

# ERASMUS + European Universities

## 4EU+ SUSTAINABLE EDUCATIONAL OFFER



## DOCUMENT INFORMATION:

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## SUMMARY

Deliverable 2.1, "4EU+ Innovative Education," outlines a sustainability strategy to advance joint educational activities and study programmes and foster active engagement of academics across member universities. Centred on a student-focused approach and innovative pedagogy, the deliverable aims to support green and digital transitions while enhancing engagement with the business and society sectors.

The document is structured in two parts: the first focuses on a sustainability strategy for the joint educational activities, including integrating joint educational activities into regular curricula, and drawing on insights from a 2024 survey. The second part addresses the creation of joint study programmes, emphasizing the interaction of the business and society sectors to ensure that curricula meet evolving real-world needs.

Deliverable 2.1 also introduces a preliminary framework for a European Degree label through the iCORE project, aligning with 4EU+'s commitment to sustainable, collaborative education under Erasmus+. This vision seeks to equip students with the skills needed to thrive in dynamic societies and contribute to European integration.

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## INTRODUCTION

The 4EU+ Alliance is committed to fostering innovative and sustainable educational offer through the development of joint educational activities and study programs, characterized by a student-centered approach and innovative pedagogies.

For the next decade, 2025-2035, the 4EU+ Alliance envisions strengthening and further expanding collaborations in education across member universities. The goal is to equip 4EU+ students and learners with the competences and skills necessary to tackle the green and digital transitions and address the opportunities and challenges of rapidly changing societies.

As part of the 4EU+ Strategy 2025–2035, launched at the Annual Meeting at Warsaw University on 26 September 2024,<sup>1</sup> the education domain includes (i) consolidating a common research-based education framework, (ii) ensuring seamless access to educational opportunities, (iii) enhancing support to teachers, and (iv) fostering clear communication. To achieve this, Deliverable 2.1, “4EU+ Innovative Education,” outlines a sustainable strategy to enhance collaboration across partner universities, with a particular focus on developing and embedding a joint educational offer that aligns with the Alliance's long-term vision for sustainability. This deliverable also supports academics by providing the knowledge and tools necessary to navigate different regulations and practices when developing joint study programs within the 4EU+ context.

### *Structure of the deliverable*

Deliverable 2.1 “4EU+ Innovative Education” is structured into two main parts:

The *first part* examines strategies for fostering active engagement and sustainability in joint educational activities. It provides a detailed description of internal procedures and shows examples of how these activities have been integrated into the regular offer at 4EU+ institutions. Additionally, it presents the results of a survey conducted in February 2024, assessing the current state and future potential of these activities, and referring to the next academic year.

The *second part* focuses on the creation and implementation of joint study programmes. It explores the involvement of business and society sectors in co-designing study programmes and maps existing practices across the Alliance. It also provides guidance for academics in developing cooperative study programmes and outlines a preliminary iCORE approach to the European Degree, including next steps for its development.

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<sup>1</sup> <https://4euplus.eu/4EU-1001.html>.

Overall, Deliverable 2.1 aims at presenting a comprehensive strategy to ensure the continuity and expansion of joint educational activities and at supporting the creation of joint study programmes towards a European degree label / possible European degree, which represents a key ambition of the 4EU+ Alliance for the next ten years.

### *Cooperative process*

The present document represents the by-product of the activities conducted under iCORE Task 2.1, titled “Framing and structuring innovative curricula tailored to 4EU+ students”, coordinated by the University of Milan. It has been developed through progressively closer cooperation within the WG Education of the 4EU+ Alliance, composed primarily of educational experts representing all 4EU+ partners. Draft versions of this document have been conceived and written, step by step, based on the ongoing discussion during many monthly WG Education meetings in the first two years of the iCORE Project.

Namely, the contents of this deliverable mirror the three main flows of activities planned and delivered within said task, i.e. those aimed at enhancing active engagement at the constitution of joint educational activities, and integration of new “4EU+ labelled” initiatives into regular study programmes (Subtask 2.1.1, led by Charles University), at supporting the involvement of the relevant business/society sectors in co-designing the joint programmes (Subtask 2.1.2), and those exploring solutions and approaches to facilitate the enactment of the European Degree Label (Subtask 2.1.3).

In this perspective the annexed Milestone “Guiding academics through the creation of cooperative study programmes across the Alliance - framework based on a step-by-step approach” collects and consolidates the good practices that the 4EU+ Alliance, in particular through the Task-Force for Joint Programmes, instated under the umbrella of WG Education and led by the University of Warsaw, is developing daily through the co-creation and ongoing delivery of its (currently) three joint programmes and the co-design of newer joint study programmes.

## **Deliverable D2.1 in the iCORE educational framework. Synergies with other iCORE actions (WPs, tasks and deliverables)**

The present deliverable relies upon the definition of the key components of the 4EU+ Alliance educational framework laid down in the EUP Project, which supported the 4EU+ Alliance through 2019-2022. Namely, reference is made to EUP Deliverable D2.1 – “4EU+ Innovative Education” regarding, inter alia, the expected profile of the 4EU+ student, the relevant set of competences and skills, and the notions of “shared course” and “new 4EU+ course”.

Within iCORE WP2, the activities planned under the three Tasks aim to make the creation and deployment of international education easier and more efficient. Namely, the establishment of the 4EU+ Virtual Centre for Innovative and Digital Teaching and Learning and the development of the Centre's pedagogical resources within Task 2.2 are complementary to the pedagogical framework and collection of good practices started under the EUP project and further enhanced and consolidated in Task 2.1. The same applies to the development of mobility schemes and the exploration of opportunities for cooperation, realised through the comparison of curricula workshops planned under Task 2.3.

Within the overall iCORE Project the present deliverable paves the way to WP3 Tasks 3.1 and 3.2 by setting the basis and outlining methodologies and practical approaches for supporting the deployment of joint educational activities along the Flagships (Subtask 3.1.1), defining and designing new learning components (Subtask 3.1.2), piloting the design of joint study programmes (Subtask 3.2.1), and creating an interconnected environment favourable to the creation of new collaborative study programmes (e.g. by means of an a hands-on toolbox for teachers and instructional designers).

Moreover, this deliverable provides insight into the sustainability challenges that 4EU+ educational components face, which feed into the broader reflection on the Alliance's sustainability conducted in WP6, esp. Task 6.1. Last, but not least, it develops in parallel with the progressive deployment of 4EU+ Quality system as planned under Task 6.4.

## PART I - JOINT EDUCATIONAL ACTIVITIES

### *Enhancing active engagement at the constitution of joint educational activities*

This chapter explores and formulates a strategy for the 4EU+ Alliance to foster active engagement and ensure the sustainability of joint educational activities. It emphasizes the need for closer cooperation, identifies key issues that need to be addressed, and offers potential solutions and recommendations. Additionally, it provides a comprehensive overview of internal procedures for integrating joint educational activities into the regular offerings at 4EU+ partner institutions, illustrated by examples of successful integration. The chapter also presents findings from a survey conducted in February 2024, which assessed the current state and future potential of joint educational activities, focusing on their implementation in the upcoming academic year and strategies to secure their long-term sustainability

## Sustainability strategy for joint educational activities

The document outlines elements for implementing the 4EU+ Alliance strategy, encouraging teachers and lecturers to develop diverse 4EU+ learning activities that can be integrated into individual learning curricula. Any operationalisation of the recommendations needs to acknowledge the developments of the 4EU+ Strategy process and its action plan, in regard to, and in cooperation with, the respective governance groups within the 4EU+ Alliance.

### *Introduction*

The ultimate goal of the 4EU+ Alliance is to create one comprehensive research-intensive European University through a new standard of cooperation in teaching, education, research and administration. One path to achieving this is to encourage teachers and lecturers to develop diverse 4EU+ educational activities that can be integrated into students' individual learning curricula. It will lead to closer integration among member universities and to a more sustainable funding model for these 4EU+-labelled educational activities.

The objectives of this paper are to:

- Identify challenges the 4EU+ Alliance could face concerning the integration of its educational activities into individual learning curricula (e.g. via regular study programmes)
- Provide an overview of possible incentives and obstacles that could affect motivation of teachers and lecturers to participate on the development of 4EU+ educational activities
- Provide a list of recommendations that might help to solve some of the aforementioned obstacles and therefore make the whole process of integrating 4EU+ educational activities into regular study programmes more feasible

### *The Need for Closer Integration*

The 4EU+ Alliance brings together different institutions with manifold expertise, resources, geographical location, and perspectives, allowing for academic collaboration and the sharing of knowledge and best practice. One of the most significant benefits of this cooperation is an opportunity to diversify study programmes and to widely extend the course offer for students with the possibility, but not the necessity, to travel abroad. Diversity of the 4EU+ Alliance member universities is a value added by enabling students and academics to gain exposure to different cultures, ideas, and research approaches. However, it causes points of strategic uncertainty: On one hand, there are different ways and meanings to embed the 4EU+ educational offer into the regular study programmes at each of the partner universities. On the other hand, the question arises how to secure

that these educational activities will remain part of the educational offer in a sustainable way?

The opportunity to develop different 4EU+ educational activities fitted to be integrated into regular study programmes would be suitable for multiple reasons. Firstly, financial – if a 4EU+ educational activity is an integral part of a study programme than there is no need for external funding; potential expenses would be covered by the regular budget of a faculty or a university. Secondly, inconvenience and uncertainty with the administrative process of recognition of courses would disappear; hence it might motivate students to participate more.

Both kinds of single educational activities in 4EU+ (shared and joint courses) can already be included in the initiative of integration into regular study programmes; at least in some of the study programmes at some of the member universities. In study programmes where this closer integration could lead to improvement of the learning curricula and more importantly, courses from partner universities would thematically fit into the curricula, these courses may therefore be recognized towards the students' study programme at their home university. If as an equivalent of mandatory, elective or optional course, or other relevant type, depends on internal rules and may vary at different member universities. Further efforts should be taken to find ways to extend these possibilities to more study programmes at more member universities.

Close integration within the Alliance and thus also the opportunity to further integrate 4EU+ education activities into the study programmes, is already in place regarding the quality assurance of the 4EU+ educational offer. All 4EU+ labelled initiatives (including joint programmes – see p. 36) are evaluated and monitored via the alliance's quality management system 4EU+QUALITY. This comprehensive system ensures quality assurance of a minimum standard of quality, including the European Standards and Guidelines (ESG) and according to the quality criteria of 4EU+. It also enables quality enhancement of the educational activities in line with the Alliance's quality goals and the vision and mission of the Alliance. The system does not seek to replace local quality assurance processes but builds on mutual trust in each university's QM system and covers the joint aspects of the educational offer. This includes the process of initial certification of educational activities as 4EU+ educational activities, which ensures a minimum of standardisation of all 4EU+ educational activities in order to assure the transparency of the overall 4EU+ course offers: by completing the 4EU+ syllabus, which contains important information regarding the course (for example on registration and admission requirements, the number of places available, the responsible lecturer's contact details, the workload of the course and the different forms of teaching, learning and assessment) and by uploading the course to the Student Portal, a course is certified and labelled a 4EU+ educational activity. In addition, 4EU+QUALITY also includes the

processes of internal auditing, which provides data-driven critical feedback on how to further develop the educational offer. The Academic Council, in its role as the Internal Auditing Board, reviews data collected on the educational offer via Student Surveys and Key Performance Indicators and offer recommendations for further improvements. The Management Committee reviews these recommendations and takes decisions on concrete measures. That way, 4EU+QUALITY, provides processes that allow 4EU+ to ensure a sustainable and high quality 4EU+ labelled initiatives. Compliance with the ESG and joint quality criteria also facilitates the integration in existing curricula. Additionally, to further support the joint efforts of the Alliance, the access to these single educational activities should be facilitated in an innovative way whenever this serves the purpose of diversifying the educational offer at the partner university in an integrated way: all joint educational activities should be open to students from all 4EU+ universities e.g., although only 3 partners are participating in the project, the course should be open to students from other 4EU+ universities. It will be the responsibility of each university to provide funding associated with the participation of its students, whenever physical mobility is entailed. It would be a possibility offered to the students, not a guarantee.

Since gaining the attention and interest of a majority of students is still a big challenge for the Alliance, closer integration could help to promote 4EU+ as a brand. Students and teachers might strongly identify themselves with the Alliance if its activities are part of their own learning curricula. The availability of specific funds, i.e. exact number of scholarships made available by each partner institution for its students shall be clearly stated in the relevant section of the Student Portal.

### *Vision*

In a nutshell, seeking for a sustainable educational offer in 4EU+ as laid out above may lead to the following vision: In the future, 4EU+ educational activities will be integrated into regular study programmes, where suitable and beneficial.

### *Specific Objectives*

Specifically, the Alliance concludes that to realise this vision of fully integrated 4EU+ initiatives into regular study programmes, it requires the efficient use of existent procedures at each member university, encouraging teachers and learners to develop different 4EU+ educational activities, and finding sustainable funding for these activities.

It is proposed that:

- the WG Education, in close cooperation with the local offices and the Alliance Referee for Quality Management, will provide support to enable integration of

different 4EU+ activities into regular study programmes and a possibility of flexible use at the same time

- Teachers and learners will be motivated by various incentives to develop the sustainable offer of 4EU+ educational activities
- There will be sustainable funding at each university for 4EU+ educational activities that involve financially demanding parts (e.g., physical mobilities of students and/or teachers) and is not covered by Erasmus+ mobility schemes

### *Achieving Proposed Objectives*

In order to achieve these objectives, action is required at a number of levels:

- It is necessary to identify possible obstacles in the process that would make the integration of 4EU+ educational activities into regular study programmes at each member university impossible.
- We need to identify all the possible incentives that might encourage teachers and lecturers to participate in 4EU+ initiatives and at the same time identify all the obstacles they have already been facing since they started to run their 4EU+ projects.
- Member universities should be capable to internally fund (i.e., from their own budgets) or co-fund (in case of joint courses) their own 4EU+ educational activities. Alternatively, 4EU+ local offices should be able to direct project officers to resources of external funding via the Grant Support Service. Academics developing educational activities with mobilities might consider a combination of physical and virtual mobility in aim to lower the cost.

### *Issues to be Addressed*

#### Obstacles and possible solutions

Based on an analysis of 53 final reports<sup>2</sup> (out of 61 joint educational projects) handed in at the end of the year 2022, we were able to identify common obstacles that 4EU+ teachers have been facing:

| <b>Problem</b>                           | <b>Frequency</b> |
|--|------------------|
| lack of administrative/technical support | 12               |

<sup>2</sup> Final reports of the joint educational projects were analysed. More specifically, the following tasks:

- Problems and challenges: please describe if you have encountered any obstacles during implementation of your project (administrative, legal, technical, information and communication, etc.) and what solutions have you adopted in order to overcome them. Please share any deviations made as per the original project workplan.*
- Feedback: your general remarks, observations, lessons learned regarding the implementation of the project, suggestions for the*

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*realisation of possible future 4EU+ joint projects.*

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|--|----|
| need of extra financial support/insufficient funds for physical mobility             | 7  |
| differences in ECTS points provision   | 10 |
| registration of students into information systems of other universities              | 1  |
| academic calendar differences  | 15 |
| covid-19   | 6  |
| accreditation/legal aspects  | 4  |
| harmonization of the administration/conditions/requirements of curricula across 4EU+ | 15 |
| missing-LMS (Learning Management System) related problems                            | 5  |
| too much admin/bureaucracy   | 11 |
| insufficient dissemination and promotion of 4EU+                                     | 2  |
| unpaid extra work/lack of time and/or interest                                       | 5  |
| student status at host university  | 1  |
| accommodation for students   | 1  |
| different salaries - some universities benefit from staff cost some do not           | 1  |
| lack of templates (how to run such an event)   | 3  |

All the problems mentioned by project coordinators in the final reports were sorted out into four different groups:

a. Solvable in the short-term at 4EU+ level

- lack of administrative/technical support
- lack of guidance
- insufficient dissemination and promotion of 4EU+

Frequently mentioned problems (15 times in total) that are at the same time quite easy to solve are: a lack of support and guidance (administrative, technical, methodical). It is evident that teachers and lecturers participating in 4EU+ educational activities would appreciate more methodical support from both local offices and the central administration bodies of each university. Templates, or rather instructions from local offices in collaboration with local administration on how to run such an event, a fool-proof step-by-step manual especially for teachers and lecturers with no previous experience of 4EU+ educational activities, would be of significant help to academics and would require minimal additional funding.

Another issue in this category is insufficient promotion and dissemination of 4EU+. One of the key obstacles involves engaging students and teachers, capturing their interest, and identifying suitable communication channels to promote 4EU+ educational activities. This especially involves a targeted communication between the actors who coordinate the educational offer of 4EU+ (local offices, academics who develop educational activities, etc.) and those institutions at the local universities that may profit from an integration into their study programmes (faculties, departments, etc.). Partially, this matter is in the hands of WG Communication (especially in context of communication to students), which has implemented a plan for the forthcoming years to improve the public picture of the Alliance and to make it more visible. This plan consists of four main activities:

- To organize meaningful exchanges on good practices for how to provide additional administrative and technical support for teachers and lecturers shall be organised.
- To organize Meaningful exchanges on good practices that seek to harmonize the administration/conditions/requirements of curricula across 4EU
- to promote the 4EU+ shared courses on a micro scale
- to clarify the information on the 4EU+ Student Portal
- to emphasize and highlight the unique value of 4EU+ shared courses
- to get in touch with students who have taken part in/academics who have conducted shared courses

#### b. Solvable in the long-term at 4EU+ level

- missing-LMS related problems
- harmonization of administration/conditions/requirements of curricula across 4EU+

Our second category is problems that also might be solved at the 4EU+ level, but in this case, it might only happen in the longer term, because political will is needed to make more profound changes in the customs and traditions of particular member universities.

The first example is issues related to a missing 4EU+ Learning Management System. The absence of a unified 4EU+ LMS solution poses challenges for students and educators, as they currently have to rely on individual local LMS platforms for collaborative learning. This fragmented approach leads to several issues, such as the need for students to navigate multiple systems with different login credentials, which hampers their ability to seamlessly access and engage with a diverse range of courses. To address these challenges, the WP5 e-learning has developed a technical

solution called uLMS (Umbrella Learning Management System), which integrates all universities Moodle LMS platforms into a unified ecosystem. This solution offers numerous benefits, including streamlined access to courses across multiple universities, a consistent user experience, and enhanced collaboration among students and educators. Following the approval of GDPR commissioners at the universities, the pilot implementation of this solution is planned to commence at some universities (CU, SU, UM, UG) during the second trimester of 2025

Enhanced cooperation as regards to administration and other conditions, or even requirements of curricula, would of course make the existence of 4EU+ shared and joint courses more agreeable for academics and students. But it also demands deeper cooperation within the Alliance, as mentioned above.

### c. Solvable at university level

- student status at host university and registration of students into information systems of other universities
- accommodation for students
- need of extra financial support/insufficient funds for physical mobility
- unpaid extra work/lack of time and/or interest

The third category of problems concerned only certain universities while some institutions have already successfully addressed these obstacles due to different legal frameworks. Therefore, these should be solvable at the university level but it might depend on local and national legislation.

The central administration bodies of each university might be helpful with defining the rules on recognition of courses. Considering that 4EU+ educational activities are currently recognised mostly as optional courses, the whole procedure should be easier than with the Erasmus+ program, involving a minimum of paperwork. The mandatory use of the recently updated 4EU+ Learning Agreement and transcript of records would help this process, serving as a harmonized framework of officially issued documentation for recognition.

Students of 4EU+ shared and joint courses are not always eligible to gain an official student status at partner universities. It is caused by new types of cooperation (virtual/short-term mobilities) which do not match with existing enrolment procedures and/or their legal basis. Newly adapted forms of student status would enable access to local libraries and other university facilities, discounts on public transport, easier process of registration and admission and in consequence might lead to deeper engagement of students in 4EU+ activities.

Also, some universities struggle with providing accommodation for students in educational activities with physical mobility involved.

A big issue are insufficient funds for physical mobility. Not as much for shared courses, due to a requirement of being open without costs to all students, they are run mainly in online or hybrid format. But with joint courses, where at least 3 universities have to participate, there is usually a component of physical mobility of students and teachers involved, and they cannot exist without sustainable internal funding. Only for few educational projects alternative mobility schemes exist (e.g., Blended Intensive Programmes - BIP) or they can be developed into 4EU+ joint study programmes. Some member universities have already decided to financially support their joint courses, but in a few cases not all the partners did the same and their future is still unclear. The Grant Support Service (GSS) team may be able to provide an overview of possible sources of external funding and advise about which project is eligible for which source. Also, enhancing the use of BIPS through an adaptation of the educational structure of the joint projects to meet the requirements of such Programmes could contribute to support the sustainability of those projects.

#### d. Structural problem

- too much admin/bureaucracy
- different salaries
- differences in ECTS points provision
- academic calendar differences
- accreditation/legal aspects

With the last category of problems mentioned in the final reports of the joint educational projects, nothing can be done on the level of 4EU+ or the universities. Issues like differing salaries across member countries, variable coverage of expenses, or excessive bureaucracy in the rules governing the use of EU funds are deeper institutional problems and cannot be fixed on our side.

Another issue is the different beginnings of academic calendars. Their synchronization would allow students and teachers to plan their participation in the 4EU+ joint educational offer with greater flexibility.

A different allocation of ECTS points to courses across member universities is also observed in this category. Even though all the member universities follow the official ECTS Users' Guide, there are still diverse internal rules on how many ECTS points are allocated to a particular course. This is an issue, especially with joint courses, where students from different universities attending the same course get different

numbers of credits. A possible solution could be an agreement on the harmonization of rules for 4EU+ joint courses only, if not on a broader level. Similarly, exceptions to internal ECTS rules are used for joint study programmes.

Issues linked to differences in ECTS points provision and academic years are on the cusp of categories b. and d. (the long-term at 4EU+ level and institutional level) – in some cases regulated by national legislation or extremely unlikely to change in the foreseeable future. All suggestions proposed in this document may not be applicable to all member universities, and even possible harmonization in the future might be limited to those where it is feasible.

When it comes to accreditation aspects, meaning the legally mandatory requirements for the institution of a course/module– this issue is on the cusp of categories c. and d. (university and institutional level), depending on national legislative framework and the applicable internal rules of each member university. If some universities cannot integrate 4EU+ shared and/or joint courses into their regular study programmes due to restrictive national legislation, they might consider participating in 4EU+ joint study programmes, Lifelong Learning programmes, or Micro-credentials.

## Incentives

Solving the obstacles is one part, but member Universities might struggle to encourage current teachers and lecturers to stay involved and new ones to join the 4EU+ community. Examples of possible incentives that can encourage active involvement are:

- Integration of newly created 4EU+ educational activities into internal quality assurance process of each university (where this is not automatically the case) – as an incentive one may inquire if there is a way for a study programmes that newly includes a 4EU+ activity (e.g., a course that is part of a regular study programme and is offered as a shared course for 4EU+ students at the same time) could get some kind of reward (for some unis they might gain extra points in assessment).
- Thanks to 4EU+QUALITY, the quality management system of 4EU+ described above (p. 5), 4EU+ label initiatives receive an additional quality certification: they comply with the 4EU+ quality criteria and were evaluated and monitored in an additional process (internal auditing), that itself was positively evaluated by a board of external critical friends (External Reviewing Board). Thus, 4EU+ label initiatives stand out in quality. In addition, this process provides teachers and lecturers with an additional opportunity to receive feedback on the quality of their offer via the 4EU+ surveys that specifically focus on the jointness of the offer.

- Training courses or workshops for teachers and lecturers to improve their pedagogical competencies, management skills, foreign language competencies, IT skills, etc. As a part of task 2.2 in iCORE project will be developed a 4EU+ Centre for Innovative and Digital Teaching and Learning, a virtual hub for pedagogical resources (both materials and courses), to support 4EU+ lecturers in designing and implementing student-centred courses, as well as supporting and embedding innovative pedagogies and learning techniques, including digital technologies.
- Financial incentives for teachers and lecturers involved – member universities may decide to reward academic staff participating in 4EU+ educational activities if they find it helpful or necessary. At some member universities, work on 4EU+ educational activities is not even embedded into ordinary teaching and organizational workload of teachers and lecturers (2 out of 28 participants in survey "Mapping of 4EU+ Joint Educational Activities").
- Support from academic management - there needs to be a heightened focus on how to secure the support of all levels of academic management such as Head of Programmes, Head of Studies, Vice-Deans of Education that are not already directly involved in the 4EU+ alliance. A way to do this is by considering what their challenges, foci and plans for developing research-based education are according to local strategy.

### *Issues to be Examined*

If we plan to integrate 4EU+ learning activities into regular study programmes what we need is a sustainable and permanent offer of shared and joint courses. As mentioned before, this integration would differ at each member university due to different national legislation and applicable internal rules and would not be suitable for all study programmes. 4EU+ courses might be recognized as an equivalent of mandatory, elective or optional course, or other relevant type, according to the rules, possibilities and needs of each member university and each study programme involved.

Based on the survey "Mapping of 4EU+ Joint Educational Activities", it was found that certain activities are already integrated into regular study programmes (18 out of 28 participants). These 4EU+ joint educational activities often consist of established seminars or lectures that form part of the curricula at the respective home universities. However, this integration is limited to students from the home university where the seminar or lecture is part of the regular study program. Additionally, this approach does not address the issue of funding short-term mobilities associated with 4EU+ joint courses, as these joint educational activities as a whole are not fully integrated. In some instances (21 out of 28), there is potential for the development of long-term educational cooperation, such as through the establishment of 4EU+ joint study programmes. This

could provide a solution to the funding challenges associated with short-term mobilities due to the support from external funding opportunities like Erasmus Mundus measures or Marie Skłodowska-Curie Actions (MSCA) for PhD students. However, due to the complex process of establishing such a study programme, it also offers new challenges. For those who do not intend to pursue such avenues and prefer to continue with the current format, alternative options include seeking internal funding from their home universities. The request for internal funding may be more justifiable if the 4EU+ joint courses are integrated into regular study programs. Of course, each 4EU+ educational activity with funding-related issues requires an individual solution tailored to the authors' future intentions and the format (summer school/workshop/course, etc.).

### *Conclusions and Recommendations*

The main objective of this paper was to identify challenges the 4EU+ Alliance could face in the process of integrating their educational activities into individual learning curricula and recommend a list of solutions that would help to overcome these challenges. To respect the diversity of 4EU+ member universities and their environments, legal frameworks, and customs, it is inevitable that the integration process will be realised differently at each institution to meet various needs and demands. Even though it will be implemented flexibly, the integration of 4EU+ shared and joint courses into regular study programmes is still one step closer to the one European university.

1. Recommendation: Create opportunities for good-practice exchange on how to integrate 4EU+ courses into the regular study programme with a focus on technical and administrative support as well as the mutual coordination and, to the extent possible, the harmonization of administration/conditions/requirements of curricula, recognizing that certain legal requirements cannot be harmonized. Especially in regard to alignment of content of the curricula, seek the involvement of departments/faculties in the efforts of integrating 4EU+ educational activities into the study programmes (e.g. via workshops for comparison of curricula).
2. Recommendation: Analyse all accreditation-related problems and legal obstacles that can prevent member universities from integrating 4EU+ courses into regular study programmes and find alternative solutions (if an institution cannot participate in shared or joint courses, it can take part in 4EU+ joint study programmes or LLL/Micro-credentials).
3. Recommendation: In cases where 4EU+ courses can be integrated into regular study programmes, it is better to use, if compatible with local practice and requirements, general terms (“4EU+ course”) rather than names of specific courses, because the educational offer is not stable enough, for now.

To create and maintain a sustainable, regular offer of 4EU+ shared and joint courses, it is necessary to overcome existing issues and motivate academic staff for the development of educational activities.

- 4 Recommendation: Improve administrative, technical, and methodical support. Full implementation of uLMS.
- 5 Recommendation: Find internal funds for physical mobility and other expenses, or be able to navigate academic staff through external resources via GSS. This applies to 4EU+ educational activities that do not plan to develop any long-term educational cooperation, or alternatively, turn into LLL/Micro-credentials or go fully online.
- 6 Recommendation: Better promotion of the educational offer of the 4EU+ Alliance as a brand also in faculties and departments at local universities.

### Summary of Needs for Creating a Sustainable Educational Offer

|   |
|---|
| Administrative and methodical support for academics and faculty staff |
| Funding for short-term mobilities                                     |
| Student status for all participants of joint educational activities   |
| Improved promotion of 4EU+ activities                                 |

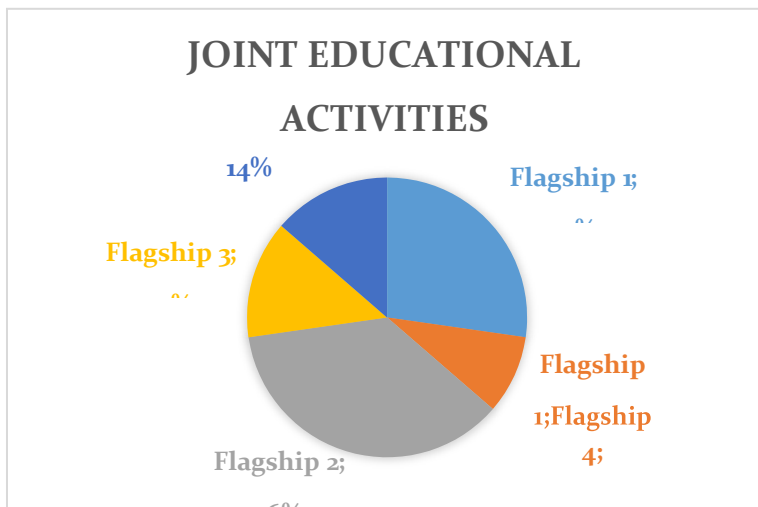
### Survey analysis for the continuation of joint educational activities - February 2024

In addition to developing a strategy that encourages academic teachers to create 4EU+ learning activities integrated into individual curricula, in February 2024 a complementary survey was launched aimed to map active joint educational activities intending to continue in 2024/2025. The survey's goal was to identify key educational activities to plan for their long-term continuation beyond a year-by-year basis. Based on this mapping, the Management Committee (MC) approved the continuation of these activities.

The joint educational activities in question were selected under the two calls for proposals by the 4EU+ Alliance that funded 61 projects between August 2020 and October 2022, mainly supported by the EUP project. In February 2023, following the evaluation of the projects' final reports, the Management Committee (MC) extended the

support for these activities under specific conditions for an additional period. During this period, several projects evolved into more comprehensive formats, such as degree programs, online courses, or lifelong learning (LLL) initiatives. Some activities also expanded with additional support from initiatives like SEED4EU+ or external funding sources such as Erasmus Mundus. Several partner universities have committed to providing financial support for these initiatives, ensuring continuity until the end of the 2024/2025 academic year.

The **February 2024** survey aimed at providing an overview of the educational activities that could remain and could become a key educational activity of the Alliance, some of them requiring financial support (especially short-term mobilities). The focus is on highlighting the evolution from initial projects to current activities, emphasizing both their joint origins and the potential for independent continuation and adaptation by individual partners.



**Flagship 1:** *Urban Health and Demographic Change*

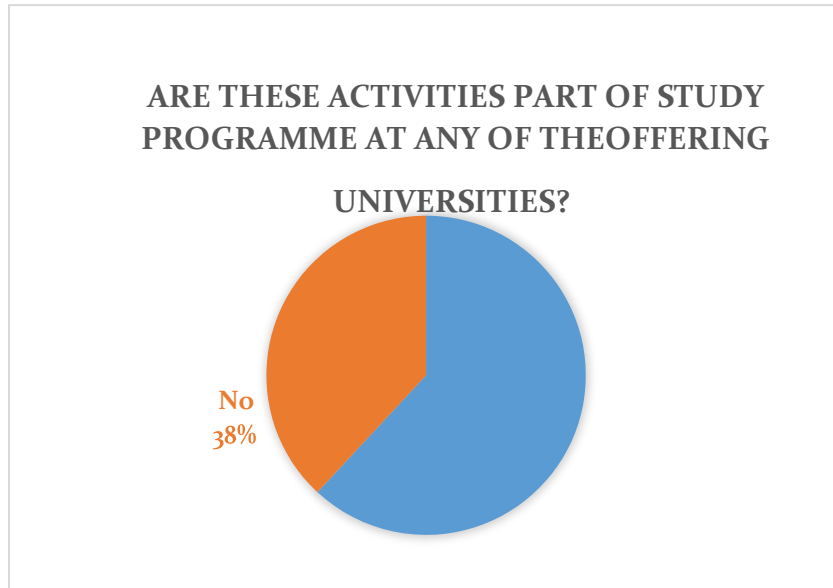
**Flagship 2:** *Europeanness: multilingualism, pluralities, citizenship*

**Flagship 3:** *Digitisation – modelling – Transformation*

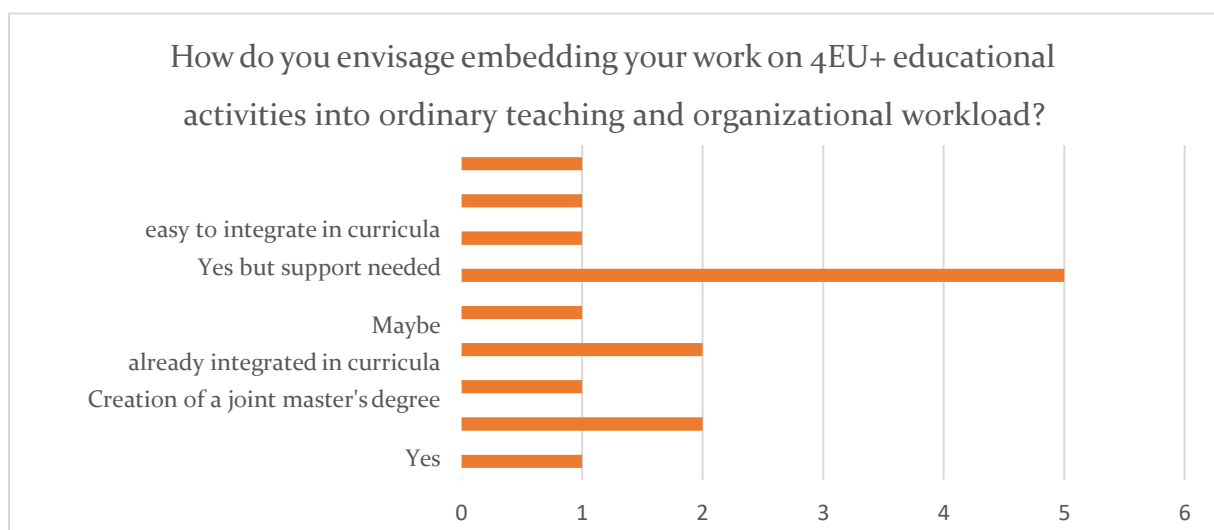
**Flagship 4:** *Environmental transition*

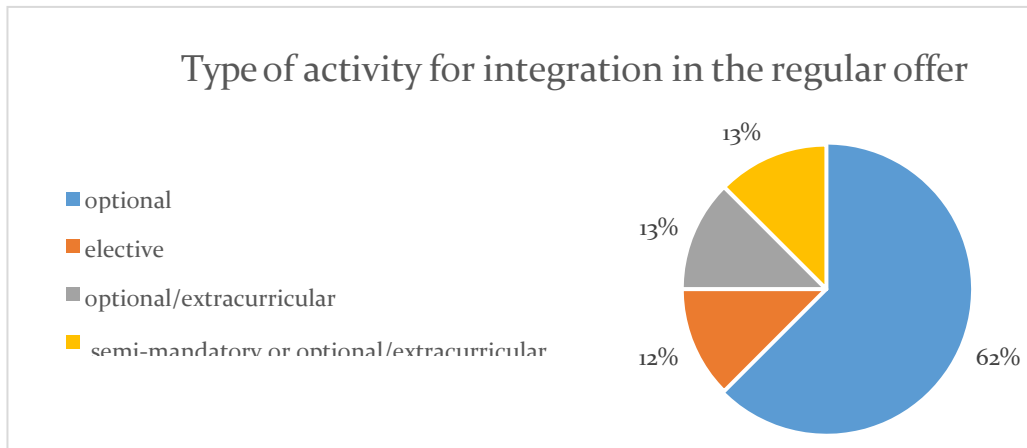
The survey revealed that most joint educational activities are already integrated into study programs at least one partner university. It explored the nature and format of these activities, their inclusion in study programs, ECTS credit allocation, support needs, and mobility options (physical or virtual) for students and academics. It also assessed plans to embed these activities into regular teaching workloads and to develop long-term educational cooperation, such as dual, joint programmes, PhD schools, or applications for external funding like Erasmus Mundus or MSCA.

The survey results highlighted significant variability in how these activities are integrated across member universities, especially regarding ECTS recognition and whether participation is mandatory or optional.



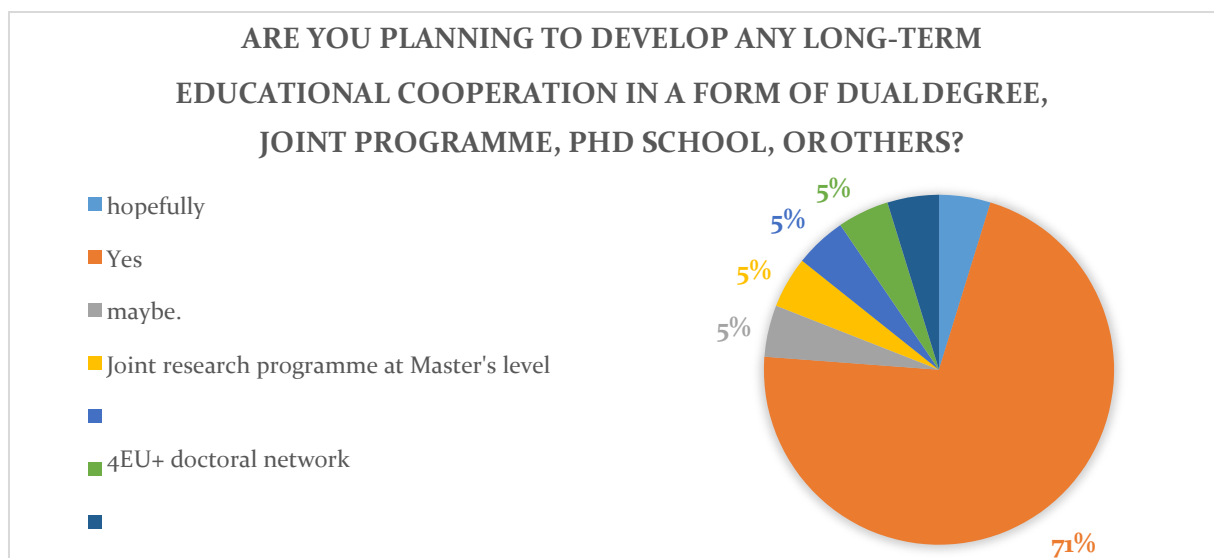
The integration of 4EU+ educational activities into regular offer and organizational workload varies across institutions. Some universities have fully embedded these activities into their existing curricula as elective or mandatory courses, making them part of the normal workload for faculty members. For example, the MA-PhD Course on the history and politics of European cooperation since 1919 (MAPS) and courses related to the Artefacts, Creativity, Technology, and Skills from the Prehistoric to the Classical Period (ACTS) project at Heidelberg University are already included in their programs. Other courses, such as “ABC in biodiversity”, is offered as optional course at specific faculties.



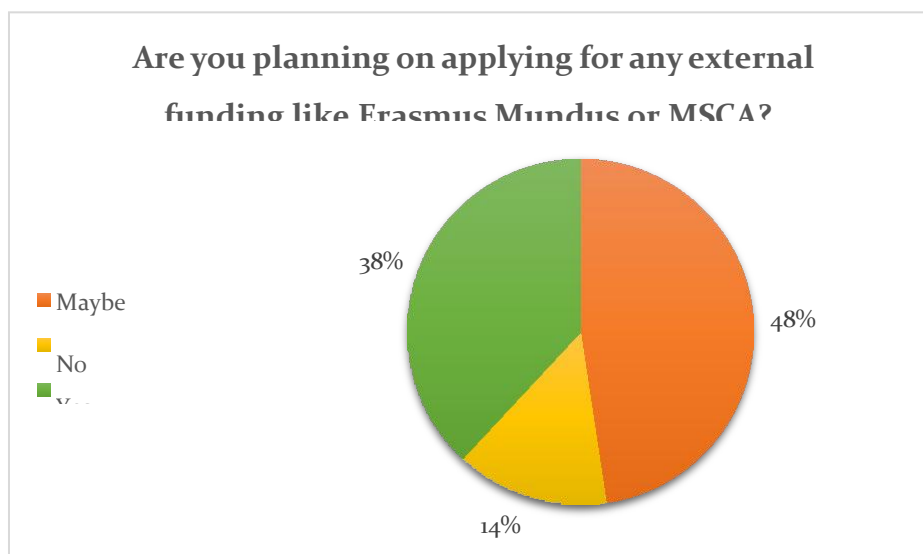


However, challenges remain. In some cases, faculty members are coordinating activities on a voluntary basis, without official recognition or support from their institutions. For example, one coordinator has managed multiple editions of a master’s course with voluntary student help and the assistance of paid tutors, but notes that this work is an extra and unrecognized workload. Additionally, while some institutions value in-person interactions, others require additional support, like paid tutors, to manage mobility-related activities effectively.

There is a strong interest in developing dual and multiple degrees, joint programmes, and PhD schools, though they are at various stages, highlighting a vision for long-term collaboration within the Alliance. Efforts include a joint MA in European Studies, a degree in teaching French for foreigners, and a PhD school analysing European discourses. Additionally, the SEED4EU+ funding is facilitating the continuation of existing courses across partners to enhance collaboration. However, administrative issues pose significant challenges.



Finally, the responses regarding plans to apply for external funding, such as Erasmus Mundus and Marie Skłodowska-Curie Actions (MSCA), indicate a mix of intentions and preparations among the member universities. Some institutions are in the early stages of application development, while others have submitted proposals that were not accepted but plan to resubmit. Specific timelines have been mentioned, including plans to submit to the Erasmus Mundus Joint Master in February 2026 and ongoing discussions to form an MSCA network for co-advised PhD projects. Some universities are actively writing applications and seeking associated partners, while others remain in preliminary discussions or have not made definite plans. Notably, one university has applied for external funding for a PhD school at the Franco-German University, with a decision expected in April 2024. Overall, there is a clear interest in seeking external funding to support collaborative educational initiatives, though many are still in the planning or exploratory phases.



## Internal procedures to embed new educational activities into the regular offer

### Introduction

Following up on the first recommendation above and aiming to facilitate the co-creation of 4EU+ joint educational modules, it is considered useful to gather information on the procedures that each 4EU+ partner must complete to establish new educational components. This aims to increase awareness among 4EU+ lecturers and support staff, helping them to plan the necessary steps in advance and encouraging self-reflection on the most suitable and feasible teaching formats. The collection has been based on the following.

### *Guiding questions on describing the internal procedures that are in place in each university on how to open and embed new educational activities in the regular educational offer.*

- Please indicate the types/formats of activities that can be opened at your University for already enrolled students:

*For example, courses included in ordinary curricula/programmes, elective courses, educational workshops, seasonal schools, micro-credentials (set of teachings that pursue specific intended learning outcomes), etc.*

- For each type of activity, please provide information on:
  - *Sequence of steps, formal acts for the creation of a new activity?*
  - *Which actors are involved? E.g. Department, Study Board, Head of Department, Dean, faculty, Senate, Board of directors, Ministry, etc.*
  - *the timeline: Is there any deadline to keep in mind while opening a new activity? How long does the whole opening process last?*

### *Charles University*

Contact point: Karolína Šedivcová, head of local office

- Please indicate the types/formats of activities that can be opened at your University for already enrolled students:  
*courses included in ordinary curricula/programmes, elective courses, educational workshops, seasonal schools, micro-credentials.*
- For each type of activity, please provide information on:
  - *Sequence of steps, formal acts for the creation of a new activity?*
  - *Which actors are involved? E.g. Department, Study Board, Head of Department, Dean, faculty, Senate, Board of directors, Ministry, etc.*
  - *the timeline: Is there any deadline to keep in mind while opening a new activity? How long does the whole opening process last?*

1. courses included in ordinary curricula/programmes, elective courses, educational workshops, seasonal schools
  - no specific internal rules, formal acts, actors involved or deadlines

## 2. micro-credentials

- steps:
  - a. the Dean of a Faculty has to be notified of an intention to submit a proposal of a micro-credential
  - b. the proposal is submitted for approval to the Dean of a Faculty
  - c. the proposal is submitted for formal control to the Rector's Office (Centre for Lifelong Learning and Department of Quality of Education and Accreditations)
  - d. The proposal is submitted for approval to the Internal Evaluation Board of Charles University (IEB)
- proposals can be submitted to the IEB in March and September
- the process of approval by IEB takes approximately 3 months

### *Sorbonne University*

The official curriculum offer needs to be presented to the Ministry of Higher Education every four to five years. While important changes to the curriculum can't be done, it is possible to bring changes inside this curriculum with the agreement of departments and faculties.

#### *Sorbonne University, Faculty of Humanities*

Courses are included in regular curricula/programmes, seasonal schools. In short, we can open courses that are included in our curricula (with the conditions mentioned below): Opening a course to 4EU+ students requires:

- a) that the face-to-face course is also broadcast live on a virtual platform such as BigBlueButton or Zoom,
  - b) that the teaching colleague has developed an identical assessment method for all students (e.g. a mini thesis, a reading sheet, a project, etc.) in order to avoid some students writing in class and others not.) to avoid some students writing in class and others at home,
  - c) the agreement of the Training and Research Unit management,
- and d) during the first phase, preferably a limited number of external students who must be enrolled in our university.

Normally, courses are those listed in the curriculum. A new course may be justified in terms of the requirements of the SU curriculum, in which case it is the Department that approves it (by vote of the Departmental Council).

The Department Council, i.e. the Director, the Council and, if this requires additional hours not planned initially, the Dean's Office to budget for them.

As early as possible: May, even April, if possible, the year before opening those courses, so that everything is in place when the timetables are drawn up.

### Sorbonne University, Faculty of Science and Engineering

Each department at the Faculty of Science and Engineering follows the standard procedures of the institution.

Any educational offer that is to be credited with ECTS must be defined as a "*Unité d'enseignement, UE*" (= educational unit). In most cases at master's level, the department and the Masters Council decide on integrating the course or not. At bachelor's level, it is more complicated as there are fewer opportunities for electives where the 4EU+ activities could be assimilated.

Normally, courses are those listed in the curriculum. A new course may be justified in terms of the requirements of the SU curriculum, in which case it is the Department that approves it (by vote of the Departmental Council).

The Department Council mandates two or three members to work on the change of the new UE and create a description of the course like a syllabus that needs to be approved by the Council. The documents are then submitted to the Faculty of Science and Engineering/Dean's Office (every five years).

As early as possible: May, even April, if possible, the year before opening those courses, so that everything is in place when the timetables are drawn up.

The redesign of a UE usually takes 6-12 months.

### University of Copenhagen

The University of Copenhagen offers a wide range of individual courses taught in English at either bachelor's (BA) or master's (MA/MSc) level each semester.

The online course catalogue lists all courses available at the University of Copenhagen:

<https://kurser.ku.dk/>

Ordinary curricula/programmes, elective courses: Courses available to enrolled students include some ordinary curricula as well as elective courses, depending on the programme offering the course, the academic background of the students and the type of enrolment of the students – if the student is enrolled in a full programme, the course

must count towards the degree of the student. Not all courses are open to international visiting students.

Summer courses: Open to students depending on enrolment (summer courses are not open to all mobility students), must count towards the degree of the student.

*Developing a new course/activity involves the following steps:*

- Curriculum: All courses must be included in a curriculum, and it is the board of study that approves new courses. Proposals for new courses are presented to the board of study via the deputy head of department for education/Head of Studies.

If a course requires that the curriculum of a programme is changed (e.g. changes of mandatory courses) there might be specific deadlines for that.

This process must take place during the Autumn/Winter, deadlines vary across the university. As an example, the deadline for submitting course proposals for the coming academic year to the board of study at the Faculty of Science is early November, and if it involves a change of curriculum, the deadline is September 1.

There is no official limit to the number of courses offered each semester, but there is great focus on not offering and running too many courses, because that will lead to courses running with few participants, which makes it costly. Consequently, the establishment of a new course will often lead to another course being discontinued.

- Course catalogue:

Upon approval from the board of study, the courses for the coming academic year must be published in the course catalogue no later than May 1.

*Which actors are involved? E.g. Department, Study Board, Head of Department, Dean, faculty, Senate, Board of directors, Ministry, etc.*

Board of study, Deputy head of department for education/Head of Studies

*Is there any deadline to keep in mind while opening a new activity? How long does the whole opening process last?*

It takes at least 10-12 months to establish a new course at UCPH and often more.

The individual faculties might have local deadline for approval of the course.

There are some ways of accelerating the process, but typically they are local workarounds that only applies at individual faculties and are quite resource intensive.

All courses must be published in the course catalogue for the coming academic year no later than May 1. There are fixed timespans for course registration: Between 15 May and 1 June students must register for courses for the Autumn semester (running September

-January). For the Spring semester (running February – June) the dates are between 15 November and 1 December. There are also fixed timespans to deregister courses. After these deadlines students are cannot de-register the courses, they have registered for at UCPH. Students have 3 attempts to pass an exam.

Since students typically register for a full course load during the official course registration period it can be difficult to recruit students for course activities/educational projects which a launched at a later stage (outside the course catalogue): many students simply do not have available ECTS to spare and they are not allowed to register for extra-curricular courses.

### *Heidelberg University*

There are **no centralized processes** in place for opening new courses. Only the development (and re-design) of study programmes is handled in a centralized way that allows the involvement of all relevant actors for (among others) administrative, accreditation, IT, and didactic experts.

Opening of new courses within (already existing modules of) a study programme is handled internally within the **disciplinary subjects and/or faculties**. The timeline for this differs greatly between them due to the diverse structure of the curricula of the study programme. However, planning for this should begin at least half a year in advance of the start of the courses. The exact date depends on the calendars within the subjects but usually correlates with the date of the semester beginning.

In case, the opening of a course takes places together with a restructuring of the catalogue of modules of the respective study programme (and in case this restructuring lead to a significant change of the study programme that requires a re-accreditation of the study programme) a unit of the central administration handles this process. However, the opening of the course is yet again only planned within the disciplinary subjects and/or faculties.

Courses from (or developed together with) other 4EU+ universities are usually integrated into the study programme within already existing modules. Students can together with the **study coordinators** have these courses recognized towards their own curricula via the process of recognition. As this process is based on the **recognition** of competences, there are different options where these courses are integrated within the study programme. The easiest way of cognition is within an elective modules or compulsory elective modules which gives high flexibility for the choice of courses that can be recognized towards the curricula. To facilitate the process of recognition (especially within compulsory modules) representatives of disciplinary subjects discuss

the compatibility of their modules and/or courses together within the workshops of compatibility comparison.

The opening of courses as **shared courses** is (at the moment) handled by a centralized process together with the 4EU+ office. However, also here disciplinary subjects and/or faculties need to decide in advance whether they want to open their educational offer for students from 4EU+ and if they are having the capacity to conduct a course in an online or hybrid mode.

For **summer schools** or **workshops** that are not part of any curricular teaching activity/obligation there are no formal process how to open them.

## *University of Geneva*

### **Fundamental offering and specialized advanced programs:**

The Rectorate (Department of Education) and its services (Teaching and Learning Support Unit - SEA, Legal Affairs Sector) assist project leaders (faculty members at UNIGE) in various aspects of educational program development. These include analyzing training demands, mapping existing courses, pedagogical plans, addressing legal considerations, and ensuring legal compliance with study regulations.

Formal Procedure for Creating a Program:

#### **1. Preliminary Stage:**

- Project leaders inform their faculty/institute/center and submit a project rationale to the Rectorate.
- Obtain opinions from the dean or director of their unit and the Rectorate.

#### **2. Project Development Stage:**

- Upon obtaining Rectorate approval, project leaders:
  - Establish program leadership and designate a contact person for the Rectorate.
  - Draft study regulations and a study plan.
  - Simultaneously submit these documents to the SEA Unit and Legal Affairs Sector for legal, academic, and pedagogical analysis.

#### **3. Approval by Faculty/Institute/Center Authorities:**

- After validation by the Legal Affairs Sector and SEA Unit, submit documents to the faculty/institute/center for approval.
- Follow internal procedures and structure regulations for faculty/institute/center approval.

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#### 4. Validation by the Rectorate :

- Once approved by the faculty or institute/center, submit the documentation to the Legal Affairs Sector, which will then present it to the Rectorate.
- The documentation should include the initial rationale, responses to Rectorate queries, program structure, specific features, learning objectives, program leadership details, draft study regulations, draft study plan, and session dates with voting results from the faculty or institute/center authorities.

### **Summer schools:**

The University of Geneva's Geneva Summer Schools (GSS) offer a range of courses taught in English (occasionally in French) during semester breaks or throughout the year, catering to students worldwide. This intensive course offering is also available to UNIGE students seeking to deepen their knowledge in their field of study, explore new subjects, or gain international experience.

#### **1. Academic validation**

To ensure the quality and relevance of the program, organizers of a new GSS (Geneva Summer School) course must first obtain approval from the dean of their faculty or the director of their interfaculty Center/Institute before submitting their request to the GSS Office. This approval should cover the course theme, learning objectives, format, potential ECTS credit allocation, and the intended assessment method. Whether transforming an existing course into a summer school or introducing a new one, the proposed courses must align with market demand.

#### **2. Approval of new projects**

The criteria for selecting new GSS courses include:

- Submission in response to the ongoing call for projects from the GSS Office, with a deadline of September 30th each year for the following summer.
- The proposal must come from a faculty member, identified as the organizer of the GSS.
- Targeted level: end of bachelor and/or master's. The course may be open to doctoral students and young professionals, provided they cannot be directed to relevant continuing education.
- The course should highlight UNIGE's expertise and focus on a theme appealing to both internal and external students.

- The course project must be proposed for a minimum of three consecutive years. If a deficit occurs in the first edition, the project will not be renewed.

Additionally, the proposal must meet at least one of the following criteria:

- The course is organized with or has a connection to an international organization, non-governmental organization, or any other third-party entity in the Geneva international community.
- The course is organized with or has a connection to a partner university.
- The course meets the selection criteria for a project within the 4EU+ alliance.
- The course is organized in collaboration with the Language Centre's Summer Courses.
- The course allows the awarding of ECTS credits and integrates into a study plan of a UNIGE-proposed program (desired cross-cutting themes).

## University of Milan

### Types / Formats of Activities

- *courses included in ordinary curricula/programmes,*
- *elective courses,*
- *Didactical labs,*
- *seasonal schools,*
- *micro-credentials (set of teachings that pursue specific intended learning outcomes)*

### Procedures, Steps and Timeline

#### Courses:

- **Optional courses**
  - deliberation of the proponent study programme
  - Department Board's main contact point
- **Courses formally included in the Programme Description («Manifesto» (for a.y following the first one)**

yearly approval in January:

  - Study programme
  - Department Board
  - Faculty Executive Committee Advice

If a modification of the **academic regulations** is needed, by November of the previous a.y:

- Study programme
  - Department Board
  - Faculty Executive Committee Advice
  - Academic Senate

If an amendment to the **Study Programme Chart** is needed, by November of the previous a.y:

- Study programme
- Department Board
- Faculty Executive Committee Advice
- Academic Senate
- CUN (Italian National University Council)

### Didactical labs:

- **Optional / in the Programme Description «Manifesto»:**
  - i) deliberation of the proponent study programme
  - ii) Department Board's main contact point
  - iii) request for accreditation from additional study programmes boards

### Seasonal Schools:

#### For students

- As a didactical lab:
  - Optional / in the Programme Description «Manifesto»:
  - deliberation of the proponent study programme
  - Department Board's main contact point
  - request for accreditation from additional study programmes boards

### Postgraduate programme

- **Art. 22 Academic regulations:**
  - i) Department Board proposal.
  - ii) Academic Senate's advice.
  - iii) Resolution of the Board of Directors
- **Advanced courses:**

Regulations for Master Programmes, Advanced Courses and Lifelong Learning Chapter

  - i) Department Board proposal;

- ii) Academic Senate's advice;
- iii) Resolution of the Board of Directors

### Microcredentials:

- **Combination of courses (among the optional)**

- **Curriculum within a Study Programme:**

If a modification of the academic regulations is needed by November of the previous a.y:

- i) Study programme
- ii) Department Board
- iii) Faculty Executive Committee Advice
- iv) Academic Senate

If a modification of the academic system is needed by November of the previous

a.y:

- i) Study programme
- ii) Department Board
- iii) Faculty Executive Committee Advice
- iv) Academic Senate
- v) CUN (Italian National University Council)

- **Advanced courses:**

Regulations for Master Programmes, Advanced Courses and Lifelong Learning  
Chapter II:

- i) Department Board proposal;
- ii) Academic Senate's advice;
- iii) Resolution of the Board of Directors

### *University of Warsaw*

Currently, only elective courses (called general university courses – “OGUN”) can be opened as educational activities not directly connected to a study programme. Each study programme includes the need for students to get credits for a set number of elective courses (the number and ECTS workload may depend on the study programme) that they can choose from a university-wide offer.

We are exploring the possibilities for introducing micro-credentials and currently a special team aimed at designing measures for it was created.

When it comes to seasonal schools, this form is widely used at the level of doctoral schools, but not at first and second cycle studies.

- For each type of activity, please provide information on:
  - Sequence of steps, formal acts for the creation of a new activity?
    - When it comes to elective courses (university-wide level) – application should be sent to the Vice-Rector for students' affairs via Office for Innovation in Teaching and Learning. Application should include a full syllabus of the course. Then it is accepted into the offer and offered in the next recruitment period (starting before each semester)
    - When it comes to any extracurricular elective courses at the level of faculty, any courses like that are accepted by the Head of the Teaching Unit (usually Vice Dean for Student Affairs, a unit may be a faculty or institute, centre etc.)
    - When it comes to courses that should be embedded into study programmes – then formal steps need to be taken in order to change curriculum, it must be approved by the Senate. If such courses would require funding, it should be secured yearly by the unit offering the course (e.g. the faculty), so if there is any mobility envisaged it must be already approved and taken into consideration should such course be part of the study programme not as an elective.
  - Which actors are involved? E.g. Department, Study Board, Head of Department, Dean, faculty, Senate, Board of directors, Ministry, etc. – *at UW it depends on the level and what type of activity:*
    - Applicant
      - Head of the Teaching Unit
      - Office for Innovation in Teaching and Learning
      - University Council for Teaching and Learning
      - Senate Committee
      - Senate
      - Vice-Rector for Students' Affairs
      - Office of Academic and Student Affairs (registering courses in the system)
  - the timeline: Is there any deadline to keep in mind while opening a new activity? How long does the whole opening process last?
    - The process of submitting a course to be a university level elective course lasts a few weeks, depending on the quality of syllabus. It should be done at least 2 months before the start of the semester,

as it ensures that it will be possible to put it in the offer of that semester.

- The process of opening an extra-curricular activity of the level of faculty/unit depends on the internal practice.
- For any changes in the study programmes, there is a schedule everyone must abide to. In order to change the study programme, applicant(s) must submit to the Vice-Rector for Students' Affairs through Office for Innovation in Teaching and Learning an application for changes in the study programme. The application must be submitted between December 1 and December 31 (dates are fixed). The application should be accompanied by a cover letter, the opinion of the student government and a copy of the resolution of the teaching council. Application is reviewed by the University Council for Teaching and Learning and appropriate Senate Committee. Changes in the programme are accepted by the Senate.

### Examples of activities embedded in the regular offer at 4EU+ universities

4EU+ universities have integrated numerous joint educational activities into their regular offerings. The following examples showcase good practices in this integration process, addressing challenges encountered and the solutions implemented. By incorporating these activities, 4EU+ universities contribute to making teaching sustainable and ensuring a more widespread dissemination, fostering a comprehensive and interconnected educational experience across the alliance.

#### University of Milan

At the University of Milan, a specific workflow was developed in collaboration with relevant offices (Training Programmes Planning, Governance, Accreditation Sector, and Faculty Student Offices Sectors) to integrate joint educational activities into the University's educational management system. This is the first step to display the educational offer on Unimi website including the syllabus and all the information related to a specific course.

Currently, these activities are recognized as optional and require preliminary approval from the Academic Board of the respective study programme.

When the coordinator of a 4EU+ joint educational activity at Unimi decides to include the activity in the teaching management system, the Academic Board of the relevant study programme must approve it. Upon approval, the coordinator informs the 4EU+ local office, which provides a checklist with all pertinent information necessary for inclusion in the teaching management system, including the syllabus. Over the years, two different checklists were prepared, one for courses of the humanities-social

sciences-technology area and one for the medical-healthcare area, as the information required slightly differs.

Once the checklist is completed and validated, the course can be added to the educational management system with the 4EU+ label. Adding the '4EU+' label facilitates identifying all activities related to 4EU+, making it easy to display them on the Unimi website, include them in the study programme's description, and more. It also enables teachers to track their teaching workload.

The development of this procedure was not without its challenges. The procedure identified does not exactly reflect the procedure in place for any other course but was agreed upon in consultation with the offices in charge due to the specificities of the 4EU+ offer.

To facilitate the inclusion of these activities in the teaching management system, the Human Resources and Teaching Data Management Office has prepared an easily consultable information booklet to guide colleagues involved in the procedure.

Finally, since the inclusion of the joint courses in the educational management system needs to be communicated to the Student Registrar's Office, they must assign a code to the activity that allows it to be recorded in the Student Information System (SIS) and enables students to include the course in their study plan automatically.

Additionally, a similar procedure was established for educational activities aimed at Ph.D students, to be included in the PhD courses catalogue.

Examples of embedded 4EU+ educational activity are [Biodiversity, sustainability in the agro-food system – 4EU+ microcredentials](#) for undergraduate students, which is included in the “Manifesto degli Studi” a document that outlines the study plan and its composition rules.

A section of the “Manifesto degli Studi” covers the Study Abroad Experience within the Study Programme, which specifies that the Study Programme in Biotechnology “offers its students the opportunity to participate, following a formal selection process, in the *Biodiversity, sustainability in the agro-food system* project within the framework of the 4EU+ Alliance. The themes addressed concern biodiversity and the sustainability of food systems and their involvement in society. Participation in the project, if the activities are fully completed, may be recognized in the student’s record among the elective activities (6 ECTS)”<sup>3</sup>.

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<sup>3</sup> Study program in Biotechnology Manifesto degli Studi, available here [https://apps.unimi.it/files/manifesti/ita\\_manifesto\\_K06of2\\_2025.pdf](https://apps.unimi.it/files/manifesti/ita_manifesto_K06of2_2025.pdf) only in Italian

Another joint educational activity embedded in the regular offer is *Collegio Futuro*, developed among Charles University Heidelberg University, Sorbonne University, the University of Milan, and the University of Warsaw. *Collegio Futuro* is an interdisciplinary PhD training, included in the PhD course catalogue of the Environmental Sciences PhD Programme and is among the optional courses a PhD student can choose from, granting 5 ECTS.

## Sorbonne University

At Sorbonne University, in alignment with our institutional strategy to enhance the sustainability of joint educational activities, our teaching teams—supported by their departments and faculties—have integrated these courses and programmes into the official university curriculum, enabling students to earn ECTS credits.

An example of a fully integrated activity is VIRTChem (VIRtual Immersive Education for CHEMistry and Chemical Engineering), a collaborative project involving the University of Milan, Sorbonne University, and Charles University. At Sorbonne University, this innovative training course in chemistry and industrial chemistry is fully embedded in the university's official curriculum.

Students complete preparatory lessons, engage in virtual exercises, and analyze collected data. Designed as a blended format with both online and in-person synchronous activities, this course runs throughout the academic year. At Sorbonne University, it is offered to master's students as part of a 6 ECTS course in chemical engineering. For students that don't follow this course that includes the virtual reality module, they have the possibility to follow a 3 ECTS course titled "Chemistry in Virtual Reality."

In a different discipline, the course ENTENTE<sub>21</sub> (Education for The European TEacher of the 21st Century) was created by Sorbonne University, the University of Heidelberg, and the University of Milan. This course is also part of Sorbonne University's official curriculum and is offered in two formats. The blended format combines online and in-person components, where participants take courses at their home institutions, attend online sessions, and complete a two-week physical mobility in primary and secondary schools or partner institutions for teacher/teacher educator shadowing. This format awards 3 ECTS. Additionally, a fully online module is available, which promotes virtual mobility and also grants ECTS.

## Charles University

An example of an embedded 4EU+ educational activity within the regular offer at Charles University is the micro-credential *International Online Course on the Pathogenesis of Epilepsy*. The project's development benefited from 4EU+ support

through educational projects and minigrants. During the project, coordinators established the online course on epilepsy pathogenesis, attracting approximately 80 participants, including undergraduate students from Charles University and the University of Milan.

A 4EU+ epilepsy consortium has since been established, which includes partners from other European universities, research institutes, and industry members. While the project coordinators initially applied unsuccessfully to MSCA for a European Ph.D. training programme in epilepsy research, they plan to resubmit the project. They have also applied for SEED4EU+ funding to create a 4EU+ Neuro-Glial Consortium, which, together with the epilepsy consortium, will strengthen their capacity to pursue major European funding.

Currently, the course has been expanded to a micro-credential and is part of Charles University's regular offer. The long-term plan includes developing a European Ph.D. training programme, with the eventual goal of exploring possibilities for a Master's programme.

## Heidelberg University

Integration of 4EU+ educational activities at Heidelberg university have in particular been achieved via educational projects that were developed with a cooperation of academics from Heidelberg university. While this is true for all projects in which Heidelberg university was involved, especially those projects which offered courses at Heidelberg university allowed Heidelberg students to easily profit from a participation in these jointly developed educational activities. Two examples for this shall be given below:

The cooperation of in the field of geography and geosciences led to the development of 13 plug-in modules by the five participating universities, allowing students to participate in short-term mobilities (at least two months) at another 4EU+ university. In this way, the modules from other universities are integrated into the curricula of the home institution. Beside this, cooperation within the educational projects „Resilient Cities: challenges, risks and response“, “Urban Health Case Challenge” and “Urban Regulations and Political Memory: Towards Understanding Spatio-Temporal Aspects of Urban Development (UNREAD)” led to the development of courses in this area that are also integrated in the modules of the study programmes in Geography at Heidelberg University. ECTS points are granted for both activities.

In context of the educational projects “Europe as a Discourse Community” and the “Cooperative Network Philotrans” various seminars (e.g. Emotions and Moralising

Elements in Discourse) and practice classes (e.g. Translate 4EU+) have been developed in cooperation with Heidelberg University, University of Warsaw, University of Milan, University of Geneva and Sorbonne University. Courses resulting from this cooperation are offered on a regular and recurring basis every academic year, which allows them to be integrated into compulsory elective modules and compulsory modules of the master programme “Translation, Communication, Language Technology” at Heidelberg University. Other universities may recognise the course in different ways and with a different amounts of ECTS.

### **University of Warsaw**

Like for the other iCORE partners, at the University of Warsaw as well the process of integrating 4EU+ joint courses into regular study offer was a result of implementing educational projects, delivered in cooperation of at least three universities. Special procedures were introduced at the University of Warsaw in order to embed joint courses into our SIS (for example, special tags and special course codes for 4EU+ joint courses in order to differentiate them for administrative purposes) and to facilitate enrollment as well as recognition and awarding ECTS.

Example of 4EU+ joint course coordinated by UW (Dr Karolina Wojciechowska, Faculty of Law)

### **Urban Regulations and Political Memory: Towards Understanding Spatio-Temporal Aspects of Urban Development (UNREAD)**

This joint course has been running regularly as part of regular study offer since academic year 2021/2022. It started as a cooperation between UW, CU and UNIMI within Flagship 1: Urban health and demographic change, while currently 5 universities offer it (University of Warsaw, University of Milan, Charles University, Sorbonne University, and Heidelberg University). It is a module – part of the course is conducted online, and part is on-site and encompasses physical short-term mobility.

The joint course was financed from the European Universities project, from the SEED4EU+ funding (as UNREAD+ project), and from the internal funds of partnering universities in different years.

Key topics of the course are the driving forces of urban changes, development of smart cities and interdisciplinary methodologies of urban studies. The course is developed as part of an educational project which addresses changes in the conditions of the urban development of smart cities in Poland, Italy, Czechia and Germany, according to three dimensions: past (history), present (law) and future (geography). Emphasis is put on an integrated and interdisciplinary approach in order to help students understand the

complexity of new urban centres in which real estate development must coexist with the protection of the environment and with the history and heritage of the local community.

The problem identified with this course (among others) is the differences in allocation of ECTS credits – the differences are visible not only between universities, but also between faculties within one institution. It is an obstacle that stems from different architectures and designs of study programmes between 4EU+ HEIs, therefore the unification cannot be processed easily. It is also rooted in national legislation and institutional regulations.

For academic year 2024/2025 this is the allocation of ECTS:

1. Charles University: Faculty of Law 4, Faculty of Science 5
2. University of Milan: 3 (University of Milan: law and history –only MAstudents).
3. University of Warsaw: Faculty of Law 8, Faculty of History 4, Faculty of Geography 8
4. Heidelberg University: Faculty of Geography 6

## Tools to facilitate cross-border recognition of ECTS

### *Introduction*

As a follow up on Recommendation n. 2 above and being aware of differences in national legal frameworks for accreditation of educational modules, as well as of the different local practices and nomenclature, a reflection was carried on as regards the most frequent challenges to recognition of educational activities encountered across the Alliance because of the intrinsic features of the various educational components. This reflection complements the analysis of the obstacles to mobility carried out in Task 2.3 and the solutions envisaged therein.

The following section pinpoints (a) the most frequent challenges experienced across 4EU+ Universities as regards cross-border recognition of educational components; and (b) certain 4EU+ avenues and tools to overcome said challenges.

The most *frequent challenges to recognition* include:

- retained differences in the concrete learning outcomes for the same subject matters;
- differences in the educational formats and related denominations;
- caps to recognition of ECTS belonging to specific disciplinary fields arising out of the rules applicable to the relevant study programme;

- different amounts of ECTS attributed to the relevant subject matter across study programmes in the same field;
- different amount of ECTS attributed to the final dissertation;
- different amount of ECTS attributed to the internship;
- course structure (modular vs compact);
- recognition of work-experience portions or project-based activities within a course;
- many small modules integrating the study plan vs a few broader courses;
- (im)possibility to compile small modules for the purpose of recognition.

### *Assessment and grading*

- Assessment methods (oral vs written tests) with varying timelines over the academic year;
- different grading scales;
- cultural differences in evaluation and grading (esp. in France);
- flexible exam dates vs strict deadlines;
- possibility/impossibility to repeat an exam;
- continuous assessment vs conclusive assessment only.

### *Admission requirements*

- prerequisites for admission to certain courses or study programmes;
- extra exams to cover perceived gaps at the time of admission to a Master's programme;
- requisites for admission to a Master programme based on the characteristics (also in terms of the amount of ECTS attributed to certain mandatory fields or disciplines) of national Bachelor programmes.

To overcome the above challenges and tackle new ones, the 4EU+ Alliance (namely through the Alliance's relevant bodies, i.e., WG Education and WG Mobility) has been developing *tools and cooperative approaches*, including:

- the *4EU+ Simplified Learning Agreement* developed by 4EU+ Working Group Mobility [under the Erasmus+ European Universities Project](#);
- the *4EU+ Letter of attendance*, including supplement(s) providing transparent information on the course content and structure (course description) (see Erasmus+

European Universities Project, Deliverable D3.2- Flagship Education finalized, p. 16 and attachments);

- the *4EU+ Activity Window*: a tool aimed at identifying when and where students have curricular flexibility to engage in at least one 4EU+ activity during their studies (BA/MA/PhD) and, accordingly, higher chances for benefitting from cross-border recognition of said 4EU+ activity: (see the iCORE Project, Milestone 10 - Interim Report of the Learning Pathway);

- the *Curriculum Comparison workshops*: The Curriculum Comparison Workshops are designed to bring together academics, programme coordinators, mobility coordinators, and other experts to examine the curricula for mutual compatibility across several dimensions. Workshop participants will analyse content elements such as core areas, specialization options, and equivalent modules. They also review structural aspects, including potential mobility windows. The workshops help identify obstacles to mobility in the selected areas of study, as well as encourage development of innovative forms of student mobility (ex. short-term/blended/virtual) (see iCORE Project, Milestone 5 Curriculum Comparison).

- A *Glossary of the 4EU+ educational formats* aimed at facilitating the comparison of the various educational formats in use at each 4EU+ partner, streamlining communication, and ultimately creating a level playing field for recognition (See Annex III to this deliverable);

- the *Task-force on Joint programmes*, as a permanent forum for tackling issues of

[recognition at the establishment of joint programmes or during their implementation;](#)

- the *Task-force on shared courses*, as a permanent coordination group composed of officers from all 4EU+ partners, to support the implementation of the 4EU+ catalogue of shared courses and ensure seamless access to online or hybrid courses, based on virtual mobility

## PART II - JOINT STUDY PROGRAMMES

### *Introduction*

This chapter provides guidance on the development and implementation of joint study programmes within the 4EU+ Alliance. It emphasizes the importance of involving business and society sectors in the co-design process, and it offers an overview of current practices for engaging these sectors in the creation of joint study programmes. Additionally, it presents students' perspectives on their roles and involvement in the development of joint study programmes. The chapter also provides guidance for academics, summarizing key points of the annexed Milestone 3, which outlines the Alliance's quality management system and its provisions regarding joint programmes, including accreditation procedures, partnership agreements, diplomas, and final arrangements. Finally, it explores options for a 1CORE approach to a European Degree, detailing the key steps and features required for its implementation.

### *Supporting the involvement of the relevant business/society sectors in co-designing the joint programmes*

The reason for this section is twofold: firstly, it highlights the importance of considering labour market needs related to skills and competences when designing study programmes, including international ones. Secondly, engaging in dialogue with relevant business and societal sectors can help identify the future challenges these sectors and prospective employees will face and plan the educational contents and learning outcomes accordingly. Furthermore, current hiring practices tend to focus on both theoretical knowledge and transversal skills, such as metacognitive and practical abilities. This underscores the need to strengthen dialogue with representatives of targeted business sectors in developing study programmes, to define learning objectives and identify the most effective teaching methods and approaches for fostering the required competences and skills.

Therefore, to develop joint study programmes that cultivate future-proof competences and skills—enabling each student to craft their own learning path and improving employability—the involvement of relevant business and societal sectors in co-designing these programmes is crucial.

While some 4EU+ partners have extensive experience in this area, particularly where consultation with relevant business and societal sectors is mandatory, practices may

differ across the Alliance. To facilitate the exchange of information and best practices, a mapping exercise has been conducted, culminating in some key findings summarized.

## Mapping the existing knowledge and practices in terms of involvement of the relevant business/society sectors

### *Introduction*

The present report outlines the preliminary analysis of the results collected from seven partner universities of the 4EU+ Alliance to map the existing knowledge and practices concerning the involvement of the business and society sectors in co-designing the (joint) study programmes. This mapping is the first step in the framework of iCORE task 2.1, focused on framing and structuring innovative curricula tailored to 4EU+ students.

### *Methodology*

The survey aims to map the existing knowledge at each 4EU+ university on the different practices of interaction with the relevant business/society sector in designing study programmes. By gathering information on the different practices, the questionnaire provides an overview of the procedures followed by each Institution. The goal is to pinpoint exemplary approaches to integrate the business and societal sectors into the development of study programmes.

The survey's main purpose is to gain insight on how universities interact with their business and societal partners, and to identify whether the interaction is mandatory, optional, or voluntary. Additionally, the questionnaire explores the organization of the interaction, its objectives, the tools and channels employed, and the impact of the consultation on the advancement of study programmes.

The questionnaire was designed as a set of multiple-choice questions and was administered through Google Forms. It was distributed to the relevant individuals involved in the development of study programmes, such as the study programme accreditation office, quality assurance personnel, directors, and administrative support staff.

The results of the questionnaire are analysed to gain an initial understanding of how interaction practices differ among the universities in relation to their specific contexts. This analysis may be expanded to identify good practices that can be shared within the Alliance to promote the inclusion of business stakeholders in the development of joint study programmes, and ultimately, enhancing the employability of 4EU+ students.

## Analysis

|   |    |
|---|----|
| N. of responding Universities   | 7  |
| N. of responses   | 30 |
| N. of respondents declaring there is a practice of interaction with the relevant business sector within their university in designing study programmes  | 25 |
| N. of respondents declaring there is NO practice of interaction with the relevant business sector within their university in designing study programmes | 5  |

The approach taken by universities varied in response to the inquiry. Some universities provided a uniform response for all their degree programmes, while others gave distinct answers for each (joint) study programme offered at their institution. The latter group provided a variable number of responses. For instance, Charles University responded with different answers for 17 study programmes, while the University of Warsaw provided distinct responses for four joint study programmes.

The purpose of analysing the questionnaire results is to gain insight into the level of engagement between the business and society sectors in the creation of study programmes across the 4EU+ universities. While the analysis does not aim to make comparisons, it has the potential to reveal a multifaceted picture.

### Mandatory or voluntary interaction

The results of the survey can be divided into two main categories: universities and their respective study programme that compulsorily involve the business and society sector in their construction and those that do so voluntarily, based on good practices.

The survey shows that most 4EU+ universities must compulsorily consult the business and society sector when building (joint) study programmes, with the exception of two respondents (Unige and CU), where consultation is voluntary at all levels.

These results suggest that the partnership between universities and the business and society sector is vital in the development of study programmes, as it fosters the creation of curricula that meet industry needs.

However, it is interesting to observe that, in some cases, the mandatory or voluntary nature of the consultation may vary depending on the specific study programme, even

within the same university. While the practice is not optional in any case, and it is considered irrelevant only in one case at UW.

Therefore, there is no uniform practice, and it varies according to the type of study programme. Within the same university, the practice of interaction may be mandatory, voluntary, non-existent, or not relevant. This finding suggests that universities have different approaches to partnering with the business sector, and they may prioritize this interaction differently depending on their policies, goals, and objectives.

Where the practice is mandatory, the legislative and regulatory framework is specified only in a few cases, with answers referring to European, national, and business-related regulations.

For this reason, an additional question was asked to provide a more complete picture of the regulatory framework governing the practice. With the sole exception of Charles University, where no regulatory framework governs interactions with economic and societal sectors, a description was provided for the other member institutions to highlight some key points:

### **Heidelberg University**

The involvement of external business and/or society actors is mandatory for the development process of study programmes at UHD during the initial design phase. For this purpose, the concept of the study programme which was developed at faculty level and accepted by the Rectorate is examined by an external reviewer (person who works as professional in the field of the study programme) as part of the accreditation process.

In order to implement a new study programme, it must also be accepted by the University Council of Heidelberg University (composed of eleven members who are appointed by the Minister for Science, Research and the Arts; seven members, including the chairperson, are leading figures from outside the university; five members, including the deputy chairperson, are members of the university).

Every eight years a study programme must be re-accredited. In this context the study programme is again examined by an external reviewer.

Only for very few studies programmes a “Scientific Advisory Board” with external actors examines study programmes. At the level overall of the university there is no obligation for such a study programme steering committee with external actors.

### **University of Copenhagen**

The University of Copenhagen’s quality assurance system is based on Standards and Guidelines for Quality Assurance in the European Higher Education Area and the Danish Accreditation Institution’s guidelines.

Interaction with the business and society sectors is conducted through ‘employer panels’ and are mandatory for all degree programmes.

Once a study programme is established a regular and systematic dialogue with employer panels must take place. Dialogue with employer panels must take place at least every six years when programme evaluations are conducted.

The faculties have procedures for regular and systematic dialogue with employer panels. This purpose of the dialogue is to assure and enhance the quality and relevance of the programmes. The Dean is responsible for ensuring that all study programmes engage in regular dialogue with employer panels. These findings are included in programme reports and evaluations.

### **University of Milan**

The University of Milan has established specific guidelines to comply with the national requirement of engaging in a consultation process with stakeholders prior to the launch of a new study programme. These guidelines aim to provide support for study programmes to effectively conduct consultations with stakeholders at both bachelor’s and master’s levels, in line with European and national legislation.

To ensure an ongoing dialogue between study programmes and stakeholders, the guidelines recommend the establishment of steering committees by the Study Programme Board. This forum serves as a platform for reflection, enabling the assessment of study programme performance, the formulation of proposals for educational offer definition and design of learning objectives, and the development of relationships with third-party bodies, companies, and institutions.

The creation of stable and organic dialogue through the steering committees is one of the primary tools employed by the University to achieve the objective of aligning its educational offer with the current challenges outlined in the Strategic Plan 2022-2024.

The first consultation with stakeholders is required during the design phase of the study programme. The input from stakeholders assists in guiding the educational and learning choices for the course to ensure that the preparation of graduates meets the wider needs of society and the labour market.

Subsequently, constant consultation with stakeholders on an annual basis enables the verification of the learning objectives and results obtained, and consequently, the confirmation of the structure of the learning/educational pathway or modifications to meet changing needs.

The relevant legislation and regulations considered are:

- [European Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) (ESG);
- [D.M. 22 ottobre 2004, n. 270](#), Amendments to the regulation containing rules concerning the teaching autonomy of universities, approved by Decree No 509 of the Minister for Universities and Scientific and Technological Research of 3 November 1999;
- [Guidelines and Support Tools – AVA 3](#). From the Italian National Agency for the Evaluation of Universities and Research Institutes
- Italian University Council, [Guida alla Scrittura degli Ordinamenti Didattici](#) (A.A. 2023/24).

## University of Warsaw

Overall, there are no regulations on a national level. University of Warsaw regulates this cooperation internally, and it also stems from the Polish quality assurance agency.

Collaboration with external partners begins at the University of Warsaw at the stage of designing the teaching concept and study programme, and only this process is regulated internally, by institutional ordinances issued by the Rector. When creating a new study programme (as well as new joint study programme), internal accreditation procedure starts with submitting the "Description of the teaching concept" to the University Council for Teaching and Learning, where it's being evaluated and reviewed. This document has a designed form, and one of the 4 main points that this description should entail is:

"Justification for the creation of a new study programme **referring to the needs of the socio-economic environment** and students, documented by research or the results of a conducted survey."

Once this concept of teaching for a new (joint) study programme is approved, applicant(s) can submit an Application for creation of a new study programme, which is evaluated by the Senate Committee for Students, Doctoral Students and Educational Quality and the University Council for Teaching and Learning. This is a longer document that should include detailed description of the programme, courses, ECTS, learning outcomes etc., it also has a predesigned form. In the second part, the applicant has to list **representatives of the socio-economic environment cooperating in the**

**design of the study programme**, and describe, among others, **examples of including the opinion of the socio-economic environment in the study programme**.

The changes in the existing study programmes should be consulted with external stakeholders, but it's a good practice and not a requirement in the process.

Then the actual cooperation with external stakeholders is not unified and there are no general rules or framework, each faculty decides on their own how to frame this collaboration. One of the formal ways, practiced for example by the Faculty of Political Science and International Studies or Faculty of Modern Languages, is to appoint a Stakeholders' Council. Goals of such council can be to support the didactic and research process and to help with academic and professional development of both employees and students (<https://wnpism.uw.edu.pl/en/rada-interesariuszy/>). stakeholder's Council can also advise and give opinion on changes in the existing study programme or development of the new study programme. This type of formalised cooperation is gaining popularity as it enables to demonstrate ongoing cooperation with external parties.

Polish Accreditation Committee (PKA) also takes into consideration cooperation with external stakeholders when evaluating and re-accrediting study programmes. One of the criteria for programme evaluation is Criterion 6. **Cooperation with social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme**. It corresponds with two quality education standards:

Quality education standard 6.1 Cooperation with social and economic stakeholders, including employers, on the development, implementation and improvement of the study programme is ensured.

Quality education standard 6.2 Relations with social and economic stakeholders in relation to the study programme and their impact on the programme and its implementation are subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.

### **Sorbonne University**

At Sorbonne University, the participation of socio-economic actors from the private or public sector in the development of Bachelor's, Master's, and Doctorate programmes is voluntary, and there is no specific regulation in place governing how the business and society sector is involved in designing study programmes.

However, the Bachelor's, Master's, and Doctorate programmes offered by French universities are accredited by the French Ministry of Higher Education and Research (MESR), following an evaluation by the *Haut Conseil de l'évaluation de la recherche et de l'enseignement supérieur* (Hcéres), an independent public authority responsible for

evaluating all higher education and research structures or validating evaluation procedures carried out by other bodies.

Hcéres' evaluation reports ensure that the institution's teaching offerings are adapted to student orientation and success while considering the professional integration of graduates.

Internally, the participation of socio-economic actors from the private or public sector in the co-creation of teaching modules and/or other university educational activities is primarily motivated and initiated by joint projects of common interest for all the participants involved as they decide to work collaboratively to implement the activities defined within the framework of a teaching and/or research project. It is common for external stakeholders to be associated and invited to participate or animate courses, propose conferences and lectures or to work on research and learning projects. It is for example the case of the DU entrepreneurship where important business actors are actively involved proposing real study cases to the students and collaborating with them. Collaborations and partnerships are typically formalized through a contractual agreement, serving as a basis in defining the operational framework covering financial, regulatory, and logistical aspects. These agreements in general can outline elements such as implementation strategies and funding mechanisms, confidentiality protocols and/or property rights, if necessary, developmental guidelines, starting dates, duration, specifications for modification and termination, as well as procedures for dispute resolution. The preparation and administration of these agreements can be prepared and managed either at the university or at the faculty level, adapted to the specific scope and context of the collaboration.

## University of Geneva

At the University of Geneva, there is no regulatory framework that mandates the involvement of the business and society sector in designing study programmes; the practice is voluntary. However, any involvement of the business sector must be approved at the faculty level and, depending on the programme type, by the Rectorate.

The University of Geneva has formulated a general directive addressing financial conflicts of interest (<https://memento.unige.ch/doc/0007>). This directive is not based on a legal framework but on general principles aimed at protecting the interests of the University. These principles are outlined in the University's Ethics Charter and are inspired by the opinion of the Ethics Commission of the University of Geneva dated December 19, 2007. The text provides guidelines regarding the interactions between the University and the private sector, emphasizing the benefits and risks associated with such relationships. It highlights the need to manage conflicts of interest to protect the University's interests.

The university's directive on conflicts of interest, detailed across several articles, defines and broadens the concept of conflicts, encompassing engagements with the private sector, extending to various interactions such as sponsorships, research mandates, and technology transfer. It mandates all employees to report conflicts, allowing collective agreements for submission. Articles 3 to 10 emphasize key principles guiding employee conduct. Article 3 emphasizes the primacy of the university's interests over individual engagements with the private sector, while Article 4 stresses individual responsibility and hierarchical accountability. Article 5 emphasizes aligning actions with the university's interests, especially for influential employees, while Articles 6 and 7 prioritize protecting patients, research participants, and ensuring transparency in private sector engagements. Articles 8 to 10 focus on specific interactions with detailed guidelines.

Overall, these policies underscore the institution's dedication to ethical conduct, transparency, and safeguarding its interests across professional engagements.

### *Frequency and organization of the interaction*

The frequency of interaction with the business sector varies from one university to another and may occur at different stages of designing and implementing study programmes. Based on responses, it was found that this interaction happens periodically in most cases (22 out of 25), including during the implementation phase, while in only two cases, it occurs in the initial stage. One respondent is yet to provide an answer.

The interaction between universities and the business sector can be organized in various ways, whether it's only during the initial design phase or periodically throughout the study programme's implementation. The respondents indicated that this interaction is mainly organized in long-term interactive structures or occasional meetings. The long-term interactive structures could be in the form of a study programme steering committee (one respondent highly recommends it to the study programme coordinators) or consultation with the stakeholders at least once a year. Other forms of organization may include meetings and consultations during curriculum design/change, which may involve guest speakers or through the preparation of written expert reports.

The interaction is primarily organized at the level of each study programme. However, in some cases, it could also be at the Faculty or Department level. In one respondent university, it's organized at the level of the Academic Board representing the study programme, except for some faculties. In one other case, the organization of the interaction sticks to the specific (Jstudy programme for which it is developed.

Regarding the different entities consulted to develop the interaction with the business sector, respondents indicated significant participation of public institutions at the

national level, followed by the involvement of enterprises and public institutions at the regional or local level. Few participants indicated that the consultation is organized with the association of potential employers or professional bodies. In contrast, some participants included that they usually consult persons from outside the University working in different professions/positions/business sectors, public institutions at the international level, organizations specialized in the field of the study programme (e.g. humanitarian, food system entities), or alumni.

Overall, it is clear that interaction with the business sector is essential for universities to develop effective study programmes that meet the needs of the labour market. A variety of methods can be employed to achieve this interaction, and it is relevant to select the most appropriate method based on the specific needs of each programme.

### *Aim, tools, channels and impact of the interaction / consultation*

Consulting with the business sector can serve many purposes. Among the responding universities, primary motivations for consulting with stakeholders include identifying job profiles relevant to the labour market, obtaining necessary competencies and skills, and developing expected learning outcomes required for professional profiles. In addition to these reasons, some respondents consult the business sector to cooperate with external partners to provide teaching activities.

Partner universities use various tools or channels to develop consultation. Overall, most respondents organize periodic meetings or ad hoc consultations for specific events, such as before applying for accreditation or with external experts as part of a programme evaluation. Two universities also complemented those meetings with written questionnaires or reports, data, and statistics published by relevant third parties.

The impact of such a consultation with the business and society sectors on the path/curricula is mainly focused on activating courses or curricula, while, in some cases, consultation impacts changing the pathway. The consultation may also identify strengths and potential improvements for the curriculum or adapt the theoretical content of courses to the practical needs of the business market.

The impact of the consultation may vary between study programmes within the same university. However, it can be observed that for some study programmes at the same university, where the aim of the consultation differs, the final impact, such as the activation of courses, remains the same. In another partner university, where the practice is associated with the type of study programme and not managed at the central level, the same objective results in the same impact.

### *Other usages of the consultation*

The consultation process with the business and society sector can significantly impact not only the course curriculum but also on other activities. Most respondents have established cooperation with the business sector, utilizing it primarily for internships and to promote study programmes to increase attractiveness. In some cases, the collaboration is threefold, serving not only to activate internships and promote study programmes but also to mentor students. This established cooperation is also beneficial during annual meetings on the quality of graduates, development of programmes or workshops, field visits, collaboration for teaching, interventions of speakers from the professional sector, and co-evaluation of students' work.

### *Conclusion*

The process of consulting the business and society sector in designing study programmes in the 4EU+ Alliance is complex and varies among universities. Each university provided different responses based on the professional figures consulted on the construction of study programmes. While five out of seven universities generally mandate consultation with the business and society sector, some universities prefer voluntary consultation.

However, within the same university, the practice can differ between study programmes, could it be mandatory or voluntary, resulting in a heterogeneous framework within the Alliance. The absence of specific regulations at the central level adds to the complexity. Moreover, at the same university, the practice of interaction may be non-existent for certain study programmes, often due to irrelevance or lack of mandatory requirements under applicable laws or regulations.

Where voluntary interaction occurs, it is often organized through long-term structures, such as steering committees or occasional meetings, primarily at the study programme level. The consultation process involves different stakeholders for different reasons, mainly to identify necessary skills and competencies and to organize internships impacting courses and curricula.

In conclusion, the consultation process with the business sector for designing study programmes in the 4EU+ Alliance is diverse and multifaceted, with varying levels of mandatory and voluntary engagement among partner universities.

## *Stakeholders feedback*

### *Business and society sector*

The University of Milan hosted the event Bridging Education, Research and Society with non-academic associated partners—Assolombarda, the Chamber of Commerce of

Milano Monza Brianza Lodi, Arexpo S.p.A., and the City of Milan—aiming to connect the local 4EU+ Alliance associated partners with the academic community. Those present expressed appreciation for the educational initiatives presented, particularly for their focus on the development of professional skills. A dedicated session explored the path toward a European Degree, highlighting the role that stakeholder consultation can play in designing up-to-date study programs and in co-developing workshops and internship opportunities. It was emphasized that continuous dialogue with stakeholders is essential to building the professional skills needed in today's globalized societies.

### *Students' involvement*

On October 17, an online workshop was held to gather students' perspective on their role in co-creating and shaping joint study programmes and the relevance of transversal skills for navigating the job market.

Before opening the floor for discussion, students were briefed on the importance of their input for this deliverable and the broader work package 2 goals. Specifically, their contributions support the framing and structuring innovative curricula, encourage student involvement in the development of joint programmes, establish good practices for their inclusion and enhance innovative and transdisciplinary learning opportunities across multiple universities in Europe. Additionally, their feedback helps in identifying future-proof skills needed for the evolving job market.

Students were presented with suggestions, actions and concrete examples of co-designing educational activities previously implemented by 4EU+ alliance. Key student-centred pedagogical methodologies and strategies, forming the foundation of the 4EU+ educational framework, were introduced. These highlighted how students' participation in shaping their own learning is central to the Alliance's approach. Furthermore, selecting mobility formats aligned with effective teaching and learning methodologies was shown to ensure strong student engagement in shaping study programmes.

Nine students participated in the discussion, which revolved around three key points:

- What role should students play in designing joint study programmes?
- How can the Alliance better incorporate student perspectives in co-creating their educational experience?
- What would an ideal integrated joint degree look like to students?

The following summarises the key conclusions formulated by the students:

- High-quality teaching and diverse learning methods
- Integrating community
- Seamless bureaucracy which improves communication between institutions

- Guaranteed housing for mobility periods and extending mobility beyond one semester
- Flexible study paths and personalized curriculum
- Integrated student feedback through student representatives
- Economic inclusivity, particularly for English-taught courses
- Student representation in governance
- Student-driven focus groups and surveys

Students emphasised the need to embed “innovation” topics into all curricula from the beginning, linking necessary skills to the demand of the labour market.

They also stressed the importance of community building among local and international students and PhD candidates. Continuous feedback opportunities should be made available to allow students to shape their flexible student pathways.

Regarding practical challenges, students identified housing and economic inclusivity as significant issues. They proposed the creation of welcoming guidelines, prepared by the students, to support international peers – as an example of good practice.

The students also recommended the following actions:

- Focus on similar problems and create an actual network of researchers.
- Develop an alumni network to strengthen connections
- Provide accessible information in English online and on-site
- Prepare guidelines with support from both students and academic
- Introduce language and cultural immersion programmes
- Foster an integrated community between international students and local students to create a sense of belonging.

In conclusion, the online workshop successfully highlighted the vital role that students can play in co-creating joint study programmes within the 4EU+ Alliance. Their insights emphasized the importance of high-quality teaching, diverse learning methods, and a strong sense of community. Practical concerns, such as streamlined administration, housing for mobility periods, and economic inclusivity, were also prioritized. Students clearly articulated their desire for more flexibility in their learning pathway, deeper integration of innovation skills into curricula, and greater involvement in governance and decision-making.

The discussion underscored the value of continuous feedback, collaboration, and the creation of networks to ensure that student voices are not only heard but actively shape their educational experience. By considering these recommendations, the Alliance can

better align its study programmes with student needs, while fostering innovative and inclusive learning environments across Europe.

### *Supporting the implementation of joint programmes*

## Guiding Academics through the Creation of Cooperative Study Programmes

To support academics in the creation of joint programmes, the 4EU+ Alliance has prepared comprehensive guidelines<sup>4</sup> that provide information considered essential for the establishment of joint programmes at 4EU+ Alliance partner universities.

In alignment with the definitions of the European Association for Quality Assurance in Higher Education (ENQA) and the European Quality Assurance Register for Higher Education (EQAR), following the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), joint programmes within the 4EU+ Alliance are understood *as an integrated curriculum coordinated and offered jointly by different higher education institutions from EHEA countries, and leading to double/multiple degrees or a joint degree.*

Considering this, support for academics in implementing joint programmes begins with emphasising the importance of understanding institutional processes and consulting with dedicated experts to ensure compliance with local regulations and the proper use of terminology when developing international joint programmes. Additionally, the work conducted in the ED-AFFICHE project, in providing recommendations on the implementation of European Degree Label and possible European Degree, influenced significantly the preparation of these guidelines and generated spill-over benefits for the Alliance.

A key aspect to consider is the quality management system adopted by the Alliance, which ensures that joint programmes meet high standards through continuous evaluation and improvement. The development process is guided by specific frameworks designed to foster collaboration between partner universities, while maintaining flexibility to account for differences in national regulations and institutional practices.

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<sup>4</sup> The following paragraph provides a summary of the key elements to support academics in the designing joint study programmes.

For any further details, please refer to Milestone 3 available as annex II to this deliverable

The core part of the guidelines focuses on four crucial areas for the development and maintenance of a joint programme:

- accreditation of a new joint programme,
- partnership agreements,
- diploma and diploma supplement issuance,
- financial arrangements.

Each of those areas is thoroughly addressed by 4EU+ universities, which provide detailed descriptions of the internal procedures and regulations, typical solutions, good practices, and queries stemming from national legislation. These regulations and practices vary across the 4EU+ universities, reflecting their different national context.

Furthermore, a case study on the development of an Erasmus Mundus Joint Masters programme is included to illustrate the practical steps involved in establishing a transnational joint programme. This example demonstrates how working groups are organized, how roles and responsibilities are distributed, and how collaboration among partners can lead to successful outcomes. It also offers practical support through the inclusion of templates and tools, such as admission and enrolment plan, graduation plan, or joint diploma supplement, to support academics in streamlining the process.

In summary, these guidelines equip academic and administrative staff with a clear pathway for developing innovative and effective joint programmes, emphasising the collaborative nature of joint programme design while offering practical solutions to common challenges encountered in transnational education initiatives.

## Examine options and identify steps and key features for a iCORE approach to European Degree

### 4EU+ & European Degree

The purpose of this chapter is to identify areas where the policymaking of the 4EU+ Alliance and the European Degree initiative synergizes and enhances one another.

Specifically, it aims to explore options and identify key features for a iCORE path to the European Degree. Notably, the work on developing a 4EU+ approach to the European Degree within the iCORE project builds upon ongoing efforts to design joint programmes and leverage opportunities provided by Erasmus+, such as the Erasmus Mundus Design Measures. These efforts will continue until the completion of WP2 activities, scheduled for the end of October 2025 (M36). In the meantime, this document provides an overview of the current approach and outlines the upcoming steps.

## European Degree

The European Degree initiative is a continuous effort of the European Commission, higher education institutions, national and regional ministries, quality assurance agencies, and other interested stakeholders to advance European Higher Education Area by implementing consensually endorsed version of a diploma bestowed upon graduates of transnational joint programmes pass a set of predetermined criteria. It is listed as one of the four flagships of the European strategy for universities, intended to “boost the European dimension in higher education and research”. Along with European Universities initiative, legal statute for alliances of higher education institutions, and European Student Card initiative, it aims to contribute “to a framework for European cooperation in the higher education sector” and to “shaping a true European identity, bringing transnational cooperation to a higher level and fostering a strong sense of European belonging.”

## Label Pilots

In 2023, the EC launched an open call for interested stakeholders to experiment with European Degree in a label format<sup>5</sup>. The purpose of these year-long projects was to thoroughly test initially proposed list of the criteria and to open dialogue with national/regional regulators on its possible placement within the legislative framework of the individual member states, added value for HEIs, students, employers, and possible visual formats<sup>6</sup>. 4EU+ Alliance participated in these activities as a full partner in one of the completed pilot projects, ED-AFFICHE (European Degree – Advancing, Facilitating and Fostering International Collaboration in Higher Education). The project brought together a total of six European University alliances (Una Europa, 4EU+, EU-CONEXUS, Charm-EU, EC2U, and Unite!). The activities conducted during the project revolved around large scale data collection (surveys to joint programme directors, ministries, QA agencies, more than 2500 students and more than 60 employer organizations) and resulting general legal and policy-related analyses. This was accomplished in close collaboration with 19 ministries to pay close attention to the wider policy-making situation on national as well as transnational level without alienating key stakeholders<sup>7</sup>. Naturally, the countries (their national regulators) where 4EU+ Alliance members are situated featured heavily in the project’s activities – from forming working groups to

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<sup>5</sup> ERASMUS-EDU-2022-POL-EXP — European policy experimentation in higher education.

<sup>6</sup> Cf. <https://erasmus-plus.ec.europa.eu/news/new-call-to-test-instruments-to-facilitate-deeper-transnational-cooperation-between-universities-in-europe>

<sup>7</sup> Cf. D4.2 of the ED-AFFICHE project: Laura Colò, Marta Jaworska-Oknińska, Josef Matoušek, Neringa Narbutiene, Kurt Willems: *Policy Recommendations on the Future of the European Degree (Label)*. [https://www.charm-eu.eu/system/files/2024-03/ED-AFFICHE\\_D4.2\\_Policy%20Recommendations%20on%20the%20Future%20of%20the%20European%20Degree%20%28Label%29\\_01CORE%20Grant%20Agreement%20101089826](https://www.charm-eu.eu/system/files/2024-03/ED-AFFICHE_D4.2_Policy%20Recommendations%20on%20the%20Future%20of%20the%20European%20Degree%20%28Label%29_01CORE%20Grant%20Agreement%20101089826)

[.pdf](#)

hosting national workshops and establishing communicational channels with ED- AFFICHE and by consequence also 4EU+ teams.

## 4EU+ Strategy

In July 2024, the Governing Board of the 4EU+ European University Alliance validated its Strategy for 2025-2035. Since the European strategy for universities frames both the alliances as well as the European Degree as its above-mentioned flagships (with a common goal to prepare “a new framework for enhancing European cooperation”), it is only natural both initiatives share common direction in terms of transforming European HE landscape to ultimately “underpin Europe’s recovery and resilience and lay the foundation for its sustainable growth“. This synergy is naturally reflected by the 4EU+ actions, as in the realm of education, joint programmes leading to joint degrees represent the pinnacle of transnational cooperation. Through its involvement in ED- AFFICHE project, 4EU+ Alliance could not only offer its experience – in terms of central support as well as of its individual member HEIs – but itself could also draw from the state-of-the-art knowledge of the allied partner institutions, ultimately enriching its own expertise and further enriching its own deliverables (e.g. M2.4). In light of the current events, in the two years following the publication of the European strategy for universities, the importance of paying close attention to practical, legal, but also societal and structural aspects of joint programmes has therefore only increased. The nature of the era for which Z. Bauman coined the term “liquid modernity”,<sup>8</sup> amplified by the ongoing digital and green transformation, only accelerates the demand for excellent transnational education. As a result, the 4EU+ strategy sets, as one of the key focus areas in the education domain section, to: “further expand the 4EU+ educational offer at all levels - from BAs to postgraduate programmes - by setting up joint degrees and programmes, as well as different types of educational opportunities such as shared courses, joint doctorates and MOOCs.”

## 4EU+ Path to European Degree

To fulfil this goal, the alliance aims to continue productively exploiting this synergy, namely by dedicating itself to the following activities:

- To follow up on the accomplishments of the ED-AFFICHE pilot project, namely in keeping and further developing the established communication channels with

<sup>8</sup> ZYGMUNT, Bauman: *Liquid Modernity*. Polity Press (Cambridge, 2000). ISBN: 978-0-745-62409-9

the EC, and to report back to the European bodies informed feedback representing the views and needs of the alliance; actively participate in the European Degree Policy Lab and European Degree Annual Forum, once these platforms are launched

- To maintain and continue the cooperation established for the ED-AFFICHE project, as the united six European University alliances present a considerable voice in the ongoing debate and even though the funding period of the pilot project concluded, the consortium of partners expressed their interest in continuing the cooperation in a consulting format
- Foster continuous dialogue on the national level with relevant stakeholders – ministries, QA agencies, employer representatives; as higher education is regulated at this level, any new development in this area must respect the country-specific circumstances
- To pursue a European Degree as a mark of excellence while preserving the identity and uniqueness of the issuing universities; the autonomy and rights of the HEIs in degree awarding must be respected
- Support the excellence of 4EU+ joint educational activities by actively seeking and fostering competition for external funding; in term of joint programmes Erasmus Mundus Design Measures and Erasmus Mundus Joint Masters as well as the upcoming European Degree Design Measures and European Degree Pathways
- Developing high-quality joint study programmes that benefit from 4EU+ tools, services, and quality culture, and by consequence implementing both the European strategy for universities as well as the 4EU+ Strategy for the impending term
- Piloting and testing the European criteria for joint transnational programs as described in the ED-AFFICHE project for the European Degree label

### **Next Steps in Advancing the 1CORE Approach for the European Degree:**

Regarding this last point, our goal is to pilot and test the European criteria established for the European Degree label. We aim to identify which criteria are already implemented by the existing 4EU+ joint programs and, conversely, which can be piloted within the 4EU+ joint programs currently under development.

Two 4EU+ joint study programmes began in the 2023/2024 academic year and are now in their second cohort. Both programs originated from joint educational activities developed during the 4EU+ funding calls launched between 2020 and 2021, evolving from short-term initiatives into joint programs. These programs are *Migration Studies and New Societies*, the Erasmus Mundus Joint Master's in *Global Environment and Development*, and the Erasmus Mundus Joint Master in European Environmental Economics and Policy (M3EP).

### *Migration Studies and New Societies (MSNS)*

The Joint Master's Programme in *Migration Studies and New Societies* is an innovative joint programme, co-developed by the University of Milan, Charles University of Prague and the University of Warsaw. Graduates receive a joint diploma awarded by the University of Milan on behalf of the whole consortium of three partner universities. The final objective of the programme is to provide students with an in-depth understanding of social and political opportunities and challenges posed by global and intra-EU migration and to enable them to acquire competences and analytical tools for interpreting complex political or socio-economic phenomena in a critical way and for appraising their normative, social, political and anthropological implications.

Despite the provision of just one single curriculum, students can customize their course by choosing from a shortlist of specialized teachings, organized in the different scientific-disciplinary areas, depending on their interest in deepening their knowledge in different areas of migration, such as migrant reception and integration, the study of dynamics of migration, and sociological and anthropological study of heterogeneous societies.

The graduates in *Migration Studies and New Societies* will be able to bring professional skills in private companies, international organisations, state administrations and non-profit organisations broadly involved in the migration field. Furthermore, they will enhance the specialized communicative and learning skills, which are highly requested in the contemporary age, especially in the European countries.

The study plan develops as follows.

|                                       |   |  |
|---------------------------------------|---|--|
| <b>1<sup>st</sup> Year Foundation</b> | <b>University of Milan (UNIMI) (30 ECTS)</b>  | <b>University of Warsaw (UW) (30 ECTS)</b>   |
|                                       | <i>Mandatory Courses:</i> International, EU and Constitutional Law; Language; Geopolitics | <i>Mandatory Courses:</i> Economics, Political Philosophy, Social Science Methods  |
|                                       |   | <i>One subject</i> chosen in accordance with the Learning Pathway selected in the 2 <sup>nd</sup> year<br><i>One module</i> , among: <ul style="list-style-type: none"> <li>- Visual representations of migrants and diaspora cultures</li> <li>- Ethics of vulnerability</li> <li>- Human rights: a juridical and philosophical perspective)</li> </ul> |

|  |  |  |  |
|--|--|--|--|
| <b>2<sup>nd</sup> Year Specialization/ Learning Pathways</b> | <b>Charles University (CUNI) (30 ECTS)</b>               |  | <b>UNIMI/CUNI/UW (At the student's choice) (30 ECTS)</b> |
|  | <i>LP 1</i><br>International Migration and Policies      | <i>Diploma Seminar</i> for the Thesis (6 ECTS) | <i>Thesis</i> (15 ECTS, including the Diploma Seminar)   |
|  | <i>LP 2</i><br>Civil Society and Integration             |  | <i>Internship</i> (6-9 ECTS)                             |
|  | <i>LP 3</i><br>Social Anthropology of Space and Mobility |  | <i>Free ECTS</i> (12)                                    |

| University  |  | Degree awarded   |
|---|--|--|
| University of Milan & Charles University & University of Warsaw | <b>Joint Diploma<br/>(with Diploma Supplement)</b> | Laurea Magistrale in Studi europei<br>Master's Degree in Social Sciences<br>Master's Degree in Artes Liberales |

It is indeed unique as each enrolled student attends at least one semester at each of the three partner Universities.

It really enables and empowers students to make their own choices thanks to (i) the three alternative learning pathways provided for the third semester and (ii) the possibility to further customize the study plan, depending on the University they select for their fourth semester.

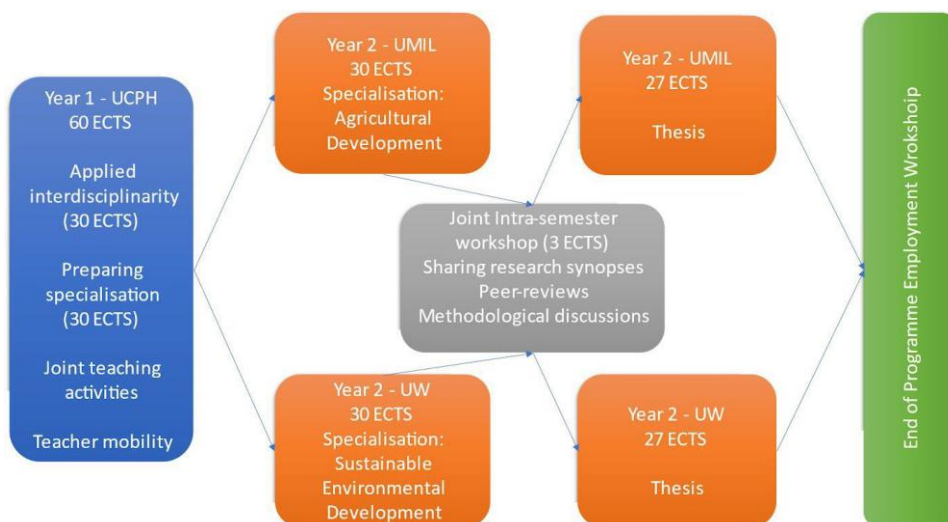
Finally, upon completion of the programme, students are awarded a **Joint Diploma**, along with a detailed Diploma Supplement, that outlines their academic achievements and learning outcomes. Moreover, the Joint Diploma will certify that the Degree meets the requirements of the three national Degrees, respectively, in European Studies, Social Sciences and Artes Liberales.

Erasmus Mundus Joint Masters in Global Environment and Development (MERGED)

The Erasmus Mundus **Joint Master’s** in Global Environment and Development (MERGED) is a two-year joint programme offering a double degree recognized by participating countries and awarded on the achievement of 120 ECTS.. MERGED is offered by the University of Copenhagen, Faculty of Science; the University of Warsaw, Centre for Environmental Studies and Sustainable Development; and the University of Milan, Department of Agricultural and Environmental Sciences.

MERGED aims to produce globally competitive graduates capable of managing renewable natural resources for sustainable economic, environmental, institutional, and societal development. Graduates are prepared for careers in private and public sectors, I/NGOs, government bodies, and research institutions, benefiting from interdisciplinary knowledge, field experiences, and high employability.

The program emphasizes innovative teaching, integrated cross-country collaboration, and a global network of Associate Partners to enhance graduate career prospects and promote a European vision of sustainable development. Students benefit from interdisciplinary knowledge, direct sector exposure, practical field experiences, specialised abilities to target sustainability problems, and thus high employability. MERGED is unique in educating graduates who can deal with interdisciplinary challenges at the nexus of renewable environmental resources and sustainable development.



| University               | Degree awarded  |
|--------------------------|---|
| University of Copenhagen | Master of Science (MSc) in Global Environment and Development |
| University of Milan      | Laurea Magistrale in Global Environment and Development       |
| University of Warsaw     | Magister in Global Environment and Development                |

The first year at the University of Copenhagen provides knowledge and experience of interdisciplinarity, a thorough and broad introduction to environment-development issues, and prepares for the second-year specialization while also developing generic skills and academic potential.

The second-year specialisation at the University of Warsaw is in Sustainable Environmental Development, whilst the specialization at the University of Milan is about Agricultural development

Students are awarded a double degree, which varies depending on the specialization (and the venue) selected for their second year.

### **Erasmus Mundus Joint Master in European Environmental Economics and Policy (M<sub>3</sub>EP)**

This Erasmus Mundus Joint Master's programme in European Environmental Economic and Policy (M<sub>3</sub>EP) is delivered collaboratively by five 4EU+ universities: University of Copenhagen, Charles University, Heidelberg University, University of Milan, and University of Warsaw. M<sub>3</sub>EP programme aims to foster excellence in European environmental economics and policy by leveraging their geographic, disciplinary, and trans-disciplinary strengths. These institutions deliver an integrated curriculum with mandatory international mobility to educate and prepare the next generation of policymakers and implementation agents to tackle key environmental challenges, such as those highlighted by the European Green Deal and other major EU policies.

#### Programme structure

The programme focuses on one of the most complex and urgent policy domains for the European Union and its member states in the 21st century: the green transition.

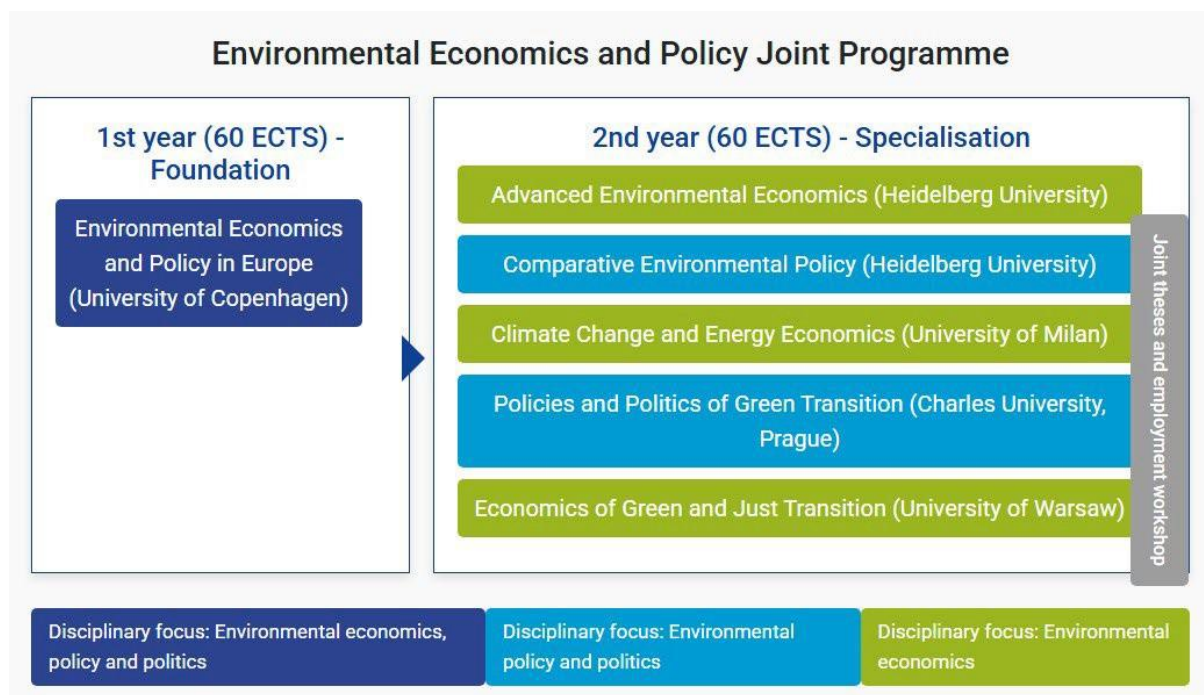
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It addresses the development, implementation, and operationalisation of the EU's vision for the European Green Deal, which supports the long-term objectives of the EU

Environment Action Programme and aligns with the United Nations Sustainable Development Goals.

The Erasmus Mundus Joint Masters (EMJM) in European Environmental Economics and Policy (M3EP) provides training in the design, implementation, and analysis of policy solutions to the environmental challenges facing European and international societies.

The curriculum offers conceptual foundations, analytical competencies, methodological tools, and integrated problem-solving approaches drawn from economics and political science. These components support work on contemporary environmental challenges situated at the intersection of environmental economics, policy, and politics.



### Degrees awarded

Graduates obtain a double degree fully recognised in all the participating countries. Students must complete 120 ECTS through their chosen mobility tracks: 60 ECTS at University of Copenhagen the first year of studies and 60 ECTS at their second-year university the second year of studies.

| University  | Degree awarded   |
|---|--|
| University of Copenhagen  | Master of Science (MSc) in European Environmental Economics and Policy |
| Heidelberg University<br><i>Specialisation Advanced Environmental Economics</i>       | M.Sc. Economics  |
| Heidelberg University<br><i>Specialisation Comparative Environmental Policy</i>       | M.A. Politikwissenschaft   |
| University of Milan<br><i>Specialisation Climate Change and Energy Economics</i>      | MSc in Environmental and Food Economics                                |
| Charles University<br><i>Specialisation Policies and Politics of Green Transition</i> | Magistr (Mgr.), European Environmental Economics and Policy            |
| University of Warsaw<br><i>Specialisation Economics of Green and Just Transition</i>  | Magister in European Environmental Economics and Policy                |

Furthermore, several multidisciplinary academic teams across the Alliance have been devolving their efforts in co-designing joint programmes around the following topics:

| Title of the programme  | Coordinating institution | Partner institutions     | BA, MA or PhD level | 4EU+ Flagship | Status of the programme (e.g. planned, in development, running) |
|---|--------------------------|--------------------------|---------------------|---------------|---|
| Migration Studies and New Societies (MSNS)  | UNIMI                    | CU, UW                   | MA                  | 2             | running   |
| Erasmus Mundus Joint Master in Global Environment and Development (MERGED)          | UCPH                     | UNIMI, UW                | MA                  | 4             | running   |
| Erasmus Mundus Joint Master's in European Environmental Economics and Policy (M3EP) | UCPH                     | CU, UHD, UNIMI, UW       | MA                  | 4             | running   |
| Quantitative Biodiversity (QuBiD)   | UW                       | CU, UCPH, UHD, SU, Tartu | MA                  | 4             | EMDM running, programme in development, applying for 2026 EMJM  |

|   |       |                                      |            |  |   |  |
|---|-------|--------------------------------------|------------|--|---|--|
| Critical Digital Cultures   | UCPH  |                                      |            |  | 2 | planned,<br>partners search<br>ongoing       |
| Middle Eastern Languages<br>and Societies   | UCPH  |                                      | MA         |  | 2 | planned,<br>partners search<br>ongoing       |
| Global citizenship &<br>intercultural relation  | ASSAS | UNIMI,<br>UNIGE                      | MA         |  |   | in development                               |
| Quantitative Economics and<br>Political Sciences (QEPS)   | ASSAS | UNIMI,<br>ASSAS,<br>UNIGE            |            |  |   | planned                                      |
| Environmental surveying<br>and natural hazard<br>assessment (ESH)   | CU    | UNIMI, UHD                           | MA         |  | 4 | in development                               |
| Pharmacoepidemiology and<br>Pharmacovigilance<br>educational program<br>(DETERMINANT)   | SU    | CU, UCPH,<br>UHD,<br>UNIMI,<br>UNIGE | MA,<br>PhD |  | 1 | in development,<br>applying for<br>EMDM 2026 |
| Inclusive Cities –<br>Regenerative Resources: An<br>Interdisciplinary Challenge-<br>based Research and Joint<br>Study Programme on Urban<br>Health and Climate Change | UCPH  | UHD, SU,<br>UNIGE, UW                | PhD        |  | 1 | planned                                      |
| Master Applied<br>Mathematics<br>Joint master degree in<br>Mathematics and<br>Applications  | CU    | UHD, SU,<br>UW, UNIMI                | MA         |  | 3 | in development                               |
| Master Artificial Intelligence  | UNIMI | SU, CU,<br>UHD, UW                   | MA         |  | 3 | in development                               |
| joint MA programme in<br>Archaeology (based on ACTS<br>project)   | UHD   | UW, CU                               | MA         |  | 2 | planned                                      |

To conclude, the aim is also to test the diploma's structure, as this may be the most challenging aspect. Below, we attach templates for the European Degree label and diploma. These documents and logos were developed by 4EU+ members of the ED-AFFICHE consortium (CU with UW contribution) working on the European Degree label pilot project. These templates were developed under Work Package 4 of ED-AFFICHE: “Recommendations for future European Degree label”, which was co-led by Charles University from 4EU+ (together with Catholic University of Valencia from EU-CONEXUS).

The first presented design is the label certificate awarded to students when they graduate from a joint programme.



Univerzita Karlova  
Universidad Católica de Valencia  
KU LEUVEN

## European Degree Label

# Brian Powell

"PLACE FOR  
POTENTIAL  
LOGO"

|   |  |
|---|--|
| <p>narozen 26. 6. 2000, Francie<br/>absolvoval dne 20. 9. 2023<br/>studium ve společném navazujícím magisterském programu</p> | <p>born 26. 6. 2000, France<br/>graduated on 20. 9. 2023<br/>in master's study programme</p> |
| <b>Moderní dějiny</b>   | <b>Modern History</b>  |
| EQF level 7   | EQF level 7  |

*Tento studijní program byl vyhodnocen jako splňující kritéria kvality pro udělení European Degree Label.*

*The study programme has been evaluated as meeting the quality criteria for the European Degree Label.*


Full Name  
Function  
Univerzita Karlova



UNIVERZITA  
KARLOVA


Full Name  
Function  
Universidad Católica de Valencia



Universidad  
Católica de  
Valencia  
San Vicente Mártir



Full Name  
Function  
KU LEUVEN



No.: DM2361214412

This certificate is not a standalone higher education diploma. It is issued as a complementary document to the diploma n. XYZ to attest compatibility of the study programme with the European Degree Label criteria.



The second proposed design is the label certificate awarded to the joint programme itself, certifying that it is in fact a European Degree Label programme that meets all the criteria. It is not handed to the graduates, but rather to programme consortium as a sui generis mark of excellence.



"PLACE FOR POTENTIAL LOGO"

## European Degree Label

*Tento dokument potvrzuje, že studijní program*      *This is to attest that the study programme*

### **Moderní dějiny**      **Modern History**

EQF level 7      EQF level 7

společně uskutečňovaný následujícími vysokými školami:      jointly realized by the following higher education institutions:



*byl vyhodnocen jako splňující kritéria kvality pro udělení European Degree Label.*      *has been evaluated as meeting the quality criteria for the European Degree Label.*

Datum 5. 3. 2024      Date 5. 3. 2024

Full Name

Function

Quality Accreditation Agency XYZ



No.: DM2361214412



iCORE+ ♦ Grant Agreement 101089826

D2.1 - 4EU+ Sustainable Educational Offer ♦ October (M24) 2024  
ERASMUS + ♦ European Universities Project

The third of the proposed design pertains not to the label, but the joint diploma itself awarded to the graduates of the joint programme, that met the relevant criteria. The significant change is that the word “label” is missing, and the diploma has a different legal bearing rather than a certificate mentioned above – this document itself bestows the title upon the graduate and is not a certificate that accompanies the diploma nor a logo.



**Univerzita Karlova**  
**Universidad Católica de Valencia**  
**KU LEUVEN**  
**European Degree**  
**Brian Powell**

"PLACE FOR POTENTIAL LOGO"

narozen 26. 6. 2000, Francie  
 absolvoval dne 20. 9. 2023  
 studium ve společném navazujícím magisterském programu

born 26. 6. 2000, France  
 graduated on 20. 9. 2023  
 in master's study programme

Magistr (Mgr.)

**Moderní dějiny**  
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## CONCLUSIONS

Deliverable 2.1 *4EU+ Innovative Education*, outlines a clear and implementable strategy for strengthening the 4EU+ Alliance's joint educational framework, offering good practices and recommendations aimed at consolidating meaningful and sustainable educational cooperation among its member universities.

D2.1 highlights the Alliance's commitment to a student-centred approach, its focus on innovative teaching methods and processes, and its dedication to developing the skills and competencies essential for addressing global challenges and navigating green and digital transformations.

The first part of the deliverable emphasises joint educational activities, focusing on fostering active engagement and integrating these initiatives into the regular academic offerings of 4EU+ institutions. The sustainability strategy, along with survey findings on joint educational activities, provides valuable insights into the current practices, opportunities, and potential challenges for sustaining these activities in the longterm.

The second part addresses the development of joint study programs, with a strong emphasis on the involvement of business and society sectors in co-design curricula. By mapping current practices to integrate external perspectives, 4EU+ aims to create joint programmes that not only meet academic standards but also respond to societal needs and align with the European Commission's blueprint for a European Degree. Complementary to this, the comprehensive guidance provided to academics underscores the importance of quality management, accreditation, and establishing cohesive partnership agreements for the creation of joint programmes.

A central element of Deliverable 2.1 is the 4EU+ approach to the European Degree label, for which the iCORE project provides a preliminary framework. This approach aligns with European policy objectives, leveraging opportunities within Erasmus+ to support the continuous expansion of a 4EU+ joint educational offerings.

These initiatives underscore the Alliance's vision for sustainable education that actively involves multiple stakeholders and responds to the demands of an interconnected, evolving world.

Looking ahead, the 4EU+ Alliance is intended to expand its collaborative educational impact, ensuring that all students have access to at least one 4EU+ educational component during their degree programs. Through this strategic ambition, the Alliance aims to equip its learners with the skills needed to thrive in diverse, dynamic societies and to contribute meaningfully to European integration and knowledge sharing.

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## ANNEX I

### Questionnaire on the involvement of the relevant business/society sectors in co-designing the joint study programmes

**Scope:** In the framework of task 2.1, focused on framing and structuring innovative curricula tailored to 4EU+ students, subtasks 2.1.2 aims at supporting the involvement of the relevant business/society sectors in co-designing the joint study programs. As a first step, the questionnaire intends to map the existing knowledge at each 4EU+ university on the different practices of interaction with the relevant business/society sector in designing study programmes. The questionnaire is addressed to the appropriate persons involved in the construction of study programs (e.g. study programme accreditation office, quality assurance, director and administrative support of study programmes)

#### **Not all questions will be mandatory**

Indicate the belonging University:

- a) University of Milan
- b) Charles University
- c) University of Warsaw
- d) University of Heidelberg
- e) University of Copenhagen
- f) University of Geneva
- g) Sorbonne University

2. Indicate your role within the University

- a) Academic staff
- b) Specialized support staff (e.g. Faculty development, didactic manager)
- c) Administrative staff

3. Is there any practice of interaction with the relevant business and society sectors in designing study programs?

- a) Yes
- b) No

4. If yes, that is:

- a) mandatory for all new study programs under the relevant laws and regulations

- indicate the legal/regulatory references (national law, internal University regulations, other...)
  - b) optional
    - indicate the legal/regulatory references (national law, internal University regulations, other...)
  - c) on a voluntary basis/good practice
5. How often does the interaction occur?
- a) Only during the initial design phase
  - b) Periodically, also during the implementation phase
  - c) Only during the implementation phase
6. How is the interaction organized?
- a) In long-term interactive structures (e.g. study program steering committee)
  - b) Occasional meetings
  - c) her forms...
7. At what level is the interaction organized?
- a) each study programme
  - b) Faculty
  - c) Department
  - d) University central level
  - e) Other ...
8. What are the types of entities or people consulted? (multiple selections available)
- a) Undertakings
  - b) public institutions at the national level
  - c) public institutions at the regional or local level
  - d) associations of potential employers
  - e) professional bodies
  - f) Other: .....
9. What is the aim of the consultation? (multiple selections available)
- a) Identify the professional profiles relevant to the job market
  - b) Necessary skills and competencies
  - c) Expected learning outcomes suitable for the professional profiles required
  - d) Forms of cooperation with external partners in providing teaching activities
  - e) Organization of curricular internships

10. What tools or channels are used for the consultation? (multiple selections available)
  - a) periodical meetings
  - b) Ad hoc consultations on the occasion of specific events (e.g. before applying for accreditation)
  - c) Written questionnaires
  - d) indirectly, through reports, data, and statistics published by the relevant third party
  - e) other...
  
11. What is the impact of the consultation on the path/curricula?
  - a) pathway change
  - b) curriculum activation
  - c) course activation
  - d) other:....
  
12. Do you use the established cooperation for any other activities?
  - a) promotion of given study programmes towards students to increase attractiveness,
  - b) for internships,
  - c) for mentoring
  - d) other
  
13. if there is no practice of interaction with the relevant business and society sectors in designing study programs, explain why:
  - a) organizational issues
  - b) it is not mandatory under the relevant laws and regulation
  - c) not relevant in the designing of joint study programs
  - d) other:....

---

## ANNEX II

Milestone 3 - Guiding academics through the creation of cooperative study programmes across the Alliance. Framework based on a step-by-step approach

# Guiding academics through the creation of cooperative study programmes across the Alliance. Framework based on a step-by-step approach

## 4EU+ 1CORE Milestone: Work Package 2

### Disclaimer

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## INTRODUCTION

The 4EU+ Joint Programmes Task Force presents to the 4EU+ community an output from the iCORE project on the creation of joint programmes between partner universities. It is a result of a collaboration between iCORE partners: Charles University, Heidelberg University, Sorbonne University, University of Copenhagen, University of Geneva, University of Milan and University of Warsaw. The purpose of this document is to provide information considered essential for the establishment of joint programmes at 4EU+ Alliance partner universities. There are two main target groups of this document: **academic staff involved in the development of joint programmes**, and **administrative staff at faculties, departments and/or central administrative entities** assisting academic staff in development and realisation of joint programmes.

### *What is a joint programme?*

Within the 4EU+ Alliance, we follow the definitions of the European Association for Quality Assurance in Higher Education (ENQA) and the European Quality Assurance Register for Higher Education (EQAR), following the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG):

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***Joint programmes** are understood as an integrated curriculum coordinated and offered jointly by different higher education institutions from EHEA countries, and leading to double/multiple degrees or a joint degree.*

***Double/multiple degrees:** Separate degrees awarded by higher education institutions offering the joint programme attesting the successful completion of this programme (if two degrees are awarded by two institutions, this is a ‘double degree’).*

***Joint degree:** A single document awarded by higher education institutions offering the joint programme and nationally acknowledged as the recognised award of the joint programme<sup>9</sup>.*

These definitions are aligned with the [Erasmus Mundus Joint Masters action](#).

Since the purpose of this document is to bring attention to the processes at individual institutions, it is recommended to make contact with dedicated experts at your university to facilitate the correct procedures and terminology to be used when developing an international joint programme.

### *Structure of the document*

The present document opens with a chapter on the ED-AFFICHE project, in which 4EU+ Alliance took an active part (2023-2024). It was one of the 6 pilot projects selected by the European Commission and funded by the Erasmus+ programme, which had a task to provide recommendations on the implementation of European Degree Label and possible European Degree. The section elaborates on the impact of the project on this Milestone as well as the activities that have spill-over effects for the Alliance.

Chapter 2 presents 4EU+QUALITY, the Alliance’s quality management system and its provisions regarding joint programmes. This includes procedures to ensure a minimum standard of quality assurance when creating a new joint programme as well as continuous quality enhancement via evaluation and monitoring within the wider 4EU+QUALITY framework. All 4EU+ joint programmes are expected to follow the provision described in this chapter.

The main part of the document is divided into **four chapters**, encompassing four themes crucial for the development and maintenance of a joint study programme:

1. Accreditation of a new joint programme
2. Partnership Agreement
3. Diploma & diploma supplement
4. Financial arrangements

For each chapter, partner universities have provided a description of internal procedures and regulations, typical solutions, good practices, queries in national legislation etc. The parts differ as partner universities have different regulations and practices, hence comparison is not the purpose, but to provide guidelines on what to be mindful of when implementing joint programmes. Not all sections will be relevant to all academics and/or administrative support staff. The purpose of the document is to present a coherent baseline of essential information structured in the four themes mentioned above. It should be noted that the practices as well as internal procedures and national regulations are subject to changes and the document in its

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<sup>9</sup> <https://www.eqar.eu/kb/joint-programmes/definitions/>

<sup>1</sup>CORE+ ◊ Grant Agreement 101089826

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current iteration will become outdated. In spite of that, it is prepared with the most up to date know-how in mind (largely also drawing from the European Degree Label projects that concluded at the end of April 2024).

The final chapter is a case study detailing how the development of an Erasmus Mundus Joint Masters programme has been processed by a project team within the 4EU+ Alliance. The framework for cooperation and establishment of working groups as well as the work is described and may serve as inspiration for other teams working on similar initiatives (or funding projects) within the Alliance. The general purpose of this section is therefore to provide an outlook on a concrete example of the processes that constitute the main corpus of work necessary for a successful implementation of a transnational joint programme. As a result, it complements the previous part when individual regulations and practices are described by the different higher education institutions.

The document further includes three annexes. Annex No. 1 includes templates of administrative documents used by the team working on the M3EP Erasmus Mundus Joint Masters application: Admission and Enrolment Plan, Graduation and Diploma Plan, Graduation info sheet. As Annex No. 2, a proposed draft example of a 4EU+ joint diploma is attached, prepared by Charles University for one of the joint programmes currently in development. In Annex No. 3, a joint diploma supplement template developed for the M3EP EMJM application is attached. Therefore, the annexes demonstrate the concrete impact and added value of 4EU+ as well as concrete examples of how the preparation of transnational joint programmes can materialise.

## JOINT PROGRAMMES IN 4EU+ ALLIANCE

In order to provide comprehensive assistance to teams of academics that wish to develop joint programme with 4EU+ partners, a network of support is being developed, embedded within the structure of the Alliance.

- Joint Programmes Task Force, composed of experts from all partner universities and operating under Working Group Education, was set up in order to coordinate on the level of the Alliance all efforts and initiatives concerning joint programmes - such as writing this Milestone.
- Quality Management Group, composed of experts from all partner universities on quality management of educational activities, responsible for implementing 4EU+QUALITY on local as well as the alliance levels. The QM group is coordinated by the Alliance Referee for Quality Management.
- Grant Support Service, a team of professional grant support officers who help the academic staff of the 4EU+ member universities with questions about funding opportunities within the 4EU+ network and outside (incl. Erasmus Mundus). For contacts please visit [this website](#).

## EUROPEAN DEGREE AND ED-AFFICHE PROJECT

[ED-AFFICHE \(European Degree: Advancing, Facilitating and Fostering International Collaboration in Higher Education\)](#) was a common response of a collective of six European

University alliances (Una Europa, 4EU+, Unite!, CONEXUS, EC2U and CHARM-EU) to the open call under Erasmus+ programme to test a preliminary set of criteria prepared by the European Commission ([here](#) are the results of the call). These criteria were designed as a condition to receive “European Degree Label” by the transnational study programmes that fulfil them. Their testing was to be conducted among the selected pilot projects through a variety of activities ranging from conducting interviews with transnational joint programme directors, legal experts from higher education institutions, representatives of ministries, quality assurance agencies, students, and employer representatives.

In order to facilitate these activities, the ED-AFFICHE project brought together a collective of **51 higher education institutions, 19 national or regional ministries, 15 quality assurance agencies** and a number of other partners. These groups of stakeholders were targeted by specifically tailored surveys and then confronted with the results during workshops organised on a national basis. Apart from the stakeholders involved in the policy-making process just mentioned, ED-AFFICHE also dedicated considerable **attention to employers** (67 of them responded to surveys) and the perspective of **students** (2546 survey responses across the 51 HEIs). The results of the project were presented at three conferences: First in Brussels (22.11.2023; report available [here](#)) to the project partners at a Mid-term event, and then publicly at the Final Dissemination Event in Barcelona (5.3.2024; report available [here](#)). Lastly, representatives of all the pilot projects gathered again in Brussels (29.4.2024; report available [here](#)) to present the results of their projects at a conference organised by the European Commission itself. At all of the three events, ED-AFFICHE was also represented by members of 4EU+ with active contributions. The main deliverables dealing with the topic itself were the following (available [here](#)):

- D2.1 Database of joint programmes across the consortium;
- D2.2 Consolidated report on outcomes of European Degree criteria mapping exercise;
- D3.1 Obstacles for Transnational Collaboration in Higher Education;
- D3.2 Policy Report on best practices & recommendations on the future development & implementation of joint programmes in Europe;
- D4.1 Comparative analysis of the criteria associated to the European Degree label and the process behind it;
- D4.2 Policy Recommendations on the Future of the European Degree (label).

The project ran from April 2023 to April 2024 (13 full months), and the 4EU+ Alliance (through its full partner in the project - CU) was also responsible for co-directing two of the three work packages dedicated to the agenda itself (WP1 was dealing with management and WP5 with PR and dissemination). As a result, the activities conducted in the framework of the ED-AFFICHE project coincided with the activities of the 4EU+ alliance in so far as the general goal of both consortia is (at least partially) to **facilitate the development of new joint programmes** - in terms of ED-AFFICHE conceptually, on the side of the 4EU+ alliance very concretely. As a result, this Milestone has been in its structure as well as in content influenced by the activities and results of the European Degree (label) pilot projects. The following four topics represent the

main areas of synergies between these activities and both the form and the content of this Milestone.

Since the principal corpus of activities of the pilot projects revolved around the testing of the then contemporary version of the criteria for the European Degree label, they were discussed at lengths also within 4EU+. These deliberations were connected to three distinct venues: First cluster of feedback was collected through the above-mentioned surveys; second manifold of 4EU+ actions in this area consisted of the activities of personnel directly involved in the ED-AFFICHE project (regular meetings and analysis), since CU/4EU+ was co-responsible for the WP4, that was dedicated to proposing the improvement of the criteria; and third, the criteria were subjected to feedback from within WP6 of 4EU+ (dedicated to quality management). As a result, 4EU+ reflections on the nature of the criteria constituted a significant portion of the ED-AFFICHE feedback reported to the European Commission, some of which heavily influenced the current composition of the criteria, announced with [the Higher Education Package on 27 March 2024](#).

Initially, it was envisaged for the label version of the European Degree to be awarded to students already during the run of the pilot projects. To facilitate that, part of WP4 of ED-AFFICHE was dedicated to assisting the European Commission with designing a visual template. However, the majority of the feedback collected warned against awarding the certification to students already during the projects' duration, as without proper codification and legal basis, it could backfire and "inflate" the quality of the brand, should it maintain its ambition to also become a mark of excellence embedded in law in future. As a result, no consensually prepared set of visuals that would be endorsed by the European Commission was finalised until today. Despite that, ED-AFFICHE produced a set of its visuals, trying to account for all the intertwined, yet distinct forms, in which the general concept of the European Degree could materialise. The debates about the national requirements and possible compatibility as well as differences thus informed this material, so far one of the sections below is dedicated specifically to the issue of diploma and diploma supplement. **Draft of a possible joint diploma issued by several universities in the 4EU+ Alliance** is attached to this Milestone in Annex No. 2.

Perhaps the most essential activity of the ED-AFFICHE project that posed significant spill-over effects for the 4EU+ alliance was the comprehensive **analysis of legal obstacles in individual member states**, conducted in ED-AFFICHE under the umbrella of WP3 ("Dialogue with national and regional authorities"). This resulted in mapping the legal landscape in 22 European countries, naturally including all the states of all 4EU+ members. This was caused by the fact that it is the legal obstacles that are very often referred to by academic as well as administrative staff as the main reason why they do not engage in conducting joint programmes and or joint degrees. From a basic overview in the form of a colour-coded grid (available [here](#)) to major outputs in the form of deliverables (listed above), **the legal aspect of conducting joint programmes was the omnipresent guideline for the whole project**. As two of the most common legal obstacles were also connected to procedural differences (accreditation) and finances (fees), two of the sections below were selected also partially based on the expertise gathered during the project in order to facilitate finding solutions where they are needed the most.

Another principal activity of the ED-AFFICHE project was the organisation of national workshops. During those, all higher education institutions from that particular country were meeting their national or regional regulators and discussing the legal status of transnational joint programmes and joint degrees. In the course of the year-long project, more than forty of these workshops facilitated through the project occurred across the member states. Their content revolved not only around above mentioned legal issues but also around processes and possibilities of their future streamlining in concord with the European Degree criteria and future guidelines. The section of this document that describes agreement arrangements therefore heavily profited from the workshops, as it is usually the agreement where the harmonisation of the process is formulated. In the majority of the countries, the workshop happened more than once and in a number of the countries, some continuation of the workshops is scheduled to continue beyond the horizon of the ED-AFFICHE project.

## QUALITY ASSURANCE OF JOINT PROGRAMMES IN 4EU+

### *4EU+QUALITY*

All 4EU+ Joint Programmes, are subject to the respective member universities' quality assurance mechanisms as well as 4EU+QUALITY<sup>10</sup>, the quality management system of the 4EU+ Alliance. Every member university within the 4EU+ Alliance has established its own procedure for quality management in line with the European Standards and Guidelines (ESG). These mechanisms of continuous assurance and enhancement of educational quality in each individual member university form the basis of the quality management system in 4EU+. 4EU+QUALITY is based on mutual trust in each university-level system. In addition, a mutual agreement on quality assurance and quality enhancement signed by the Rectors of each member university in June 2022 outlines the basics, vision and mission of 4EU+QUALITY. Accordingly, 4EU+QUALITY is designed as a lean system to address quality beyond the quality assurance of the individual member universities.

The same applies to Joint Programmes: Every member has established its own procedure for quality assurance in line with the ESG and the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area. Thus, quality assurance and enhancement of the different parts of the curriculum lie in the responsibility of the member university that is offering the respective part. This may include among others data collection via surveys and/or KPIs.

Within 4EU+QUALITY, joint programmes undergo the processes of 1) initial certification when being established, and 2) evaluation and monitoring when running, which includes internal auditing and external reviewing, at the alliance level.

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<sup>10</sup> For a comprehensive overview of 4EU+QUALITY, see Deliverable 6.2. QMS completed from EUP1. For any concrete questions in that regard please get in touch with the Alliance Referee for Quality Management (ARQM) or your local Quality Management Referee.

To implement these processes, the following provisions are foreseen for each joint programme. Note that they strongly align with the European Approach to Quality Assurance in Joint Programmes and thus facilitate the application of this approach.

#### General provisions:

1. Each Joint Programme establishes a Joint Programme Committee responsible for joint quality assurance and enhancement of the programme. It comprises all institutional coordinators and at least one student representative. The committee meets at least once a year and designates a Joint Programme Referee responsible for Quality Management for this 4EU+ Joint Programme.
2. Quality assurance of the 4EU+ Joint Programme as a whole is coordinated by the Joint Programme Referee and accounted for by the Joint Programme Committee.
3. For the processes of initial certification, internal auditing and external reviewing, the committee closely cooperates with the 4EU+ Alliance Referee for Quality Management.

#### When establishing the 4EU+ Joint Programme (initial certification process):

1. For initial certification, all national processes of accreditation in line with national legislation form the basis. In 4EU+QUALITY, a Joint Programme Description is produced that builds on the template self-evaluation report of the European Approach-based accreditation procedures<sup>11</sup>. The Joint Programme Committee completes this description when establishing the 4EU+ Joint Programme. The description is shared with the Management Committee, fed into the 4EU+QUALITY software platform and updated when changes are made to the 4EU+ Joint Programme.
2. For an overview of steps to take at the alliance level (as well as hints for the university level), see the following checklist. Please note, that the individual steps may slightly differ in terms of timing and actors involved on the university level.

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<sup>11</sup> For the 4EU+ template, please get in touch with your local Quality Management Referee or the ARQM, for reference on the European Approach see here <https://www.eqar.eu/kb/joint-programmes/>, accessed 21st November 2023.

<sup>1</sup>CORE+ ◊ Grant Agreement 101089826

### Checklist for Quality Management when establishing a 4EU+ Joint Programme

| Phase             | Level                        | What?   | Who?   |
|-------------------|------------------------------|---|--|
| Preparatory Steps | University-level             | <p>Did you get in touch with your local experts on Quality Management and any other relevant administrative office for setting up a joint programme in all involved member universities?</p> <p>Did you get all the necessary information for the process of setting up a joint programme on university level for all involved member universities?</p> <p>Are you aware of all necessary steps to take / prerequisites relating to national regulations or obligations for quality assurance (e.g. accreditation) for all involved member universities?</p>            | <p>Local Joint Programme Coordinators<br/>+ Administrative Offices<br/>+ Quality Management Referees</p> |
|                   | Alliance-level               | <p>Did you get in touch with the <a href="#">Alliance Referee for Quality Management (ARQM)</a>?</p> <p>Did you receive basic information about 4EU+QUALITY, the 4EU+ Quality Management System (as in EUP1 Deliverable 6.2 QMS completed) and the related Joint Programme provisions therein?</p> <p>Did you get all the necessary information and get a chance to familiarise with <a href="#">the European approach for quality assurance of joint programmes (EQAR)</a>?</p>  | <p>Joint Programme Consortium<br/>+ Alliance Referee for Quality Management (ARQM)</p>                   |
| Conceptualisation | Alliance- & University-level | <p>Did you prepare a brief concept on the Joint Programme for getting support on Alliance level (and possibly at university-level) containing for example initial notes on:</p> <ul style="list-style-type: none"> <li>● aim and subject of the course of study</li> <li>● type (Bachelor/first-cycle or Master/second-cycle)</li> <li>● contents of the programme</li> <li>● target group and intended cohort sizes</li> <li>● graduate profile</li> <li>● qualification goals,</li> <li>● planned modules</li> <li>● teaching-learning examination formats</li> </ul> | <p>Joint Programme Consortium<br/>+ ARQM<br/>+ Quality Management Referees</p>                           |

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|  |                  |   |   |
|--|------------------|---|---|
|  |                  | Are you aware of potential university-level prerequisite for such a concept note, if existent at your university?   |   |
|  | University-Level | Did you seek support for your planned joint programme at concept stage, via foreseen university internal procedures (e.g. by bringing the concept into the rectorate as a decision note for approval) for all involved member universities? | Local Joint Programme Coordinators<br>+ Administrative Officers |
|  | Alliance-level   | Did you seek support for your planned joint programme at the concept stage by the Management Committee?<br>Did you get in touch with the ARQM and the General Secretariat early on to coordinate this?                                      | Joint Programme Consortium<br>+ ARQM<br>+ GS                    |
| <p><b><i>After approval at the alliance and university level by all involved member universities, further work on the Joint Programme, on its structure, contents etc follows.</i></b></p> |                  |   |   |

|                                |                |  |   |
|--------------------------------|----------------|--|---|
| Elaboration of Joint Programme | Alliance-level | Does your partnership agreement include sections on Quality Assurance, including provisions in line with 4EU+QUALITY (template provided by ARQM)?  | Joint Programme Consortium<br>+ ARQM<br>+ local legal departments |
|                                |                | <p>Do you have all of the following documents prepared?</p> <ol style="list-style-type: none"> <li>1. <a href="#">Documents supporting the legal status of the partner institutions</a></li> <li>2. <a href="#">Cooperation agreement</a></li> <li>3. Documents supporting each partner’s legal basis for:             <ol style="list-style-type: none"> <li>a. Participating in the joint programme</li> <li>b. (Joint) degree awarding rights (if applicable)</li> </ol> </li> <li>4. List of intended learning outcomes, including:             <ol style="list-style-type: none"> <li>a. Matrix of alignment with Framework for Qualifications in the European Higher Education Area (FQ-EHEA)</li> <li>b. Matrix of alignment with applicable national qualifications framework</li> </ol> </li> <li>5. Course syllabi of all partners</li> <li>6. Structure of the curriculum / study plan</li> <li>7. Official documents indicating admission requirements and selection procedures</li> <li>8. Official documents outlining procedure for recognition of qualifications</li> <li>9. Students’ assessments regulations</li> <li>10. Academic staff CVs (all partners)</li> <li>11. Relevant documents constituting internal quality assurance system</li> <li>12. Diploma supplement (sample)</li> </ol> | Joint Programme Consortium<br>+ ARQM                              |

|  |                  |   |                                   |
|--|------------------|---|-----------------------------------|
|  |                  | Did you complete the Joint Programme Description of 4EU+QUALITY?  | Joint Programme Consortium + ARQM |
|  |                  | Did you designate a Joint Programme Referee who is responsible for Quality Management at 4EU+ Joint Programme level?  | Joint Programme Consortium        |
|  |                  | Did you create a Joint Programme Committee, including the coordinators of the 4EU+ Joint Programme from each Member University as well as at least one student representative?        | Joint Programme Consortium        |
| Approval   | University-Level | Are you aware of your tasks to seek approval of the Joint Programme according to national legislation at the university/national level?   |                                   |
|  | Alliance-level   | Did you get in touch with the ARQM and the General Secretariat to seek approval by the Management Committee of the joint programme and certification of it as a 4EU+ joint programme? |                                   |
| <p><b><i>The Joint Programme is established according to 4EU+QUALITY and can be carried out.</i></b></p> |                  |   |                                   |

## When running the 4EU+ Joint Programme (internal auditing and external reviewing processes):

1. In 4EU+QUALITY, evaluation and monitoring are guided by the following nine quality criteria as decided upon by the Management Committee on 24<sup>th</sup> Jan 2022. To assess these criteria, data is collected via different evaluation instruments (see table below).

|    | Quality criteria                                      | Evaluation instruments            |
|----|---|-----------------------------------|
| 1. | Extent and appeal of courses                          | Key Performance Indicators (KPIs) |
| 2. | Imparting 4EU+ specific competencies                  | Student Surveys                   |
| 3. | Innovative pedagogies                                 | Student Surveys                   |
| 4. | Internationality by diversity and interdisciplinarity | KPIs, Student Surveys             |
| 5. | Transparent, well accessible and current information  | Student Surveys                   |
| 6. | Adequacy of requirements                              | Student Surveys                   |
| 7. | Learning climate                                      | Student Surveys                   |
| 8. | Management and coordination of studies                | Student Surveys                   |
| 9. | Study success   | KPIs                              |

The data collected is fed into the 4EU+QUALITY Software Platform by the respective Joint Programme Referee with the support of the ARQM and the local Quality Management Referee.

2. Based on the data collection, the following reports are produced :

- **Joint Programme Data Report:** Supported by the Alliance Referee for Quality Management and the local Quality Management Referee, the Joint Programme Referee, generates a quantitative data report via the 4EU+QUALITY software platform.
- **Joint Programme Reflection Report:** At least once a year, the Joint Programme Committee meets and reflects on its own quality (development) over the past year by reviewing the respective Joint Programme Data Report (and, once they exist, past Joint Programme Reflection Reports). This includes reflections on quality goals, actions taken, results obtained, and plans for the future. The Reflection Report is fed into the 4EU+QUALITY software platform once every academic year.
- Both reports feature in the process of 4EU+ internal auditing, defined as the internal evaluation and monitoring of the Alliance's educational activities on the background of the Alliance's strategic goals. The 4EU+ Internal Auditing Board, a board of internal

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critical friends from all member universities and all status groups in the alliance, reviews the reports alongside other 4EU+ reports and gives recommendations for actions to further enhance the quality of inter alia 4EU+ joint programmes, including M3EP. The Alliance leadership reviews these recommendations and agrees on concrete measures and actions.

- The results of the internal auditing, as well as related reports form the basis for external reviewing. In this process, the 4EU+ External Reviewing Board, an expert panel of critical friends who are all highly renowned in the field of QAE in higher education, analyses the functioning of the Alliance's quality management system and provides recommendations. The results of both processes are published and fed back to all relevant stakeholders in the Alliance, including all the Joint Programme Committees.

## CHAPTERS

### *Accreditation of a new joint programme*

#### Charles University (CU)

##### *Procedure regarding the accreditation of a new joint programme at CU*

The granting of authorisation to implement a new study programme within the areas of study for which Charles University has obtained institutional accreditation is described below as a step-by-step procedure:

1. Once a year, or any time during the respective year, the Dean of a Faculty notifies the Rector by an official letter with the so-called “accreditation plan” of their intention to submit a proposal of a new study programme to be implemented; the Rector notifies the Extended Rector’s Board of the proposal. The letter has to contain basic information regarding the intended study programme, its brief characteristics and the profile of a graduate from the programme proposed.
2. The proposal of a study programme is to be prepared within the accreditation module in SIS (<https://is.cuni.cz/studium/eng/>) in compliance with the directive of CU ([A proposal for a programme of study under institutional accreditation](#)), using the respective methodology manual.
3. The proposal is submitted for consideration to the Academic Senate of a respective Faculty; subsequently, the proposal is submitted for approval to the Research Board of a respective Faculty.
4. The submission of proposals of study programmes aimed at preparing students for regulated professions to the Rector must be preceded by the issuance of a permission by a competent authority (regulator) – see Art. 6 Par. 1 Letter c of the above mentioned [directive](#). Duration of consideration by a regulator is about 3 months.
5. The proposal of a study programme is submitted by the Dean of a Faculty to the Rector (or Vice-Rector for the Conception and Quality of Education); the formal elements of the proposal are subject to control at the Department of Quality of Education and Accreditations (DQEA). Then the Rector refers the proposal to the Internal Evaluation Board of Charles University (IEB).

The time-limit for consideration of the proposal at the DQEA and by the IEB is 90 days from the delivery of the proposal; the time-limit does not include the time period during which formal and/or substantial elements of the proposal are rectified by the Faculty. Estimated duration of the accreditation process at the Rectorate of CU is 3-5 months (it is necessary to take into account summer and Christmas vacation).

6. A study programme must be granted authorisation to be implemented before the conditions for admission to study are published.

Conditions for admission to a new study programme can be published later than set by the schedule of admissions procedure but not later than 2 months before the entrance examination (at least 1 month for filing an application for admission, and at least 1 month for sending an invitation to attend the entrance examination). The authorisation should be granted to a new study programme no later than 3 months before intended entrance examinations.

### **The repeated grant of authorisation or extended authorisation to implement a study programme :**

1. Authorisation to implement a study programme can be repeated (“extension of accreditation”); or it can be expanded with data contained in the resolution of IEB (usually with the form of study, specialisation, other institutions, etc.).
2. The procedure for granting repeated authorisation of a study programme (see Art. 2 Par. 1 Letter b and Par. 2 of the [directive](#)) or extended authorisation of a PS (see Art. 7 of the [directive](#)) is similar to the procedure applicable to the submission of a new proposal for a study programme with one exception: it is not necessary to notify the Rectrix of the intention to submit a proposal for study programme.
3. The deadline for submission of a proposal for the repeated granting of authorisation for a study programme is posted on the website of the IEB [Internal Evaluation Board – Charles University](#) in the final paragraph of the part entitled “Competency” ([CZ](#)). Terms are determined in such a way that conditions for admission to the respective programme of study can be published on the regular date in compliance with the Schedule of Admissions Procedure.
4. Conditions for admission can be published regarding study programmes the authorisation of which applies at least until 31 December of the academic year for which the conditions are published.
  - a. Conditions for admission to a study programme which was recently granted repeated authorisation (i.e. was extended) can be exceptionally published later than determined in the Schedule of Admissions Procedure (see point 6 above).
  - b. Publication of admission in a shorter period is inapplicable to a study programme individually extended with new curricula (specialisation, curricula for double-curriculum study, other forms of study, curriculum with a foreign university).

### **Substantial changes in a study programme in the course of existence of authorisation**

1. Changes can occur between individual grants or extensions of authorisation for a study programme. Substantial changes that impact upon the profile of a graduate, content of the final state examination, and/or significantly alter the staffing of the study programme, and that are stipulated in Article 19 of [Consolidated Rector’s Directive n. 22/2022](#), must be submitted for consideration to IEB in compliance with the respective methodology manual.

Notes:

- a) Should a study programme fall outside areas of study covered by institutional accreditation of Charles University, an application for accreditation must be submitted to the National Accreditation Authority (NAA). The accreditation procedure and schedule should then include consideration of an accreditation application by NAA.
- b) Accreditation procedure (items 1-5, 7, 8, 11) is governed by the Accreditation Code of CU (Articles 11, 14, 18).
- c) Publication of conditions for admissions procedure (points 6 and 10) can be consulted with the legal and methodological support section of the Student Affairs Department.

## Heidelberg University (UHD)

*Concept Accreditation: Design and Implementation of a New Degree Programme (Including National and International Joint Programmes)*

### Concept

The impulse for the design of a new degree programme originates from a study unit and the responsible faculty: This is where the idea of a degree programme evolves, e.g., because the unit would like to further develop its teaching profile.

This idea is presented in the department committee (Fachrat, institute/seminar level) or in the faculty commission for study and teaching (Studienkommission). If the faculty council shows positive interest in the idea, the study unit contacts the Division of Student Affairs and Teaching involving the QM advisor. The Division appoints a person, who coordinates the entire process of the implementation. Once the contact with the coordinating person is made, a kick-off meeting will be arranged. The kick-off meeting takes place with the goal to present the entire process to the study unit, as well as the relevant services in this process, in order to maintain the quality-relevant standards right from the start. At the same time this first encounter allows all parties involved in the process to meet, as there are:

- responsible study unit representatives,
- QM Advisor of the faculty,
- Division of Student Affairs and Teaching: all relevant departments or persons, particularly the coordinating person of the entire process, a legal advisor to answer legal questions, a person in charge of the admission procedure to answer respective questions, a person from the Central Student Advisory Office in order to share experience from this point of view, one person for teaching capacity matters,
- heiSKILLS Department for Teaching and Learning (curriculum development, generic competencies, training of tutors, forms of teaching, learning and assessment, competence orientation), as well as Department for Advanced Scientific Training and Lifelong Learning (in continuing-education master's degree programmes),
- International Relations Division (only if an international degree programme is planned and if questions regarding the admission of international applicants might be relevant),
- heiQUALITY office (issues relevant for accreditation, module handbooks, external reviews).

Possible obstacles in the implementation process can be identified at an early stage during the kick-off meeting, and solutions can already be considered. A preliminary schedule is discussed, and the different steps of the process are agreed upon together.

After this meeting, the study unit will work on the concept of the degree programme. It should focus particularly on the following components: Overall objectives and explicit learning outcomes of the degree programme also as a demarcation to already existing degree programmes, level (Bachelor's/Master's) and contents of the degree programme, target group and intended cohort sizes, graduate profile and qualification objectives, planned modules, forms of teaching, learning and assessment, as well as financing and sustainability.

During the entire process, the study unit and the QM Advisor are advised and supported by the above-mentioned service facilities. The final concept is then presented in the Rectorate via the head of the Division of Student Affairs and Teaching. In case of positive feedback, the implementation process goes into the second phase. The Rectorate may however also decline the concept because the planned degree programme does not fit into the overall strategy of the University or return the concept to the study unit for further elaboration. In that case, there is the opportunity to resubmit a revised concept to the Rectorate.

Already during this first phase (working on a concept), but also during the entire next phase (elaboration, see next section), the heiSKILLS Department for Teaching and Learning is available for advice on all issues regarding curriculum development or implementation of a competence-oriented, innovative concept. The study unit can decide if it wants to be advised personally or if it prefers to only use the numerous online sources e.g. guideline papers and workshops about course and curriculum planning<sup>12</sup>. Furthermore, there are also online courses for the acquisition of generic skills available that can be used directly for the curriculum (e.g., introduction to scientific writing, study skills such as learning to learn, study in a motivated and independent manner and time management).

### **Elaboration**

During the further elaboration of the new degree programme, external academic, vocational and student reviewers render a written report. Based on these expert reports the study unit creates and finalises the relevant documents (admissions regulations, examination rules and regulations, module handbook, teaching capacity analysis) in close collaboration with the above-mentioned involved parties.

An external academic reviewer as well as an external vocational and an external student reviewer render a written report on the degree programme concept approved by the Rectorate: The study unit may submit three suggestions for each external reviewer<sup>13</sup> adhering to defined criteria and giving a reason why these persons are suitable for the evaluation. The heiQUALITY checks the criteria based on the information available online and forwards the results to the Vice-Rector

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<sup>12</sup> <https://www.uni-heidelberg.de/slk/nutzbar/>

<sup>13</sup> When establishing and accrediting theological degree programmes or degree programmes related to teacher or psychotherapeutic trainings, the vocational reviewer to be involved is not designated by the university, but by the responsible regional church, the Ministry of Education and/or the regional council.

Quality Development, which decides on the ranking and, if necessary, the exclusion of reviewers. The heiQUALITY office contacts the reviewers in the determined order. They write their report based on a standardised set of questions via EvaSys online survey. As soon as the heiQUALITY office receives all three reports, they are sent to the study unit and the QM Advisor. The results of the reports are to be discussed in the department committee (Fachrat, if existing) or in the faculty commission for study and teaching (Studienkommission) where the weak points detected by the reviewers should also be analysed and if adequate be included in the further development of the degree programme. Additionally, the study unit issues an official statement on the expert reports that are later on presented to the Senate Commission Teaching (SAL).

At the same time, the responsible person in the study unit works on all the relevant regulations (rules and examination regulations, tuition fee regulations, admission regulations, if necessary further regulations) with the support of the QM Advisor and in consultation with the responsible legal expert of the Legal Service Student Affairs and Teaching. The module handbook is created with the support of the QM Advisor and in consultation with the responsible person at the heiQUALITY office. Therefore, a template for module handbooks can be used, which entails all relevant and legal specifications. Regarding the contents of the Diploma Supplement and the Transcripts of Records, the heiQUALITY office informs on a regular basis the QM Advisors about the valid specifications, who forward them to the study units.

If the new degree programme is intended to be in cooperation with one or more national or international institutions of higher education, an additional cooperation agreement must be concluded, in which since 2016, the criteria for joint quality assurance and development are to be defined. It is the own responsibility of the study unit and/or faculty board, to stipulate and coordinate the cooperation with the partner university involving the Legal Service Student Affairs and Teaching and the International Relations Division.

Another important component of the elaboration phase is the teaching capacity analysis: In cooperation with the study unit, the capacity calculator of the University determines whether or not the teaching resources within the study unit are sufficient to ensure the required courses considering all degree programmes offered by the unit. The results of the analysis are presented to the SAL.

Prior to the approval of the documents by the university bodies, the coordinating person of the overall process in the Division of Student Affairs and Teaching checks if all documents reviewed by the different responsible departments are consistent and complete.

### **Approval by university bodies**

After the checked documents are approved by the department committee (Fachrat, if existing), these are presented to the faculty commission for study and teaching (Studienkommission). Afterwards, they have to be approved by the faculty council. Every superordinate board can return the documents for further elaboration to the subordinate board. If there is a positive vote by the faculty bodies, the documents are sent via the QM Advisor of the Faculty with the vote

results to the office of the Senate Commission Teaching (Senatsausschuss Lehre - SAL) in the Division of Student Affairs and Teaching.

The final versions of all relevant documents (the examination rules and regulations, the admission regulations, the module handbook and the external reviews including the statement of the study unit) are required for the presentation to the SAL. The tuition fee regulations and the cooperation agreement with a respective quality assurance clause are also required at that time if it is a degree programme that is subject to charges or a cooperation degree programme. The results of the Teaching Capacity Analysis are forwarded to the office of the SAL directly by the office within the Division of Student Affairs and Teaching that is responsible for the calculations of the capacity.

As soon as the new degree programme is approved by the SAL, the office of the SAL submits the required documents via the official channel to the Senate and then to the University Council. The coordinating person within the Division of Student Affairs and Teaching informs the persons involved in the procedure about the result of the decision taken in the Senate. After the University Council approved the new degree programme, the Division of Student Affairs and Teaching applies for the implementation approval of the Ministry of Science, Research and the Arts, Baden-Württemberg (MWK) and applies for approval of further institutions that possibly need to be involved: e.g., Ministry of Justice, Ministry of Social Affairs or the protestant regional church (Oberlandeskirche).

### **Implementation**

After receipt of the approval letter of the MWK, the coordinating person of the overall process within the Division of Student Affairs and Teaching forwards the required information to the responsible persons and further involved parties and ensures that the regulations of the new degree programme can be published in the bulletin of the Rector.

With the publication in the bulletin of the Rector, the quality-ensured implementation process is completed, and the new degree programme is legally valid. Subsequently, the degree programme receives a certificate of accreditation issued by the heiQUALITY office with the date of the publication. The concept accreditation is valid for eight years.

Parallel to this, all necessary university-internal steps are initiated by the Division of Student Affairs and Teaching, in order to conclude the implementation of the new degree programme (online publishing of the legally valid regulations, informing the University Computing Centre in order to set up a subject key, to incorporate the degree programme into the Campus Management System etc.).

### *Further Development and Re-Accreditation of a Degree Programme*

The further development of degree programmes is a continuous process that is part of the permanent work of different faculty bodies, such as the department committee (Fachrat, if existing) and the faculty commission for study and teaching (Studienkommission), as well as for some study units additional working groups. Beyond these natural further developments, it also requires formalised processes for further development as described hereinafter. There are often operative improvements with regard to everyday university life and its organisation, that

for instance are worked out and implemented during dialogues between teaching staff and students. If these improvements require formal decisions by the faculty bodies, they are made by the department committee (if existing) and in the faculty commission for study and teaching. Further developments pertaining to the formal rules and regulations of a degree programme are categorised as follows:

- simple and significant amendments: further development from within the study unit,
- first cohort Monitoring: first evaluation after implementation of a new degree programme,
- Q+Ampel-Verfahren: internal evaluation procedure for systematic quality assurance and development of degree programmes for re-accreditation/re-certification.

The internal evaluation procedure for quality development (Q+Ampel-Verfahren) is also applied for quality development and accreditation of national and international joint programmes. The question of responsibility for the accreditation process and joint quality development is regulated either in a framework agreement on quality assurance or in a quality clause, which is an essential part of every cooperation agreement of a newly implemented degree programme or to be incorporated into the cooperation agreement of already existing degree programmes, by the reaccreditation at the latest. If Heidelberg University is responsible for accreditation, representatives of the partner universities are always involved from the very beginning. Joint programmes with partner universities in the European Higher Education Area are also accredited within the framework of the Q+Ampel-Verfahren. Although the focus here lies on the parts Heidelberg University is responsible for, the joint quality assurance, and development of the entire degree programme is also subject to evaluation. Degree programmes offered by Heidelberg University outside of the European Higher Education Area alone or in cooperation, are also subject to the Q+Ampel-Verfahren.

Heidelberg University maintains cooperations and joint programmes with other system-accredited institutions of higher education. It does not, however, have a common QM system with another institution of higher education. If there are cooperations with other institutions of higher education, a quality assurance clause is integrated in the cooperation agreement both at the institution level and at the level of the respective degree programme. This clause includes joint perspectives of quality assurance and quality development and regulates how the joint QM processes, including (re)accreditation, are to be designed. However, the QM systems of the respective institutions of higher education always remain independent from one another.

*Internal regulations or instructions, e.g. regarding the curriculum, mobility track, student's pathway or enrolment*

According to German law (Studienakkreditierungsverordnung), the following is regulated:

A joint programme is either a Bachelor's or a Master's study programme that is coordinated and offered by a domestic higher education institution together with one or more higher education institutions from a foreign state or states in the European Higher Education Area and that has the following features:

- an integrated curriculum,

- usually at least 25 percent of the study programme completed at one or more foreign higher education institutions,
- contractually governed cooperation,
- coordinated admissions and examination system, and
- a joint quality assurance.

Depending on the form(at) of the study programme (joint degree or double/multiple degree), different legal regulations apply.

### *Timeline*

The timeline for establishing a new joint programme varies between 1 and 2 years. There are no external deadlines. It depends on the efficient contribution and cooperation of the different university bodies. For each project, an individual timeline is agreed upon by the different stakeholders at the university.

The accreditation of study programmes is valid for 8 years.

## Sorbonne University

### *Procedure regarding the accreditation of a new joint programme at SU*

During the development of a joint program, SU always keeps in mind the importance of the following impacts:

- Providing opportunities for European and non-European HEIs to forge new partnerships;
- Improving quality and fostering innovation in Master's-level programs and supervision arrangements ;
- at Doctoral's-level a supervision that fostering engagement in a positive institutional culture and beneficial structural conditions with training opportunities for supervisees as well supervisors.
- Increase the internationalization and competitiveness of participating organizations ;
- Make the participating organization(s) more attractive to talented students ;
- Contribute to universities' internationalization policies by enhancing international visibility through their curricula and the design of global internationalization strategies (institutional cooperation and cross-border mobility of people).

### **Accreditation procedure at Sorbonne University**

For each cycle of higher education, establishments define a teaching offer structured into fields, specializations and courses.

The Bachelor's, Master's and Doctorate's programs offered by French universities are accredited by the French Ministry of Higher Education and Research [MESR], following an evaluation by the *Haut Conseil de l'évaluation de la recherche et de l'enseignement supérieur* [Hcéres\*].

\* Independent public authority responsible for evaluating all higher education and research structures, or validating evaluation procedures carried out by other bodies.

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Hcéres is also positioned as a leading French player engaged on the international scene. It actively participates in European debates and projects relating to quality assurance in higher

education through international networks (ENQA, ECA, INQAAHE, etc.), thereby contributing to the establishment and spread of best practices.

Hcéres' evaluation reports ensure that the institution's teaching offer is adapted to student orientation and success, while taking into account the professional integration of graduates. Evaluation reports promote scientific integrity and ensure that it is taken into account in evaluations. Particular attention is paid to assessing the implementation of measures to promote gender equality.

At the same time, the courses for the Bachelor and Master level are presented to the Training and University Life Committee [CFVU]. Consulted on educational policy, teaching issues and student living and study conditions, this committee draws up the range of courses on offer and helps to establish and improve the rules of university life.

It is only once a course has been validated by the CFVU and accredited by the MESR that it is effectively established within the establishment.

The PhD programmes are presented to the Commission for Research [CR].

## Joint programmes accreditation procedure

### *Internal standards*

A joint programme project Bachelor and Master level must be approved by the CFVU. To this end, and to ensure a clear vision of the project's objectives and impact, the project leader must complete a course outline and submit an opportunity file to the Commission.

The course syllabus presented to the committee includes the structure and content of the program: objectives, teaching units, assessment methods, knowledge and skills blocks, professional integration, further study, etc. These components of the attached program, must be clearly defined in the presentation.

The opportunity file, studied in parallel with the CFVU by departments specializing in the internationalization of training within Sorbonne Université, lists the following elements:

- Details of project participants, and their associated roles (including all associated actors within SU)
- Details of partner organizations (SEA and others)
- Project description
  - Context, objectives and expected results
  - Themes addressed by SU
- Contribution to SU: how will this project benefit our establishment ?
- Project duration
- Project budget and SU's percentage (including details of other potential sources of funding)
- 

### *Internal project approval*

Once funding has been obtained, an Erasmus+ project is the responsibility of the institution and has an impact on the training activities carried out in the faculties. It is therefore essential for SU to have a global vision of the project.

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At faculty level, the project must, at least, be validated by :

- The department director, if applicable ;
- The UFR department, if different from the department director;
- The dean of the faculty *via* the vice-dean in charge of international relations.

At university level:

The complete and detailed application must be sent to the Lifelong learning department at least 1 month before the project submission date.

- Lifelong learning department
- International and european affairs department
- Vice President for International Relations and Vice President for Education
- President of Sorbonne Université.

For the Doctoral level the validations come from the Commission for Research.

### *Timeline*

The timeline for establishing a new joint programme varies between 12-18 months preparation for the pre-award phase – duration of development, discussion, planning etc.

There are no external deadlines; it depends on the efficient contribution and cooperation of the different university bodies.

### *Internal regulations or instructions, e.g. regarding the curriculum, mobility track, student's pathway or enrolment*

Registration terms are based on the terms set out in the partnership agreement. To prevent ambiguity in the legal status of students, it's crucial to ensure that each student is admitted to only one of the participating institutions, whereas enrolment is taking place at each institution involved in a student's mobility-track.

### **Selection criteria (Master level)**

To candidate to a joint programme, it is absolutely necessary to have a Bachelor's or equivalent degree (180ECTS) ; an excellent level in English and a clear motivation for the programme.

Others criteria are also taking into account by the consortium:

- Educational background, as demonstrated by the curriculum vitae (quality and relevance of academic qualification, professional experience) ;
- Academic excellence criteria ;
- Motivation and recommendation letters ;
- Proficiency in English and possibly another language of the partners' countries.

Please, note that all the selection criteria must be decided by the consortium and has to be set up in the agreement.

## Selection Process

The coordinator will conduct an initial filtering (based on minimum requirements) and submit the remaining applications for consideration by the Consortium committee. A preselection of the best students among the completed submissions is then made by the Consortium committee. The preselection of these students will depend on the excellence of their studies. For the preselected students, an interviews will be organised by the Consortium committee to complement the evaluation. A final list of students (main list and reserve list) will be established in accordance with the criteria defined above.

Unanimity of the awarding institutions will be required in order to meet the highest standards.

Regional, gender and social situation will be taken into account in the final selection (i.e. among the best candidates) but will not take precedence over **merit, quality and competence**. The process will respect the principles of Euraxess “European Charter for Researchers” and the “Code of Conduct for the Recruitment of Researchers” including non-discrimination, equal treatment, transparency, recognition of qualifications, lifelong development and mobility experience.

The final selection of candidates will comply with the maximum number of scholarships per country and per institution of origin defined by the European Commission. Students with special needs will benefit from extra time for examinations and will benefit from dedicated installations in each partner institution.

## Joint PhD

In accordance with Article 20 of [the Order of 25 June 2016](#), an international joint Ph.D makes it possible, after a single defence, to simultaneously obtain the degree of Sorbonne University and the equivalent partner degree.

The conditions of eligibility for a joint Ph.D are as follows:

- The Ph.D candidate must enrol simultaneously in the different higher education institutions to prepare his or her Ph.D.
- It is supervised by at least two Ph.D advisors, one in each of the two institutions.
- He or she must stay alternately in the different institutions during the Ph.D training. The length of the stay must be at least one year in one of the universities. The stay may be split.

A joint Ph.D. agreement negotiated between the institutions sets out the specifications of the co-supervision: including the mobility period, defence rules, payment of registration fees and intellectual property rights.

At Sorbonne University, the candidate must apply to the doctoral school to set such a co-supervision in motion. Then, in each institution, a dedicated department is in charge of drafting the co-supervision agreement.

The joint Ph.D agreement must be put in place during the first year of the doctorate. Doctoral candidates who wish to convert their simple doctorate into a joint Ph.D will be able to apply for a change but only during the first year of their Ph.D training.

## University of Copenhagen (UCPH)

### *Procedure regarding the accreditation of a new joint programme at UCPH*

UCPH is subject to institutional accreditation, hence formal programme level accreditation is not required. However, the establishment of new programmes still involves a process of formal approval from the National Accreditation Board subject to submission of a pre-qualification application addressing some of the issues usually included in programme level accreditation procedures.

The core focus of any pre-qualification application is a comprehensive needs analysis showcasing a program's relevance to the Danish and international labour market. Approval hinges on demonstrating that the national labour market can accommodate the planned volume of graduates from the program expected to seek employment in Denmark. As part of the needs analysis, the generic competency profile(s) and composition of learning outcomes for graduates are presented and deliberated upon with expected employers during the curriculum development phase and the preparation of the pre-qualification application to be submitted to national authorities either in February or September. At UCPH thematic advisory boards are established comprising external stakeholders who convene twice a year to offer insights on all aspects of relevance for adjustments in competency profiles and learning outcomes for programs on offer, including new programs under development and review of existing programs. These semi-annual meetings are integral to the ongoing process for the development and approval of new programs, including joint programmes.

Though, when joint programmes are conditioned on courses established and offered within the framework of existing programs, it is possible to deviate from the formal approval process, which goes as follows when fast-tracked as an Erasmus Mundus Joint Master programme at e.g. the Faculty of Science, UCPH:

Every year in October/November, the European Commission announces the call for proposals of Erasmus Mundus Joint Masters with an application deadline set for mid-February. The demonstrated cycle below has been adapted to these deadlines so that proposals for new Erasmus Mundus Joint Master programmes can be approved by the UCPH Rector in advance of an Erasmus Mundus Joint Master application being submitted to the European Education and Culture Executive Agency (EACEA).

Proposals for new Erasmus Mundus Joint Master programmes are presented to the UCPH Education Council (KUUR) as early in the development process as possible, i.e. before a formal commitment has been reached between UCPH and the partner universities. Please note that applications for national pre-qualification submitted to the Danish authorities and applications for Erasmus Mundus Joint Masters submitted to EACEA are done in parallel, which is in accordance with the recommendations from the Danish Ministry of Higher Education. In other words, it is not a ministerial requirement that one process must be completed before the other process can begin.

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However, if completely new courses are included in the proposal for the Erasmus Mundus Joint Master programme, these courses must be approved by the local study board and dean and be offered within the framework of an existing programme when submitting an Erasmus Mundus Joint Master application to EACEA. Such a parallel application process enables the programme to be offered faster than with a sequential application process as in the latter approach the national pre-qualification application is submitted after the evaluation results are received from EACEA on the Erasmus Mundus application. Whereas in the parallel application, the pre-qualification application is submitted to the national authorities shortly before the Erasmus Mundus Joint Master application is submitted to EACEA, hence the evaluation result of both processes is aligned.

However, it is possible to seek approval sequentially if a Faculty wishes to receive the evaluation result from EACEA before committing workload towards submission of a pre-qualification application to the Danish authorities. However, the rector must still approve both the proposal that forms the basis for the Erasmus Mundus Joint Master application to EACEA and the pre-qualification application.

Please note that this annual cycle only applies to the approval of **Erasmus Mundus Joint Master programmes**.

| Prequalification<br>February 2024   | Responsibilities       | Action   |
|---|------------------------|--|
| Ongoing - but before agreement with partner universities is signed<br><br>Applies to parallel and sequential application  | Faculties              | Faculties send presentations of upcoming programme partnerships for new Erasmus Mundus programmes, cf. Procedure for the rector's approval of the creation of new programmes and Checklist for the development of new Erasmus Mundus programmes.<br>Presentations should be sent to Education Services (US). |
| Ongoing - but before agreement with partner universities is signed.<br><br>Applies to parallel and sequential application | Faculties              | Faculties send presentations of upcoming programme partnerships for new Erasmus Mundus programmes, cf. Procedure for the rector's approval of the creation of new programmes and Checklist for the development of new Erasmus Mundus programmes.<br>Presentations should be sent to Education Services (US). |
| Ongoing<br><br>Applies to parallel and sequential application   | Education Service (US) | US communicates KUUR's recommendations to the faculties.   |

|  |                        |   |
|--|------------------------|---|
| Ongoing<br><br>Applies to sequential application                             | Rectorate              | US submits the programme proposals including KUUR's recommendations to the Rectorate. Rector decides on proposals for the development of new Erasmus Mundus programmes  |
| Ongoing<br><br>Applies to sequential application                             | Education Service (US) | US notifies the faculties of the rector's decision.   |
| Ongoing - beginning of January 2024<br><br>Applies to parallel application   | Faculties              | The faculties prepare final proposals for new Erasmus Mundus programmes: Application for pre-qualification (labour market needs and coherence in the education system).<br>The faculties also prepare a research matrix and competency matrix.<br>Education Service (US) provides assistance in connection with the design of the programme proposals. The faculties are responsible for involving relevant parties, including study boards, employer panels, any authorising authorities, etc. |
| Ongoing - beginning of January 2023<br><br>Applies to sequential application | Faculties              | The faculties prepare the application to the EU Commission.   |
| Beginning of January 2024<br><br>Applies to parallel application             | Faculties              | The faculties submit copies of pre-qualification applications to US for final approval by the rector. Research matrix and competency matrix are included.   |
| End of January 2024<br><br>Applies to parallel application                   | Education Service (US) | US notifies the faculties of the rector's decision on approval.   |
| 1 February 2024 at 12.00<br><br>Applies to parallel application              | Faculties              | Application for prequalification must be submitted to the Ministry via the application module on the Ministry's <a href="#">website</a><br>Please allow 10 weeks for processing.  |
| Mid-February 2024<br><br>Applies to parallel and sequential application      | Faculties              | Application for Erasmus Mundus programmes to the European Commission  |

|  |                        |  |
|--|------------------------|--|
| February 2024<br>Applies to parallel and sequential application  | Education Service (US) | Proposal for the annual cycle for Erasmus Mundus programmes for 2024/25 is presented to UCPH Education Council (KUUR).   |
| April 2024<br>Applies to parallel application                    | Education Service (US) | The Ministry's decision on prequalification is available. US informs KUUR and the Board of Directors of the Ministry's decision.   |
| June/July 2024<br>Applies to parallel and sequential application | EACEA                  | EU Commission approval of new Erasmus Mundus programmes  |
| June-August 2024<br>Applies to sequential application            | Faculties              | Faculties prepare final proposals for new programmes: Application for pre-qualification (needs in the labour market and coherence in the education system). <a href="#">Prequalification guide</a> Education Service (US) provides assistance in connection with the design of the programme proposals. The faculties are responsible for involving relevant parties, including study boards, employer panels, any authorising authorities, etc. |
| Beginning of September 2024<br>Applies to sequential application | Faculties              | The faculties submit a copy of the application to US for final approval by the rector.   |
| Mid-September 2024<br>Applies to sequential application          | Education Service (US) | US notifies the faculties of the rector's decision on approval.  |
| 15 September 2024 at 12.00<br>Applies to sequential application  | Faculties              | Application for prequalification must be submitted to the Ministry.<br>Calculate 10 weeks processing time, end of November 2023.   |
| December 2024<br>Applies to sequential application               | Education Service (US) | The Ministry's decision on prequalification is available. US informs the Board and KUUR.   |

### *Internal regulations or instructions, e.g. regarding the curriculum, mobility track, student's pathway or enrolment*

The approach and regulatory framework prioritise a student and stakeholder perspective rather than focusing solely on the curriculum/content. It emphasises the generic competence profile and learning outcomes of graduates, structured around knowledge, skills, and competencies. There are no constraints concerning mobility tracks or student pathways. However, it's important to note that to prevent ambiguity in the legal status of students, it's crucial to ensure that individual students are admitted to only one of the participating institutions, whereas enrolment is taking place at each institution involved in a student's mobility-track. Admission to multiple institutions and/or "the consortium" of partner institutions is not a legal option. It creates a situation which is legally uncertain for students.

### *Timeline for internal accreditation*

See the schedule above, though a recommendation is to plan for at least 18-24 months of preparation, allocated for the pre-award phase – i.e. the duration of development, discussion, planning etc. in advance of the actual implementation/post-award phase beginning when announcing the call-for-applications from students who apply for admission to the programme.

### *Any specific requirements or challenges*

In cases where the award of a joint degree is pursued additional administrative/legal obstacles may arise, and it is recommended to start any joint programme initiative with a double-degree/multiple-degree. Upon testing the ability to implement awarding the degree separately the next step may be to establish the award of a joint degree. However, to do so from the start is not recommendable. In particular not, if any of the participating institutions have not done so before.

## University of Geneva (UNIGE)

### *Procedure regarding the accreditation of a new joint programme at UNIGE: internal regulations or instructions*

1. *Regarding the curriculum (guidelines are in French):* Guide for the creation of UNIGE programs (in french: [Guide pour la création de programmes UNIGE \(genial.ly\)](https://www.unige.ch/genial.ly))
2. *Regarding mobility tracks:* Policy governing stays abroad (<https://www.unige.ch/exchange/en/outgoing/study-abroad/policy-regarding-risk-areas/>)
3. *Regarding student's pathway or enrolment :* UNIGE registration information (<https://www.unige.ch/immatriculations/en>)

### *Any specific requirements or challenges*

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There are three distinct collaborative academic structures involving partnerships with other institutions: collaboration, double degree, and joint degree programmes.

1. **Collaboration:** In this model, another institution offers its courses to students enrolled in a UNIGE programme. Students are required to take courses at either UNIGE or the partner institution, as determined by the study regulations of their programme. UNIGE maintains its own curriculum and study regulations, and upon completion, students receive a single UNIGE diploma that does not acknowledge the partner institution. This type of collaboration is typically noted in the first article of the study regulations.
2. **Double Degree:** Both UNIGE and the partner institution establish their own curricula and study regulations. However, there is a planned study track and a formal agreement that binds the two institutions for the double degree. Students who pursue this path ultimately receive two diplomas, one from each institution, with each diploma uniquely signed and mentioning the partnership (e.g., "UNIGE issues this degree in partnership with..."). The double degree is particularly justified when the student workload is increased compared to a regular programme, such as requiring an additional year of study. The aim is to ensure that no degree is issued "on the cheap" in this context.
3. **Joint Degree:** In this arrangement, both institutions collaboratively establish a single joint study plan and a single set of study regulations. Students receive one diploma that includes the names of both institutions, along with their respective signatures. The complexity of this setup is due to the need to develop study regulations that comply with the respective legislations of the two countries involved. The printing of the diploma itself can be a challenge (use of third institution's logos, diploma's design. The tuition fees as well can represent a complicated issue (especially if fees of the involved institution are quite different) : where should students register, how to retrieve the imbalance, etc.

For both collaboration and double degree programmes, it seems that a minimum number of ECTS to be completed at UNIGE should be established since a UNIGE degree is awarded. The "[directive sur les équivalences](#)" (directives on equivalences), which requires that at least two-thirds of master's studies be completed at UNIGE to qualify for a UNIGE degree, could serve as a guideline. In the case of a joint degree, since the study plan and regulations are jointly developed, specifying a minimum or maximum number of credits to be completed at either institution seems less necessary, as the program is designed as a coherent whole recognized by both parties.

There is no specific information regarding the timeline required for joint degree programmes. However, based on the information available for the creation of a new program at our university (<https://memento.unige.ch/doc/0326>), it is recommended that a minimum of two years should be considered for the process to be completed successfully. Below are the steps involved in creating a new program, along with their estimated durations:

- Step 1 - Analyse the needs: This step takes approximately 6 months.
- Step 2 - Set up the programme's management: This step takes about 5 months.
- Step 3 - Get the necessary approvals: This step involves getting the programme documents approved by the relevant faculty/institute/centre authorities, and takes about one month.

- Step 4 - Send documents to the Legal Affairs Service and to the Center for Teaching and Learning (support for assessment of compliance with institutional standards and national directives): The final version of the study regulations project and other required documents need to be sent to the Legal Affairs Service and the Center for Teaching and Learning, and this step takes around 2 months.
- Step 5 - Continuation: This step involves opening registrations and preparing teachings, and takes approximately 9 months.

## University of Milan (UNIMI)

### *Procedure regarding the accreditation of a new joint programme at UNIMI*

The design of a newly established degree program is one of the key processes of Quality Assurance in Education and must be managed by each university, having the following documents as fundamental, which are defined and/or updated by the Ministry of Education (MUR), the National Agency for the Evaluation of the University and Research Systems (ANVUR), and the National University Council (CUN) for each academic year:

- European Standards and Guidelines
- Decrees and Provisions of the MUR for the preparation of the Educational Offer;
- Guidelines for the Quality Assurance System in Universities of 13/2/2023;
- Guide to writing Didactic Regulations by CUN;
- Guidelines and/or operational indications prepared by the proposing University for the Quality Assurance of Education and for the design of degree programs, with particular reference to those of the new establishment.

The process of designing a new educational offer is developed through the following phases:

1. **Analysis of educational needs and census** by the University of new institutions and/or "replicas" in another location of study programmes that are intended to be proposed, and eventual parallel deactivation of their own study programmes (this census should be conducted based on a summary document prepared by the proponents coherently with a format made available by the University Quality Office - PQA);
2. **Verification by the University of the coherence** of the new institutions with the strategic planning and with the document "University Policies and Programming" and possible updating of the latter;
3. **Selection of proposals** for new institutions to be initiated for detailed design;
4. **Detailed design of new study programmes**, to be carried out based on the reference documentation mentioned above and with the technical support of the PQA and/or other designated University body/organization;
5. **Acquisition of positive opinions for proposals for new institutions** from the Joint Commission of Teachers-Students (CPDS) referring to the proposing Department/School/Faculty (or Departments/Faculties in case of jointly proposed programmes);
6. **Evaluation and positive opinion of proposals** for new institutions by the Evaluation Unit (NdV), in coherence with what is defined by art. 8 paragraph 4 of Legislative Decree 19/2012 and art. 7 of DM n. 1154/2021;

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7. **Approval of proposals for new institutions** by the Academic Bodies (OOAA);
8. **Acquisition, for all study programmes**, including replica courses (excluding those entirely at a distance), **of the positive opinion** from the Regional Coordination Committee (CORECO) of the Region/Autonomous Province (Attachment 4 of DM n. 289/2021) where the study programme is scheduled to be delivered. If the teaching site of the programme is located outside the Region/Autonomous Province where the University is based, the relevant Regional Coordination Committee competent to express its opinion is that of the delivery site, while communication must be given to the CORECO of the Region/Autonomous Province of the administrative seat of the proposing University. For Medicine and Surgery programmes (LM-41), Dentistry and Dental Prosthetics (LM-46), and Veterinary Medicine (LM-42), acquisition of the positive opinion of the Region/Autonomous Province where the degree program will be activated, which expresses itself having evaluated the specific conditions of the educational offer in the sector at the regional level and its interaction with healthcare, as provided for by Legislative Decree 517/99 and subsequent amendments.
9. **Uploading of proposals for new institutions and/or replica programmes**, complete with the positive opinion of the NdV and approved by the Academic Bodies (OOAA), onto platforms for submission to the Ministry.
10. **The Ministry** passes on to the two advisory boards, **ANVUR and CUN**, the proposal for their evaluation.

For the initial accreditation of newly established study programmes, ANVUR verifies compliance with the requirements outlined in Annexes A of Decree 1154/2021.

Annex A of Decree 1154/2021 specifies accreditation requirements for study programmes concerning:

- Transparency;
- Teaching staff;
- Division of educational activities;
- Structural resources;
- Quality assurance.

The types of newly established study programmes requiring ANVUR evaluation are as follows:

- New programmes in the municipality where the university's legal headquarters are located;
- New programmes in an existing decentralised location;
- New programmes in a new decentralised location;
- "Replicas" of already active programmes in the municipality where the university's legal headquarters are located;
- "Replicas" of already active programmes in an existing decentralised location;
- "Replicas" of already active programmes in a new decentralised location.

By "replica," it is meant a programme with the same educational structure as an already active study programme in the proposing university, for which the opinion of CUN is not required.

Starting from the academic year 2024-2025, it is also required to report on study programmes that will issue a joint degree, using one of the following modalities:

- Joint degree within European Alliances
- Joint degree outside European Alliances
- Double/Multiple degree within European Alliances
- Double/Multiple degree outside European Alliances

CUN provides opinions and proposals to the Minister of Education, University, and Research on the following matters:

- Objectives of university planning;
- Criteria for the utilisation of the university funds;
- General criteria for the organisation of university programmes, in accordance with Article 17, paragraph 95, of Law No. 127 of May 15, 1997;
- University teaching regulations;
- Scientific-disciplinary sectors (see below).

CUN is called upon to express its opinion during the establishment of the study programme. During the modification of the curriculum of the study programme, CUN exclusively expresses its opinion in the following cases:

- Proposal for merging study programmes;
- Variation of the framework of curriculum activities;
- Modification of the denomination, language, or mode of delivery (conventional or distance learning) of the study programme;
- Formal request by the Ministry of Universities and Research (MUR).

*Internal regulations or instructions, e.g. regarding the curriculum, mobility track, student's pathway or enrolment*

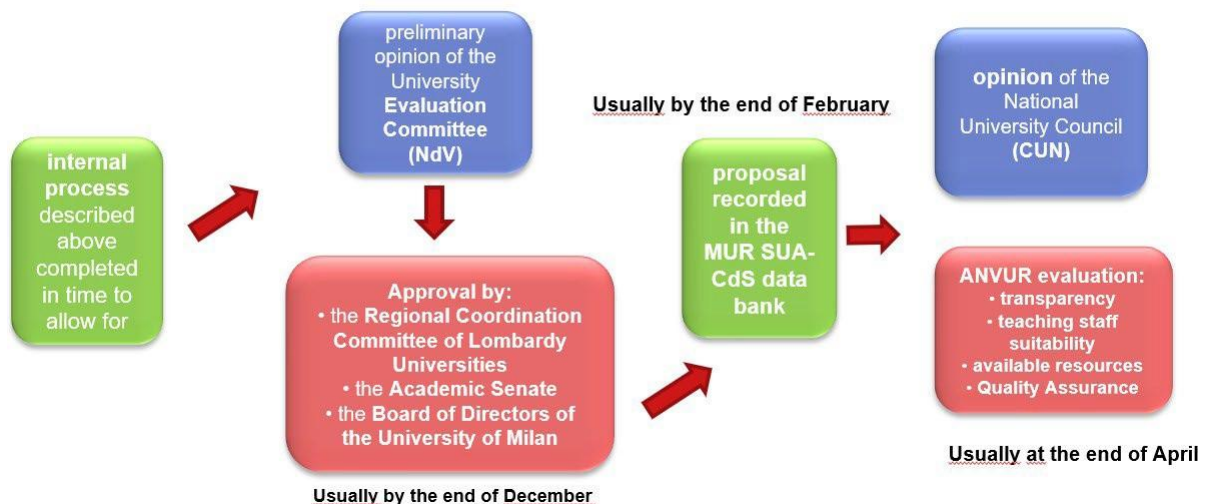
According to Italian regulations, the organisation of Joint Programmes is established by the partners who define the educational objectives and learning outcomes. Therefore, the organisation of the international study programme can be structured taking into account the educational proposals of the partner institutions while adhering to identical educational objectives and learning outcomes. It must be noted that in Italy educational activities are grouped into scientific-disciplinary sectors based on criteria of scientific and didactic homogeneity. **The educational paths** of each study programme are aimed at achieving the objectives defined in their respective educational frameworks and include:

- Activities in the **basic disciplinary areas**, for both bachelor's and single-cycle master's degree programmes.
- Activities in the disciplinary areas **characterising the study programme**.

- Activities in one or more disciplinary areas that are **related or complementary** to the basic and characterising ones, also considering contextual cultures and interdisciplinary training.
- Activities **autonomously chosen** by the student, provided they are consistent with their educational plan.
- Activities related to the **preparation of the final exam** for obtaining the degree.
- Activities related to **acquiring proficiency** in at least **one European Union language** other than Italian.

### *Timeline for internal accreditation*

## Roadmap for Accreditation of a new Study Programme (CDS)



The formulation of a Study Programme (CDS) marks the pivotal inception of the institutional activation process for the course itself, representing a significant undertaking for the University. It lays out the educational offerings, anchoring resources to specific objectives over a multi-year span. Departments lead this process, often collaborating, by presenting proposals for the enhancement of their educational repertoire and the creation of new training programmes. These proposals articulate the reason behind the choices made and furnish comprehensive information to clarify the educational endeavours they seek to embark upon. In crafting programmes, careful attention must be devoted to the underlying scientific and educational goals, ensuring they align with genuine and substantiated needs. Moreover, it is imperative to assess the adequacy of the available teaching staff in terms of both numbers and expertise. **The unveiling of a new study programme necessitates compliance with the requirements set forth by ANVUR.** This entails completing a designated document known as the Design Form (Scheda di Progettazione), which serves as a repository of essential insights into the rationale behind the proposal.

The Design Form mandates the inclusion of the following considerations:

1. **Preliminary analysis of the needs** within the pertinent context, tailored to the evolving socio-economic landscape and the burgeoning demand for professional competencies within society.
2. **Engagement with stakeholders involved in the project**, encompassing potential employers and students. This consultation typically involves liaising with local representative bodies from production, service sectors, and various professions, often convened under the auspices of an Evaluation Committee.

When designing a new programme, it's imperative to conduct a thorough examination of the existing offerings within the University, particularly within the same discipline or similar fields. The Board underscores the importance of precise scrutiny, especially for master's degree programmes. A comprehensive assessment of the current educational landscape should be undertaken, exploring possibilities for augmenting existing teaching methodologies. This may involve restructuring curricula, transforming ongoing courses, or proposing postgraduate programmes to address emerging educational requirements. Furthermore, it's essential to appraise existing programmes at both regional and national levels. This analysis serves to ascertain the genuine necessity for new initiatives in light of the prevailing educational spectrum. Its primary objective is to identify strengths and weaknesses, thus facilitating enhancements to the overall quality and content of the educational offerings. The procedural steps leading to the formulation of the training project can be outlined as follows:

1. **Identification of needs:** This involves consulting with stakeholders and conducting an analysis of sector studies, if accessible, to pinpoint the pertinent requirements.
2. **Definition of competencies:** Once the needs are established, the competencies that graduates (or master's graduates) must possess to address these needs are delineated.
3. **Specification of learning outcomes:** This entails articulating the expected learning outcomes, delineating what students should know, understand, and be capable of upon completion of the study programme.
4. **Development of the study plan:** Constructing a study plan that aligns cohesively with the attainment of the expected learning outcomes forms the final step.

The requisite documents include:

- **Resolutions from all Department Councils** engaged by the proposers and involved in the project.
- **Opinion from the Faculty/School Committee** (Comitato di Direzione).
- **Study Programme Planning**, emphasising the identification of reference lecturers based on their actual availability and the fulfilment of requirements for programmes activated during the reference year.
- **Utilisation plan for classrooms and laboratories** designated for teaching activities, grounded in actual space availability and occupancy for programmes activated by the teaching structure in the reference year.
- **Didactic organisation outline (RAD)** enlightening the anticipated training trajectory, including exams, ECTS credits, and methodological indications.

- **Single Annual Form of Study Programmes (SUA-CdS)**, encompassing key elements of the AVA system and serving the purpose of study programme design, implementation, self-assessment, and redesign.
- **Didactic Regulation** of the course.
- **Study Programme Manifesto**, detailing coverage for various courses.
- **Minutes of Consultation** with local and social partners.
- **Opinion from the Joint Teaching Staff/Students' Committee** (meetingminutes).
- **Tuning Matrix and Syllabus** for planned courses.

| ACTION/PROCESSES   | FORMAL STATEMENT   | SUBJECTS INVOLVED                            | DEADLINE                         |
|--|--|--|----------------------------------|
| <b>Definition of potential local and national study programmes</b> | Local and national quota-based programmes:<br>Resolution by the Teaching Committee and Department on the educational potential, also for foreign students. | - Teaching Committee<br>- Department Council | By the end of December each year |
|  | Resolution/Opinion   | Faculty Board                                | By the end of January each year  |
| <b>Definition of educational plan and assigned teachers</b>        | Resolution about educational assignments plan and teaching contracts   | - Teaching Committee<br>- Department Council | By the end of December each year |
|  | Resolution about the designation of assigned teachers  |  |                                  |
|  | Storage on the University data system of contract proposals, and detail of assigned teachers   | Department's Administrative Personnel        | By the half of January each year |
| <b>Programmes Description (Manifesto)</b>                          | - Resolution about the Programmes Description aimed at Students.   | - Teaching Committee<br>- Department Council | By the end of December each year |
|  | Faculty Board Resolution about Programmes Descriptions, educational assignment plan and teaching contracts   | Faculty Board                                | By the half of January each year |
|  | Programmes Descriptions review and publication aimed to the Educational Planning Division and Registrar  | Faculty Student Offices Sector               | By the half of January each year |

|  |   |   |                                     |
|--|---|---|-------------------------------------|
|  | Programmes Descriptions<br>final check and approval   | - Educational<br>Planning<br>Division<br>- Student<br>Registrar | By the end of February<br>each year |
| <b>Approval by<br/>governing<br/>bodies<br/>Submission to<br/>Ministry</b> | - Investigation by<br>governing bodies for<br>approval<br>- Uploading resolutions<br>to the Ministry database | - Educational<br>Planning<br>Division<br>- Academic<br>Senate   | By the end of February<br>each year |

### *Any specific requirements or challenges*

It is commonly observed that the main hurdle is **the volume** of procedures and bureaucratic requirements that slow down the accreditation process.

### University of Warsaw (UW)

#### *Procedure regarding the accreditation of a new joint programme at UW*

Establishment of a new study programme in a specific field of study, level and profile requires permission of the Minister ([ACT of 20 July 2018 - The Law on Higher Education and Science \(LHES\)](#) Art. 53 sec. 3). The University applies to the Ministry for permission to establish a concrete programme. The application shall be submitted no later than 6 months before the planned commencement of studies (Art. 54 sec. 1, LHES). The Minister issues a permit after consulting the authorities indicated in Art. 54 sec. 2, LHES. UW profits from the so-called programme autonomy i.e. is exempt from the need to obtain the above-mentioned permit, pursuant to Art. 53 sec. 7, LHES. Therefore, **for most cases at UW, only the internal accreditation procedure is to be observed.**

Each joint programme must be **accredited as a new programme**, therefore it must go through the HEI's Senate. Art. 28, LHES (Senate's tasks include - 11) development of study programmes, postgraduate studies and specialist education;). The basis for conducting a joint programme is an **agreement** signed by all partnering HEIs (Art. 6o, LHES).

At UW, the procedure of internal accreditation of new study programmes is described in the **Ordinance No. 71 of the Rector of the University of Warsaw**, dated 9 April 2020 ([consolidated text](#)). Paragraph 11 pertains to the creation of joint programmes and describes the necessary elements that must be included in the consortium/partnership agreement. It is a crucial legal document and constitutes the basis for internal accreditation procedures at UW.

### Step-by-step procedure

*Please note: in the case of the preparation of a transnational **joint** programme, it is allowed **to carry out the procedures outside of the deadlines set out in Ordinance No. 71.***

*The procedure for establishing new study programmes may be initiated by the following entities:*

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*1) The Rector and/or 2) The University Council for Teaching and Learning (UCTL) and/or 3) The*

teaching and learning council and/or 4) a group of at least 15 academic teachers hired at the University as their basic workplace. They will be called “applicants”. In the case of new joint programmes usually it’s the teaching and learning council from a faculty/unit that applies for it.

1. First step is to prepare the **Teaching Concept Description** for the new joint programme.
  - The applicant should attach a **letter of intent** concerning the joint implementation of the joint programme signed with partners who express their willingness to cooperate in the provision of said programme. The letter of intent should include information on the framework of the new programme: at which universities what parts of the programme will be realised, and which participating HEI will be responsible for what tasks, including administrative. In case of transnational collaboration, the letter of intent should be in English, it can be signed by the Rector, one of the Vice-Rectors or by the Dean of the Faculty.
  - *Please note: for the Erasmus Mundus programmes, it usually is sufficient to attach a project application as it describes everything stated above.*
  - A template of the Teaching Concept Description, together with guidelines for its preparation is available at <https://bid.uw.edu.pl/studia-i-i-ii-stopnia/> (available in Polish).
  - Submitted Teaching Concept Description is formally checked by the Office for Innovation in Teaching and Learning (OITL) and passed for evaluation to the University Council for Teaching and Learning (UCTL).
  - *Please note: in order to speed up the process when the timeline is crucial (concerning mostly Erasmus Mundus application) it is advised to submit **Teaching Concept Description together with the Erasmus Mundus application as soon as possible**. If the **partnership agreement** is prepared (even in a draft form) it should be attached as well. Once the Teaching Concept Description is positively evaluated by the UCTL, it is considered that the first step for internal accreditation is completed. **It should be done before submitting an Erasmus Mundus application!***
2. The Teaching Concept Description is evaluated by the University Council for Teaching and Learning (UCTL).
  - If the Teaching Concept Description receives a positive opinion, the UCTL may appoint an expert to support the applicant in the preparation of the application for the establishment of a joint programme.
  - *Please note: it is advised to use the help of an appointed expert, as this can significantly speed up the evaluation of the study programme by the Senate.*
3. The second step is to prepare of the **application for the establishment of a joint programme**
  - Application prepared with the support of experts from the Office for Innovation in Teaching and Learning (OITL) and the University Council for Teaching and Learning (UCTL) after passing formal checkup by OITL is then evaluated by the Senate Committee for Students, Doctoral Students and Educational Quality and UCTL.

- Attached to the application should be an opinion of the student council from the respective faculty/unit and a copy of the resolution of the teaching and learning council (in the case where the teaching council is the applicant)
  - In the case of the establishment of a new study programme conducted entirely in English, the applicant should prepare and submit to the OITL two separate documents: an application for the establishment of joint programme (completed in Polish) and a translation of Part I of the application in English
  - Templates of the application are available at <https://bid.uw.edu.pl/studia-i-i-ii-stopnia/> (available in Polish and English).
4. Once the application for the establishment of a new joint programmes received a positive opinion of the UCTL and Senate Committee for Students, Doctoral Students and Educational Quality, the Resolution by the Senate on creation of the new joint programme is adopted.
  5. Based on that, Rector's ordinance on the establishment of a new programme is issued and the new joint programme is established.
    - *Please note: **the new joint programme must be established following the above described procedure before the joint admission for the programme begins, even if the first cohort of students will be enrolled at UW for the second year. The date of issue of the Rector's ordinance on establishment of said programme must precede the beginning of joint admission procedures.***

The structure of the application for the establishment of a joint programme with foreign partner(s) is **simplified**. The joint programme does not require the specification of, inter alia:

- 5% of the total number of ECTS credits realised as OGUN (university-wide level elective courses);
- 5 ECTS credits for courses in social sciences or humanities;
- 30% of the number of ECTS credits realised as elective courses;
- number of hours for each type of course;
- ways to verify the learning outcomes for specific courses.

**Changes** to the already established joint programme, incl. changes in curriculum must go through the same procedure as establishing new joint programmes described above, albeit a bit shorter:

- A request with changes to the joint programme is forwarded to the Office for Innovation in Teaching and Learning (OITL).
- Attached should be an opinion of the student council from the respective faculty/unit and a copy of the resolution of the teaching and learning council.
- After formal check, the request is forwarded by the OITL to the Senate Committee for Students, Doctoral Students and Educational Quality for evaluation and to the University Council for Teaching and Learning (UCTL).
- After positive results, changes to the programme are adopted by the UW Senate.
- In the case that the study programme is conducted entirely in English two separate documents should be prepared: an application for changes to the joint programme (completed in Polish) and a translation of Part II of the application in English

- Templates of the application are available at <https://bid.uw.edu.pl/studia-i-i-ii-stopnia/> (available in Polish and English).

### *Any specific requirements or challenges*

It is really important to remember that when you're applying for an Erasmus Mundus Joint Masters funding, you will face two timelines that you need to observe:

#### **Project application timeline**

Usually, a call for the next Erasmus Mundus applications is announced by the European Commission in the Autumn with the deadline for submitting applications being mid-February. However, preparation of the application should begin earlier than when the call is announced. If the consortium does not have any previous experience in cooperation on joint educational offer, it should also be taken as a factor and more time should be given to develop a proposal. The results of the call are usually announced in the Summer – July/August. After positive results, grant agreement is signed and partnership agreement is signed. An exemplary and very general timeline might look like this:

- Early 2024 - consortium team starts developing a common idea and the basis for the joint curriculum (needs analysis etc.)
- Early spring/summer 2024 – consortium team starts working on joint proposal for EMJM
- Autumn-December 2024 – proposal should be in a concrete form – curriculum should be developed, mobility tracks planned, a draft of the partnership agreement should be already prepared, budget should be planned etc.
- February 2025 – proposals are submitted, everything should be ready by the end of January just in case small changes are required
- Summer 2025 – the call results are in, grant agreement and partnership agreement should be signed
- Autumn 2025-early Spring 2026 – joint admission takes place
- September/October 2026 – the first cohort of students arrives at the first-year institution.

#### **Internal accreditation timeline**

As the work on the EMJM proposal continues, the procedures of internal accreditation at UW should already begin. As the process is long and many units and governance bodies are engaged along the way, it should be planned in advance. If we take the above-described exemplary and simplified timeline for EMJM proposal and compare it to what should be already done internally in order to establish new programme, it can look for example like this:

- Early 2024 - consortium team starts developing a common idea and the basis for the joint curriculum (needs analysis etc.)
- Early spring/summer 2024 – consortium team starts working on joint proposal for EMJM
- Autumn-December 2024 – proposal should be in a concrete form – curriculum should be developed, mobility tracks planned, a draft of the partnership agreement should be already prepared, budget should be planned etc.

At this point, **Teaching Concept Description should be already prepared and submitted** to the Office for Innovation in Teaching and Learning (OITL) and forwarded to the University Council of Teaching and Learning (UCTL) for initial evaluation. **Draft partnership agreement** should be attached as well.

- February 2025 – proposals are submitted, everything should be ready by the end of January just in case small changes are required

*Before the proposal is submitted, it should receive a positive opinion of the UCTL. It therefore means the programme passed the first phase of internal accreditation. Why it's important? When you submit a curriculum designed with all partners in the EMJM proposal, and it gets funded, not a lot of changes can be introduced (or none at all). Therefore, if the curriculum is reviewed before it's submitted, there is still time to introduce changes so that it meets the standards and criteria set by UW and Polish legislation.*

- Summer 2025 – the call results are in, the grant agreement and partnership agreement should be signed

*Between receiving information on positive results and opening joint admission, ideally, the programme undergoes full accreditation by the UW Senate. The Senate's resolution and Rector's ordinance should be issued before joint admissions begin, and definitely before the first cohort of students arrives at the first-year institution, doesn't matter if it's UW or a partner institution. Why it's important? The rules for admission for any study programme should also be adopted by UW Senate and announced on the website for candidates in advance before admission takes place.*

- Autumn 2025-early Spring 2026 – joint admission takes place

*At this stage, all the parties of the agreement should be already aware of the requirements concerning documents obligatory to be submitted by the candidates at each HEI in order to admit them to the programme.*

- September/October 2026 – the first cohort of students arrives at the first-year institution.

### *Partnership Agreement*

#### Charles University (CU)

##### *Necessary components of the consortium agreement and internal regulations*

The content of an agreement on inter-university studies (the “agreement”) should correspond to the specific type of inter-university studies (EQF level, scholarly focus, composition of the consortium, type of degree(s) issued etc. ) and should contain, in particular, the basic requirements set out in Section 47a(2) of the Higher Education Act and in Rector's Directive no. 66/2017, i.e. details regarding in particular:

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1. The organisation of studies (Article 4(2));

2. The rules and course of study, the credit system, the curriculum, and the study obligations and checking their fulfilment (Article 4(3));
3. State exams, state PhD exams, and dissertations (Article 4(4));
4. The individual curriculum for a PhD study programme (Article 4(5));
5. Means of terminating studies other than by completing one's studies (Article 4(6));
6. The rights and obligations of students (Article 4(7));
7. Admission to studies (Article 4(8));
8. Documents for completion of studies (Article 4(9)).

The person authorised to sign the agreement on behalf of Charles University is the Rector (header, signature line), or represented by the Vice-Rector for the Conception and Quality of Education.

The following steps must be taken prior to signing the agreement:

1. After approval of the content of the agreement by all participating partners, the draft agreement is sent to the Department of the Quality of Education and Accreditation for a substantive and legal review, and the Department of the Quality of Education and Accreditation will then submit its statement with any comments within 30 days;
2. After handling the comments and approval by all participating partners, the final draft of the agreement is sent with a cover letter to the Department of the Quality of Education and Accreditation for signing via the electronic filing service.

The agreement may be drawn up in written or electronic form in English, but also in multiple language versions (e.g. also in French), with the English version always taking precedence.

In addition to the above-mentioned basic requirements, the agreement should also regulate the following:

- The form (written or electronic) and the number of originals of the agreement, including the number of copies received by each participating partner;
- The language versions of the agreement;
- The duration and any possible extensions to the agreement;
- Termination of the agreement before its expiration (by termination, by agreement, by withdrawal, etc.);
- Subsequent changes and amendments to the agreement;
- Processing of personal data.

If major changes occur during the validity of the agreement, these changes are resolved by concluding an amendment or a new agreement (if the changes are of a more extensive nature), preferably without undue delay after the change occurs, but at the latest before the expiration of the original agreement.

The signed agreement is a required part (attachment) to the application for granting/extending accreditation, or authorization to carry out the study programme.

The originals of agreements on inter-university studies are archived at the Law Department of Charles University.

## Heidelberg University (UHD)

### *Necessary components of the consortium agreement and internal regulations*

In the consortium agreement, the parties involved define key points regarding the cooperation, their responsibilities and the consortium's governance, as well as the implementation of the degree programme, admission criteria, selection procedures and administration, examination procedures, recognition of ECTS, funding, accreditation and quality assurance, data protection and the duration of the cooperation.

Each cooperation is an individual agreement that is drawn up in close consultation with the legal service and with the early involvement of legal counselling.

With the aim of providing an idea of the required content, the following overview lists typical topics and regulations that arise in connection with the drafting of a cooperation agreement. In addition, further individual topics can be included in the cooperation agreement.

- Scope of the cooperation: To what extent should the exchange take place?
- Target group: Which target group is envisaged?
- Semester times: Are there different term times? If YES: state semester times
- Language of study: In which language do the courses in the degree programme take place?
- Course capacity: Should the number of students be limited?
- Joint degree programme committee / advisory board: Should there be a joint commission? If YES: For which tasks (e.g. selection procedure, admission, examination procedure, further development of the degree programme, etc.)? How many representatives does each partner university send? In which function (e.g. university teachers, academic/administrative staff, etc.)
- Admission criteria: What criteria are required for admission?
- Admission procedure: Which university handles the application/admission procedure?
- Admission requirements: Do the partner universities have the same admission requirements? If NO: Which admission requirements apply at the partner institution?
- Enrolment: Are the students enrolled at one or more universities at the same time?
- Examinations: Which modules are to be completed (module overview)?
- Examination regulations: Which credits will the students complete at which partner university? Distribution of ECTS? Should there be a joint regulation of examinations?
- Examination results: Where and how are examinations filed? What is the composition of the examination board?
- Degree: Which degree should be awarded with the degree programme? What content is required for the degree certificate?
- Duration: Should a specific duration be planned for the degree programme? (Recommendation min. accreditation period)

The agreement will be **signed** by the **rector**.

## Timeline

The timeline for establishing a new joint programme varies between 1 and 2 years. There are no external deadlines. It depends on the efficient contribution and cooperation of the different university bodies. For each project, an individual timeline is agreed upon by the different stakeholders at the university.

## Sorbonne University (SU)

### *Necessary components of the consortium agreement*

The content of an agreement on inter-university studies should correspond to the specific type of inter-university studies.

#### **The parties involved should define:**

- The funding.
- Key points regarding the cooperation.
- The consortium's governance.
- Their responsibilities.
- The implementation of the degree programme.
- The selection' procedures and administration.
- The admission criteria.
- The language(s) of study and minimum linguistic proficiency level.
- The examination' regulations, organisation and results.
- The graduation terms and conditions.
- The recognition of ECTS for bachelor's and master's degrees.
- The accreditation and quality assurance.

#### **All Sorbonne University agreements must also include articles regarding:**

- The regulatory frameworks applicable in each partner country (e.g. the decree of August 26, 2022 amending the decree of May 25, 2016 establishing the national framework for training and the procedures leading to the award of the national doctoral diploma).
- Confidentiality, property rights and development.
- Entry into force, duration, modification and termination.
- Dispute resolution.

International agreements may be drafted in several languages, but a French version must be included (cf. Law No. 94-665 of August 4, 1994 relating to the use of the French language and Circular of May 30, 1997 relating to the drafting and conclusion of international agreements).

Agreements drawn up in several languages must state that the English or French version is authoritative. For any language other than French or English, the partner establishment must provide a translation.

#### **Ratification of international partnership agreements:**

In accordance with the existing procedure at Sorbonne Université, international partnerships

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agreements must follow the following administrative ratification process.

The International and European Affairs Department (IEAD) of Sorbonne Université, which coordinates the institution's participation in the 4EU+ Alliance of European Universities, requests proofreading and pre-approval from the departments concerned by the document (e.g. Budget and Finance Department). It consolidates the final version of the text on the basis of the comments and proposed amendments.

In the specific case of partnerships involving a bachelor's or master's degree program, it refers the matter to the Lifelong Learning Department, which is responsible for Sorbonne Université's involvement in European training projects (for bachelor's and master's degrees).

In the specific case of partnerships involving doctoral training, for the framework agreement, the IEAD refers to the Doctoral College.

The IEAD then submits the final version to the Legal Affairs and Institutional Life Department for approval.

The IEAD coordinates the signature of the agreement, which it submits to the Presidency of Sorbonne Université and the partner institution.

### *Specific internal regulations*

Competent authorities of their respective countries must accredit higher education institutions offering a joint or integrated programme. The relevant national regulations must include provisions enabling institutions to participate in a joint or integrated programme and to award a joint, double or multiple degree.

### *Timeline*

An initial review can be generally performed around 1 month.

The time required to finalise a contract will depend on the number of exchanges with the partners.

## University of Copenhagen (UCPH)

### *Necessary components of the consortium agreement and internal regulations*

It is necessary to establish that the individual student is admitted to the joint programme either at UCPH or at a specific partner university. The most rational approach is to ensure that students are enrolled and admitted at the university where they start the programme, i.e. at the institution where they accumulate the first ECTS points. Subsequently, the students are enrolled (but not admitted) to the programme at each of the other institutions involved in the delivery of the mobility-track chosen by a student. The premise is that the university where admission takes place guarantees the **legal rights** of the students admitted to the programme at said institution, including that it is possible to complete the entire programme within the total prescribed study period.

Regarding additional components of a Partnership Agreement, it depends on the categorization

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of the joint programme. Is mobility a) optional or b) compulsory. Optional means that UCPH offers a programme where the student may elect to take part of the programme at a foreign

partner university. Compulsory means that UCPH offers a programme where a part of the programme must be taken at a foreign partner university.

In both cases, the collaboration must be based on the principle of reciprocal exchange of students. Consequently, students admitted to the programme at UCPH cannot be charged any tuition fee or other mandatory costs related to student participation in the programme. Whether a partner university charges tuition fees or other costs for students admitted to the programme at said partner university is for them to decide upon.

The matter of student's legal rights (i.e. place of admission), student fees, as well as capacity – i.e. seats available in the programme – must be addressed in the Partnership Agreement regarding both a) and b).

The following must also be addressed in a Partnership agreement on compulsory studies abroad:

- The entire programme of studies, including a description of the quality of the programme and its relevance for the global labour market for use in quality assurance procedures.
- The admission requirements that applicants must fulfil to be enrolled in the programme.
- Mobility-tracks and guidelines for distribution of the number of enrolled students between the universities where the programme elements may be taken, including the academic criteria used as selection criteria in the event that all applicants may not be enrolled in the programme.

If relevant, other aspects which need to be addressed in Partnership Agreements are: Entry into force and duration, responsibilities of parties, breach of responsibilities, decision-making/steering committee, degrees awarded, quality assurance, financial management, GDPR, dispute resolution, language, applicable law and venue, assignments and amendments, signatories.

## University of Geneva (UNIGE)

### *Necessary components of the consortium agreement*

It will depend on what we wish to establish and the scope of the project. After the designation of the parties/members of the consortium, a possible presentation of the context in which the parties have decided to establish a consortium (preamble), it would undoubtedly be necessary to define: the purpose of the consortium, the effective date, the duration and grounds for termination of the contract, the contributions of each member, the possible financing or management of project financing, the management and governance within the consortium (decision-making), the jurisdiction and applicable law. If there is no research activity, the question of the distribution of any potential results and intellectual property rights does not arise. There will also be no publication rights to settle, nor any confidentiality obligations. A liability clause may be inserted if the occurrence of damage cannot be excluded in the performance of the contract.

### *Specific internal regulations*

The UNIGE Directive 0069 (<https://memento.unige.ch/doc/0069>) applies to contract signing. (Note that this directive defers to UNIGE Directive 00283 regarding research collaboration agreements in particular).

In general, UNIGE wishes that the contracts it concludes be subject to Swiss law with jurisdiction in Geneva.

### *Timeline*

The legal department can generally perform an initial review of the agreement within approximately 2 weeks. The time required to finalise a contract will depend on the number of exchanges with the partners. Please note that the legal department "only" performs a review of the contract projects submitted to them.

## University of Milan (UNIMI)

### *Necessary components of the consortium agreement*

The agreement for an international study programme will need to be based on the following elements:

- An accredited Partner University;
- National Law references on international joint or integrated (double degree) study programmes;
- Short description of each partner university's two-tier system and diplomas awarded;
- Joint Academic Board coordinating the international study programme or Academic Boards coordinating it at each partner university;
- Short description of educational goals and expected learning outcomes of the joint programme or integrated programmes concerned;
- Denomination of the joint awarded diploma or either diplomas or other;
- Admission requirements to the international programme;
- Study plan and ECTS assigned;
- Mobility plan;
- Grade correspondence; Exam assessment system in force at each partner university;
- Joint supervision of dissertation;
- Provisions on dissertation drafting and assessment methods;
- Joint Dissertation Committee composition;
- Provisions on dissertation defence;
- Dissertation and/or final grade calculation method;
- Number of participating students (in case of integrated study programme);
- Deadline for enrolment and Academic Calendar at each partner Institution;
- Reciprocity as far as policy on academic fees is concerned.

### *Specific internal regulations*

Higher education institutions offering a joint or integrated programme must be accredited by the competent authorities of their respective countries. The relevant national regulations must include provisions enabling institutions to participate in a joint or integrated programme and to award a joint, double, or multiple degree. Institutions awarding a degree as part of a joint or integrated programme must ensure that any degree awarded belongs to the national higher education qualification system of the countries where they are based in. Institutions intending to establish a joint or integrated program enter into a specific agreement that regulates the aspects of programme activation, organisation, and management.

### *Timeline*

Activating a joint programme takes at least one full year while an integrated study programme can be agreed in around six months from proposal to signing.

## University of Warsaw (UW)

### *Necessary elements of the agreement*

Necessary elements of the agreement are specified in §11 of the Ordinance No. 71 of the Rector of the University of Warsaw (9 April 2020).

The agreement between the partners is **the most important document**, which should regulate as many aspects of the programme as possible. *Please note: if anything is not regulated by the agreement, regular rules at UW apply which might not be suitable for international study programmes.*

The agreement has to include (but is not limited to) the following:

- indication of the entity responsible for entering data into the POL-on Integrated Information System on Higher Education and Science (this stems from the [ACT of 20 July 2018 - The Law on Higher Education and Science \(LHES\)](#))
- indication of the entity authorised to receive funds for teaching students as part of full-time studies (and everything regarding tuition fees);
- rules for managing the organisation of teaching and learning for the study programme;
- determination of the language of instruction for courses and examinations and the language in which the diploma thesis is to be drafted in and the diploma exam is to be conducted;
- determination of the type of degree and diploma (double/multiple or joint, who issues it);
- framework rules for admission and enrolment (incl. language requirements);
- framework rules of studying, including the grading scale(s);
- framework rules for the graduation process (incl. specification on the joint supervision of the diploma thesis);
- framework rules for the execution of internships, if included in the curriculum;
- determination of the role of all entities involved in the curriculum implementation

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*Specific internal regulations*  
process (incl. mobility tracks).

The agreement should also cover the following:

- Student housing and insurance;
- Guidelines for the distribution of students between partner institutions, if the mobility tracks run parallelly and student cohort should be divided between HEIs;
- Quality assurance procedures;
- Rights and obligations of students.

Besides that, the agreement should also contain provisions regulating the duration and possible extension of the agreement, when the agreement enters into force, termination of the agreement before its expiration, any changes and amendments to the agreement, processing of personal data, dispute resolution, signatories, breach of responsibilities.

#### *Specific internal regulations*

- Draft of the agreement is forwarded to the **Joint Programmes and Dual Degree Programmes Support Team** for formal check-up, evaluation, and feedback;
- The coordinator of the Team consults with other central offices, if necessary, e.g. regarding the legalisation of stay or fees;
- After the agreement with annexes is approved by all partners and by the Team, it is sent to the **GDPR officer and Legal Office** for acceptance (any comments must be incorporated into the agreement before signature collection);
- Once the agreement is accepted by all parties and checked by the Legal Office, it is ready for **signature collection**;
- Agreement can be signed by the **Rector**, one of the **Vice-Rectors** or **Dean of Faculty** (upon receipt of a power of attorney).

#### *Diploma & supplement*

##### Charles University (CU)

A university diploma is a record of successfully completing a study programme in a respective area of study. It bears the seal of the Czech Republic together with the designation of the university and the academic title awarded.

#### *Legislation*

Act no. 111/1998 Sb., on higher education

- Section 55(2) – Completion of studies
- Section 57 – Documents relating to studies
- Section 88 – Student registry

Rector's Directive no. 51/2021 as amended by [Rector's Directive no. 16/2023](#) – The form, data, and other details of a university diploma, a diploma supplement, a diploma for completing the state rigorosum examination, and a certificate for the diploma on completing the state



- no. 16/2023

[Rector's Directive no. 66/2017](#) – Exceptions to the study rules set out in the Code of Study and Examination of Charles University for studies as a part of the international joint-degree and multiple-degree study programme and the basic requirements for inter-university study agreements in the area of study

- Article 4(9)

### *Diplomas and diploma supplements*

Type of diploma:

Diplomas from Charles University (CU)

- Bachelor's degree (Bc.), Master's degree (Mgr.), Master's degree followed by the rigorosum examination (MUDr. and MDDr.), Rigorosum (PhDr., JUDr., RNDr., PharmDr., ThDr., ThLic.), Doctor of Philosophy (Ph.D.)

### *Inter-university cooperation diplomas*

- A graduate of a joint-degree and multiple-degree study programme will receive, depending on the circumstances, either a joint diploma or the corresponding number of separate diplomas from partner universities according to the legal systems of the respective countries.
  - In the case of accreditation of a study programme for implementation in cooperation with a foreign university that executes a content-related study programme, the CU diploma will contain the following sentence: *Exterarum gentium academiae quae universitati nostrae cooperantes doctrinam supra dictam colunt in huius diplomatis supplemento leguntur*<sup>14</sup>.
  - The graduate will receive the corresponding number of separate diplomas from the partner universities.

### *Structure of the diploma*

- **A diploma must contain the following:** first name and surname, date of birth, country of birth, date of passing the state examination or the state rigorosum examination prescribed for completing the studies, or the last part, the overall results of the studies, and other data: designation of the country according to whose legal system the university diploma is issued, name of the university and faculty, supplementary information for the description of the study programme, the degree awarded and the abbreviation used, the diploma number, and signatures: the rector

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<sup>14</sup> The diploma supplement contains the cooperating universities abroad that organise the studies.

of the university, the dean (“represented by” with *i.s.* indicated before the signature), and the faculty promoter<sup>15</sup>.

- A diploma **may contain** information that the study programme was carried out in cooperation with another university or legal entity; or field (for rigorosum diplomas)

### *Inter-university cooperation*

- By agreement of the partner universities, a diploma must contain the following:
  - First name and surname, date of birth, country of birth, date of passing the state examination, designation of the country (according to whose legal system the university diploma is issued), names of partner universities, supplementary information for the description of the study programme, the degree awarded and the abbreviation used, the diploma number (CU prefers our diploma numbers for registration in the student registry), and the signatures of designated persons.
  - The **seal** of the Czech Republic is part of the handmade paper if the diploma is issued by CU or in the form of a round stamp with the seal if the diploma is printed by a partner university.
  - A diploma must have the **original signature of the rector of the university** on behalf of CU (“represented by” with *i.s.* indicated before the signature); an electronic signature is not possible.

### *Production of diplomas*

- The [Karolinum Press](#) arranges the production of diplomas – produced on handmade paper with the watermark of the university’s seal, bearing the university’s seal. The paper format of diplomas for bachelor’s and master’s study programmes is A3, and for PhD study programmes C3.
- The materials for the production of diplomas are submitted to the press via SharePoint by the faculties sufficiently in advance so that the diplomas can be issued at graduation ceremonies.
- It is not possible to completely standardise the process or work with firm deadlines, because each faculty has a different time frame between the state examination and the graduation date (timeframe 1 to 3 months):
  - A student passes the last part of the state examination, and the student affairs office confirms the examination result and changes it to study status A in Student (preferably **on the same day or within three days**).
  - After the end of the state exam period (preferably **immediately**, sometimes **weeks** after graduation), the relevant officers will start working on preparation of the physical diploma; the process differs at each faculty.

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<sup>15</sup> The templates for diplomas and diploma supplements at Charles University are available [on the Czech and English](#) web pages.

- **Approximately 14 days** before the graduation ceremony, the diplomas should arrive at the Documents, Registers and Recognition of Foreign Degrees Office<sup>16</sup> so that the rector may sign them; the diploma supplements are printed at the time.

### *Inter-university cooperation*

- If a diploma is printed by another university, it always depends on the specific agreement concluded by the partner universities.
  - They determine the following sufficiently in advance: whether it will be a joint diploma of two universities or whether the graduate will receive two separate diplomas, the form of the diploma and the supplement, the university issuing the diploma and the supplement, the signatories, the responsible persons at each university, the rules and order for signing the diploma (if signed by more than one university).
- **Ideally, the final versions of the diplomas should be sent in PDF/DOCX format in advance** so that the registrars may check them before they are printed.
- If the diplomas will be issued at a graduation ceremony, it is advisable to **send the diplomas well in advance** so that signatures and any possible corrections can be arranged.
- A diploma should be issued after the graduate or their representative under a power of attorney has signed the registry book; this cannot always be followed for inter-university diplomas, since graduates may have their graduation ceremony at another university.

### *Diploma supplements*

- Diploma supplements<sup>17</sup> are organised according to the template created by the European Commission, the European Council, and the UNESCO/CEPES organisations.
- A **double A3 format sheet with one inserted sheet (Scheme of the Czech Education System)** is used for the production of the diploma supplement. The paper contains a watermark and fibres, the rotogravure seal of the university, and a raster background with an iris.
- Signature of the rector of the university (“represented by” with v.z. indicated before the signature), and a stamp with the small seal of the country.
- The Documents, Registers and Recognition of Foreign Degrees Office prints the supplements for all types of diplomas except for rigorosum degrees, where the graduate receives a rigorosum certificate that is created separately at the faculties.

<sup>16</sup> For more information, see [Oddělení dokladů](#), matrik a uznávání zahraničního vzdělání or [Documents and Registers](#).

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<sup>17</sup> For more information, see [Vzor dodatku k diplomu](#) and [Model Diploma Supplement](#).

### *Signing of diplomas and supplements*

- After checking the diplomas and supplements, the rector/vice-rector of CU is contacted via e-mail with a request to sign the diplomas and their supplements. The faculties should deliver the diplomas to the Rectorate ideally **10 days before the graduation ceremony** (diplomas are often delivered to the Rectorate at the last minute, and the deadline set by the Rectorate is usually not met).
  - Based on agreement, the Documents, Registers and Recognition of Foreign Degrees Office will bring with them a case containing the diplomas, including a **black documentary signature pen** (Centropen Document with a pen nib size of 0.1 mm), and the document must be signed with this.
  - After signing the diplomas, the Documents, Registers and Recognition of Foreign Degrees Office is contacted to pick up the case with the signed documents, or the Secretariat of the Student Affairs Department.

### Heidelberg University (UHD)

#### *Internal regulations regarding issuing joint programmes degrees (double/multiple/joint degree)*

Diplomas for double and multiple degrees have to be linked by a reference to the other diplomas that are part of the programme

The joint degree has to be certified on one common diploma.

All regulations including the automatic recognition of competences/examination results/components/ECTS by a partner institution and regarding the issuing of a joint certificate will be addressed in the consortium agreement.

In Baden-Württemberg, double/multiple and joint degrees can be issued.

Specific regulations have to be checked in advance with the specific study unit (institute/department/faculty).

### Sorbonne University

#### *Internal regulations regarding issuing joint programmes degrees (double/multiple/joint degree)*

#### **General rules for issuing diplomas**

The endorsements are the legislative and regulatory basis for the diplomas issued. However, in order to limit their number and avoid overloading the diploma parchment, they are now reduced to a few articles of the French Education Code and the institution's accreditation decree.

These endorsements must be systematically adapted in the event of legislative or regulatory changes.

Except in the case of joint accreditation, the endorsements may also include a partnership agreement with another institution, where the partnership involves the latter for a significant part of the training leading to the award of the diploma.

When the new nomenclatures for professional license, bachelor's degree and master's degree diplomas are applicable, the standard course followed by the recipient may appear at the end of the list of endorsements, as indicated in the diploma models. In fact, and in accordance with the provisions of article 4 of the decree of January 22, 2014 setting the national framework for courses leading to the award of national bachelor's, professional bachelor's and master's degrees, the standard pathway is intended in particular to facilitate mobility in France or abroad.

In the header and body of the diploma, the title must correspond to the legislative and regulatory designations of national diplomas (license, master, doctorate, etc.).

In the body of the diploma, for bachelor's and master's degrees, the precise title of the field as it results from the accreditation decree is mentioned, followed by the indication of the specialization. The type of training (initial, continuing or apprenticeship) does not need to appear on the diploma. In accordance with the aforementioned decree of January 22, 2014, master's specialties no longer exist and are no longer mentioned in the diploma title and on the parchment.

### **Diploma award**

The diploma is awarded on the basis of the accreditation decree in force at the time of the student's last registration for the diploma concerned.

In accordance with the provisions of the circular dated March 1, 2000 on the organization of examinations, a certificate of achievement must be issued to students who request it, no later than three weeks after the results are announced. The final diploma must be issued within less than six months.

The diploma is printed on a specific, standardized and secure form, to be ordered from the *Imprimerie nationale*.

### **Diploma supplement**

In accordance with article D. 123-13 of the French Education Code, it is compulsory for all diplomas to include a "diploma supplement" describing the content of the training and the skills acquired. This document makes training courses and diplomas easier to understand, particularly for employers, and facilitates student mobility from one establishment to another, both nationally and internationally. It is issued at the same time as the diploma. A translation of this document into a foreign language is strongly recommended.

### *Current state of national legislation regarding issuing diplomas and degrees for completion of an international joint programme*

Diplomas awarded through international partnerships are governed by articles D. 613-17 et seq. of the French Education Code. The international partnership is organized by an agreement between one or more French higher education establishments and one or more foreign higher education establishments.

International partnership diplomas are awarded by the heads of the establishments on the basis of approved proposals from the juries. The joint diploma is automatically recognized in France. It must also be recognized in the partner country or countries under the terms of the agreement signed between the institutions.

The diploma supplement is drawn up in French, translated into foreign language(s) where necessary.

The diploma syllabuses envisaged for international partnerships are set out for the national bachelor's, master's and doctorate diplomas for which the establishments are accredited by the State.

They are offered as part of joint degrees if the partners agree, in the agreement between them, to issue a joint French parchment. This measure applies in particular to all master's degrees developed as part of a European program, where a French higher education establishment is the coordinator of an "Erasmus Mundus" consortium.

The multilingual parchment must conform to the models proposed by the MESR and include, for the French part, the required visas and the signature of the academy's rector. Diploma titles, in both French and foreign languages, are placed at the top of the parchment.

This presentation does not prejudice the rules of the foreign partners with which these diplomas will be issued, which could lead to the issue of a diploma according to their own legislation. The French establishment will then be in the position of issuing a double diploma.

### **French diploma awarded in partnership**

If the partner establishments do not accept the multilingual parchment proposed by the French party, and in order to clearly display the international partnership on the French parchment, it is possible to adapt the parchment of the national diploma by indicating, in French, the foreign partner establishments and mentioning the partnership agreement.

### **Double diploma**

Where it is difficult to issue a joint diploma, higher education establishments issue a double diploma. A double diploma means that each state issues its own national diploma in its own format at the same time. Students are awarded as many diplomas as there are partners in the international partnership course they have taken.

### **Document accompanying a French diploma**

In all cases, and particularly when a joint diploma cannot be awarded, a document with no legal value may accompany the French diploma, for the sole purpose of enhancing the legibility of the international partnership. This document may be drawn up in the language(s) chosen by the partner(s), and may include the seal of the French establishment and the signature of the university president. However, as it has no legal value, it may under no circumstances be countersigned by the Rector.

## University of Copenhagen (UCPH)

UCPH may issue double, multiple and joint degrees. The only “restriction” when engaging in the award of a double, multiple or joint degree is reciprocity regarding formal recognition. If the document(s) are made enforceable under foreign law, UCPH may issue a diploma as part of a double/multiple degree or proceed to endorse a diploma from one or more cooperating universities, making it enforceable under Danish law as well.

## University of Milan (UNIMI)

### *Internal regulations regarding issuing joint programmes degrees (double/multiple/joint degree)*

When it comes to joint programs, it must be ensured that all enrolled students receive a jointly conferred degree (potentially through the issuance of a dual diploma). A study program delivered entirely by an Italian university, even in collaboration with one or more foreign universities through agreements regulating international student mobility programs (exchanges), which also grant interested students a degree from foreign universities, does not constitute a university program (joint program). According to current regulations, UNIMI issues, as a supplement to the diploma for each degree, a certificate containing, also in English and according to models compliant with those adopted by European countries, the main indications regarding the specific curriculum followed by each student to obtain the degree. The document provides a description of the nature, level, context, content, and status of the studies undertaken and completed by the student. The diploma supplement developed for Joint Programmes and Double Degrees describes the various aspects of the study path, clearly indicating in which institution and in which study program the individual learning units of the international path were acquired. It accompanies the diploma of each institution issuing joint, double, or multiple degrees (Joint Programmes and Double Degrees). Within a university consortium, a single model of Diploma Supplement can be adopted. The partnership may also decide that it be issued by a designated partner institution. The single model of Diploma Supplement must list in the original language all the official names of the qualifications awarded by the participating institutions conferring the degree.

### *Current state of national legislation regarding issuing diplomas and degrees for completion of an international joint programme*

In case of an international jointly organised program, the diploma model can be a single Joint Degree/Diploma for all students, bearing the names of the partner institutions along with the title designation issued. Alternatively, each institution may produce its own diploma model, Double/Multiple Degree/Diploma, specifying that the degree is jointly awarded by the partners. For programs with structured mobility by title, the partnership universities may opt to produce a single Joint Degree/Diploma bearing the names of the two or more participating universities and the designation of the national title they confer. Alternatively, partners may decide that each issues its own diploma, Double/Multiple Degree/Diploma, with the designation of the national title. In the latter case, it is preferable to modify the national diploma model by adding an indication of the international nature of the program and the name of the foreign partner or

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partners involved. It should be noted that the University, like any other university in Europe

and worldwide, has its own diploma model. If the partners propose a single diploma model, it may be adopted subject to verification and approval by the Student Services Division. A specimen of the single diploma model or that issued by each partner institution may be attached to the agreement.

#### *Specific internal regulations or instructions*

The internal regulations for issuing a joint and/or international degree essentially adhere to the guidelines outlined within the consortium agreements. In some cases, for instance, the parties may request that not only the names of the study programs but also the department and/or faculty to which they belong be mentioned on the diploma. As an internal rule, UNIMI does not include other logos on the diploma besides its own, given that the diploma is signed solely by our Rector and General Director.

#### *Timeline*

The diploma is issued within 4-6 weeks of obtaining the degree.

### University of Geneva (UNIGE)

#### *Current state of national legislation regarding issuing diplomas and degrees for completion of an international joint programme*

International joint programmes are not mentioned in national legislation [RS 414.205.1 - Ordonnance du Conseil des hautes ... | Fedlex \(admin.ch\)](#)

#### *Specific internal regulations or instructions*

As of now, no specific internal regulations exist at UNIGE regarding international diplomas. However, there is a growing interest in the matter, which may lead to the creation of such regulations or instruction. Such regulations or instructions are pleaded for by international project holders, who, for now, do not benefit from a specific framework.

#### *Timeline*

This is contingent upon the Rectorate's readiness to pursue this course of action and allocate resources, which could potentially take several months to a year.

#### *Other specific requirements*

In order to obtain a joint degree from the University of Geneva (UNIGE) and a partner Higher Education Institution (HEI), the two institutions need to work collaboratively to establish a single study plan and set of regulations. The resulting diploma will bear the names and signatures of both institutions. However, this process can be complicated due to the need to adhere to the legal requirements of both countries involved.

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In the case of double degrees, each institution will issue its own diploma, which will also mention their partnership. To ensure a successful collaboration, a minimum number of ECTS (European Credit Transfer and Accumulation System) completed at UNIGE (University of

Geneva) should be established. This can be inspired by the directive on equivalences for master's degrees, which requires at least two-thirds of the studies to be completed at UNIGE.

## University of Warsaw (UW)

*Current state of national legislation regarding issuing diplomas and degrees for completion of an international joint programme*

[ACT of 20 July 2018 - The Law on Higher Education and Science \(LHES\)](#), Art. 77 specifies the procedure of issuing the diploma and the titles awarded by Polish HEIs.

### Titles:

- licencjat, inżynier or equivalent degree confirming higher education of the same level – in the case of first-cycle programmes.
- magister, magister inżynier or equivalent degree confirming higher education of the same level – in the case of second-cycle programmes or long-cycle programmes.

### Timeline:

Within **30 days** from the graduation, Polish HEI shall issue a graduation **diploma** together with its **supplement** and two certified copies, including, at the student's request, certified copies in another language.

### Template:

Diploma templates must be approved by the HEI's **Senate** (LHES, Art. 77, sec. 3).

### Joint diploma:

It is possible to issue a joint diploma for graduating from a joint degree study programme (LHES, Art. 60, sec. 4).

Important note: From 2026, HEIs in Poland are supposed to start issuing **electronic** diplomas and diploma supplements **only**, and issue **parchment only upon request of the student**.

### *Specific internal regulations or instructions*

[The Rules and Regulations of Study at the University of Warsaw](#) in §53 specify regulations regarding issuing diplomas. It is mostly a recapitulation of national legislation:

- Graduates shall receive a university diploma with a degree of licencjat, inżynier, magister or magister inżynier, together with a diploma supplement, at a date falling no later than thirty days after the date of the graduation.
- The diploma supplement shall contain information about all the courses completed during the studies, referred to in paragraph 42 section 7, and the grades received.

It should be specified in the **partnership agreement** what type of diploma is issued (joint or double/multiple), and which HEI is responsible for it in case of joint diploma and joint supplement.

### *National regulations regarding issuing joint diplomas and double/multiple diplomas*

The elements and the diploma template are regulated by [the Regulation of the Minister of Science and Higher Education of 27 September 2020 on degree programmes](#) (available in Polish, any translation provided in this document is not official), Chapter 8, Necessary elements of the diploma, the joint diploma and the template of the diploma supplement, §32-34.

The **title** and the **final grade** on the copy of the **diploma** issued in English (or other language) and on the **diploma supplement** will always be in **Polish** (Regulation on degree programmes, §22 and Annex 3).

Paragraphs 33 and 34 of the Regulation on degree programmes regulate the necessary elements of the **joint diploma** and **separate diplomas issued by HEIs offering joint programmes (so double/multiple diplomas)**.

In case **joint diploma** is issued, it shall contain the necessary elements listed in §32 of the Regulation, except that (among other things) the name of the diploma shall be supplemented with the word “joint” to indicate joint diploma, and the names of other HEIs that are parties to the joint programme partnership agreement and where the graduate has completed their studies, shall be listed.

§34 regulates the elements of the **separate diploma of joint programmes** (so double/multiple diploma issued by Polish HEI) - it contains all the elements listed in §32 of the Regulation except that the word “joint” is added to indicate joint programme (example of UW separate diploma of joint programmes: “Diploma of Higher Education Joint Second Cycle Programme”), and the names of other HEIs that are parties to the joint programme partnership agreement and where the graduate has completed their studies, shall be listed.

Please note: on the diploma, the level of studies is indicated as **first-cycle programme, second-cycle programme** or **long-cycle programme (LHES, Art. 14, sec. 2)**. Polish HEIs cannot issue titles other than codified in Polish legislation (see above), therefore we do not indicate on the diplomas issued by Polish HEI “Master in...” or “Bachelor Programme” or any other term in English which may be misleading as regards the title awarded by a Polish HEI.

The **template** of the **University of Warsaw second cycle joint programme diploma** approved by the HEI’s Senate is available [here](#) (template of the original diploma in Polish and templates of the copy of diploma in English and German as examples). There is no joint diploma template available as UW has not issued one yet.

### *Diploma supplement*

Template of the diploma supplement is part of [the Regulation on degree programmes](#) as Annex 3.

In case of a double/multiple degree, It is required that UW issues a diploma supplement even if a joint supplement is issued. In the future it may be possible to approve the joint supplement issued by a partner institution as issued by UW in case of a double/multiple degree joint

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programme.

In the case of a joint degree programme, a supplement shall be issued by the university which issues a joint degree/diploma.

### *Financial arrangements*

## Charles University (CU)

### *Fees*

In connection with implementation of its study programmes, a public university sets several types of fees by law:

- A fee related to admission procedures
- A fee related to the review of compliance with requirements for admission to study
- A fee for additional studies
- A fee for studying in a foreign language

The **fee amounts**, or the formula for determining the amounts is based on the internal regulations of Charles University ([Annex 2 to the CU Constitution](#)); the specific fee amounts for an academic year are provided on the [web pages of CU](#).

A fee can only be imposed if the amount of the fee, or the rule for determining the amount of the fee, is stated in the CU internal regulation and also published on the university's web pages, both prior to the latest deadline for submitting applications for studying in the specified study programme. If these conditions are not met, the fee cannot be charged in the following academic year at all (in the case of a newly accredited study programme) or only in the amount that was valid up to that time (in the case of a fee increase).

### *Fee for studying in a foreign language*

- The obligation to set a fee is established in the Higher Education Act.
- The fee is charged for studies in all types of study programmes (bachelor's, master's, PhD) that are offered by the university **in a language other than Czech**.
- The fee is always charged **at the beginning of the academic year** (regardless of whether or not the student is studying for the entire period during the academic year).
- The amount of the fee varies according to the faculty and specific study programme; the form of study has no impact on the amount of the fee.
- As a rule, the amount of the fee is the same for the entire period of study (if not otherwise stated in the regulation).
- The fee is imposed by a decision of the dean and is due on the 15<sup>th</sup> day after this decision becomes legally binding.
- In the event of any of the reasons specified in the Rector's directive (no. 42/2023), the Rector may **reduce, waive, or postpone the due date of the fee** (the condition being that an appeal against the decision on imposing the fee must be filed by the specified deadline).

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- If the fee is **not paid**, the student's **studies are interrupted**.

Exemptions from the obligation to set a fee for studies in a foreign language, the option to set a fee for an amount different than that specified in the internal regulations

- A contract concluded with a university abroad on the mutual provision of higher education free of charge (a fee is not set)
- A contract concluded on implementation of a study programme in cooperation with a university abroad (the fee is charged in the amount set out in the contract)
- Implementation of a study programme included in the Programme for Government Development Scholarships (the fee is refunded to the university according to the conditions of the relevant programme)
- Implementation of a study programme included in the Programme Duolingo x UNHCR Access Scholars (*Note: This exemption will be approved by the CU Academic Senate in June 2024; then the regulation must be registered with the Ministry of Education, Youth and Sports.*)

*Fee for additional studies*

- The obligation to set a fee for students is set out in the Higher Education Act.
- The fee is imposed only if the student **has exceeded the standard period of studies** in the study programme **by more than one year** (the period of study in the cases specified by law also includes the periods of previous unsuccessfully completed studies; the period of study for the duration of recognized parenthood, on the contrary, usually extends this period).
- The fee is imposed only in **undergraduate** study programmes (bachelor's, master's), which are offered by the university **in Czech**.
- The fee is always imposed **for the first six months of study** (regardless of whether the student is actively studying throughout this period).
- The fee is not considered a tuition fee, as it is not a payment for services provided by the university, but is intended to motivate the student to finish their studies on time.
- The amount of the fee is set at CU according to the formula specified in the internal regulation and is based on the **cost intensity coefficient** for the respective study programme set by the Ministry of Education, Youth and Sports; the form of study has no impact on the amount of the fee.
- The fee is imposed by a Rector's decision and is payable on the 90<sup>th</sup> day after this decision becomes legally binding.
- The fee is an income of the scholarship fund and can thus be used exclusively for the payment of scholarships.
- In the event of any of the reasons specified in an internal regulation or a Rector's directive (no. [25/2023](#), no. [23/2020](#), no. [13/2021](#), and no. [15/2024](#)), the Rector may **reduce**, **waive**, or **postpone the due date of the fee** (the condition being that an appeal against the decision on imposing the fee must be filed by the specified deadline).
- If the fee is not paid, the fee is recovered from the student, including by legal enforcement.

## Heidelberg University (UHD)

No fees can be charged for EU scholarship holders, therefore, the consortium or the University have to agree upon an institutional contribution.

No tuition fee is charged for German or EU students. Students from outside the EU are charged 1500€ per semester by the state of Baden-Württemberg.

## Sorbonne University (SU)

### *Fees for joint programmes*

#### **Registration fees**

Registration fees are governed by the decree of April 19, 2019 on registration fees in public higher education establishments under the authority of the minister responsible for higher education.

Sorbonne Université's registration fees are published on the institution's website, at the following link: [Modalités d'inscription et coûts des études](#)

Unless the consortium decides otherwise: only the membership fees of the University in which the candidate is registered will be paid by the student.

#### **Fees for joint programmes**

Arrangements for cost sharing, tuition fees, scholarships and the sustainability of programmes need to be negotiated. SU agrees to determine one joint, common tuition fee for all joint programme students.

It's important to set up a full-cost budget for the joint programme, including all running costs.

## University of Copenhagen (UCPH)

### *Fees for joint programmes*

There is a national legal requirement applying to joint programmes which entails that the distribution of students must be based on a principle of reciprocal exchange of students. Along with a financial principle based on a) an obligation to charge tuition fee to the full cost amount from non-EU students, and b) an obligation to not charge any tuition fee/costs for Higher Education from Danish-citizens/EU-citizens admitted via University of Copenhagen.

The level of tuition fee charged from (a) amounts to EUR 33.800 for the duration of a 120 ECTS Master of Science programme. The price may differentiate when programmes are located within Humanities or Social Sciences.

It is worth noticing that specifically regarding Erasmus Mundus Joint Masters there is an option to deviate from the principle of reciprocal exchange of students. Still no tuition fee can be charged from Danish-citizens/EU-citizens admitted to the programme via UCPH, but in this case tuition fee can be charged from EU-citizens (including Danish citizens) admitted to the programme via non-Danish universities.

## University of Milan (UNIMI)

### *Fees for joint programmes*

There are no national requirements for international joint programmes. Internal procedures in place are aimed at achieving an agreement between partners on academic fees and programme funding. It is important to set up a full-cost budget for the joint programme, including all running costs. Additional operational costs may be necessary for curriculum development, student and staff mobility, short-term student accommodation, administration, IT costs for joint student administration, and potentially for additional activities such as a Summer School. In some cases, the extra investment needed to offer joint programmes can be raised by increasing tuition fees.

### *Practices regarding funding possibilities and fees regarding international joint programmes*

Arrangements for cost sharing, tuition fees, scholarships and the sustainability of programmes need to be negotiated. In situations where revenue generation is possible, it is necessary to sign an agreement for income distribution. If all consortium countries allow it, UNIMI accepts/agrees to determine one joint, common tuition fee for all joint programme students. In this case, the partners divide the tuition fee income over each partner institution, for instance partly based on numbers of students, credits and thesis supervision taken at that institution. UNIMI applies a fixed calculation basis for dividing the tuition fee income among partners.

### *Specific internal regulations or instructions*

At UNIMI, ordinary tuition fees are divided into two instalments with different calculation methods and payment schedules. The amount of the first instalment is the same for all students. For students with foreign citizenship whose household produces income and assets abroad, the second instalment is not calculated on the ISEE ("Equivalent Economic Situation Indicator") University value, but consists of a fixed second instalment amount based on the student's citizenship, the fee area for the study programme and the student status (on track / off track for one year or off track for more than one year). Students with foreign citizenship whose household produces income and possesses assets in Italy must apply for the ISEE University certificate. For the purposes of right-to-an-education benefits (scholarships, canteens, accommodation), foreign students who cannot apply for the ISEE University certificate will have to provide financial evidence upon submitting their online application.

## University of Geneva (UNIGE)

### *Fees*

As per Article 76 of the University's Statute, students who are enrolled in UNIGE's basic and advanced training programs, even if they are part of a joint program, are required to pay a fee of 500 CHF. This fee is non-negotiable, unless the statute allows exemption. Any additional fees for UNIGE students require a political decision, which goes beyond standard administrative procedures. The amount is defined by the University's Statute, as well as by the University Law



Regarding the payment of university fees at UNIGE, students are required to pay their fees at the time of confirmation of enrollment. This typically occurs by early November for the fall semester and April for the spring semester. Fees must be paid per semester and not as a lump sum for the entire duration of the studies.

### *Fees for joint programmes*

For joint programmes that involve two institutions, students are always enrolled at one institution, and this institution manages all administration. This institution may redistribute a portion of the subsidies to the other institution (alternatively, consider implementing a rotational system (where registrations alternate between Uni 1 and Uni 2 on a yearly basis).

## University of Warsaw (UW)

### *Fees*

The Ordinance No. 130 of the Rector of the University of Warsaw of 30 September 2019 regulates the rules for **charging and the conditions and procedure for exemption from the fees** for educational services at the University of Warsaw ([consolidated text in English](#)).

UW may charge the following fees for educational services:

1. for part-time studies;
2. for retaking specific failed full-time classes due to unsatisfactory academic progress;
3. **for studies conducted in a foreign language**;
4. for extracurricular classes;
5. **for full-time studies in Polish from foreigners.**

The **Rector determines the amounts of fees** for educational services by way of an **ordinance, issued before the beginning of the admission procedure**, upon the request of the teaching and learning councils presented by the Head of the Teaching Unit (usually Vice-Dean for Student Affairs from the faculty). It is therefore crucial to determine fees for joint programme before the joint admission procedure begins. This ordinance is issued as a joint document for all study programmes. It also includes **all other kinds of fees**, not only a tuition fee.

The **deadlines** for the **payment** of the fees shall be **determined by the Head of the Teaching Unit**, so at the level of faculty (or other teaching unit).

The Head of the Teaching Unit may **exempt** a student from the fees in whole or in part, or **divide** the fee into **instalments** upon a grounded request of the student (full procedure is described in the Ordinance No. 130). However, in case of a **foreign student** the **Rector** can **exempt** from the fees in their entirety or in part, or grant approval for the fees to be paid in **instalments**, on a justified request (which is passed by the Heat of the Teaching Unit).

Information on admission and tuition fees are available on the website of the Admissions Office in English: <https://rekrutacja.uw.edu.pl/en/application-and-tuition-fees/>

The tuition fee for joint programmes should be clarified in the **partnership agreement**, as well

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as all procedures regulating the division of funds between partners.

### *Funding possibilities*

There are external sources of funding available for cooperation on joint programmes. Among others, the most popular recommended for Polish HEIs are:

- Erasmus Mundus Design Measures: [https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/cooperation-among-organisations-and-institutions/erasmus-mundus-design-measures-emdm?facets\\_field\\_eac\\_tags=185](https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/cooperation-among-organisations-and-institutions/erasmus-mundus-design-measures-emdm?facets_field_eac_tags=185)
- Erasmus Mundus Joint Masters: <https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-2/erasmus-mundus>
- Polish National Agency for Academic Exchange (NAWA) KATAMARAN - Establishing and conducting joint second-cycle studies: <https://nawa.gov.pl/instytucje/katamaran-przygotowanie-i-realizacja-wspolnych-studiow-ii-stopnia>
- Maria Skłodowska-Curie Action doctoral networks: <https://marie-sklodowska-curie-actions.ec.europa.eu/actions/doctoral-networks>

## **CASE STUDY: 4EU+ SET-UP/FRAMWORK FOR COOPERATION ON ERASMUS MUNDUS AND JOINT PROGRAMMES PROPOSALS**

In February 2024, a joint application was submitted for the Erasmus Mundus Joint Masters for a new joint programme developed within the 4EU+ Alliance: Erasmus Mundus Joint Master in European Environmental Economics and Policy (M<sub>3</sub>EP). The cooperation engages 5 4EU+ partners: University of Copenhagen (leader of the project), Charles University, Heidelberg University, University of Milan and University of Warsaw. The cooperation stemmed from one of the 4EU+ educational projects, funded under the European Universities Initiative from Erasmus+ programme: “Towards a European School of Environmental Economics & Policy (EuSEEP)”. Two joint spring schools took place in the years 2021-2022. In 2023, the project team focused on preparing joint applications for study programmes based on that previous experience.

Workload was divided between two working groups: Scientific Working Group (SWG), the main core of the project team, and the Administrative Working Group (AWG) supporting the academics. Two teams worked separately and conveyed their own online meetings, and once a month a joint online meeting took place where each team reported on the progress or challenges. In October 2023, an onsite workshop was organised by UCPH where both SWB and AWG worked together and separately on the main challenges to resolve. Closer to the application submission date online meetings became more frequent. Because of that set-up, writing of the EMJM application was done in a structured way and it was submitted a week before the deadline set by the European Commission. It is therefore highly recommended to follow this set-up/framework in the 4EU+ Alliance for the preparation of any other EMDM/EMJM application.

### **Division of labour when preparing the application**

1CORE+ ♦ Grant Agreement 101089826

D2.1 - 4EU+ Sustainable Educational Offer ♦ October (M24) 2024

#### Scientific Working Group (SWG):

- Content and structure of the programme, incl. mobility tracks
- Course mapping and curriculum development
- Needs analysis
- Endorsement from industry/external stakeholders
- Academic requirements for admission
- Collaboration with AWG

#### Administrative Working Group (AWG):

- Rules and regulations on national level
- Knowledge of local administrative set-up and go-betweens
- Main focus:
  - Fee policy
  - Mobility tracks
  - Admission and enrolment
  - Visa regulations
  - Graduation and the award of the diploma
- Support to SWG

#### Administrative tasks and issues encompass:

- Language requirements
- Required documents for admission
- Tuition fee / additional local fees
- Application fee
- Deadlines
- Academic calendar
- Co-funding
- Accreditation requirements

Organise on-site workshop for both SWA and AWG - in case of M3EP, a 2-day workshop was organised in Copenhagen in October 2023

#### Main administrative documents developed (templates are attached in Annex No. 1):

- Budget/Financial modus operandi (Excel-file)
- Admission and Enrolment Plan
- Graduation and Diploma Plan
- Graduation and diploma infosheet (used to collect information from all partners and as a basis for the Graduation and Diploma Plan)

## ANNEX NO. 1: TEMPLATES OF DOCUMENTS USED IN M3EP

### *Admission and Enrolment Plan*

This document describes the processes regarding students studying at the M3EP EMJM programme. There are several processes including:

- Admission and enrolment at all institutions.
- Residencial permits/visas in host countries.
- Application for Erasmus+ Mobility Grant (KA-131).

| Year  | Timeline   | Item                                       | Notes and important points of attention  |
|---|------------|--|--|
| <b>Before study start at first year institution</b> |            |  |  |
| X   | January 15 | Application deadline for non-EU applicants | <p><b>Required documents:</b></p> <ul style="list-style-type: none"> <li>• Transcript of records (in English)</li> <li>• CV</li> <li>• English language Proficiency</li> <li>• Certified official BA-Diploma or confirmation from home university that ongoing Bachelor studies will be completed in the current academic year</li> <li>• Copy of Passport</li> <li>• Proof of residence at time of application</li> <li>• Additional documents for scholarship applicants: <ul style="list-style-type: none"> <li>○ Letter of Motivation</li> </ul> </li> </ul> <p><b>English language proficiency:</b></p> |

| Year | Timeline | Item                                   | Notes and important points of attention  |
|------|----------|--|--|
|      |          |  | <ul style="list-style-type: none"> <li>• IELTS 6.5 (6.0 in all bands) – academic and home edition</li> <li>• TOEFL 83 (paper and home edition)</li> <li>• Cambridge Advance or Proficiency C1 or C2</li> <li>• An upper secondary school diploma, Bachelor’s degree or Master’s degree in English in one of the following countries: Australia, Canada, Ireland, New Zealand, United Kingdom or USA.</li> </ul>  |
| X    | February | Non-EU applicant assessment            |  |
| X    | March 1  | Application deadline for EU applicants | <p><b>Required documents:</b></p> <ul style="list-style-type: none"> <li>• Transcript of records (in English)</li> <li>• CV</li> <li>• English language Proficiency</li> <li>• Certified official BA-Diploma or confirmation from home university that ongoing Bachelor studies will be completed in the current academic year</li> <li>• Copy of Passport</li> <li>• Proof of residence on time of application</li> <li>• Additional documents for scholarship applicants:               <ul style="list-style-type: none"> <li>○ Letter of Motivation</li> </ul> </li> </ul> <p><b>English language proficiency:</b></p> |

| Year | Timeline    | Item  | Notes and important points of attention   |
|------|-------------|---|---|
|      |             |   | <ul style="list-style-type: none"> <li>• IELTS 6.5 (6.0 in all bands) – academic and home edition</li> <li>• TOEFL 83 (paper and home edition)</li> <li>• Cambridge Advance or Proficiency C1 or C2</li> <li>• An upper secondary school diploma, Bachelor’s degree or Master’s degree in English in one of the following countries: Australia, Canada, Ireland, New Zealand, United Kingdom or USA.</li> </ul> |
| X    | March       | <p>Non-EU admission offers are sent out:</p> <p>Scholarships and feepaying applicants.</p> <p>Tuition fee information for feepaying applicants.</p> <p>Final list of all admitted non-EU mid-April.</p> |   |
| X    | March/April | <p>EU applicant assessment</p> <p>30.04.X Deadline for EU-database</p>  |   |

| Year                      | Timeline | Item  | Notes and important points of attention  |
|---------------------------|----------|---|--|
| X                         | May      | <p>EU admission offers are sent out:</p> <p>Scholarships and EU-non-scholarship applicants</p> <p>All students are enrolled mid-May</p> <p>Expected first cohort list by the end of May</p> |  |
| X                         | May      | <p>Study residence permit application support for non-EU students.</p> <p>Ongoing information on housing, semester start etc. for all students.</p>   | <p>Study residence permit to Denmark is applied for the entire 2-year programme. Read more about study residence permit at <a href="#">New to Denmark</a>.</p> |
| <b>First year at UCPH</b> |          |   |  |

| Year | Timeline          | Item  | Notes and important points of attention  |
|------|-------------------|---|--|
| X    | August            | Students arrive in Copenhagen.<br>UCPH welcome program late August/early September  |  |
| X    | August/ September | EU students (non-Danes) need to apply for and schedule appointment at Danish Agency for International Recruitment and Integration (SIRI) to get EU residence. | Information during Welcome Days and online information “How to MSc”.<br><br>Upon arrival: All students apply for CPR when “permanent address.” |
| X    | September         | Monday (first week of September): semester/teaching begins at UCPH.   | Pro-rata principle for relevance for EU-database   |
|      | 20 September      | 1 <sup>st</sup> degree diploma  | Deadline for submitting 1 <sup>st</sup> degree diploma to UCPH   |
| X    | October           | Enrolment at 2 <sup>nd</sup> year institution   | Information on students sent to 2 <sup>nd</sup> year institution. Enrolment begins.  |

| Year                                       | Timeline                 | Item  | Notes and important points of attention  |
|--|--------------------------|---|--|
|  |                          |   | Partner access to UCPH application portal 'DANS' for student information   |
| X  | November 1 / February 15 | Deadlines for non-scholarship students applying for Erasmus+ Mobility Grant for second year.<br><br>UCPH supports process, but students need to apply themselves. | All non-scholarship students can apply for an Erasmus+ mobility grant for entire second year (12 months)   |
| X + 1                                      | Spring                   | Admission or enrolment, residence permit and accommodation for 2nd year   | Students apply for admission and visa for 2nd year institution.<br><br>Search for accommodation begins.<br><br>Individual processes for each partner are communicated to relevant students |
| X+1  | August/ September        | Recommended moving phase for students.  | Students forward updated Transcript of Records to relevant 2 <sup>nd</sup> year partner institution for enrolment and credit transfer  |
| <b>Second year at partner institutions</b> |                          |   |  |

| Year | Timeline           | Item   | Notes and important points of attention  |
|------|--------------------|--|--|
| X+1  | September 1        | Deadline for enrolment beginning at second year institution. | NB. Pro-rate principle is of relevance for EU database   |
| X+1  | September/ October | Semester start   | <p>Semester begins October at UW.<br/><a href="#">Online calendar at the University of Warsaw.</a></p> <p>Semester begins late September at UMIL.<br/><a href="#">Online calendar at University of Milan.</a></p> <p>Semester begins October at CU<br/><a href="#">Online calendar at Charles University</a><br/><a href="#">Online calendar at FSV UK</a></p> <p>Semester begins October at UHD<br/><a href="#">Online calendar at University of Heidelberg</a></p> |
|      |                    |  |  |

| Year  | Timeline           | Item  | Notes and important points of attention  |
|-------|--------------------|---|--|
| X + 1 | September/October  | Students apply for credit transfer of results from 1 <sup>st</sup> year institution.  | To ensure a speedy diploma process from 2 <sup>nd</sup> year institution once thesis has been defended.<br><br>Students will be informed of the process by respective partner institution. |
| X+2   | August/ September  | Students finalize their 2 <sup>nd</sup> year.<br><br>Second year institutions update EU Database with relevant information. | Students must have an active enrolment until at least August 31.   |
| X+2   | September/ October | Issuing Diploma and diploma supplement upon graduation  | For further information, please consult Graduation and Diploma Plan  |

## Requirements for non-EU study permits

| Institution | Requirements   |
|-------------|--|
| UCPH        | <p>Study residence permit to Denmark is applied for the entire 2-year programme. The permit will lapse if the students cease to reside in Denmark for more than 6 months unless they apply (and are granted) a dispensation.</p> <p>Read more about study residence permit:</p> <p><a href="https://www.nyidanmark.dk/en-GB/You-want-to-apply/Study/Higher-education">https://www.nyidanmark.dk/en-GB/You-want-to-apply/Study/Higher-education</a></p> <p><a href="#">Students have 3 year job seeking permit after completed programme.</a></p> <p>Read more at <a href="#">New To Denmark</a>.</p>   |
| UW          | <p>Students from non-EU countries wishing to study in Poland are required to obtain a Polish visa prior to arrival. To do so, they should contact the Polish consulate or embassy in their country of residence.</p> <p>If a student has a valid residence permit of another Schengen country, the student can enter Poland and stay for up to 90 days within 180-days period. To be able to stay longer, within these 90 days, the student must apply for the Polish residence permit (residence card) or return to their home country and apply for a student visa at the Polish Consulate.</p> <p>More detailed information on obtaining a visa can be found <a href="#">here</a>, on students extending their stay please <a href="#">read this</a>.</p> <p>Please note that a student can always appeal a refusal, more information is <a href="#">available here</a>.</p> <p>If a student holds a residence permit or long-term visa issued by another EU Member State (excluding Ireland and Denmark) with the „STUDENT” annotation, valid for the whole mobility period in Poland, the student can apply for a student mobility and then stay legally.</p> |

| Institution | Requirements  |
|-------------|---|
|             | <p>More information can be found here: <a href="https://welcome.uw.edu.pl/how-to-get-student-mobility-instruction/">https://welcome.uw.edu.pl/how-to-get-student-mobility-instruction/</a></p> <p><a href="https://welcome.uw.edu.pl/before-you-arrive/visas-residence-permit/">https://welcome.uw.edu.pl/before-you-arrive/visas-residence-permit/</a><a href="https://welcome.uw.edu.pl/during-your-stay/legalisation-of-stay/legalisation-of-stay-non-euefta-nationals/">https://welcome.uw.edu.pl/during-your-stay/legalisation-of-stay/legalisation-of-stay-non-euefta-nationals/</a><a href="https://welcome.uw.edu.pl/appeal-from-a-negative-decision/">https://welcome.uw.edu.pl/appeal-from-a-negative-decision/</a></p>   |
| UNIMI       | <p>Students with a valid EU residence permit who intend to stay in Italy for less than 360 days have just to fill in the declaration of presence and submit it to Police (Questura) once in Italy.</p> <p>Students without/expired EU residence permit must submit their VISA application through a specific website: <a href="http://www.university.it">www.university.it</a> while abroad. Supporting letters available if need be</p> <p>All the students must have Italian tax Code. They can obtain it from the Italian consular or diplomatic mission in their country of residence or in Denmark. In Italy it can be requested from local Income Revenue Office (Agenzia delle Entrate).</p> <p>More detailed information available <a href="#">here</a>.</p>  |
| CU          | <p>To possess a legal stay in Prague is the students' responsibility.</p> <ul style="list-style-type: none"> <li>● Students with valid Danish RP can enter Czechia for up to 90 days within 180-days period (in respect to the whole Schengen area).</li> <li>● Students with valid Danish RP cannot apply for Czech RP directly from Czechia</li> <li>● Students can apply only in the country of their residence; in the country that issued their passport; in the country where they possess valid long-term / permanent RP for at least 2 consecutive years.</li> <li>● Students from countries with the exception from territorial competency rule can apply from Czech visa center in Dresden, Germany</li> </ul> <p>General information and requirements: <a href="https://www.mvcr.cz/mvcren/article/third-country-nationals-long-term-residence.aspx">https://www.mvcr.cz/mvcren/article/third-country-nationals-long-term-residence.aspx</a></p> |

| Institution | Requirements   |
|-------------|--|
|             | Students with Czech RP need to register at MOI Office within 30 days after their arrival. They need to submit their biometrics data and collect the residency card once issued.  |
| UHD         | <p>All international students from outside the EU and the EEA generally need a visa or a residence permit with supplementary sheet in order to study at Heidelberg University</p> <p>Students from Andorra, Australia, Brazil, Canada, El Salvador, Honduras, Israel, Japan, Monaco, New Zealand, San Marino, South Korea, Switzerland United Kingdom and the United States may enter Germany without a visa but have to apply for a residence permit at the local Foreigners' Registration Office within three months.</p> <p>Students from all other countries must obtain a visa (for study purposes) before departing for Germany. The application for a visa for study purposes must be made at the German Embassy/Consulate in the student's home country. After arrival, students must apply for an extension of their stay in form of a residence permit at the Foreigners' Registration Office.</p> <p>More information found here: <a href="https://backend.uni-heidelberg.de/en/documents/information-on-visa-study-permit/download">https://backend.uni-heidelberg.de/en/documents/information-on-visa-study-permit/download</a></p> |

### Requirements for EU residence permits

| Institution | Requirements  |
|-------------|---|
| UCPH        | <p>EU students can apply upon arrival in Denmark. Application for a residence permit must be made within the first 3 months of residency.</p> <p>Read more at <a href="#">New To Denmark</a>.</p> |

| Institution | Requirements  |
|-------------|---|
| UW          | <p>Students from EU countries wishing to study in Poland by law do not need to apply for a visa. However, if you stay in the country for more than three months, you are required to obtain a longer stay permit.</p> <p>More detailed information on the right of entry can be obtained <a href="#">here</a>, on extending your stay please <a href="#">read this</a>.</p> <p>For more information: <a href="https://welcome.uw.edu.pl/before-you-arrive/visas-residence-permit/https://welcome.uw.edu.pl/during-your-stay/legalisation-of-stay/legalisation-of-stay-euefta-nationals/https://welcome.uw.edu.pl/appeal-from-a-negative-decision/">https://welcome.uw.edu.pl/before-you-arrive/visas-residence-permit/https://welcome.uw.edu.pl/during-your-stay/legalisation-of-stay/legalisation-of-stay-euefta-nationals/https://welcome.uw.edu.pl/appeal-from-a-negative-decision/</a></p> <p>Please note that you can always appeal a refusal, more information is <a href="#">available here</a>.</p> |
| UNIMI       | <p>EU students can stay in Italy up to 3 months without any formality, provided that they have a valid identity document for expatriation. After 3 months, they will have to register with their local civil records office (Ufficio Anagrafe del Comune).</p> <p><a href="https://www.comune.milano.it/servizi/residenza-cittadini-italiani">https://www.comune.milano.it/servizi/residenza-cittadini-italiani</a></p> <p>More detailed information is available <a href="#">here</a>.</p>   |
| CU          | <p>Students who are citizens of the EU or EFTA member countries are legally obliged to register with the Ministry of Interior within 30 days of arrival. Students who live in one of the UK dormitories will be registered automatically by the Accommodation Office, so they do not need to register in person.</p>  |
| UHD         | <p><u>EU/EEA Nationals: Students from member states of the EU (European Union) or countries within the EEA (European Economic Area - Iceland, Lichtenstein, Norway) do not require a visa nor a residence permit to study in Heidelberg. They only need a valid passport/ID card.</u></p>   |

## Deadlines and documents needed for smooth enrolment for second year

| Institution | Deadline | Documents needed  |
|-------------|----------|---|
| UW          |          | <ul style="list-style-type: none"> <li>○ The higher education diploma (2nd cycle degree, 1st cycle degree, engineer diploma or equivalent) with transcript of grades</li> <li>○ Translation into English of the higher education diploma and transcript of grades</li> <li>○ A document stating that the higher education diploma entitles to continue university-level study in the country of issuance.</li> <li>○ Document confirming proficiency in English language.</li> <li>○ <b>Requirements for 2<sup>nd</sup> year registration:</b> <ul style="list-style-type: none"> <li>● A student who has failed to get credits for every course stipulated in the study plan for a given term (semester/year) may, at their request, be conditionally enrolled for the next study term if the total number of ECTS credits allocated to uncompleted courses does not exceed 1/3 of total ECTS credits included in the study plan for the particular term.</li> <li>● A student who has failed to get credits for all courses stipulated in the study plan for a given or previous term may, at their request, be referred to repeat the study term.</li> </ul> </li> </ul> |
| UNIMI       |          | <ul style="list-style-type: none"> <li>● The higher education diploma with transcript of records</li> <li>● The high school diploma</li> <li>● Diploma Supplement (if provided by the institution)</li> <li>● Document confirming proficiency in English language.</li> <li>● Passport and Italian fiscal code (to be required at the Italian embassy/once in Italy)</li> </ul> <p><b>Requirements for 2<sup>nd</sup> year registration:</b></p> <p>There are no specific requirements for 2<sup>nd</sup> year registration.</p>  |
|             |          |   |

| Institution | Deadline  | Documents needed  |
|-------------|---|---|
| CU          |   | <ul style="list-style-type: none"> <li>● Confirmed enrollment at CPH and exchange of personal data (September / October of the first year).</li> <li>● Confirmed fulfilment of the minimum requirements of the first year and their interest in continuing to the second year (September); exchange of ToR should follow.</li> <li>● Visa-seeking students should possess the Czech RP, or in exceptional individual cases already submitted application for Czech RP (September).</li> <li>● Access to SIS for M3EP students and registration for courses -August/September</li> <li>● <b>Requirement for 2<sup>nd</sup> year registration:</b> <ul style="list-style-type: none"> <li>○ Registration for 2nd year of study is conditional on fulfilling the specified minimum study requirement in the preceding years.</li> <li>○ For MA students - 45 credits to register in the second year of study.</li> </ul> </li> </ul> |
| UHD         | <p>Application period: April 1 – September 30</p> <p>Enrolment period: April 1 – October 31</p> | <p>Application (online at <a href="http://heico.uni-heidelberg.de">heico.uni-heidelberg.de</a>):</p> <ul style="list-style-type: none"> <li>● higher education diplomas with transcripts of records (including grading scale; in German or English)</li> <li>● document confirming English language proficiency (issued no longer than 4 years ago)</li> </ul> <p>Enrolment:</p> <ul style="list-style-type: none"> <li>● University entrance qualification</li> <li>● 1 Passport photo</li> <li>● Personal ID/passport</li> <li>● Proof of health insurance</li> <li>● Certified copy of Bachelor's degree certificate (or another degree certificate from an undergraduate, equivalent course of study). Foreign certificates must be submitted as an officially certified copy of the original with an accompanying translation in German or English. Certifications from foreign authorities are not accepted.</li> </ul>     |

| Institution | Deadline | Documents needed   |
|-------------|----------|--|
|             |          | <ul style="list-style-type: none"> <li>• <b>Requirement for 2<sup>nd</sup> year registration:</b> <ul style="list-style-type: none"> <li>○ Students need at least 16 ECTS to continue their studies after the first year.</li> <li>○ Students can fail in 12 exams overall (including attempts at UCPH, not including the thesis)</li> </ul> </li> </ul> |

*Graduation info-sheet template*

| Timeline | Item  | Important information per partner e.g. required documents - per each item specify what (if any) arrangements need to be included in the partnership agreement |
|----------|---|---|
|          | <p><b>Exams:</b></p> <p>number of attempts should a student fail an exam</p>  |   |
|          | <p><b>Grades and grading scale:</b></p> <p>grades on a diploma<br/>           grades from the thesis<br/>           grades from defense<br/>           scale used for courses/thesis/defense (fail/pass or full grading scale?)</p> |   |
|          | <p><b>Transcript of records:</b></p> <p>when can it be issued at the 2nd year institution? When &amp; how is it</p>   |   |

|  |  |  |
|--|--|--|
|  | transferred to UCPH?   |  |
|  | <b>Extension of studies</b>  |  |
|  | <b>Maximum duration of studies</b>   |  |
|  | <p><b>Thesis:</b></p> <p>internal regulations (e.g., regulations regarding the word count, regulations regarding any internal systems that a thesis must be uploaded to)</p> <p>co-supervisors</p> |  |
|  | <p><b>Defense:</b></p> <p>where will it take place<br/>will it/can it take place online<br/>who must be in the committee<br/>other internal regulations<br/>deadlines</p>                          |  |
|  | <p><b>Final grade:</b></p> <p>what it includes? Is it on diploma?</p>  |  |
|  | <b>Diploma:</b>  |  |

|  |  |  |
|--|--|--|
|  | <p>internal regulations<br/>what information is required<br/>deadlines<br/>transfer of information from 2nd year institution to UCPH - what is needed?</p>   |  |
|  | <p><b>Diploma supplement:</b><br/>joint supplement will be issued<br/>is it required also to issue separate supplements with each diploma?<br/>what information is needed (ToR)<br/>deadlines<br/>transfer of information between 2nd year institution and UCPH (what is required, what is the deadline)</p> |  |
|  | <p><b>Job seeking period as graduate</b></p>   |  |

*Graduation and Diploma Plan*

This document describes the processes of how students get their diploma as a part of their studies on the EMJM in European Environmental Economics and Policy (M<sub>3</sub>EP).

Descriptions, from each individual partner, can be found on:

- Credit transfer requirements
- Master’s thesis requirements
- Issuing of diploma
- Maximum duration of studies
- Job seeking period after graduation

|                                 |  |
|---------------------------------|--|
| 1. semester/2. year institution | <b>University of Copenhagen</b>  |
|                                 | <b>Credit transfer requirements</b>  |
|                                 | <p><u>Requirement for transfer of credits at UCPH</u></p> <p>Transcript of records in English, stamped and signed</p> <p>Dates of passed courses</p> <p>Thesis title and date of thesis defense</p> <p>Results will be transferred as pass/fail</p><br><p><u>When to apply for a credit transfer at UCPH</u></p> <p>After the 1. year of studies: to ensure students with Danish SU can maintain it</p> <p>After the 2. year of studies: diploma process will be initiated after</p> |

### How to transfer credits

The students must apply for a credit transfer themselves.

Applying by filling in a form for credit transfer for double degree students

Support from UCPH

### How to get the transcript of records from UCPH

Students can request their transcript of records in a signed form from [SCIENCE Student Services](#).

On the contact page they must choose 'Order' and choose 'Order a grade transcript'

## Master's thesis requirements

### Duration

30 ECTS = 4 months

### Registration and submission

Student can register for the master's thesis 4 times a year, and hand in the thesis 4 times a year.

2 year students in Copenhagen will normally start their thesis in block 3

| The first block of your Master's thesis   | Deadline for sending in your contract for approval | Start date  | Submission date |
|---|--|-------------|-----------------|
| Block 1   | 20 June  | 20 August   | 20 December     |
| Block 2   | 1 October  | 15 November | 15 March        |
| Block 3   | 15 December  | 31 January  | 31 May          |
| Block 4   | 1 March  | 15 April    | 15 August       |
| <p><u>Timing of the thesis defence</u></p> <p>No later than 4 weeks after the date of submission</p> <p><u>Supervisor</u></p> <p>No requirement of co-supervisor</p> <p>Supervisor must be employed at The Faculty of Science</p> <p>PhD student must not take on the role of main supervisor</p> |  |             |                 |

Examination attempts

3

**Maximum duration of studies**

The maximum duration of studies is 3 years in total: 2 years for the programme + 1 extra year

No extra fees for using the extra year

**Issuing of diploma**When will the diploma be issued?

Diploma will be issued not later than two months after transfer of credits from 2. Semester and 2. year institution

How will the students get the diploma?

Diploma will always be sent to the UCPH-mail of the student or ebox (Danish digital and secure inbox)

Language of the diploma

Diploma issued in both Danish and English

Other important info

No accumulated GPA on diploma or final transcript

|  |  |
|--|--|
|  | <b>Job seeking period after graduation</b>                                       |
|  | The students have 3 years after completion of studies for job seeking in Denmark |

| 2. year institution | Charles University                          | Heidelberg University                       |
|---------------------|---|---|
|                     | <b>Credit transfer requirements</b>         |   |
|                     | <u>Requirement for transfer of credits</u>  | <u>Requirement for transfer of credits</u>  |
|                     | <u>When to apply for a credit transfer</u>  | <u>When to apply for a credit transfer</u>  |
|                     | <u>How to transfer credits</u>              | <u>How to transfer credits</u>              |
|                     | <u>How to get the transcript of records</u> | <u>How to get the transcript of records</u> |
|                     | <b>Master's thesis requirements</b>         |   |
|                     | <u>Duration</u>                             | <u>Duration</u>                             |
|                     | <u>Registration and submission</u>          | <u>Registration and submission</u>          |

|                                    |   |   |
|------------------------------------|---|---|
|                                    | <u>Timing of the thesis defense</u>                         | <u>Timing of the thesis defense</u>                         |
|                                    | <u>Supervisor</u>   | <u>Supervisor</u>   |
|                                    | <u>Examination attempts</u>                                 | <u>Examination attempts</u>                                 |
|                                    | <u>Final grade</u>  | <u>Final grade</u>  |
|                                    | <u>Archiving, anti-plagiarism and publishing the thesis</u> | <u>Archiving, anti-plagiarism and publishing the thesis</u> |
| <b>Maximum duration of studies</b> |   |   |
| <b>Issuing of the diploma</b>      |   |   |
|                                    | <u>When will the diploma be issued?</u>                     | <u>When will the diploma be issued?</u>                     |
|                                    | <u>How will the students get the diploma?</u>               | <u>How will the students get the diploma?</u>               |
|                                    | <u>Language of the diploma</u>                              | <u>Language of the diploma</u>                              |

|  |  |                      |
|--|--|----------------------|
|  | Other important info                       | Other important info |
|  | <b>Job seeking period after graduation</b> |                      |
|  |  |                      |

|                     |   |   |
|---------------------|---|---|
| 2. year institution | <b>University of Milan</b>                  | <b>University of Warsaw</b>                 |
|                     | <b>Credit transfer requirements</b>         |   |
|                     | <u>Requirement for transfer of credits</u>  | <u>Requirement for transfer of credits</u>  |
|                     | <u>When to apply for a credit transfer</u>  | <u>When to apply for a credit transfer</u>  |
|                     | <u>How to transfer credits</u>              | <u>How to transfer credits</u>              |
|                     | <u>How to get the transcript of records</u> | <u>How to get the transcript of records</u> |
|                     | <b>Master's thesis requirements</b>         | <b>Master's thesis requirements</b>         |
| <u>Duration</u>     | <u>Duration</u>                             |   |

|                                    |   |   |
|------------------------------------|---|---|
|                                    | <u>Registration and submission</u>                          | <u>Registration and submission</u>                          |
|                                    | <u>Timing of the thesis defense</u>                         | <u>Timing of the thesis defense</u>                         |
|                                    | <u>Supervisor</u>   | <u>Supervisor</u>   |
|                                    | <u>Examination attempts</u>                                 | <u>Examination attempts</u>                                 |
|                                    | <u>Final grade</u>  | <u>Final grade</u>  |
|                                    | <u>Archiving, anti-plagiarism and publishing the thesis</u> | <u>Archiving, anti-plagiarism and publishing the thesis</u> |
| <b>Maximum duration of studies</b> |   |   |
| <b>Issuing of the diploma</b>      |   |   |

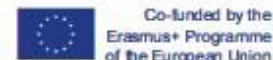
|  |   |   |
|--|---|---|
|  | <p><u>When will the diploma be issued?</u></p> <p><u>How will the students get the diploma?</u></p> <p><u>Language of the diploma</u></p> <p>Other important info</p> | <p><u>When will the diploma be issued?</u></p> <p><u>How will the students get the diploma?</u></p> <p><u>Language of the diploma</u></p> <p>Other important info</p> |
|  | <p><b>Job seeking period after graduation</b></p>   |   |

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ANNEX NO. 2: TEMPLATE OF JOINT DIPLOMA



Universität Heidelberg  
 Univerzita Karlova  
 Università degli Studi di Milano



# Společný magisterský diplom Joint Master Degree

V souladu s Memorandem o Společném magisterském diplomu zúčastněné univerzity společně potvrzují, že In accordance with the Memorandum of the Joint Master Degree, participating universities, hereby jointly certify that

**Brian Powell**

|  |   |
|--|---|
| narozen 26. 6. 2000                        | born 26. 6. 2000                        |
| absolvoval dne 20. 9. 2023                 | graduated on 20. 9. 2023                |
| studium ve společném magisterském programu | in joint master's study programme       |
| ...  | ...                                     |
| se jmenovanému podle zákona 111/1998 Sb.   | in accordance with Act No. 111/1998 Sb. |
| ...  | ...                                     |
| ...  | ...                                     |
| uděluje akademický titul                   | has been awarded the academic title     |
| Magistr (Mgr.)                             | Master of Arts (MA)                     |



*Grobny*  
 Rector

Univerzita Karlova



UNIVERZITA  
 KARLOVA

Diploma No.: DM2361214412

*Tarini*  
 Rector

Università degli Studi di Milano



UNIVERSITÀ  
 DEGLI STUDI  
 DI MILANO

*Zer*  
 Rector

Universität Heidelberg



UNIVERSITÄT  
 HEIDELBERG  
 ZUKUNFT  
 SEIT 1386

## ANNEX NO. 3: TEMPLATE OF JOINT DIPLOMA SUPPLEMENT



## Joint Diploma Supplement

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

### 1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1. **Family name(s):** Doe
- 1.2. **Given name(s):** John
- 1.3. **Date of birth:** 11 November 2011
- 1.4. **Danish civil registration number:** 111111-1111

### 2. INFORMATION IDENTIFYING THE QUALIFICATION

#### 2.1. Name of qualification and title conferred

**University of Copenhagen**  
(*in Danish*): Cand. scient i europæisk miljøøkonomi og politik/

(*in English*): Master of Science (MSc) in European Environmental Economics and Policy

#### **Universität Heidelberg (Ruprecht-Karls-Universität Heidelberg)**

(*In German*): N/A

(*in English*): Master of Science (M.Sc.) in Economics

#### **Università degli Studi de Milano, University of Milan**

(*in Italian*): Laurea Magistrale in Environmental and Food Economics

(*in English*): Master Degree in Environmental and Food Economics

#### **Univerzita Karlova, Charles University:**

(*in Czech*): *Magistr (Mgr.)* Studia veřejné a sociální politiky

(*in English*): *Magistr (Mgr.)* in Public and Social Policy Studies

#### **Uniwersytet Warszawski, University of Warsaw**

(*in Polish*): Magister na kierunku ekonomia

(*in English*): Magister in economics

The qualification has been obtained within the Erasmus Mundus Joint Master course in European

Environmental Economics and Policy (M3EP) - an MSc programme initiated and supported by the European Commission to enhance and promote higher education throughout the world.

The M3EP MSc course offers an integrated study programme with a resulting double degree fully recognised in the five consortium countries.

- 2.2. **Main fields of study:** Environmental Economics, Environmental Policy, Economy, Society, Sustainable Planning and Management.

- 2.3. **Name and status of awarding institution:**

Københavns Universitet, University of Copenhagen (officially abbreviated KU) is a state-financed higher education institution, regulated according to the

Ministry of Higher Education and Science University Act no. 960 of 14 August, 2014.

Ruprecht-Karls-Universität  
Heidelberg, Heidelberg University  
(officially abbreviated UHD) is a  
state- finance higher education  
institution, regulated

according to the State Higher Education Law  
of Baden- Württemberg  
(Landeshochschulgesetz, LHD BW) §1 (2).

Università degli Studi di Milano, University of Milan (officially abbreviated UMIL) is a state-financed higher education institution, having regard to the Ministerial Decree of 15 June 2016 (registration number 410) on the initial accreditation of the University of Milan and its study programmes and facilities.

Univerzita Karlova, Charles University (officially Abbreviated CU), is a public higher education institution, regulated according to the Higher Education Act (Act No. 111/1998 Sb, on higher education institutions and on amendments to other acts), which stipulates the basic principles of the functioning of higher education institutions and defines their purpose.

Uniwersytet Warszawski, University of Warsaw (officially abbreviated UW) is a public higher education institution regulated according to the act of 20 July 2018 – Law on Higher Education and Science (Journal of Laws, 2022, item 574, as amended).

24. **Name and status of institution administering the studies** (See 2.3.): Same as above
25. **Language(s) of instruction/examination:** English

### 3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

31. **Level of qualification:** Master's degree at NQF/EQF Level 7 referring to Second Cycle in the Bologna QF

32. **Official length of programme:** 2 years = 120 ECTS credit points ECTS

33. **Access requirements:** A completed Bachelor's Degree within the field of Economics, Political Science, Environment and Sustainability, Social Science.

### 4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

41. **Mode of study:** Full-time study programme, equivalent to 120 ECTS credits. Mandatory one-year mobility.

42. **Programme learning outcomes:** Please refer to the enclosed skills profile.

43. **Programme details and individual grades/marks/credits obtained:** The M3EP MSc programme is jointly developed and implemented by a consortium of five European universities: University of Copenhagen, Denmark, University of Heidelberg, Germany, University of Milan,

Italy, Charles University, Czech Republic, University of Warsaw, Poland. For course titles, individual grades and credits obtained, please refer to the enclosed

“Summary of examinations and grades”.

44. **Grading scheme and if applicable grade distribution information:** Please refer to the enclosed explanation of the Danish, German, Italian, Czech, and the Polish education system and the grading scale.

4.5 **Overall classification of the qualification:** Not applicable for Danish qualifications.

#### Germany:

Very Good/Good/Satisfactory/Sufficient/Non-Sufficient (X.X)

It is not currently possible to designate an official and statistically representative ECTS grade. Individual grades are listed in the academic transcript.

#### Italy:

Final graduation mark: XX

Final graduation date: XX/XX/XXXX

For I and II cycle programmes the final grade is based on a maximum of 110 points, with 66/110 as the lowest passing grade. In case of excellence, 110 cum laude may be awarded. The final grade is based on the curriculum as well as on the final exam.

#### Czech Republic:

Klasifikační stupnice a vysvětlení jejího významu • Grading scheme and if available, grade distribution guidance:

| Známka • Grade | Definice • Definition   | Známka • Grade | Definice • Definition |
|----------------|-------------------------|----------------|-----------------------|
| 1   A   B      | výborně • excellent     | 4   F          | neprospěl/a • fail    |
| 2   C   D      | velmi dobře • very good | Z              | započteno • credited  |
| 3   E          | dobře • good            | P   S          | prospěl/a • pass      |

\* Uznaný studijní výsledek z jiného studia, předchozího studia nebo studia na jiné instituci • Acknowledged record from an independent simultaneous or previous study or a student exchange programme.

Celková klasifikace kvalifikace • Overall classification of the qualification: *prospěl • passed*

#### Poland:

A grade 5! which may occur in section 4.3. above represents an excellent grade assuming value of 5 while calculating the overall grade average.

The overall grade average is an arithmetic mean of all final grades from all course units or modules in the study programme; the overall classification of the qualification is the weighted sum of the overall grade average, the diploma thesis grade and the final

examination grade, calculated according to the weights stipulated in the Studies Regulations.

### 5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

51. **Access to further study:** A completed master's degree in European Environmental Economics and Policy gives access to further study within the field of Natural and/or Social Science at NQF/EQF level 8 referring to

Third Cycle in the Bologna QF.

**52 Professional status:** The MSc Programme in European Environmental Economics and Policy qualifies students to become professionals within business functions and/or areas such as:

- A PhD programme

- Environmental and resource economic analyses – for example applied to the implementation of environmental policy instruments.
- Environmental policy and project appraisal.
- Jobs within government agencies.
- Jobs within research institutes.
- Jobs within consulting companies.
- Jobs within industry and private businesses.
- Graduates from this programme will often be in charge of solving broad-spectrum environmental challenges that require interplay between economics, natural science and law.

faculties (14 in Prague, two in Hradec Králové and one in Pilsen), four university institutes, five other centres for educational, scientific, research, development and other creative activities, four

## 6. ADDITIONAL INFORMATION

### 6.1. Additional information:

The M3EP study is carried out two of the following institutions:

#### University of Copenhagen

Founded in 1479 by the Danish King Christian I, the University of Copenhagen is Denmark's oldest and largest institution of research and higher education. More than 37,000 students are enrolled in undergraduate and graduate programmes, plus an additional 2,500 PhD students. Staff members number 9,000. The University is divided into six faculties: Theology, Law, Social Sciences, Health and Medical Sciences, Humanities and Science; all situated in the capital of Denmark.

Heidelberg University (Ruprecht-Karls-Universität Heidelberg). Founded in 1386,

Heidelberg University is the oldest university in today's Germany and one of Europe's leading research institutions. Around 30,000 students are enrolled in undergraduate and graduate

programmes, plus an addition 8,800 PhD students.

Staff members number 8,800. The university is

divided into thirteen faculties, offering around 150 study programmes.

Università degli Studi de Milano, University of Milan: Founded in 1924, the University of Milan came about with the institution of the first four faculties: Law, Humanities, Medicine and Mathematical, Physical and Natural Sciences.

Nowadays, the faculties are ten, including Political, Economical and Social Sciences,

Agricultural and Food Sciences and Pharmacy, offering over 150 programmes of study. The number of students exceeds 60.000 units, spread among the locations of Milan, Lodi and Edolo.

Univerzita Karlova, Charles University: Charles University was founded in 1348 and is one of the world's oldest universities. The largest and most famous Czech university, it also ranks highest among Czech schools in international rankings. It is the only Czech university ranking among the world's top 250 universities. The university has 17

university-wide special-purpose facilities and the Rector's Office as the executive management unit of the Charles University. It currently has more than 950 accredited study programmes. A number of study programmes are accredited in English.

Uniwersytet Warszawski

University of Warsaw, established in 1816, is a public higher education institution. The University is entitled to confer the degrees of 'doktor', 'doktor habilitowany' and apply for the title of 'profesor'. The University educates in the spirit of Magna Carta Universitatum and actively contributes to the European Higher Education Area.

## 62 Further information:

Information in English on University of Copenhagen may be obtained from the following homepage: [www.ku.dk](http://www.ku.dk), or from [www.science.ku.dk](http://www.science.ku.dk).

Information in English on the Heidelberg University (Ruprecht-Karls-Universität Heidelberg) may be obtained from the following homepage: [www.uni-heidelberg.de/en](http://www.uni-heidelberg.de/en).

Information in English on the Università degli Studi di Milano may be obtained from the following homepage: <https://www.unimi.it/en>

or from [Faculties and Schools | Università degli Studi di Milano Statale \(unimi.it\)](#)

Information in English on the Univerzita Karlova may be obtained from the following homepage: [www.cuni.cz](http://www.cuni.cz); Information on the Faculty of Social Sciences is available at the following link: or from [www.fsv.cuni.cz](http://www.fsv.cuni.cz)

Information in English on the Uniwersytet Warszawski may be obtained from the following homepage: [www.en.uw.edu.pl/](http://www.en.uw.edu.pl/) or [www.wne.uw.edu.pl/en](http://www.wne.uw.edu.pl/en).

[https://ec.europa.eu/programmes/erasmus-plus/opportunities/individuals/students/erasmus-mundus-joint-master-degrees\\_en](https://ec.europa.eu/programmes/erasmus-plus/opportunities/individuals/students/erasmus-mundus-joint-master-degrees_en)

General information on higher education in Denmark can be obtained from the following two homepages: Ministry of Science, Technology and Innovation: [www.vtu.dk](http://www.vtu.dk), or Danish Rectors Conference: [www.rks.dk](http://www.rks.dk)

General information on higher education in Germany can be obtained from the following homepages of the German Rector's Conference ([www.hrh.de/acitivities/higher-education-system/](http://www.hrh.de/acitivities/higher-education-system/)) and the Ministry of Science, Research and Arts Baden-Württemberg ([www.mwk.baden-wuerttemberg.de/en/higher-education](http://www.mwk.baden-wuerttemberg.de/en/higher-education)).

General information on higher education in Italy can be obtained from the following homepages: <https://www.mur.gov.it/it>

General information on higher education in Czech Republic can be obtained from the following homepages: <https://www.studyin.cz/plan-your-studies/higher-education-system/>

General information on higher education in Poland can be obtained from the following homepages:N/A

General information on the Erasmus Mundus programme can be found at

## 7. CERTIFICATION OF THE SUPPLEMENT

7.1. **Date:** 5 July 2024

7.2. 7.2.

7.3. Head of Section

## 8. . INFORM ATION ON THE DANISH HIGHER EDUCATION SYSTEM

June 2016

Public higher education institutions in Denmark are regulated by national legislation concerning degree structures, teacher qualifications and examinations. Accreditation in higher education is undergoing transition from programme-based accreditation to institutional accreditation. Programmes and institutions are accredited by national, independent accreditation agencies and the Accreditation Council.

### Higher education institutions

Higher education is offered by five types of higher education institutions:

1. Business academies (Erhvervsakademi) offering professionally oriented short cycle and first cycle degree programmes.
2. University Colleges (Professionshøjskole) offering professionally oriented first cycle degree programmes.
3. Maritime Education and Training Institutions offering professionally oriented short cycle and first cycle degree programmes.
4. General and specialised research universities (Universitet) offering first, second and third cycle degree programmes in academic disciplines.
5. University level institutions offering first, second and third cycle degree programmes in subject fields such as architecture, design, music, and fine and performing arts.

Most higher education institutions are regulated by the Ministry of Higher Education and Science (type 1-5).

The Ministry of Culture regulates a number of higher education institutions offering programmes within fine and performing arts (type 5).

### Qualification framework

The qualification levels form the basis for the Danish National Qualifications Framework for Higher Education, which is certified in accordance with the overarching Bologna Framework according to the principles adopted by the European Ministers of Higher Education. Danish higher education qualifications at levels 5-8 of the Danish Qualifications Frame-work for Lifelong Learning (NQF) correspond with levels 5-8 of the European Qualifications Framework (EQF).

### Admission and progression

General access to higher education in Denmark requires an Upper Secondary School Leaving Certificate or comparable qualifications. Admission to some particular programmes requires entrance examination or submission of a portfolio of artistic work. Holders of an Academy Profession degree can obtain a Professional Bachelor's degree within the same field of study through a top-up programme. Completion of a first cycle degree qualifies students for admission to the second cycle.

### Ordinary Higher Education degrees

*The Academy Profession degree* is awarded after 90-150 ECTS and includes a period of work placement of at least 15 ECTS. The programmes are development-based and combine theoretical studies with a practical approach. Programmes are, among others, offered within Marketing Management, Computer Science and Chemical and Biotechnical Science.

The Danish title is field of study followed by the abbreviation AK and the English title is AP Graduate in [field of study].

### Overview of degrees in the Danish Higher Education System

Danish higher education institutions use the European Credit Transfer System (ECTS) for measuring study activities. 60 ECTS correspond to one year of full-time study.

| Danish qualifications levels    | Ordinary higher education degrees                 | Adult/Continuing higher education degrees | Qualifications Framework for the European Higher Education Area – Bologna Framework | European/National Qualifications Framework for Lifelong Learning – EQF/NQF |
|---------------------------------|---|---|---|--|
| <b>Academy Profession level</b> | Academy Profession degree (90-150 ECTS)           | Academy Profession degree (60 ECTS)       | Short cycle   | Level 5  |
| <b>Bachelor's level</b>         | Professional Bachelor's degree (180-240 ECTS)*    | Diploma degree (60 ECTS)                  | First cycle   | Level 6  |
|                                 | Bachelor's degree (within fine arts) (180 ECTS)   |   |   |  |
|                                 | Bachelor's degree (180 ECTS)                      |   |   |  |
| <b>Master's level</b>           | Master's degree (within fine arts) (120-180 ECTS) | Master degree (60-90 ECTS)                | Second cycle  | Level 7  |
|                                 | Master's degree (120 ECTS)**                      |   |   |  |

|                  |                       |  |             |         |
|------------------|-----------------------|--|-------------|---------|
| <b>PhD level</b> | PhD degree (180 ECTS) |  | Third cycle | Level 8 |
|------------------|-----------------------|--|-------------|---------|

*\* Can be obtained through a full regular bachelor's programme (180-240 ECTS) or a top up bachelor's programme (90 ECTS) following an Academy Profession degree. A few Professional Bachelor programmes are 270 ECTS.*

*\*\* A few Master's programmes are up to 180 ECTS.*

**The Professional Bachelor's degree** is awarded after 180-270 ECTS and includes a period of work placement of at least 30 ECTS. The programmes are applied programmes. They are development-based and combine theoretical studies with a practical approach. Examples of professional bachelor's degree holders are nurses, primary and lower secondary school teachers and certain types of engineers. The Danish title is Professionsbachelor i [field of study] and the English title is Bachelor of [field of study].

**The Bachelor's degree** from a university is awarded after 180 ECTS. The programmes are research-based and are offered in all scientific fields. The Danish title is Bachelor (BA) i [field of study] or Bachelor (BSc) i [field of study] and the English title is Bachelor of Arts (BA) in [field of study] or Bachelor (BSc) of Science in [field of study].

**The Bachelor's degree (within fine arts)** is awarded after 180 ECTS. The programmes are based on research and artistic research. Programmes are offered within the fine arts. The Danish title is Bachelor (BA) i [field of study], Bachelor i musik (BMus) [field of study] or Bachelor i billedkunst (BFA) [field of study] and the English title is Bachelor of Arts (BA) in [field of study], Bachelor of Music (BMus) [field of study] or Bachelor of Fine Arts (BFA) in [field of study]. A higher education degree within theatre or filmmaking is awarded after 3-4 years of study (180-240 ECTS).

**The Master's degree** is awarded after 120 ECTS. The programmes are research-based and are offered in all scientific fields. The Danish title is abbreviated to Cand.[latin abbreviation of academic area] i [field of study]. The English title is Master of Arts (MA) in [field of study] or Master of Science (MSc) in [field of study].

- The Further Adult Education degree (videregående voksenuddannelse/akademiuddannelse) is awarded after studies at short cycle level and gives access to diploma programmes.
- The Diploma degree (diplomuddannelse) is awarded after studies at first cycle level and gives access to master programmes.
- The Master degree (masteruddannelse) is awarded after studies at second cycle level

**The Master's degree (within fine arts)** is awarded after 120-180 ECTS. The programmes are based on research and artistic research. The Danish title is abbreviated to Cand.[latin abbreviation of academic area] [field of study]. The English title is Master of Arts (MA) in [field of study], Master of Music (MMus) [field of study] or Master of Fine Arts (MFA) in [field of study]. Music Academies offer a specialist degree of 2 to 4 years following the master's degree.

**The PhD degree** is awarded after 180 ECTS. PhD programmes are offered by the universities and some university level institutions offering degrees in the artistic and cultural field.

Detailed descriptions of degree levels can be found in the Danish Qualifications Framework at [www.nqf.dk](http://www.nqf.dk). Please consult the relevant Diploma Supplement for information about the learning outcome of any specific degree.

### **Adult and continuing higher education**

- The programmes normally consist of 2 years of part-time study, equivalent to 1 year of full-time study (60 ECTS credits). Certain master programmes require 1½ years of full-time study (90 ECTS credits). Admission requirements are a relevant educational qualification and at least 2 years of relevant work experience.
- Adult and continuing education is available at levels corresponding to qualifications of the ordinary higher education system.

### **The 7-point grading scale**

The grading system used in all state-regulated education programmes as of September 2007 is the 7-point grading scale. Apart from the 7-point grading scale, pass/fail assessment may also be used. 02 is the minimum grade for passing an exam.

Description of grades: 12: For an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses; 10: For a very good performance displaying a high level of command of most aspects of the relevant

material, with only minor weaknesses; 7: For a good performance displaying good command of the relevant material but also some weaknesses; 4: For a fair performance displaying some command of the relevant material but also some major weaknesses; 02 For a performance meeting only the minimum requirements for acceptance; 00: For a performance which does not meet the minimum requirements for acceptance; -3 For: a performance which is unacceptable in all respects.

## INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

### The Italian University System

The Italian university system is organised in three cycles, according to the Bologna structure: the main academic degrees are the Laurea (1st cycle), the Laurea Magistrale (2nd cycle) and the Dottorato di Ricerca (3rd cycle). The system also offers other study programmes and related qualifications.

**First cycle.** This cycle consists exclusively of Corsi di Laurea. These degree programmes provide students with an adequate command of general scientific methods and contents as well as with specific professional skills. The general access requirement is the Italian school leaving qualification awarded after completion of 13 years of schooling and passing the relevant State examination; comparable foreign qualifications may also be accepted. Admission to some degree courses may be based on specific course requirements. The studies last 3 years. The Laurea is awarded to students who have gained 180 ECTS credits (called Crediti Formativi Universitari – CFU) and satisfied all curricular requirements, including the production of a final written paper or equivalent final project. The Laurea gives access to the Corsi di Laurea Magistrale as well as to other 2nd cycle study programmes.

**Second cycle.** The main degree programmes in this cycle are the Corsi di Laurea Magistrale. They provide education at an advanced level for the exercise of highly qualified activities in specific areas. Access is by a Laurea degree or a comparable foreign degree; admission is based on specific course requirements determined by single universities. The studies last 2 years. The Laurea Magistrale degree is awarded to students who have gained 120 ECTS/CFU credits and satisfied all curricular requirements, including the production and public defence of an original dissertation. Some programmes (namely, those in dentistry, medicine, veterinary medicine, pharmacy, architecture, construction engineering/architecture, law, primary education) are defined "single cycle programmes" (Corsi a ciclo unico); for these programmes access is by the Italian school leaving qualification (or a comparable foreign qualification); admission is based on entrance exams. The studies last 5 years (6 years and 360 ECTS/CFU credits in the cases of medicine and dentistry). A Laurea Magistrale degree is awarded to students who have gained 300 ECTS/CFU credits and satisfied all curricular requirements, including the production and public defence of an original dissertation. A Laurea Magistrale degree gives access to Corsi di Dottorato di Ricerca as well as to other 3rd cycle study programmes.

**Third cycle.** The main degree programmes in this cycle are Corsi di Dottorato di Ricerca (research doctorate programmes); the students/young researchers enrolled in

these programmes will acquire methodologies for advanced scientific research, will be trained in new technologies and will work in research laboratories, wherever appropriate. Access is by a Laurea Magistrale degree (or a comparable foreign degree); admission is based on a competitive exam; studies last at least three years and include the completion and public defence of an original research project.

### Other programmes

**Corsi di Specializzazione.** These are 3rd cycle programmes intended to provide students with the knowledge and skills required for the practice of highly qualified professions, mainly in medical, clinical and surgical specialities. Admission is by a Laurea Magistrale degree (or by a comparable foreign degree) and is based on a competitive exam; studies may last from 2 (120 ECTS/CFU credits) to 6 years (360 ECTS/CFU credits) depending on the discipline. The final degree awarded is a Diploma di Specializzazione.

**Corsi di Master Universitario di primo livello.** These are 2nd cycle programmes intended to provide students with further specialization or higher continuing education after completion of the first cycle. Access is by a Laurea degree (or a comparable foreign degree); admission may be subject to additional requirements. Studies last at least 1 year (60 ECTS/CFU credits). The qualification awarded (Master Universitario di primo livello) does not give access to Corsi di Dottorato di Ricerca or to any other 3rd cycle programme, since this type of course does not belong to the general requirements established at national level, but it is offered under the autonomous responsibility of each university.

**Corsi di Master Universitario di secondo livello.** These are 3rd cycle programmes intended to provide students with further specialization or higher continuing education studies after completion of the second cycle. Access is by a Laurea Magistrale degree (or a comparable foreign degree); admission may be subject to additional requirements. Studies last at least 1 year (60 ECTS/CFU credits). The qualification awarded (Master Universitario di secondo livello) does not give access to Corsi di Dottorato di Ricerca or to any other 3rd cycle programmes, since this type of course does not belong to the general requirements established at national level, but it is offered under the autonomous responsibility of each university.

### Other Information

**Credits.** degree courses are structured in credits (Crediti Formativi Universitari - CFU). University credits are based on the workload students need in order to achieve the expected learning outcomes. Each credit corresponds to 25 hours of student workload, including independent study. The

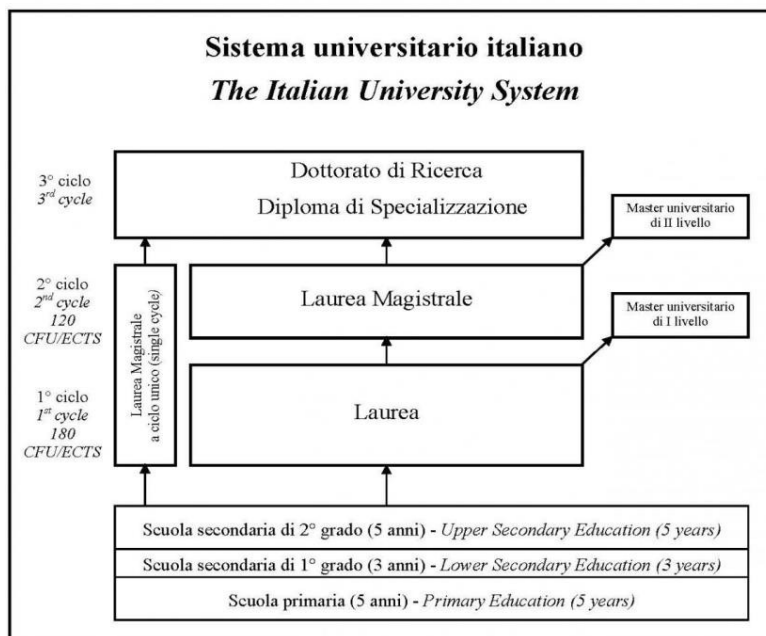
average workload of a full time student is conventionally fixed at 60 credits per year. Thus, the CFU fully coincide with ECTS credits.

**Grading system and grade distribution table.** For I and II cycle programmes the Italian grading system is based on a maximum of 30 points with 18/30 as the lowest passing grade. In case of excellence 30 cum laude may be awarded. Failed exams are not indicated in the student's transcript.

**Classes of Degree Courses.** all degree programmes of Laurea and Laurea Magistrale sharing general educational objectives are grouped into "classes". In developing the specific learning outcomes of single programmes, Universities have to comply with some national requirements for each class concerning the types (and corresponding amount of credits) of teaching- learning activities to be included. Degrees belonging to the same class have the same legal value.

**Academic Titles.** Those who receive the Laurea are entitled to be called "Dottore", the holders of a Laurea Magistrale have a right to the title of "Dottore Magistrale", the Dottorato di ricerca confers the title of "Dottore di Ricerca" or "PhD".

**Joint Degrees.** Italian universities are allowed to establish degree programmes in cooperation with Italian and foreign partner universities, on completion of which joint or double/multiple degrees can be awarded.





## **8. INFORMATION ABOUT HIGHER EDUCATION IN POLAND**

### **8.1. Admission criteria**

The total schooling time needed for the completion of secondary education, entitling a person to take a school leaving matura exam, is 12–15 years. After they pass the matura exam, graduates of secondary schools receive a certificate of secondary education, which allows them to apply for admission to higher education.

### **8.2. Higher education**

The rules for the functioning of higher education are laid down in the act of 20 July 2018 – Law on Higher Education and Science (Journal of Laws, 2022, item 574, as amended). Public institutions of higher education are set up by the state. They conduct higher education studies as first-cycle studies, second-cycle studies and long-cycle studies. Studies can be offered as full-time and part-time programmes.

Full time first-cycle studies last at least 6 semesters, and, if the learning outcomes include engineering competences – at least 7 semesters. Full-time second-cycle studies last from 3 to 5 semesters. Long-cycle studies last from 9 to 12 semesters. Part-time studies may last longer than equivalent full-time studies.

The qualifications obtained as a result of graduation are assigned a level of the Polish Qualifications Framework, specified in the Act on Integrated Qualifications System of 22 December 2015 (Journal of Laws, 2020, item 226).

The diploma of completion of first-cycle studies confirms the award of level 6 full qualification of the Polish Qualifications Framework.

The diploma of completion of second-cycle studies and long-cycle studies confirms the award of level 7 full qualification of the Polish Qualifications Framework.

### **8.3. Professional titles awarded to graduates of higher education studies**

1) Licencjat, inżynier and their equivalents: inżynier architekt, inżynier pożarnictwa, licencjat pielęgniarstwa, licencjat położnictwa – awarded to graduates of first-cycle studies;

2) Magister, magister inżynier and their equivalents:

a) Magister inżynier architekt, magister inżynier pożarnictwa, magister pielęgniarstwa, magister położnictwa – awarded to graduates of second-cycle studies;

b) Lekarz, lekarz dentysta, lekarz weterynarii, magister farmacji, magister inżynier architekt, magister inżynier pożarnictwa – awarded to graduates of long second-cycle studies.

### **8.4. ECTS credits**

In order to receive the diploma of completion of first-cycle studies the student is required to obtain at least

180 ECTS credits, for the diploma of completion of second-cycle studies – at least 90 ECTS credits, and for the diploma of completion of long-cycle studies – at least 300 ECTS credits, if they last 9-10 semesters, and at least 360 ECTS credits, if they last 11-12 semesters.

**8.5 Grading scale and, if possible, the way grades are awarded:**

*The University uses the following grading system:*

*Excellent (celujący) 5!*

*Very good (bardzo dobry)*

*5*

*Better than good (dobry plus) 4,5*

*Good (dobry) 4*

*Satisfactory (dostateczny plus) 3,5*

*Sufficient (dostateczny) 3*

*Fail (niedostateczny)*

*2 Pass (zaliczony)*

*ZAL*

*Not qualified (nie klasyfikowany)*

*NK Fail (niezaliczony) NZAL*

## ANNEX III: GLOSSARY OF EDUCATIONAL FORMATS

### Course (definition from the ECTS user guide)

A self-contained, formally structured learning experience. It should have a coherent and explicit set of learning outcomes, defined learning activities consistent with the time allocated within the curriculum, and appropriate assessment criteria.

Examples for the corresponding format at the local universities:

CU: lecture (přednáška), seminar (seminář/proseminář), practical class/tutorial (cvičení/bloková cvičení/praktická cvičení), course (kurz), e-learning (elektronický kurz)

SU: Lecture (Cours magistral), Course (Cours), Course, module/ course unit (Unité d'enseignement – UE), Seminar (can be a entier course unit), Tutorial / discussion section (Travaux dirigés), Tutoring (Tutorat), Projects ( UE projets), Practical class (Travaux pratiques (TP) ), Internship (stage)

UCPH: Lecture (forelæsning), Course (kursus), Practice (øvelser), E-learning (e-læring), Fieldwork (feltarbejde), Seminars (seminar)

UHD: Lecture (Vorlesung), Course (Kurs), Seminar (Seminar), Tutorial (Tutorium), Colloquium (Kolloquium), Exercise class/practice class (Übung)

UNIMI: Course (insegnamento/corso)

UW: ćwiczenia (classes), wykład (lecture), wykład monograficzny (monographic lecture), konwersatorium (seminar), warsztaty (workshops), seminarium dyplomowe (diploma seminar), proseminarium (proseminar), laboratorium (lab), kurs internetowy (e-learning course), lektorat (Foreign language classes)

### Seasonal School

A short-term, intensive academic programme aimed at students (and/or early-career researchers), often interdisciplinary and internationally oriented, may award academic credits or certificate, and contributes to mobility, recognition and flexible learning. They should have a coherent and explicit set of learning outcomes, defined learning activities consistent with the time allocated within the curriculum, and appropriate assessment criteria.

Examples for the corresponding format at the local universities:

CU: summer and winter school (letní a zimní škola) - not part of the curricular offer, extracurricular activities

SU: Summer / winter school (Ecole d'été / d'hiver)

UCPH: Summer and winter schools

UHD: there is no such format in the curricular offer at UHD

UNIMI: Summer and winter schools

UW: Seasonal school is not a format in the curricular offer at UW. It can be however offered within curriculum/study programme and grant ECTS as long as it is officially uploaded in the student information system as a different type of course, e.g. as workshop.

#### Others (Fieldwork, laboratory work, workshop, conference)

These events are a structured, interactive learning event focused on the active engagement of participants in exploring, practising, or co-creating knowledge around a specific topic or skill. Unlike course-based formats they emphasize participation, collaboration, and experiential learning—often outside the classroom. They should have a coherent and explicit set of learning outcomes, defined learning activities consistent with the time allocated within the curriculum, and appropriate assessment criteria.

They are typically short in duration and intensive in format. They can function as stand-alone learning experiences or as integral components within a broader educational module or program; in online, onsite or hybrid form. Their purpose is to translate theoretical understanding into practice, facilitate peer learning, and create a space for experimentation, reflection, and direct interaction among participants and facilitators.

Examples for the corresponding format at the local universities:

CU: field trip (exkurze), workshop (workshop), internship (stáž), professional (training) course (soustředění), lab practicals (laboratorní práce)

SU: Workshop (Atelier), Fieldwork / field course (Stage de terrain), Field trip (Sortie pédagogique), Conference (Conférence), Colloquium (Colloque), training (formation)

UCPH: Practice (øvelser), Fieldwork (feltarbejde),

Seminar (seminar), Workshop (workshop), Field trip

(ekskursion) UHD: Workshop (Workshop), Field trip

(Exkursion), Field course (Geländeübung)

UNIMI: Workshop (laboratorio), professional training workshop  
(laboratorio professionalizzante), seminar  
(seminario), field activity (attività sul campo), traineeship (stage)

UW: kurs terenowy (field course), objazd (Field practice), obóz naukowy (scientific camp),  
praktyki (placement, student internship), projekt (project)

