centre
		Presentations	G27a, O’Rahilly Building

15.30-16.10	Coffee break		Mini rest
16.15-17.00	Policy updates	Policy update I: News from the EU and EHEA: an update on European higher education policies	Devere Hall, Student Centre
		Policy update II: Exploring the European Commission’s higher education package	Aula Maxima, Historic Building
Free time			
18.30	Dinner		Kingsley Hotel

Overview: Friday, 28 February

Time	Session		Room and building
09.30-11.00	Parallel breakout sessions C	Focus group	Creative Zone, Boole Library
		Workshop	Council, Historic Building
		Presentations	Dora Allman, The Hub
		Presentations	Devere Hall, Student Centre
		Presentations	Aula Maxima, Historic Building
11.00-11.40	Coffee break		Mini rest
11.40-12.30	Closing plenary: Walking the walk through EUA's Learning & Teaching Agenda 2030		Devere Hall
12.30-12.45	Forum closing and invitation to the 2026 European Learning & Teaching Forum		
12.45-14.00	Lunch and departure of participants		Lunch to go