

Going Global Partnerships

Deep Dialogues October 2023 Report

18-20 October 2023

Introduction



Deep dialogues in higher education refer to focused and in-depth conversations that explore critical issues, challenges, and opportunities facing higher education institutions, faculties, students, and other stakeholders. These dialogues involve interdisciplinary and cross-cultural perspectives, and aim to foster mutual understanding, critical thinking, and collaboration. By bringing together diverse stakeholders and perspectives, these dialogues can help to identify shared challenges and opportunities and develop innovative solutions to address them.

These dialogues are integral to the British Council's Going Global Partnerships programme. The Going Global Partnerships programme aims to build strategic, mutually beneficial, and equitable partnerships in tertiary education between the UK and other countries. The programme supports partnerships between universities, colleges, education policy makers and industry partners, with the aim of strengthening higher education and TVET systems, enabling research collaboration, internationalising institutions, enhancing student learning outcomes, improving gender equality outcomes and supporting inclusion, working with the UK as trusted partner.

With this aim of the programme in view, the Deep Dialogues series was conceptualised in early 2023 to further build our work of strengthening networks and collaborations between higher education stakeholders from across the globe and creating a platform for higher education stakeholders to come together and exchange knowledge and learnings as well as actively debate and discuss the future of the sector, focussing on key sector priorities.

In partnership with Quality Assurance Agency (QAA) and Advance HE, we were delighted to host the first event in October 2023 which was attended by 23 delegates from 10 countries.

Based on the feedback of October Deep Dialogues, we look forward to developing the next events in consultation with our international and UK partners in coming months. The next Deep Dialogue will focus on the theme of Internationalisation and Transnational Education (TNE) and will take place from Wednesday 13 to Friday 15 March 2024 in Scotland. Please check the [Deep Dialogues webpage](#) for further updates.

Enjoy the brief report of our first Deep Dialogues and we look forward to seeing you in one of our next events.

Best regards

Dr Nishat Riaz MBE
Head of Higher Education Systems and Internationalisation
British Council

Deep Dialogue October 2023

Building Resilient Futures: Ensuring Inclusive and Sustainable Quality in Higher Education

Executive summary

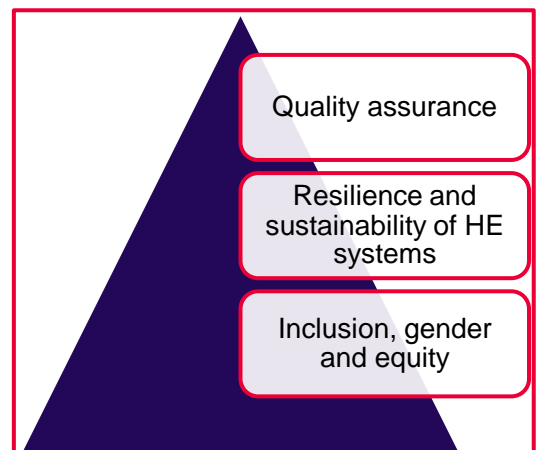
The first ever Deep Dialogues event titled ‘**Building Resilient Futures: Ensuring Inclusive and Sustainable Quality in Higher Education**’ took place in London from 18–20 October 2023. It brought together experts, policymakers, administrators, researchers, and practitioners from ten countries around the world and the UK to discuss and explore strategies for ensuring excellence in higher education.

The pilot event was co-curated ground up in consultation with UK and international stakeholders. The three-day event was hosted by the British Council in partnership with Quality Assurance Agency (QAA) and Advance HE.

It brought together 23 delegates to share best practices, exchange ideas, and discuss emerging trends and challenges in building resilient higher education institutions and systems that are inclusive and sustainable.

Thematic pillars

Quality assurance is a key focus area of higher education across the globe. It is the underlying value that drives systems, processes and curriculum design of higher education institutions, contributes to student learning outcomes and defines the overall identity of higher education providers. There is an increased focus within the higher education sector to develop inclusive teaching and learning practices and making higher education more accessible to a wider number of students. Over the three days of the event the participants explored and discussed what quality, resilience and inclusion mean in their local country context and heard from UK experts and practitioners about the latest policies and practices.



Artificial intelligence

GEDI framework

Education for sustainability

International collaborative accreditation

Digital teaching and learning

International student experience

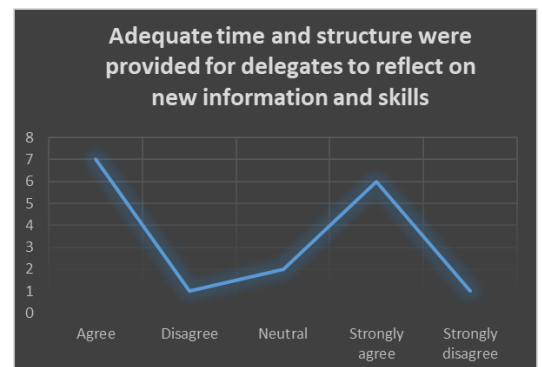
Objectives

The aim of the October Deep Dialogue was to create a platform for fostering international dialogue on key higher education focus areas of quality, resilience and inclusion. The content and format of the event encouraged participants from the ten countries to share practical knowledge, best practices and innovations made within their local higher education environment, allowing them to draw inspiration from each other to address local challenges and barriers with respect to quality sustainable education built on principles of inclusion and resilience.



Outcomes

- A total of 23 participants from ten countries came together over three days to share insights on current institutional systems and frameworks to ensure quality education leading to enhanced student learning outcomes. They also explored inclusive institutional practices to increase educational access to wider groups of students.
- Participants shared key challenges and opportunities in integrating quality and sustainability across various dimensions of higher education, with a focus on innovation and collaboration with different stakeholders involved.



- UK sector bodies responsible for ensuring quality assurance and fostering inclusion within the UK higher education systems shared current frameworks, practices and tools that guides higher education institutions in the UK and internationally.

Country spotlight sessions

Armenia	<small>Municipalities with students enrolled in Distance Learning sites. Brasil, 2014, 2022</small>	Brazil
Armenian HE context: Resilience, inclusion and quality		Building resilient futures through an inclusive and sustainable higher education
Ruben Topchyan , National Centre for Professional Education Quality		Rui V Oppermann , CAPES, Ministry of Education

Cyprus		East Asia
The Cyprus context: Quality assurance and accreditation in higher education		Context matters: Collective learning for gender EDI in Southeast Asia
Loucia D Constantinou , The Cyprus Agency of Quality Assurance and Accreditation in Higher Education		Dr Romyen Kosaikanont , SEAMEO RIHED

Greece		Indonesia
Inclusion in HE and quality policies: Current trends in the Greek academic landscape		Building a more resilient and inclusive higher education in Indonesia towards 2045 Vision
Mara Nikolaidou , Harokopio University of Athens		Kalihputro Fachriansyah , Ministry of National Development Planning

Pakistan	 <p>01 GOVERNANCE Merit-based selection of key university leaders, solution to critical national problems, equitable access to education, autonomy of HEIs</p>  <p>02 FACULTY QUALITY RPT, BUTA, qualified HR</p>  <p>03 HARNESSING TECHNOLOGY PERN, LMS, E-Verify, edu TV, Smart Classrooms, e-office</p>  <p>04 STUDENT SUCCESS Curriculum development, internships, ETC Scholarships, student orientation</p>	<p>RESEARCH IMPACT National agenda, GCF, TTSP, LCF, REF, journals, scientific equipment</p> <p>FINANCIAL SUSTAINABILITY Services, alumni, consultancy, institutional fund raising, solar, housing, transport</p> <p>ACADEMIC STANDARDIZATION HEMIS, global engagement, evaluation of curriculum</p> <p>CAPACITY BUILDING Teaching, research & governance</p>	Turkey
<p>Revamped quality assurance framework (PSG 2023)</p> <p>Nasir Shah, QAA, Higher Education Council</p>			<p>HE systems in Turkey: A snapshot on quality assurance and resilience</p> <p>Dr Feyza ARICIOĞLU, Turkish Higher Education Quality</p>

Ukraine	<ul style="list-style-type: none"> ✓ 14.5 mln Ukrainians who crossed the border of Ukraine since February 24, 2022; 7.7 mln still abroad ✓ Over 4.7 mln internally displaced Ukrainians ✓ 8791 civilians killed including 480 children ✓ 31 HEIs, 65 separate structural subdivisions of HEIs and 45 institutions of professional pre-higher education were temporarily relocated 	Vietnam
<p>Resilience of Ukrainian higher education: Path through the war</p> <p>Maryna Mruga, Directorate of Pre-Higher, Higher Education of MoES</p>		<p>Building resilient futures: Ensuring inclusive and sustainable quality if higher education</p> <p>Tran Bich Hue, Ministry of Education and Training</p>



UK speaker sessions

Immobilisation
"This won't affect me"

Minimisation
"Yeah but it confidently states incorrect things"

Acceptance
"I should probably adapt to this"

Letting go
"I am willing to shift my practices"


Testing
"I'm trialling this my institution"

Learning
"I'm learning what works and what doesn't"

Transformation
"I have fully adapted and confident in my approach"

ChatGPT and Artificial Intelligence

- How generative AI works
- AI and academic integrity
- Threats and opportunities of AI
- Trusting students and post-plagiarism



Eve Alcock
Director of Public Affairs,
Quality Assurance

Quality and standards

Academic integrity

Teaching, learning and assessment

Global engagement and transnational education

Networks, events and professional development


Student engagement

Podcasts

Quality Compass

Enhancing quality of digital teaching and learning


- Safeguarding academic standards
- Student-centred learning and teaching
- Assessment in digital pedagogy
- Course design, approval, management
- Empowering teaching staff



Amrita Narang
Quality Enhancement and Standards Specialist,
Quality Assurance Agency


The engagement with so many different people from diverse backgrounds was fantastic. I'm going back inspired thinking about how I can make use of that diversity as part of my work and create that space for more global engagement, bringing in diverse perspectives. Keeping student experience truly at the heart of it and hoping that it thrives through all our projects and engagements. The partnerships that I would like to develop through this experience is about bringing in diverse voices in the work we do and making sure that quality and student experience mingles together in a meaningful way." – Amrita Narang, Quality enhancement and standards specialist, Quality Assurance Agency





Challenges and opportunities in international collaborative accreditation

- Working with international quality assurance agencies and partners
- Capacity building, method development, training for quality review
- ESG standards
- Opportunities from seeking accreditation




Chris Bland
Head of Accreditation and Consultancy,
Quality Assurance Agency

Stages in the student journey


1. Pre-arrival and arrival
2. Induction, transition, integration and beyond
3. Provider requirements and external compliance
4. Academic support and skills
5. Professional services and non academic support
6. Belonging, integration and inclusivity
7. Careers and employability

Enhancing quality of international student experience

- Creating international HE community
- Country based resources, trainings, workshops, sector wide guidance
- Diverse international student bodies
- Opportunities and challenges international students face
- Belonging, integration and inclusivity




Piers Wall
Head of International Membership Services and TNE,
Quality Assurance Agency



Professional Standards for Teaching in HE: Enhancing Practice and Supporting Strategic Change

- Transforming leadership and management
- Enhancing teaching and learning for student success
- Evolving HE governance
- Driving progress in equality, diversity, and inclusion



Kathryn Harrison-Graves
Executive Director
Advance HE



Sustainable Global GEDI frameworks and their impact

- Athena Swan: over 18 years of gender equality progress
- Local contextualisation – commonality and comparability
- Sustainability of GEDI frameworks
- Representation, gender balance, culture change

Sarah Dickinson Hyams
 Assistant Director for International Equality Charters
Advance HE
 Co-presented with **Adalgisa Bozi Soares**, Associate
Advance HE

Education for sustainable development: what, where and how

- Importance of being a sustainable citizen
- Research, teaching, outreach and stewardship
- Greening jobs
- ESD competencies – ways of thinking, practice and being
- Intersections with ESD

Dr Kay Hack (PFHEA)
 Lead Consultant (Education)
Advance HE

AI enabled learning?

Integrity in the Age of AI: Co-creating principles for ethical practice in learning, teaching and assessment

- Hopes and fear of new technology
- AI enabled learning
- Principles for the use of AI

Advance HE would like to thank participants and their excellent contributions, energy and engagement at the AHE workshops and sessions on Teaching and Learning quality, AI, Gender Equity and Sustainability. These sessions were a pleasure to deliver to the group, and we saw they sparked and co-created ideas and potential solutions, as well as assisting the sharing of best practices, already happening in quite different contexts. The importance and evolution of the key themes of inclusivity, sustainability and quality were unanimously a shared key HE priority in the room and it felt a very special moment to do this together in-person and due to the British Council's invitation. Our learning from delegates' deep local context

insights was highly important for us in continuing our mission to support the development of people within Higher Education across the world; to help HE be the best it can be.

THE World University Rankings

The world's biggest university ranking

Universities
The world's biggest university ranking

- Unis submitted data: **2,673**
- Number of countries represented: **127**

Bibliometrics
In partnership with ELSEVIER

- Research papers: **16.5m**
- Citations: **134m**

Universities Data
The world's largest data gathering exercise from universities

- Data values: **411,789**
- Queries resolved: **34,455**

Academic Survey
The world's largest academic survey

- Respondents: **68,402**
- Votes: **944,509**
- Countries: **166**

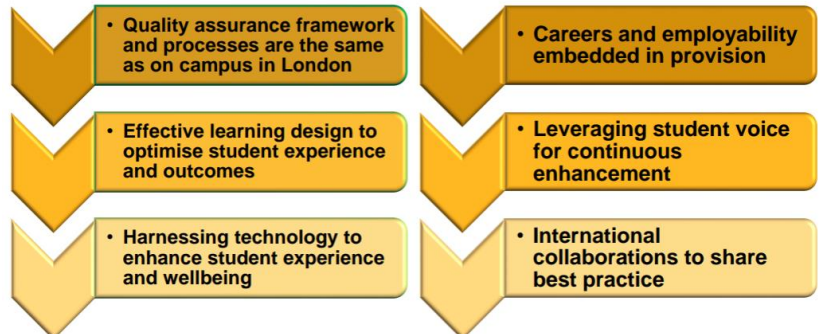
Keynote speech on 'University World Rankings'

Phil Baty,
Global Chief Affairs Officer,
Times Higher Education

University visit

The international delegates visited the University of London, Senate House as part of the Deep Dialogues event. Mike Winter, Director International Affairs presented a case of study on the University of London's global work with respect to building inclusive and sustainable digital higher education practices and the University of London's framework for ensuring quality of digital education. Mike talked about University of London's transnational education outputs in terms of students' enrolments globally across 190 countries through the 17 federation members highlighting the key roles played by teaching centres guided by the quality assurance framework. The engaging discussion covered key priority areas of effective learning design, student experience, outcomes and well-being, content and course module and leveraging technology.

Sustainable quality HE through online and distance education: six pillars

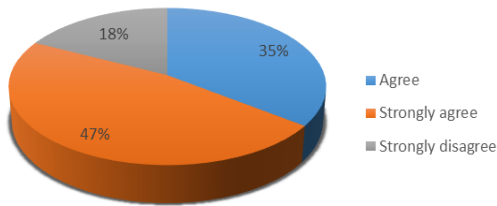


Participant reflections

‘It is a fantastic event, and it is great to see the positivity and energy in the room. What is special about Deep Dialogues is that it brought together people from quite different countries, so we are not getting the same answer and we are getting real innovation, differences of opinions leading to creativity. I am always struck by how similar the challenges are that we are all facing all over the world. There is a huge demand for higher education. How do we make sure that it is inclusive and facilitate wider participate.

There are challenges of doing that, the cost, the structure that you need in place to do that. It is brilliant that we can get together and learn from each other. I have been struck by some countries, which have been looking explicitly into using internationalisation to drive up quality of higher education which I think is really good to discuss.’ - **Maddalaine Ansell, Director Education, British Council.**

I will recommend others to attend Deep Dialogue in future



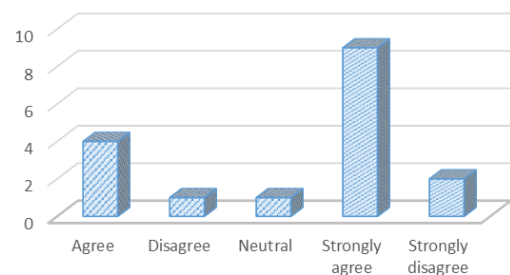
‘This is quite an amazing event. I would like to thank the British Council. We got an opportunity to discuss with experts from ten countries talking about how to build quality assurance and inclusiveness around the globe and moving towards global partnerships. One of my key learnings from this Deep Dialogue is that there are quite diverse types of systems of quality assurance but there is general agreement that quality means we all have responsibility towards our stakeholders, our community and our students. Here we are discussing how more resilient and sustainable systems can be created to ensure quality higher education.’ - **Kalihputro Fachriansyah,**

Deputy Director for Higher Education Resources, Ministry of National Development, Indonesia

‘The key learning that I am taking back from the Deep Dialogues is the concept of culture. It is a complex understanding that should underpin the whole of education, the importance of focussing on the culture of education. Only this can lead to improvement of quality. The notion of quality is universal independent of the country, place or location and the position of people who participated in the Deep Dialogues and that allows us to build more based on this context and improve the quality of education in the country.’ - **Maryna Mruha, State expert of the Ministry of Education and Science, Ukraine**

‘What brought me to the Deep Dialogues is the topic and the very idea behind it. The session title really captured my attention right from the start because I sensed a deep commitment on the part of the organisers to engage everyone in deep and honest dialogues around matters of concern in higher education and beyond. It has been an incredibly satisfying experience for me because the whole three days were meticulously planned and organised with a variety of activities throughout and with enough time built in to interact with delegates from many countries in order to exchange views on our realities. What I am taking away is that how really complex ideas like quality assurance, inclusion, equity, equality, sustainability are highly contested and contextualised constructs that need a lot of unpacking, require continuous exploration and involve multiple players who need to work together to bring out the best out of all these ideas.’ – **Dr Loucia Constantinou, Education Officer, Cyprus Agency of Quality, Assurance and Accreditation, in Higher Education (CYQAA)**

THE SESSIONS AND TECHNICAL CONTENTS REFLECTED CAREFUL PLANNING AND ORGANIZATION



‘It was indeed an enriching experience, and I genuinely appreciate the opportunity to engage in meaningful discussions on higher education. The event provided valuable insights that are undeniably relevant to my work in the field. The exchange of ideas and perspectives has contributed significantly to my understanding and approach to the challenges and opportunities in higher education. I would like to thank the British Council Team for organizing such a thought-provoking and well-executed gathering. I look forward to the possibility of future collaborations and engagements with the British Council.’ – **Nasir Shah, Director General, Quality Assurance Agency (QAA), Higher Education Commission, Pakistan**

Annex 1 – Participant list

Country/ region	Name	Role	Organisation
Brazil	Manoel Siqueira	Researcher	Department for Evaluation. CAPES: Postgraduation quality and funding agency - Ministry of Education, Brazil
	Leticia de Oliveira	President	Diversity permanent commission Federal Fluminense University
	Rui Vicente Oppermann	Director for International Affairs / President of CAPES	CAPES: Postgraduation quality and funding agency - Ministry of Education, Brazil
Peru	Miss Carla Solano	Specialist of the Public Policy Area	Directorate of University Higher Education, Peru
Indonesia	Kalihputro Fachriansyah	Deputy Director for Higher Education Resources	Ministry of National Development Planning, Republic of Indonesia
	Prof Arief Sjamsulaksan Kartasasmita	Vice Rector for Academic and Student Affairs	Universitas Padjadjaran
	Dr Med. Iwan Setiawan	Dean of Graduate School	Universitas Padjadjaran
	Dr Yudi Nurul Ihsan	Dean of the Faculty of Fisheries and Marine Affairs	Universitas Padjadjaran
East Asia	Asst Prof Dr Romyen Kosaikanont	Director	SEAMEO RIHED Director
Vietnam	Tran Bich Hue	Head of Quality and Accreditation Management Division	Vietnam Quality Management Agency, Ministry of Education and Training
Cyprus	Popi Economidou Appios	Senior Education Officer	Cyprus Ministry of Education, Sport and Youth
	Loucia D Constantinou	Education Officer	The Cyprus Agency of Quality Assurance and Accreditation in Higher Education
Greece	Prof Maria Nikolaidi	Rector Senior Education Officer	Harokopio University of Athens
	Prof Christos Michalakelis	President	Study in Greece
Pakistan	Nasir Shah	Director General Quality Assurance Agency Pakistan	Higher Education Commission, Govt of Pakistan
Armenia	Ruben Topchyan	Director of ANQA	National Centre for Professional (Higher and VET) Education Quality Assurance
	Varduhi Gyulazyan	Head of the Institutional and Programme Accreditation Division	National Centre for Professional (Higher and VET) Education Quality Assurance

Turkey	Dr Feyza ARICIOĞLU	Council Member	Turkish Higher Education Quality Council
	Ömer Faruk YILDIZ	Publicity and Stakeholder Relations Unit Branch Manager	Turkish Higher Education Quality Council
	Erdem SARIAYDIN	Academic Expert	Turkish Higher Education Quality Council
Ukraine	Mykola Trofymenko	Rector	Mariupol State University
	Maryna Mruha	Key expert, Directorate of Vocational Pre-Higher and Higher Education	Ministry of Education and Science, Ukraine
	Nataliia Stukalo	Vice-Head	National Agency for Quality Assurance of Ukraine