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EDUCATION & INNOVATION IN A EUROPEAN UNIVERSITY ALLIANCE

D8.1. Digital Guidebook on Credited Multiple & Joint
Education



TABLE OF CONTENTS

EXECUTIVE SUMMARY	6
I. INTRODUCTION	10
I.1. CIVIS educational vision	13
I.2. New models. New philosophy	15
I.3. Methodology and approaches	16
I.4. Challenges and constraints.....	17
II. CIVIS EDUCATIONAL FRAMEWORK.....	20
II.1. A framework for the future of education. A CIVIS model.....	21
II.1.1. Single Learning Activities (SLAs).....	23
II.1.1.1. Regular / Online Courses.....	24
II.1.1.2. Seminars / Webinars	25
II.1.1.3. Workshops	26
II.1.1.4. Research & Development (R&D) Bootcamps	26
II.1.1.5. Summer / Winter Schools.....	27
II.1.2. Multi-Structured Learning Activities (MSLAs)	27
II.1.2.1. Internships / Traineeships	28
II.1.2.2. Blended Intensive Programmes (BIPs)	28
II.1.2.3. Modular Offer	29
II.1.3. CIVIS Degrees.....	31
II.2. Templates on CIVIS educational offer to facilitate academic activities	32
II.2.1. Presentation of the templates' sections.....	32
II.2.1.1. General information.....	32
II.2.1.2. Activity Design.....	33
II.2.1.3. Activity Content.....	34
II.2.2. Design and implementation of the learning activities.....	34
II.2.2.1 Where do you find information?.....	35
II.2.2.2. Where do you start?.....	35
II.2.2.3. What to think of during the implementation? (type of mobility, resources, inclusiveness, calendars, follow up)	36
II.2.2.4. How do you find partners?.....	36
II.2.2.5. Who is there to help you?	36
II.2.2.6. How do you fill and submit the template?.....	37

II.2.2.7. How to report your educational activity? (separate in the case of budgeted/non budgeted activities).....	38
II.2.3. Work-based learning	38
II.2.4. Modular educational offer	39
II.2.5. Guidelines on joint programmes and European Degrees	40
II.2.5.1. Joint Programmes' sustainability.....	40
II.2.5.2. Strategic planning and internationalisation	40
II.2.5.3. Adaptability.....	40
II.2.5.4. Guidelines and procedures.....	40
II.2.5.5. Course attractiveness and delivery	41
II.2.5.6. Students and Joint programs sustainability.....	41
II.2.5.7. Dissemination of Joint programs and their outcomes	41
II.2.5.8. Funding and support	42
II.2.5.9. Financial sustainability.....	42
II.3. Feasibility Report on modularisation & flexible pathways	43
II.3.1. Modularisation philosophy: a key tool for CIVIS Alliance	43
II.3.1.1. The role of Higher Education in Europe: An Evolving Landscape	44
II.3.1.2. Demographic transition	45
II.3.1.3. New types of learners	46
II.3.1.4. Post-pandemic dynamics: new trends in higher education	47
II.3.1.5. New opportunities for HEIs	49
II.3.2. State of the art	49
II.3.2.1. Tools: Modularity	52
II.3.2.2. Tools: Digitally Enhanced Mobility.....	54
II.3.3. New pathways in CIVIS education. Flexibility possibilities in a glimpse	56
II.3.3.1. Flexible pathways: regulatory frame overview	56
II.3.3.2. Blended Intensive Programmes (BIPs)	58
II.3.3.3. Micro-programmes	60
II.3.3.4. Micro-credentials	65
II.3.4. A screening for CIVIS	68
II.3.4.1. A CIVIS survey.....	68
II.3.4.2. Modularisation.....	69
II.3.4.3. Lifelong learning.....	71
II.3.4.4. Micro-credentials	75
II.4. Challenges and Barriers in Implementing Joint Education at Transnational Level: Unveiling the Roadmap for the European Degree	83
II.4.1. Employer Perspectives: Bridging the Gap Between Education and Industry Within the EDL Framework	85

II.4.3. The Role of Technology: Removing Barriers and Enhancing the Transnational Experience within the EDL	87
II.4.4. The SMARTT Recommendations: A Roadmap to Overcoming Challenges	88
II.5. Transversal dimensions. Key issues for an innovative educational offer	88
II.5.1. Quality Assurance	89
II.5.2. Embedded Mobility	89
II.5.3. Innovative Pedagogies	90
II.5.4. Multilingualism	90
II.5.5. ECTS & Recognition	91
II.5.6. Digital Credentials	91
II.5.7. Strategic African Partners	92

III. PEDAGOGICAL INNOVATION AND DIGITALLY ENHANCED EDUCATION.....95

III.1. Strategy on innovative pedagogies. Trainings & workshops for academics, researchers and doctoral students in CIVIS	96
III.1.1. Innovate in teaching to respond to a changing reality	96
III.1.2. Innovative pedagogies: how is it structured in CIVIS?	97
III.1.3. Workshops objectives	97
III.1.4. Strategic areas to be explored	99
III.1.4.1. Challenge-based and civic approaches	99
III.1.4.2. Blended learning design	100
III.1.4.3. Modularisation	100
III.1.4.4. Inclusion and accessibility	100
III.1.4.5. Co-creation of educational activities	100
III.1.4.6. Innovative pedagogies as an open field	101
III.2. Calendar of workshops	101
III.2.1. How is the calendar of workshops presented?	101
III.2.2. Initial calendar of workshops (list is updated on a regular basis)	101
III.2.3. Workshops summaries	103
III.3. Guidelines on use of Digital Campus Moodle to create digitally enhanced courses. A student-centred approach	113
III.3.1. Pillars of digitally enhanced teaching	114
III.3.2. Creating online courses: an instructional design approach	116
III.3.2.1. Brief introduction on Instructional Design models	117
III.3.2.2. Applying Instructional Design principles in online course design	117

III.3.2.3. Checklist on the course creation	126
III.3.3. The co-creation of digitally enhanced courses	127
III.3.4. The CIVIS Moodle: instructions for a digitally enhanced course	129
III.3.4.1. Set up the course structure	129
III.3.4.2. Create content for the course	131
III.3.5. CIVIS support to strengthen the digital component	136
IV. A QUALITATIVE APPROACH TO TRANSNATIONAL EDUCATION	138
IV.1. Quality assurance of education in a European University Alliance	139
IV.2. Strategy for quality assurance of joint programmes at CIVIS level	141
IV.3. Evaluation report on pilot activities	141
IV.3.1. Follow-up procedure on CIVIS educational activities	141
IV.3.2. Identification and description of pilot activities	148
V. CONCLUSIONS	149
VI. TOOLS AND ANNEXES	152
VI.1. CIVIS Educational Glossary	153
VI.2. E-learning toolkit	156
VI.3. CIVIS Template on Single Learning Activities (SLAs)	158
VI.4. CIVIS Template on Internships / Traineeships	164
VI.5. CIVIS Template on Micro-programmes / Micro-credentials	171
VI.6. CIVIS Template on Consortium Agreement for Joint / Multiple Degree Programmes (at Bachelor and Master levels)	179
VI.7. Guidelines for Joint / Multiple Degree Programmes	221
VI.8. Implementation Calendar for Joint / Multiple Degree Programmes	267
VI.9. CIVIS Template on Doctoral Cotutelle Agreement	268
VI.10. Survey on modularisation, lifelong learning, and micro-credentials	279
REFERENCES	283

EXECUTIVE SUMMARY

The previous academic knowledge base related to the process of designing learning experiences, accumulated within the first years of CIVIS Alliance existence, was constructively enriched during the second part of its development – the so-called CIVIS2 – a more mature stage of intervention, going beyond the limits of initial construction issues for the educational activities.

In this guidebook, the CIVIS team is proposing a framework of educational support for all the multiple and varied learning activities carried out at the Alliance level. Therefore, our alliance developed an innovative and ground-breaking model, internally piloted and validated, hoping also to become a source of good European practice for the design of the new academic curriculum within the European Alliances. A special focus was placed on facilitating access to formal CIVIS learning experiences for students from the African area of priority interest, where our associated partners, from the African member universities, are expected to continue the process in a dynamic and consistent approach.

From a structural point of view, the guidebook is an extremely complex one, being both a programmatic document and a pragmatic one, offering not only the general strategic lines of the Alliance for the development of academic programs, but also guidelines for all those interested in the academic staff of their design and implementation. The guidebook is structured in three parts, preceded by a comprehensive Introduction, and followed by Conclusions and a set of Tools and Annexes:

- CIVIS Educational Framework
- Pedagogical Innovation and Digital Enhanced Education
- A Qualitative Approach to Transnational Education

The CIVIS Educational Framework represents one of the key strategic tasks of the alliance, having the scope to:

- clarify CIVIS terminology in education and update the educational matrix,
- identify formats of educational activities to be developed at all study cycles (Bachelor, Masters, and Doctoral),
- define strategies and processes for accrediting joint programmes (e.g., Multiple / Joint Degree Programmes, Erasmus Mundus, European Approach for Quality Assurance of Joint Programmes, etc.),
- based on research, university, and societal values, involve local and global associated partners, stakeholders, and decision makers in designing and implementing educational offers.

The CIVIS Educational Framework structures educational activities into three designing and complexity levels, while each of these levels includes several types of educational activities that create the educational offer of the alliance: **Single Learning Activities** (SLAs: Regular / Online Courses, Seminars / Webinars, Workshops, Research & Development (R&D) Bootcamps, Summer / Winter Schools); **Multi-Structured Learning Activities** (MSLAs: Internships / Traineeships, Blended Intensive Programmes (BIPs), Modular Offer - Micro-Programmes and Micro-Credentials); **Degrees** (Multiple Degrees, Joint Degrees - some leading to European Degrees)

The CIVIS Educational Framework is supported by templates and guidelines. Among other supporting documents the technical package includes the number of ECTS, clear differentiation between categories from the Framework to facilitate the activities' design and implementation by CIVIS academics and administrative staff. The templates provided follow a structure with three sections, one related to general information, one pertaining to the activity design and one describing the content. Although the template maintains an overarching structure with three sections aligned to the design process, each section diverges in content and structure owing to the distinct nature of the learning activities.

CIVIS educational activities are jointly delivered at alliance level in a collaborative way, through the transnational cooperation of at least three partner universities, up to large credentials such as CIVIS European Degrees. As particular features of the CIVIS educational framework, in many cases, second and third level activities (MSLAs & CIVIS Degrees) can consist of previous level activities, based on the principles of stackability and modularisation.

In looking for strategies to enhance the presence of flexible pathways in higher education, the CIVIS Educational Framework also sets up a shared understanding of modularisation at the Alliance's level as a way of combining and integrating new tools and formats in every learning activity. Therefore, in this guidebook it is also included an overview of the new educational formats and activities that have been already integrated in CIVIS, namely Blended Intensive Programmes (BIPs) and Micro-programmes, as well as the emerging concept of micro-credentials as one of the most promising educational experiences bridging curricular university programmes with the catalogues of HEIs' Life-long Learning centres.

Even though at European level there are a great number transformative policies that conformed an appropriate architecture to which the European Universities Alliances can rely on when committing to their aim of developing an embedded joint educational offer, it must be remarked that not all the barriers have been removed yet and there are still national and institutional constraints that CIVIS will have to face when including this innovative flexible philosophy in the shared curriculum. In order to further advance along the search of new flexible pathways to integrate in the CIVIS strategy, a comprehensive survey has been conducted to discern both exemplary practices and the hurdles encountered in the realms of modularisation, Life-long Learning, and micro-credentials, all of which will be determinant to assess the feasibility of modularity and related options with the Alliance's academic offer. The key conclusions from the survey, that are further detailed in this guidebook, focus mainly on: modularization, type of modules, quality, micro-credentials, legal framework, lifelong learning, inclusion of lifelong learning in regular curricula.

The CIVIS Educational offer is characterised through a set of transversal components with clearly defined requirements. These transversal components offer applicability and finality to the process of designing and implementing any of the educational activities proposed through the CIVIS Educational Offer. The transversal components described in this guidebook refer to: quality assurance, embedded mobility, innovative pedagogies, multilingualism, ECTS and recognition, digital credentials.

Innovative pedagogies is one of the main transversal pillars of CIVIS approach and landmark. Thus, the organization of workshops on innovative pedagogies is part of a broader strategy aimed at promoting teaching and learning solutions to challenges the CIVIS educational context. CIVIS vision on innovative pedagogies is not about giving ready-made responses, but about working together to find the teaching approaches best suited to a changing reality. This guide offers both a strategic point of view about innovative pedagogies, but also on practical approach on types of expert groups involved, concrete objectives and examples of workshops developed in CIVIS.

Another main pillars in CIVIS is mobility. One of the main initial objectives of the alliance was to develop an educational offer that would promote physical mobility among students, academics, and staff. However, COVID-19 imposed a reality that obliged the academics, as well as the pedagogical support teams, to adapt courses that had been designed for a face-to-face format. This is the context in which the CIVIS Moodle was launched, to facilitate the digital component of the alliance's courses and programmes. The use of the CIVIS Moodle is not mandatory, but the guidelines given in this document are applicable to any Learning Management System, since what matters most is the design of the course itself. However, Moodle has specific functions that may be useful for those project coordinators who decide to use the CIVIS platform.

This guidebook offers practical solutions and tries to answer the frequent questions that our beneficiaries within the alliance ask themselves when they want to advance a new study program; at

the same time, the document aims to propose viable modernization solutions at the European level for the other Alliances, from the second and third waves, interested in validated curriculum design experiences that can be adapted to their development and implementation needs.

I. INTRODUCTION

CIVIS – Europe’s Civic University Alliance is one of the first European Universities Alliances launched under the strategic framework for European higher education development proposed by the European Commission and the European Union member states. With **11 member universities** from across Europe, **6 associated partners** from the African and Mediterranean regions, 5 major societal challenges which are linked with the **United Nations Sustainable Development Goals** and are covered by the **CIVIS HUBs’** areas of interest, and a strong cooperative transnational academic community, CIVIS proposes innovative models for designing and implementing teaching & learning, research, and civic engagement, while fostering innovation and change for a new higher education landscape.

CIVIS – Europe’s Civic University Alliance is thus envisioned as a space for innovation and responsible teaching, research, cultural exchanges and citizen action across Europe and its institutions. In this vein, the **“CIVIS” Hallmark** always implies the **cooperation of at least three universities** within the alliance in the construction of learning activities, the **recognition of ECTS credit points**, the promotion of **multilingualism** and **civic engagement**, the development of **innovative pedagogies** and **challenge-based approaches** and the collaboration with **stakeholders** through interaction with the **CIVIS Open Labs**, contributing as partners.

After three years of building trust and commitment, CIVIS opens its new consolidation phase with a modern perspective for creating educational activities for all types of students and learners, strongly linked with the dynamics and developments of their current and future societal, personal, and professional needs.

As mentioned in the CIVIS2¹ application, CIVIS aims to strengthen the European dimension of higher education and research by continuing to provide a structural academic dialogue among academic communities. CIVIS fosters co-creation processes and actions in both education and research at the EU-level centred on global challenges. In this regard, CIVIS envisages and is committed to:

- develop and implement joint European degrees & accredited educational modules,
- increase the practical support for necessary institutional changes both to achieve seamless inclusive mobility and to allow for Alliance-wide mutual recognition of academic courses at all levels,
- set up virtual and hybrid forms of educational and scientific exchanges that are to both encourage new forms of mobility and innovative teaching methods,
- allow and support its five HUBs to continue to function as incubators of innovative and challenge-based education,
- support new forms of intersectoral co-creation to bridge between the academic world and the social, economic, political, and cultural worlds,
- foster and intensify academic cooperation outside the European context, with partners from African and Mediterranean regions, as well as other global partners,
- continue the deployment of its inter-university Digital Campus, bridging the different local sites and easing the interface with the emerging European Student Card Initiative.

CIVIS acts as a role model for educational developments outside the alliance, since its impact has been recognised in several European and international contexts, on aspects such as micro-credentials (European Commission, 2021; Iucu et al., 2021), digitally enhanced (virtual) mobility (Sabzalieva et al., 2022), Blended Intensive Programmes (European Commission, 2022a), synergies between education

¹ Refers to the CIVIS Erasmus+ funded project and consolidation phase (2022-2026) and not the Alliance.

and research (European Commission, 2022b), innovative pedagogies (Ciolan et al., 2021), civic engagement (Arias et al., 2022), and many others. At the same time, CIVIS acted as key actor in the consultation process for establishing the common set of criteria for developing a European Degree pilot label for joint degrees, in the pilot call launched by the European Commission, being also one of the few alliances that applied with a project proposal for co-creating a pilot label. CIVIS continues to create a modern educational offer, aiming to:

- develop joint and collaborative educational offer addressing real work challenges and societal needs and dynamics,
- design an educational offer opened to the community and diverse types of learners,
- design and implement flexible learning pathways for all learners, based on modular approaches and a 'micro-credentials' philosophy, ensure innovation of teaching and learning practices among academics, embedded in all types of educational activities,
- develop a comprehensive and complex CIVIS joint and collaborative educational offer based on previous experiences, scientific research, European and international trends, and global education trends,
- showcase the Alliance's educational offer to a wide audience and possible beneficiaries,
- facilitate accreditation and recognition of modern joint programmes and activities developed at Alliance level,
- support and encourage participation of local and global associated partners, stakeholders, and social communities in the development and implementation of CIVIS joint educational offer,
- assure a sustainable, meaningful, and impactful joint educational offer for CIVIS.

For CIVIS bodies, such as CIVIS HUBs and Open Labs, to design and implement such educational activities, a clear and coherent Educational Framework needs to be set. This framework needs to include and present all possible educational activities that can be developed and implemented at Alliance level, showcasing a CIVIS educational label attached to them. As a continuation from the CIVIS Matrix (Iucu et al., 2022, pp. 25-26; Capelli et al., 2022, p. 10), the new educational framework encompasses a modern perspective for designing and structuring an academic curriculum, more connected to and reflective of the past experiences at Alliance level, as well as the most relevant tendencies and developments at European and international level, such as modularisation, 'micro-credentials' philosophy, embedded mobility, and European Degrees. The CIVIS Educational Framework represents one of the key strategic tasks of the alliance, having the scope to:

- clarify CIVIS terminology in education and update the educational matrix,
- identify formats of educational activities to be developed at all study cycles (Bachelor, Masters, and Doctoral),
- define strategies and processes for accrediting joint programmes (e.g., Multiple / Joint Degree Programmes, Erasmus Mundus, European Approach for Quality Assurance of Joint Programmes, etc.),
- Based on research, university, and societal values, involve local and global associated partners, stakeholders, and decision makers in designing and implementing educational offers.

The CIVIS Educational Framework is supported by templates and guidelines. Among other supporting documents the technical package includes the number of ECTS, clear differentiation between categories

from the Framework to facilitate the activities' design and implementation by CIVIS academics and administrative staff.

I.1. CIVIS educational vision

The previous academic knowledge base related to the process of designing learning experiences, accumulated within the first years of CIVIS Alliance existence, was constructively enriched during the second part of its development – the so-called CIVIS2 – a more mature stage of intervention, going beyond the limits of initial construction issues for the educational activities.

The CIVIS team was aware from the beginning of the application writing process that a desirable and innovative academic component at the European level cannot be developed without designing a very strong framework of educational support for all the multiple and varied learning activities carried out at the Alliance level. Such a challenge was seriously taken into consideration, as our alliance did not want to propose only a repetitive and reactive solution to nowadays academic challenges but an innovative and ground-breaking model, internally piloted and validated, able to become a source of good European practice for the design of the new academic curriculum within the European Alliances.

For approaching such a challenge, several experiences were integrated; besides the lessons learnt during the pandemic period, the European-level insights regarding the future of universities and academic alliances, the information collected in the initial phase of CIVIS1 bears great significance. For instance, the unique curriculum diagram for the European Alliances, designed and implemented within CIVIS1 initiative, utilized as a working example for other "first wave" alliances, and further exploited in the FOREU1 working groups, offered us the opportunity to come up with a new curricular approach; this approach was restructured both from the perspective of a new construction philosophy in place (micro-credentials, used not as a way of expanding the collaborations of CIVIS universities with the area of LLL lifelong learning, but as a philosophy of building the academic curriculum, in which the principle of stackability has become an important pillar), as well as from the point of view of the dynamics of the new Framework for designing learning activities – regular or complex ones, as Joint European Degrees.

We must mention, right from the beginning, that CIVIS also coordinated an application from the Pilot Call for European Degrees - SMART Project, through which we were able to test and validate the entire set of criteria proposed by the DGEAC, for all four clusters; more than that, CIVIS initiative offered innovative solutions for amending and increasing the sustainability of the criteria when they will make the junction with ESG (European Standards and Guidelines) for QA. We are unquestionably interested from this perspective, of QA, that this deliverable offers practical solutions, and that it answers the frequent questions that our beneficiaries within the alliance ask themselves when they want to advance a new study program; at the same time, the document aims to propose viable modernization solutions at the European level for the other Alliances, from the second and third waves, interested in validated curriculum design experiences that can be adapted to their development and implementation needs.

To respond to a higher level of complexity and integration, this deliverable's title is that of Digital Guidebook on Credited Multiple & Joint Education, but all the contributors to its design were aware that they were proposing and validating the components of an entire flow of curriculum design, validation, implementation and evaluation technology for all kinds of learning experiences that CIVIS students so need.

It is very relevant to mention that our proposal is not only based on the technical elements that define standards and competencies specific to the curricular or QA frameworks, but also starts from the analysis of the training needs of CIVIS students, from the changes in their profile of motivation, from the learning readiness they display when entering an instructional process; also from the new challenges of mobilities and their digitized forms (digitally enhanced mobility, so rigorously designed in the first

part of CIVIS1) have been taken into consideration. Again, a more integrated perspective was preferred instead of a reactive one, including these activities into the formal and formative curriculum, in the form of embedded mobilities, to increase the efficiency and depth of learning and to ensure equal learning opportunities for all Alliance students, both from all European and non-European areas.

A special focus was placed on facilitating access to formal CIVIS learning experiences for students from the African area of priority interest, where our associated partners, from the African member universities, are expected to continue the process in a dynamic and consistent approach. The Mediterranean zone and Africa are at the heart of CIVIS' global strategy, as CIVIS firmly believes that the future of Europe and that of Africa are intertwined. In 2022, CIVIS signed a partnership agreement with 6 strategic African partner universities: Université Hassan II de Casablanca (Morocco) | University of Sfax (Tunisia) | Université Cheikh Anta Diop of Dakar (Senegal) | Makerere University (Uganda) | University of the Witwatersrand (South Africa) | Universidade Eduardo Mondlane (Mozambique). This agreement commits CIVIS and its African partner universities to an ambitious agenda for partnership over the coming years, offering a framework for exciting and innovative new collaborations.

Finally, everything that will be found in this document, a very extensive and consistent one, offers academic staff, as well as colleagues from the five HUBs, possible solutions for defining future academic projects and educational cooperation; we are talking about a special kind of collaboration, based on the European idea of joint degrees. Nothing of what was proposed was without prior validation, the central idea from which we started being that, from the smallest units provided in the Framework to the most extensive, all activities were piloted and validated through at least one experience completed in CIVIS (single learning activities, summer-winter schools, micro-programs, etc.), either in CIVIS1 or CIVIS2. Similarly, we made a lot of progress on the path of evaluating and validating the first common experiences between the CIVIS universities that collaborated on the EUROSUD Program.

From a structural point of view, the deliverable is an extremely complex one, being both a programmatic document and a pragmatic one, offering not only the general strategic lines of the Alliance for the development of academic programs but also guidelines for all those interested in the academic staff of their design and implementation.

As catalysts for innovation at the European level and beyond, CIVIS act as strong facilitators for transformational approaches to higher education and as experimentation grounds for the future models of educational programmes. Alliances foster modernisation and change across the European educational system, both at national and regional levels, better responding to societal needs and dynamics. CIVIS's mission is to create a truly unique European interuniversity campus where students, academics, researchers, and staff will move and collaborate as freely as within their institution of origin and to develop a deep level of European integration, with the creation joint and diverse learning pathways and the development of complementary research facilities. Building on this mission, CIVIS actively contributes to the development of the European Higher Education Area (EHEA) and its visibility and competitiveness in a global educational market.²

Taking advantage of the Alliance's broad experience in the development of joint educational programmes at all levels, starting from small scale learning units and programmes up to transnational degree programmes at bachelor, master, and doctoral level, CIVIS plays a significant role in the overall discussions about the development of a new micro-credential philosophy for designing new learning experiences and academic programs, but also on the Joint European Degree policy initiative since the very beginning, in June 2022, in cooperation with the European Commission, members states, and other Universities Alliances.

² See also CIVIS. (2024). CIVIS' position on a Joint European Degree. Input for European Commission call for evidence. CIVIS, Europe's Civic University Alliance. <https://doi.org/10.5281/zenodo.10614063>

I.2. New models. New philosophy

As the debate on the future of Europe was in full swing at the time, on 14 November 2017, the European Commission presented its vision on how to create a European area of education by 2025, drawing up the Future of Europe Document: *Towards a European Education Area by 2025 – Towards a European area of education by 2025*, militating on the most important strategic decisions that could have been taken to transform the European area of education. This is the most important strategic document that puts all the alignments of the changes in the field of higher education and not only, for a time horizon positioned in 2025, but with serious projections for 2030. Everything that followed at the general level of the Commission or the member countries connected, on a smaller or larger scale, at this strategic axe, we will develop further. Restructuring the educational curriculum and educational models, in order to adapt them to the new demands and challenges of the European context and society, marked by unprecedented dynamics and flexibility; also, the focus of the future must be on greater cooperation in the construction of joint study programmes /joint programmes at European level. Thus, the recommendations are not only for the selection of current values of education in the current world and values, but also for the design of flexible learning routes adapted to diverse needs and discontinuous motivations for study (here can be remembered the new direction of design of the future curriculum philosophy, based on micro-credentials).

What is expected to be happen soon in the European Higher Education Area will be a restructuring and renovating process of the academic curriculum design (including all types of study programs), starting from an idea launched by the EUA - European Universities Association, as an important strategic partner for the European Commission in validating public policy decisions for higher education reforming landscape. EUA has launched a new strategic concept, through a substantial policy document: „Universities without walls”, who’s main message conveyed to the European space being that universities should be open more to society and the community, to students and their needs for training, professional and personal development, to other categories of learners, less commonly found in the university (graduates of older promotions who wish to develop some professional skills / upskilling and reskilling), all of them called „non-traditional students”.

New academic and educational programs leadership require an important change expected from all actors involved in the European academic life, both at the management and the teaching staff level, as well as of the students. This change should target representations and ideas about academic programs, but also their attitudes towards teaching and learning processes that will no longer follow traditional frameworks, a little more loaded with conservatism, but will be adapted to the new curriculum changes, becoming more flexible, dynamic and personalized (about the latter, we will talk, however, in a following parts when we refer to innovative pedagogies).

Beyond possible non-formal solutions, changing academic learning environments is emerging as a forcefully promoted idea by stimulating innovation in teaching and learning, focusing academic interests on student needs and expectations – student-centred, placing interdisciplinarity at the heart of curricular design and opening up to flexible teaching and learning routes, all of them urging us to promote new innovative, agreed and validated pedagogies at European level.

Another important strategic objectives associated with the new educational strategy are to strengthen the European identity, empower universities as actors of change in the field of ecology and digital transitions, increasing the competitiveness of European educational institutions that are members of the European University Alliances and perhaps the most important and newest associated objective is the transformation of higher education institutions into models of style for European life. Perhaps the most interesting and important on the list of priorities of the European Commission, is therefore the empowerment of universities to become models of an European lifestyle, not only for a regional

educational space, but especially in the global arena of education, in which the new curricula restructuration will be the most notable priority.

1.3. Methodology and approaches

The development of the CIVIS Alliance's Digital Guidebook on Credited Multiple & Joint Education was an iterative process, evolving from CIVIS1 and building through the enriched CIVIS2 phase, aiming to create an innovative and transformative model designed for European academic integration. This framework, rooted in the synthesis of diverse experiences, aims to propose a pioneering curriculum model grounded in micro-credentials and stackability principles. It also seeks to address contemporary academic challenges and set new standards for the European Higher Education Area (EHEA) by designing and implementing modern, integrated educational pathways. Embarking on this transformative journey, the CIVIS Alliance aims to re-envision the educational landscape within the European context. By combining empirical insights and innovative practices, it aims to establish a robust support framework for a wide range of learning activities. This development is underpinned by a blend of theoretical and practical experiences.

The methodology was progressively refined through empirical experiences and consultations. Incorporating aspects of existing and developing agreements, guidelines, document analysis and prior experiences, it underscores the framework's capacity to integrate existing European academic practices and develop them in a new, innovative context.

Key to this process was a feasibility analysis involving targeted questionnaires. This preliminary step were instrumental in assessing the practicality and potential impact of the proposed educational model, ensuring a grounded approach to its conceptualization. The development of guidelines was meticulously conducted through individual consultations with each participating university. This process ensured that the framework's design and implementation were aligned with the diverse needs and capacities of the Alliance members, fostering a collaborative environment. The framework's development also leaned on document analysis and the distillation of experiences from both the CIVIS1 initiative and the broader university context. This approach allowed for a nuanced understanding of existing academic practices, challenges, and opportunities, informing a more comprehensive and adaptive framework. This experiential foundation provided a rich context for the framework's conceptualization, enabling a dynamic and informed approach to curriculum design and educational innovation.

The overall approach was based on an integrative experience, on innovative curricular and comprehensive learning activities design, with an emphasis on quality assurance, building on a global and inclusive strategy, rooted in empirical validation for testing and refining educational models. The approach is holistic, drawing on the integration of diverse experiences within the Alliance. Building on existing challenges and opportunities, as well as insights into the future of universities and academic alliances, the framework's development is informed by a wide array of experiences. This holistic approach facilitates the creation of a curriculum that is both innovative and adaptable to evolving educational needs.

The Framework benefits from a **novel curricular approach**, inspired by the principles of micro-credentials and stackability, which underlie the CIVIS educational model. This approach not only expands collaboration opportunities but also redefines the construction of academic curricula, emphasising **flexibility and integration**. The approach extends to the design of diverse learning activities, including Joint European Degrees. It encompasses the entire process from curriculum design to validation, implementation, and evaluation, ensuring a **comprehensive and coherent educational experience**. The Framework also incorporates a strong focus on **quality assurance (QA)** and **adherence**

to **European Standards and Guidelines (ESG)**, addressing the practical and regulatory aspects of curriculum development and implementation. This includes innovative solutions for enhancing the sustainability and relevance of educational programs. Recognizing the intertwined futures of Europe and Africa, the framework adopts an **inclusive approach**, emphasising access and collaboration with African partner universities. This global strategy aims to foster educational **innovation and cooperation**, extending beyond European borders.

Also central to the methodology is the **empirical validation** of the framework through pilot projects, including the SMARTT Project and the in-depth analysis of the EUROSUD Program, used as a case-study. These initiatives serve as testbeds for refining and validating the proposed educational models, ensuring their **efficacy and applicability**.

The CIVIS Alliance's educational framework represents a forward-looking approach to higher education in Europe. By integrating diverse experiences, adopting innovative curricular philosophies, and emphasising quality assurance and inclusivity, the framework sets a new standard for the design and implementation of academic programs. It holds the promise of transforming educational practices, fostering European integration, and responding to the evolving needs of society.

I.4. Challenges and constraints

The new academic and educational programs targeted by CIVIS 2 Alliance represent a transformative approach to higher education that promotes collaboration, mobility, and excellence and enhance collaboration and diversification of learning opportunities. However, several constraints and barriers can impede the implementation of such goals, affecting their proper development and sustainability.

Several documents point out or anticipate such potential challenges and suggest mitigation measures. For instance, EUA Thematic Report on "Challenges and enablers in designing transnational joint education provision Thematic Peer Group Report" describes the following potential barriers: organizational-level challenges (institutional administrative processes, academic year structures, term timeframes and duration, institutional due diligence and required standards), limits related to staff collaboration and expertise (staff engagement, training and technical expertise), or the necessity to continuously strengthen the quality assurance process (EUA, 2024).

Such challenges have been taken into consideration when designing CIVIS credited multiple & joint education offer and will be further described:

Possible inconsistent long-term and strategic perspective

Micro-credentials and joint degrees, for instance, offer promising solutions by providing targeted, flexible learning opportunities that align with nowadays needs. However, the lack of long-term programs for these educational offerings presents a significant challenge. This challenge aims to address the need for sustainable, comprehensive frameworks that support the integration and recognition of micro-credentials and joint degrees into the broader educational landscape. Moreover, without long-term programs, learners often face a fragmented educational experience. Micro-credentials provide targeted skills, but they may lack a cohesive pathway towards broader educational goals. Similarly, joint degrees offer interdisciplinary knowledge but may not be easily accessible or structured for seamless integration into a learner's career trajectory. Establishing long-term programs can bridge these gaps by providing structured pathways that combine micro-credentials and joint degrees into coherent educational and learning experiences.

Diversity in legal and administrative procedures; administrative obstacles to accreditation and integration of CIVIS educational offer into the partner universities' curricula

When it comes to navigating the legal and regulatory landscape, like accreditation standards and administrative procedures, a major challenge was taken into consideration when setting up joint education programs. It is certain that accreditation standards vary widely across different educational sectors, creating a complex web of compliance requirements for institutions seeking to offer alternative credentials. Additionally, the extra-curricular activities might not be recognised in the local universities' educational offer; also, the accreditation process for micro-credentials and joint degrees may differ from that of traditional degree programs, requiring institutions to navigate unfamiliar procedures and criteria. Moreover, regulations governing the recognition of educational qualifications can pose additional hurdles, particularly in professions with stringent licensure requirements. Ensuring that micro-credentials and joint degrees meet the necessary accreditation standards and licensing criteria demands meticulous attention to detail and comprehensive understanding of regulatory frameworks.

Another challenge is related to recognition problems that student may face when wanting to return to another institution and have their learning experience recognized. Central to this challenge is the absence of standardized frameworks for evaluating and accrediting these alternative credentials, leading to inconsistencies in recognition across institutions.

On other terms, the constraints may come from management issues, such as: coordinating schedules, credit transfer policies, and grading systems across multiple higher education institutions. Managing the alignment of academic calendars and schedules among collaborating institutions is an important task, particularly when accommodating diverse student populations with varying needs and commitments.

That is why, CIVIS Educational Framework was designed within our project, as a robust platform guiding our educational offer.

Challenges related to human resources

An important challenge is to allocate resources, both financial and human, especially when partners have different priorities and funding structures. This could be seen as a serious constraint but can be overcome by motivating university teachers to engage into fruitful collaboration amongst peers in order to initiate and develop core cohesive curriculum that requires careful planning and collaboration among faculties from various academic fields.

Several concrete challenges have been taken into consideration from this point of view: staff problems or a lack of suitable person/missions unclear for a certain function or too high a turnover among staff paid by the CIVIS project, staff disengagement because of perceived mismatch between workload and development opportunities etc.

Cultural and institutional differences between the participating higher education organizations

Cultural and institutional differences between the participating higher education organizations can also hinder collaboration and the development of joint programs. Building trust, improving communication, and aligning the goals of the institutions are crucial for overcoming these obstacles and challenges. Cultural and institutional differences between participating higher education organizations pose significant hurdles to collaboration and the development of joint programs. These differences encompass diverse organizational cultures, educational philosophies, administrative structures, and academic traditions, which can complicate efforts to align goals and foster effective partnerships.

Establishing trust among collaborating institutions is paramount, as it lays the foundation for open communication, mutual respect, and shared commitment to common objectives.

All such challenges and possible obstacles were seriously taken into consideration by our experts, in a collaborative effort to support our students to benefit from valuable opportunities for enhancing educational experiences, fostering interdisciplinary learning and promoting flexibility.

II. CIVIS EDUCATIONAL FRAMEWORK

II.1. A framework for the future of education. A CIVIS model

Educational activities can be structured in many ways, from approaches that consider a clustering process based on beneficiaries and outcomes, to those that concentrate more on how such activities can be promoted and disseminated to possible beneficiaries. Nevertheless, designing an Educational Framework needs to respond primarily to the aims and objectives of the entity proposing such actions. The CIVIS Alliance's Educational Framework developed in the construction phase of the alliance, CIVIS Educational Matrix (Iucu et al., 2022, pp. 25-26), proposed a multi-layered approach for structuring academic curricula, starting from small units of teaching & learning to large curricular constructs such as full degrees and programmes at all levels, clustering educational activities on four levels:

- CIVIS Courses
- CIVIS Modules / Micro-Programmes
- CIVIS Programmes
- CIVIS European Degrees

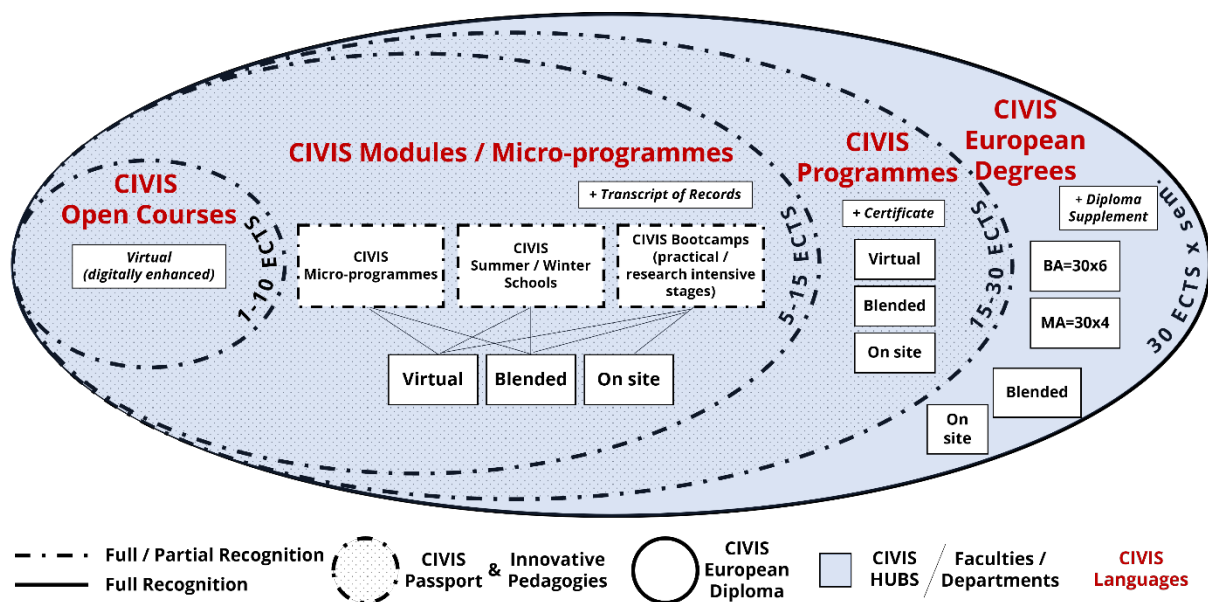


Figure 1. CIVIS 1 Curricular Diagram (Iucu et al., 2022, p. 25)

During this construction phase of the alliance, more than 200 educational activities have been developed and implemented, reaching out to thousands of students from all member universities, in a variety of formats and models. Based on these experiences, the improved educational framework reconsiders the approaches for an innovative and modern way of structuring academic curricula, in an approachable format for all interested academics and other stakeholders, while still embedding a comprehensive and complex educational offer that responds to the dynamic and changing needs of future educational beneficiaries and actors in the European higher education sector.

		CIVIS ACADEMIC STRUCTURES		ECTS credit points	CERTIFICATION	DELIVERY MODE	RECOGNITION	MULTI-LINGUALISM	INNOVATIVE PEDAGOGIES				
1.	CIVIS OPEN COURSES		CIVIS HUBS	Faculties / Departments	1-10	CIVIS PASSPORT	Virtual (DE)	Full / Partial	CIVIS Languages	CIVIS IP Inventory			
2.	FLEXIBLE LEARNING ACTIVITIES		CIVIS HUBS	Faculties / Departments	1-10	CIVIS PASSPORT	Virtual (DE) / Blended / On site	Full / Partial	CIVIS Languages	CIVIS IP Inventory			
2.1.	COURSES												
2.2.	WEBINARS												
2.3.	WORKSHOPS												
3.	CIVIS MODULES / MICRO-PROGRAMMES		CIVIS HUBS	Faculties / Departments	5-15	CIVIS PASSPORT + Transcript of Records	Virtual (DE) / Blended / On site	Full / Partial	CIVIS Languages	CIVIS IP Inventory			
3.1.	CIVIS SUMMER / WINTER SCHOOLS												
3.2.	CIVIS “BOOTCAMPS” (PRACTICAL / RESEARCH INTENSIVE STAGES)						Virtual (DE) / Blended						
3.3.	CIVIS MICRO-PROGRAMMES												
4.	CIVIS PROGRAMMES		CIVIS HUBS	Faculties / Departments	15-30	CIVIS PASSPORT + Certificate	Virtual (DE) / Blended / On site	Full / Partial	CIVIS Languages	CIVIS IP Inventory			
5.	CIVIS EUROPEAN DEGREES		CIVIS HUBS	Faculties / Departments	30 x sem.	CIVIS EUROPEAN DIPLOMA + Diploma Supplement	Blended / On site	Full	CIVIS Languages				
5.1.	Bachelor's degree				30 x 6 = 180								
5.2.	Master's degree				30 x 4 = 120								

Figure 2. CIVIS 1 Curricular Matrix (Iucu et al., 2022, p. 26)

The new CIVIS Educational Framework structures academic curricula on a building-blocks model, based on complexity levels and interconnections between all types of learning activities, taking into consideration current trends and opportunities at European and international level, such as modularisation, micro-credentials, European Degrees, embedded mobility, digital credentialing, automatic recognition, learning portability, and many others, including lifelong learning formats.

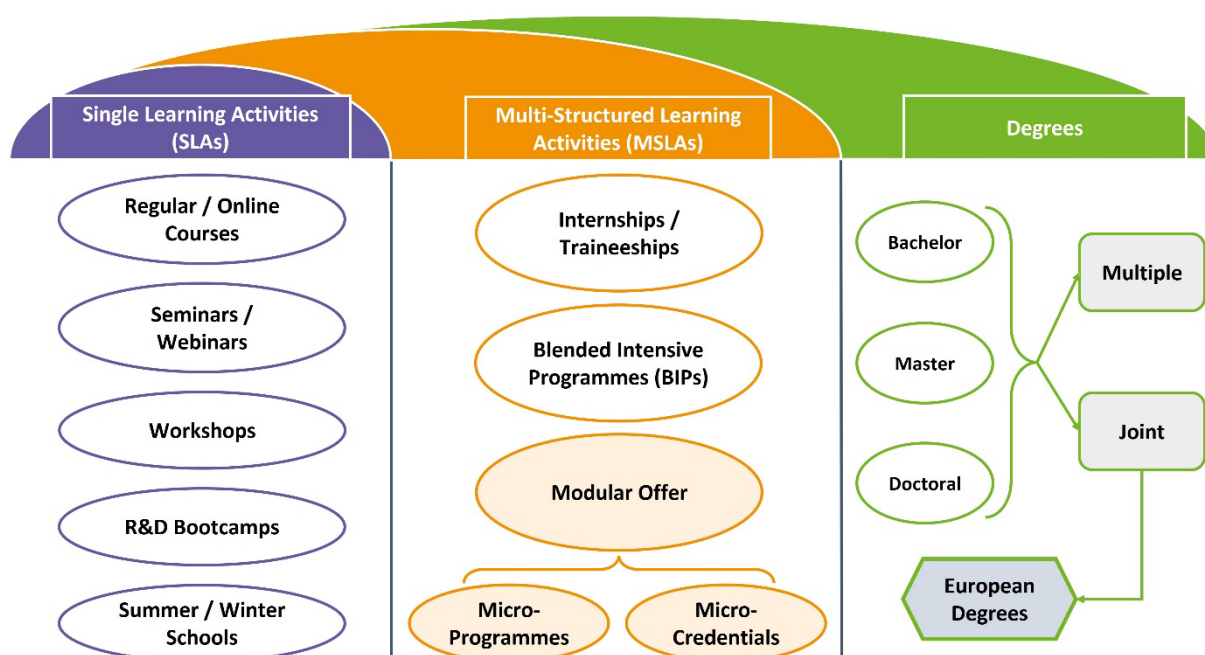


Figure 3. CIVIS 2 Educational Framework

Figure 3 shows the proposed CIVIS Educational Framework structure, clustering educational activities into three levels of design and complexity, while each of these levels includes several types of educational activities that create the educational offer of the alliance:

- **Single Learning Activities (SLAs)**
 - Regular / Online Courses
 - Seminars / Webinars
 - Workshops
 - Research & Development (R&D) Bootcamps
 - Summer / Winter Schools
- **Multi-Structured Learning Activities (MSLAs)**
 - Internships / Traineeships
 - Blended Intensive Programmes (BIPs)
 - Modular Offer (Micro-Programmes and Micro-Credentials)
- **Degrees**
 - Multiple Degrees
 - Joint Degrees (some leading to European Degrees)

CIVIS educational activities are jointly delivered at alliance level in a collaborative way, through the transnational cooperation of at least three partner universities, up to large credentials such as CIVIS European Degrees. As particular features of the CIVIS educational framework, in many cases, second and third level activities (MSLAs & CIVIS Degrees) can consist of previous level activities, based on the principles of stackability and modularisation. In this manner, the CIVIS educational offer enhances flexibility and customisation across all types of learning, fostering student-centred approaches to curricular development and learning experiences and enhancing the hallmarks of the CIVIS philosophy. The educational components are interrelated and foster recognition of prior learning, while being designed in a stackable manner, where each modular structure is composed of smaller units.

Each of the CIVIS educational components and categories covers key elements that define the Educational Framework, for example: contents, learning outcomes, competences, prerequisites, language of instruction, structure of learning activities (number of contact hours, number of individual study hours, format of modular approach, interconnection between modules, etc.), schedule of activities, methods of assessment, learning resources, methods of certification, number of credit points, etc. These components will be mentioned in the descriptions of the learning activities, as general guidance information for any academic or researcher that proposes and designs learning activities in CIVIS, either as specific information for each of the categories, or as transversal elements that cover all areas of the CIVIS Educational Framework, such as the credit points, multilingual practices, innovative pedagogical approaches, mobility, digital credentials, recognition, and so on. These descriptions aim not to create a very constraining structure for educational activities in CIVIS, but to support all relevant actors in developing innovative and attractive activities for all types of students, at all levels, and from any field or level of study. As part of CIVIS objectives and outcomes, based on the educational activities and categories included in the present framework, templates and guidelines were developed to support the implementation process for CIVIS educational activities. These templates and guidelines will be used by academics and administrative staff in CIVIS universities when designing, developing, and implementing CIVIS educational activities at all levels.

II.1.1. Single Learning Activities (SLAs)

A single learning activity is defined as being ‘characterised by unity of method and subject’ (European Commission, 2016, p. 11). Short- or long-term learning activities with a coherent approach to content

and thematic areas, CIVIS Single Learning Activities (SLAs) are small units of teaching and learning that consolidate the primary educational components of the Educational Framework. Consisting of courses (regular and online), seminars (and webinars), workshops, and research & development (R&D) bootcamps, CIVIS SLAs offer focused learning experiences that encompass single or a small number of learning outcomes, clearly defined in relation with the CIVIS overarching goals and connected with the CIVIS challenges (HUBs):

1. Climate, Environment, Energy
2. Society, Culture, Heritage
3. Health
4. Cities, Territories, Mobility
5. Digital & Technological Transformation

CIVIS SLAs cover, as mentioned in the descriptions and activities' categories, not only teaching and learning, but also research and practical learning, in a modern format, responding to the dynamic educational marketplace at European and international level. They can be delivered in several formats, such as face-to-face (physical / presential), digitally enhanced (virtual / online), or blended (hybrid / mixed), depending on several issues such as: teaching & assessment methods, learning outcomes, competences, learning resources, learning environment, mobility, funds, etc. In relation to the time organisation of the CIVIS SLAs, they can cover a wide range of scheduling modalities: self-paced, single-time, intensive, daily, weekly, monthly, modular, etc.

In some cases, the main differences between some of the CIVIS SLAs are delivery format and means for proposing and designing these activities. For a more coherent approach to the CIVIS Educational Framework, similar activities are clustered, avoiding overlaps and repetition. This approach supports creating a clearer Educational Framework, more accessible for academics and other relevant parties, acting as a role model for developing educational activities in European University Alliances. Considering these aspects, the new Educational Framework includes four main types of CIVIS SLAs, as follows:

1. Courses
 - a. Regular
 - b. Online Courses
 - Online Courses
 - Open Online Courses
 - Massive Open Online Courses
2. Seminars / Webinars
3. Workshops
4. Research & Development (R&D) Bootcamps
5. Summer / Winter Schools

II.1.1.1. Regular / Online Courses

Courses are teaching and learning activities comprising both theoretical and practical approaches, which, for example, are conducted through lectures, seminars, or fieldwork. Courses can be part of the existing educational curricula, or newly designed by CIVIS universities, and are open to all CIVIS students that meet the requirements.

CIVIS Courses differ in format and way of delivery, being differentiated between physical and online courses, with some specific elements that describe each of these types, in the matter of format and mode of delivery. The subcategories existing here have been proposed based on the construction phase

of CIVIS and the learning activities proposed by academics from all universities, as part of the five CIVIS hubs, as well as other CIVIS initiatives coordinated by different academics from across the alliance. Connecting these needs with a coherent approach for setting up an educational framework for the alliance, regular / online courses in CIVIS refer to the following subcategories:

- Regular Courses (face-to-face, online, blended)
- Open Online Courses
- Massive Open Online Courses

CIVIS courses can be managed by academic staff according to the host university's calendar and quality requirements, with adaptation of current settings to the CIVIS students' needs for participation and graduation. The academic(s) designing and delivering the course has/have full autonomy (after complying with the national and institutional regulations of the home university, and anchoring the proposal with relevant stakeholders, such as student representatives) in proposing the academic content and the structure of the course, pedagogical methods and practices, assessment / evaluations processes, and graduation requirements. The length of these courses can differ from an intensive approach, consisting of lectures and other learning activities, up to a full semester.

II.1.1.2. Seminars / Webinars

Seminars are a series of events conducted face to face by facilitator(s), covering specific topics and characterised by interactive approaches and active participation due to the limited number of participants.

Webinars are “web-based seminars, in which participants and facilitators communicate live over the Internet across distant geographical locations using shared virtual platforms and interact ubiquitously and synchronously in real time via voice over IP technology and web camera equipment” (Gegenfurtner & Ebner, 2019, p. 1).

Given the learning offer proposed by CIVIS academics through the HUBs calls, seminars / webinars have been considered of use for enriching the Alliance's Educational Framework. The main difference between the two proposed activities is the learning environment and number of participants, specifically the online environment and a larger number of participants in the case of webinars.

Seminars/Webinars are learning activities that provide the participants a specific framework concentrated around the idea of providing them useful information and discussions around the chosen topic. The interaction with the students includes lectures, presentations, quizzes, break-out room discussions and debates, or moderated panel discussions.

CIVIS seminars / webinars can cover a large variety of subjects / topics and can be delivered either as a single event (one-time seminar / webinar) or as a series of events which are repeated several times (one seminar / webinar conducted multiple times for different audiences OR multiple seminars / webinars that are part of a series for the same audience).

II.1.1.3. Workshops

Workshops are participatory learning activities focused on the training of competencies, with a practical-centred approach, offering proper contexts for collaborative working, debates, and task solving.

The workshops are learning activities designed to train specific competencies for the participants, linked with the selected topic and with the different needs of the participants. If the webinars are more theoretical and information-centred, workshops need a more practical approach, and this is linked with different methods, enhanced collaboration between participants, a smaller number of participants (especially compared to webinars, where the number can be much higher), and specific competencies at the end of the process.

A workshop is an interactive learning activity, with a smaller number of participants, allowing active interaction between them around a selected topic and with the purpose to provide specific competencies. Workshops are diving deep into a particular subject matter, creating the contexts for debates, practising skills, accomplishing work tasks in a collaborative learning involvement.

The CIVIS workshops can cover a large variety of subjects / topics and can be delivered either as a single event (one-time workshop) or as a series of events which are repeated several times (one workshop conducted multiple times for different audiences OR multiple workshops that are part of a series for the same audience). In relation with the delivery format, workshops can be delivered in a variety of formats, ranging between a fully virtual environment (as online / virtual / digitally enhanced learning activities) to fully physical contexts (face-to-face learning activities). They can also be designed and delivered as hybrid / blended learning activities, considering either a mixture between virtual and physical activities, or by providing face-to-face activities for some of the participants and virtual components for other CIVIS students.

II.1.1.4. Research & Development (R&D) Bootcamps

Research & Development Bootcamps represent intense research / practice / training sessions designed to prepare students for the practical reality of development, at any level of study and less theory-oriented, emphasising on practical educational components.

CIVIS Research & Development Bootcamps represent intensive research / practice stages, since these components of research and practice are in many cases basic requirements for study programmes, at any of the cycles (BA, MA, PhD), but especially linked with doctoral studies and with post-doctoral programmes.

In essence, students of all levels are interested in extending their experience in additional research experiences, with emphasis on practical components. Such learning and training possibilities can be associated with existing study programmes or with research and innovation activities within research groups / labs / centres of the CIVIS universities. Depending on the level of study, the research activities can be research / innovation-oriented (addressing a restricted number of students, depending on the thematic) or research-informed / learning-oriented (addressing mainly to BA students and appropriate to larger groups of students). The activities included in these stages can cover several weeks of intensive activities (as for example during summer break of students), or it can be spread over one semester,

linking it also with a classical Erasmus mobility. CIVIS Bootcamps can cover a large variety of subjects / topics.

II.1.1.5. Summer / Winter Schools

Summer / Winter (Seasonal) Schools consists of a series of events and activities that might be accomplished through workshops, webinars, and / or lectures, R&D sessions (Bootcamps), etc. accompanied by individual study.

CIVIS Schools can be designed and delivered by at least three CIVIS partners, and can be either physical, blended, or virtual. An intensive approach for carrying out the educational activities included in the Seasonal Summer / Winter School's schedule is recommended. CIVIS Summer / Winter Schools can cover a large variety of subjects / topics, in relation with the five CIVIS challenges, but not limited to. If the seasonal schools do not have a modular/ multi-component structure (for example a series of workshops, webinars, and / or lectures), they can also be SLAs. The number of ECTS credits will be adjusted accordingly, in agreement with the total number of allocated hours (individual work included).

A variety of approaches for seasonal schools were already applied by CIVIS partner universities (examples from seasonal schools designed in HUBs etc.).

II.1.2. Multi-Structured Learning Activities (MSLAs)

Multi-Structured Learning Activities (MSLAs) are the first level of modularisation. Modularisation represents one of the main priorities for the European Commission in terms of innovating teaching and learning in higher education and is an important tool for building larger blocks of learning pathways. Moreover, as a response to the European approach to micro-credentials and as a means for adopting micro-credentials in the academic curricula of the Alliance, modularisation also represents CIVIS's approach on this issue. By using smaller learning units (such as the Single Learning Activities, or in combination with some of the types included the Multi-Structured Learning Activities (MSLAs) category, larger learning blocks can be built (for example Blended Intensive Programmes or Micro-Programmes), leading to the design and delivery of CIVIS Degrees (Multiple, Joint, or European Degrees).

The CIVIS Multi-Structured Learning Activities (MSLAs) can be offered as collaborative learning components, based on the cooperation between at least three CIVIS universities, either through the CIVIS HUBs or the direct collaboration of faculties / departments / doctoral schools. They can be monodisciplinary (tackling only one subject / thematic area), or they can consider extra-curricular topics (e.g., transferable skills), or be designed and delivered as transdisciplinary coursework on a challenge-oriented theme (i.e., as the CIVIS challenges). Below we give a brief overview of each category. As the building blocks are mainly the SLAs described in the previous section, we will not detail / repeat the information.

II.1.2.1. Internships / Traineeships

Internships are long duration learning experiences offering full-time or part-time integration into a professional or research environment, with regular supervision and feedback from an academic or administrative mentor.

Internships can be approached as an extensive research / practice stage at any of the study cycles, linked to BA, MA, PhD programmes. If Research & Development oriented, they can also have a modular or extended approach, from the SLAs R&D Bootcamps described above.

Besides the mobility for studies, an important component in the Erasmus+ Programme Guide 2023 (European Commission, 2022c) is given by the student mobility for traineeships. The activities in the labour market or in the fields of education, training, youth, research, and innovation are recognized, including teaching assistantships for student teachers and research assistantships for students and doctoral candidates.

CIVIS benefits from having in alliance partner universities that can offer internship programmes along with the broad number of research facilities they have, allowing therefore a collaborative approach for developing new opportunities for the CIVIS students. There were already internship programmes for students offered by the alliance (example(s) to be added).

II.1.2.2. Blended Intensive Programmes (BIPs)

Blended Intensive Programmes are “short, intensive programmes that use innovative ways of learning and teaching, including the use of online cooperation” (European Commission, 2022c, p. 47).

According to the Erasmus + Programme guide, Blended Intensive Programmes (BIPs) will enable new and flexible mobility formats combining physical and virtual mobility, including online collaboration to reach a wide range of students (European Commission, 2022c). The combination of short-term physical mobility and online learning will enhance cultural exchange and students’ level of involvement.

The criteria for designing BIPs include, among others, the following:

- At least three CIVIS universities are involved.
- At least 15 Erasmus participants (students) who travel to the receiving country for training.
- The physical component has a 5-days duration, and a minimum of 8 teaching hours for each participant academic.
- The virtual component is compulsory and can be organised before and/or after the physical mobility.
- Upon assessment, students are awarded between 3 to 6 ECTS credit points.

If the BIP does not have a modular/ multi-component structure (for example a series of workshops, webinars, and / or lectures, practical activities, etc.), it can also be an SLA.

The programmes may include challenge-based learning where transnational and transdisciplinary teams work together to tackle challenges for example those linked to the United Nations’ sustainable development goals or other societal challenges identified by regions, cities, or companies.

II.1.2.3. Modular Offer

Modularisation is a priority for the European Commission. Modularisation philosophy is a tool to build larger blocks of learning pathways. By using smaller units (such as SLAs, BIPs, etc.), larger blocks can be built, either leading to the European BA/MA/Ph.D. programs (a) or within the framework of lifelong learning (b). According to the premise of modularization, students can design a path to follow their interests, deepen their knowledge, and broaden their fields of expertise.

The modular offer can be delivered physically, virtually or in a blended format. The units and related activities can be delivered in any of the languages present in the alliance (EN | DE | EL | ES | FR | IT | RO | SV), with multilingualism being encouraged as a strategic point for the development of the project. In the same vein, Innovative Pedagogies must be included in the teaching design of the units, either by taking materials from the CIVIS Innovative Pedagogy Database or by enriching the database with new designs and propositions.

Modularisation is part of the answers to the increasing demands for flexibility, both concerning the labour market and the learners' pathways. In this way, CIVIS contemplates two types of frameworks to build up the blocks:

1. Regular official courses/modules offered by Higher Education Institutions and aimed at conforming Micro-Programmes
2. Lifelong learning experiences in the form of Micro-credentials

Micro-Programmes

Micro-programmes represent learning components that offer students short and medium sized official learning activities, on a variety of topics and formats, built on different smaller units of learning (courses, research, and practice activities / projects, etc.) that exist in the CIVIS curricular offer or are newly designed for the purposes of modularisation.

Different modular structures can combine smaller accredited units (ECTS, QA, etc.) of:

- Regular courses (BA/MA/Ph.D.) offered by Higher Education Institutions as part of learning official programmes.
- New CIVIS courses combined with regular ones lead to a module / micro-programme.

Different modules could be stacked and led to a degree program (depending on national regulations) or just a certificate of content / knowledge (5 to 30 ECTS credit points). The length is correlated with the number of units and the overall organisational framework. The credit recognition at the student's home university can be partial or full (according to the national legislation and the institutional practices in place), through the CIVIS Passport and the Transcript of Records, recording the list of the courses taken by students together with additional information such as passed exams, course length, number of ECTS credits gained etc.

CIVIS Micro-Programmes allow students to combine multiple CIVIS Single Learning Activities (SLAs) into one coherent learning pathway which reinforces or complements their main study programme. CIVIS Micro-programmes offer students short and medium sized activities, on a variety of topics and formats, built on different smaller units of learning, existing in the CIVIS curricular offer, or newly designed for

the purposes of modularisation. With transdisciplinary or disciplinary approaches and interests, CIVIS micro-programmes offer CIVIS students the possibility to officially follow their own learning and training interests, deepening their knowledge in specific topics linked with the five CIVIS challenges or beyond, offering access to:

- Wide range of disciplinary / interdisciplinary / transdisciplinary learning opportunities linked around one large topic, in a collaborative and modular curricular framework.
- Extra-curricular topics and interests, and interest in the training of transferable skills.
- Challenge-based learning approaches, linked with the CIVIS overarching challenges and the CIVIS HUBs' thematic areas.

Various approaches for constructing CIVIS Micro-programmes were already piloted in CIVIS, embedding different SLAs, from units dedicated to (jointly developed) courses to the ones for student research and joint programmes, as the “Global Awareness Micro-Programme” (*Micro-programme: Global Awareness*, n.d.), to record of internships, as the “Civic Engagement Micro-Programmes” (*Micro-Programme: Civic Engagement*, n.d.), or to webinars and workshops, as the “Science Communication: Sharing knowledge and creating connections” Micro-Programme (*Micro-programme: Science Communication: Sharing Knowledge and Creating Connections*, n.d.).

Micro-credentials

‘Micro-credential’ means the record of the learning outcomes that a learner has acquired following a small volume of learning (1-15 ECTS). These learning outcomes will have been assessed against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural, or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

As recommended by the Council of the European Union in June 2022, CIVIS contemplates the inclusion of micro-credentials as part of the lifelong learning offer. Also rooted in the philosophy of modularisation, micro-credentials are differentiated from the Micro-Programmes in orientation and format.

A micro-credential is a small volume of learning certified by a credential that defines learning outcomes in terms of specific knowledge, skills, or competencies that can be stacked into larger credentials. In terms of workload, they can range from 1 to 15 ECTS. They are a way to develop new skills or be updated. These learning activities are essentially focused on the acquisition of skills and competences that respond to societal and labour market needs, based on learning processes of upskilling or reskilling. The target audience is varied and wide, so they can be either addressed to recent graduates looking for their first job in the market or to the more experienced workers needing to validate and broaden their skill set. Micro-credentials can also be targeted at specific social groups with societal needs (i.e., migrants, refugees, unemployed women, etc.).

Micro-credentials are ideal for innovating any learning pathway as they are stackable, open to everyone, not necessarily graduate students, only if the portability / stackability through the blockchain technology is a certificate / accreditation.

If micro-credentials are awarded through an SLA, they can be included in that category. Depending on the regulation of each university, micro-credentials can also be included in the official Degree. Micro-credentials can be offered along with experts on the labour market (in cooperation with the Open Labs), also to non-traditional students.

- Different micro-credentials could be stacked and led to a module program (depending on national regulations).
- Micro-credentials could be designed by cooperating with CIVIS lecturers and with external specialists in their respective fields of work.
- Some micro-credentials can be created by redesigning existing, SLAs or CIVIS courses.

II.1.3. CIVIS Degrees

Developing a framework for CIVIS Degrees at all study levels and study cycles (Bachelor, Masters, and Doctoral), needs to consider current approaches and practices at European and international level. In use methodologies and actions such as the European Approach for Quality Assurance of Joint Programmes (EHEA, 2015; Frederiks et al., 2012), Erasmus Mundus Joint Programmes (*Erasmus Mundus Joint Master Scholarships*, n.d.), or other relevant examples, offer numerous resources for understanding the conceptual and methodological premises, while designing adequate tools at Alliance level for supporting academics to implement meaningful and impactful multiple and joint educational activities.

As mentioned in the European Approach for Quality Assurance of Joint Programmes (EHEA, 2015, p. 1), “Joint programmes” are understood as an integrated curriculum coordinated and offered jointly by different higher education institutions and leading to double / multiple degrees or a joint degree. Continuing this starting definition, we notice that in case of multiple degrees, separate degrees are awarded by higher education institutions offering the joint programme attesting the successful completion of this programme, while in the case of joint degrees, a single document is awarded by higher education institutions offering the joint programme and nationally acknowledged as the recognised award of the joint programme. The development of a CIVIS Degree can consider stackability when designing joint curriculum.

While the framework represents an attractive conceptual and typological approach for a European Universities Alliance, its purpose is to become active, put into practice, through concrete actions and steps. The need for a longer planning period is even more crucial in the case of degree programmes, as the time needed between the idea and the actual implementation can take a couple of years. Therefore, in case of degree programs, a Call for Educational Activities will be launched and will include not only objectives for the end of CIVIS2, but also aim for a medium- and long-term perspective (2028 / 2030 / etc.), ensuring continuity and smooth transition to the next phases of the Alliance.

II.2. Templates on CIVIS educational offer to facilitate academic activities

II.2.1. Presentation of the templates' sections

The CIVIS Educational Framework (MS1) structures academic curricula on a building-blocks model, based on complexity levels and interconnections between all types of learning activities. Before filling in the sections, we recommend the reading of the CIVIS Educational Framework, where you can find detailed description and the key characteristics of each learning activity.

The templates follow a structure with three sections, one related to general information, one pertaining to the activity design and one describing the content.

Although the template maintains an overarching structure with three sections aligned to the design process, each section diverges in content and structure owing to the distinct nature of the learning activities. Consequently, these sections are tailored to accommodate the unique requirements of the different activities, ensuring that each segment reflects the specific needs and nuances inherent to its respective learning activity. Therefore, for Internship, the last two sections have been merged pertaining to the profile of the internship.

In the following paragraphs, the main sections are briefly explained.

II.2.1.1. General information

The "General Information" section serves as the foundational introduction to the proposed learning activity. The provision of key general information in this section encompasses vital aspects such as the activity's categorical type, its distinctive title, potential code if applicable, relevant field of study, and the thematic area it aligns with. This collective information enables learners to grasp the program's comprehensive context and intrinsic relevance.

Moving forward, it becomes imperative to detail the integral facets of the learning activity. This involves specifying the coordinating university responsible for the coordination, the hosting faculty or department, all partner universities involved (including those from the African partner network), and any additional collaborative entities such as non-governmental organizations (e.g. NGOs).

Central is the role of the coordinators. Their identity and contact information stand as pivotal points of reference. Furthermore, the process of student enrolment whether through the CIVIS Mobility Management platform or an alternative channel, is expounded upon. The provision of comprehensive instructions, along with essential links, facilitates a seamless registration process for prospective participants.

The realm of quality assurance is particularly important when the activity integrates within an institution's curriculum. The delineation of the mechanism employed for quality assurance, along with the entity responsible for overseeing this process, underscores CIVIS commitment to maintaining educational excellence. The certification or credential bestowed upon successful completion of the program underscores the inherent value of the endeavour.

The templates not only structure the information but also guides the creation of a coherent and comprehensive learning endeavour.

II.2.1.2. Activity Design

When crafting educational programs, it is vital to harmonize objectives with the promotion of mobility, innovation, and the assurance of quality. Well-designed educational activities are aligned with the overarching educational goals and priorities set by CIVIS: active civic participation, a challenge-driven approach, innovative teaching methods, adaptability, and a global perspective. These are the fundamental pillars but the only ones. Goals also include enhancing employability, fostering cross-cultural understanding, multilingualism, inter/transdisciplinary learning as well as the exploration of emerging fields of study.

The initial stage in designing an educational activity involves determining the intended audience, which includes identifying the target groups such as students pursuing diverse educational levels, namely Bachelor's (BA), Master's (MA), and Doctorate (PhD) programs. When dealing with micro-credentials, it's crucial to also contemplate whether the target demographic extends beyond traditional tertiary students to specialized groups, such as individuals with low literacy levels or immigrants with unique requirements, older students. It's important to keep in mind that micro-credentials primarily emphasize the development of practical skills and competencies aimed at enhancing one's prospects in the job market. However, when dealing with a micro-program, it's essential to consider that the goal is to further one's knowledge and understanding in a specific subject or field, ultimately acquiring expertise in that area but not specific competencies (see template x).

List the minimal requirements students must meet to enrol in the activity. This can include prior coursework, degrees, or specific skills. Specify the languages of instruction and any minimum language proficiency levels required to participate effectively.

Once the target group was decided, the organization of the academic activity can take various forms, each suited to different educational contexts. You can choose from intensive programs, which are usually short and immersive, modular formats, breaking content into distinct units, or traditional regular courses based on semester schedules. The choice of delivery method is also crucial in today's diverse educational landscape. Activities can be delivered online, face-to-face, in a blended format combining online and in-person components, or through a hybrid model, which alternates between online and in-person sessions. Identify the tools and platforms used for both real-time and self-paced learning (e.g. CIVIS Moodle, Zoom, Microsoft Teams, ...).

Ensuring transparency and coherence, the estimation of ECTS credit points warrants meticulous attention. This estimation must harmonize with the workloads undertaken and the program's total duration. Aligning with the internal regulations of the coordinating university is imperative, as it substantiates the equivalence of effort and credit.

Specify the total duration of the activity, whether it spans a set number of weeks, months, or a full semester. Additionally, indicate the number of hours students can expect to engage with the activity per week, month, semester, or any relevant time frame.

To ensure students have a clear understanding of the time commitment, it's important to define the workload in terms of total hours, considering the European Credit Transfer and Accumulation System (ECTS) credit points. Each ECTS credit point corresponds to 25-30 hours of study, encompassing both contact hours and self-directed study. You should also outline how these hours will be distributed throughout the activity.

Defining the mode of delivery - be it online, face-to-face, blended, or hybrid - and stipulating the start and end dates of implementation solidifies the logistical framework of the activity. The scope is then defined, specifying the competences, content overview, and the methodologies that underpin instruction.

II.2.1.3. Activity Content

Understanding the scope of an educational activity is akin to defining its boundaries. It tells the limits of what can or should be covered. This is vital because it ensures that teaching materials and methods stay focused and relevant to the students' learning needs.

An important step is to clearly state the competences as it provides clear direction for what you want students to achieve. Knowing these helps to tailor the content and teaching strategies to meet specific learning outcomes effectively. The description of the learning activity tells us exactly what is going to be taught and how it is going to be taught. Knowing this in detail helps to organize the materials and ensures the cover of all necessary topics.

Learning outcomes are the results of the teaching; the skills and knowledge students will acquire. Understanding these outcomes lets us design assessments that accurately measure what students have learned.

If the activity is in relation to other Modules/Learning Units/Study Programs is important to specify as it helps to understand where the activity fits into the larger educational picture. It ensures that the teaching is aligned with the overall curriculum and that students have the necessary background to succeed.

Assessment considerations form an essential facet, and here, clarity prevails. The mandate for assessment is declared, with corresponding methods, evaluation criteria, and the formulation of the final grade composition expounded. Minimal requirements for exam or activity passage are stipulated, as well as the grading system employed.

The assessment section includes the description of the methods and criteria. Assessment is how to measure students' progress. Understanding the assessment process ensures that tests and assignments fairly evaluate students' knowledge or skills or competences in the case of the micro-credentials. Knowing these methods helps to choose the right ones, making assessments more accurate and fairer. The assessment criteria are the standards used to judge students' work. Being clear about these criteria ensures that the grading system is consistent and transparent, providing students with clear guidance on what is expected.

The grading system is the scale used to assign grades. Understanding this helps you convert assessments into grades consistently.

II.2.2. Design and implementation of the learning activities

This section delves into the crucial aspects of designing and implementing effective learning activities. It addresses various stages, from the initial planning to the reporting phase.

II.2.2.1 Where do you find information?

The official CIVIS website is a central hub for comprehensive information on the alliance's objectives, member universities, programs, initiatives, and events. It is often the most up-to-date and reliable source for announcements and news (CIVIS).

II.2.2.2. Where do you start?

When embarking on the journey of designing and implementing new learning activities, the question arises: Where do you start?

When facing this challenging task, it is essential to consider both academic and administrative steps from the very beginning. These two facets are intertwined and play crucial roles in the successful development and execution of educational initiatives. Here are the initial steps to consider in both the academic and administrative realms:

From the administrative point of view:

- Begin with a strategic assessment in order to align the new program with the CIVIS mission and goals, including assessing the feasibility of the program, its potential market demand, and its alignment with the CIVIS's strategic plan.
- Develop the curriculum for the new program, including course outlines, competences, and assessment methods. Administrative tasks also include curriculum design, alignment with quality standards, and resource allocation.
- Introduce, if needed, internships as part of the initiative, outlining how they align with academic goals and detailing the administrative steps required for their implementation (see template)
- Ensure the program complies with relevant regulatory and accreditation requirements (e.g. steps in the accreditation process, gaining necessary approvals for the different bodies, and addressing legal and compliance issues at regional, national, European level). (contact Education Unit)
- Administrative responsibilities include the allocation of the necessary resources, such as faculty, facilities, technology, and materials, to support the new program (contact CIVIS office and your institution).
- Establish admission criteria, processes, enrolment forecasting, student enrolment and students support services.
- Establish a quality assurance framework for ongoing monitoring and enhancement of program effectiveness. This involves implementing assessment and evaluation mechanisms while ensuring alignment with QA agency standards for compliance.
- Monitor the program's financial performance, ensuring it remains sustainable and cost-effective.

From the academic point of view:

- Identify the specific learning needs and goals of the target audience and language to be able to understand what knowledge or skills are lacking or in demand. (contact EG Multilingualism)

- Once these needs are pinpointed, the next step is to define clear competences that guide the overall design (modules, semesters, ECTS and academic content). (contact Stream 3)
- Planning phase with a detailed roadmap for the learning activities: selection of appropriate content, teaching methodologies, challenge-based approach, innovative pedagogies, and resources. (contact EG Innovative Pedagogies, IP officer, Stream 1)
- Decide on the format of the activities, whether they'll be face-to-face, blended, hands-on workshops, modules, or a combination of various approaches (contact Stream Task Force BIPs and Mobility Unit)
- Design evaluation methods ensuring that the learning activities meet the evolving needs of the learners and the overarching educational goals (contact IP Officer).

II.2.2.3. What to think of during the implementation? (type of mobility, resources, inclusiveness, calendars, follow up)

When considering the implementation phase, several critical factors come into play:

- Firstly, determining the type of mobility, whether it involves physical or virtual movement, or a combination of both, is fundamental to planning logistics effectively (contact Stream 2).
- Secondly, ensuring that necessary resources, including materials, technology, and facilities, are readily available for both educators and students is crucial for a smooth execution (contact Digital Campus Unit and EG Heads of IT).
- Human resources are also relevant, check with the CIVIS office at your university the type of support they can or not provide.
- Moreover, promoting inclusiveness by accommodating diverse learning styles, needs, and backgrounds is essential. It's imperative to provide the necessary support for students with disabilities or unique requirements (contact expert group on Civic Engagement and EG at Risk Scholarship).
- Additionally, aligning the activity calendar with the academic year or program timeline of your partners or rest of CIVIS members. Take into consideration accounting for holidays, breaks, and other relevant events, all vital for seamless execution (contact Education Unit).
- Lastly, establishing robust follow-up mechanisms, including ongoing monitoring and feedback collection, enables the assessment of student performance, engagement, and satisfaction, which, in turn, informs future enhancements and improvements (contact Innovative Pedagogies Officer).

II.2.2.4. How do you find partners?

As all new educational activities need at least three CIVIS partners, you can seek guidance and support from the CIVIS Institutional Coordinators (see list by university).

II.2.2.5. Who is there to help you?

You can seek guidance and support from the CIVIS Institutional Coordinators at each university (refer to the list), expert groups and task force, and Hubs.

STREAMS

- stream1@lists.civis.eu
- stream2@lists.civis.eu
- stream3@lists.civis.eu

CIVIS Hubs

- HUB 1. Climate, environment and energy (hubcouncil1@lists.civis.eu)
- HUB 2. Society, culture, heritage (hubsociety@lists.civis.eu)
- HUB 3. Health (hubhealth@lists.civis.eu)
- HUB 4. Cities, spaces and mobilities (hubcities@lists.civis.eu)
- HUB 5. Digital and Technological transformation (hub5@lists.civis.eu)

Expert Groups and Task Forces:

- EG at Risk Scholarship (eg-riskscholarship@lists.civis.eu)
- EG Civic Engagement (eg-civicengagement@lists.civis.eu)
- EG Communication Directors (eg-headsofcommunication@lists.civis.eu)
- EG External Funding (eg-externalfunding@lists.civis.eu)
- EG Global Partnership (eg-globalpartnership@lists.civis.eu)
- EG Heads of IT (eg-headsofit@lists.civis.eu)
- EG Innovative Pedagogies (eg-innovativepedagogy@lists.civis.eu)
- EG Multilingualism (eg-multilingualism@lists.civis.eu)
- EG Service Learning (eg-servicelearning@lists.civis.eu)
- EG Doctoral Education
- BIPs (bips@lists.civis.eu)

UNITS (head-of-unit@lists.civis.eu)

- Education Unit
- Mobility Unit
- Digital Campus Unit
- Communication Unit

OFFICERS (officers@lists.civis.eu)

- Innovative Pedagogies Officer
- Quality Assurance Officer
- Global Partnerships Officer

II.2.2.6. How do you fill and submit the template?

To streamline the process of filling and submitting the template, we have made all the necessary information readily available on the CIVIS webpage. For additional assistance or if you encounter any issues, refer to your CIVIS Office or Institutional Coordinator for contact information or support resources.

II.2.2.7. How to report your educational activity? (separate in the case of budgeted/non budgeted activities)

CIVIS includes a variety of advisory bodies (Streams, Units) tasked with assessing new proposals for educational activities. Among these, the Education Council and the Incentives Commission play crucial roles in the evaluation process.

The Education Council within CIVIS is a distinguished advisory body composed of high-ranking representatives, including Vice-Rectors in academic affairs, from the member universities. This council plays a pivotal role in providing valuable insights and expertise related to academic affairs. Its responsibilities likely encompass shaping the educational direction of the alliance, contributing to curriculum development, and offering guidance on various educational policies. By leveraging the extensive experience of its members, the Education Council ensures that the academic aspects of CIVIS align with the highest standards and contribute to the overall mission of the alliance.

The Incentives Commission, on the other hand, focuses specifically on evaluating proposals for new educational activities. This commission serves as the initial checkpoint, assessing the feasibility, alignment with CIVIS objectives, and potential impact of the proposed initiatives. Its role is instrumental in maintaining the quality and relevance of educational activities within the alliance. The Incentives Commission's assessments contribute to the decision-making process, providing valuable input to ensure that approved activities are in line with the mission of CIVIS.

Ultimately, the resolution of the new proposal for educational activities lies within the purview of the highest authority in CIVIS – the Steering Committee and the Board of Rectors, possessors of the definitive decision-making authority.

II.2.3. Work-based learning

The purpose of internship exchanges within CIVIS is multifaceted, aligning seamlessly with the broader objectives of the alliance: to foster collaboration and cooperation among European higher education institutions. Foremost among the objectives of internship exchanges is the facilitation of student mobility among member universities. By enabling internships to cross borders, both students and staff seize the opportunity to amass international experience, broaden their horizons, and cultivate a more profound comprehension of diverse cultures and educational systems throughout Europe.

Internship exchanges within CIVIS extend the privilege of practical, real-world experiences to students. This hands-on exposure complements their academic knowledge, empowering them to apply theoretical insights to real-world challenges. Such experiential learning is highly esteemed for its contributions to personal and professional development, and civic engagement. CIVIS Internships serve as a platform for students to cultivate and enhance specific competencies and skills relevant to their respective fields of study or future careers. These skills encompass problem-solving, effective communication, collaborative teamwork, proficient project management, and the invaluable ability to navigate intercultural contexts—all qualities highly prized by employers.

Furthermore, the CIVIS internship exchanges inherently foster cultural exchange, promoting a richer understanding of cultures, languages, and traditions within Europe. By orchestrating internship exchanges in partnership with CIVIS-associated partners and universities can significantly elevate their students' employability. Ultimately, CIVIS internships are rigorously structured to ensure that they consistently meet elevated educational and professional standards. This unwavering commitment contributes substantially to the overarching quality and standing of the alliance.

When planning to lunch internships, it is essential to establish the language prerequisites for internships and, when necessary, offer language assistance (e.g. online university courses, language cafés).

If you are seeking additional funding beyond what the Erasmus program provides for your internship, it's crucial to communicate this clearly in the call for interns. This additional funding can enhance the overall internship experience by providing essential support such as meal allowances and access to university accommodation (e.g. We offer access to university accommodation, providing you with a convenient and secure place to stay during your internship period).

Moreover, institutions should assess their capability to address logistical considerations, which may involve providing essential resources such as office space and access to a computer. This also entails the development of comprehensive orientation programs to assist interns in adapting to their host countries, organizations, and their respective roles.

Another vital consideration involves designating mentors or supervisors to offer guidance and support to interns throughout the duration of their lunch internship. Moreover, it is imperative to recognize that all internship programs should incorporate cross-cultural training to enhance interns' intercultural competence, thus preparing them for multifaceted work environments. Additionally, implementing a structured evaluation process to assess intern performance and deliver constructive feedback is paramount.

II.2.4. Modular educational offer

This template offers a concise insight into the main elements you will need to take into consideration when designing Micro-credentials and Micro-programmes.

Micro-programmes and Micro-credentials are related but distinct concepts in the realm of education and professional development. Both serve the purpose of offering targeted, flexible learning opportunities to meet individual needs and career goals, but they are different types of courses, with a series of specificities.

The key difference between a Micro-programme and a Micro-credential lies in the formal recognition (type of certificate) and the scope of the educational offering they pursue (knowledge vs. competences), but it is also important to note that there are other aspects in which these notions differ, such as the Integration/stackability options they demand or even the process of supervision and identity verification during assessment.

Concerning recognition, Micro-programs encompass brief courses or units that might or might not culminate in a certificate. In contrast, Micro-credentials are methodically designed learning experiences validating the learner's mastery of specific skills or competencies through digital badges. This kind of digital credentials or badges can be issued by educational institutions or industry bodies, usually emerging from collaborative initiatives between them. Notably, a Micro-programme has the potential to conclude with various types of certifications, Micro-credentials being a part of this spectrum.

As for the contents, Micro-credentials are specifically designed to verify and validate a person's degree of expertise in skills and competences, whereas Micro-programmes also include the acquisition of knowledge in a particular field.

Typically, Micro-programs are independent educational modules addressing a series of subject-matters or delivering precise knowledge in a specific field. Thus, the primary goal of these programmes is to offer supplementary knowledge in areas within the academic context. In contrast, Micro-credentials have a primary emphasis on enhancing employability and are designed for a wide range of individuals, not exclusively graduate students but also potential employees from different ages and career

backgrounds. Furthermore, Micro-credentials are adaptable enough to cater to specific target groups, such as immigrants and even individuals with unique requirements, like those in the illiterate population, who have specific skill and competency needs.

For these reasons, the assessment process becomes a key tool in the correct validation of Micro-credentials, as these are meant to ensure the learners' real acquisition of expertise. In the same way, the specificity of Micro-credentials in a single and very concrete skill facilitates that they can be easily combined with other learning experiences to be stacked in the learners' portfolio – and even integrated as part of a Micro-programme.

II.2.5. Guidelines on joint programmes and European Degrees

II.2.5.1. Joint Programmes' sustainability

The sustainability of University's educational programs is a key factor to achieve beneficial outcomes and create productive partnerships. Joint programs long-term strategy should also comprise sustainability strategies. Considering that "a project is sustainable when it continues to deliver benefits to [its] beneficiaries and/or other constituencies for an extended period after the Commission's financial assistance has been terminated". Its sustainability is a major challenge for the universities involved in the process of designing, implementing, and accrediting Joint programs.

Joint programs' transition towards sustainability should be a priority in their design and content. Thus, it is necessary to reflect on the factors that are facilitating their capacity of sustainability and to examine its various aspects. A special planning for sustainability should begin early during the design and the implementation of Joint programs.

II.2.5.2. Strategic planning and internationalisation

A strategic plan of Joint programs, congruent with the mission of the institution, must be developed. The specific skills and knowledge that each partner brings to Joint programs should be considered during their strategic planning. Institutional support is important for their implementation. During their implementation, it is also important to verify if they have long-term goals and specific measurable objectives which are adapted to the changing needs of society and can fulfil the expectations of their students. An overall view of the level of their sustainability helps to decide which of the aspects of their strategy should be continued, abandoned, or readjusted.

II.2.5.3. Adaptability

Effective communication between institutional partners as well as with academics and administrative staff helps to find solution and creates a positive work environment.

II.2.5.4. Guidelines and procedures

Guidelines and procedures are established for all CIVIS programs. During the various stages of the Joint programs' design and implementation, the involved academics and administrative staff are invited to consult the relevant handbooks, templates, and agreements and to follow the guidelines. It is also important to put in place organizational routines which will help the implementation of the program.

II.2.5.5. Course attractiveness and delivery

Course attractiveness is associated to its quality and originality, which lies in the combination of uniqueness and novelty of the content and its approaches. The originality of the curriculum, measured in terms of innovation and presentation of concepts and skills, as well as its structure are real added value. The quality and the efficiency of teaching increase student learning and contribute to the success and sustainability of the Joint programs. Moreover, course attractiveness and originality refers to the employability of Joint programs' graduates, which is another key factor for sustainability. Course attractiveness in terms of innovation and excellence helps to originate and maintain an important inflow of students which is essential to the sustainability of Joint programs. The successful delivery of the course and its dissemination contribute also to its attractiveness. Furthermore, physical, virtual and hybrid courses promote the mobility of academics and international students. Academics can consider the possibility to embed Joint programs' courses into the regular program of their institution. It is also important that courses, already taught that have been adapted to Joint programs' needs not to exceed a low percentage of the courses offered (e.g. 20-30%).

II.2.5.6. Students and Joint programs sustainability

The enrolment of a satisfying number of students is an important factor in Joint programs' sustainability. Marketing strategies to attract more students can be used (e.g. attractive websites, exposure to traditional media, social media advertisements, promotional videos with students' testimonials, producing brand content e.g. newsletter). It should be clear if the Joint programs will be offered to CIVIS students or graduates or to all the community members especially if the courses offered are also a part of another program.

Students' recruitment agencies could also identify and contact potential students. Nurturing students' sense of belonging motivates them to learn and reduces drop-out. Workshops could be organized to better integrate them into the university and the local community. Graduate employability is also an important factor that can determine the number and the quality of prospective graduates.

It is important to support students during their studies. Scholarships should be offered to cover the totality or a part of their tuition fees. Students should have access to a list with scholarship opportunities that universities and other institutions have made available. It is necessary to foresee arisen needs for student and teaching mobility and to propose solutions based on UE mobility tools or other options.

Setting up a Joint Master program within the Master Mundus program, is a guarantee for its sustainability because students recruited are offered fully funded scholarships.

II.2.5.7. Dissemination of Joint programs and their outcomes

An effective dissemination of the content of the Joint program, its activities, outcomes, and results, through traditional and social media, should reach its target audience (students, stakeholders, market). Its successful presentation and dissemination could also be beneficial for the recruitment of students and the engagement of academics. Demonstrating the potential benefits to the public is also a key factor for maintaining and or concluding partnerships with stakeholders and research centres which in their turn can support the Joint program. A marketing plan should be developed to ensure the dissemination of Joint programs and their outcomes. Setting up an international network of alumni, institutions, researchers, professionals, and stakeholders could motivate candidates and promote the Joint program.

II.2.5.8. Funding and support

The design of Joint programs that can sustain themselves is very important for their long-term sustainability. It is important to describe and precise the contribution and support of each partner University to the Joint program to avoid miscommunication and overlapping. Financial, technical, and administrative support by CIVIS participative universities is required to ensure the operational implementation of Joint programs. The support could be either financial or in-kind (infrastructure, administrative and academic staff). Partner universities could also help to develop research synergies and take in charge the dissemination and communication plan. Moreover, they could contribute to the connection of the Joint Program with the Market and the stakeholders.

Although it is important to design programs that can sustain themselves, external funding could also be part of the programs' organisational strategy. Nevertheless, it should be used with caution and in conformity with CIVIS funding policy. The mobilization of stakeholders and local resources, that could be an important source of funding, could also contribute to their sustainability and continuity.

Additional resources, such as fees could also be considered for Joint Master Programs in accordance with the legal system of the CIVIS universities participating in the consortium and with CIVIS fees policy. Contrary to Joint Master programs, Joint Bachelor programs shouldn't rely on fees paid by students according to CIVIS policy.

It is interesting to consult the results of the answers to the survey prepared by WP9 and conducted in summer 2023 which confirmed the existence of fees for Bachelor and Master programs in the majority of CIVIS Universities. For most of them, there are differences in fees between European citizens and non-European citizens. It should also be noted that University of Lausanne has equal fees for locals and foreigners per semester and a fixed amount for 200 CHF (once) for the study of the admission documents for foreign students.

For what concerns fees at Bachelor level, CIVIS universities can be divided in two categories. First, those that charge the local and European students a relatively low amount up to 2800 euros per year (AMU, PLUS, SUR, UAM, ULB, BU). The second category consist of universities without fees in Bachelor (NKUA, SU, TU), although there are some exceptions to the rule such as fees for non-EU students (TU). NKUA offers 2 Bachelors taught in English language for foreign students that have tuition fees (6.000 for the medical degree and 6.000 for the BAAG). In SU non-European students pay an application fee of 900 SEK and tuition fee per and tuition fee per academic year for studies within the Humanities/Social Sciences/Law: SEK 90,000 and within the Sciences SEK 140,000.

In CIVIS universities, the function of Master programs is often relied on fees paid by students. They depend on the type and subject of the master's degree. The tuition fees vary from 243 euros to 9.000 or even more euros. Concerning fees for CIVIS Joint Masters, it is important to define the maximum amount of fees required as well as the possibilities of scholarships, grants, or subsidies available in EU. It is also necessary to detect other resources of funding outside EU and available to CIVIS students.

II.2.5.9. Financial sustainability

Financial aspects of sustainability should be considered to ensure ongoing operational costs and to fulfil the mission of Joint programs over the long-term. A financial plan (expenses, costs, and revenues) is needed to sustain the programs' design and activities. Planning for financial sustainability should be done during the early stages of the Joint program design. It is important to identify the financial and in-kind resources and calculate the cost of design, initial rollout, operational infrastructure, and other expenditures as well as the cost of the accreditation the implementation and the running of the program. The financial plan for Joint programs should be made with utmost caution and be customized

to their objectives. Their financial plan, which should be reviewed, if necessary, should examine the current situation and foresee unexpected changes (staff, budget). The irregularity of funding must be avoided. Moreover, CIVIS support, such as incentives for the program design and the delivery of curricula is necessary for motivating and engaging Academics who should be compensated for their work. A compensation system is necessary for Academics involved in the Joint programs. Incentives could be assigned to them to prepare the curriculum (see SC decision). Decisions concerning the allocation of incentives should be taken at the level of the University and/or the faculty depending on their internal regulations. Moreover, their teaching workload should be deduced from their regular workload in their respective universities. The possibility to use incentives to hire replacements for CIVIS Academics, who want to devote themselves to the program, should also be considered.

Instability of financial resources could be an important drawback in the sustainability of Joint degrees and could discourage potential staff and stakeholders. Setting up a Joint Master program within the Master Mundus program, is a guarantee for its sustainability, as it covers its institutional costs and offers students scholarships.

II.3. Feasibility Report on modularisation & flexible pathways

II.3.1. Modularisation philosophy: a key tool for CIVIS Alliance

Considering the European Commission priorities regarding the students' active designing of learning pathways and the introduction of digitally enhanced mobility within university Alliances, a screening has been undertaken to establish a set of recommendations for new educational offerings. Three fundamental aspects have been analysed: the introduction and running of modularisation as an educational philosophy, the role of Life-long Learning (LLL), and the use of Micro-credentials as a new format that contributes to the establishment of a successful flexibility. The identification of obstacles and strengths in CIVIS allows building a coherent and robust educational strategy for the upcoming years within the alliance, where stackability stands out as an essential feature for synergies between curricular and extracurricular paths.

CIVIS is dedicated to establishing an exceptional European inter university campus where students, faculty, researchers, and staff can interact and collaborate as seamlessly as they do within their respective home institutions. During this upcoming consolidation phase from 2022 to 2026, CIVIS is fully committed to achieving a profound level of European integration. This will encompass the creation of common learning routes in a wide array of degree options, as well as a shared and flexible accredited educational offer by the year 2026, including modular design. This report marks a significant achievement in the establishment of this collaborative endeavour. The work has been developed in alignment with the principles initially set forth in the CIVIS Educational Framework for every learning activity within the Alliance, aiming at providing effective guidance for the elaboration of the CIVIS programmes' templates and guidelines.

In looking for strategies to enhance the presence of flexible pathways in higher education, the CIVIS Educational Framework sets up a shared understanding of modularisation at the Alliance's level as a way of combining and integrating new tools and formats in every learning activity. For this reason, the Framework takes a comprehensive and cross-cutting approach of the CIVIS educational offer from the modular perspective, always promoting this building philosophy for the student-centred design. The present document will serve as a necessary complement to detect the barriers and strengths of the CIVIS member universities in the implementation of modularity and flexible learning pathways for each of the various programmes proposed for the coming years. Within this context, a special focus will be

devoted to the emerging learning format of micro-credentials, as these can navigate between curricular and extra-curricular offer, as part of the catalogue of the CIVIS members' Life-long Learning Centres.

II.3.1.1. The role of Higher Education in Europe: An Evolving Landscape

Since the European Commission initiated the promotion of combinable learning options over the past two decades to diversify and enhance education and training systems, European member states and national authorities have embarked on a journey to leverage this opportunity by adapting and modernising their respective regulatory frameworks. The adoption of these learning options represents a significant departure from traditional educational models and, as such, necessitates regulatory adjustments to accommodate this evolving landscape.

European member states have approached this endeavour at varying paces, reflecting the unique challenges and contexts for every national structure and idiosyncrasy. The objective is to align their regulatory frameworks with the overarching agenda of promoting flexible learning pathways, micro-credentials, and other innovative educational approaches that are both inclusive and accessible to all. By doing so, they aim to foster greater adaptability and responsiveness in their education processes, ultimately preparing their populations more effectively for the rapidly changing demands of the modern workforce and knowledge-based society, while reassuring the mission of education as a force for personal development and growth. This collaborative effort between European member states and the European Commission underscores the commitment to harmonising educational practices across the continent while respecting national nuances and priorities.³

In the transition to the 21st century, Higher Education Institutions (HEIs) must confront a set of distinct and emerging challenges, with a particular focus on the educational methods addressed to future learners. Among these challenges, the widening disconnection between the types of knowledge and skills acquired by students in universities and what employers are increasingly demanding stands apart. However, it is crucial to recognize that there are other threats impacting the current landscape of academic programmes, especially as they intersect with broader and more profound shifts in the socio-cultural perception of the University. In this regard, it is important to take into consideration the multiple adjustments universities are making in response to these prospects, such as the current demographic transition, post-Covid dynamics, the use of new technologies in the process of teaching and learning, and the new types of learners becoming university students every year, with all the implications this has, ultimately, in terms of equity and Inclusion.

In many European countries, despite ongoing efforts to introduce flexible learning pathways and innovative credentials, the adaptation of education systems remains slow and often resistant to change. Private sector educational entities tend to exhibit greater agility in embracing new approaches. This discrepancy can be attributed to factors such as entrenched bureaucracy, resource constraints, strict regulations, and the traditional nature of public education systems. In contrast, private institutions are motivated by market dynamics, industry alignment, and a willingness to take risks. While modular learning pathways and micro-credentials are steps toward modernising education, addressing resistance to change in public systems remains an issue that must be overthrown. Collaboration between the public and private sectors, as well as a commitment to learning from successful innovations, is essential for fostering more adaptable and responsive educational systems in this evolving landscape, where all the basic missions of universities can nevertheless remain intact.

³ Council of the European Union (2022). *Council Recommendation on a European approach to micro-credentials for lifelong learning and employability*. Luxembourg. <https://data.consilium.europa.eu/doc/document/ST-9237-2022-INIT/en/pdf>. See below, State of Art.

The role of European university alliances in this context must be a central one, as it provides in a timely way the best scenario for the necessary reconfiguration of flexibility as an educational principle of action. In this regard, it is crucial to gain insight into the challenges HEIs are facing.

II.3.1.2. Demographic transition

First, economic and demographic shifts are putting additional pressure on the workforces of today. As Europe's working-age population is shrinking, sustaining economic growth requires bringing more people into the labour market while also increasing productivity through technological advances and skills development, as each cohort of the demographic population has different needs that HEIs can meet. By 2050, the share of people over 65 will be around 30%. This means that the median age of the European population is gradually increasing every year and that half of the EU's population is now older than 44.4 years⁴. This increasing share of older people can also initiate positive economic dynamics, for younger people tend to move to major economic hubs in search of education, training, and job opportunities.

At the same time, we must consider that tertiary education has increased strongly in most of the OECD countries for people between 25 and 34 years-old and has especially benefited women⁵. The average share of younger adults with a tertiary degree has increased from 27% in the year 2000 to 48% in 2021. Across the OECD, on average, 24% of the tertiary-educated persons studied business, administration, and law; another 25% focused on the fields of science, technology, engineering, and mathematics (STEM), and 13% in the field of health and welfare.

A pertinent factor to contemplate when pondering the promotion of flexible pathways in HEIs is that approximately one-third of these students concurrently engage in some form of employment or training. In countries like Germany or Switzerland, this employment often aligns with their study programmes, but this is not the prevailing practice in other nations, where students' jobs are typically unrelated to their academic curricula.

Similarly, approximately one-fifth of tertiary students opt for part-time enrolment, although significant variations exist among countries. Part-time study is notably prevalent in Northern European nations, as well as in Australia, New Zealand, and the United States, where over 30% of students pursue their education on a part-time basis. This arrangement enables students to pursue a tertiary degree while simultaneously managing their careers or fulfilling caregiving responsibilities. Conversely, according to OECD in countries like the Czech Republic and Greece, fewer than 5% of students choose part-time enrolment. This all means that HEIs need to rethink the way academic programmes are structured and offered to these larger and multi-faceted groups of students. Outside the realm of tertiary education, universities can also pay attention to other potential learners for which promoting flexible learning pathways would be extremely beneficial. According to OECD reports, young people who did not complete upper secondary education face a high risk of finding themselves neither employed, nor in formal education or training, but they can often apply for courses delivered by universities' Life-long Learning centres.

Similarly, the proportion of the immigrant population without having attained a higher qualification can be another aspect to take into consideration when tracing the feasibility of alternative learning routes in HEIs. Although this situation varies from one country to another – in the United Kingdom, Ireland or

⁴ EUROSTAT News articles (2023). *Half of EU's population older than 44.4 years in 2022*. Last consulted online on 18/10/2023. <https://ec.europa.eu/eurostat/web/products-eurostat-news/w/DDN-20230222-1>.

⁵ OECD (2023a), *Education at a Glance 2023: OECD Indicators*, OECD Publishing, Paris. <https://doi.org/10.1787/e13bef63-en>.

Portugal, for example, the level of education of the immigrant population is higher than that of the national population, whereas in Italy or the US it goes the other way around –, the screening of these groups and their needs can be determinant for the introduction and implementation of new routes in the university systems⁶. However, irrespective of these variations, assessing the needs and requirements of these immigrant groups can play a pivotal role in introducing and implementing new pathways within a civic alliance like CIVIS, given the added value of this European consortium and its associate partners.

II.3.1.3. New types of learners

The factors described above highlight the existence of a heterogeneous group of potential learners from different nationalities, ages, economic status, and cultural backgrounds needing to be provided with a less rigid academic offer.

Among these, European university alliances are welcoming every year new generations of students presenting fresher understandings of their learning priorities. These new types of learners also encompass a diverse spectrum of individuals, ranging from digital natives, who are highly tech-savvy, to adult learners seeking for upskilling opportunities. To effectively cater to these cohorts, educators and institutions must adopt innovative pedagogical approaches, personalise their learning strategies, and introduce cutting-edge technologies. Thus, a comprehensive evaluation of the resources, infrastructures, and support systems at hand is essential to ensure the successful integration of these new learning profiles into our current educational frameworks.

If the screening of the potential learners' profile is important, the way they perceive and apprehend their training processes is also relevant for ensuring the feasibility of new learning paths and formats in higher education. Younger generations are more accustomed to audio-visual materials, active learning strategies, and short engagements with information, so the introduction of micro-learning pills in their pathways (either as self-contained activities or as part of longer modules) becomes an efficient solution for their expectations.

At the same time, the growing global acceptance of online teaching opens the door to a series of interesting alternatives to traditional formats in education, also beneficial to remote learners and vulnerable communities with limited educational options. Today, there are multiple quality platforms, such as [TED Talks](#), where young people can discover the latest content from professionals or innovators in a variety of fields. Likewise, online learning apps or platforms such as [Coursera](#) or [edX](#), among others, cover a range of courses and levels addressed to all sorts of students searching for adaptable and self-paced courses.

Among the multiple benefits that these platforms entail is that they are mostly addressed to students and learners with no intention of enrolling in full degree programmes. In fact, many of the courses which are part of these platforms are free to take and, nevertheless, students can be awarded with fully accredited and recognised degrees – often, not even indicating that the credential is earned online.

The impact of these new trends in higher education has already affected the way universities are being perceived outside the usual channels, with multiple competitors in the private sector and a clear inflection point after the post-pandemic initiatives since the year 2020.

⁶ OECD/European Union (2018), *Settling In 2018: Indicators of Immigrant Integration*, OECD Publishing, Paris/European Union, Brussels, <https://doi.org/10.1787/9789264307216-en>.

II.3.1.4. Post-pandemic dynamics: new trends in higher education

One of the key drivers behind the current boom in online education has been the COVID-19 pandemic. According to the World Economic Forum, the outbreak of the COVID-19 and the multiple restrictions imposed to palliate its effects since 2020, have accelerated the arrival of the so-called “future of work”, regarding especially automation and the adoption of new technologies⁷, but also the new habits of life developed by workers and students.

In the year 2020, the World Economic Forum initiated the Reskilling Revolution, aiming to offer improved education, skills, and job opportunities to one billion individuals. This initiative was prompted by the anticipation that 4 out of every 10 workers would require reskilling within a span of six months or less. In fact, more than 90% of the companies expect employees to develop new skills for their jobs, especially in (but not restricted to) the areas of digital literacy and technical aptitudes⁸.

Due to the proliferation of diverse education providers in the higher education landscape, universities are now confronted with more intense competition than ever before. This heightened competitiveness is primarily due to the diminishing barriers to entry and exit in the higher education sector, as well as the increased mobility, both physical and virtual, facilitated by new technologies and communication channels throughout the world. Tech companies, private firms, and nonprofits are thus entering this space.

On the one hand, a noticeable trend in the realm of higher education has started to involve the emergence of universities without traditional physical campuses. One prominent example of this innovative approach is exemplified by [Minerva](#), a Silicon Valley start-up that has garnered considerable attention due to its distinctive characteristics. Minerva's model stands out not only for its absence of a physical campus but also for its emphasis on dynamic learning experiences and adaptability. The university's growing demand can be attributed to its unique approach, which offers students flexible pathways to education, harnessing the power of digital technology and global connectivity. This approach allows learners to transcend geographic limitations and engage in a diverse, interactive, and intellectually stimulating environment. Minerva's success underscores the increasing recognition of alternative educational models that prioritise agility, accessibility, and the integration of cutting-edge technology in the ever-evolving landscape of higher education.

On the other hand, universities have also started to compete with the private sector in the implementation and delivery of specific skill-based courses, such as micro-credentials. While comprehensive data on micro-credentials in OECD countries is lacking⁹, major learning platforms like Coursera and FutureLearn have witnessed a rapid increase in the offering of these types of courses and credentials, going from around 600 in 2018 to 1900 in 2022. For example, an online learning platform such as Coursera recorded 28 million new student registrations in 2021¹⁰. The highest rate of new learners' growth online came from emerging economies in Asia Pacific, but also from developed

⁷ Russo, A. (2020). *Recession and automation changes our future of work, but there are jobs coming, report says*. In World Econ Forum. Online, accessed on 18 October 2023.

⁸ World Economic Forum. *The Reskilling Revolution*. Accessed on 18 October 2023 <https://initiatives.weforum.org/reskilling-revolution/home>

⁹ See however the OECD report from March 2023: OECD (2023b), *"Micro-credentials for lifelong learning and employability: Uses and possibilities"*, OECD Education Policy Perspectives, No. 66, OECD Publishing, Paris, <https://doi.org/10.1787/9c4b7b68-en>

¹⁰ Yu, X., Karsten, E., Kenney, D., Sinha, A., & Brunamonti, C. (2021). *Coursera impact report*. Coursera. Available online: <https://about.coursera.org/press/wp-content/uploads/2021/11/2021-Coursera-Impact-Report.pdf>. Accessed on 18 October 2023.

countries in North America, Europe, and Latin America. Since the launch of the first micro-credential by edX and MIT in 2016, which introduced the MicroMasters programme credential, over 13,000 learners have successfully obtained this achievement. As of the present, a staggering number of over 6 million learners are actively enrolled in courses that are integrated into various micro-credential programmes offered on the edX platform.

This remarkable growth underscores the increasing popularity and demand for micro-credentials as a flexible and accessible means of acquiring specialised knowledge and skills in today's dynamic educational landscape. In addition, the official endorsement of micro-credentials by public entities, governments, and international organisations, such as the European Council and UNESCO, has also served to accelerate the role of private companies in the major training of skills and competences.

Business schools are thus venturing into the realm of new diplomas and micro-credentials to cater to the evolving needs of learners and professionals. For instance, the Harvard Business School has introduced the [Harvard Business Analytics Program](#), a comprehensive online programme that awards a certificate upon completion while reflecting the school's recognition of the demand for specialised analytics skills in today's data-driven industries. In the same vein, the Stanford Graduate School of Business offers the [Stanford LEAD Certificate Program](#), aimed at professionals seeking to enhance their leadership skills in a flexible online format, whereas the globally renowned business school INSEAD offers a series of short, focused, online courses known as [INSEAD Online Programmes](#), and covering a range of topics in the form of micro-credentials that enable learners to acquire targeted expertise efficiently, from leadership to entrepreneurship.

In addition to business schools, major corporations are also stepping into the area of higher education, offering free programmes to empower learners with the necessary skills for the digital age and adopting micro-credentials to create opportunities beyond traditional education.

A prime example of this trend is [Telefónica](#), a prominent Spanish telecommunications company engaged in an array of upskilling initiatives and training courses. Telefónica has taken a proactive approach to address the skills gap by providing young professionals with opportunities for growth. Through their free programmes, Campus 42, they aim to equip individuals with new digital and transversal competencies, which are essential in today's rapidly changing job market. Rather than relying solely on traditional classroom instruction, Telefónica's programmes immerse learners in real-world and hands-on projects. This approach not only imparts practical skills but also fosters creativity, problem-solving abilities, and adaptability – all crucial attributes for success in the contemporary workforce.

By bridging the gap between education and industry needs, companies like Telefónica are not only contributing to individual development but also promoting the evolution of education itself, emphasising the vital role of the private sector in preparing the workforce of the future. The fact remains that private education providers are experiencing remarkable annual growth rates, ranging from 70% to 100%. Moreover, tech giants like Google and IBM are now offering non-degree credentials not only to their employees but also to the public. [IBM](#) launched a MicroBachelors programme in cloud application development, delivering in-demand skills development for cloud developer roles and industry-backed credentials that offer college credit.

Several other examples highlight this shifting landscape in education, where traditional boundaries between universities, corporations, and digital platforms are becoming increasingly blurred. [Netflix's Pathways Bootcamp](#) stands out, designed to bridge the gap between higher education and the tech industry while promoting diversity in technology through online skills training and mentorship. In a more recent development, edX, in partnership with Meta, has introduced Spark Augmented Reality (AR) courses, supporting Meta Immersive Learning's mission to create a metaverse learning ecosystem and

offer the tools needed for a career in augmented reality¹¹. These initiatives underscore the adaptability of education to cater to changing industry demands, and learner needs in today's dynamic landscape.

II.3.1.5. New opportunities for HEIs

According to all these factors, there is a growing appetite for flexible and skills-oriented education. This trend represents a broader transformation in how individuals access knowledge and skills, with an emphasis on agility and real-world applicability. It also emphasises the importance of adaptability and continuous learning in an era of rapid technological and societal changes.

Under these circumstances, it becomes essential to highlight the added value of universities as providers of different types of educational experiences to know how to navigate this changing landscape, to be competitive and relevant in the ever-evolving global job market, and to preserve the mission of HEIs regarding the societal challenges of today's world.

It is undeniable that HEIs and, more precisely, European alliances can help bridge the gap between the traditional academic world and the new demands of today's workplace, while bringing new opportunities for personal and intellectual development at many different levels. Indeed, there exists a significant opportunity to unite professionals, innovators, academics, and political decision-makers who are dedicated to enhancing the adaptability and agility of education systems towards a more sustainable and cutting-edge future. This collaboration can effectively promote emerging flexible pathways (modularity) in line with the evolving micro-credentials ecosystem, ultimately intertwining them with the concept of LLL, employability, and personal growth. This convergence of efforts can create an environment where learning is a continuous and integral part of one's career journey, contributing to fostering, above all, societal, and cultural advancement for all.

II.3.2. State of the art

In 2015, the OECD Education Policy Committee recognised that learners, rather than political preferences, needed to be placed firmly at the heart of curriculum change. This proposal evidenced a huge discrepancy in education systems, having not historically rapidly evolved in response to demands from societies, with the result of 21st century students being taught “using 20th century pedagogical practices in 19th century driven organisations”¹². In this report it is stressed out among other changes the needed swift from a static and standardised curriculum to a non-linear, dynamic, and flexible curricula. These meaningful changes in education are reclaimed for every level of the educational systems, being extremely important to deeply transform the students' first stages but without forgetting the tertiary education.

The transformation of HEIs is becoming more pressing, as demands for profound structural changes are coming from across all segments of society, since the positive impact of HEIs adaptation to meet societal needs is now beneficial for more citizens and during their whole lifespan. The first sections of this document highlight the changes in the university's prospective learners' profile. Such demands from society and economy have previously reshaped European HEIs. All over the region's tertiary institutions there was a significant growth on the second half of the 20th century, rocketing from 3-5% of enrolments

¹¹ Agarwal, A., (2021). *How Companies Like Meta, IBM, AWS and Netflix are Using MicroCredentials to Bridge the Talent Gap*. (accessed on 18 October 2023). <https://www.linkedin.com/pulse/how-companies-like-meta-ibm-aws-netflix-using-bridge-talent-agarwal>

¹² OCDE. (2019). *Future of Education and Skills 2030: project background*, https://www.oecd.org/education/2030-project/about/E2030%20Introduction_FINAL_rev.pdf

to the 30-50% attending universities in a few decades, this phenomenon has been described as going from elite phase to mass higher education and which is currently opening to become system of universal access¹³.

It is during this shift to mass higher education when the curriculum starts to become modular, including changes such as having a sequence of courses (smaller units of a term or semester) that are credit bearing (unit of exchange in modular courses) and can be matched as exchanged as part of a process of accumulating credit towards academic qualifications.¹⁴ This increases student choice and facilitates movement between fields and institutions including internationally.¹⁵ This first stage of modularisation that now is the reality of all the CIVIS universities was pioneered by the open universities, established during the last decades of the past century with the aim to facilitate access to higher education for citizens that were unable to follow a full-time diploma. Their courses had to be structured providing the maximum flexibility for their students and the organisation moved away from a year-based system to a combination of modular courses. Thus, as defined by French¹⁶, “modularisation of the curriculum primarily refers to the disaggregation of the content of the curriculum rather than to a temporal metric. It constitutes a shift from a time-based to a credit-based structure”. Some extent of this primary modularization is how Higher Education in Europe looks like now, with a well-establishment common credit system and the definition the total number of ECTS (European Credit Transfer System) that lead to a full degree, have been slowly permeate in regular universities in Europe and has been nationally established on members at different paces¹⁷. Further insight on concrete European policies operating and evolving during the last decades that have paved the way to the Alliance concerning flexible philosophy are detailed in the next sections.

This beginning in modularisation did not come without debate when firstly introduced by national legislation. Thus, when we are about to take the leap to embrace a deeper transformation towards a more flexible system, there is an open discussion on the aspects that should be accounted for during this process. Along this report we have presented the positive changes that are expected when applying a flexibility philosophy in tertiary education, such as more inclusiveness for different types of students, better adaptability of HEIs to the rapid changes of the labour market, or the more active role of students in self-managing their learning routes. However, there are common fears being the most pointed one: the loss of coherence in the curriculum. This could be happening because of the risk of uninformed or poorly considered choices leading to fragmented degrees but also because of the double edge sword

¹³ Trow, M. A. (2005). *Reflections on the Transition from Elite to Mass to Universal Access: Forms and Phases of Higher Education in Modern Societies since WWII*. UC Berkeley: Institute of Governmental Studies. <https://escholarship.org/uc/item/96p3s213>

¹⁴ *Ibidem*.

¹⁵ Karseth, B., Solbrekke, T.D. (2016). Curriculum Trends in European Higher Education: The Pursuit of the Humboldtian University Ideas. In: Slaughter, S., Taylor, B. (eds) *Higher Education, Stratification, and Workforce Development. Higher Education Dynamics*, vol 45. Springer, Cham. https://doi.org/10.1007/978-3-319-21512-9_11

¹⁶ French, S. (2015). *The benefits and challenges of modular higher education curricula. Issues and Ideas Paper*. Melbourne: Melbourne Centre for the Study of Higher Education. <https://melbourne-cshe.unimelb.edu.au>

¹⁷ European Commission, European Education and Culture Executive Agency, Directorate-General for Education, Youth, Sport and Culture, Eurydice, (2000). *Two decades of reform in higher education in Europe: 1980 onwards: Eurydice studies*, Eurydice. <https://op.europa.eu/en/publication-detail/-/publication/99ee4754-0b47-47ae-9a3f-276eb133d494>

called interdisciplinary. Although modularization can potentially promote curricula breadth allowing students to explore different disciplines, there is criticism of this leading to incoherent diplomas.¹⁸

Lastly, on the more ethical perspective, there are authors who identified some threatens to this student-centred approach, such as Karseth and Solbrekke¹⁹, who question the consequences of flexibility in view of an eventual gain for the market, since the shift of the assessment from acquiring certain knowledge to the measuring of learning outcomes might demonstrate the instrumentalization of education thus we would be losing the social dimension of modularisation. Yet, despite the technocratic and economic perspectives that have dominated for several years the theories on modularisation, the launching of the European Education Area has facilitated important policies for the social and ethical values of these learning paths, such as the promotion of an inclusive education and the reinforcement of a European identity, in addition to employability and market dimension²⁰.

Thus, it comes with no surprise that, as part of the European Skills Agenda launched in 2020, one of the key actions expected to roll out the European Universities Initiative, emphasises the role of university alliances as an innovative drive, aligned with the previous policies in the European Higher Education Area (EHEA) to further develop a flexible and customised European curriculum. Therefore, a shift in Academia must be promoted in order to challenge the current curricula to include this new philosophy of flexibility and, as pointed out by Iucu et al., “this new paradigm requires that certain phrases, such as: modular design, micro-credentials, micro-programmes, flexible learning pathways, gradually accompany the traditional educational-pedagogical terminologies of structures that lead, in a linear and passive way, to obtaining an academic qualification”.²¹ This shift is already taking place, as it can be seen on the inclusion of micro-credentials on the policy-making sphere, but we are still in an emerging phase when reaching a common understanding as well as a well-defined process to adequately integrate micro-credentials on HEIs is not a reality yet²². Nevertheless, the potential of micro-credentials as a modular tool in HEIs is a powerful idea that is already recommended by national authorities, as it is the case of Scotland that has just launched their Good Practice Guide for Micro-credentials to enabling a common development and design of small qualifications the Scottish tertiary sector²³. As it has been already defined micro-credentials’ potential can be unfolded through multiple dimensions, but in this

¹⁸ French, S. (2015). *The benefits and challenges of modular higher education curricula. Issues and Ideas Paper*. Melbourne: Melbourne Centre for the Study of Higher Education. <https://melbourne-cshe.unimelb.edu.au>

¹⁹ Karseth, B., Solbrekke, T.D. (2016). Curriculum Trends in European Higher Education: The Pursuit of the Humboldtian University Ideas. In: Slaughter, S., Taylor, B. (eds) *Higher Education, Stratification, and Workforce Development. Higher Education Dynamics*, vol 45. Springer, Cham. https://doi.org/10.1007/978-3-319-21512-9_11

²⁰ Asderaki, F. (2022). The European Education Area(s): Towards a New Governance Architecture in Education and Training. In: Anagnostopoulou, D., Skiadas, D. (eds) *Higher Education and Research in the European Union*. Springer, Cham. https://doi.org/10.1007/978-3-030-85690-8_7

²¹ Iucu, R., Ciolan, L., Nedelcu, A. & Carțiș, A. (2021), “Why Micro-credentials should become educational ‘Macro-policies’ for defining the future European study programmes”, University of Bucharest. Zenodo. <https://doi.org/10.5281/zenodo.6088135>

²² Carțiș, A., Leoste, J., Iucu, R., Kikkas, K. & Tammemäe, K. (2023), “Conceptualising Micro-credentials in the Higher Education Research Landscape. A Literature Review”, in M. Dascalu et al. (eds.), *Polyphonic Construction of Smart Learning Ecosystems, Smart Innovation, Systems and Technologies 908*, Springer, Singapore. DOI: 10.1007/978-981-19-5240-1_13

²³ Quality Assurance Agency Scotland (2023), “Good Practice Guide for Micro-credentials and Small Qualifications in Scotland”, The Quality Assurance Agency for Higher Education, Scottish Funding Council, <https://www.qaa.ac.uk/>

report regarding CIVIS capability to implement modularisation we will be focusing mainly on that dimension.

As demonstrated in the project's proposal, the CIVIS Alliance has already included this new dimension when designing its second phase. First, the Educational Framework for all the CIVIS learning activities, contemplates the inclusion of BIPs, micro-programmes, and micro-credentials within the group of Multi-Structured Learning Activities, always promoting modularity as a necessary tool for moving forward in this direction. Similarly, the idea of digitally enhanced mobility will undoubtedly serve as the perfect complement to this philosophy, as the virtual and hybrid forms of educational exchange also encourage innovative teaching methods and collaborative formulas in line with the inclusion of such combinable learning options within a European alliance's strategy. Following this report, several actions will be made in the upcoming three years to successfully include flexible learning pathways across the joint embedded educational offer that the CIVIS Alliance is now developing. These will be thoroughly explained in sections 2 & 3 of this chapter, but before it is necessary to evaluate the kind of tools, we have just mentioned for the promotion of less rigid learning routes.

II.3.2.1. Tools: Modularity

The adoption of modularisation in HEIs gained prominence in the latter half of the 20th century, particularly during the 1960s and 1970s when, in the realm of adult education, the idea of self-directed learning began to hold significant importance. In fact, it was the International Society for Self-Directed Learning that has played a pivotal role in promoting the concept of modularity since its inception, hosting annual symposia dedicated to advancing the understanding and practice of self-directed learning and, including, of course, the practice of combining modules as an essential process of this kind of training. Additionally, the international journal published by this Society and focused on self-directed learning, has provided a fundamental platform for research and discourse in this area²⁴.

What does modularisation mean?

The goal of modularisation is to simplify the design, development, and maintenance of complex systems by promoting reusability, scalability, and ease of management.

According to the CIVIS Educational Framework, the modularisation philosophy represents a tool to build larger blocks of learning pathways. By using smaller units (such as Single Learning Activities, BIPs, etc.), larger blocks can be built, either leading to full programmes (a) or within the framework of Life-long Learning (b). According to the premise of modularisation, students can design a path to follow their interests, deepen their knowledge, and broaden their fields of expertise.

One of the influential movements contributing to modularisation was the student-centred approach to education, which emerged during the 1960s. Scholars like Malcolm S. Knowles, often associated with adult education and self-directed learning, advocated for less rigid learning pathways that catered to individual needs and interests. This philosophy laid the groundwork for the modular approach, stressing the importance of breaking down traditional academic structures on behalf of using combinable learning options: because the learners are presented as actively managing and controlling much of their learning processes (an alternative notion alongside self-directed learning is “self-regulation”), the

²⁴ Loeng, Svein. (2020). Self-Directed Learning: A Core Concept in Adult Education. *Education Research International*. 2020. 1-12. <https://doi.org/10.1155/2020/3816132>

emphasis on attaining discrete skills or knowledge units ultimately reinforces as well the autonomy and personal agency of students, more capable of making flexible choices, setting their goals, and evaluating their progress as they proceed through the different modules.

Moreover, the 1970s saw the emergence of competency-based education (CBE) models, which focused on students acquiring specific skills or competencies. CBE was closely aligned with modularisation, as it emphasised the attainment of as opposed to traditional, time-bound education. Additionally, the advent of computers, played a role in facilitating modularity as an ideal process for self-directing learning. With the ability to digitise educational content and deliver it in smaller, more manageable units, technology supported and expanded the modular approach towards a myriad of alternative directions. While the exact timing and adoption of modularisation may vary across different regions and institutions throughout the globe, with some countries integrating it more organically than others, it is generally recognised as a response to changing educational paradigms that prioritise flexibility, learner-centred approaches, and adaptability in higher education. These principles have continued to evolve, shaping contemporary educational practices and strategies for lifelong learning and career development, but also as part of the universities' path.

The adoption of modularisation in higher education programmes was indeed a response to the evolving needs of students, reflecting a growing desire for increased flexibility in their educational experiences. This pedagogical shift involved breaking down academic courses into smaller, more manageable units or modules, which students could pursue independently. The core aim was to empower students by offering them greater choice and control over their learning paths, catering to diverse learning styles and paces. The recognition of learners' capacity to shape their own curricula during their formative journeys has become increasingly important, especially considering the rapid changes faced by modern societies.

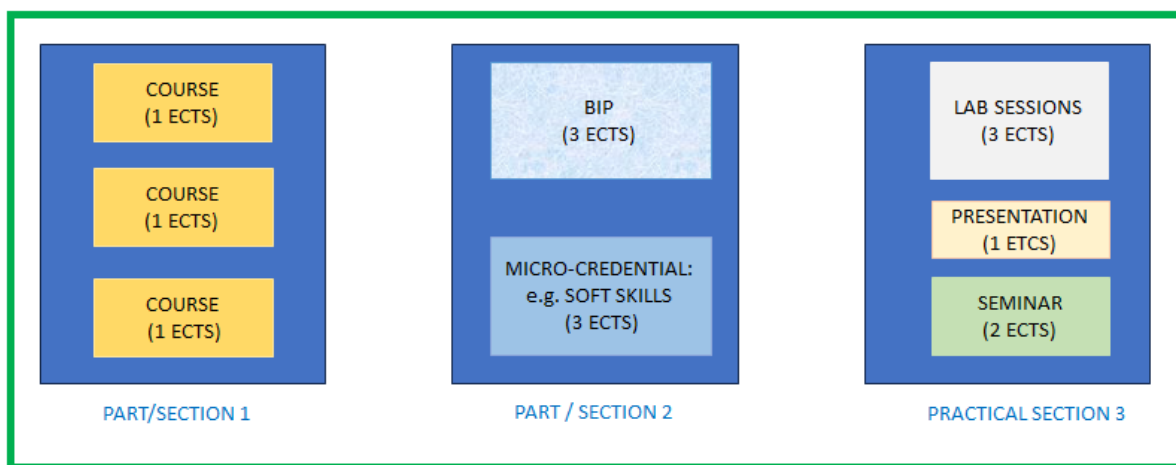


Figure 4. Example of a 15 ECTS module for a Ph.D. or MA programme

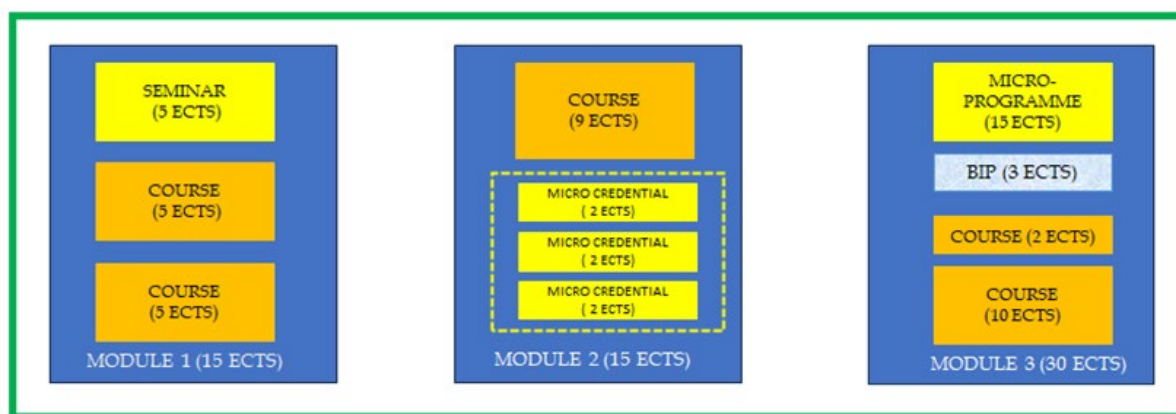


Figure 5. Example of a 60 ECTS programme at BA or Ph.D. level structured on a modular design

In this context, HEIs are expected to play a pivotal role in implementing this learning philosophy which is, above all, tremendously beneficial for the implementation of joint programmes within a university consortium. They are tasked with providing all citizens with robust yet adaptable educational experiences that enable them to develop resilience and readily adapt to the changing realities of the future. As the educational landscape evolves, student profiles and expectations are also undergoing significant transformations. Given this dynamic environment, there is a substantial leap to be made by the CIVIS Alliance to meet these emerging educational needs effectively. By embracing these changes and promoting flexible learning pathways, CIVIS can contribute to equipping individuals with the skills and knowledge required to thrive in the evolving global landscape.

II.3.2.2. Tools: Digitally Enhanced Mobility

Likewise, mobility has been a crucial factor in internationalising HEIs, providing students with different academic experiences and enhancing their employability, personal and professional growth, and soft skills. Overall, mobility, both physical and virtual, plays a crucial role in reframing the students' competences, and contributing to their careers' development. Since the year 1987, the European Union has been actively promoting and supporting these initiatives,²⁵ being one of the European Union's most popular and successful policies. Initially, mobility involved student and academic staff exchanges, usually oriented to the sphere of broadening curricular activities. Recently, however, there's been a framework for the consortium of higher education mobility, including administrative or non-academic staff.

In the 2000s, the Council developed a mobility action plan with three objectives: defining and democratising mobility in Europe, promoting proper funding, and enhancing mobility conditions. Student mobility is a major EU policy priority, with a target set for 2020 to have at least 20% of graduate students undertake educational mobility. Virtual mobility emerged as a complement to physical mobility, offering cost-effectiveness and flexibility (Sabzalieva et al., 2022). It has evolved with the development of communication and collaboration tools, including video conferences, webinars, web lectures, and social media. Research has shown the benefits of virtual mobility, especially in terms of costs and flexibility, but its reach remains limited.

The European University Alliances initiative and European Commission have recognized virtual mobility as a modern and innovative form of education. The EHEA has emphasised digital transformation, flexible and personalised learning, and cooperation, including virtual and blended formats. The European

²⁵ There are European initiatives such as the European Student Card Initiative and Erasmus Without Paper, simplifying mobility processes and fostering greater collaboration among European universities.

Students' Union establishes keeping virtual mobility separated from physical mobility, but the European Universities Initiative aims to change this by increasing student involvement in mobility experiences.²⁶ New formats for learning mobilities have played an essential role in addressing educational needs during times of crisis, as exemplified by the COVID-19 pandemic. Many educational institutions and stakeholders have reimagined how virtual (digitally enhanced) mobilities can effectively replace physical mobilities while continuing to offer valuable learning and social experiences for students. As we transition beyond the pandemic, new challenges emerge, including climate risks, poverty, security concerns, geopolitical dynamics, and other global factors. In response, universities must consider how digitally enhanced mobility can support the adoption of micro-credentials in higher education, thereby fostering flexible learning experiences in contemporary formats.

The characteristics of digitally enhanced mobility differ from traditional mobility not only in format but also in the way they leverage technology and pedagogy. Real learning mobility in the digital realm involves not just accessing educational content but also interactive and collaborative experiences that facilitate skill development, cultural understanding, and personal growth. Virtual mobility has been a subject of debate and discussion in the context of higher education, often compared to other related concepts such as Massive Open Online Courses (MOOCs), e-learning, and distance learning. While MOOCs are typically associated with individual efforts and content creation by a single institution, virtual mobility is characterised by collaborative efforts involving multiple universities, emphasising cross-border collaboration, interaction among students and teachers from various countries, and the enhancement of intercultural understanding.

Virtual mobility has also sometimes been used interchangeably with terms like e-learning and distance learning, although it distinguishes itself by its focus on international experiences and cooperation among institutions. Unlike traditional e-learning or distance learning, virtual mobility promotes international collaboration and exchange within a fully ICT-supported learning environment. Virtual exchange is another related concept that emphasises people-to-people interaction and dialogue, with a primary focus on content in many e-learning programmes. In contrast, virtual mobility may not necessarily require direct student-to-student dialogue but can still benefit from virtual exchange components that enhance the development of soft skills.

Over the years, virtual mobility has been defined in various ways, but common characteristics include institutional collaboration, the use of ICT tools to create an online collaborative environment, the existence of virtual learning communities, clearly defined learning outcomes, and formal recognition for learning achievements. It covers a wide range of international learning and teaching activities conducted in an online environment, empowering students with valuable learning experiences and competencies. In recent times, virtual mobility has been transforming and adapting to current contexts, reshaping its main features to align with the evolving needs of higher education and the demands of students and institutions. It should not be seen as a replacement for physical or blended mobilities but as complementary opportunities to enhance learning and collaboration.

The benefits of digitally enhanced mobility are numerous and extend to both institutions and individuals. Institutions benefit from increased visibility and internationalisation, enhanced educational quality, and the development of virtual universities. For students, virtual mobility offers cost savings, a broader educational portfolio, intercultural experiences, improved digital literacy, flexible learning options, and the removal of spatial and temporal constraints.

In summary, mobility in all its formats is a dynamic and evolving concept in higher education, characterised by international collaboration, the use of technology, and a focus on enhancing the learning experiences while promoting intercultural understanding and digital skills development. These

²⁶ CIVIS. Handbook of Virtual Mobility. <https://civis.eu/storage/files/civis-virtual-mobility-handbook.pdf>

new mobility formats can facilitate the adoption of modules, micro-programmes, and micro-credentials by providing a flexible and accessible platform for learners to acquire specialised knowledge and skills. They align with the modern philosophy of designing and implementing educational offerings that are responsive to learners' needs and the evolving demands of the workforce.

In this chapter, we will explore these and other questions to gain a deeper understanding of digitally enhanced mobility as a tool for introducing new learning pathways in the CIVIS educational offer, its distinctive characteristics, and its role in supporting the evolution of higher education towards the inclusion of micro-credentials in the university experience.

II.3.3. New pathways in CIVIS education. Flexibility possibilities in a glimpse

Flexible learning pathways benefit the students, the economy, and the global society. National authorities should take the lead in coordinating these efforts and ensuring the development of attractive learning offerings within a supportive regulatory framework. This section provides an overview of the new educational formats and activities that have been already integrated in CIVIS, namely Blended Intensive Programmes (BIPs) and Micro-programmes, as well as the emerging concept of micro-credentials as one of the most promising educational experiences bridging curricular university programmes with the catalogues of HEIs' Life-long Learning centres.

II.3.3.1. Flexible pathways: regulatory frame overview

There are several factors that are crucial for enabling flexible pathways that can be put in place by a supportive governance. The mechanisms that UNESCO²⁷ recognized for successfully fostering HEIs flexible learning pathways are national qualifications framework, quality assurance, and a coherent policy articulating different sectors. It is remarkable that the EHEA has enacted policies during the past 50 years aligned with these set of recommendations, thus, having a continuity in their policies that have strategically set the foundations for student centred learning and flexible pathways become a reality in Europe.

These policies have changed European landscape, starting with the European Community Course Credit Transfer System in 1989 (widely known as ECTS) which are a day-to-day reality in HEIs now, with the unique and novel feature that it was based on the concept of student workload to further increase transparency and recognition, specially based on the international context, fundamental for the flexibility philosophy²⁸. By the beginning of the 21st century, a crucial policy has made its appearance on the European context reshaping it and vastly influencing national education frameworks: the Bologna Process, starting in 1999 in which governments committed to create academic space to be known as the European Higher Education Area (EHEA) with the important goal of educating employable and flexible citizens. This process has been influencing the ECTS definition, making it evolve while including new capital dimensions that are easing the barriers for the transformation of modularization and flexible pathways across Europe. Two decades later ECTS definition went from its piloting stage to including learning outcomes on its definition, based on the need of framing Life-long Learning, the need of

²⁷ Martin, M., Uliana, F.,(2022). *Enabling flexible learning pathways through supportive governance*. IIEP policy brief. Flexible learning pathways in higher education. Instituto Internacional de Planeamiento de la Educación de la UNESCO [3186]. <https://unesdoc.unesco.org/ark:/48223/pf0000381546.locale=es>

²⁸ Wagenaar, R. (2019). *A History of ECTS, 1989-2019: Developing a World Standard for Credit Transfer and Accumulation in Higher Education*. International Tuning Academy.

transfer and accumulation system and the learner-centred approach²⁹. Moreover, using credits makes it easier to create and document flexible learning pathways, thus allowing students greater autonomy and responsibility as defined in the last version of the ECTS' user guide (2015)³⁰. Thus, in the European context we do have already a powerful tool in place that has been reshaped over the years to shift Europe's academia to a more flexible, inter-connected, and student-centred one, allowing HEIs to not remain isolated from societal needs.

Despite ECTS being the first tool developed, it is tightly intertwined with the two other mechanisms mentioned by UNESCO: National Qualification Framework (NQF) and Quality Assurance, thus, from the beginning of this century there has been an institutional commitment to carry out a common European structure that ensure quality and compatibility among members. NQF describe what learners should know, understand and be able to do based on a given qualification as well as how learners can move from one qualification to another within a system³¹. Thus, currently, all the countries that signed the Bologna process have developed their NQF to be compatible with the overarching framework of the EHEA adopted in 2005. Furthermore, this transnational mechanism does not circumscribe only to full cycles (such as Bachelor or Master) but in 2008 the European Qualifications Framework for Lifelong Learning was introduced based on the concept of learning outcomes of formal, non-formal and informal learning with the interesting characteristic of learning outcomes approach³².

Thirdly, Quality Assurance is the third key pillar that supports the ongoing process of flexibilization. This tool started to be nationally implemented (with regional variability in federal-like states) in the 90s. While national developments were taking place, the initial foundations towards a European dimension of quality assurance were also being laid by the European Commission which funding pilot projects³³. After 2005 this process crystallised in shifting the Quality Assurance (QA) to the European level, supported by the European Standards and Guidelines for Quality Assurance (ESGs) drafted in 2005 as a compliance tool, the foundation of the European Quality Assurance Register for Higher Education (EQAR) in 2008 and the adoption of the European Approach for Quality Assurance of Joint Programs adopted in 2015³⁴. There is still diversity on the state members' QA, since not all national legislations can fully comply with the ESGs or are in EQAR, however there are countries making strong advances to this direction³⁵.

Accounting for all these different dimensions that are facilitating flexibility and mobility within Europe, a concrete technological application was specifically produced to be coherent and integrating all the European frames developed and is already being used for more than a decade: Europass. Furthermore, based on this experience, there are different projects in the European scope to provide HEIs (and other

²⁹ *Ibidem*.

³⁰ European Commission, Directorate-General for Education, Youth, Sport and Culture. (2015). *ECTS users' guide 2015*, Publications Office of the European Union., <https://data.europa.eu/doi/10.2766/87192>

³¹ <https://www.ehea.info/page-qualification-frameworks>

³² Boutsiouki, S. (2022). Recognition of Skills and Qualifications in the European Union: Institutional Framework and Operational Dimensions. In: Anagnostopoulou, D., Skiadas, D. (eds) *Higher Education and Research in the European Union*. Springer, Cham. https://doi.org/10.1007/978-3-030-85690-8_10

³³ European Education and Culture Executive Agency, Eurydice, *The European higher education area in 2020 – Bologna process implementation report*, Publications Office, 2020, <https://data.europa.eu/doi/10.2797/756192>

³⁴ Asderaki, F. (2022). The European Education Area(s): Towards a New Governance Architecture in Education and Training. In: Anagnostopoulou, D., Skiadas, D. (eds) *Higher Education and Research in the European Union*. Springer, Cham. https://doi.org/10.1007/978-3-030-85690-8_7

³⁵ European Education and Culture Executive Agency, Eurydice, *The European higher education area in 2020 – Bologna process implementation report*, Publications Office, 2020, <https://data.europa.eu/doi/10.2797/756192>

relevant actors) with secure digital platforms to facilitate recognition and portability are already on their later stage development, such as Europass Digital Credentials Infrastructure (EDCI) or the European Blockchain Services Infrastructure (EBSI) among others. As pointed out by the European Commission³⁶, these technological tools are a key feature to ensure the trust and portability of short learning experiences, that are becoming a fundamental education action in modern societies as it has been pointed out along this report.

All these transformative policies had slowly conformed an appropriate architecture to which the European Universities Alliances can rely on when committing to their aim of developing an embedded joint educational offer. However, it must be remarked that not all the barriers have been removed yet and there are still national and institutional constraints that CIVIS will have to face when including this innovative flexible philosophy in the shared curriculum. During the first three years of CIVIS, several educational activities have been successfully launched involving at least three members of the Alliance, such as the in-depth detailed Micro-programmes and the Blended Intensive Programmes. So, considering all the European tools that have already been tested in the Alliance, it becomes a crucial step to expose and examine the degree to which these have been successfully implemented in the first phase of the CIVIS project to measure the feasibility of more profound shifts contemplating an accredited modular offer.

II.3.3.2. Blended Intensive Programmes (BIPs)

In the Erasmus 2021-2027 program issued by the European Commission, there has been a recent integration of Blended Intensive Programs (BIPs), which are funded under Erasmus+ Key Action 1.³⁷ BIPs are collaborative actions that combine a short physical mobility with a virtual component while providing modularisation possibilities for the development and implementation of courses that can be integrated in the students' official curriculum.

What does a BIP mean?

Blended Intensive Programmes are “short, intensive programmes that use innovative ways of learning and teaching, including the use of online cooperation” (European Commission, 2022 p. 47).

According to the European Commission, these programmes intend to allow “groups of higher education institutions to jointly develop blended mobility curricula and activities for students as well as academic and administrative staff.”³⁸

BIPs thus offer a dynamic and inclusive approach to international learning experiences, where the combination of physical and virtual mobility contributes to enhance collaboration and skill development, together with the learning outcomes that benefit students across diverse academic fields and backgrounds. Moreover, this action also provides opportunities for higher education teaching and

³⁶ European Commission. (2020). *Executive Summary. A European Approach to Micro-Credentials. Output of the Micro-Credentials Higher Education Consultation Group*. Luxembourg: Publications Office of the European Union. <https://data.europa.eu/doi/10.2766/372882>

³⁷ List of BIPs accessed on 18 October 2023: <https://erasmusbip.org/list-of-bips/>

³⁸ Erasmus + Programme Guide Version 3 (2023). *Part B, Key Action 1*. <https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/mobility-projects-for-higher-education-students-and-staff>

administrative staff to participate in professional development activities abroad, which can include teaching assignments and various types of training periods, such as observation periods, and training courses. As a result, these programmes facilitate new routes for a much-varied academic choice in the self-centred learning process European students are embarking upon thanks to the university alliances.

Key points about BIPs

Programme Characteristics:

- These programmes are short, intensive, and designed to incorporate innovative teaching and learning methods, including online cooperation.
- They may involve challenge-based learning, where transnational and transdisciplinary teams collaborate to address challenges related to various societal issues, including UN Sustainable Development Goals.
- Blended Intensive Programmes should offer additional value compared to existing courses or training offered by participating HEIs.
- They can be multiannual, providing continuity over several years.

Inclusivity: Blended Intensive Programmes aim to be inclusive, reaching students from diverse backgrounds, study fields, and academic cycles.

Collaboration: These programmes are developed and implemented collaboratively by at least three HEIs from at least three EU Member States and third countries associated with the programme.

Components:

- Blended Intensive Programmes consist of a short-term physical mobility component abroad.
- They also include a compulsory virtual component, fostering collaborative online learning, exchange, and teamwork.
- The virtual component involves learners working collectively and simultaneously on specific assignments integrated into the programme, contributing to overall learning outcomes.

Duration: The physical component typically lasts between 5 and 30 days, while there is no specific duration limit for the virtual component.

Coordination:

- Each programme partnership includes a coordinating HEI and a receiving HEI, with a minimum of two partner HEIs.
- The receiving HEI must be one of the partnership organisations.
- All participating HEIs must hold a valid Erasmus Charter for Higher Education (ECHE).

Eligible Mobility Activity Types: Blended Intensive Programmes can involve various types of mobility activities, including student mobility for studies, staff mobility for teaching, and staff mobility for training.

Linking Mobility Activities:

- Mobility activities can be linked to specific Blended Intensive Programmes.
- To link a mobility activity, participants must check the relevant flags and select the appropriate programme ID in the mobility activity section.
- The status of both the Blended Intensive Programme and the linked mobility activity must be "Complete" for them to be considered in the budget summary.

Inclusion of Learners from the Receiving HEI's Country: Learners from the receiving HEI's country can enrol in Blended Intensive Programmes but do not count toward reported participants or receive organisational support.

Reporting and Monitoring:

- The number of reported participants and organisational support for Blended Intensive Programmes are tracked in beneficiary projects.
- Sending organisations can monitor their participants in these programmes through mobility activity lists.

What is the approach used to incorporate BIP within CIVIS?

Within CIVIS, we have aligned the Erasmus+ Program with our CIVIS vision and mission by implementing internal guidelines for the development and implementation of BIPs. BIPs must be designed and executed through collaboration among at least three HEIs from a minimum of three European Union Member States and third countries affiliated with the programme. In the case of CIVIS, these three European HEIs must be affiliated with the Alliance, and the preference is to include one of our six African partner institutions among the third countries associated with the programme.

Another relevant aspect in the guidelines is that the recommended duration for short physical mobility is set for 5 days.³⁹ Regarding the duration and ECTS credits of the courses offered in this new format, CIVIS has established a range between 3 to 9 ECTS credits that students can recognize as part of their study programme.

This innovative format aims to be inclusive, catering to all types of students, with a special focus on those with fewer opportunities. It opens new possibilities for international study while also promoting innovative methods of learning when addressing societal challenges. CIVIS has already implemented four calls. During the academic year 2022-2023, the first year of implementation, 923 students participated in the CIVIS offer of 54 BIPs. For the academic year 2023-2024 there will be 48 BIPs taking place in the upcoming months, it is expected that more than 700 CIVIS students will benefit from this initiative.

II.3.3.3. Micro-programmes

In addition to BIPs, the CIVIS Alliance is diligently crafting other innovative educational pathways for students, harnessing the full spectrum of resources at their disposal, including combinable learning options leading to small and medium-sized programmes. This strategic initiative underscores the Alliance's commitment to collaboratively redefining and enhancing more dynamic educational avenues

³⁹ Erasmus + Programme Guide Version 3 (2023). *Part B, Key Action 1.* <https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/mobility-projects-for-higher-education-students-and-staff>

that empower students to reach their full potential while leveraging the wealth of resources within the Alliance's network. One of these examples are the Micro-programmes.

What is the approach used to incorporate BIP within CIVIS?

This student-centred innovative approach is not completely new for the CIVIS Alliance. During the first stage of the CIVIS initiative there was already an active interest in fostering modularisation, recommending course integration in larger curricular components. This interest has not ceased to grow but the contrary holds true. This feature is clearly visible on one of the key resources developed by the group of Innovative Pedagogies in 2022 [“CIVIS Handbook for Virtual Mobilities”](#). In this significant document, numerous examples of courses at each of the CIVIS HEIs are provided, showcasing their utilisation of innovative teaching, and learning methodologies. Furthermore, the document highlights CIVIS' new programmes, which are at the forefront of introducing modularisation as an educational approach. The pioneering pilots referred to in the document were the micro-programs.

What does a micro-programme mean?

Micro-programmes represent learning components that offer students short and medium sized official learning activities, on a variety of topics and formats, built on different smaller units of learning (courses, research, and practice activities / projects, etc.) that exist in the CIVIS curricular offer or are newly designed for the purposes of modularisation.

CIVIS Micro-programs have been running since June 2021.⁴⁰ These programmes allow students to combine smaller units (such as courses or modules) into a larger certified programme of up to 15 ECTS that could be transferred to their regular diploma curriculum. As shown in Table 1, the first phase of the CIVIS project designed up to eighth Micro-programmes in different fields, ranging from Health, Society, and Technology, and coordinated by five different universities from among the CIVIS members and always involving at least three universities on the implementation, as it is the common working frame inside CIVIS:

Table 1. CIVIS micro-programmes running between 2019-2022

Name of the micro-programme	Coordinating University	Partner Universities	ECTS to award	Thematic area	Target group	Language
Global Awareness	TU	UB, UAM	15	Society, Spaces, Mobility	BA students	EN
Civic Engagement	TU	UB, UAM	15	Society, Culture, Heritage	BA (and MA) students	EN
Current topics in Biochemistry	AMU	NKUA, UAM, UB, SUR, SU, TU	5	Health	MA & Ph.D. students	EN

⁴⁰ More information about Micro-programs can be found on the CIVIS Handbook for Virtual Mobility and at the CIVIS website: <https://civis.eu/en/civis-micro-programmes>.

Name of the micro-programme	Coordinating University	Partner Universities	ECTS to award	Thematic area	Target group	Language
BULE “Brain (good) Uses for Learning Efficiently	AMU	SUR, UG, ULB	5	Psychology, Society	BA students	EN & other CIVIS languages
Micro-programme on Public Communication of Science and Scientific Communication	ULB	UAM, UB	6	Transdisciplinary	Ph.D. students	EN
Science, Technology, Society: Green Innovation, Inclusive Digitalization, Ethical Biomedicalization	NKUA	UAM, UG	15	Science, Technology, Society	MA students	EN
Mediterranean-Baltic: reading on the similarities / differences between landscapes, cities and heritage of Northern and Southern Europe	SUR	Other partners: VGTU, RTU, TALTECH	8	Cities, Territories, Mobilities	MA students	EN
Cross-linguistic and Intercultural Mediation – German as Lingua Franca	NKUA	SUR, UAM, UB, TU	5	Society, Culture, Heritage	BA students	EN

By choosing among the modules offered in CIVIS, students have been able to plan and arrange their own paths based on their personal/academic interests, both within their knowledge field or open to transdisciplinary options. In fact, some of these Micro-programmes were designed to cover a series of diverse areas, such as, for instance, “Global Awareness”, with up to 45 courses to be selected among the students. Others, for their part, were essentially monodisciplinary and based on transferable skills, such as “Science Communication”. All of them, however, have been by themselves appealing to many students independently of their field of expertise.

From all these options, two interdisciplinary Micro-programmes stand apart for their successful implementation: “Global Awareness” (TU, UAM, UB) and “Civic Engagement” (TU, UAM, UB):

Table 2. CIVIS micro-programmes active in CIVIS2 (by the date of the present report)

	Global Awareness	Civic Engagement
ECTS	15	15
Language	Multilingual	English
Structure	Introductory courses (3.5 ECTS) Thematic courses (3.5 ECTS) Student research project (4 ECTS) Joint projects (5 ECTS)	Service-learning courses (3-6 ECTS) Record of civic engagement (6 ECTS) Academic feedback / embedding (3 ECTS)
Universities	TU, UAM, UB	TU, UAM, UB
Aim	In depth knowledge of globalization and cross-border processes and the opportunity to reflect on global interconnections in everyday life.	To apply academic theory into practice in a community context, exchange perspectives on current societal issues with fellow students across Europe and expand their personal network.

The micro-programme "**Civic Engagement**" is specifically designed to empower both bachelor and master students to play an active role in civil society.⁴¹ This program achieves its goal by combining the acquisition of theoretical knowledge (Learning) with its practical application to address real social needs (Service). Through this integrated approach, students not only expand their understanding but also actively contribute to societal betterment. Consequently, participants develop a strong sense of responsibility, gain valuable practical experience, and undergo personal growth.

Promoting civic engagement across the academic spectrum is a fundamental objective of CIVIS. To achieve this, the University of Bucharest, the Universidad Autónoma de Madrid, and the University of Tübingen offer a range of courses that encompass both a broad overview and specialised focus on Civic Engagement. This concerted effort within the Alliance reflects CIVIS's commitment to nurturing socially responsible and engaged graduates who can positively impact their communities and the world at large. During the first stage of CIVIS there were three editions of this micro-programme, with a total of 376 students enrolled on the micro-programme and 28 lecturers involved. Until September 2022, 2 students have completed 15 ECTS and were awarded the diploma. In Spring 2023 the micro-programme reopened its registration, as for today, one student has successfully completed the whole Micro-programme, and there are 33 students who just started the programme in Spring 2023.

The CIVIS Micro-Programme "**Global Awareness**" extends a unique opportunity to students from diverse academic backgrounds, irrespective of their subjects and degrees.⁴² This program is designed to equip students with transdisciplinary competencies essential for understanding and analysing global and cross-border phenomena.

At the heart of the CIVIS Alliance's mission lies the commitment to addressing global challenges, which encompass issues ranging from energy and climate to environmental concerns. To further this objective, CIVIS member universities, namely the University of Bucharest, the Universidad Autónoma de Madrid,

⁴¹ <https://civis.eu/en/civis-micro-programmes/micro-programme-civic-engagement>

⁴² <https://civis.eu/en/global-civis-days-2022/micro-programme-global-awareness>

and the University of Tübingen, have collaboratively introduced the "Global Awareness" micro-programme.

This programme delivers a comprehensive understanding of globalisation and cross-border processes, encouraging students to contemplate the intricate web of global interconnections in their daily lives. Spanning a wide spectrum of subjects and approaches, the courses offered within this program foster the development of inter- and transdisciplinary competencies. These competencies are essential for tackling contemporary social, cultural, economic, legal, political, and ecological challenges. Importantly, they also contribute to the prevention of racism and the promotion of peace and mutual understanding. Through this programme, students are not just educated but also empowered to become responsible global citizens capable of making a positive impact in our interconnected world.

Up to this moment, 174 students coming from 9 CIVIS universities have been enrolled at the Micro-programme, with 52 applicants being accepted in the last call (Spring 2023). The improvement of the number of applicants is directly connected to the support of the communication office, which started a social media campaign at the start of the year 2023. Among these students, 23 have already completed courses in the micro-programme, all coming from 6 CIVIS universities (UT, NKUA, UAM, UB, ULB, and SUR). This programme also offers recognition for students participating in four BIPs, which are included in the Micro-programme.

As all this demonstrates, the valuable experience gained from the Micro-programmes initiated during the first phase of CIVIS has fostered a common understanding of the similarities and differences inherent in university structures and the daily lives of students across the participating institutions. This insight has been pivotal in building a cohesive and collaborative environment within the Alliance. It is through the successful execution of these Micro-programmes that CIVIS members have come to appreciate both the diversity and commonalities in their educational systems and student experiences, ultimately strengthening the foundation for continued cooperation and innovative initiatives. This shared comprehension is essential for effective collaboration. It involves recognizing that while the universities may have diverse structures and student experiences, there are common goals and principles that unite them. Furthermore, collaboration within CIVIS necessitates identifying the right individuals to work with, acknowledging the different levels of roles and responsibilities within each university, and ensuring that the work carried out by each member is duly recognized.

Communication and dissemination play a crucial role in this collaborative effort. The Alliance has embraced a variety of channels, such as promotional videos, interviews, and students' social media, to share the CIVIS vision and activities on the new educational offer.

Micro-programmes and BIPs have been (and are) a viable option to give all CIVIS students (Bachelor, Master and PhD) the opportunity to customise their curriculum by adding module-like units through stackable procedures. Moreover, these are the perfect tools to start testing novel approaches that define the so-called CIVIS added value, such as civic engagement, innovative pedagogies, and challenge-based approach.

Based on the two actions described above, it is possible to deduce that students in CIVIS universities would be eager to stack these modules (or the units contained therein, including BIPs) to build up their learning pathways. This form of stackability can be proposed in two directions: vertically, to build on the level of achievement, and horizontally, to broaden knowledge and add specific skills alongside the students' qualification.⁴³ Logically, these combinable options will always depend on the national and internal regulations that will be explored in the third part of this report. Yet, to evaluate the feasibility and value of modularisation as a CIVIS principle of action it is also necessary to pay attention at the

⁴³ French, S. (2015). *The benefits and challenges of modular higher education curricula. Issues and Ideas Paper*. Melbourne: Melbourne Centre for the Study of Higher Education. <https://melbourne-cshe.unimelb.edu.au>

stackability trends that are already in vogue in the field of continuous education, specifically since the inclusion of micro-credentials as the emerging format in modular processes of upskilling and reskilling.

II.3.3.4. Micro-credentials

Micro-credentials have gained significant attention and relevance in the European higher education landscape. They are mentioned in the *2020 Bologna Process Rome Ministerial Communiqué* and are the focal point of the MICROBOL project, which explores their integration into the EHEA. The European Commission has also been actively involved in shaping a European approach to micro-credentials.⁴⁴ The European University Association (EUA) has been engaged in these initiatives and provides key recommendations for the European Commission's consultation on micro-credentials. Major initiatives related to micro-credentials have been launched in OECD countries, including the European Union.⁴⁵ In the Global South, such initiatives are emerging, mainly through post-secondary institutions.

The UNESCO Global Convention on the Recognition of Qualifications Concerning Higher Education, adopted in 2019, emphasises the need to recognize qualifications acquired through non-traditional learning modes.⁴⁶ The recent UNESCO Futures of Education report reinforces the idea that individuals have the right to have their learning recognized and validated, even in non-formal and informal settings.

According to the MICROBIOL report⁴⁷ micro-credentials have emerged as a significant topic in higher education, driven by the need for more accessible and flexible Life-long Learning opportunities, particularly in response to societal and technological changes, and accentuated by the COVID-19 pandemic. These credentials are seen to diversify and expand LLL options, catering to individual learning pathways and enhancing higher education access. Collaboration among HEIs, other education providers, and employers is crucial in developing and delivering these credentials. Additionally, micro-credentials can bridge the gap between research and practical learning, translating cutting-edge research into accessible learning opportunities. However, questions around funding structures and the cost of developing and delivering micro-credentials, as well as their incentivization, need to be addressed to ensure their widespread adoption.

MICROBIOL Recommendations highlight the need to a) Promote the exploration and understanding of micro-credentials to engage HEIs in LLL, making education accessible to diverse learners before, during, and after degree studies, b) Foster a learner-centred approach and encourage collaboration between HEIs, other providers, and employers to develop relevant micro-credentials; c) Assess the potential of micro-credentials in validating workplace knowledge, skills, and competences in conjunction with Recognition of Prior Learning (RPL), d) Investigate how micro-credentials can facilitate the swift transfer of research findings into practical learning opportunities, particularly in the context of LLL and diverse learners.

A survey conducted by AACSB International found that over 80% of organisations use micro-credentials for employee development, and nearly 70% expect to rely moderately or significantly on traditional

⁴⁴ <https://education.ec.europa.eu/education-levels/higher-education/micro-credentials>. Accessed on 18 October 2023.

⁴⁵ OECD (2023), *"Micro-credentials for lifelong learning and employability: Uses and possibilities"*, OECD Education Policy Perspectives, No. 66, OECD Publishing, Paris, <https://doi.org/10.1787/9c4b7b68-en>.

⁴⁶ <https://www.unesco.org/en/higher-education/global-convention>. Accessed on 18 October 2023.

⁴⁷ European project MICROBOL (2021) Micro-credentials linked to the Bologna Key Commitments. EU Public consultation on "Micro-credentials – broadening learning opportunities for lifelong learning and employability". Recommendations from the MICROBOL project for the European Commission's proposal for a Council recommendation on micro-credentials for LLL and employability.

four-year degrees for hiring soon.⁴⁸ The flexibility and structure of micro-credentials make them suitable for transitional learning and upskilling throughout one's career. Even individuals with existing degrees can benefit from micro-credentials to remain competitive in the job market.

Fully unbundled higher education, where individuals pursue a series of micro-credentials before opting for a degree, is also gaining traction. The combination of micro-credentials and degree programs addresses specific skill gaps, benefiting both employees and employers. Employers should explore ways to integrate micro-credentials into their learning and development strategies in collaboration with business schools. While micro-credentials and degrees serve distinct purposes, they can coexist to meet diverse learning needs. Ultimately, micro-credentials will play a prominent role in individuals' lifelong learning journeys, resulting in a skilled and adaptable workforce with long-term economic benefits.

Several countries, including Japan, Singapore, South Korea, and the UK, have been actively developing short courses and micro-credentials as part of their education and training systems. In 2021, the Japanese government invested in projects to support HEIs in developing and offering short courses targeting individuals on temporary contracts or unemployed. Singapore introduced "SkillsFuture," a Life-long Learning credit bank that provides information on occupations, career pathways, and emerging skills. It offers an account to every citizen, allowing them to accumulate credit points. The system aims to create a common skills language for individuals, training providers, and employers. Some UK universities award degrees or qualifications to learners who acquire at least a third of the required micro-credentials from that university. Stackability of micro-credentials is already in practice, with varying requirements across institutions.⁴⁹

In the European Higher Education Area, established through the Bologna process, both internal and external quality assurance is well developed, focusing on common European standards and guidelines. European quality assurance agencies are adapting to include the review of short courses within institutional provisions. Similar debates on quality assurance are occurring in the United States, with working groups drawing preliminary conclusions in 2019.⁵⁰

Definition

Micro-credentials are not entirely new but have gained prominence due to changing societal needs, globalisation, digitalization, and the demand for upskilling and reskilling, especially in response to the COVID-19 crisis. They are seen as complementary to traditional qualifications, serving LLL and continuous professional development, and providing an entry point to degree programmes. However, they do not replace formal qualifications, due to their smaller learning outcomes and volume, as well as their focus on competencies and skills.

⁴⁸ AACSB Briefing Paper (2021). *Microcredentials: Connecting Business Schools and Business Through Lifelong Learning*. Microcredentials: Connecting Business Schools and Business Through Lifelong Learning – AACSB.

⁴⁹ <https://www.unesco.org/en/higher-education/global-convention>. Accessed on 18 October 2023.

⁵⁰ Martin, M., Van der Hijden, P., (2023) *Short courses, micro-credentials, and flexible learning pathways: a blueprint for policy development and action: policy paper*, Instituto Internacional de Planeamiento de la Educación de la UNESCO [3186]. <https://unesdoc.unesco.org/ark:/48223/pf0000384326.locale=es>

What does micro-credential mean?

‘Micro-credential’ means the record of the learning outcomes that a learner has acquired following a small volume of learning (1-15 ECTS). These learning outcomes will have been assessed against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural, or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

HEIs are central to providing micro-credentials and driving innovation in this field, aligning with their societal missions. Nevertheless, the extent and terms of their engagement vary across different higher education systems and institutions.

The term "micro-credentials" has gained global recognition, thanks to HEIs, education technology firms, and various organisations. These institutions are increasingly offering micro-credentials by reconfiguring existing programmes and establishing new ones, often in collaboration with other entities. Micro-credentials are seen as versatile tools with potential benefits for education, training, and the labour market. They are particularly attractive for upskilling and reskilling the workforce, addressing skills gaps, and enhancing employability, especially in the face of automation. These credentials are also a response to the demand for more flexible and learner-centred approaches in education and training institutions. They offer modularization and cater to diverse individual needs, supporting both initial education and LLL, which is crucial in ageing populations.

Additionally, micro-credentials are viewed as tools for promoting social inclusion by enabling a wide range of learners, including disadvantaged individuals, to access education and acquire relevant skills. They contribute to well-being and civic participation in knowledge societies. Some countries consider micro-credentials to enhance internationalisation, academic recognition across borders, and student mobility. Moreover, they are explored as alternative pathways to higher education and to improve degree completion rates by allowing students to enrol in modular courses and stack credentials.

The increased interest in micro-credentials is primarily driven by their potential to enhance labour market participation and address skills shortages in growing industries. However, there is limited statistical data available on the labour market outcomes for individuals who complete micro-credentials. Existing evidence suggests that the effectiveness of micro-credentials varies depending on the specific programme and the learner's profile. They can increase the likelihood of employment, particularly in the short term, and may lead to higher wages or better-quality employment in certain cases. However, these outcomes depend on factors such as the programme, the provider, and the learner's characteristics.⁵¹

Pros and cons

Several factors hinder the development of reliable evidence on micro-credentials according to several reports:

⁵¹ OECD (2023), *"Micro-credentials for lifelong learning and employability: Uses and possibilities"*, OECD Education Policy Perspectives, No. 66, OECD Publishing, Paris, <https://doi.org/10.1787/9c4b7b68-en>.

1. Micro-credentials are not typically included in national graduate tracking programmes or population surveys, making it challenging to collect data on their impact.
2. Micro-credentials vary widely in duration and the educational level at which they are offered, making generalisations about their impact difficult.
3. Learners in micro-credential programmes also vary in demographics, from socio-economically disadvantaged individuals to experienced workers with academic degrees.
4. Supplemental stacks, which involve shorter subsequent credentials after a degree, often yield positive returns. However, progressive stacks, where a second credential is longer than the first, may also have positive outcomes in some cases.
5. Vocational-oriented micro-credentials have better labour market outcomes than those in more generic or academic fields.
6. Programmes linked to in-demand or growing industries tend to have better labour market outcomes.

Overall, the value and impact of micro-credentials on labour market outcomes vary based on factors such as programme length, field of study, and industry alignment. In the case of LLL, the impact of micro-credentials on LLL and employability is influenced by various factors, including provider reputation, socio-economic disparities, prior education attainment, the need for targeted support, age, gender, subject choice, and programme length. Understanding these factors is crucial for policymakers and educators aiming to maximise the effectiveness of micro-credential programmes.

II.3.4. A screening for CIVIS

To further advance along the search of new flexible pathways to integrate in the CIVIS strategy, a comprehensive survey has been conducted to discern both exemplary practices and the hurdles encountered in the realms of modularisation, Life-long Learning, and micro-credentials, all of which will be determinant to assess the feasibility of modularity and related options with the Alliance's academic offer.

II.3.4.1. A CIVIS survey

This survey serves as a critical tool in identifying and understanding the best practices of flexibility implemented in the past years while also shedding light on the challenges that need to be addressed in the coming phase of CIVIS (see Annex I). By gathering insights through this survey, the CIVIS Alliance aims to inform and shape its strategies, ensuring that the learning pathways it develops are not only innovative but also effectively navigable for students, thus contributing to a more accessible and adaptable educational landscape. The survey was administered between July-December 2023.

CIVIS is an alliance with a well-defined project structure, so for the designing, carrying out, and analysis of this survey, different bodies and experts have been involved. Questions were designed by UAM's Stream 3 team on accredited modular offer (Work Package 11), with the support of the Head of the Education Unit and the technical guidance of the Digital Campus UAM member. The Education Unit integrates representatives from each of the CIVIS members appointed by their institutions to serve as an interface with the Alliance for relevant education issues. So, after fine-tuning the three questionnaires that make up the survey (Modularisation, Life-long Learning, and Micro-credentials), the Education Unit was responsible for contacting the experts at every CIVIS university to provide accurate and well-documented responses for the questionnaires.

In mapping the existing conditions for modularisation within the CIVIS institutions, the survey was intentionally broad in scope, encompassing a wide range of topics, including operational and legislative matters. It is essential to consider that concepts and definitions in these areas may vary among different universities. The questions included on this form were thus meant to have the full picture on modularisation (as defined previously), the catalogue for micro-credentials at each CIVIS university, as well as the national/regional state of the question for every member within the Alliance. Furthermore, the survey also screened for information regarding LLL, both in relation to modularity and the way that this tool has been conceived for bridging curricular and extracurricular offer, as well as for the potentiality that LLL centres hold when developing micro-credentials. All these topics, combined with adequate questions regarding ECTS and Quality Assurance, among others, have been addressed to precisely assure the viability of agile and emerging learning pathways in CIVIS to ease a smooth integration of such an ambitious action within the Alliance.

Lastly, as it has been previously acknowledged, the novelty of micro-credentials and the related EHEA policies encouraging European HEIs to rapidly integrate these competence-based courses emphasise the timeliness of an ever-evolving area of study. Data for this report was gathered between June and September 2023, and it will be accordingly updated when major changes occur, but it is important to react quickly on this matter to be at the forefront of European alliances in the adoption and implementation of these educational tools.

In what follows, a series of assumptions will be exposed in relation to this situation, as well as further recommendations to bear in mind when designing future activities within the CIVIS Educational Framework.

II.3.4.2. Modularisation

The survey comprises a series of essential inquiries to assess the incorporation of independent modules within a university's academic structure. For this section, respondents were provided with the definition of “modularisation” stated in the CIVIS Educational Framework, as indicated above.

The questionnaire begins by asking whether students can be enrolled in independent modules. Thus, when the answer is affirmative, it delves into the specific characteristics of these modules as well as into regulatory frameworks at the national, regional, or internal level. Quality assurance measures, if applicable, are also examined, along with the involvement of stakeholders and the methodologies employed in the modules.

In cases where independent modules are available, the survey explores whether national or regional regulations allow for the awarding of full diplomas by aggregating independent modules, and if any other significant conditions might affect the modularization process. If independent modules are unavailable, it seeks to understand the underlying reasons for this and whether regional or national regulations pose challenges. Another relevant matter is to know whether these modules are primarily designed to be stackable, towards the creation of full degree programs. In essence, the survey seeks to provide a comprehensive understanding of modularity in university programs and its implications for students' educational pathways and degree attainment.

Legal frame

Two types of barriers can be identified when creating new educational offers: institutional or legal.

From all the answers collected, five CIVIS universities responded affirmatively to the question about students being enrolled in independent modules that do not award a full degree: UAM, PLUS, SUR, SU,

and TU⁵². In addition, two of the six remaining universities are just about to include this type of education into their catalogues (AMU, UB) and others, such as ULB or NKUA explained that the only forms of modularity available so far is the one provided by CIVIS (such as BIPs and Micro-Programmes). At NKUA, for example, modules are mainly conceived as complementary knowledge, only recognized via the European Diploma Supplement; however, according to the Greek law 4957/2022 (article 98, paragraph 5) short-term study programs can be created leading to awarding a degree. Additionally, UB reported being undergoing a process of implementation of the new national Higher Education Law and redefining the processes for organising modules and their equivalence in ECTS.

In the case of UoG, a stackable curriculum is internally allowed, but they have not mapped out unbounded curricula for learners yet: although no legal barriers exist, it has not been implemented.

In any case, **only two institutions (SU & PLUS) are legally allowed to award full diplomas** (Bachelor, Master and/or PhD) **by merging independent modules** to make the total sum of 180/240 ECTS. Only in the case of SU modules are a real practice: Swedish universities offer freestanding courses as a foundation of the educational offer [They can be taken separately/alone or within a programme or used to create one's own degree (according to established criteria)]. PLUS, for their part, contemplate that students can individually design their own programmes, that is, to apply for an "individual study programme" (formerly labelled as "studium irregulare"; Bachelor, Master, Diploma), where students can design their own programme and their own curriculum. This design could be built based on the given modules, but this option is hardly used.

For both, SU and PLUS, an academic commission is the one in charge of assessing the consistency of the chosen path, preventing students from having incoherent curricula, thus avoiding inconsistencies and/or lack of core skills expected for the NQF level accredited by the diploma.

As for the rest of the CIVIS members, we needed to identify the barriers avoiding the implementation of modularity as a principle for the construction of full degree programmes. In this regard, six universities (NKUA, UAM, ULB, SUR, TU, UofG) stated that there exist important requirements of limited timeframe for completion with the aim to assure student's continuity throughout enrolment. In addition, UofG emphasises: "a truly flexible pathway, that is student-led, requires thinking from a programmatic quality assurance point of view. The programme on offer needs to be built and offered via a connected and coherent manner. A truly unbundled, flexible curriculum offers many barriers to this. I.e., how can we ensure that core themes and skills are being delivered from a wide pick and mix approach?"

Type of modules

For those universities that are currently offering educational activities falling into the category of modules (UAM, PLUS, SUR, SU, and TU), the survey questioned aspects related to internal specificities of these modules in place.

The most common approach among these institutions is to offer subjects that are part of the regular curriculum, but with the learners not being committed to achieve a full degree. The independent modules in these universities are reported as being freestanding courses of their regular curricula. These are consequently embedded in their calendars and academic structures (this, for the case of PLUS, UAM, SUR, SU). In addition, some institutions also stressed the possibility of having specific short-term study created ad hoc that can be integrated in the student's curriculum (UAM and TU).

⁵² The regulation of Baden-Württemberg does not allow universities to stack this kind of modules. The same happens with the Spanish legislation.

About the purpose of these modules, they are mostly conceived to broaden the student's areas of expertise, giving their students the capacity of getting knowledge on a field of study not related to their diploma but allowing them to include this module on their curricula, thus opening the door to the stackability dimension.

These aspects were also asked to those universities that do not include modules on their current catalogue: AMU, NKUA, UB, UofG and UNIL. AMU would only consider their prospective modules to be aimed at broadening student's knowledge, while UB and NKUA would also consider designing them with stackability perspective in mind.

All the universities are optimistic about modules' utility for building further qualifications and consider the dimension of broadening students' knowledge: vertical stackability can be seen to be integrated in CIVIS ecosystem in the short term in the alliance.

Quality assurance

Finally, we asked for the kind of quality assurance applied to these modules: "Is there any quality assurance applied on these modules? If affirmative, who is involved and what type of methodology is used?". Data gathered showed that, aligned with the type of modules as freestanding courses of their regular curricula, most of the universities apply the same procedures as their regular courses. Thus, the QA linked to these modules is aligned with national (PLUS, SU and UAM) or with internal verification processes (PLUS, SUR, TU, and UAM).

II.3.4.3. Lifelong learning

Considering all possible resources to implement modularisation within the CIVIS alliance, and aware of the trends for combinable education offerings in Europe, we incorporated the concept of "micro-credential" in our survey, looking to every type of course that might be included in the CIVIS catalogue of modular learning activities.

This concept was defined by the European Commission in a Council Recommendation to micro-credentials for LLL and employability, in June 2022: 'Micro-credential' means the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes will have been assessed against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural, or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.⁵³

According to this definition, it is important to acknowledge the role of LLL centres as institutional bodies that are already able to teach courses based on competences, and addressing different audiences with specific societal, cultural, and labour market needs beyond the realm of curricular programmes. In this regard, it becomes clear that the CIVIS universities can rely on their respective LLL centres and their experience in this field to develop their new catalogues of micro-credentials, once they are technically capable and have the most adequate conditions (laws, national/regional resources, etc.) in their immediate environment.

⁵³ <https://data.consilium.europa.eu/doc/document/ST-9237-2022-INIT/en/pdf>

In this section of our survey, we explored the approach that CIVIS universities are taking when committing themselves to this type of modular and extra-curricular offer, as well as the role they are giving to their LLL centres in the implementation of micro-credentials.

Regulatory frame: type & fees

First, we identified which CIVIS members integrate centres and/or departments that are teaching LLL courses. As shown in below, every CIVIS university, except for SU, does have this specialised structure. In addition, all the units/departments for LLL in CIVIS are entitled to award ECTS on their courses, something which is crucial for the integration of micro-credentials in their curricula and the stackability dimension these competence courses entail. In this regard, all the CIVIS LLL centres confirmed the possibility to charge fees for their courses, emphasising the necessity of being financially sustainable and able to cover all the associated expenditure to run the courses.

Table 3. Information about CIVIS lifelong learning centres / departments, ECTS, and fees

University	Centre / Department	Can award ECTS	Fees
AMU	Yes	Yes	Yes
NKUA	Yes	Yes	Yes
ULB	Yes	Yes	Yes
UB	Yes	Yes	Yes
UofG	Yes	Yes	Yes
UNIL	Yes	Yes	Yes
UAM	Yes	Yes	Yes
SUR	Yes	Yes	Yes
PLUS	Yes	Yes	Yes
SU	Bo	No	No
TU	Yes	Yes	Yes

Quality assurance

According to the recommendations of the MICROBOL report⁵⁴, it is crucial to highlight the significance of internal quality assurance processes for all micro-credentials. These processes ensure that the quality and standards of micro-credentials are maintained. This report also suggests that when it comes to evaluating the quality of micro-credentials, institutional-level evaluation approaches are more appropriate than program-level evaluations. This recommendation is based on the understanding that micro-credentials typically involve smaller volumes of learning and the extensive procedures associated with program-level evaluations may be overly complex for these smaller-scale offerings. Therefore, focusing on institutional-level evaluations can provide a more effective and efficient way to ensure the quality of micro-credentials in higher education. Learner involvement is encouraged throughout the development and quality assurance processes. Transparency of information about micro-credentials' quality assurance mechanisms is also crucial. The document also calls for the establishment of official registers of micro-credential providers and clear catalogues of existing micro-credentials. In terms of recognition, it recommends clarifying how micro-credentials align with existing conventions and exploring recognition agreements among education providers. Furthermore, it suggests using validation of learning outcomes for micro-credentials when necessary. Finally, the document highlights the value

⁵⁴ European project MICROBOL (2021) *Micro-credentials linked to the Bologna Key Commitments. EU Public consultation on "Micro-credentials – broadening learning opportunities for lifelong learning and employability"*.

of aligning micro-credentials with the European Qualifications Framework and encourages the correct implementation of the European Credit Transfer and Accumulation System (ECTS) for micro-credentials, stressing the importance of accurate workload and learning outcome descriptions.

Overall, the development of short courses and micro-credentials is a global trend, with efforts to ensure their quality and recognition in education and training systems. Countries are increasingly recognizing the importance of these flexible learning options for individuals' skill development and employability.

So, with all this in mind, and going back to the micro-credential definition stated above, we searched for traits in this definition that are already in place when looking at the courses and diplomas issued by the ten CIVIS LLL units/departments. Table 4 shows that in all cases, universities provide some form of quality assurance (internal or external). Also, they usually have selection processes for learners, they normally award a diploma and provide the right conditions for the assessment and evaluation of learners. All these aspects, as we shall see, will be crucial for the technical implementation of micro-credentials and therefore necessary as a starting point in the correct implementation of these courses.

Table 4. Quality and recognition processes in CIVIS lifelong learning centres

University	Selection process	Quality assurance	Diploma	Type of evaluation
AMU	Yes, up to each course	Yes, accreditation national bodies involved	No info	Pass / no pass evolving to scale soon
NKUA	Yes, up to each course	Internal QA unit	Different types of diplomas depending on the nature of the training	No info
ULB	Yes, up to the coordinator	Yes, internal, external, and national accreditation body involved	Certified if more than 10 ECTS, if less, other type of certification, such as attending one	No info
UB	Yes, up to the coordinator	Yes, internal and national accreditation body involved	3 types of diplomas, depending on if accredited or not, or if it leads to qualifying professions. Involving different external groups.	No info
UofG	Not always, but possible	Internal QA following the Scottish Qualification Framework	Two types of diplomas, one awarding ECTS and other that does not	Scale
UNIL	Yes, up to each course	No regulation in place, but the QA processes are supervised by faculty that is accredited by the national QA	Different types of diplomas depending on number of ECTS and other that does not award ECTS	Both, pass and grade
UAM	Yes, up to the coordinator	Yes, internal	Two types of diplomas, depending on the number of ECTS	Pass / no pass

University	Selection process	Quality assurance	Diploma	Type of evaluation
SUR	Yes, up to each course	Yes, internal (department)	Different types of diplomas	Both, pass and grade
PLUS	Yes	Yes, internal and external	Certificate issued	No info
SU	Yes, up to each course	Internal QA unit	Different types of diplomas depending on the nature of the training	No info
TU	Yes, different requirements per nature of the diploma	Internal and lifelong learning national accreditation	Types of diplomas depending on the workload hours	No info

When asked about the inclusion of selection processes in their LLL offer, the most common response was that it is normally a course coordinator's decision, usually depending on the nature of the course. NKUA, UNIL and UAM universities claimed that they also have an academic board, responsible for this selection.

Regarding the quality assurance in place, every single university has some process established: four of these universities (AMU, TU, UB and ULB) also involve their national agencies in the process whereas in UNIL faculties are nationally accredited. As reflected in Table 4, the LLL offer in AMU, PLUS, UB, ULB and TU of the CIVIS universities is underpinned by national quality agencies. The rest of the members still have internal quality assurance, with variability in the university structures involved (such as departments, faculties, or experts) and reassembling the measures in place for regular courses.

Diplomas awarded and type of evaluation (scale or pass/not pass) show an enormous variability amidst CIVIS members, depending whether they award ECTS and the amount of those, as well as depending on the type of the training.

Our final question regarding quality assurance, aimed at establishing who oversees approving the course offering at every LLL unit/department and whether this person is also the responsible of the LLL centre. There are two types of approval process among universities, half of them rely in a board created specifically for LLL offer (NKUA, UNIL, AMU, UofG and UAM), whereas for the other half this approval involves some type of governance body such as a Senate and/or Rectorate (TU, SUR, PLUS, UB, ULB). As for the heads of these units, universities can have a) a nominated person for running their centres (UAM, UNIL, UofG, SUR), b) a Vice-rector of learning/education affairs (PLUS, TU) or even, c) a Vice-rector for LLL (NKUA, AMU and UB). Altogether, these two aspects provide relevant information in the way that LLL has become a capital pillar of HEIs.

Inclusion of lifelong learning in regular curriculum

Last, there is a crucial dimension that we must explore to clearly conclude that the CIVIS universities are already able to use their competence/skill-based courses as an available and reliable tool to provide students with a higher degree of autonomy when choosing their learning pathways. This dimension is the transfer of ECTS awarded by LLL – including micro-credentials – to a Bachelor, Master, or PhD record.

As it can be seen below, eight of the CIVIS members already allow their students to transfer competence based ECTS to their BA/MA/PhD diplomas. Flexibility is already feasible in CIVIS when referring to LLL as a resource for regular students to breadth their choices and self-manage skills.

Table 5. Transfer of skill based ECTS from lifelong learning centres to degree programmes

University	Transfer skill-based ECTS
AMU	No
NKUA	No
ULB	Yes
UB	No
UofG	Yes
UNIL	Yes
UAM	Yes
SUR	Yes
PLUS	Yes
SU	Yes
TU	Yes

II.3.4.4. Micro-credentials

The purpose of this section of the survey is to gauge the regulation and adoption of micro-credentials within the university's educational landscape. It starts by inquiring whether the national legislation regulates the expenditure of micro-credentials (Yes/No). If answered positively, the survey delves into specific details, such as the number of ECTS required for micro-credentials, their potential to qualify students for specific occupations, and the European Qualifications Framework (EQF) levels addressed.

If the national regulation does not exist, the survey seeks information about the current discussion stage within the country/region. It then continues to explore the presence of micro-credentials in the university's educational offer and the reasons behind their absence, whether it is due to national/regional perspectives or to institutional decisions.

For universities with micro-credentials in their catalogue, the survey inquiries about the technology used to award them, portability, and recognition at the European or national level. Additionally, it investigates the entities involved in quality assurance for these educational offerings, whether internal faculties or national/regional agencies following the ESG criteria.

Considering what has been previously stated in this report, learning throughout life based on competence is a useful resource for fostering flexibility and continually enhancing one's skills to enter the labour market. HEIs should therefore ensure credit bearing and enable portability of these stand-alone courses, something which falls in the category of the newly defined and widely encouraged: micro-credentials. It is also important to note that in the Blended Intensive Programme launched by the European Commission through the Mobility of higher education students and staff - KA131-HED, micro-credentials are contemplated.⁵⁵

Legal framework

Flexible learning pathways, supported by certified micro-credentials, can enhance the recognition of non-formal and informal learning, widening access to formal education systems if desired by learners.

⁵⁵ This new mixed mobility scheme was introduced in the Erasmus+ program for 2021-2027. <https://wikis.ec.europa.eu/display/NAITDOC/Blended+Intensive+Programmes+in+KA131+Higher+Education+projects>

However, many countries lack the necessary policy and regulatory frameworks for recognizing small volumes of competencies and skills as certified micro-credentials.

In CIVIS, there are only two universities in which learners can nowadays take micro-credentials: UofG and UAM. PLUS, and UNIL consider that they offer similar courses that could fall in this category, but they are not named as such. Terminology is a key aspect that can result in imprecise communication, which underscores the importance of having a common frame of learning activities across Europe (see CIVIS Educational Framework). We gathered data regarding two of the most novel robust traits of micro-credentials: the range of ECTS and the technology used to award them. These two aspects relate to broader discussion about national or regional legal frames of micro-credentials.

Table 6. Micro-credentials framework in 2 of the CIVIS universities

University	ECTS	Technology	Legal framework
UofG	Recommendation of maximum 30 ECTS. 2 ECTS as their standard micro-credential size.	Higher Education Achievement Record	No, national guidelines but not law in place.
UAM	1-14 ECTS	Under development	Yes

While UofG is issuing a Higher Education Achievement Record that does not include additional fields fitting for micro-credential, UAM is still in the process of developing a verifiable digital credential to certify micro-credentials adjusted to the European requirements.⁵⁶ Thus, in both cases, no new technology is being used for the moment, but they provide alternative forms of recognition in the meantime. In terms of the existing regulations, UAM has a maximum limit of 14 ECTS for micro-credentials. Additionally, there is a non-binding national Scottish guidance on best practices for micro-credentials, which recommends a maximum of 30 ECTS.⁵⁷

For the other 9 CIVIS universities that have not yet included micro-credentials in their catalogue, further questions were posed to assess the progress in adopting micro-credentials. These questions encompassed the status of discussions at the national level, as well as the identification of the barriers, which could stem from either institutional or national/regional perspectives

Table 7. Barriers and level of discussion on micro-credential regulatory frame

Challenges	Early	Medium	Advanced
National barriers	NKUA	UNIL	SUR, PLUS, UB
Internal reluctance	AMU	ULB	
Both	TU, SU		

In most of the cases, the barriers identified are at national level. SUR, UB, and PLUS are currently in an advanced stage of discussions regarding micro-credentials, and they are dependent on their respective

⁵⁶ UAM is one of the members of the Spanish CERTIDIGITAL project (<https://certidigital.es/?lang=en>), an important digitization initiative funded by the Next Generation EU programme funds and focused on digital credentials for learning via the European Learning Model.

⁵⁷ On this see the report by the Quality Assurance Agency Scotland (2023) <https://www.gaa.ac.uk/>.

governments to implement the necessary changes that would enable the inclusion of micro-credentials in their educational offerings. UNIL and ULB can be classified as medium stage, they have activities with shared traits with the micro-credential definition. In the case of UNIL there is an ongoing discussion to regulate them. However, at ULB, despite the availability of a national program that provides funding for the transition from LLL to micro-credentials, there is an identified institutional reluctance to quickly embrace this change. Lastly, AMU, NKUA, SU and TU find themselves in an early stage of the discussion, where several factors (national or internal or both) are playing a role in slowing the inclusion of this type of education in their catalogue.

In this same vein and looking specifically at ECTS recognition in these 9 cases, only UB and PLUS reported a specific legislation that regulates the expenditure of micro-credentials nationally, in which is included the maximum number of ECTS. On the one hand, Romanian law does not state any compulsory range of ECTS and, on the other Austrian legislation is limiting it to 3-15 ECTS (but still open for discussion). Taking into consideration all the responses received thus far, we have not encountered any legal obstacles that could impede the awarding of ECTS credits.

Finally, as for the context of reskilling and upskilling through micro-credentials, our focus is on investigating the opportunities within universities that have established regulations, specifically UAM, PLUS, and UB. We aim to explore the potential of these regulations to lead to qualifications that enable access to types of occupations, aligning with the corresponding European Quality Framework that governs micro-credentials taught at HEIs.

None of the universities reported micro-credentials as a system in place for qualifying for certain employment. PLUS and UAM stressed the limitation that micro-credentials hold as they are exclusively offered by the higher education sector (then, only awarding ECTS framed by EQF 6-8). It's worth noting that micro-credentials are on the Spanish Education Ministry's agenda for EQF 5, which is typically taught in Vocational Education and Training (VET) schools. In contrast, at UB, micro-credentials lead to qualifications ranging from EQF level 5 to 8.

Technical aspects

Various initiatives are actively engaging with the technical aspects of digital credentials, striving to enhance the management and recognition of credentials. Among these efforts, the European Digital Credentials Initiative (EDCI), European Blockchain Services Infrastructure (EBSI), Digital Credentials Consortium (DCC), Instructional Management System Consortium (IMS), and several commercial initiatives are working to advance the digital credential landscape. These initiatives play a pivotal role in shaping the future of credentialing and promoting a more robust, interoperable, and accessible system for learners and educational institutions alike.

The subsequent part of the questionnaire focuses precisely on these technical aspects, assessing their alignment with European Digital credentials for learning. The survey includes questions related to the mandatory and optional requirements when awarding a micro-credential through an EU open standard. To do that, we utilized the standard elements specified in Annex 1 of the Council Recommendation on a European approach to micro-credentials as our common reference point.⁵⁸ When asked about the mandatory fields that are recommended by the Commission, UAM and UofG reported that they are already including these data on their credentials.

⁵⁸ Council of the European Union (2022), *Council Recommendation on a European approach to micro-credentials for lifelong learning and employability*. Luxembourg. <https://data.consilium.europa.eu/doc/document/ST-9237-2022-INIT/en/pdf>

Table 8. Mandatory fields in CIVIS universities offering micro-credentials

Fields	UoG	UAM
Title of the micro-credential	Yes	Yes
Country(ies) / Region(s) of the issuer	Yes	Yes
Awarding body(ies)	Yes	Yes
Date of issuing	Yes	Yes
Learning outcomes	Yes	Yes
Notional workload needed to achieve the learning outcomes (in ECTS, where possible)	Yes	Yes
Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable	Yes	Yes
Type of assessment	Yes	Yes
Form of participation in the learning activity	Yes	Yes
Type of quality assurance used to underpin the micro-credential	Yes	Yes

UAM reported to be immersed in an ongoing process of developing the technology needed to award micro-credentials that will be implemented by the end of 2023. Certidigital (<https://certidigital.es/>) is the project dedicated to the deployment of a digital certification service for the Spanish University System, operating within the expansive framework of the European Higher Education Area. This initiative falls under the umbrella of the UniDigital Plan established by the Spanish Ministry of Universities. The design of this system is being carried out nationally with the Spanish National Quality Assurance Agency and all universities involved with the aim of having a digital credential that is portable, not only nationally but across Europe.

For universities that have not yet incorporated micro-credentials into their catalogue, they were asked to assess the importance of the EU requirements, rating them on a scale of 1 (no importance) to 5 (maximum importance). Among these, the responses exhibit noticeable variability. Nevertheless, there are two fields that all universities consider extremely important: learning outcomes and the type of quality assurance used to support micro-credentials. Notably, universities that are in an advanced stage of discussion, such as UB, PLUS, SUR, and SU, assign the maximum score to six of the ten mandatory fields. However, apart from AMU, which deems half of the fields as having "no importance," it is reasonable to assume that most universities will likely agree to include all these fields without significant obstacles.

Table 9. Mandatory fields in CIVIS universities that do not offer micro-credentials

Fields	AMU	NKUA	UB	ULB	UNIL	SUR	PLUS	SU	TU
Title of the micro-credential	1	4	5	4	NA	3	3	3	3
Country(ies) / Region(s) of the issuer	2	4	5	2	NA	5	5	4	3

Fields	AMU	NKUA	UB	ULB	UNIL	SUR	PLUS	SU	TU
Awarding body(ies)	1	4	5	3	5	5	5	5	4
Date of issuing	2	2	5	2	NA	2	5	5	2
Learning outcomes	4	4	5	5	NA	5	5	5	5
Notional workload needed to achieve the learning outcomes (in ECTS, where possible)	1	5	5	3	NA	5	5	5	4
Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable	3	4	5	3	NA	1	1	5	4
Type of assessment	1	4	4	2	NA	5	4	5	4
Form of participation in the learning activity	1	3	4	3	NA	3	4	3	2
Type of quality assurance used to underpin the micro-credential	5	4	5	5	NA	5	5	5	4

When examining the optional elements, a similar situation is observed. In the case of UAM, the implementation of digitally issuing micro-credentials includes all these fields. For UofG, three of these fields are already in use in their achievement records.

Table 10. Optional elements in CIVIS universities offering micro-credentials

Fields	UofG	UAM
Identification of the learner	Yes	Yes
Prerequisites needed to enrol in the learning activity	Possibly – requires further checking	Yes
Grade achieved	Yes	Yes
Supervision and identify verification during assessment (unsupervised with not identity verification, supervised with no identity verification, supervised online, OR onsite with identity verification)	Not sure if that is captured / required	Yes
Integration / stackability options (standalone, independent micro-credential / integrated, stackable towards another credential)	Yes	Yes

The information below provides data for the remaining 9 CIVIS universities, exhibits a pattern like that of the mandatory fields.

Table 11. Optional elements in CIVIS universities that do not offer micro-credentials

Fields	AMU	NKUA	UB	ULB	UNIL	SUR	PLUS	SU	TU
Identification of the learner	1	4	5	3	NA	5	5	5	2

Fields	AMU	NKUA	UB	ULB	UNIL	SUR	PLUS	SU	TU
Prerequisites needed to enrol in the learning activity	1	2	3	1	NA	5	3	5	4
Grade achieved	1	3	5	NA	NA	5	3	5	3
Supervision and identity verification during assessment (unsupervised with no identity verification, supervised with no identity verification, supervised online, OR onsite with identity verification)	5	5	2	3	NA	5	3	5	3
Integration / stackability options (standalone, independent micro-credential / integrated, stackable towards another credential)	4	4	4	1	NA	5	3	3	2

Additionally, to fully grasp the feasibility of micro-credentials in CIVIS, we included two last questions: “does your university/region/country require additional information?” and “what would your university need for micro-credentials to be automatically recognized on students’ curricula?”.

Starting with UAM and UofG, UAM reported three further optional requisites to be included that are under discussion with the Spanish Quality Agency: a) objective of the credential, b) institution where the learning has been acquired (if different from the university issuing the credential) and c) amount of practical work needed to acquire the specified learning outcomes (measured in hours). The Spanish law has not yet decided how to implement stackability. On the other hand, UofG has not reported any additional information. From a technological standpoint, they are likely to require micro-credentials to be recognized in alignment with local credit frameworks, Intended Learning Outcomes (ILOs), course objectives, assessment types, and the number of learning hours to enable the automatic recognition of micro-credentials.

For the rest of the universities, none of them but UB provide any additional information in this regard. UB has outlined the information that should be included in micro-credentials for issuance. This information encompasses details about partner institutions involved in delivering the micro-credential, the division of learning outcomes per workload for partial recognition, additional options for utilising micro-credentials, especially in the context of stackability, as well as information regarding the field of study and the scientific area associated with the micro-credential.

In relation to automatic recognition in students' curricula, AMU and SU highlighted the need to ensure the credential's operability within their systems, both at the national and local levels. Similarly, SUR and UB emphasised the requirement for a digital credential. PLUS can automatically recognize micro-credentials as free electives as long as they carry ECTS credits, whereas ULB, will recognize micro-credentials if they are issued by a HEI.

As seen in this section, there is a need for developing a technological infrastructure in CIVIS, which is in alignment with the overarching framework being generated by the European ecosystem and its integration within the well-established national and regional working landscapes. It is worth noting that CIVIS is not alone in overcoming these technological barriers.⁵⁹ Certidigital has pinpointed several of them: legislative constraints, internal organisational issues, a lack of standardisation in credential

⁵⁹ <https://www.eciu.eu/news/a-milestone-reached-eciu-university-is-the-first-european-alliance-to-issue-e-sealed-micro-credentials>

formats, difficulties in credential recognition, concerns surrounding privacy and security, and the absence of a pervasive digital culture. Addressing these inhibitors is crucial to unlocking the full potential of digital credentials in the realm of higher education, ensuring their seamless integration and utility within academic institutions.

II.3.5. Conclusions and further steps in modularity and micro-credentials

The survey conducted in this document serves as a crucial tool for identifying best practices and challenges within the CIVIS alliance. It has offered essential insights into factors that need to be considered in the upcoming phase of CIVIS, with the aim of shaping innovative and navigable educational pathways, thus contributing to a more adaptable and accessible educational landscape.

CIVIS, as an alliance with a well-defined project structure, collaborated closely with multiple bodies and experts to design, conduct, and analyse this survey. The questions were crafted by the Stream 3 team of the Work-Package on Accredited Modular Offer (WP 11) at UAM, with support from the Education Unit, which is composed of representatives from each CIVIS member institution.

Here are the key findings and insights from the survey:

- **Modularization:** Only a limited number of CIVIS universities currently offer independent modules that do not lead to full degrees. However, several others are in the process of including this type of education in their offerings.
- **Legal Frame:** Modularization varies across CIVIS universities due to differences in national regulations. Limited timeframes for completion were identified as a barrier to stackability in some cases. Despite the use of ECTS, part of the definition of modularisation regarding the shift from a time-based to a credit-based structure is not completely in place in CIVIS institutions yet, since there are regulations in place to assure continuity of students, which will prevent students from having much flexibility, especially for students coming from different backgrounds that would need to follow a non-linear curriculum. Despite what we are seeing in the European and global context with recommendations for bearing in mind all types of students and their vital circumstances when designing their programs, most national and regional regulations are not implementing substantial changes yet.
- **Type of Modules:** Universities mainly offer modules as freestanding courses within their regular curricula. The purpose of these modules varies, with some focused on broadening students' knowledge and others designed for stackability.
- **Quality:** Quality Assurance processes for modules are often aligned with those for regular courses, with some universities involving national or internal verification processes.
- **Micro-credentials:** Currently, only two CIVIS universities offer micro-credentials, while a few others offer similar courses that could fit the micro-credential category. Micro-credentials may not yet be readily available for CIVIS regular students due to varying ECTS and technology constraints. However, given the importance of these credentials, it can be expected that changes in the current conditions are happening soon. CIVIS should not lose the opportunity to implement such a powerful education tool and must be prepared to include micro-credentials on their catalogue.
- **Micro-credentials Legal Framework:** While some universities have regulations in place for micro-credentials, they mainly focus on ECTS and stackability. Only a few universities lead to qualifications for certain employment or align with the European Qualifications Framework (EQF).

- **Lifelong Learning:** Most CIVIS institutions have dedicated units or departments for LLL, and they can award ECTS for these courses. Additionally, all the universities have some extent of quality assurance (internal or external), selection process for learners, awards a diploma and evaluation takes place, thus, having an approach that has paved the way for a rapid implementation of micro-credentials. The flexibility potential of LLL for regular students to broaden their choices is already unlocked in most CIVIS universities.
- **Inclusion of Life-long Learning in Regular Curricula:** Eight out of 11 CIVIS universities allow students to transfer competence-based ECTS from LLL to their BA/MA/PhD records, enhancing the flexibility of students' learning pathways.

It's important to acknowledge that the information presented may become obsolete due to the dynamic nature of micro-credentials and their regulation. The survey data was collected between June and September 2023 and will be updated as significant changes occur. In conclusion, the survey provides valuable insights into the status of modularization, micro-credentials, and lifelong learning within the CIVIS alliance. It reveals both opportunities and challenges associated with these innovative educational approaches, setting the stage for further discussions and actions within the alliance.

Incorporating modularity into the academic programs of all universities and establishing a portfolio presents a significant opportunity. In fact, this offers an excellent chance to integrate micro-credentials, micro-programs, Blending Intensive Programs, and emerging educational options into a unified portfolio. This would provide students with genuine pathways to arrange their learning, fostering them to follow their personal interests and career goals while they become more aware of their identity as European citizens without losing the opportunity to ease their inclusion on the labour market.

We anticipate that the process of introducing flexibility into students' curricula will gradually materialise within CIVIS. While full diploma design by students may not be currently feasible, we strongly encourage the CIVIS community to incorporate the following considerations when developing new programs, revising existing educational offerings, or converting previous Single Learning Activities (e.g., BIPS) into sustainable options:

1. **Modules:** Embrace a transdisciplinary approach, emphasising cutting-edge content, and enabling a degree of vertical stackability with interoperability across full diplomas.
2. **Micro-credentials:** Give precedence to horizontal stackability, allowing students to expand their skill sets and knowledge.
3. **Modularization and stackability** are invaluable tools to be actively integrated within CIVIS. There is a strong encouragement to incorporate them to infuse civic engagement, transdisciplinary perspectives, and challenge-based approaches throughout the entirety of the Alliance's educational offerings.

Pivotal logistical aspects that impact the educational landscape, but necessitate strategic resolution through internal institutional processes, include:

1. **Technical Perspective:** Collaborate on an IT standpoint to ensure compliance with each country's legislation and adherence to the Europass format.
2. **Fees:** Carefully consider the fee structures associated with these offerings, aligning them with sustainability and accessibility objectives.

The next steps involve the promotion of modularization within CIVIS, encompassing training and staff weeks. Promoting modularization within CIVIS through training and staff weeks is pivotal for the successful adoption of this innovative educational approach. It serves as the foundation for building the necessary capacity among faculty and staff, ensuring they understand the intricacies of modular

education. Moreover, it guarantees a consistent and high-quality learning experience for students across various member institutions. These initiatives also provide a platform for fostering innovation and adaptation, enabling educators to explore new teaching methods and technologies. They facilitate collaboration among institutions, encouraging the sharing of best practices and the development of joint educational resources. Quality assurance, a student-centric approach, and the leveraging of expertise are additional advantages that stem from these efforts. In essence, promoting modularization through training and staff weeks is essential for enhancing the educational landscape within CIVIS and delivering a student-focused, high-quality learning experience.

While Work Package 11 has made significant progress by organising two successful staff weeks, it's important to emphasise that our intention extends beyond these initial efforts. The staff weeks held in Madrid in June 2023, focusing on "Designing Micro-credentials with a Civic Approach," and the one at the Université de Lausanne in November 2023, themed "CIVIS Life-Long Learning Meeting," mark important milestones in our journey toward modularization and stackability. However, our commitment to this educational transformation doesn't stop there. We aim to provide ongoing support and resources to academics who wish to design new educational offerings with a modular philosophy. These staff weeks serve as the foundation and inspiration for further exploration, collaboration, and the development of innovative programs that align with CIVIS' mission. Our goal is to empower academics to continuously explore, adapt, and implement modular approaches to education, ensuring that CIVIS remains at the forefront of educational innovation and excellence.

Our next steps also involve two major milestones in the following years: creating a comprehensive list of CIVIS modules identified by the Hubs and approved by CIVIS governance and, compiling a detailed report on the accreditation of these modules, including the strategy employed for accreditation and recognition processes. For achieving these necessary milestones, further data and analysis will be done in the upcoming months to keep the track on CIVIS institutions without losing the focus on the European tools that will be developed during the upcoming months, such as the results from IMINQA project or European Label project.

These milestones are crucial for the effective implementation and recognition of CIVIS modules, and we will ensure that they are accomplished successfully.

II.4. Challenges and Barriers in Implementing Joint Education at Transnational Level: Unveiling the Roadmap for the European Degree

The European Degree Label (EDL) and proposed Joint European Degree (JED) hold great promise in fostering international collaboration, increasing student mobility, and driving pedagogical and research innovation within European higher education. However, achieving this vision requires overcoming a series of complex, intertwined challenges highlighted in the SMARTT report. Understanding these roadblocks and the report's proposed strategies for navigating them is crucial.

Perhaps the most formidable barrier is the lack of seamless alignment between the higher education frameworks of European member states. Disparate national legislation, accreditation standards, and quality assurance processes create a complex and often contradictory environment for institutions seeking to establish transnational programs. Rigid regulations might impede the recognition of joint degrees, while bureaucratic hurdles slow down the very collaborations these initiatives seek to foster.

Beyond legislative differences, the need for a shared understanding of degrees, program types, and intended outcomes presents another layer of complexity. Curricula, learning objectives, and grading systems can vary considerably across Europe, requiring institutions to meet in the middle and compromise to align their offerings under the EDL umbrella.

To gain credibility and wide acceptance, the EDL and JED will need to be supported by robust quality assurance mechanisms that function consistently across borders. The SMARTT report advocates leveraging existing frameworks like the European Standards and Guidelines (ESG) and the European Qualifications Framework (EQF). However, the challenge lies in ensuring these standards are interpreted and applied uniformly by a diverse collection of national quality assurance agencies. Establishing trust and fostering transparent communication throughout this assessment network will be key.

Implementing joint educational programs also carries significant financial and resource burdens. Developing and delivering an EDL-compliant program involves costs for faculty training, curriculum development, infrastructure, and student and teacher mobility. Smaller institutions, especially, might lack the financial means to initiate and sustain these resource-intensive programs.

Further, institutions may struggle due to a lack of internal expertise in transnational cooperation processes. Faculty might need support with intercultural communication and adaptability in their teaching methods to accommodate diverse student populations. Similarly, administrative staff might lack the knowledge and protocols to navigate cross-border program administration, student mobility procedures, and ensure compliance with regulations from multiple countries.

Finally, student-centred considerations are crucial. Uncertainty around degree recognition, career pathways with joint qualifications, or financial consequences of mobility, can discourage student participation. Providing clear information and addressing potential student concerns are vital for building widespread trust and ensuring program enrolment reflects the potential these initiatives have to offer.

The European Degree Label (EDL) and proposed Joint European Degree (JED) signal bold ambitions for the future of European higher education: deeper collaboration, enhanced student mobility, and innovation across teaching and research. Realizing this vision, however, depends on addressing a host of complex obstacles that impede the widespread implementation of transnational programs. The SMARTT report sheds light on these hurdles and charts a path forward with its recommendations. Let's delve deeper into these challenges and the proposed approaches for overcoming them.

National Obstacles: The Labyrinth of Legislation, Accreditation, and Quality Assurance

The fragmented nature of European higher education systems poses perhaps the most formidable challenge. Member states retain significant autonomy over legislative frameworks, accreditation processes, and quality assurance standards. Institutions seeking to implement joint programs must navigate a labyrinth of regulations and procedures, often finding contradictory requirements or inconsistent interpretations of common policies. Rigid legislation can obstruct the recognition of joint degrees, while bureaucratic hurdles from multiple countries can turn enthusiastic collaborations into prolonged waiting games. This lack of seamless interoperability significantly hinders widespread adoption of the EDL initiative.

Harmonization Hurdles: Seeking Consensus Across Diverse Systems

Beyond legislative complexity, institutions need to bridge differences in curricula, intended learning outcomes, and grading systems. These variations reflect the diversity of European educational traditions. However, to ensure consistency within EDL programs, partners need to find common ground. This involves determining which subject-specific standards apply, translating assessment methodologies, and finding a balance between institutional autonomy and EDL-mandated outcomes. The very definition of "degree", "program types", and their intended qualifications may require re-evaluation and compromise to align with the overarching framework.

The Quality Assurance Question: Trust, Consistency, and Capacity

Gaining widespread acceptance and recognition for the EDL and JED will hinge on robust quality assurance mechanisms that operate reliably across borders. The SMARTT report proposes building upon existing tools like the European Standards and Guidelines (ESG) and the European Qualifications Framework (EQF). However, ensuring consistent interpretation and application of these standards by diverse national quality assurance agencies is no easy feat. Establishing a strong foundation of trust, transparency, and communication throughout this network is paramount for the credibility of EDL-accredited programs. Additionally, some quality assurance agencies may lack the capacity or experience to evaluate the unique complexities of transnational programs.

Financial and Resource Constraints: The Price of Collaboration

Transnational collaboration and the ambition embedded within the EDL carry significant price tags. High-quality joint programs require investments in faculty training, curriculum development, infrastructure to support virtual exchange, and the costs of physically bringing students and teachers together across borders. Smaller institutions may lack the financial means to shoulder these start-up costs, let alone the ongoing operational expenses of these resource-intensive programs.

Building Capacity: Preparing for the Complexities of Joint Programs

Beyond finances, many institutions lack internal expertise in orchestrating transnational programs. Faculty may benefit from training in intercultural communication, collaborative teaching methodologies that embrace diverse student backgrounds, and the adaptation of their pedagogies to a virtual or geographically dispersed student body. Similarly, administrative staff might need guidance on cross-border program administration, student mobility protocols, and ensuring compliance with multiple national regulations. Equipping institutions with the tools they need for successful transnational collaboration is essential in moving beyond pilot programs and into mainstream adoption.

The Student Perspective: Addressing Uncertainties and Building Trust

The EDL's success depends on it becoming an attractive, trusted option for students. However, potential participants often harbour doubts. Uncertainty about how joint degrees will be recognized in various countries, concerns about career pathways upon graduation, or the financial burdens of studying across borders can discourage even the most globally minded student. To foster participation, clear information campaigns, testimonials from alumni of earlier joint programs, and potentially targeted financial aid are needed to address these concerns and showcase the transformative value the EDL can offer.

II.4.1. Employer Perspectives: Bridging the Gap Between Education and Industry Within the EDL Framework

The success of the European Degree Label (EDL) and proposed Joint European Degree (JED) depends not only on their acceptance within academia but also on their recognition by employers. A persistent challenge for higher education globally is the mismatch between the skills traditionally emphasized and those employers deem essential in a rapidly changing workforce. The EDL's transnational structure adds another layer to the equation, as both skills needs, and employer perceptions can vary across national borders. Proactive employer engagement, along with targeted communication strategies, will be key determinants in securing employer buy-in and establishing the EDL's long-term value.

The SMARTT report recognizes the need to better align higher education with workforce requirements. To pinpoint which skills to prioritize, the report suggests comprehensive skills mapping that gathers data from employers across key sectors to identify in-demand competencies relevant throughout Europe. This data should inform the refinement of the proposed EDL criteria. Skills such as intercultural awareness, problem-solving in diverse environments, digital competency, and rapid adaptability are likely to emerge as top priorities. By emphasizing such abilities, the EDL can signal a commitment to developing the professional qualities employers value most.

Without an established track record, employers might be hesitant to embrace novel qualifications like those offered under the EDL or JED initiatives. The SMARTT recommendation to focus on transparent learning outcomes is foundational for addressing this challenge. Clearly describing – in accessible terms – the knowledge, skills, and experiences that EDL graduates acquire will go a long way in demystifying the qualifications and fostering confidence among employers. Alumni success stories, testimonials, and collaborations between EDL-affiliated institutions and employers – in the form of internships, mentorships, or joint projects – can further solidify the initiative's reputation and build trust over time.

Effective two-way communication between the higher education sector and employers is often underdeveloped. This communication gap obscures employers' understanding of how educational programs, particularly innovative models like the EDL, prepare graduates for professional roles. Meanwhile, without consistent feedback from industry, universities risk becoming out-of-sync with the needs of the workforce. The SMARTT recommendations on stakeholder engagement and the creation of centralized informational hubs should make employers a central focus. Workshops, consultations, and even dedicated advisory bodies comprised of employer representatives will create a feedback loop, ensuring that EDL's criteria and overall framework reflect the dynamic needs of the labour market.

Beyond addressing challenges, the success of the EDL hinges on clearly demonstrating to employers the benefits of hiring its graduates. The following strengths should be emphasized when engaging with this crucial stakeholder group:

- **Global Mindset:** EDL graduates possess heightened awareness of global business practices, cultural nuances, and can adapt seamlessly into diverse workplaces because of their international educational experiences and mobility opportunities.
- **Complex Problem-Solving:** The very structure of joint programs necessitates collaboration across disciplines and perspectives. EDL graduates will possess strong teamwork skills, innovative thinking, and an agile approach to solving complex challenges – highly transferable skills for multinational environments.
- **Adaptability and Resilience:** Successfully completing a transnational joint program signals the ability to thrive in unfamiliar environments and quickly adapt to new systems and protocols. This adaptability is an invaluable advantage in today's rapidly changing professional landscape.

The success of the EDL depends on its ability to convince employers that it represents a quality standard aligned with their needs. Proactive engagement with industry, targeted communication about the core strengths EDL graduates possesses, and emphasis on skills mapping guided by SMARTT insights will be essential to bridge the education-industry gap. Through these concerted efforts, the EDL and JED have the potential to become the qualifications that employers seek when building a highly skilled, globally minded, and adaptable workforce.

II.4.3. The Role of Technology: Removing Barriers and Enhancing the Transnational Experience within the EDL

Technology plays a multifaceted role in the EDL and JED initiatives. It can help overcome long-standing barriers to transnational education, while also opening the door to innovative pedagogical approaches made possible by digital tools. However, to fully harness the transformative potential of technology, challenges such as the digital divide must be addressed proactively, and institutions need support to develop their technological capacities.

One of the most significant challenges is the uneven access to reliable technology, high-speed internet, and digital literacy skills that can create inequities and hinder full participation in EDL programs. This is particularly true for students from less developed regions or disadvantaged socioeconomic backgrounds. Recognizing this, the SMARTT report emphasizes financial support and incentives to bridge the digital divide. This could encompass subsidies to help students acquire necessary technology, investments in regional infrastructure, and technological capacity-building programs for less developed institutions to avoid exacerbating pre-existing inequalities.

Adopting a set of recommended technology standards and guidelines for institutions participating in EDL programs would help establish minimum requirements for functionality and compatibility. This would streamline processes and enable smoother collaboration across borders, which is particularly important given the likelihood that universities involved in joint programs might utilize diverse learning management systems, communication platforms, and assessment tools. Furthermore, the SMARTT report underscores the importance of knowledge sharing. Creating a repository of best practices in learning design, collaborative online tools, and online pedagogy would assist institutions as they enhance their technological capabilities.

While physical mobility remains a core component of joint programs, the EDL can become a catalyst for exploring innovative forms of virtual exchange. The SMARTT report's focus on the 'virtual campus' concept offers a promising foundation for recommendations on how structured virtual experiences can be integrated into curricula. Examples could include collaborative simulations, remote team projects focused on solving cross-border challenges, and intercultural case studies. Similarly, technology facilitates new and innovative assessment formats. Virtual simulations, online portfolios, and peer-review tools are particularly valuable in assessing complex skills like teamwork, digital literacy, and online interaction, which are key within the EDL framework.

Beyond its role in overcoming obstacles, technology offers multiple avenues to enhance the EDL experience and drive innovation:

- **Enhanced Collaboration:** Tools for synchronous and asynchronous communication allow for dynamic interactions across locations, time zones, and learning styles. Project management platforms facilitate collaborative work between geographically dispersed student teams.
- **Data-Driven Improvement:** Learning management systems and assessment platforms generate data that, when properly analysed, can identify strengths and weaknesses in program design and help personalize instruction. This promotes the continuous improvement and quality that are vital for a successful initiative like the EDL.

Technology, strategically implemented and supported by targeted policies, can propel the EDL initiative toward its ambitious vision. By addressing the digital divide, developing clear guidelines, and encouraging innovation in pedagogy and assessment, technology can become a key enabler of flexible, accessible, and high-quality transnational education. It will play an instrumental role in transforming the landscape of European higher education, equipping graduates with the skills and experiences that align with the demands of an increasingly interconnected world.

II.4.4. The SMARTT Recommendations: A Roadmap to Overcoming Challenges

The SMARTT report acknowledges these multi-level challenges and proposes a structured roadmap to facilitate the phased implementation of the EDL, leading towards the more complex JED framework. This phased approach – Emerging, Converging, Merging – allows institutions to accumulate experience before moving onto increasingly demanding program models. Other recommendations involve:

- **Harmonization Efforts:** Emphasizing streamlining and alignment of the EDL with existing frameworks like the Bologna Process and the EQF to create a more cohesive regulatory landscape.
- **Streamlining Quality Assurance:** Advocates for utilizing EQAR-registered agencies to ensure consistent evaluations, while also encouraging collaboration among national agencies to foster a unified approach.
- **Building Capacity and Support:** Recommends providing resources, including funding, for the development of training programs so both faculty and administrators can acquire the skills necessary for successful joint program implementation.
- **Financial Incentives:** Calls for dedicated funding to support the creation and sustainability of joint programs, as well as grants that facilitate research collaboration, student/faculty mobility, and recognition programs for institutions excelling within the EDL/JED framework.
- **Promoting Student Mobility:** Stresses the need to streamline visa processes, foster widespread degree recognition, and provide financial aid for those participating in exchange programs to make transnational education a viable and attractive option for students.
- **Strengthening Communication and Stakeholder Engagement:** Proposes the creation of a centralized resource hub where institutions, students, and employers can access program listings, funding opportunities, best practices, and general information, thereby increasing transparency and encouraging participation.

A Catalyst for Transformation

The potential of the EDL and JED to enrich the European higher education landscape is undeniable. By addressing the challenges outlined above through harmonization, capacity building, targeted financial support, and proactive stakeholder engagement, the goal of seamless transnational education can be achieved. Success will require a collective commitment from institutions, policymakers, and students to embrace collaboration. Ultimately, the EDL and JED can transform Europe into a global leader, offering quality educational experiences that prioritize intercultural exchange, employability, and the development of engaged global citizens.

II.5. Transversal dimensions. Key issues for an innovative educational offer

The educational activities proposed in the CIVIS Educational Framework are divided in three main categories (SLAs, MSLAs, Degrees). The CIVIS Educational offer is characterised through a set of transversal components with clearly defined requirements. These transversal components offer applicability and finality to the process of designing and implementing any of the educational activities proposed through the CIVIS Educational Offer.

II.5.1. Quality Assurance

This section consists of transversal guidelines and a basis for quality assurance of different categories of joint educational activities. These guidelines are aimed to guide the work with quality assurance and accreditation strategies and processes etc. related to different tasks, objectives, milestones, or deliverables for CIVIS2⁶⁰.

Guidelines for Quality Assurance of CIVIS Joint Educational Activities

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015) are a set of standards and guidelines for internal and external quality assurance in higher education. A key goal of the ESG is to contribute to the common understanding of quality assurance for learning and teaching across higher education institutions and among all stakeholders (staff, students, and external stakeholders). ESG also helps the institutions, in this case the member universities of CIVIS, to build mutual trust and better understanding of their educational activities. ESG also gives the alliance a common terminology for quality assurance of joint educational activities.

All CIVIS member universities have implemented ESG and an analysis among the universities has highlighted similarities of quality assurance of teaching and learning activities, but also differences (Cappelli et al., 2022). As stated in the Joint Mission Statement for CIVIS2 (Annex 1, Application CIVIS2, 2022, p. 5), CIVIS2 will “continue to implement efficient internal quality assurance mechanisms compliant with Standards and Guidelines for Quality Assurance in the EHEA”.

Our knowledge and trust of each other, in combination with a shared understanding of the subsidiarity principle where joint actions and programmes are implemented in respect of each member’s autonomous decision-making processes, will further guide the development of quality assurance processes of different types of joint educational activities. (Joint Mission Statement, Annex 1, Application CIVIS2, 2022). In line with this statement CIVIS should also, as much as possible, avoid duplication (double layers) of quality assurance system (activities and processes) of CIVIS educational activities (Steering Committee CIVIS1, 2022).

II.5.2. Embedded Mobility

Increasing students’ mobility is one of the CIVIS aims, therefore in the CIVIS Educational Offer mobility is one of the main transversal characteristics. The mobility has as main scope to increase cross-cultural awareness and cultural exchange, to offer study, research, and traineeships opportunities in different higher institutions, to go beyond its own university’s walls and national culture.

One of the key elements set by the European Commission for 2025 is to establish a European higher education inter-university campus in which the mobility for all educational levels to “study, train, teach, do research, work, or share services” should be at a high level. Moreover, at least 50% of the students must benefit from mobility (European Commission, 2020).

Mobility will be embedded in all educational activities from the CIVIS Educational Framework, and it can be physical, online (digitally enhanced) or blended mobility. The mobility will be integrated in the design

⁶⁰ For example, the tasks “Set up operational guidelines for accreditation of CIVIS educational activities (in line with universities regulations)” (p. 85) for WP8 and “Develop, assess, implement and quality check for Joint European degrees and shared programmes at BA & MA level” (p. 89) for WP9. (Application CIVIS2, 2022)

of the educational activities, with various lengths depending on the type of mobility (physical, online, blended) and the overall extent of the educational activity.

II.5.3. Innovative Pedagogies

Innovative pedagogies are transversal dimensions derived from CIVIS previous activities offering a new perspective on the educational offer design. They are examples of instructional / learning design strategies or approaches. The analysis on pedagogical innovations led to a clustering model with four typologies: technology-based pedagogical innovation, methodology-based pedagogical innovation, skill-based pedagogical innovation, and context-driven pedagogical innovation, and covers topics such as online and blended learning, experiential learning, gamification, and inclusive education.

The clusters identified in the inventory are based on concrete examples coming from eight CIVIS universities, but they do not pretend to be exhaustive. When offering a type of mobility, each university is expected to involve some pedagogical innovation, as suggested in the inventory, or a different category that should be briefly explained.

Innovative Pedagogies represent not just practical means for innovation teaching and learning in higher education, but also a CIVIS strategic approach for creating a CIVIS educational brand in relation with the higher education and European universities landscape. Linked with the theoretical and practical aspects included in the CIVIS Handbook on Innovative Pedagogies (Ciolan et al., 2021), pedagogical innovation practices should be included in the teaching design, either by replicating at least one of the examples provided in the CIVIS Innovative Pedagogies Database, or by enriching the database with new designs and proposals (contributing to the continuous development of this project and providing practical models of pedagogical innovation to academics and practitioners from all CIVIS universities). Innovative pedagogies should be included in the teaching / course design, either from the CIVIS Innovative Pedagogy Database, or by enriching the database with new designs and propositions.

II.5.4. Multilingualism

With different major languages spoken in the Alliance, CIVIS supports linguistic diversity through different aspects, developing not only a portfolio of multilingual tools to support multilingual communication, education, and research (e.g., oral and written automatic translation), but also providing students with innovative language-learning methodologies to support longer-term mobility, and the acquisition, maintenance, and improvement of linguistic skills. Considering this aspect, learning can take place not only in English, as the official language of the Alliance, but also in the other major languages of the partner universities: French, Greek, Romanian, Spanish, Italian, Swedish, German, or any other language considered of interest for the students.

All the activities enclosed in CIVIS Educational Framework can be conducted in any of the CIVIS languages, not only as a one-language driven activity, but also as multilingual approaches, including second and even third languages in the activities' design and delivery. Even though there is an ongoing tendency to offer English learning opportunities, CIVIS promotes and supports diverse approaches, and invites academics to offer different multilingual learning contexts for the students, independent of the field or delivery mode.

II.5.5. ECTS & Recognition

Providing a common recognition frame in all partner universities represents one of the major challenges existing in most of the European alliances, especially considering that each partner university has different conditions and legal barriers related to the recognition of learning.

The credit recognition process relies on the ECTS and guidelines and the mutual trust among the CIVIS partners on the award of ECTS by the host(s) of a CIVIS course or another credit giving educational activity. The ECTS credit points is an expression of the student workload considered for the programme and all the learning components included in the programme. In this sense, each ECTS credit point must correspond to 25-30 hours of workload, including both the educational activities and the student independent work (European Commission, 2015). The specific workload needs to be defined for each learning activity, specifying how it is divided by educational activities and individual learning, to support recognition of learning in the Alliance and beyond.

A mandatory request for gaining ECTS credit points for a specific course is passing an assessment. Any component included in the CIVIS Educational Offer must indicate the method of assessment and other conditions for passing the examination: “Credits are awarded when appropriate assessment shows that the defined learning outcomes have been achieved at the relevant level. If the student has not achieved the learning outcomes, no credits will be awarded” (European Commission, 2015, p. 27).

The recognition at the student's home university can be partial or full, according to the national legislation and the institutional practices in place. Constant efforts must be made to support this process and to offer students the possibility to fully recognise ECTS credit points received in CIVIS learning activities at their home universities and add them to its regular curriculum. On the contrary, where this cannot be realised, they may be recognized as extracurricular activities.

Before applying to any credit-bearing CIVIS learning activity, the students must be invited to discuss their recognition possibilities, to fully understand the process and the situation upon graduation.

CIVIS educational activities range, in terms of ECTS credit points, as follows:

- **Single Learning Activities (SLAs):** 1 to 12 ECTS credit points
- **Multi-Structured Learning Activities (MSLAs):** 3 to 30 ECTS credit points
- **CIVIS Degrees:** Considering the Bologna guidelines and the different practices at the level of European higher education, the upper level of the CIVIS construction – CIVIS Degrees, Bachelor level degree stipulates a minimum of 180 ECTS credit points and Master level degree a minimum of 90 ECTS credit points. The range can differ in accordance with different professions, such as the different structures for regulated professions linked degrees, but also in relation to other practices existing linked with other adaptations of the general Bologna framework, especially for Ph.D.

II.5.6. Digital Credentials

Digital credentials ensure the transparency and portability of all information for learning recognition and mobility. According to the EU, digital credentials (*What Are Digital Credentials | Europass*, n.d.) is a digital document describing the learning achievement by using a series of information: activities, assessments, skills, achievements, professional entitlements, qualifications. The use of digital credentials supports the process of ECTS recognition by home university. Moreover, European Digital

Credentials are used (in a pilot project in 18 European countries) to support recognition of learning achievements and understand the credentials both by institutions and employers.

The CIVIS recognition of learning results takes place through CIVIS Passport, and the information provided by the CIVIS Passport platform, along with a Transcript of Records, linked with the digital credentials of the students and the information provided by the academics offering the modules. These documents and digital credentials record all learning experiences (courses, activities, workshops, etc.) and any other additional information needed for recognition, such as details of the passed exams, assessment methods, learning outcomes, length, and number of ECTS credit points awarded, etc. In this sense, we consider that all academics should fill the CIVIS learning recognition form with all relevant information to create a comprehensive frame for the recognition of learning inside and outside the Alliance. The CIVIS Passport not only records all learning activities undertaken by the students, but it is also a digital portable asset with a paramount importance in student mobility, learning recognition and employability.

II.5.7. Strategic African Partners

Based on experiences with first joint activities 2022-24, CIVIS and its Strategic Partner Universities (SPU) in Africa will further develop challenge-orientated activities across all academic missions – education, research, and transfer to society, including measures gearing joint activities to societal challenges. These activities will be complemented by transversal actions.

Education

Given the key role of educational offers in CIVIS' challenge-based approach, co-creating those jointly with African partners may directly contribute to a focus on grand societal challenges that addresses their global (respectively non-European) dimensions. While the same applies to strategic partners and African perspectives, cooperation in this field has the potential to widen and diversify our partner's educational offerings and exchange opportunities especially for Master and PhD students.

CIVIS and its SPUs agreed to collaborate on challenge-oriented education in both short- and long-term offers.

Blended Intensive Programmes (short-term programmes)

Current status

Short-term Blended Intensive Programmes (BIP) are currently the core format of CIVIS educational offers (see also Chapter 3). The CIVIS approach to BIP was recently mentioned as an example of a European University using this funding format in innovative ways (European Commission, 2022, 'Blended mobility implementation guide for Erasmus+ higher education mobility KA131').

With the inclusion of strategic partners, CIVIS seeks to take the BIP strategy to the next level and open it up to students and faculty from African partner universities. The inclusion of strategic partner universities is currently tested in a pilot phase with the following features:

- Most CIVIS member institutions have successfully applied for Erasmus+ ICM funding for enabling staff and student exchange with SPU for CIVIS BIP in 2022 and 2023.

- From the 2nd Call 2023 onwards, each Call for Proposals for BIP encourages the inclusion of members/co-lecturers from SPUs; seven BIP included at least one co-lecturer from an SPU in that Call.
- Those seven and further eight BIP, 15 in total, were opened to student applications from selected SPUs in the Student BIP Call in November 2023. About 80 students applied for about 30 Erasmus+ ICM scholarships enabling the student participation in the physical part of the programme.
- Seven BIP of the Student BIP Call in 2024, i.e., mostly those including co-lecturers from African partners, were opened in the same way in addition.
- The implementation of these BIP including co-lecturers and/or students from SPUs takes place from March 2024 onwards.

Degree Programs (Long-term programmes)

Through CIVIS Hubs, CIVIS is developing challenge-oriented, long-term study programmes - from micro-programmes to full degree programmes, from Bachelor to PhD level until 2027. CIVIS and strategic partners agreed to work together on the inclusion of the latter in those educational offers. Three non-exclusive approaches to co-creating such offers can be distinguished:

Informal co-creation (light approach):

- Co-teaching of faculty from strategic partners in selected seminars/lectures (online/in-person; single/regular)
- Opening of selected contents to students from strategic partners based on existing exchange formats (semester exchange; short-term exchange and participation in selected courses [e.g., PhD students participating in selected workshops of a CIVIS PhD programme; participation in online-course elements])

Formal co-creation of selected programme contents (medium approach):

- Integration of shared seminars/modules/course elements in the curriculum of both CIVIS programmes and similar programmes at strategic partner universities, e.g., through COIL (Cooperative Online International Learning, see e.g. Gow 2023, using UofG as a case study)
- If necessary, low-key mutual recognition of those seminars/modules

Joint programme (full approach):

- Jointly delivered programme, with studies in 2+ countries (joint/multiple degree)
- Formal participation of strategic partner(s) in the programme consortium (associated/full membership)

The choice of approach(s) will differ among programmes and certainly depend on several factors. Apart from the academic matchmaking of suitable faculty and curricula itself, challenges occur with comparatively higher regulatory hurdles for implementing joint educational offers, comparatively longer, more expensive, and demanding travels (also due to visa requirements), and constraints in available management capacities and funding.

However, the level and intensity of co-creation and integration of strategic partners could also be planned in consecutive steps, starting with less challenging, lower-cost approaches and eventually

leading to more formal, comprehensive types of collaboration. Moreover, since the programmes themselves are often restricted in terms of institutional participation, not all strategic partners will participate in all CIVIS programmes, at least not to the same extent.

Several funding mechanisms exist and need to be explored for their use in joint educational offers with strategic partners:

- Erasmus Mundus Joint Master (EMJM): The far-reaching integration of African institution(s) is here possible, in principle.
- Local funding opportunities: Several CIVIS members have funding mechanisms in place enabling faculty or student exchanges with strategic partners (see dataset “Funding opportunities for CIVIS and Strategic Partners”).
- Erasmus+ International Credit Mobility (ICM): Bilateral mobility schemes for the exchange of faculty and staff could be applied for and implemented on specific programmes.
- Erasmus+ Capacity Building for Higher Education: This and other EU programmes supporting curriculum development and innovation could be explored and applied for in order to implement, e.g., COIL formats.

Current status:

- The collaboration with SPU has been added as a criterion by CIVIS Hubs for the design of study programmes.
- Meanwhile, with the support from CIVIS Hub Councils, SPU representatives therein, and the GPO, programme design teams of all five CIVIS Hubs have reached out to SPU for exploring a collaboration. For instance, the Hub1 Master on Climate, Environment, Energy is advanced in this regard by planning the integration of UH2C in an Erasmus Mundus application (full approach). The ART-W study programme of Hub2 is already collaborating with Wits in the inclusion of students (light approach) and is exploring ways to intensify the integration. For some programmes this step is still pending.

Promoting ‘Global Education’ through strategic partnerships

Education on global social challenges is closely intertwined with/cross-fertilises with the ‘Global Education’ approach in Educational Sciences. Our partnerships provide an ideal ground for advancing this approach both for its development at the individual member institutions on the one hand and as an approach applied in CIVIS educational offers on the other. Our vision is to develop CIVIS and its partners into a concrete case and example for a “global education partnership”.

III. PEDAGOGICAL INNOVATION AND DIGITAL ENHANCED EDUCATION

III.1. Strategy on innovative pedagogies. Trainings & workshops for academics, researchers and doctoral students in CIVIS

The organization of workshops on innovative pedagogies is part of a broader strategy aimed at promoting teaching and learning solutions to challenges the CIVIS educational context. To do so, we are developing a collaborative culture that takes advantage of the expertise of all our universities in developing pedagogical approaches that adapt to an increasingly digital, intercultural, and exposed to global challenges reality.

III.1.1. Innovate in teaching to respond to a changing reality

Why do we talk about Innovative pedagogies in CIVIS? And why do we think it should be a transversal component of our educational offering? When it comes to education, "innovation" can be a misleading term: its meaning changes from place to place and over time: what is new today will not be new tomorrow. Moreover, talking about teaching innovation can give the false impression that what is new, just for the sake of being new, is more valuable than a traditional method, which is not true. The expression tends to divert attention from the essential issue: teaching is about facilitating learning. Sometimes it will require innovative methods and tools and sometimes not.

So why do we talk about innovative pedagogies in CIVIS? Because CIVIS is what is new. It is new from a global perspective, in the sense that European universities alliances emerge at a time of reconfiguration of the higher education space, which must respond to the needs of an increasingly digital, intercultural, and exposed to global challenges society. But it is also new in a very concrete sense, insofar as CIVIS represents an educational context of its own.

First, all educational activities are co-created by academics from, at least, three different universities. This means three different social, pedagogical, and academic backgrounds. If we want to develop intercultural and transdisciplinary approaches for our students, we need to learn how to work together to take advantage of these differences.

Second, most of our courses and programs are, partially or totally, developed in a virtual environment. And this is not about tools, or not mainly. Digital transformation is, above all, about information: information being everywhere, at any time, and in a more fragmented and visual way that it used to be. And this has an impact on the teacher's role and on the student's learning possibilities, as information is no longer only consumed, but also produced and shared.

And third, CIVIS aims to respond to global and local challenges. We need to build bridges between the classroom and civil society to share knowledge and respond together to problems that concern us all as society. And this, of course, changes the function of the classroom itself, traditionally understood as the physical space where learning occurs.

This draws an educational landscape that is new for teachers, for students and for learning designers. This is why the CIVIS vision on innovative pedagogies is not about giving ready-made responses, but about working together to find the teaching approaches best suited to a changing reality. We think that the only way to develop transformative learning experiences is to promote a collaborative culture that seeks creative solutions to a very concrete educational context.

III.1.2. Innovative pedagogies: how is it structured in CIVIS?

This ecosystem is made up of different working groups, both at the level of the alliance and at the level of the universities, which do not always work together. Locally, the great challenge is to identify experts in each of the universities and include them in the process of reflection on the teaching transformation in CIVIS. At the alliance level, the goal is to build bridges between the groups that already exist so that ideas and collaborative projects with a positive impact on our students can emerge. These are some of the voices working in CIVIS in the field of pedagogical innovation.

- ***Innovative Pedagogies Officer:*** the person responsible for the coordination and implementation of innovative pedagogies in CIVIS activities with the support of the Expert Group on Innovative Pedagogies.
- ***Expert Group on Innovative Pedagogies:*** made up of experts from the 11 CIVIS member universities, its main functions are to promote creative solutions to CIVIS teaching challenges and to facilitate liaison with experts in specific fields within their universities, whenever needed.
- ***Stream on Embedded Joint Educational Offer:*** the team in charge of assuring that innovative pedagogies become a structural component in CIVIS, as it develops the frameworks for a coherent joint educational offer.
- ***Stream on Challenge-based Education and Civic Engagement:*** the team responsible for the strategy to create links between academia and civil society. Its work has a direct impact on the development of teaching methods best suited to the societal challenges identified.
- ***Experts Groups on Civic Engagement and Service Learning:*** Also composed of experts from the 11 European member universities, their role is to ensure that these two areas permeate the CIVIS educational offerings. Some of their interests are common to the Expert Group on “Innovative Pedagogies”.
- **Other CIVIS Alliance projects:** In addition to CIVIS 2, the CIVIS alliance is composed of other projects, some of which address the issue of teaching and learning transformation in an evolving context. Among others: *UNI-T*⁶¹, *e-Belong*⁶², and *Service Learning (SL-ICP)*⁶³. Collaboration with them is essential to broaden voices involved in the discussion and leverage efforts.

III.1.3. Workshops objectives

Since the birth of CIVIS, we have been working to make pedagogical innovation a transversal element of our educational offer. During the first phase of the project, the so-called Task Force on Innovative Pedagogies concentrated its efforts on strengthening the ties between all member universities to learn about each other's expertise in teaching and learning and to lay the foundations for the development of common projects. An example of this is the development of a Handbook on Innovative Pedagogies, which mapped examples of relevant approaches and methodologies already existing in our universities, to identify, share and reflect together on the challenges we face from a teaching and learning point of view (Ciolan et al., 2021). Due to this work, a series of workshops on innovative pedagogies were organized, in which CIVIS professors and experts were invited to share their ideas with other colleagues

⁶¹ To know more: <https://civis.eu/fr/uni-t-european-teacher-academy>

⁶² To know more: <https://civis.eu/fr/actualites/civis-secures-new-eu-funding-with-its-project-sense-of-belonging-in-online-learning-environments-e-belong>

⁶³ To know more: <https://eurasianet.eu/en/service-learning-2/>

in the Alliance. The initiative, which was a success in terms of the number of participants and the involvement of the partner universities, made it possible to stimulate pedagogical innovation at the grassroots and create valuable networks of academics with common interests.

In CIVIS 2 we are moving from the conceptualization towards the implementation of our own educational offer. This implies a change in the focus of the strategy on innovative pedagogies, which needs to be more oriented towards experimentation and the application of methodologies and approaches adapted to the educational context described above. Based on the inspiring results of the workshops held during the first 3 years of CIVIS, it was decided to repeat the initiative, but refocusing it to the needs of this new phase of the project. This is why the series of workshops that we are presenting here is based on two principles:

1. The identification of strategic areas

As explained above, CIVIS represents a very particular educational context. The project of designing an innovative and meaningful educational offer for students is exciting, but also very challenging, in the sense that it sets new rules of the game for most of the alliance community: teachers, students and administrative staff, including experts on learning design. So, we started with the most basic possible questions: What is CIVIS in terms of teaching and learning? What does its current educational offer consist of? What does it aspire to develop and how will that affect the learning environment? What is its added value with respect to other European universities alliances and to CIVIS member universities themselves? In few words: what is the CIVIS pedagogical hallmark?

To answer this question, many people involved in the development of CIVIS courses and programmes were consulted: the stream responsible for defining the alliance educational framework, the *Expert Group on Innovative Pedagogies*, the *Coordination Office*, the *Management Committee*. The proposal was presented and refined at different stages until 5 main axes were identified: challenge-based learning, blended learning design, modularization, inclusion and accessibility and co-creation of educational activities. In the following section, a brief description of the relevance of each of these aspects in CIVIS is presented.

The objective of orienting the workshops to these thematic areas is double. On one side, to stimulate the search for pedagogical solutions to certain CIVIS problems, helping us with the knowledge of experts from all member universities. On the other side, to reinforce the pedagogical identity of the alliance, to facilitate a better understanding, both from an internal point of view and to external audiences, of what CIVIS can contribute in terms of teaching and learning. This is a crucial issue, as it should help us to develop coherent strategies with a positive impact on our students. If we identify the elements that set us apart as an alliance and learn to exploit them well, we will attract students eager to be part of CIVIS learning experiences.

2. The aim of producing transferable outcomes

Once the strategic areas have been identified and experts from different universities have made their proposals based on their expertise, the great challenge lies in ensuring that the results of these workshops have the greatest possible impact in the CIVIS teaching community. The reality is that, in the most optimistic projections, each of these workshops will be attended by a few dozen participants. If the goal is to make pedagogical innovation a transversal element of the CIVIS educational offer, we have to develop strategies that increase the transferability of the learning outcomes. In other words, we aim that the knowledge emerging from the workshops can be applicable to different academic and educational contexts.

Of course, this is not an easy task. The Expert Group on Innovative Pedagogies will be working on it and part of the solutions will be certainly found along the way. However, some of the ideas that have already been raised in previous discussions may shed light on future areas of work:

- **A practical approach:** all workshops will have a practical and participatory approach, so that participants can adapt the skills acquired to their own reality and draw conclusions about different approaches (academic, cultural, and social) to the same teaching tool.
- **Micro-learning pills based on the workshop's approaches.** The organization of workshops is part of a broader upskilling strategy aiming at reinforcing the innovative character of the CIVIS educational offer. The CIVIS Moodle could work as an entrance point to pedagogical resources open to a large community of teachers. Making the workshops outcomes more transferable would require producing or share resources (such as templates, videos, tutorials) linked to the workshop content, as well as to disseminate their existence.
- **Declination of some workshops in all CIVIS universities:** to facilitate multilingualism and multiply the audience, one possibility for the future could be to create templates for some of the workshops to be delivered by local teachers in each of the universities, adapting the content to different educational contexts.
- **CIVIS teaching certificate:** the initiative would consist of designing a short programme on CIVIS innovative pedagogies which would include the participation in some of the workshops. This would be with the objective of both increasing the interest of the participants and reinforcing our pedagogical hallmark, as the programme would be focused on the CIVIS educational specificities.
- **Dynamic handbook on Innovative Pedagogies:** the very nature of pedagogical innovation means that teaching and learning methods and tools are constantly evolving. To ensure we have a broad overview of how our teaching communities are creatively reacting to a changing educational context, an online space that would work as a sort of pedagogical innovation radar could be created. It may allow to strengthen the links between teachers and provide ideas for future educational innovation workshops.
- **Support after the workshop:** the participants could be accompanied to facilitate either the development of new workshops in their respective universities, or the application of the competences to the development of their courses.

This is not an exhaustive list of initiatives, but ideas in a stage of reflection whose implementation would require a coordinated organization. However, their value at this point is to show the range of possibilities that exist in developing strategies to increase the impact of the workshops in the CIVIS community, which is a priority in the development of innovative pedagogies as a transversal component of our educational offering.

III.1.4. Strategic areas to be explored

III.1.4.1. Challenge-based and civic approaches

The civic component is the backbone of the alliance. Different ways of linking academic content to the needs of civil society should be explored to build an academic offer around this specificity. It is important to build participative methodologies in line with the CIVIS strategy on challenge-based approach and civic engagement. These workshops are not intended to focus on a social content, but on pedagogical frameworks, methodologies or tools aiming the student to learn by contributing to the benefit of the

social, cultural, and economic development. Different degrees of involvement of civil society are possible, from simple consultation to co-design of courses and programmes together with academic staff.

III.1.4.2. Blended learning design

A large part of the CIVIS educational offer is developed in a virtual environment. Most of the current educational activities are composed by a face-to-face and an online part. The quality of our educational offer depends, in part, on how the digital dimension is integrated into the courses and programmes design. This implies taking advantage of the potential of technology to create learning experiences that would not be possible without it. But, at the same time, it requires a redefinition of the teaching framework that considers that learning is no longer limited to the time and space of the classroom. This series of workshops intends to learn from experts on how to create a coherent blended course.

III.1.4.3. Modularisation

As mentioned in the CIVIS Educational Framework, our educational offer is *“based on the principles of stackability and modularisation [in order to enhance] flexibility and customisation across all types of learning”*. We encourage experts from all universities to share their know-how in the design of a modular offer, both from a curricular and an extracurricular perspective. In the context of CIVIS, this can be translated by the development of:

- **Micro-programmes:** short and medium-sized programmes composed by smaller units of learning (courses, practice activities, projects, etc.) with the vocation to be integrated into the formal curriculum of students.
- **Micro-credentials:** courses designed within the scope of lifelong learning with the purpose of providing the learner with specific knowledge, skills and competences that respond to societal, personal, cultural, or labour market needs.

The objective is not to focus on the administrative component but on the conceptual one: how to exploit its pedagogical potential, how to ensure coherence, how to evaluate them, etc.

III.1.4.4. Inclusion and accessibility

The development of CIVIS takes place in a changing educational context, increasingly digital and global, which has an uneven impact on students. Many examples can be mentioned: digital divide, unequal weight of the alliance languages, intercultural matters, visual difficulties in an online course... To reduce the risk of favouring some students over others. We should deepen strategies to ensure equal access and opportunities for students of different background and abilities to succeed. We propose a series of workshops aiming to bring inclusion and accessibility into the course and programme design.

III.1.4.5. Co-creation of educational activities

One of the distinctive features of CIVIS is that any educational activity is coordinated by at least 3-member universities. This means that the design of CIVIS courses and programmes is the result of the collaborative work of at least 3 teachers with different academic, cultural, social, and often linguistic backgrounds. The challenge is even greater when we consider that the potential audience for these activities comes from 17 universities, spread between Europe and Africa. At CIVIS, we believe it is essential to design effective strategies for the co-construction of our educational offer. This implies,

among other things, reflecting together on elements such as transdisciplinarity, the place of stakeholders and students in the course design, the role of instructional and visual designers, the value of intercultural facilitators and so on. To this end, we invite experts from all universities to share their ideas to develop a truly interdisciplinary and intercultural educational offer.

III.1.4.6. Innovative pedagogies as an open field

A changing society inevitably impacts the classroom dynamics. How do teachers respond to this challenge? The answer sometimes may come from an emerging educational context, sometimes from digital tools that facilitate student's learning experience, sometimes from the unexpected crossover between approaches of traditionally separate disciplines. The field of Pedagogical innovation is constantly evolving, whether for social, cultural, or technological reasons. In any case, it is imperative to leave an open door to proposals on teaching methods or tools that we have not considered in the previous categories and that nevertheless can play an important role in the relationship between the teacher, the student, and the classroom.

III.2. Calendar of workshops

III.2.1. How is the calendar of workshops presented?

With three months to go before the start of the 2023-2024 academic year, it is not realistic to set specific dates, but it is possible to have a reference calendar that will facilitate the planning of the pedagogical innovation workshops. In this section you will find information on the workshops in two different sections: first, a list with basic information on the title, the coordinating university, and their approximate date and, second, a series of summaries with all the workshops and information on the strategic areas in which each of them is framed.

In total, 25 workshops are presented, although the number could increase over the course of the year if proposals arise that respond to needs identified in CIVIS over the coming months. The list covers all the strategic areas identified, including some proposals that, under the umbrella of the title Innovative Pedagogies as an open field, complement and enrich the categories that had been identified as priorities. This is the case of workshops that propose creative approaches to course design, evaluation, or the legal implications of educational innovation itself.

III.2.2. Initial calendar of workshops (list is updated on a regular basis)

Title	University	Date
Legal implications in innovative teaching	UAM	9 October 2023
Methodological recommendations for designing a BIP with Service-Learning	UAM	10 October 2023
Digital competencies for an effective online teaching	UNIL	23 October 2023
Creating interactive online workshops	UB	30 October 2023

Title	University	Date
Students as "teacher whisperers" - Co-designing your pedagogical scenario with students	ULB	13 November 2023
Discover the Future of Education: Professional Clinics Workshop	AMU	16 November 2023
Developing transversal competences during your course	ULB	20 November 2023
Pedagogy of Microcredentials: Case-based learning	NKUA	23 November 2023
Interculturality in the International Classroom	UoG	24 November 2023
Teaching beyond our comfort zone: Facilitation for dealing with complex challenges especially in international and intercultural contexts	UT	30 November 2023
From A(rt) to (Z)ines: An introduction to creative pedagogies for active learning	UoG	1 December 2023
Programmatic approaches to curriculum design to promote assessment and feedback literacy	UoG	7 December 2023
Dialogic teaching for interactive courses in HE	UB	30 January 2024
Approaches to student supervision	UoG	6 March 2024
Integrating sustainability in teaching at university: a multilevel approach	ULB	29 March 2024
Gamification for Student Engagement with Formative Assessment	UoG	4 April 2024
Pedagogies of Discomfort: Thinking with emotions	NKUA	10 April 2024
Teaching in an Active Learning Classroom (ALC) and an introduction to Active Learning Classroom for students	SU	16 April 2024
Supplemental Instruction (SI), an educational model based on collaborative learning	SU	16 April 2024
Learning analytics cases	SU	16 April 2024
New Methods for Sustainable Inclusivity in Assessment Design	UoG	17 April 2024
Teaching in English to non-native speakers: recent research and best practices	ULB	23 April 2024
Connecting students (and faculty) and fostering a sense of belonging	PLUS	29 April 2024
Unpacking Collaborative Online International Learning (COIL) through Theory and Practice	UoG	14 May 2024
Transformez votre approche pédagogique avec l'accessibilité numérique pour tous	AMU	23 May 2024 30 May 2024 6 June 2024

Title	University	Date
Empowering Student Competency through Digital Open Badges and Formative Assessment Pathways	SUR	14 June 2024
Online communities of practice - a means to professional development	UB	Postponed to the next academic year
Breaking Barriers: creating Inclusive Education environment through Art and Non-Verbal Languages	SUR	Postponed to the next academic year
Old and new perspectives on blended learning in university teaching	UT	Postponed to the next academic year

III.2.3. Workshops summaries

1. Legal implications in innovative teaching

University: UAM

Summary: Professors and students are right holders of copyright, data protection right and the right to image, among other rights. On the other hand, they can also affect third parties' copyright, data protection right and the right to image in their daily activity. For this reason, it is very important to know them and to respect them when we organize teaching activities. In this workshop, we will discuss the main problems that arise in classes in relation to these legal topics.

Date: 9 October 2023

Section: Innovative pedagogies as an open field

2. Methodological recommendations for designing a BIP with Service-Learning

University: UAM

Summary: A BIP with Service learning combines online teaching with a short period of physical mobility in which the students participate in an international service-learning project. Service-learning in higher education is an experiential educational method in which students engage in community service, reflect critically on this experience, and learn from it personally, socially and academically. The activities address human, social and environmental needs, and aim at enriching learning in higher education, fostering civic responsibility and strengthening communities. By combining online sessions with a short trip for face-to-face in which students provide a service to the local community, this innovative format opens up opportunities for international study and the development of civic awareness to new groups of students.

Date: 10 October 2023

Section: Challenge-based and civic approaches

3. Digital competencies for an effective online teaching

University: UNIL

Summary: This workshop aims to equip educators with the digital skills necessary for teaching using digital technology. Objectives include identifying key digital skills and formulating a development strategy to improve their own digital skills. Centered around sharing, the intention of this workshop is to co-construct an enlightened reflection on the digital skills needed for quality online teaching, which is part of a strong pedagogical coherence and in the context of each one.

Date: 23 October 2023

Section: Blended learning design

4. Creating interactive online workshops

University: UB

Summary: The workshop will focus on raising awareness on the design of relevant elements of interactive sessions and the stages specific to online courses, and more hands-on actions such as strategies for getting the participants involved with the content and the elaboration of visual support for interactive workshops. The participants will share experience but will also practice in groups new interactive methods, reflecting on the way they could be integrated into their own teaching.

Date: 30 October 2023

Section: Blended learning design

5. Students as "teacher whisperers": Co-designing your pedagogical scenario with students

University: UB

Summary: The workshop will focus on exploring the concept of transversal competences, will offer examples of activities that can be integrated into or adapted to a specific course design and content. Transversal competences are required by all employers and students need several years of experience to transfer their knowledge from theory to practice. By integrating transversal competences into the academic curriculum, we can assist them with integrating and adapting faster to the requirements of their new employment.

Date: 13 November 2023

Section: Innovative pedagogies as an open field

6. Discover the Future of Education: Professional Clinics Workshop

University: AMU (Aix Global Justice, Doctoral Clinic in International Human Rights Law)

Summary: Aix Global Justice is dedicated to tackling the real challenges facing civil society through a practical, case-based approach. By immersing students in real-life scenarios, they bridge the gap between theory and practice, empowering them to become effective advocates and agents of change. The workshop will show how through experiential learning, clinicians gain a deep understanding of the complexity of human rights issues and develop invaluable skills that enable them to address them with impact, an approach that can be applied to other CIVIS educational contexts.

Date: 16 November 2023

Section: Challenge-based and civic approaches

7. Developing transversal competences during your course

University: ULB

Summary: For 20 years in the European Higher Education Area (EHEA), the Bologna Process has advocated for moving towards a student-centred learning paradigm, using a learning outcome-based approach to teaching. In this context, considering students as partners, change agents, producers and co-creators of their own learning has been the subject of increasing interest (Bovill et al. 2016). During this workshop, we will briefly present two examples of successful partnerships between pedagogical staff and students at ULB in co-designing original pedagogical scenarios. Based on these examples and on their experience, participants will be invited to identify the challenges to be tackled to implement co-design with students in their own context. In conclusion of the activity, recommendations will be formulated to promote the co-design of pedagogical scenarios with students at CIVIS level.

Date: 20 November 2023

Section: Co-creation of educational activities

8. Pedagogy of Microcredentials: Case-based learning

University: NKUA

Summary: Microcredentials are a new type of course qualification for which people receive formal acknowledgement, academic and/or professional credit. Their focus is to enable the transition from 'learner to earner', through the development of workplace skills that are aligned with existing educational and professional frameworks. Due to their diverse structure and characteristics, Micro-credentials need to be accompanied with context specific pedagogies. The aim of this workshop is to outline the various pedagogical options (e.g., competency-based learning, case-based learning, conversational learning, e-portfolio, etc.) that an educator can use when working with Micro-credentials within higher education contexts.

Date: 23 November 2023

Section: Modularization

9. Interculturality in the International Classroom

University : UoG

Summary: Teaching roles in Higher Education entail regular interaction with students and colleagues from a variety of geographical and academic cultures. While this brings enriching and rewarding experiences, the international classroom challenges us as teachers to (re)think how we engage with our students interculturally. This interactive workshop will offer a space to identify and overcome barriers to interculturality – the equitable interaction of diverse cultures – in the classroom.

Date: 24 November 2023

Section: Inclusion and accessibility

10. Teaching beyond our comfort zone: Facilitation for dealing with complex challenges especially in international and intercultural contexts

University: UT

Summary: In this workshop we want to look at the complexity of developing courses in CIVIS. Which framework conditions, such as structural requirements, which (subject) cultural influences or teaching-learning convictions have an impact on the collaboration. What could help teaching and development teams to successfully cope with these challenges? What contribution can process facilitators make?

Date: 30 November 2023

Section: Co-creation of educational activities

11. From A(rt) to (Z)ines: An introduction to creative pedagogies for active learning

University: UoG

Summary: This workshop will present an introduction to creative pedagogies for active learning. In this session, we will focus on A(rt)-based pedagogies including digital storytelling), L(earning landscapes), O(bject-based learning), and Z(ines), and examine these creative pedagogies from the lens of a theoretical framework that can be applied to academic practice. This will be an interactive workshop that will encourage participants to practically apply one or more creative pedagogies in their own academic practice (Tasler, N., and Dale, V. 2021).

Date: 1 December 2023

Section: Innovative pedagogies as an open field

12. Programmatic approaches to curriculum design to promote assessment and feedback literacy

University: UoG

Summary: A programme-focused approach can provide opportunities to support students so that they better understand how to move through their programme of study equipped with the skills needed to be self-regulated learners in both the present and the future. This means knowledge and skills are assessed in a variety of ways; assessments complement one another, and it is possible to obtain a picture of students' broader skillsets. This workshop will focus on how to start incorporating programmatic approaches into your curriculum design to support students with their assessment and feedback literacy. We will look at constructively aligning intended learning outcomes to assessments, and how to map the skills that students learn throughout the programme.

Date: 7 December 2023

Section: Innovative pedagogies as an open field

13. Dialogic teaching for interactive courses in HE

University: UB

Summary: This workshop aims to enhance academic discourse, critical thinking, and collaboration among students by leveraging the power of dialogue within the university setting. A key focus of the workshop is to equip academics with a diverse toolkit of dialogic teaching techniques. Through hands-on activities and practical examples, participants will develop their skills in effective questioning, facilitating discussions, and expanding student responses.

Date: 30 January 2023

Section: Co-creation of educational activities

14. Approaches to student supervision

University: UoG

Summary: Supervision of students' projects is an important and often enjoyable aspect of academic practice. Research has highlighted how supervisors' approaches are informed by their understanding and experience of research supervision as well as the circumstances in which it takes place (Lee, 2008, 2018). This workshop provides an opportunity to evaluate and reflect on supervision practices and develop an understanding of approaches to supervision. Taking a practical case study approach, we will explore supervision at undergraduate, taught postgraduate, and PhD levels, and share experiences of supervision with colleagues.

Date: 6 March 2024

Section: Co-creation of educational activities

15. Integrating sustainability in teaching at university: a multilevel approach

University: ULB

Summary: The sustainability challenge requires to foster socio-ecological transitions in our societies, at all levels. Universities are not only part of societies, they are a catalysing actor which enables and accelerates transformations of our societies by teaching next generations of citizens and professionals, and supporting research. Sustainability teaching is therefore key to enable students to become agents of transformation, being and feeling empowered. This implies to reflect on question of sustainability related knowledge but also skills: what should a graduate student know, know-how to do, know-how to be to be able to contribute? We will strive to cover aspects from content to pedagogy, and from the course and the teacher level to the whole institution level regarding how to integrate sustainability in teaching.

Date: 29 March 2024

Section: Inclusion and accessibility

16. Gamification for student engagement with formative assessment

University: UoG

Summary: Formative Assessments represent one of the most critical points in a learning journey, helping students see how far they've come and how far they have left to go (Jessop and Tomas, 2017; Yorke, 2003), but only if they accurately reflect a student's progress by engaging them cognitively, behaviorally, and emotionally. Like any other intervention on learning, educators should be enabled to employ gamification mindfully, purposefully, and with a sound pedagogic underpinning. This workshop will give the participant the experience of gamifying a formative assessment; providing him/her with a step-by-step process that responds to the needs of your students, and the resources to employ it on your own in the future. The participant will learn what gamification is and what it isn't, what it can and can't do, be introduced to a conversation that is critical of discourse of gamification, student engagement, and assessment design, all with practical applications to help you design effective learning experiences.

Date: 4 April 2024

Section: Innovative pedagogies as an open field

17. Pedagogies of Discomfort: Thinking with emotions

University: NKUA

Summary: Pedagogies of discomfort refer to the process of self-examination that is needed for teachers and students to critically engage with their ideological traditions and create understandings that lead to new ways of being and acting. Within this process, emotions are a powerful tool to question preconceived beliefs, and facilitate debate and reflection amongst teachers and students. The aim of this workshop is to outline the four basic elements that could help educators practice the pedagogy of discomfort: (a) spectating versus witnessing, understanding and exploring emotions, (b) avoiding the binary innocence-guilt, (c) learning to inhabit ambiguous selves.

Date: 7 April 2024

Section: Innovative pedagogies as an open field

18. Teaching in an Active Learning Classroom (ALC) and an introduction to Active Learning Classroom for students

University: SU

Summary: How you design your learning environments will affect your students' learning regardless of whether you have planned learning activities in a physical or digital environment. Here you will find inspiring tips and resources that support you when you want to design and develop your learning environments.

Date: 16 April 2024

Section: Innovative pedagogies as an open field

19. Supplemental Instruction (SI), an educational model based on collaborative learning

University: SU

Summary: SI-PASS, an educational model developed in the 1970s by Deanna Martin at the University of Missouri-Kansas City (UMKC), is based on collaborative learning. The students meet regularly in small study groups with 5 to 15 participants under the leadership of an older student who has previously taken the course and who acts as a role model and guide, but not as a teacher. The SI Leader's task is to help the students to sort out, and shed light on, the components of the course that are experienced as difficult, to act as the leader of exercises and moderator in discussions to address and solve these difficult components.

Date: 16 April 2024

Section: Co-creation of educational activities

20. Learning analytics cases

University: SU

Summary: The three universities within the University Alliance Stockholm Trio run three different cases to make use of learning analytics platforms. The three cases that are presented have different rationale, different tools and dashboards and different ideas for teachers and managers to support their students and improve the courses.

Date: 16 April 2024

Section: Innovative pedagogies as an open field

21. New methods for sustainable inclusivity in assessment design

University: UoG

Summary: The goal of this workshop is to pedagogically increase the inherent inclusivity in the design of your learning activities, better enabling you to make informed decisions about reasonable adjustments and accommodations geared towards learning, and reducing your reliance on 'tick-list' inclusivity. This workshop will take a hard look at the theory and practice of learning. Starting with the fundamental assumptions of social constructivism, you'll draw on sociology, neuroscience, and psychology, to more substantially understand how the concept of inclusivity is not a bolt-on or afterthought, but rather a necessity for learning (Gummadam et al., 2016; Mann, 2001; Thomas, 2012; Vygotsky and Cole, 2018).

Date: 17 April 2024

Section: Inclusion and accessibility

22. Teaching in English to non-native speakers: recent research and best practices

University: ULB

Summary: This workshop will present recent research around teaching and learning in EMI (English as Medium of Instruction) contexts and will invite participants to apply this to their own teaching contexts and to share their experiences with colleagues from other universities. It will explore the realities, up and downs, of teaching in English. We will also look at the L2 learner from a scientific, pedagogical perspective and explore techniques for encouraging student interaction and increasing participation in a low-stress way.

Date: 23 April 2024

Section: Inclusion and accessibility

23. Connecting students (and faculty) and fostering sense of belonging

University: PLUS and Masaryk University

Summary: A sense of relatedness and belonging to the CIVIS community is important for joint learning pathways, engagement, and collaboration between students and faculty. However, creating a culture of mutual trust, a supportive community, and meaningful opportunities for social interactions among peers and between students and faculty is a challenging task, especially when we consider the wide variety of different learning experiences, study-, language-, and cultural backgrounds. Based on the findings and outputs of recent projects (eBELONG, PLUSTRACK, ENLIVEN, BELONG), the aim of this workshop is to outline important aspects, tools and methods that can be used to promote the building of a CIVIS community - not only during any face-to-face phases and the online courses, but especially in between, before and after, in order to best implement a collaborative, inclusive and safe learning environment during the courses. We will focus on vulnerable groups and demanding conditions in this particular teaching and learning context.

Date: 29 April 2024

Section: Co-creation of educational activities

24. Unpacking Collaborative Online International Learning (COIL) through Theory and Practice

University: UoG

Summary: What impact does COIL have on students and tutors? How could it be implemented in our learning and teaching? This session delves into the transformative potential of Collaborative Online International Learning (COIL), in the context of heightened internationalisation in Higher Education.

We will unpack what COIL is and we will reflect on the impact that a potential COIL model, based on the SUNY COIL Centre model (n.d) and on mutual enrichment, active participation, cooperative teaching, and topics of common interest (Rodolico et al., 2022a) had on the positive learning experience of Higher Education (HE) students. We will also consider how students might develop intercultural competencies in an alternative way.

Date: 14 May 2024

Section: Co-creation of educational activities

25. Transformez votre approche pédagogique avec l'accessibilité numérique pour tous

University: AMU

Summary: The workshop "L'accessibilité numérique dans le cadre des enseignements" consists of two parts. The first, dedicated to digital accessibility awareness, will be organized asynchronously and aims to better know and understand the audience of a course as well as the existing tools for digital accessibility. The second part, which will be based on the results of the first part and will have a synchronous format, aims to better understand and respond to the educational needs of teachers using digital accessibility and universal design.

Date: 23 May, 30 May and 6 June

Section: Inclusion and accessibility

***Language:** French

26. Empowering Student Competency through Digital Open Badges and Formative Assessment Pathways

University: SUR

The purpose of this workshop is to enrich participants' comprehension of competencies assessment and certification within the context of higher education. Its objective is to encourage a shift in the perception of competence from a static condition to a dynamic and evolving process. This shift prompts critical reflection on the methods employed to assess such a process and the underlying rationale behind the issuance of certifications that align with the ongoing development of competence. The session will commence with an exploration of the EDU Open badges experience. These certifications were collaboratively developed with students to facilitate the diversification of technical skills, the cultivation of cross-disciplinary competencies, and the enhancement of self-efficacy through the implementation of formative assessments that actively engage students in the learning process.

Date: 14 June 2024

Section: Blended learning design

27. Online communities of practice - a means to professional development

University: UB

Summary: The workshop will focus on exploring the needs of participants for building or being part of a community of practice, the specificities of an online CoP, and the steps to be undertaken when setting a CoP in any field of study. We will clarify the concepts of community of practice, its benefits as a means of continuous professional development, success factors and effectiveness for educators, but focus on the practical application of the information provided.

Date: January/February 2024 – postponed

Section: Blended learning design

28. Breaking Barriers: creating Inclusive Education environment through Art and Non-Verbal Languages

University: SUR

Summary: During the workshop, participants will actively participate in interactive experiments aimed at collectively constructing signifiers and fostering efficient communication towards a common goal. Through artistic mediums such as drawing, painting, photography, and crafting, they will explore the potential of self-expression beyond verbal language. This exploration becomes especially valuable within multilingual groups or those characterized by diverse sensory and expressive preferences, as it allows for enhanced understanding and connection among participants.

Date: February 2024 - postponed

Section: Inclusion and accessibility

29. Old and new perspectives on blended learning in university teaching

University: UT

Summary: Blended learning is a rather old model in online teaching, nevertheless its implementation is still a real challenge for teachers because it needs good pedagogical concepts in order to bring together online and offline, synchronous and asynchronous scenarios. In the workshop, we will discuss different blended learning models and examples. We will find out how to create good blended concepts, especially in the context of CIVIS.

Date: March/April 2024 – postponed

Section: Blended learning design

III.3. Guidelines on use of Digital Campus Moodle to create digitally enhanced courses. A student-centred approach

“Hybrid classes”, “video conferencing”, “gamification”, “collaborative tools”. The list of terms related to digitization that have entered the everyday language of teachers is almost endless. To a greater or lesser extent, almost all of them use learning management systems to share material, communicate with their students and evaluate their performance. Today those are familiar words to everyone, but it was not so long ago. The sudden need to continue courses remotely during the pandemic accelerated a process that would have occurred more gradually. This may have had a positive aspect: in only two years, almost all teachers, even those who would have been more reluctant to do so, became capable of using digital tools for educational purposes. But it certainly had a negative one: the changes were made in such an accelerated manner that has barely allowed us to take enough distance, as a society, to decide what the digitization of education is, or should be.

Despite all the questions about the impact that digitization may have on teaching and learning, there is one thing that nevertheless seems undeniable: this process does not have to do (or not essentially) with the use of gadgets that allow us to reproduce the dynamics of the on-site class, but with the very social and cultural impact that digital technology has on our lives. Three examples may serve to illustrate the idea. First, the forms of social interaction, which, because of the popularization of the use of smartphones and internet connectivity, are increasingly spontaneous, global and multimedia. Second, the way of acquiring and processing information, which, following the very logic of the internet, is more fragmented and visual today than it was before. Third, the fact that people are no longer mere consumers, but also producers of information to be shared with their social networks.

This change of habits, which particularly concerns the young population, is not disconnected from the learning spaces. The development of new forms of communication, the globalization of cultural referents and the overwhelming amount of information to which students are exposed, only to mention some of them, have an inevitable impact on the classroom ecosystem. To reduce risks and enhance potential learning benefits, it is necessary to integrate this reflection into the design of the courses themselves, as it can raise essential pedagogical questions: should the multiplication of information sources, many of which are not reliable, change the role of the teacher in the classroom? Should the irruption of artificial intelligence change the way in which student performance is assessed? Can the possibility to communicate beyond geographical borders be used with a positive learning impact? How can a teacher take advantage of the learners’ ability to produce and share content in social networks? And how does all this change the traditional role of the classroom itself, traditionally understood as the space where learning occurs?

This does not mean that technology should be introduced into the classroom in an uncritical manner. The fact that society is progressively moving towards a digital culture does not imply that the use of digital resources has a positive impact on student learning. The risks that digitalization entails in terms of data protection, reliability of information, loss of student attention and even sustainability are well

known. However, it seems clear that the classroom space should not remain oblivious to what is certainly a major cultural shift. The European universities alliances represent a unique opportunity to collectively reflect on what this process should involve. On the one hand, because of their international composition, which ensures that experts from different national realities and backgrounds consider not only pedagogical factors, but also social, technical, and political ones. On the other hand, because these alliances also work as platforms for experimentation that allow for testing formats, approaches and tools that explore how to use digital elements in an effective way.

CIVIS is a good example of this. One of the main initial objectives of the alliance was to develop an educational offer that would promote physical mobility among students, academics, and staff. However, COVID-19 imposed a reality that obliged the academics, as well as the pedagogical support teams, to adapt courses that had been designed for a face-to-face format. This is the context in which the CIVIS Moodle was launched, to facilitate the digital component of the alliance's courses and programmes (Martín & Touzot, 2022). Four years later, and with more than 300 educational activities behind, we want to share what we have learned along the way. This document provides guidelines that, hopefully, will allow CIVIS academics to develop courses and programs in which digital is used for the benefit of the student.

The first section, entitled "Pillars of digitally enhanced teaching", describes the particularities of digital and hybrid formats with respect to face-to-face teaching, about the new roles of teachers and students focusing the pillars of digitally enhanced learning. The second section, "Creating online courses: an instructional design approach" focuses on the essential aspect of designing a course in which digital resources are at the service of the learning objectives. To this end, a short guideline is provided to ensure the coherence of the course from needs analysis to evaluation. The third section, "The co-creation of digital enhanced courses" revolves around the collaborative aspect of designing and implementing a course. It should be remembered that any educational activity organized in CIVIS must be coordinated by at least three universities, which means academics from at least three different countries and, very often, different disciplines. In this section we share some conclusions of this experience during the last few years. The fourth, "CIVIS Moodle: instructions for a digitally enhanced course" integrates all the previous reflections and provides some indications on how to use the platform at the service of the student learning. Finally, the section called "CIVIS support to strengthen the digital component", presents the CIVIS roles and bodies that could support academics who wish to design and implement digitally enhanced educational activities.

III.3.1. Pillars of digitally enhanced teaching

Digitally enhanced learning has multiple advantages when used in a coherent learning framework, with ICT tools used to enhance teaching and learning. The advantages start from the increased level of accessibility to educational resources and information to interactive engagement, personalized experience, virtual mobility and finally to an "university without walls". In a well-structured learning framework, ICT facilitates anytime, anywhere access to educational resources, breaking down traditional barriers to learning. Virtual mobility and its dimensions were previously explored in CIVIS, and the handbook on virtual mobility (Iucu et al, 2022) can offer valuable information on the concept and the educational technology tools applicable in higher education, with ideas on building learning communities, virtual exchange, and best practice examples of activities with virtual components.

While the adoption of technology offers many opportunities for flexibility and personalized learning, it also brings forth unique challenges that require adaptation. The students' and teachers' role in this process is changing. Teaching is sometimes replaced with self-directed learning, students interact with study materials, take self-assessments, establish learning goals and the teachers' role is shifted from teaching to guidance through the learning process. In this paradigm, educators act as facilitators,

providing resources, designing learning paths, and offering support as students navigate their educational path. The emphasis shifts from a traditional teaching approach to a more student-centric model, empowering learners to take ownership of their education. In this context, some key issues might arise and influence the quality of the educational process:

- **Risk of isolation:** One of the most common issues for online learning is the high dropout rates, often linked to the feeling of isolation, in the absence of face-to-face interaction. Students can feel isolated, even alone in the learning process and collaborative learning experiences and peer interactions, may be compromised. Monitoring student engagement, recognizing signs of disengagement and implementing strategies to re-engage students become critical aspects of online teaching.
- **Self-directed learning issues:** The online learning experience can turn into a self-directed learning challenge and students may struggle with managing their time effectively, setting goals, and staying motivated without the physical presence of a structured classroom environment. Keeping a balance between asynchronous and synchronous learning is another challenge and the design of the lessons can accommodate both self-paced learning and real-time interactions, considering the diverse needs of their students.
- **Digital divide:** Most of today's students are digital natives, and are expected to navigate various online tools, platforms, and resources. However, disparities in digital literacy levels may emerge, even digital literacy gaps posing challenges for those who are less familiar with technology.
- **Assessment integrity:** Online assessments bring forth concerns related to academic integrity, and students may face temptations to engage in dishonest practices, such as plagiarism or cheating during exams. Assessment integrity concerns imply the implementing of effective measures to uphold academic honesty.

The above-mentioned issues must be considered when designing online courses and online learning experiences. That is why they must be addressed before starting the online course design. Strategies to overcome these challenges involve incorporating the pillars of digitally enhanced learning, ensuring a comprehensive and effective online educational environment, as presented below:

- **Building a learning community:** Creating an inclusive learning community across cultures and networks will foster a sense of community among online learners that will contribute both to avoid isolation and social interaction and to increase motivation and involvement in the course.

For this purpose, it is important to use the educational platform's features and to design activities for integrating collaborative tools to create virtual spaces for academic collaboration and for exploring and appreciating different cultural perspectives. CIVIS promotes and supports diverse approaches and invites academics to offer different multilingual learning contexts for the students, independent of the field or delivery mode.

Designing collaborative projects with transversal cross-cultural exploration and understanding will help students learn from each other's perspectives. Establishing communication channels to allow students to share aspects of their cultural heritage, traditions, or experiences, encourage the use of multiple languages in discussions, providing language options for announcements, forums, and messaging to create an inclusive and linguistically diverse community. When a face-to-face virtual meeting is initiated, it must accommodate different time zones and to consider cultural nuances.

- **Provide engaging teaching and learning strategies:** it will create an interactive online learning environment which will contribute to the overall effectiveness of the instructional design. In CIVIS, we encourage innovative pedagogies to be included in the teaching design, either from

previous CIVIS activities on innovative pedagogies, or from innovative initiatives of CIVIS universities. The Handbook on "Innovative Pedagogies: ways into the Process of Learning Transformation" (Ciolan et al, 2021) provides an in-depth analysis of the approaches by which teachers are prepared to address pedagogical innovations in the classroom and offers a collection of innovative learning practices in CIVIS universities.

The learning environment must be designed with interest for creating interactive learning content, which will embed multimedia elements, interactive exercises, self-evaluation, simulation. Whenever possible, gamification elements can be introduced by incorporating quizzes, badges, and other rewards to incentivize progress and achievement. Real-world applications within the course content will illustrate practical relevance and promote active participation, overcoming challenges related to digital literacy. More concrete information will be provided in the following sections.

- **Provide scaffolding learning by breaking down complex concepts** into more comprehensible structures, providing clear instructions, and progressively increasing the challenge level aids in maintaining learner engagement while ensuring comprehension. This approach will diminish self-directed learning challenges, maintaining learner engagement, ensuring comprehension, and guiding students.
- **Communication (synchronous and asynchronous) and continuous feedback** allows for real-time interaction and ongoing discussions and open ways of having direct contact with students' progress addressing the aspect of assessment integrity concerns. Discuss with students about academic honesty and use evaluation methods which not only assess their understanding of the material but also encourage integrity and authenticity in their work.

Continuous feedback through assessment mechanisms ensures that students stay on track, fostering a sense of accountability and addressing concerns related to monitoring student engagement. Ensure permanent feedback throughout the course using Moodle's assessment and grading tools or by communication channels, incorporate reflective journals or portfolios within Moodle to encourage metacognition and self-assessment.

- **Time management** strategies must be emphasized, and **self-paced learning** opportunities offered to the students, into a coherent manner. By offering flexibility in accessing course materials and allowing learners to progress at their own pace, educators empower students to manage their time effectively, reducing the obstacles posed by asynchronous learning.

In the online course design phase (next section), reflect on these pillars and together with the answers revealed in the analysis phase, design the learning experience. The CIVIS Moodle, as other e-learning platforms will offer specific features that will help you to integrate these needs, and this guideline will accompany you in the process.

III.3.2. Creating online courses: an instructional design approach

This section focuses on the course design process, going through the instructional design framework, to ensure a harmonious blend of content, activities, assessments, and a balanced merge between technology and pedagogy to create engaging and effective learning experiences for students. In the section called "The CIVIS Moodle: instructions for a digitally enhanced course", practical insights and examples will be given to illustrate the implementation of instructional design strategies within the CIVIS platform, offering educators valuable guidance for creating and optimizing their online courses with a learner-centred approach.

III.3.2.1. Brief introduction on Instructional Design models

Instructional design is a systematic and multidisciplinary approach to the creation, development, and improvement of learning experiences. At its core, instructional design seeks to enhance the effectiveness and efficiency of educational processes by aligning content, pedagogy, and technology in a purposeful manner. This field draws from principles of cognitive psychology, educational theories, and technology integration.

Several instructional design models have been developed over time, guiding the creation, development, and improvement of learning experiences. One of the most well-known models is the ADDIE, involving Analysis, Design, Development, Implementation, and Evaluation phases. It is a comprehensive instructional design framework that guides the systematic development of educational and training programs, involving a cyclical process where the design and delivery of instruction are continually refined based on evaluation and feedback. The model emphasizes a learner-centric approach, ensuring that instructional materials align with identified learning needs and goals. Through a systematic and reflective process, ADDIE provides a flexible structure for designing, developing, and assessing instructional programs, promoting continuous improvement in the teaching and learning experience (Allen & Sites, 2012).

SAM (Successive Approximation Model) follows an agile approach, featuring iterative design and development phases. This model prioritizes flexibility and iterative development, beginning with the creation of a prototype, allowing for early stakeholder feedback and revisions. The model then progresses through iterative cycles of development and refinement, ensuring that the final instructional product is responsive to evolving needs and effectively meets learning objectives.

Bloom's Taxonomy provides a hierarchical structure for categorizing educational objectives into cognitive domains. Gagne's Nine Events of Instruction offer a sequence to engage learners, from gaining attention to enhancing retention and transfer (Gagne et al., 1992).

These models of instructional design have an important role in aligning educational objectives with effective strategies for content delivery, without being rigid templates but rather adaptable frameworks, allowing educators to tailor them to specific learning contexts.

In the following section, the course design process will be conducted through the main phases of the instructional design: **Analysis, Design, Development, Implementation, and Evaluation**. It is important to mention that:

- a) While each phase will be presented in the order above, the evaluation is not only a standalone fifth phase in the instructional design process; rather, it is a continuous and integral aspect woven throughout each phase, ensuring ongoing refinement and improvement of the instructional materials and strategies (Allen, 2006).
- b) The instructional design process is characterized by a fluid continuum, where the boundaries between each phase are not rigid, allowing for iterative and interconnected progress.

III.3.2.2. Applying Instructional Design principles in online course design

The systematic incorporation of instructional design principles within the domain of online course design implies a comprehensive analysis of each instructional design phase to clarify the application of these principles, together with examples to provide insight into their pragmatic implications for the development of impactful and effective online learning experiences. The content creation must be aligned with intended learning outcomes, to employ effective delivery methods, to incorporate means

of assessing student comprehension, and from this perspective instructional design stands as a fundamental enhancement strategy.

In the next sections, each phase (Analysis, Design, Development, Implementation, and Evaluation) introduces the principles that are applied from conceptualization to implementation of online courses, highlighting not only the theoretical underpinnings but also the practical strategies employed at each phase of online course development.

Phase 1: Analysis of the context and target audience

In this phase, the focus is on gathering information and understanding the context, learners, and learning goals, by answering simple questions to understand the learner's needs, goals, and characteristics, as well as the broader context of the course. The examination of the target audience (students), their prior knowledge, and any potential challenges they may face in the learning process, as well as an assessment of the overall learning environment and available resources is conducted to inform subsequent design decisions.

This phase is tremendously important as it aims to establish a solid foundation for crafting instructional strategies that cater to the diverse needs of the learners and align with the comprehensive objectives of the course. Comprehensive understanding of the instructional context and learner needs during the analysis phase. These questions guide the exploration of the educational landscape and aid in shaping the subsequent design and development phases.

Who are the students?

In the context of CIVIS Alliance, understanding the diverse student population requires exploring demographic details, preferred learning styles, cultural sensitivities, communication nuances, motivational factors, potential challenges, and strategies for fostering intercultural collaboration.

The information about students' demographics must include not only the age, background, or other related information but also to consider the diverse cultural backgrounds of learners from different countries. Intercultural aspects are factors that could influence the learning process, and cultural sensitivity can be promoted by refraining from assumptions rooted in stereotypes and by incorporating content that reflects diverse cultural perspectives and experiences.

Specific learning preferences or challenges and barriers among the students must be explored, as well as the motivations and communication styles, as these will reveal essential information used in the design of supportive features in the course.

Students' characteristics will influence their engagement with online content, and their preferences for online lectures, interactions, and participation in the online lecture setting. This not only implies the ways they navigate through digital material but also the elements that resonate most effectively in the virtual learning environment. In the design phase this aspect will be addressed.

What are the course objectives and competences?

The answer to this question can clarify the core concepts, knowledge, and competences, and it is important to determine the overarching goal of the course and how it aligns with broader educational objectives. A needs analysis to identify the specific gaps in knowledge or skills that the course aims to address will ensure that the learning goals are directly related to the students' needs.

In the analysis, there also must be investigated ways of introducing clear and measurable competences, correlated with the content of each module or section, outlining what learners should be able to accomplish or demonstrate upon completion of each segment. It is also important to ensure alignment with assessments, which should effectively evaluate whether learners have achieved the stated competences and to identify the types of assessments that best measure the attainment of competences.

Other aspects that must be considered since the analysis phase are to identify ways of ensuring relation between competences and real real-world applications or scenarios as this enhances the usefulness and application of acquired knowledge or skills. It is important also to determine the students' workload, as the number of hours needed for successfully accomplishing the course, quantified by the ECTS credit points.

How will student interaction and participation be facilitated in the online lecture setting?

Examine the mechanisms and strategies employed to foster meaningful student interaction and active participation within the online lecture environment. Consider the implementation of collaborative tools such as discussion forums, and interactive tools that encourage engagement. Additionally, explore the incorporation of structured activities, such as group discussions or virtual breakout sessions, aimed at promoting peer interaction. By analysing the methodologies employed to facilitate student involvement, a comprehensive understanding can be gained regarding the dynamic and interactive aspects integral to the online lecture setting.

What technology tools should be used?

Explore the technologies that are available and suitable for content delivery and for student interaction. This process can be time consuming, that is why start exploring the tools that you are familiar with. Focus on exploring examples of resources created with the tools before exploring the tool's functionalities; having real examples of what the tool can produce it could be easier to find if it responds to your requests. After this step you can start learning how to use it, there are many tutorials to help in this process. Sometimes, adaptation to the developed content and vice versa might be necessary: either the structure (decided in the next phase) must be revised either the tool must be changed, or multiple tools must be used. It is important to be flexible and creative, it is possible not to find the ideal tool but with creativity you can solve specific issues related to content development.

The eLearning toolkit presented in the annex is a comprehensive resource that provides a curated selection of tools and technologies intended to support you in this process. This toolkit offers practical suggestions for various stages of eLearning course development, encompassing content creation, multimedia integration, assessment tools, collaboration platforms, and more. In the section dedicated to the CIVIS Moodle, this platform is presented as a powerful tool for creating online courses.

Phase 2: Design of learning experiences

While the analysis phase focuses on understanding, the design phase involves making decisions based on that understanding, to structure the course effectively. The transition from analysis to design is often fluid, and these phases may overlap as the instructional designer (teacher, course creator) formulates

strategies based on the analysis phase findings. The design phase focuses on planning the structure and organization of the learning materials.

Most of the findings emerging from the analysis conducted in the first phase will be used to create a coherent course structure incorporating elements that will foster meaningful student interaction and active participation within the online lecture environment.

The most significant action of this phase is to create a comprehensive course outline that serves as a roadmap for the entire process and provides a structured foundation for developing a successful course. The key components to be decided in this phase are:

- **Accessibility and Universal Learning Design (UDL)** must be considered in the design phase, for the importance of inclusivity and equity in online learning environments. Examine strategies and practices that ensure accessibility, accommodate diverse learning needs, and promote equitable opportunities for all learners. The students' needs must be taken into consideration, enhancing the access to educational resources as it ensures inclusivity for students with diverse disabilities, fostering an equitable learning environment for all learners. All materials created adhere to accessibility standards, making them usable for all learners regardless of their abilities. Compatibility with assistive technologies (like screen readers and speech-to-text software) is ensured by the course platform environment and allows students with disabilities to interact with course materials, promoting equal participation in learning activities.
- **Reviewed and refined course competences**, ensuring their relevance and specificity, for each module or section.
- **The structure of the course content**, breaking down the material into modules or units. Establish the topic of each module and, for each module, specific sub - topics to be addressed.
- **Appropriate teaching methods** that align with the competences and the characteristics of the target audience (students). In an online environment, various ICT enhanced - teaching methods can be combined to develop a comprehensive instructional approach. For example, you might use a combination of lectures, group discussions, hands-on activities, and technology-based resources to engage students and promote learning outcomes. Online lectures offer a traditional yet effective way of delivering content, allowing learners to absorb information through verbal communication and visual aids. Discussions and group activities foster collaborative learning, provide an opportunity for interactive and hands-on learning promoting teamwork and problem-solving. Multimedia presentations, including videos, graphics, and interactive elements, appeal to diverse learning styles and enhance engagement by appealing to visual and auditory senses.
- **Assessment design**, aligned with the learning competences and the teaching methods already selected. Consider both formative and summative assessments that can be conducted online. In designing the assessment, a set of factors and aspects become important for instructional designers (course creator, teachers) to provide valid, effective, and fair evaluation.

In designing the assessment, some factors can influence their effectiveness: using different formats (written assignments, multimedia projects, discussions, or online presentations), for different learning styles, offer clear instructions for all assessments, especially in the online learning environment, students need clear and concise instructions for each assessment, detailing expectations, evaluation criteria, and submission guidelines, ensure appropriate feedback. Moreover, design guidelines on plagiarism, proper citation, and ethical research practices to instil a culture of academic integrity. Additionally, consider diversified assessment formats, such as project-based assessments, open-book exams, and collaborative assignments,

to create an environment where students are motivated to demonstrate their knowledge while upholding the principles of honesty and ethical conduct.

- **Design learning activities**, aligned with the instructional strategies chosen for the course, emphasizing the development of engaging and purposeful exercises that actively involve learners in the educational experience. The goal is to design learning activities that will keep students' motivation and interest on the course and to foster a deeper understanding of the subject matter and contribute to the attainment of learning objectives.
- **Identify resources and materials**, choosing those which are relevant for the content, including textbooks, articles, multimedia, and any technology tools that will support the learning process.
- **Define collaborative tools** which will encourage collaboration among learners, such as discussion forums, group projects, or other collaborative platforms. Use discussion forums to ask questions, to help students in sharing ideas and enhancing communication between students (with moderation or not). The threaded structure facilitates organized conversations, making it easier for learners to follow specific topics of interest. The asynchronous nature of forums accommodates diverse schedules, allowing students to engage at their convenience.

By fostering discussions within forums allows students to better understand the course materials, exchanging diverse perspectives and collaborative insights. The interactive nature of these forums encourages peer-to-peer learning, as students collectively explore topics and problem-solving strategies. The discussion forums serve as repositories of knowledge, accumulating a wealth of information and varied viewpoints. This resource can be beneficial for future reference, aiding in student revision, and supporting ongoing learning beyond the course duration.

Surveys and polls help gather holistic feedback from students about the course structure, content relevance, and teaching methodologies. Online platforms offer tools to create and analyze survey data, enabling teachers to make informed adjustments based on student responses.

Learning analytics are provided by online course platforms and allow tracking students' progress. Insights derived from data analytics enable educators to identify learning patterns, address challenges, and personalize learning experiences based on individual student needs.

- **Design the content structure** using a storyboard to organize content hierarchically before implementing it into the course platform. This visual representation helps in refining course structure before actual development and helps in identifying the needs in terms of course elements (text, tests, interactive activities, learning assignments, images, videos etc.). In the storyboard, each scene is described in detail.

In the table below a storyboard example for a course about “Online course design” is presented, with the description of the scenes with the required assets of the course. In the description column examples are general and can differ according to the specific features of the used eLearning platform.

Table 12. Example of a storyboard for an online course

Description of the module	Assets description
Module 1: Introduction in course design	
Scene 1: Welcome and course overview • Introduction video welcoming learners.	Text content: text with the titles

Description of the module	Assets description
Overview of the course structure and objectives.	Media: video welcoming learners
Scene 2: Defining course design - Text-based content explaining the fundamentals of course design. - Infographic illustrating key concepts.	Text content: text for explaining the concepts Media: infographic that illustrates the key concepts discussed in the text-based content. It should use graphics, icons, and concise text to convey information efficiently. Interactive element: clickable buttons, tooltips, or hover-over animations on the infographic.
Scene 3: Video lecture – Importance of effective course design - Video lecture of the importance of course design in facilitating effective learning experiences. - Learning assignment	Media: video lecture Instruction for learning assignment e.g. Reflection questions on the content provided (e.g. Reflect on a past learning experience and propose personalised adjustments. Discuss and compare insights in a peer-reviewed forum.) Setting up the collaborative tool to be used
Module 2: Key principles of course design	
Scene 1: Alignment with learning objectives - Guided content explaining the importance of aligning course content with specific competences. - Examples and best practices	Text content: text for explaining the concepts Interactive activity: image showing the relation between content and competences Collapsible text with description of three best practices.
Scene 2: Engaging learning activities - Overview of various engaging learning activities (quizzes, discussions, projects). - Demonstration of a sample interactive activity. - Self-assessment quiz	Text content: text explaining what interactive learning activities are. Interactive activity: a resource as a wizard to create sample interactive activity. Interactive element: button linked to a list of resources, by category (together with links for each example). Interactive element: list of questions for the quiz, opening in a new window.
Scene 3: Personalisation and adaptability - Text-based content on tailoring courses to learner needs. - Example scenarios showcasing adaptive learning approaches. - Learning assignment	Text content Media: image to illustrate the content Interactive activity: for each example (text, image) a link is provided to be open in a separate window.

Description of the module	Assets description
	Instruction for learning assignment e.g. Design a sample learning activity for a chose course topic. Share it in the discussion forum for peer feedback. Setting up the collaborative tool to be used
Module 3: Using technology in course design	
Scene 1: Introduction to Learning Management Systems (LMS) • Explorative content on the role of LMS in course delivery. • Brief overview of popular LMS features. • Self-assessment quiz	Text content Media: video and text explaining the theoretical concepts. Links to external resources Interactive activity: list of LMS features presented in a forum of interactive resources with links to external content (statistics, evolution, etc.) Interactive element: list of questions for the quiz, opening in a new window
Scene 2: Video tutorial – creating content on LMS • Video tutorial demonstrating how to create and organise content within an LMS. • Practical tips and recommendations. • Learning assignment	Media: video and text explaining the theoretical concepts. Interactive activity: organise the content in a scene, with drag and drop action. Instruction for learning assignment e.g. Create a sample module within an LMS and share it in the collaborative workspace for feedback. Setting up the collaborative tool to be used
Scene 3: Group Activity – LMS Exploration • Instructions for a group activity where learners explore and interact with a stimulated LMS environment. • Discussion forum for sharing findings and insights.	Text content Media: image to illustrate the content Instructions for the group activity Interactive element: link to the discussion forum
Module 4: Assessment and feedback in course design	
Scene 1: Types of Assessments • Explanation of various assessment types (formative, summative). • Best practices for designing effective assessments.	Text content Interactive element: button triggering the content of best practices.

Description of the module	Assets description
Scene 2: Video lecture – providing constructive feedback • Video lecture on the importance of constructive feedback in enhancing the learning process. • Demonstrations of effective feedback techniques. • Self-assessment quiz	Media: video featuring the course creator (teacher) delivering the lecture on the importance of constructive feedback. Text content: supporting documents or resources (PDFs, articles, or links to resources) Interactive element: list of questions for the quiz, opening in a new window
Scene 3: Quiz – Assessing Understanding • Interactive quiz assessing learners' comprehension on course design principles.	List of questions for the quiz Feedback according to the results, advising the review of specific subjects. Summary of the results for each module.
Final Module: Course Conclusion	
Scene 1: Recapitulation and congratulations • Recap of key concepts covered in the course. • Congratulations message for completing the course.	Text and media content: a visually appealing summary presentation that recaps key concepts, highlights major takeaways, and reinforces the most critical elements covered throughout the course. This presentation can use slides, graphics, or infographics for clarity. Text content: congratulations message Interactive element: a tool to generate and allow the download of a course completion certificate
Scene 2: Next Steps and Resources • Information on further learning opportunities in instructional design. • Additional resources, recommended readings, and links to related courses.	Text content: additional reading materials or resources, with links or downloadable resources, with joining relevant communities, or applying the acquired knowledge in practical scenarios. Feedback form: a form or survey where learners can provide feedback on the course overall.

The storyboard can be more detailed or supple and can be edited after the evaluation, at the end of the design phase. From the storyboard, all the required assets are identifiable and will be developed in the next phase of the instructional design. To create online course content, essential resources such as text-based content, external resources, video lectures, interactive assignments, infographics, discussion forums, completion certificates, and feedback forms are always incorporated to ensure a comprehensive and engaging learning experience.

By analysing the table above, we can identify the course components that must be developed in the development phase:

- Text-based content: to introduce concepts, to explain, inform or offer instruction.
- Media content: video content, images, diagrams, infographic to deepen understanding of the concepts.

- Interactive assignments: different quizzes, tests, self-assessment.
- Interactive elements: ensuring responses in the students' interaction with the content.
- External resources with supplementary materials to be explored (PDFs, presentations, other websites, etc.).
- Feedback form: for students' feedback on the course.
- Summary presentation, to enhance understanding through visual aids.
- Discussion Forum: to facilitate the ongoing discussion and peer interaction and to foster a sense of community among learners.
- Completion certificate.

It is important to focus not only on the development of the text content but to integrate media content, interactive elements, self-evaluation in a user-friendly interface, as they contribute to:

- Increase motivation.
- Enrich learning experience.
- Enhance engagement.
- Visual representation of concepts.
- Increase the level of retention.
- Fostering interactivity.
- Personalize learning experiences.

Having all these set at the end of the design phase, start reflecting on the results and check the alignment with learning objectives, clarity of the course structure and content, level of engagement and interactivity within the course, the number of learning activities, quizzes, assessments, the length of the course according to the intended timeframe, other necessary elements. If necessary, this is the moment of making modifications or redesign. Evaluation is a continuous process and revision of the design phase might often lead to iterations for continuous improvement.

Phase 3: Development of the content, resources, and materials

The border between the design and development phases in instructional design can sometimes be fluid and there is often an overlap between these two phases. The design phase typically focuses on planning, outlining, and making high-level decisions about the instructional materials, strategies, and assessments. The development phase, on the other hand, involves the actual creation of instructional content, resources, and materials based on the design plan.

Content creation involves structuring textual resources in a learner-friendly manner, by using formatting tools provided by online course platforms and the editors can organize the content into clear and concise segments, use bullet points, headers, and other formatting options to enhance readability and navigation. Adding content, developing/identifying multimedia materials, including videos, presentations, documents, and interactive elements that align with the instructional objectives.

Content creation depends mostly on the tools used. Each Learning Management System provides functionalities that may vary from one platform to another. In the section dedicated to the CIVIS Moodle platform, we will provide concrete examples about how to use its resources to develop material consistent with the structure designed for the course.

Phase 4. Implementation of the course

In this phase the course is ready, all materials are prepared to be delivered into an organized framework. It is advisable to share the course with a group of students to identify barriers or potential problems. If not, test the course from a student's perspective to ensure functionality and accessibility.

Establish the plan for delivering the course and ways of communications. First meeting with students must include introductory aspects to familiarize students with the course structure, expectations, and key features.

Test and confirm that all technical components, such as the online platform, the course content, and communication channels are operational and foster real-time interaction with students, to address queries, and provide additional explanations as needed. In the CIVIS Moodle section we will provide some concrete information on the implementation phase.

Phase 5: Evaluation

Evaluation is a continuous process and is not the last phase of the instructional design model. Formative evaluation can trigger multiple iterations and creation of different versions of the same course, generating the adjustments in the course content, structure, and activities to optimize the learning experience. The feedback can be collected by conducting formative assessments to learners or colleagues and according to it, improvements can be done. Evaluation isn't confined to the immediate course cycle but extends to long-term improvements. Insights gathered from evaluations contribute to refining future courses, ensuring a progressive enhancement of instructional materials and methodologies.

Evaluation, as a standalone process, conducted after the implementation phase has the aim of collecting feedback from the beneficiaries, not only regarding the course structure, but also to content delivery, and overall learning experience, to be able to evaluate the effectiveness of the instructional strategies and adjust based on feedback.

Reflection is also a good way of assessing the success of the implementation phase, and to identify areas for future iterations of the course. As will be explained in the section dedicated to the co-creation of digital enhanced courses, we invite you to reflect together with the teachers who have participated in the co-creation of digital enhanced courses.

III.3.2.3. Checklist on the course creation

The process of course design is encapsulated in the following table, which can serve as a practical guide to be used during and at the end of the process as well.

Table 13. Checklist for the course design process

Phase	Aspects to be considered
Analysis	Collect information about the students. Define clear learning objectives aligned with course goals. Establish how the interaction with students will take place. Consider intercultural aspects for diverse learner audiences. Evaluate / Improve.
Design	Review and refine competences of the course. Design structures of the course content.

Phase	Aspects to be considered
	Designing learning activities and learning assignments. Create a storyboard outlining the structure and flow of the course content. Define communication pathways. Consider accessibility and inclusivity requirements. Evaluate / Improve.
Development	Develop online content, lectures, and multimedia elements. Ensure content aligns with instructional strategies and objectives. Create interactive elements for engagement. Evaluate / Improve.
Implementation	Test the course functionality with a small group of students. Establish the communication ways. Provide technical support and resources for students. Ensure feedback to students.
Evaluation	Collect feedback from learners on course content and delivery. Assess the effectiveness of instructional strategies. Reflect on the overall success and areas of improvement.

The checklist ensures a comprehensive and systematic approach to course development, addressing key elements across the instructional design phases. After checking each step in the process, you can be sure of the coherence of the course design, and no key elements in the process have been overlooked.

III.3.3. The co-creation of digitally enhanced courses

One of the distinctive features of CIVIS is that any educational activity is coordinated by at least 3-member universities. This means that the design of CIVIS courses and programmes is the result of the collaborative work of at least three teachers with different academic, cultural, social, and often linguistic backgrounds. The challenge is even greater if we consider that our educational offer is open to a potential audience of 17 countries, distributed between Europe and Africa. This implies rethinking the way in which CIVIS courses and programs are developed, to move towards interdisciplinary and culturally inclusive approaches.

We think it is important to do at least two things to facilitate this task. On the one hand, encourage dialogue between different academic fields. This is the reason why CIVIS is organized around 5 interdisciplinary Hubs, which work as collaboration spaces where academics from across the Alliance meet to develop collaborative educational opportunities, everything from standalone courses to full programs⁶⁴. On the other hand, develop work methods and teaching approaches that take advantage of the potential of this cooperation. The CIVIS workshops on Innovative Pedagogies bring together experts and teachers from all universities to respond to the main teaching and learning challenges of the alliance. Within the framework of this program, several workshops have been organized around the co-creation of educational activities, which have given us some clues for the development of CIVIS courses and programmes⁶⁵.

⁶⁴ More information on the CIVIS Hubs here: <https://civis.eu/en/teach-and-research/our-hubs>

⁶⁵ Some examples are: "Interculturality in the international classroom" (November 2023), "Teaching beyond our comfort zone: Facilitation for dealing with complex challenges especially in international and intercultural contexts (November 2023)", "Students as "teacher whisperers" - Co-designing your pedagogical scenario with students"

In this section you will find some guidelines on the co-creation of educational activities based on the experience of the first four years of the alliance.

- **Set up an initial meeting.** Very often, the teachers who are going to participate in the course do not know each other. It is important to create an atmosphere of trust in which everyone feels comfortable and there is no ambiguity about the functions to be assumed by each of them. This team will have to decide on both pedagogical issues (the content of the modules, teaching approaches, assessment methods) and administrative issues (e.g., related to the student selection process or mobility, in the case of hybrid formats). It is therefore important that, before starting to work on the course itself, a meeting is dedicated to getting to know each other and defining each other's roles.
- **Use the Checklist on the course creation described above.** Review together the elements of each phase (Analysis, Design, Development, Implementation and Evaluation) and decide to what extent you will incorporate them into your course. It is important to involve everyone in the process. Each person will bring not only a different academic vision, but also a different know-how, which includes, for example, ways of interacting with students, teaching methods and the use of different digital tools for educational purposes.
- **Nominate a facilitator,** to help the group of teachers to be more effective by designing and leading meetings and workshops. The facilitator will focus on how the group works together, rather than on the specific content of the meetings. The main roles of a facilitator include:
 - Creating a welcoming and productive environment.
 - Encouraging communication and collaboration.
 - Promoting creativity and problem-solving.
 - Ensuring that everyone's voices are heard.
 - Staying on track and achieving the goals of the meeting or workshop.
- **Agree on the storyboard.** This will ensure consistency between the parts that each is responsible for.
- **Decide who will develop each online content,** lecture, and multimedia element to put them in the platform. In case you decide to use a tool that favours interactivity among students (a Moodle chat, Discord, Slack...), think that it is important that someone oversees facilitating the creation of a community; otherwise, it will probably not be used. It can be one of the teachers, an assistant or even a student of the course.
- **Technical and pedagogical support:** In case you decide to use the CIVIS Moodle, contact the Moodle team at least one month before the start of the activity: moodle@lists.civis.eu. They will create the course on the platform, enrol the participants and support you in some pedagogical aspects.
- **Organize one (or some) mid-term meeting:** With the course already started it is recommended to organize one (or some) short meeting to ensure that development is being coherent. In the case where each teacher oversees a module, it may be sufficient for the two of them to see

(November 2023), "Dialogic teaching for interactive courses in HE" (January 2024), "Connecting students (and faculty) and fostering sense of belonging" (to be delivered in April 2024). More information on the CIVIS workshops on Innovative Pedagogies here:

<https://civis.eu/en/teach-and-research/opportunities/workshops-on-innovative-pedagogies>

each other to ensure the transition between modules (for example, to give students a task to do between the end of one and the beginning of the other).

- **Evaluate the impact of the course:** Organize a final meeting to discuss what worked best and what could be improved. Use the checklist as a reference to see how well the objectives proposed by the teaching team have been achieved. In addition to this internal evaluation, contact the students to get their feedback on the course. You can do this in different ways, for example: organizing a farewell session, with questionnaires or asking them for a video message with their assessment. This information will help you to improve aspects for future editions of the course.

III.3.4. The CIVIS Moodle: instructions for a digitally enhanced course

The basis of a digitally enhanced course lies in the first two phases of the model presented above, the Analysis and the Design, which are to be elaborated prior to the use of the online course platform. The storyboard that will emerge as a result must function as the backbone of the course. This will ensure the relevance of the digital tools used and will allow us to be more effective in their use. The development phase is the moment in which tools, resources and applications are chosen to respond to the specific activities that have been defined in the design phase. Moodle supports teachers bringing the instructional design vision to life by using the platform's diverse tools for content creation, multimedia integration, and interactive assessments.

The use of the CIVIS Moodle is not mandatory. The guidelines given in this document are applicable to any Learning Management System, since what matters most is the design of the course itself. However, Moodle has specific functions that may be useful for those project coordinators who decide to use the CIVIS platform. You will find some indications below that will contribute to leverage the digital component of the courses.

III.3.4.1. Set up the course structure

If you decide to use the CIVIS Moodle, contact the support team at least one month before the start of the course. They will create a space on the platform for your course and give you instructions on how to access it. After logging in you will see a similar screen to this:

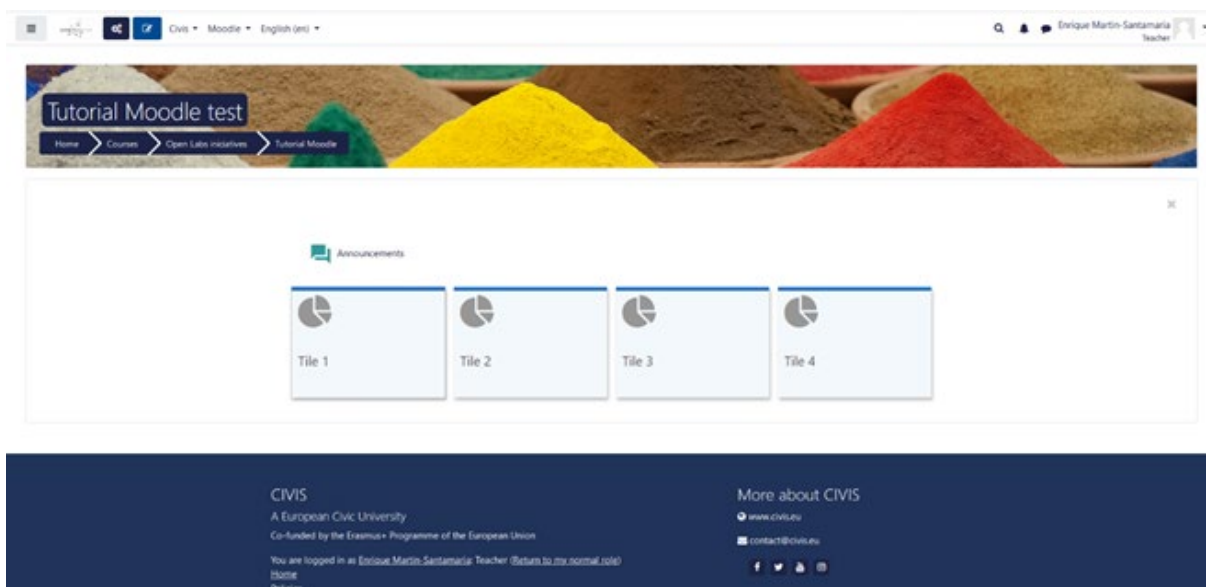


Figure 6. Appearance of an empty CIVIS Moodle course

At the top of the screen, there are two editing icons. The first one  is used to modify the general settings of the course. The second one  is used to edit the sections (tiles) and the specific activities of each section. To close the editing mode, click on .

You can add or remove as many sections (tiles) as you wish. Establish clear learning pathways and sequences for learners to navigate through the content. Divide the content in sequences according to the decisions in the design phase (see the table above). Each course will have different needs, but we suggest that you include at least the following sections:

- **Course overview:** description of the course, prerequisites, learning outcomes, important dates, course calendar, online meeting links, etc.⁶⁶
- **Presentation of teachers:** it can be a short-written biography, or a video presentation, together with contact information.
- **One tile per topic/module of the storyboard.** Presenting the content in a sequential manner guides student through a predetermined learning path with a clear beginning and end.
- **Assessment information:** type of evaluation, dates, grading system etc. Consider adding a rubric with clear assessment criteria.

To modify the sections:

- Activate the edit mode. 
- Change the name and select an image for each section to make the course more user friendly.
- You can change the order of the section by moving the  icon up and down.

⁶⁶ If digital tools external to Moodle are used, specify what they are and how they will be used.

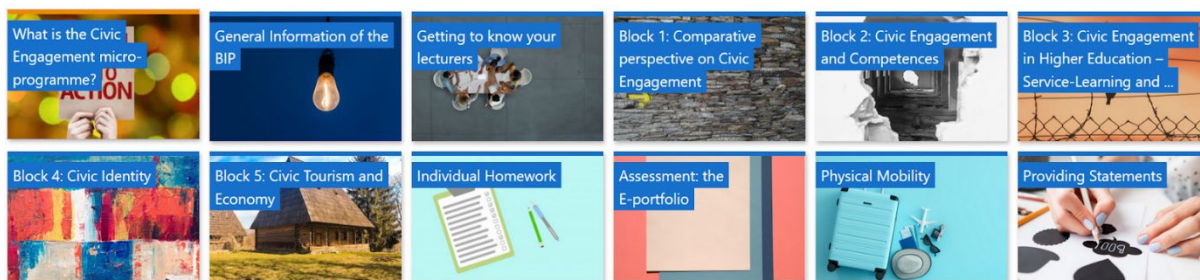


Figure 7. Example of the course "Civic Engagement in Europe: a Transdisciplinary Approach"

Within each section, the course can be organized using labels and pages. To do so, click on *Add an activity or resource*⁶⁷:

- **Label:** For general information about each section. It allows you to add images, videos, links, etc. Organize text-based content in a structured manner, following a logical sequence.
- **Page:** It can be used to create subsections with specific information about the course, including images, videos, links, etc. When there is a lot of information, it will help to provide a clearer presentation.

Other elements that may be useful for the organization of your course are:

- **Summary:** It is also possible to add a short summary of the course that appears on the top of the tiles. It may help the students to have basic course information immediately. To do so, activate the edit mode and click on Edit summary in the upper left corner.
- **Calendar:** In Moodle terms, the calendar is not a resource, but a block, which are items which may be added to the side. You will find the blocks at the top right if you have the edit function active. To add an event, click on "new event" and select the date. It will be visible in your students' calendar.

III.3.4.2. Create content for the course

Content creation means populating the Moodle space with different types of information: adding text, multimedia, interactive elements, external content integration, assessment, and feedback as well as other types of content such as collaborative content creation, discussions, and collaboration.

In the course content, as planned in the design phase, the main components are:

- **Learning content:** concepts, analysis of concepts, theories, classifications etc., presented using text, video, or multimedia resources.
- **Learning activities:** interactive activities to foster understanding on theoretical concepts and to break down the monotony of going through the content.
- **Learning assignment:** at the end of each module, a structured task or exercise should be designed both to facilitate learning and to assess the level of understanding of concepts presented in the module.

⁶⁷ In general terms, an activity is something that a student will do that interacts with other students and/or the teacher. A resource is an item that a teacher can use to support learning.

Below you will find some guidelines on the different types of content to be included in your course:

a) *Text-based content*

Different *resources* and *activities* can be used to introduce textual content: pages, books, forum, assignments, wikis. The Moodle's text editor is like other text editors, offering options for simple formatting (font, size, type, color, etc.) to complex (use of headings, alignment, etc.). These are some tips for entering text in the CIVIS Moodle:

Opening Ceremony

We will start our week with a very interesting program. You will know more about the [CIVIS alliance](#), understand the thematic framework of the event, and attend the keynote speech of our special guest Cristina Franchini, from [UNHCR](#). This ceremony will take place in the room **Special Sessions**.

This session will be recorded.

Time: Monday (September 13), 9h-10h30 (CEST)

Program:

- Welcoming words (Franziska Müller and Glaucia Peres da Silva, University of Tübingen)
- Welcoming words on behalf of CIVIS (Monique Scheer, Vice-President of International Affairs and Diversity, University of Tübingen)
- Introduction to the topic "Global Migration on the Ground" (Elena Ambrosetti, Sapienza University of Rome)
- Keynote speech (Cristina Franchini, UNHCR)
- Closing remarks (Franziska Müller and Glaucia Peres da Silva, University of Tübingen)

Link: [Special Session](#) (Meeting ID: 937 5283 3679, Password: GMSpecial)

 Know more about the UNHCR

 Keynote UNHCR

Figure 8. Example of a section from the course "Global Migration on the Ground"

- **Set a clear format:** Use Moodle's formatting options, such as headings, subheadings, and bullet points, to enhance readability. Ensure consistent heading hierarchy to provide a visual structure, for text organization and for improving navigation for learners. Use heading styles (H1, H2, H3, etc.) consistently for sections and subsections. The bullets list highlights key points and facilitate comprehension, breaking down information into small sections, supporting the content processing. Use bold, italics, or underline selectively to emphasize important information. Emphasis styles draw attention to specific words or phrases, signaling their significance to learners.
- **Use easily readable fonts on various devices:** standard fonts like Sans Serif or Calibri and appropriate font sizes contribute to a clear and professional appearance.
- **Ensure a balanced distribution of text and empty space:** this will help to provide a clean and organized appearance. White space enhances readability and focuses learners' attention on the content. Control line length to avoid long stretches of text. Optimal line lengths (around 50-75 characters per line) improve readability by preventing eye strain. Adjusting line lengths creates a comfortable reading experience for learners. Maintain consistent text alignment throughout the content: whether left-aligned, justified, or centered, a uniform alignment contributes to a polished and professional appearance, enhancing the overall visual appeal.

- **Make sure you take accessibility features into account:** add Content with proper heading structures. Descriptive link texts aid screen reader users in navigating content more efficiently, enhancing comprehension and ease of access for students with cognitive disabilities.

b) **Multimedia-based content**

It is used to enhance text-based content. Moodle provides tools for integration of images, videos, or audio clips within the text to cater to different learning preferences. Images, pre-recorded video, online video hosted on external platforms (see point “External tools to be embedded in the CIVIS Moodle platform” below) can be embedded directly into Moodle resources such as pages, books, or forum posts. It is important to use the correct citation of the source.

In the CIVIS Moodle there is a *resource* called *Media Server*⁶⁸, which has several pedagogical possibilities: editing, integrating slides into the videos, adding comments, attachments, surveys, quizzes, etc. To use this option, click on add an activity or resource. You can also integrate it within a Label or a Page by clicking on .

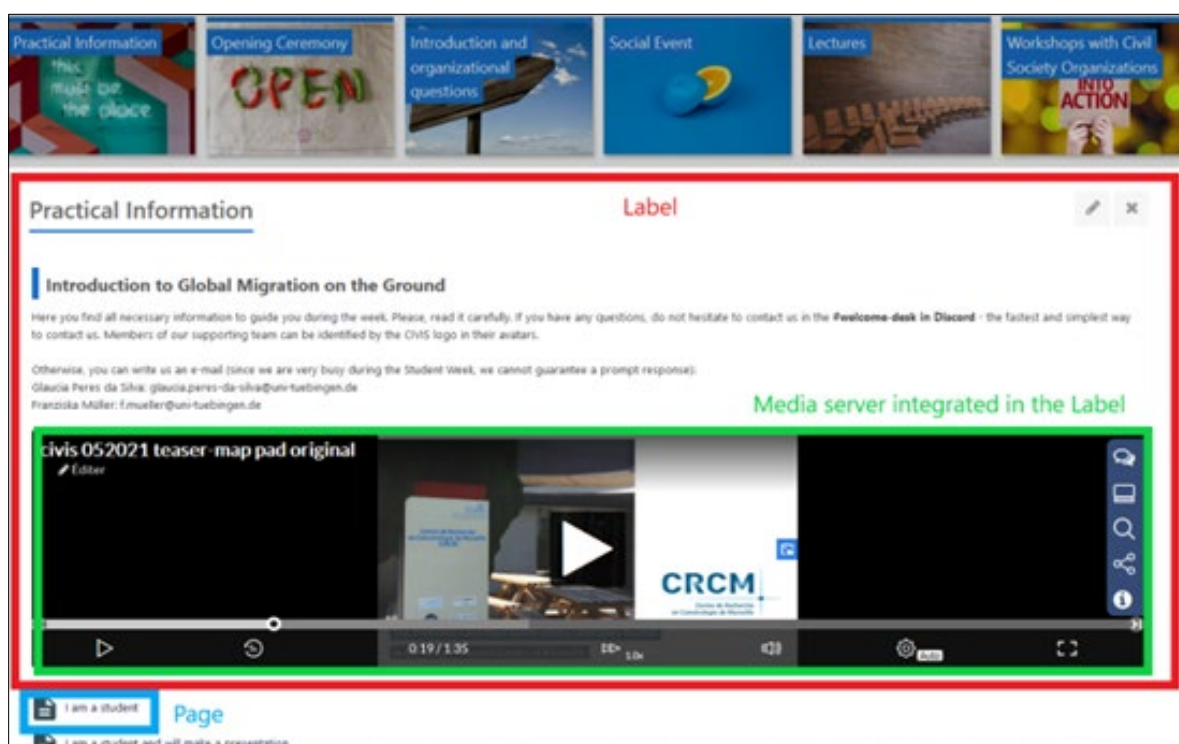


Figure 9. Example of multimedia use from the course "Global Migration on the Ground"

Make sure you take accessibility features into account. Alt text for images which enables visually impaired students to access visual content through screen readers, ensuring they receive the same information as their peers. Captioning videos aids students with hearing impairments and benefits learners in noisy environments or those who prefer muted content.

⁶⁸ For more information on the use of this tool: <https://www.ubicast.eu/en/>

c) *Interactive activities*

Games, interactive presentations, interactive images, guides, interactive graphics/infographics, simulations, etc. can be created with integrated Moodle features or with external tools (see dedicated point below). With respect to the Moodle resources, these are the most common ones:

- **H5P:** It supports a variety of content types, including multiple-choice questions, drag-and-drop exercises, flashcards, timelines, and more. This versatility allows educators to tailor their teaching materials to suit different learning styles and objectives. It does not require programming skills but does require more familiarity than other Moodle tools⁶⁹.
- **Lesson:** It allows teachers to create 'branching' exercises where students are presented with content and then, depending on their responses, are directed to specific pages. The content may be text or multimedia.

d) *Quizzes and Assessments*

They serve as components for assessing and reinforcing learning in Moodle.

- **Quiz:** it enables the creation of diverse assessments, including multiple-choice questions, true/false statements, and short answer questions. The test must be created first and, in a second step, the questions will be defined. With configurable settings such as time limits and randomized questions, quizzes offer a versatile tool for evaluating understanding and knowledge retention.
- **Assignment:** it allows learners to submit a variety of file types, text, or multimedia assignments. Detailed feedback and grades can be established for a personalized and constructive assessment process. Rubrics for grading criteria can be included, to create detailed assessment criteria.

e) *Collaboration and communication tools*

They encourage peer interaction, group work and discussions. They can be created and integrated in different course sections.

- **Chat forums:** It allows students to have a real-time synchronous discussion on predetermined topics.
- **Wikis:** It is a collaborative tool for students and educators to create, edit, and share content in an interactive way.

f) *External tools to be embedded in the CIVIS Moodle platform*

The CIVIS Moodle should be understood as a gateway to the course. The student should easily find all the information needed to follow it. This does not mean that all the digital tools used in the course must be specific to Moodle. Sometimes, the teacher will find an external tool that better responds to the learning objectives⁷⁰. Here are some indications to integrate them in a coherent way:

⁶⁹ For more information on the tool: <https://docs.moodle.org/403/en/H5P>

⁷⁰ In the annex, you will find a table with a list of external tools with different pedagogical purposes.

- **Do not multiply the use of external tools**, as this can be confusing for students.
- **Use tools that you are comfortable with.** A more technically basic but easy-to-use tool is preferable to a comprehensive but confusing one.
- **Be clear on the use of each tool:** When will they be used? Do students need to open an account? What is the link? These instructions must be clear and visible. Do not hesitate to put the link (e.g. for online meetings) in several places.
- The first time you use a tool with students, **take a few minutes to introduce it and explain how it works.** Make sure everyone knows how to use it.
- For tools with the goal of increasing student interactivity, **make sure that someone oversees facilitating participation** on an ongoing basis. It is possible to give that role to one or more students, it can increase their commitment and facilitate the participation of others.
- **Privilege open-source platforms and tools that respect the protection of personal data**

For a more visually appealing use, Moodle allows you to integrate external tools into your own courses. To do this, you need to copy the tool code and integrate it into a Moodle text space (e.g., a label or a page). It is a simple procedure; these are the basic steps:

1. Go to the tool you want to use (in the example, YouTube, but it can be done with communication tools, collaborative tools, etc.).
2. Search for the "embed" function. You will usually find it in the "share" section and is accompanied by this icon .

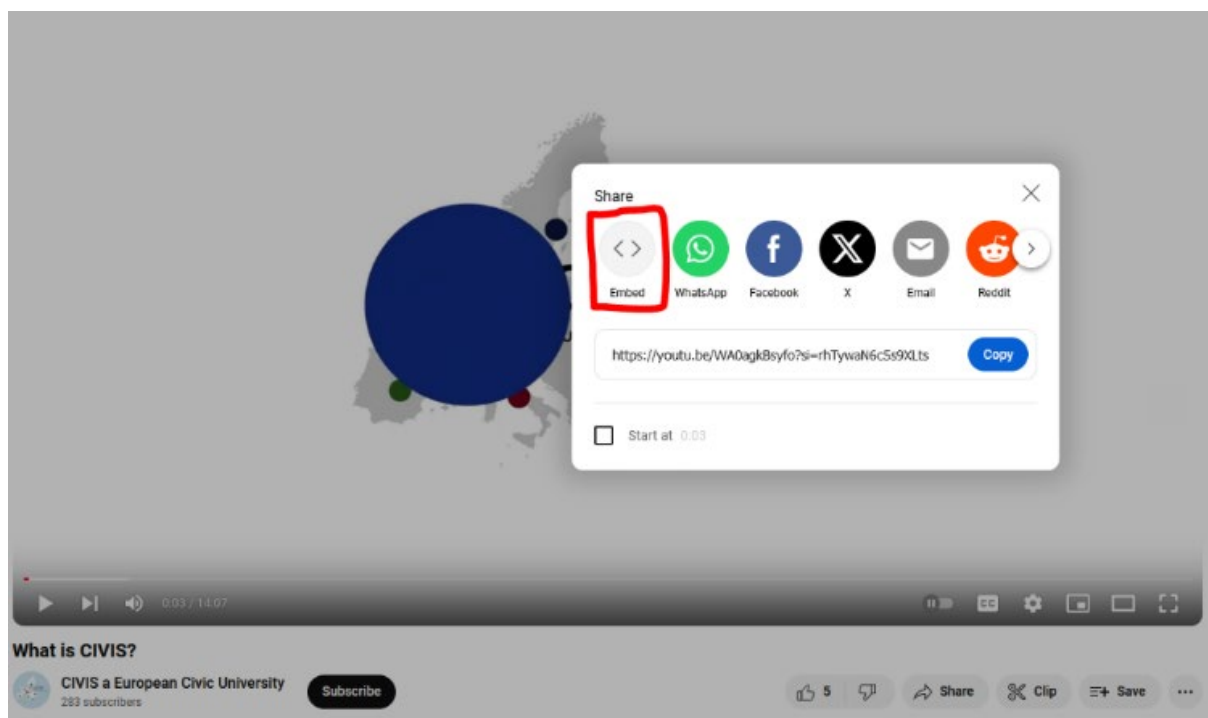


Figure 10. Example of the copy code from YouTube

3. Copy the code.
4. Go to your Moodle course and open a text editor in the section where you want to embed the tool.

- Click on "Show more buttons" and look for the icon .

Adding a new Label to Module 1: Introduction in course design

General

Label text

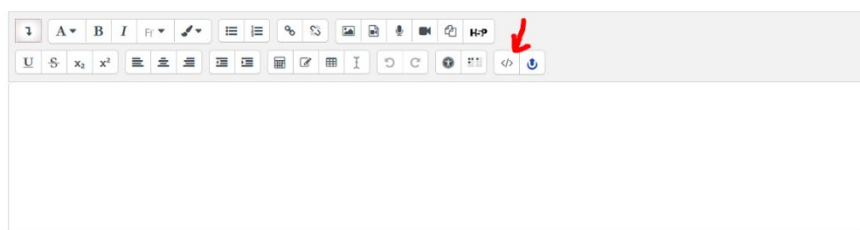


Figure 11. Example from a CIVIS Moodle textbox

- Paste the code.

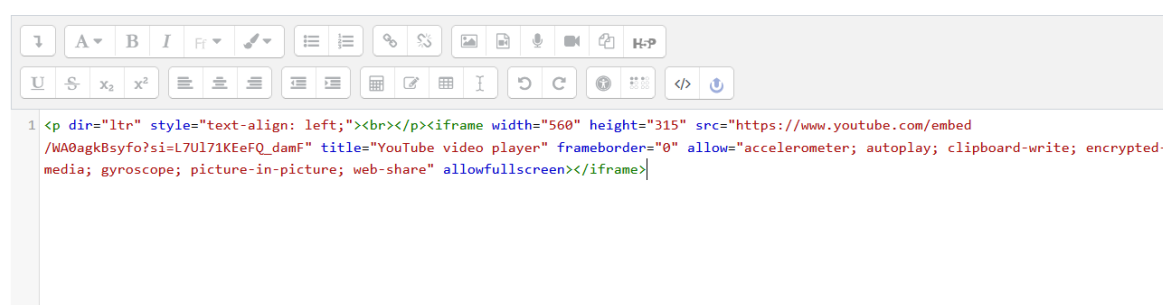


Figure 12. Example from a CIVIS Moodle textbox with the code displayed

- Click on "Save and return to the course". The tool resource will appear as part of the Moodle section and not as an external link.

III.3.4.3. Connection between the CIVIS Moodle and the platforms of each CIVIS university

The CIVIS Moodle facilitates the participation of students from all the universities in the alliance since they can access the course with his or her own institution's account. However, some project coordinator may prefer to use his or her own university's online course platform, either because he or she feels more comfortable with it or because the course already existed previously on that platform.

CIVIS is working to find a technical solution (called Learning Tools Interoperability) that connects the CIVIS Moodle with the Learning Management Systems of the member universities. The objective is that the teacher can work on his or her university platform, but the students access via the CIVIS Moodle in order not to need to authenticate on a local platform.

This solution has already been successfully implemented with some universities, although it is not yet a widespread solution at the alliance level. If you are interested in testing this option, please contact the Moodle team (moodle@lists.civis.eu) for guidance on this possibility.

III.3.5. CIVIS support to strengthen the digital component

CIVIS functions as a collaborative platform for experimentation. From a pedagogical point of view, the aim is to take advantage of the expertise from all member universities to develop an innovative offer that responds to a changing educational context: the more and more digital, flexible, and connected to

the needs of civil society. To this end, CIVIS has created working teams that support, in different ways, the academics in the development of courses and programs. The following list is limited to pedagogical support:

- **Innovative Pedagogies Officer:** is responsible for coordinating a collective teaching support for the development of CIVIS joint academic activities. He coordinates the Expert Group on Innovative Pedagogies to identify pedagogical needs, provide advice, propose solutions, and promote teaching innovative initiatives across CIVIS. He is also in charge of the educational aspect of the CIVIS Moodle.
- **Expert Group on Innovative Pedagogies:** composed of heads and members of the Teaching and Learning Centres of all CIVIS universities, the group of experts provide advice and guidance to CIVIS strategic projects. One of their functions is to encourage the thoughtful development of digital environments for technology to significantly enhance the student learning experience. To this end, the group has a dual function: on the one hand, their members share the experience of their universities in the field of digital education; on the other hand, they can identify experts in their universities and facilitate the link with CIVIS to work on projects with specific pedagogical needs.

It is difficult to know how teaching will be transformed in the coming years, but it is easy to guess that the impact that digitalization will have on it will be enormous. Two elements will be fundamental in this process: research, to ensure a scientific basis in the face of the emergence of myths related to learning, and solid support systems for academics, including both support in the design of educational initiatives and upskilling programs that will enable them to respond in an agile manner to a changing reality.

In this sense, the teaching and learning centres of universities must play a fundamental role, since they combine scientific rigor and experimental vocation. European Universities have the privileged position of being able to create networks between these centres, which allows them to multiply knowledge in educational innovation and the potential to support academics. CIVIS is working to consolidate this network with the aim of favouring co-creation between professors and experts for the development of courses and programs. The truly innovative nature of CIVIS' educational offerings depends mostly on this.

- **The Moodle team:** oversees supporting academics in the use of the CIVIS online course platform, both in administrative (e.g. course creation on the platform, creation of participants' accounts) and pedagogical matters (e.g. finding pedagogical solutions that respond to the learning objectives of the course). They are also a point of contact for possible technical problems.

IV. A QUALITATIVE APPROACH TO TRANSNATIONAL EDUCATION

IV.1. Quality assurance of education in a European University Alliance

The Quality of higher education is a high priority within EU which promotes Joint programmes which “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”⁷¹.

At list three CIVIS universities should participate in the consortium in charge of the design and delivery of Joint and Multiple bachelor’s and master’s degree programmes. The participating CIVIS universities should verify if their institutions, are entitled to offer Joint programmes and to recognize them as a part of the educational programme offered by their institution and to seek subsequently the authorization to proceed (e.g. Letter of intent). CIVIS Universities should fully recognize the Joint programme as being part of their educational offer.

CIVIS partners of the consortium have also to verify if their respective national legal frameworks and their national higher educational systems enable them to award subsequently a Joint degree. If this isn’t possible, CIVIS Universities can deliver Multiple degrees which are defined as “separate degrees awarded by higher education institutions offering the joint programme attesting the successful completion of the programme”⁷². So, a Joint program can lead some CIVIS Universities to a joint degree and to (a) national degree(s) which is recognized under different higher education systems. Prior to the recognition of a degree, an accreditation process assessing the academic quality of the programme usually takes place.

Lisbon Recognition Convention (LRC) ensures that “foreign qualifications shall be recognised unless there is a substantial difference between the foreign qualification for which recognition is sought and the corresponding qualification of the host country”⁷³.

It is important to consider the internal regulation for establishing Joint degrees and Multiple degrees the requirements of CIVIS universities’ national frameworks concerning their delivery before submitting an accreditation application to the selected EQAR-registered agency. The implementation of joint programmes is still obstructed by problems related on recognition, quality assurance (QA) and accreditation. Depending on the national system and University regulations, programmes must be approved and validated by various accreditation bodies and/or ministries (Department council, scientific area board, Senate, Rector’s council, Quality assurance Unit of the University, Accreditation agency, Ministries, etc).

Aspects concerning the quality and the accreditation of Joint Programmes should be considered in the beginning of their design. The Consortium of CIVIS Universities should agree early to internal quality

⁷¹ *European Approach for Quality Assurance of Joint Programmes October 2014, approved by EHEA ministers in May 2015,* p. 1.
https://www.eqar.eu/assets/uploads/2018/04/02_European_Approach_QA_of_Joint_Programmes_v1_0.pdf

⁷² *Ibid.*, p. 1 footnote, 1.

⁷³ *The Lisbon Recognition Convention at 15: making fair recognition a reality.* Council of Europe Higher Education Series No. 19, Council of Europe, 2013.

assurance processes. To implement Joint degrees, partner Institutions “should apply joint internal quality assurance processes in accordance with part one of the ESG”⁷⁴.

The concerned consortium must consult the European Approach for Quality Assurance (EQAR) of Joint Programmes in the European Higher Education Area (ESG) which sets standards based on the agreed tools of the EHEA. The consortium of CIVIS partners involved in the design and the implementation of a Joint programme must draw up an accreditation application of a Joint and/or Multiple degree and submit it to a suitable quality assurance agency selected from the list of EQAR-registered agencies. These agencies have developed a multilateral mutual recognition agreement which provides an application mechanism and standards based on the agreed tools of the EHEA.

The selected agency will carry out a single evaluation or accreditation assessing the academic quality of the entire joint programme. Considering that an automatic qualification doesn’t exist, the quality assurance agency will also undertake the external assessment and will ensure that accreditation results are accepted across borders. In accordance with the national legal framework, the accreditation process applies the national rules on recognition. Due to the necessity to comply with the different national regulations on Joint programmes and Joint degrees, it is the responsibility of CIVIS partners to know national and university regulations as well as the administrative units of their institution involved et to include them in the application. The variety and in some cases the incompatibility of requirements hinder academic collaboration and obstruct the design and the implementation of Joint programmes.

A Cooperation Agreement, included in the application, should specify the denomination of the degree(s) awarded in the programme. It should explain the terms and conditions of the joint programme as well as CIVIS Universities’ role, competencies, and responsibilities in designing and delivering it. The procedure concerning the keeping of students’ records should be mentioned as well as the price of fees (inscription and tuition) for the Master programmes. Information concerning the administration and the financial planning of the Joint programme as well as issues concerning the mobility of students and teachers should also be included in the cooperation agreement. Moreover, it is important to guarantee a sufficient and adequate staff and to foresee appropriate infrastructure, facilities, and a suitable place.

An institutional self-evaluation report (SER) will be submitted by the cooperating CIVIS Universities to the selected EQAR-registered agency with information about the compliance of their Joint programme with the Standards for Quality Assurance of Joint Programmes in the EHEA. It will also contain information concerning the national frameworks of CIVIS Universities which would be useful to the review panel.

The structure and content of a Joint programme should be aligned with their curriculum. A course catalogue should be also presented in the application. Information concerning students’ assessment and learning outcomes should be included. A CIVIS Joint bachelor programme should have a workload of 240 ECTS and a Joint Master programme equates 120 ECTS. The European Credit Transfer System (ECTS) should be implemented. A framework for the organization of examinations and their regulations, the recognition of credits and degree awarding procedures, should be agreed in the consortium and presented in the application.

Information on *admission requirements and selection process*, which should be appropriate to the study programmes’ level and discipline, should also be included in the application, where it will be explained that the design and implementation of the programme was a joint activity and that the partners were involved in different levels. The intended learning outcomes should specify knowledge, skills, and attitudes in the respective disciplinary field(s). They should agree with the corresponding level in the

⁷⁴ *European Approach for Quality Assurance of Joint Programmes October 2014, approved by EHEA ministers in May 2015,* p. 4.
https://www.eqar.eu/assets/uploads/2018/04/02_European_Approach_QA_of_Joint_Programmes_v1_0.pdf

Framework for Qualifications in the European Higher Education Area (FQ-EHEA), and the relevant national qualifications frameworks. The list of intended learning outcomes should include a) Matrix of alignment with Framework for Qualifications in the European Higher Education Area (FQ-EHEA) and b) Matrix of alignment with applicable national qualifications framework⁷⁵.

After the submission of the application for the Joint programme accreditation, a review panel of at least four members experts in relevant disciplines will verify if it complies with the requirements before delivering the accreditation decision. This panel will include representatives of at least two countries involved in the consortium of the programme and one student. Its external quality assurance decision should be valid in all participating countries in the consortium. Nevertheless, due national requirements, an additional external evaluation or accreditation procedure could be asked in the countries where the joint programme is being offered.

IV.2. Strategy for quality assurance of joint programmes at CIVIS level

The joint programmes leading to either multiple and/or joint degrees are the pinnacle of the medium- and long-term strategic and operational planning of CIVIS in terms of educational provision, in line with the overall objectives of the European agenda and the actions undertaken by other European Universities Alliances.

Moreover, following the outcomes of the 6 pilot projects that tested the European Degrees together with the European Commission, one of the key recommendations of all the projects was that the European approach for QA of joint programmes becomes the main approach in place for such Degrees in the future, thus CIVIS's vision should be, in a way, directed in the same way that ensures that CIVIS programmes may become, as soon as the European Degrees formalise, some of the first European Degrees to be issued. Therefore, CIVIS joint programmes will be accredited via the European approach for quality assurance of joint programmes (where possible) and that CIVIS funds will be allocated for the accreditation fees requested for the accreditation to be conducted.

IV.3. Evaluation report on pilot activities

IV.3.1. Follow-up procedure on CIVIS educational activities

This section of the deliverable includes the information related to the follow-up procedure on CIVIS educational activities established in CIVIS, not as definitive version, but as a piloting tool to establish a long-term evaluation procedure for all types of educational activities developed at Alliance level. The purpose of the present procedure is to include and provide common practices and information for “activity coordinators” reporting on CIVIS educational activities that correspond to different types of educational activities in the CIVIS Educational Framework and approved by CIVIS Governance as CIVIS educational activities. By “activity coordinator”, for the purpose of the present procedure, is understood as any academic staff member, administrative, or any other type of staff from any CIVIS university or at Alliance level that coordinates CIVIS educational activities validated by CIVIS Governance, in some cases benefiting also from CIVIS support structures, such as the support provided by the CIVIS Coordination Office (Coordination Team, Officers, Units), as well as any other CIVIS structures or other type of CIVIS

⁷⁵ Impea, Self-evaluation report template, http://impea.online/wp-content/uploads/2020/10/SER_template_ImpEA_final.pdf

support received (incentives, mobility funds, tools, human resources, etc.). The procedure aims, currently, to the following types of educational activities:

Single Learning Activities (SLAs)

- Regular / Online Courses
- Seminars / Webinars
- Workshops
- Research & Development (R&D) Bootcamp

Multi-Structured Learning Activities (MSLAs)

- Summer / Winter Schools
- Internships / Traineeships
- Blended Intensive Programmes (BIPs)
- Modular Offer (Micro-Programmes and Micro-Credentials)

The main objectives and usage of the reporting procedure are to:

- Have a clear overview of implementation process of CIVIS educational activities.
- Understand the challenges, barriers, and good practices in place when implementing CIVIS educational activities.
- Support the overall reporting for the CIVIS2 project and the accomplishments towards the European Commission.
- Design and implement a special process for new editions of CIVIS educational activities to be evaluated and validated.
- Update the CIVIS Educational Framework and CIVIS support structures (CIVIS Units, Erasmus+ Offices, CIVIS Officers, CIVIS Management, etc.) based on the outcomes of the implemented activities.
- Support discussions around changing at national / regional level in matters of educational legislation and practice.
- Develop recommendations and case studies for other stakeholders and higher education institutions across the European context.
- Include CIVIS analyses in educational public policy documents, discussions with the national and regional bodies, etc.

All CIVIS activity coordinators must report at the end of the proposed activities (no later than five weeks after the end of all related activities). Periodically, CIVIS Coordination Office (or the CIVIS Education Unit) will present summaries / compilations and updates on the reporting to the Management Committee and / or Steering Committee and in an annual meeting with academics (e.g.: CIVIS teaching and learning conference), based on the reporting received from activity coordinators and responsible CIVIS bodies.

The reporting process will be conducted fully online, so the information provided here is only for information, as the project coordinator will not be using this directly in their reporting. Also, as the reporting is currently undergoing a piloting process for the first time, the reporting will include a couple of questions for the activity coordinators to provide feedback on the reporting procedure and its

components. The procedure, based on the received feedback and other discussions will enter an updating process and will be re-deployed in an improved version.

REPORTING ON CIVIS EDUCATIONAL ACTIVITIES

General information for activity coordinators

For CIVIS educational activities, the reporting includes information on the graduation, marks / grades, ECTS credit points and other educational outcomes of the activities. At the end of the CIVIS educational activity (no later than five weeks after the activity), the activity coordinator must send to the Education Unit, an activity report, described below.

At the completion of the activity Education Unit will send a feedback & satisfaction questionnaire (developed and implemented in cooperation with the CIVIS Quality Officer) to all participants, if such questionnaires are not already sent automatically to the participants. The collected data will be used for developing quality reports on the implementation of CIVIS educational activities. The collected data will also be shared with the activity coordinator.

I. Academic information

Please fill in with the dates of all academics involved in delivering the educational activity:

Name	Email	University	Faculty / Department	Teaching hours (virtual component)	Teaching hours (physical component)

FEEDBACK on component I

Please answer the next question to provide feedback on the structure and content of the section: **Academic information**

1. If any, please note any difficulties in filling in the table from the previous section:

.....

II. Participation of students / academics / administrative staff to the activities

II.1. Achievement / grade situation for CIVIS participants (the activity coordinators will be requested to upload the filled and signed document attached, with the information requested). Those who can report the information below through the university's study documentation IT-system can upload this document instead.

ACHIEVEMENT / GRADE SITUATION FOR CIVIS PARTICIPANTS

Course Title	
Faculty	
Department	
Academic Coordinator	
Coordinator's Email	

No.	Name and surname of the student	Achievement / Grade*	Comments
1			
2			
3			
4			
5			

Date:

Signature of the Academic Coordinator

II.2. Rate of drop-out. Those who can report the information below through the university's study documentation IT-system can upload this document instead.

Status	Number
Enrolled, but no show-up (the students were admitted, confirmation was sent, but the student never replied/participated)	
Participated, but not passed (the student participated in some of the activities, but did not pass, either due to fail or due to drop out)	
Passed	

FEEDBACK on component II

*Please answer the next questions to provide feedback on the structure and content of the section: **Participation of students / academics / administrative staff***

1. Was the information required in the previous section easy to fill?

Yes / No

2. Please note any suggestions for improvement on this section

.....

III. Teaching and learning

III.1. Planned teaching and learning activities

No.	Title of the planned activity	Did you succeed in implementing the planned activity?		Reasons for not implementing
		Yes	No	
1				
2				
3				
...				

III.2. Active participation

Please describe 1-4 teaching and learning activities in which participants were actively involved and reflect for each of them upon: How were the participants involved, limitations of the activity, reluctance from participants, ways to improve participation etc.

.....

III.3. Format and methods of assessment

Those who can report the information below through the university's study documentation IT-system can upload this document instead.

No.	Assessment methods used in activity	Conclusions on their use, including reflections
1	<i>Example: Project about...</i>	<i>Example: Not efficient because... It did not reach learning...</i>
2	<i>Example: Written exam including items...</i>	<i>Example: Efficient because... Students did not like it...</i>
3		
...		

III.4. Learning outcomes

a. Have the participants reached the learning outcomes?

Yes / No

i. If yes, what supported them in reaching the learning outcomes?

.....

ii. If not, what were the obstacles in reaching the learning outcomes?

....

b. Where the learning outcomes related to the teaching and learning activities and the assessment?

Yes / No

i. If yes, how where they related? (give 1-2 examples)

.....

ii. If not, why were they not related and what changed in the process?

.....

FEEDBACK on component III

Please answer the next questions to provide feedback on the structure and content of the section: **Teaching and learning**

1. On a scale from 1 (very difficult) to 5 (very easy), how difficult was for you to fill in the information required in the previous section?

2. On a scale from 1 (not clear at all) to 5 (very clear), how clear were the questions in the previous section?

3. Please note any suggestions for improvement on the previous section

.....

IV. Type of support received

Type of support	Did you receive this type of support?		Shortly describe the received support	Body / structure / person at your university or in CIVIS	Level of satisfaction (1 – very dissatisfied 2 – dissatisfied 3 –satisfied 4 – Very satisfied)	Provide any suggestions for the improvement of the support
	Yes	No				
Financial						
Administrative						
Technical						
Dissemination						
Pedagogical						
Other						
Comments						

FEEDBACK on component IV

Please answer the next questions to provide feedback on the structure and content of the section: **Types of support received**

1. On a scale from 1 (not relevant at all) to 5 (very relevant) how relevant were the questions in the previous section?

3. Please note any suggestions for improvement on the previous section

.....

V. Best practices

In case of best practices that can be shared to a wider community (CIVIS or outside of the Alliance), please share here your example.

.....

VI. Added value

Please specify the added value and distinctiveness (*if applicable*) of the CIVIS educational activity in contrast to educational activities outside of CIVIS.

.....

VII. Challenges and improvements

i. Please mention (*if applicable*) 1-3 challenges that you encountered during all the phases of the educational activity (application, planning, implementation, reporting, etc.)

1. ...

2. ...

3. ...

ii. Please mention (*if applicable*) improvements of the educational activity implemented

.....

FEEDBACK on components V, VI, and VII

Please answer the next questions to provide feedback on the structure and content of the sections: **Best practices, Added value, Challenges and improvements**

1. On a scale from 1 (not clear at all) to 5 (very clear) how clear were the questions in the previous sections?

3. Please note any suggestions for improvement on the previous sections

.....

VIII. Supporting documents

- Achievement / grade situation for CIVIS participants (mentioned before at point II.1.1.)
- Certificates of Attendance signed by hosting university (physical)
- Recordings & screenshots (online)
- Photos (physical)
- Other documents (online and physical)

GENERAL FEEDBACK

1. On a scale from 1 (very difficult) to 5 (very easy) how was for you to fill in the information required in this reporting procedure?

2. On a scale from 1 (not clear at all) to 5 (very clear) how were the questions in this reporting procedure?

3. On a scale from 1 (not relevant at all) to 5 (very relevant) how were the questions in this reporting procedure?

4. If there are any questions that you did not find in the procedure, but think they are relevant to be included, please note them:

.....

5. Please note any suggestions for improvement on the whole reporting procedure

.....

IV.3.2. Identification and description of pilot activities

Having the aim to explore how specific educational activities developed in CIVIS interact with administrative components, innovative pedagogies, digital tools and processes, and other aspects that support the design and implementation of educational activities at Alliance level, the need to define what the concept of “pilot activities” mean and how it may be approached.

In this context, pilot activities in education refer to *“educational activities (at any level and of any format) that, prior to the milestone / deliverable / reporting (at least 2 months before), have been validated by the CIVIS Steering Committee and have been launched”*.

V. CONCLUSIONS

In this guidebook, the CIVIS team presents a framework for educational support tailored to the diverse learning activities across the Alliance. To this end, our alliance has created an innovative and pioneering model, which has been internally tested and validated. This model aims to serve as a benchmark for designing new academic curricula within European Alliances. A special focus was placed on facilitating access to formal CIVIS learning experiences for students from the African area of priority interest, where our associated partners, from the African member universities, are expected to continue the process in a dynamic and consistent approach.

From a structural standpoint, the guidebook is notably complex, serving both as a programmatic and pragmatic document. It provides the general strategic framework of the Alliance for developing academic programs and offers guidelines for those involved in the design and implementation of these programs.

The CIVIS Educational Framework structured educational activities into three levels of design and complexity, while each of these levels includes several types of educational activities that create the educational offer of the alliance: Single Learning Activities (SLAs: Regular / Online Courses, Seminars / Webinars, Workshops, Research & Development (R&D) Bootcamps, Summer / Winter Schools); Multi-Structured Learning Activities (MSLAs: Internships / Traineeships, Blended Intensive Programmes (BIPs), Modular Offer - Micro-Programmes and Micro-Credentials); Degrees (Multiple Degrees, Joint Degrees - some leading to European Degrees)

The CIVIS Educational Framework is supported by templates and guidelines. Among other supporting documents, the technical package includes the number of ECTS and a clear differentiation between categories from the Framework to aid in the design and implementation of activities by CIVIS academics and administrative staff. The provided templates are structured into three sections: one for general information, one for activity design, and one for content description. Although the template maintains an overarching structure with these three aligned sections, each section varies in content and structure due to the unique nature of the learning activities.

CIVIS educational activities are jointly delivered at alliance level in a collaborative way, through the transnational cooperation of at least three partner universities, up to large credentials such as CIVIS European Degrees. As particular features of the CIVIS educational framework, in many cases, second and third level activities (MSLAs & CIVIS Degrees) can consist of previous level activities, based on the principles of stackability and modularisation.

In seeking strategies to enhance the presence of flexible pathways in higher education, the CIVIS Educational Framework set up a shared understanding of modularisation at the Alliance level as a way to combine and integrate new tools and formats into every learning activity. Therefore, this guidebook included an overview of the new educational formats and activities that had already been integrated into CIVIS, namely Blended Intensive Programmes (BIPs) and Micro-programmes, as well as the emerging concept of micro-credentials as one of the most promising educational experiences bridging curricular university programmes with the catalogues of HEIs' Life-long Learning centres.

Even though numerous transformative policies at the European level have established a suitable framework for European Universities Alliances to rely on in their commitment to developing an integrated joint educational offer, it is important to note that not all barriers have been eliminated. CIVIS will still have to address various national and institutional constraints when incorporating this innovative and flexible philosophy into the shared curriculum.

The CIVIS Educational Offer is distinguished by a set of transversal components with clearly defined requirements. These components ensure the applicability and effectiveness of designing and

implementing any educational activities proposed under the CIVIS Educational Offer. This guidebook detailed the transversal components, which include quality assurance, embedded mobility, innovative pedagogies, multilingualism, ECTS and recognition, digital credentials and strategic African partners.

Innovative pedagogies is one of the main transversal pillars of CIVIS approach and landmark. Thus, the organization of workshops on innovative pedagogies is part of a broader strategy aimed at promoting teaching and learning solutions to challenges the CIVIS educational context. CIVIS vision on innovative pedagogies is not about giving ready-made responses, but about working together to find the teaching approaches best suited to a changing reality. This guide offers both a strategic point of view about innovative pedagogies, but also on practical approach on types of expert groups involved, concrete objectives and examples of workshops developed in CIVIS.

Another main pillars in CIVIS is mobility. One of the main initial objectives of the alliance was to develop an educational offer that would promote physical mobility among students, academics, and staff. However, COVID-19 imposed a reality that obliged the academics, as well as the pedagogical support teams, to adapt courses that had been designed for a face-to-face format. This is the context in which the CIVIS Moodle was launched, to facilitate the digital component of the alliance's courses and programmes. The use of the CIVIS Moodle is not mandatory, but the guidelines given in this document are applicable to any Learning Management System, since what matters most is the design of the course itself. However, Moodle has specific functions that may be useful for those project coordinators who decide to use the CIVIS platform.

Nevertheless, as mentioned before, Strategic Partner Universities (SPU) in Africa will further develop challenge-orientated activities across all academic missions – education, research, and transfer to society, including measures gearing joint activities to societal challenges.

This guidebook provided practical solutions and addressed common questions that our alliance beneficiaries face when developing a new study program. Simultaneously, it aimed to propose viable modernization solutions at the European level for other Alliances, from the second and third waves, interested in validated curriculum design experiences that can be adapted to their development and implementation needs.

VI. TOOLS AND ANNEXES

VI.1. CIVIS Educational Glossary

The following terms are defined for a common understanding on the terminology used in the context of elaborating the CIVIS Educational Framework and to enhance the comprehension of the concepts.

Blended Intensive Programmes are “short, intensive programmes that use innovative ways of learning and teaching, including the use of online cooperation” (European Commission, 2022c, p. 47).

Digital Campus is an inter-university campus built to support CIVIS virtual environment, with tools for digitally enhanced educational offer at all levels, for facilitating all forms of mobility and promoting CIVIS opportunities.

Challenge-Based Approach is a pedagogical approach based on solving collaboratively real-world problems delving in sustainable solutions to societal needs.

CIVIS Challenges refer to the main directions on which designing new study programmes, facilitating research collaborations, and fostering civic engagement are focused.

CIVIS Educational Framework identifies and clusters educational activities in a structure of academic curricula on a building-blocks model, based on complexity levels and interconnections between all types of learning activities.

CIVIS Hallmark implies the cooperation of at least three universities within the alliance in the construction of learning activities, the recognition of ECTS credits, the promotion of multilingualism and civic engagement, the development of innovative and challenge-based approaches and the collaboration with stakeholders through interaction with Open Labs.

CIVIS HUBs are cross and interdisciplinary thematic research and education areas with the main goal of creating innovative study and research programmes focused on global societal challenges.

CIVIS Matrix is an organised structure developed during CIVIS 1, rendering different educational activities, with a multi-layered approach for structuring academic curricula, starting from small units of teaching & learning for large curricular constructs.

CIVIS Open Labs are open and collaborative spaces, platforms for dialogue where CIVIS universities and local citizens can meet, design, and implement cooperative projects aimed at addressing local needs and challenges.

CIVIS Passport is a digital tool for recording all learning activities undertaken by the students, offering transparency in student mobility, learning recognition and employability.

CIVIS Passport Platform is an online platform that allows the process of administering the CIVIS Passports.

Digital Credentials are a digital document describing the learning achievement to ensure the transparency and portability of all information for learning recognition and mobility.

Embedded Mobility refers to different types of mobility (physical, virtual, or blended) embedded in the educational activities included in the CIVIS Educational Framework.

Internships are long duration learning experiences offering full-time or part-time integration into a professional or research environment, with regular supervision and feedback from an academic or administrative mentor.

Innovative Pedagogies are transversal dimensions encompassing examples of instructional / learning design strategies or approaches to be included in the educational activities developed under the CIVIS Educational Framework.

Joint Degree is a single degree certificate awarded to a student upon successful completion of a joint programme. The joint degree must be signed by the competent authorities of two or more of the participating institutions jointly and recognised officially in the countries where those participating institutions are located (European Commission, 2022c, p. 437).

Joint Programmes are higher education (study or research) programmes jointly designed, delivered, and fully recognised by two or more higher education institutions. Joint programmes can be implemented at any higher education cycle, i.e. bachelor, master or doctorate or even short cycle. Joint programmes can be national (i.e. when all universities involved are from the same country) or transnational/international (i.e. when at least two different countries are represented among the higher education institutions involved) (European Commission, 2022c, p. 437). According to CIVIS rules, three full partner universities are involved in delivering programmes.

Lifelong Learning (LLL) is a concept used to describe the voluntary and self-motivated pursuing of additional learning needs and the development of further skills for professional or personal motivations.

Micro-Credential means the record of the learning outcomes that a learner has acquired following a small volume of learning (1-15 ECTS). Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural, or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

Micro-Programmes represent learning components that offer students short and medium sized learning activities, on a variety of topics and formats, built on different smaller units of learning (courses, research, and practice activities / projects, etc.) that exist in the CIVIS curricular offer or are newly designed for the purposes of modularisation.

Modularisation is a tool to build larger blocks of learning pathways. By using smaller units (such as courses, BIPs, etc.), larger blocks can be built (modules/micro-programs) either leading to the European BA/MA/Ph.D. programmes or within the framework of lifelong learning.

Multi-Structured Learning Activities (MSLAs): are the first level of modularisation, can be built by combining Single Learning Activities (SLA's) or by developing standalone educational activities.

Multilingualism is the use of multiple languages in communication and learning across CIVIS Alliance. Currently, in CIVIS eight languages are present in the alliance: EN | DE | EL | ES | FR | IT | RO | SV.

Multiple Degree / Double Degree represent (at least) two separate degree certificates awarded to a student upon successful completion of a joint programme. A double degree is a specific type of multiple degree. Each degree must be signed by the competent authority of the institution concerned and recognised officially in the countries where the different awarding institutions are located (European Commission, 2022c, p. 436).

Regular Courses are learning activities comprising both theoretical and practical approaches, which are conducted through classroom instruction. They can be part of the existing educational curricula, or newly designed by CIVIS universities and are open to all CIVIS students.

Research & Development Bootcamps represent intense research / practice / training sessions designed to prepare students for the practical reality of development, at any level of study less theory-oriented, emphasising on practical educational components.

RIS4CIVIS is a 3-year project co-financed by the European Commission under the Horizon2020 'Science with and for Society' (SWAFS) programme and the CIVIS member universities.

Seminars are a series of events conducted face to face by facilitator(s), covering specific topics and characterised by interactive approaches and active participation due to the limited number of participants.

Stackability means that a sequence of micro-credentials can be accumulated over time, has internal coherence, and can provide a full and easy-to-understand picture of what the learner has learned over time (Kazin & Clerkin, 2018; MicroHE Consortium, 2019, cit. in European Commission, 2020d).

Webinars are “web-based seminars, in which participants and facilitators communicate live over the Internet across distant geographical locations using shared virtual platforms and interact ubiquitously and synchronously in real time via voice over IP technology and web camera equipment” (Gegenfurtner & Ebner, 2019, p. 1).

Single Learning Activities (SLAs) are small units of teaching and learning that consolidate the primary educational components of the Educational Framework “characterised unity of method and subject” (European Commission, 2016, p. 11).

Summer / Winter (Seasonal) Schools consist of a series of events and activities that might be accomplished through workshops, webinars, and / or lectures, R&D sessions (Bootcamps), etc. accompanied by individual study.

Traineeships are understood as a limited period of work practice, whether paid or not, which includes a learning and/or a training component. They help young people gain practical and professional experience, improve employability, and facilitate transition into regular employment (European Commission, n.d.).

Transversal Dimensions are a set of transversal components with clearly defined requirements, which accompanies the CIVIS Educational Framework.

Workshops are participatory learning activities focused on the training of competencies, with a practical-centred approach, offering proper contexts for collaborative working, debates, and task solving.

VI.2. E-learning toolkit

The selection of a digital tool is always at the service of a pedagogical objective, but sometimes it is difficult to find one that suits the needs of the course. Here is a list of some free tools that may be helpful for the design of your activities⁷⁶.

Pedagogical objective	Tool name	Description
Assessment	ClassTime	It helps teachers and learners to assess understanding and progress in real time in class using quizzes, questions, and reflection questions.
	Plickers	A quick and simple way to check student understanding. This assessment tool allows teachers to collect on-the-spot formative assessment data without the need to have students use devices or paper and pencil.
	ClassQuiz	A simple open-source game-based learning tool that allows teachers to create different types of quizzes and puzzles to assess student learning.
	Kahoot	A game-based learning tool that allows the creation of evaluation quizzes.
	Mentimeter	It helps teachers to create interactive presentations with quizzes, questions and answers, word clouds etc. It is very useful when teaching to many students for taking feedback and anonymous overall assessment.
	Particify	An open-source tool which helps teachers to create interactive presentations with quizzes, questions and answers, word clouds etc. It is very useful when teaching to many students for taking feedback and anonymous overall assessment.
	Educaplay	A gamification tool that helps teachers create different types of interactive questionnaires and surveys to assess learner understanding in a fun way.
Pedagogical content creator	Genially	Content creating tool that allows teachers to create pedagogical material with innovative designs and graphics, by yourself or with a team.
	Canva	Content creating tool that allows teachers to create pedagogical material with innovative designs and graphics, by yourself or with a team.
	Academic Presenter	This tool allows you to create graphic-based presentations and gives you the ability to animate them. You can create interactive and more visually appealing presentations and course materials.
	Framapad	Collaborative tool that enables to edit texts with other colleagues in real time.
Learning through memory	Memrise	Online learning tool with courses created by its community, mainly focused on teaching languages, but also for academic and non-academic subjects.

⁷⁶ The content and use of online tools may change from day to day and the terms and conditions may be updated. This file was updated in January 2024, please bear this in mind when browsing the tools on this list.

Pedagogical objective	Tool name	Description
Online whiteboard and e-portfolio	Anki	Free software for learning and reviewing flashcards through spaced repetition.
	Milanote	Virtual whiteboard that enables you to organize your projects alongside your colleagues in real time.
	Miro	Online collaborative platform that enables distributed teams to work together, from brainstorming with digital sticky notes to planning and managing agile workflows.
	Tableaunoir	Virtual whiteboard that enables you to organize your projects, giving you the possibility to invite contributors to work together and exchange ideas in real time.
	Whiteboard	Virtual whiteboard that enables you to organize your ideas, run a brainstorming session with your students and let them work in a group.
	XMind	A useful tool for creating visual mind maps and brainstorming. It makes it easy to organize thoughts and ideas visually. You can use this while giving homework to the students.
	Padlet	Digital bulletin board for collaborative sharing of ideas, images, and documents. It's a versatile and visually appealing tool, accessible from any device, ideal for both individual and group projects.
	Wakelet	A collection curation and sharing platform where users organise articles, videos, and images from the web. It allows students to visually curate and share content. Useful for collaborative projects, creating posters, sharing project results and/or sharing homework.
	Google Sites	This tool enables you to build a website page online, in a simple way. You can create, through its diverse functions, a modern and dynamic portfolio and share it with other people.
Virtual interactive platforms	Mozilla hubs	Virtual space platform that enables you to create a community with your students and share multiple files and course content.
	Workadventure	Video chat platform based on the creation of virtual spaces where students can move around interact with other participants.
Interactive video editor	Flip	Video tool that allows teachers to post "topics", videos with some accompanying text. This is then shared with students, who can be prompted to respond. The response can be made using the software's camera to create videos that are then posted to the original Topic
	Ubcast	A platform to create, integrate and teach with educational videos (video trimming, chaptering, automatic indexing, keyword management, broadcasting, automatic translation).

VI.3. CIVIS Template on Single Learning Activities (SLAs)

VI.3.1. General information	
Type of learning activity	☐ Regular / Online Course ☐ Seminar ☐ Webinar ☐ Workshop ☐ Research & Development (R&D) Bootcamp ☐ Summer / Winter School
Title	Activity title: we recommend a shorter and concise title which reflects the main topic of the activity. <i>Example: Teaching and learning in online communities: tips and tricks.</i>
Code (if case)	You can use the university code if the activity is already in the curriculum. <i>Example: FP1045</i>
Field of study	The fundamental field of study and specific topics. <i>Example: social sciences, natural sciences etc.</i>
Thematic area (selected from CIVIS challenges or all domains of study / research)	☐ Climate, Environment, Energy ☐ Society, Culture, Heritage ☐ Health ☐ Cities, Spaces, Mobility ☐ Digital & Technological Transformation ☐ Other thematic area (to be mentioned)
Coordinating university	☐ Aix-Marseille Université ☐ National and Kapodistrian University of Athens ☐ University of Bucharest ☐ Université libre de Bruxelles ☐ Universidad Autónoma de Madrid ☐ Sapienza Università di Roma ☐ Stockholm University ☐ Eberhard Karls Universität Tübingen ☐ University of Glasgow ☐ Paris Lodron University of Salzburg ☐ University of Lausanne
Organising faculty / school / department	Insert text here...
Partner universities (other CIVIS universities involved including African partners)	☐ Aix-Marseille Université ☐ National and Kapodistrian University of Athens ☐ University of Bucharest ☐ Université libre de Bruxelles

	☐ Universidad Autónoma de Madrid ☐ Sapienza Università di Roma ☐ Stockholm University ☐ Eberhard Karls Universität Tübingen ☐ University of Glasgow ☐ Paris Lodron University of Salzburg ☐ University of Lausanne ☐ Makerere University ☐ Eduardo Mondlane University ☐ Université Hassan II de Casablanca ☐ University of Sfax ☐ Université Cheikh Anta Diop de Dakar ☐ University of the Witwatersrand, Johannesburg
Stakeholders (NGOs, non CIVIS universities etc.)	Insert text here...
Academic coordinator (Names and contact details)	Insert text here...
Students' enrolment (information regarding the registration procedure, web page)	For student enrolment CIVIS Mobility Management platform will be used. If you don't use the CIVIS platform, please provide the description of the registration process and link.
Quality assurance (mention the mechanism and responsible body, e.g. faculty / university committee)	If the activity is part of the curriculum, information about quality assurance internal process must be provided.
Certification (diploma + diploma supplement; certificate; badge + metadata etc.)	Insert text here... <i>Example: CIVIS Certificate, CIVIS Passport badge, other (to be mentioned)</i>
ECTS recognition (depending on each higher education institution's internal regulation)	To be filled in with support from the CIVIS Education Unit.
Link to the webpage (if applicable)	If the proposed activity is part of the university curriculum, provide the link. For new activities a webpage will be designed by the CIVIS team.

VI.3.2. Activity design

Target group
(students at bachelor / master / doctoral level; lifelong learners; etc.)

Mention the target group level or levels and typologies.

General organization (intensive / modular / regular)	Mention the type of the general organization. ☐ Intensive: designed activities will be held in a short period of time with high frequencies (example: 40 hours per week, for two weeks) ☐ Modular: designed activities will be organized in learning blocks with an irregular frequency (example: blocks of 10 hours per week, divided over a longer period through a calendar) ☐ Regular: designed activities organized over a longer period with regular frequency.
Description of the workload for the students (for the total number of hours resulted from the number of ECTS credit points 1 ECTS = 25-30 hours and their distribution per activity)	Break down the total number of hours students are expected to invest in the program. Also, explain how these hours are distributed between individual work and contact hours with professors. Number of contact hours: xx hours Individual student workload: xx hours Total workload: xx hours Contact hours refer to: face to face/online/synchronous lectures, field learning, supervised assessment etc. Individual student workload refers to: independent study time (mandatory bibliography, prerecorded lectures, lecture materials and class notes, other resources), research, projects, homework, etc. Total workload is the sum between the contact hours and individual student workload.
Estimated ECTS credit points (to be correlated with the workload and the type of SLAs) • Regular / Online Courses: 1-9 ECTS • Seminars / Webinars: 1 ECTS • Workshops: 1-3 ECTS • Research & Development (R&D) Bootcamps: 1-9 ECTS • Summer / Winter School: 1-9 ECTS	Please make sure the estimated student workload corresponds to the ECTS credit points the coordinating university should award to the students at the end of the activity, by the following ranges: • 1 ECTS: 25 - 30 hours* • 2 ECTS: 50 - 60 hours* • 3 ECTS: 75 - 90 hours* • 4 ECTS: 100 - 120 hours* • 5 ECTS: 125 - 150 hours* • 6 ECTS: 151 - 180 hours* • 7 ECTS: 181 - 210 hours* • 8 ECTS: 211 - 240 hours* • 9 ECTS: 241 - 270 hours* <i>*The final number (the selection of hours per credit point) depends on the coordinating university's accreditation system and internal rules in place.</i>

Duration of the activity <i>(total duration of the activity and no. of hours per week / month / semester, etc.)</i>	According to the general organisation and total number of contact hours.
Type of delivery <i>(online / face to face / blended / hybrid)</i>	Describe how the programme is delivered, whether it's fully online, face-to-face in a physical location, a combination (blended), or a mix of both (hybrid). Online: all instruction and learning activities take place over the internet. Students access course materials, lectures, assignments, and interact with instructors and peers through online platforms. Face-to-face: all instruction and learning activities involve traditional, in-person classroom instruction. Blended: online activities and face to face activities. In case of blended, mention the division of contact hours for each type. Hybrid: synchronous activities both for face to face and online participants at the same time.
Implementation period <i>(from..., to...)</i>	DD/MM/YYYY – DD/MM/YYYY Start and end date of the activity, including the assessment.
Number of students <i>(minimum & maximum number)</i>	Mention the minimum and maximum (if any) number of students (for face to face and blended activities division of local and incoming students).
Prerequisites <i>(minimal requirements for students' enrolment)</i>	Curriculum prerequisites. <i>Example: linear algebra, basics; statistics; German literature; European law, etc.</i> Competences prerequisites. <i>Example: knows and can apply several methods for solving linear sets of equations; uses general t - tests for basic correlation analysis in social sciences; knowledge of 19th century German literature in industrial Europe, etc.</i>
Selection criteria <i>(if any)</i>	If there are criteria for selecting students, such as a competitive admissions process, describe them here. <i>Example: motivation letter, CV, interview, bachelor thesis, etc.</i>
Language(s) <i>(also mentioning the minimum level required)</i>	CIVIS languages (EN FR EL RO ES IT SV DE), other languages. In the case of two or more languages, provide the description of the use of languages throughout the activity. <i>Example: minimum level in French B2, English level C1 recommended.</i>
Tools for synchronous / asynchronous communication	Different learning platforms and tools that support synchronous and asynchronous learning and communication. <i>Example: CIVIS Moodle</i>

and (LMS / video conference)	learning
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VI.3.3. Activity content	
Scope	The scope must be short and concise, correlated with the activity's main topic.
Competences	The competences must be linked with the learning outcomes and content.
Description of the learning activity	Main topics (title and short description, approximate division of workload)
	Learning and teaching methods
	Use of innovative pedagogies (CIVIS Handbook on Innovative Pedagogies)
	Bibliography (divided between compulsory and optional reading)
Learning outcomes	The learning outcomes must be specific, correlated with the topics.
Relation to other modules / learning units / study programmes (if the case)	Mention if the learning activity is part of a series of modules or courses included in the curriculum/other CIVIS learning activities.
Assessment (in the case of ECTS bearing activity, assessment is mandatory)	• Yes • No
Assessment method(s)	Insert text here... <i>Examples: written / oral examination, portfolio, individual / team project, tests, essay, etc.</i>
Assessment criteria	Insert text here... <i>Examples: coherence and clarity of exposition; correct use of equations / mathematical methods / physical models and theories; ability to indicate / analyse specific examples; ability to use specific problem-solving methods; ability to analyse the results; etc.</i>
Composition of final mark	Insert text here...

	<i>Example: final exam / project, etc: 40%; assignments during semester (practical activities / projects, essay): 25%; class participation: 10%; intermediate exams (during semester): 25%.</i>
Minimal requirements for passing the exam / learning activity	Insert text here... <i>Example: attendance of at least 50% for the lectures and at least 70% for the tutorials; correct solutions to the indicated subjects for obtaining the grade 5 from all activities, part of the continuous evaluation; correct solutions to the indicated subjects for obtaining the grade 5 within the final exam.</i>
Grading system (Ex.: 0 to 10, where 5 is the minimum passing grade; Pass / Fail)	To mention grading scale and relative description (if the case) and the minimum grade for passing. A Pass / Fail system can also be used. <i>Examples: each subject is graded on a scale from 0 to 10 points. Each numeric grade corresponds to a quality grade as follows: Fail: 0-4,9; Pass: 5-6,9; Good: 7-8,9; Excellent: 9-10; Honors: means getting sobresaliente plus a special mention. To pass a subject it is necessary to get at least 5 points.</i>
Lecturers (names and affiliation)	List the names and affiliations of the instructors or lecturers who will be teaching the SLA.
Other relevant information	Sustainability of the learning activity, future developments, any other relevant information for the description of the learning activity.

VI.4. CIVIS Template on Internships / Traineeships

VI.4.1. General information	
University / company / NGO / NPO	Any of the CIVIS HEI's, other companies, NGOs, NPOs, or other specific institutions that can host internship or placement. <i>Example: Departments and Faculties, Research Institutes, Labs, Open Labs, NGOs, etc.</i>
Code <i>(if case)</i>	You can use the university code if the activity is already in the curriculum. <i>Example: FP1045</i>
Location	Location of the internship: city and country.
Field of study	The fundamental field of study and specific topics. <i>Example: social sciences, natural sciences etc.</i>
Placement offer	Internship position title. <i>Example: CIVIS assistant or CIVIS research assistant</i>
Number of placements available	Note if the placement available is for one or more students. It could be mentioned the minimum and maximum (if any) number of students.
Deadline	Establish the deadline to present the applications.
Starting date	This is the date when the selected candidate is expected to officially begin their internship responsibilities and duties.
Nationality	CIVIS member.
Possible funding mechanism <i>(grant, private fundings, etc.)</i>	Other than the Erasmus +, such as private grants, research projects funds, etc.
Remuneration <i>(if provided in addition to the Erasmus grant)</i>	Indicate any supplementary compensation extended to the intern, if it applies in conjunction with the Erasmus grant.
Accommodation <i>(if provided in addition to the Erasmus grant)</i>	Indicate any included accommodation arrangements.
Lunch or other type of additional compensation <i>(if provided in addition to the Erasmus grant)</i>	Specify if additional lunch benefits are provided, and if so, provide details.

Fringe benefits	Outline any additional fringe benefits offered as part of the internship, such as access to university facilities, mentorship, networking opportunities, etc. <i>Example: access to university facilities as any CIVIS student, superb working environment in the best campuses.</i>
Link to the webpage of the department offering the placement <i>(if any)</i>	Insert link to the webpage of the department or department offering the placement, if applicable.

VI.4.2. University / company / NGO / NPO contact

Contact person	The individual(s) responsible for receiving and managing the applications are the designated contact persons.
Postal Address	Insert text here...
Telephone	Insert text here...
E-mail	Insert text here...
Website	Insert text here...
Applicants' enrolment <i>(information regarding the registration procedure, web page)</i>	For student enrolment CIVIS Mobility Management platform will be used. If you don't use the CIVIS platform, please provide the description of the registration process and link.

VI.4.3. Profile of internship & training programme

Target group <i>(students at bachelor / master / doctoral level; lifelong learners; etc.)</i>	Mention the target group level or levels and typologies.
Description of the workload for the students	Interns will work on specific projects or tasks relevant to their area of study. These projects may vary based on the department or position and will be designed to enhance their skills and knowledge but need to be specify in this section. <i>Example: on a basis of 5 hours/day, the intern will closely collaborate with our marketing team to create and execute social media marketing campaigns (developing content calendars, designing eye-catching</i>

	<i>graphics, analysing campaign performance data to make data-driven improvements).</i>
Estimated ECTS credit points <i>(to be correlated with the workload)</i>	From 6 ECTS to 24 ECTS (depending on the programme regulation). Please make sure the estimated student workload corresponds to the ECTS credit points the coordinating university should award to the students at the end of the activity, by the following ranges: • 6 ECTS: 150 - 180 hours* • 7 ECTS: 181 - 210 hours* • 8 ECTS: 211 - 240 hours* • 9 ECTS: 241 - 270 hours* etc., up to • 24 ECTS: 600 - 720 hours* <i>*The final number (the selection of hours per credit point) depends on the coordinating university's accreditation system and internal rules in place.</i>
Level of studies	It helps match the internship position with candidates who are at the appropriate stage of their academic journey. <i>Example: final year of their bachelor's degree program, pursuing a PhD, master's degree program.</i>
Selection criteria <i>(if any)</i>	If there are criteria for selecting students, such as a competitive admissions process, describe them here. <i>Example: academic performance, relevant skills and experience, motivation, interpersonal skills, references, and recommendations, etc.</i>
Language(s) <i>(also mentioning the minimum level required)</i>	CIVIS languages (EN FR EL RO ES IT SV DE), other languages. In the case of two or more languages, provide the description of the use of languages throughout the activity. <i>Example: minimum level in French B2, English level C1 recommended.</i>
Prerequisites <i>(minimal requirements for applicants' enrolment)</i>	Curriculum prerequisites. <i>Example: linear algebra, basics; statistics; German literature; European law, etc.</i> Competences prerequisites. <i>Example: knows and can apply several methods for solving linear sets of equations; uses general t - tests for basic correlation analysis in social sciences; knowledge of 19th century German literature in industrial Europe, etc.</i>
Desired skills	Among the desired skills, it can prioritize for example technical proficiency, effective communication abilities, adept problem-solving aptitude, and the capacity to conduct research or analysis. Other skills could be collaborative teamwork and adaptability.

Knowledge, skills, and competences to be acquired or enhanced	A diverse range of skills, knowledge, and competences, pivotal for the holistic development of participating students. In terms of knowledge for example, industry insights, cultural awareness, and an understanding of ethical and legal dimensions relevant to the specific field. <i>Examples of competences and skills: cultivating competences such as critical thinking, sound decision-making, effective interpersonal skills, time management, self-motivation, and intercultural competence. Through the completion of assigned projects and tasks, students are expected to sharpen their abilities to meet deadlines and contribute to their teams and organizations effectively.</i>
Training programme	Detailing the training program for an internship is crucial to ensure that students receive structured guidance and support throughout their internship experience. <i>For example, interns will have the opportunity to attend research seminars conducted by experts in the hosting Department/ University. Interns can also enrol in specialized SPOCs and MOOCs that offer for example hands-on learning experiences in video making, etc. Students can enrol in CIVIS Training Modules and SLAs included in the internship programme (courses, seminars, workshops, R&D Bootcamps).</i>
Responsibilities (detailed description of the tasks)	It is important to describe the responsibilities of an internship position with a focus on detailed descriptions of the tasks. <i>This could include, for example, conducting market research, analysing data sets, or drafting reports. Additionally, it might involve coordinating meetings, assisting in project management, or contributing to social media campaigns.</i>
Duration of the activity (total duration of the activity and no. of hours per week / month / semester, etc.)	From 3 to 6 months, according to the general organisation and total number of hours. <i>As an example, it may span from Monday to Friday, starting at 9:00 AM and concluding at 3:00 PM, with a one-hour break for lunch.</i>
Certification (diploma + diploma supplement; certificate; badge + metadata etc.)	Insert text here... <i>Example: CIVIS Certificate, CIVIS Passport badge, other (to be mentioned)</i>
ECTS recognition (depending on each higher education institution's internal regulation)	If the internship is integrated into the degree curriculum, it might outline the ECTS taking into consideration the number of hours.
Assessment (in the case of ECTS bearing activity, assessment is mandatory)	• Yes • No
Assessment method(s)	Insert text here... <i>Examples: written / oral examination, portfolio, individual / team project, tests, essay, etc.</i>

Assessment criteria	Insert text here... <i>Examples: coherence and clarity of exposition; correct use of equations / mathematical methods / physical models and theories; ability to indicate / analyse specific examples; ability to use specific problem-solving methods; ability to analyse the results; etc.</i>
Minimal requirements for completing the internship	Insert text here...
Final reporting	Please check the template below (section 4.2.)

VI.4.4. Internship final report

VI.4.4.1. Student information

- **Name:** student's full name
- **Student id:** student id number
- **University:** name of university
- **Internship period:** [start date] to [end date]

VI.4.4.2. Company information

- **Company name:** company / university / department, open lab, NGO... name
- **Company address:** company / university / department, open lab, NGO... address
- **Company tutor:** company / university / department, open lab, NGO... tutor's full name
- **Email:** company tutor's email
- **Phone:** company tutor's phone number

VI.4.4.3. Academic information

- **Academic tutor:** academic tutor's full name
- **Email:** academic tutor's email
- **Phone:** academic tutor's phone number

VI.4.4.4. Final evaluation

This final evaluation (academic tutor) incorporates feedback from both the student report (part I) and the professional tutor (part II) to provide a comprehensive evaluation of the student's internship performance. The academic tutor should review both reports and provide an overall assessment of the student's performance.

Part I. Executive summary *[student]*

The student will provide a summary of his/her internship experience, highlighting key achievements, and the overall impact of the internship on the academic and professional development.

Introduction	The student will introduce the internship, including the objectives, scope, and purpose of the report.
Job responsibilities & tasks	This section describes the specific tasks and responsibilities assigned during the internship.
Challenges faced	This section describes any challenges or obstacles encountered during the student internship and how he/she has addressed them.
Learning outcomes	The student needs to discuss the knowledge, skills, and experiences gained during the internship. In this section the student will explain how these experiences contributed to his/her academic and career growth.
Achievements & contributions	In this sub-section, it can be highlighted the achievements and contributions to the company /department/ lab during the internship period.
Recommendations	This sub-section summarizes the key takeaways from the internship experience and how it has influenced the academic and career goals of the student. Can include any recommendations or suggestions for improving the internship program or future internship experiences.
Personal considerations	In this sub-section, the student is encouraged to express his/her personal opinions and thoughts about their internship experience. This provides a subjective perspective on how the internship has impacted them and what they have learned beyond the technical aspects. The students can share their thoughts and opinions about various aspects of their internship experience, such as the challenges faced, lessons learned, growth experienced, and any insights gained.

Part II. Evaluation by company / department / faculty / lab *[professional tutor]*

Company tutor's comments:

The company tutor provides comments and feedback on the student performance during the internship (Job Knowledge and Skills, Work Quality, Communication, Problem-Solving, Teamwork, Punctuality and Attendance).

Overall evaluation (out of 10 points): _____

Part III. Evaluation by academic tutor [*academic tutor*]

Academic tutor's comments:

The academic tutor provides comments and feedback on the student's internship report (Development of New Skills, Quality of Reports and Documentation, Critical Thinking and Problem-Solving, Professionalism and Ethical Behaviour).

Overall evaluation (out of 10 points): _____

VI.5. CIVIS Template on Micro-programmes / Micro-credentials

VI.5.1. General Information	
Type of learning activity	☐ Micro-credential ☐ Micro-programme
Title	This is the official name of the Micro-programme / Micro-credential programme you are offering. It should be clear and descriptive. We recommend a shorter and concise title which reflects the main topic of the activity. <i>Example: Excel for administrative purposes.</i>
Code (if case)	You can use the university code if the activity is already part of the existing curriculum. <i>Example: 19187UAM</i>
Field of study	The fundamental field of study and specific topics. <i>Example: social sciences, natural sciences etc.</i>
Thematic area (selected from CIVIS challenges or all domains of study / research)	☐ Climate, Environment, Energy ☐ Society, Culture, Heritage ☐ Health ☐ Cities, Spaces, Mobility ☐ Digital & Technological Transformation ☐ Other thematic area (to be mentioned)
Coordinating university	☐ Aix-Marseille Université ☐ National and Kapodistrian University of Athens ☐ University of Bucharest ☐ Université libre de Bruxelles ☐ Universidad Autónoma de Madrid ☐ Sapienza Università di Roma ☐ Stockholm University ☐ Eberhard Karls Universität Tübingen ☐ University of Glasgow ☐ Paris Lodron University of Salzburg ☐ University of Lausanne
Organising faculty / school / department	Insert text here...
Country(ies) / region(s) of the issuer	Indicate the country or region where the institution or organization offering the Micro-programme / Micro-credential is located.

Partner universities <i>(other CIVIS universities involved including African partners)</i>	☐ Aix-Marseille Université ☐ National and Kapodistrian University of Athens ☐ University of Bucharest ☐ Université libre de Bruxelles ☐ Universidad Autónoma de Madrid ☐ Sapienza Università di Roma ☐ Stockholm University ☐ Eberhard Karls Universität Tübingen ☐ University of Glasgow ☐ Paris Lodron University of Salzburg ☐ University of Lausanne ☐ Makerere University ☐ Eduardo Mondlane University ☐ Université Hassan II de Casablanca ☐ University of Sfax ☐ Université Cheikh Anta Diop de Dakar ☐ University of the Witwatersrand, Johannesburg
Stakeholders <i>(NGOs, non CIVIS universities etc.)</i>	Please mention the role of each partner. <i>Example: IT company - delivering training for students, hospital - hosting research activity of students, museum - providing learning resources, private company, any other collaborator from outside HEIs to deliver the course.</i>
Academic coordinator <i>(Names and contact details)</i>	Insert text here...
Students' enrolment <i>(information regarding the registration procedure, web page)</i>	For student enrolment CIVIS Mobility Management platform will be used. If you don't use the CIVIS platform, please provide the description of the registration process and link.
Quality assurance <i>(mention the mechanism and responsible body, e.g. faculty / university committee)</i>	If the activity is part of the curriculum, information about quality assurance internal process must be provided.
Certification <i>(diploma + diploma supplement; certificate; badge + metadata etc.)</i>	Insert text here... <i>Example: CIVIS Certificate, CIVIS Passport badge, other (to be mentioned)</i>
ECTS recognition <i>(depending on each higher education institution's internal regulation)</i>	To be filled in with support from the CIVIS Education Unit.
Tuition & fees	Specify the total cost of the Micro-credential program. This should include tuition for all courses and any mandatory fees. If there are scholarships, grants, or financial aid options available for students, then provide information on how to apply, as well as the eligibility criteria. If there are additional costs for textbooks,

	software, or other materials required for the program, provide an estimate. <i>Example: The total cost of the Micro-credential in Data Science is 2,500 euros, which covers all course materials and access to online resources. Tuition is payable in three instalments. We offer a limited number of need-based scholarships for CIVIS students. Eligibility criteria and application details can be found on our website (link to website).</i>
Link to the webpage (if applicable)	If the proposed activity is part of the university curriculum, provide the link. For new activities a webpage will be designed by the CIVIS team.

VI.5.2. Activity Design	
Target group (students at bachelor / master / doctoral level; lifelong learners; etc.)	Mention the target group level or levels and typologies, also in the case of lifelong learners and other groups of learners.
Level (and cycle, if applicable) of the learning experience leading to the Micro-credential (EQF, QF-EHEA) (if applicable)	Mention the educational level of the program, such as undergraduate, graduate, or professional development. If applicable, include the cycle, such as bachelor's, master's, or doctoral.
Qualification (EQF/NQF)	Specify the qualification framework under which the Micro-credential falls, such as the European Qualifications Framework (EQF) or National Qualifications Framework (NQF).
General organization (intensive / modular / regular)	Mention the type of the general organization. ☐ Intensive: designed activities will be held in a short period of time with high frequencies (example: 40 hours per week, for two weeks) ☐ Modular: designed activities will be organized in learning blocks with an irregular frequency (example: blocks of 10 hours per week, divided over a longer period through a calendar) ☐ Regular: designed activities organized over a longer period with regular frequency.
Description of the workload for the students (for the total number of hours resulted from the number of ECTS credit points 1 ECTS = 25-30 hours and their distribution per activity)	Break down the total number of hours students are expected to invest in the program. Also, explain how these hours are distributed between individual work and contact hours with professors. Number of contact hours: xx hours Individual student workload: xx hours

	Total workload: xx hours Contact hours refer to: face to face/online/synchronous lectures, field learning, supervised assessment etc. Individual student workload refers to: independent study time (mandatory bibliography, prerecorded lectures, lecture materials and class notes, other resources), research, projects, homework, etc. Total workload is the sum between the contact hours and individual student workload. <i>Example: Students are expected to invest 40 hours of individual practical work at home, including simulations and a final Project. The rest of the hours will take place virtually with the course instructors.</i>
Estimated ECTS credit points (to be correlated with the workload)	If applicable, specify the number of ECTS associated with the Micro-credential / Micro-programme (minimum 1 ECTS and maximum 15 ECTS). The credits should correspond to the workload associated with each learning activity that constitutes the micro-programme, by the following ranges: • 1 ECTS: 25 - 30 hours* • 2 ECTS: 50 - 60 hours* • 3 ECTS: 75 - 90 hours* • 4 ECTS: 100 - 120 hours* • 5 ECTS: 125 - 150 hours* • 6 ECTS: 151 - 180 hours* • 7 ECTS: 181 - 210 hours* • 8 ECTS: 211 - 240 hours* • 9 ECTS: 241 - 270 hours*, up to • 15 ECTS: 375 - 450 hours* <i>*The final number (the selection of hours per credit point) depends on the coordinating university's accreditation system and internal rules in place.</i>
Duration of the activity (total duration of the activity and no. of hours per week / month / semester, etc.)	State how long it takes to complete the Micro-programme / Micro-credential, whether in weeks, months, semesters, or any other relevant time unit, according to the general organisation and total number of contact hours.
Type of delivery (online / face to face / blended / hybrid)	Describe how the programme is delivered, whether it's fully online, face-to-face in a physical location, a combination (blended), or a mix of both (hybrid). Online: all instruction and learning activities take place over the internet. Students access course materials, lectures, assignments, and interact with instructors and peers through online platforms. Face-to-face: all instruction and learning activities involve traditional, in-person classroom instruction.

	Blended: online activities and face to face activities. In case of blended, mention the division of contact hours for each type. Hybrid: synchronous activities both for face to face and online participants at the same time.
Implementation period <i>(from..., to...)</i>	Provide the start and end dates of the programme's availability. This helps applicants know when they can enrol. DD/MM/YYYY – DD/MM/YYYY Start and end date of the activity, including the assessment.
Number of students / learners <i>(minimum & maximum number)</i>	Mention the minimum and maximum (if any) number of students / learners (for face to face and blended activities division of local and incoming students) that can enrol in the micro-programme / micro-credential.
Practical work required to achieve the learning outcomes <i>(expressed in hours)</i>	State the number of hours dedicated to practical activities necessary to achieve the programme's learning outcomes. <i>Example: To successfully achieve the learning outcome students are expected to dedicate a total of approximately 40 hours to practical activities. These practical activities include. Database Design Project (20 hours) and Database Security Simulation (20 hours).</i>
Objectives of the micro-programme / micro-credential	Clearly outline the educational goals and what students can expect to learn or achieve upon completing the micro-programme / micro-credential. <i>Example: Acquire advanced SQL querying skills to efficiently retrieve and manipulate data from relational databases.</i>
Prerequisites <i>(minimal requirements for students' enrolment)</i>	Enumerate any conditions or fundamental criteria that prospective students must fulfil to enrol in the programme. This may encompass prerequisites like educational credentials or relevant prior experience, which can range from possessing a degree to having completed a higher school education.
Selection criteria <i>(if any)</i>	If there are criteria for selecting students, such as a competitive admissions process, describe them here. <i>Example: motivation letter, CV, interview, bachelor thesis, etc.</i>
Language(s) <i>(also mentioning the minimum level required)</i>	CIVIS languages (EN FR EL RO ES IT SV DE), other languages. In the case of two or more languages, provide the description of the use of languages throughout the activity. <i>Example: minimum level in French B2, English level C1 recommended.</i>
Tools for synchronous / asynchronous communication and learning <i>(LMS / video conference)</i>	Different learning platforms and tools that support synchronous and asynchronous learning and communication. <i>Example: CIVIS Moodle</i>

VI.5.3. Activity Content	
Scope	Define the overall scope of the micro-programme / micro-credential, considering what specific area or topic it covers. The scope must be short and concise, correlated with the programme's main topic. <i>Example: This micro-credential focuses on Data Analytics in Healthcare; This micro-programme will provide you with a better understanding on economic globalisation in 21st century.</i>
Competences	The competences must be linked with the learning outcomes and content. See the EU list of key competences here: https://education.ec.europa.eu/focus-topics/improving-quality/key-competences <i>Example: Upon completion, students will be competent in statistical analysis, data visualization, and healthcare data interpretation.</i>
Learning units	Identify the different learning units or modules that make up the course. <i>Example: there are four learning units in this micro-credential; there are three modules in this micro-programme, each one comprising two learning units.</i>
Description of the learning activity	Main topics (title and short description, approximate division of workload)
	Learning and teaching methods
	Use of innovative pedagogies (CIVIS Handbook on Innovative Pedagogies)
	Bibliography (divided between compulsory and optional reading)
	For each learning unit, explain the didactical approach, whether it's theoretical, practical, or a combination. Provide an overview of the topics covered and the expected student activities within each unit. <i>Example: Learning Unit 1 "Introduction to Healthcare Data" provides a theoretical foundation for understanding healthcare data sources and their importance; Learning Unit 2 etc.</i>
Learning outcomes	Specify the content learning outcomes, which are the specific knowledge or abilities students should gain. <i>Example: Students will understand how to analyse patient data to identify trends and make data-driven decisions in healthcare; students will be able to have a deeper knowledge on the economic consequences of globalisation in different geographic areas.</i>

Integration / stackability options (stand-alone, independent micro-credential/integrated, stackable towards another credential)	Not in the case of a micro-programme! Describe whether this micro-credential can be taken as a stand-alone course or if it can be integrated into a larger credential. Explain if it is stackable, meaning it can be counted toward another credential, such as a degree, etc. <i>Example: this micro-credential can be taken independently or as part of our Master's in Healthcare Data Science programme.</i>
Assessment method(s)	Specify the assessment methods used to evaluate student performance and acquisition of competences and skills (written/oral examination, portfolio, individual / team project, tests, essay) in the case of micro-credentials, as well as of knowledges in the case of micro-programmes. <i>Example: assessment will be based on a combination of quizzes, a final project, and peer-reviewed assignments.</i>
Assessment criteria	Clearly outline the evaluation techniques employed to assess the student performance. Clearly outline the evaluation techniques employed to assess the student performance, with an emphasis on the acquisition of competencies and skills (mathematical methods/physical models and theories ability to indicate/analyse specific examples ability to use specific problem-solving methods ability to analyse the results, etc.). <i>Example: quizzes will be multiple-choice, the final project will require data analysis and a report, and peer-reviewed assignments will assess collaboration and critical thinking.</i>
Composition of final mark	Insert text here... <i>Example: final exam / project, etc: 40%; assignments during semester (practical activities / projects, essay): 25%; class participation: 10%; intermediate exams (during semester): 25%.</i>
Minimal requirements for passing the exam / learning activity	Insert text here... <i>Example: attendance of at least 50% for the lectures and at least 70% for the tutorials; correct solutions to the indicated subjects for obtaining the grade 5 from all activities, part of the continuous evaluation; correct solutions to the indicated subjects for obtaining the grade 5 within the final exam.</i>
Grading system (Ex.: 0 to 10, where 5 is the minimum passing grade; Pass / Fail)	Indicate how students will be graded, the minimum grade for passing, and if applicable, specify the passing grade or grading criteria. <i>Example: students must achieve a minimum grade of 70% to pass the micro-programme / micro-credential. Each subject is graded on a scale from 0 to 10 points. Each numeric grade corresponds to a quality grade as follows: Fail: 0-4,9; Pass: 5-6,9; Good: 7-8,9; Excellent: 9-10; Honors: means getting sobresaliente plus a special mention. To pass a subject it is necessary to get at least 5 points.</i>

Lecturers <i>(names and affiliation)</i>	List the names and affiliations of the instructors or lecturers who will be teaching the micro-programme / micro-credential.
Supervision and identity verification during Assessment <i>(unsupervised with no identity verification, supervised with no identity)</i>	Not in the case of a micro-programme! Explain how assessments will be supervised and whether identity verification measures will be implemented. Specify if assessments are unsupervised with no identity verification, supervised without identity verification, or if there are other methods in place. <i>Example: assessments will be supervised through online proctoring with identity verification to maintain academic integrity.</i>
Other relevant information	Include any additional information that is pertinent to the course, such as resources, technology requirements, and policies. <i>Example: students are required to have access to statistical analysis software such as R or Python. Technical support is available for troubleshooting.</i>

VI.6. CIVIS Template on Consortium Agreement for Joint / Multiple Degree Programmes (at Bachelor and Master levels)

CONSORTIUM AGREEMENT GOVERNING THE IMPLEMENTATION OF THE

CIVIS Bachelor / Master Programme in “(Title of Programme)”

THE CONSORTIUM AGREEMENT IS CONCLUDED BY AND BETWEEN THE FOLLOWING HIGHER EDUCATION INSTITUTIONS IN CIVIS

AIX-MARSEILLE UNIVERSITÉ, hereafter referred to as “**AMU**”, having its registered office at [address of the office], represented by [First Name, LAST NAME, and title of the legal authority];

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS, hereafter referred to as “**NKUA**”, having its registered office at [address of the office], represented by [First Name, LAST NAME, and title of the legal authority];

UNIVERSITÉ LIBRE DE BRUXELLES, hereafter referred to as “**ULB**”, having its registered office at [address of the office], represented by [First Name, LAST NAME, and title of the legal authority];

UNIVERSITATEA DIN BUCUREȘTI, hereafter referred to as “**UB**”, having its registered office at [address of the office], represented by [First Name, LAST NAME, and title of the legal authority];

THE UNIVERSITY COURT OF THE UNIVERSITY OF GLASGOW, incorporated under the Universities (Scotland) Act, 1889, hereafter referred to as “**UofG**”, having its registered office at [address of the office], represented by [First Name, LAST NAME, and title of the legal authority];

UNIVERSITÉ DE LAUSANNE, hereafter referred to as “**UNIL**”, having its registered office at [address of the office], represented by [First Name, LAST NAME, and title of the legal authority];

UNIVERSIDAD AUTÓNOMA DE MADRID, hereafter referred to as “**UAM**”, having its registered office at [address of the office], represented by [First Name, LAST NAME, and title of the legal authority];

SAPIENZA UNIVERSITÀ DI ROMA, hereafter referred to as “**SUR**”, having its registered office at [address of the office], represented by [First Name, LAST NAME, and title of the legal authority];

PARIS LODRON UNIVERSITÄT SALZBURG, hereafter referred to as “**PLUS**”, having its registered office at [address of the office], represented by [First Name, LAST NAME, and title of the legal authority];

STOCKHOLM UNIVERSITY, hereafter referred to as “**SU**”, having its registered office at [address of the office], represented by [First Name, LAST NAME, and title of the legal authority];

EBERHARD KARLS UNIVERSITÄT TÜBINGEN, hereafter referred to as “**TU**”, having its registered office at [address of the office], represented by [First Name, LAST NAME, and title of the legal authority];

Hereafter each named a “Partner University” (PU), and together as “Partner Universities” (PUs).

Given the legal requirements, or equivalents, applicable to partner universities:

- In [France / region of the partner institution(s)], [reference to legal text(s) applicable],
- In [Greece / region of the partner institution(s)], [reference to legal text(s) applicable],
- In [Belgium / region of the partner institution(s)], [reference to legal text(s) applicable],
- In [Romania / region of the partner institution(s)], [reference to legal text(s) applicable],
- In [United Kingdom / region of the partner institution(s)], [reference to legal text(s) applicable],
- In [Switzerland / region of the partner institution(s)], [reference to legal text(s) applicable],
- In [Spain / region of the partner institution(s)], [reference to legal text(s) applicable],
- In [Italy / region of the partner institution(s)], [reference to legal text(s) applicable],
- In [Austria / region of the partner institution(s)], [reference to legal text(s) applicable],
- In [Sweden / region of the partner institution(s)], [reference to legal text(s) applicable],
- In [Germany / region of the partner institution(s)], [reference to legal text(s) applicable],

Given the joint mission statement of CIVIS, Europe's Civic University Alliance⁷⁷ and [other CIVIS documents ruling educational cooperation actions],

THE PUs HEREBY AGREED ON THE FOLLOWING:

Art. 1. Definitions and interpretations

- 1.1. In this Agreement, unless the context otherwise requires, the following concepts are to be understood and used as follows, when it is needed:

Academic Year means a 12-month period, which normally commences in [September / October], during which courses are taught and assessed.

Agreement means the present agreement, including all its annexes attached to it.

Commencement Date means [1st of [Month] [YYYY]] notwithstanding the date of signing.

Coordinating Partner University means the PU that coordinates the group of degree awarding PUs.

Degree means the award.

Degree Awarding PU means each PU that awards the degree in conjunction with other PUs (usually in groups of two or three, based on a student spending a Study Track semester with two or three PUs over the length of the degree, as applicable with reference to the relevant format of awarded degree (joint or double/multiple), as stated in the agreement.

Degree Type means the type of degree at [bachelor / master] level ([Bachelor of..., Master of Arts, Master of Science, etc.], and the level of qualification it confers (according to "EQF" below).

⁷⁷ <https://civis.eu/en/discover-civis/institutional/our-mission-and-vision>

Diploma means the paper document/parchment presented during the graduation ceremony OR on a set time after graduation (based on internal practices and regulation at awarding PUs) and provided to the graduates.

Diploma Supplement means the document accompanying the diploma and presents the details of the academic programme and academic achievements.

Double Degree means two awarding institutions jointly develop and deliver a programme. Two degrees are awarded separately (according to their regulations and processes) for the jointly developed and delivered programme.

ECTS means the “European Credit Transfer and Accumulation System”, or equivalent system used by the PUs. When other credit systems are in place, an equivalence to ECTS is provided in the annexes.

EQF means the “European Qualifications Framework” and refers to the level of learning outcomes for all types of qualifications, serving as a translation tool between different national qualifications frameworks. The EQF is compatible with the Qualifications Framework for the European Higher Education Area and its cycle descriptors, as follows: first cycle (bachelor) corresponds to level 6, second cycle (master) corresponds to level 7, and third cycle (doctorate) corresponds to level 8.

European Approach for Quality Assurance of Joint Programmes (EA) means the European process approved by the EHEA ministers in May 2015 and developed to ease external quality assurance of joint programmes. The approach defines standards that are based on the European Standards and Guidelines for Quality Assurance in the European Area (ESG) and the Qualifications Framework for the European Higher Education Area (QF-EHEA).

European Standards and Guidelines for Quality Assurance in the European Area (ESGs) means the set of standards and guidelines adopted by the EHEA ministers in May 2015 for internal and external quality assurance in higher education. A key goal is to contribute to the common understanding of quality assurance for learning and teaching across borders and among stakeholders.

Joint Degree means the single degree jointly awarded by the PUs to a student upon successful completion of a joint programme, as identified in the Programme structure and based on the study tracks choices; these partners jointly develop and deliver a programme that leads to a single award according to a single set of regulations. The joint degree must be signed by the competent authorities of two or more of the participating institutions jointly and recognized officially in the countries where those participating institutions are located.

Joint Programmes are here understood as higher education programmes jointly coordinated and offered by two or more higher education institutions. It can be implemented at any higher education cycle and can be national (i.e., when all universities involved are from the same country) or transnational / international (i.e., when at least two different countries are represented among the higher education institutions involved). A joint programme leads to the awarding of either a joint degree or double / multiple degrees.

Edition means the Intake of Students in each Academic Year as set out in the Programme Structure.

Intellectual Property means copyright works, patents, discoveries, improvements, inventions, trademarks, designs, Information, data, formulae, specifications, results of tests and field trials, diagrams, expertise, techniques, technology, know-how, and other Intellectual Property of any nature whatsoever, whether registered or unregistered, including applications and the right to apply for registration, renewal or extension of any of the foregoing rights and all similar or equivalent rights or forms of protection which subsist or will subsist now or in the future in any part of the world.

Multiple Degree means three or more awarding institutions jointly develop and deliver the programme. Three or more degrees are awarded separately for the jointly developed and delivered programme according to their regulations and processes.

Programme means the programme described in the relevant Annex. consisting of the relevant courses, mobility Study Tracks, semesters, and other specific information related to the programme leading to the degree(s).

[Programme Marketing Title] is the alternative title given to the programme for promotional purposes, such as marketing campaigns, branding materials, and other dissemination and promotional aims and actions.

Programme Structure means the programme composition annexed to this Agreement.

[Programme Title] is the official title (name) of the programme leading to the various (double/multiple/joint) degree(s) regulated by the present agreement, the title used in all official contexts, recognized in all EU countries.

[ACRONYM] is the acronym of the programme, derived from the programme title.

Relevant Requirements means all applicable laws, statutes, regulations, and codes relating to anti-bribery and corruption as may be applicable in their respective jurisdictions.

Student is here understood as an individual who has been accepted to the programme by each degree awarding PU.

Teaching Unit means unit of teaching and learning (e.g., courses, lessons, lectures, seminars, modules, etc.).

Thesis / Dissertation means the final piece of research needed for the student(s) to graduate the programme leading to the degree(s).

Visiting Scholar means a person with outstanding academic and / or professional experience who lectures or conducts research in a recognised higher education institution or a research organisation.

Viva means oral defence of the final thesis/dissertation (obligatory or not).

- 1.2. All references to clauses are references to the relevant Clauses in this document. Headings are for convenience only and shall be ignored in interpreting this Agreement.
- 1.3. Where there is any conflict or inconsistency between this Agreement and the Programme Structure, then the terms of this Agreement shall prevail, unless expressly stated otherwise in the Programme Structure.
- 1.4. Words importing the singular shall include the plural and vice versa and words importing the masculine gender shall include the feminine and vice versa.
- 1.5. As used in this Agreement the word “including” means “including but not limited to” and “include” and “includes” will be interpreted accordingly.

Art. 2. Background and area of cooperation

- 2.1. The present Consortium Agreement represents the joint procedure for the provision of a master level programme called **[Programme Title]**, hereinafter called “the Programme” or “**[ACRONYM]**”.
- 2.2. The PUs jointly deliver a **bachelor / master** programme resulting in the award of **a joint degree**. The joint degree type and title are **(Master in [Programme Title] / International Master in [Programme Title] / Master of Science in [Programme Title] / Master of Arts in [Programme Title] / Other)**

OR

The PUs jointly deliver a **bachelor / master** programme resulting in the award of **a joint degree / a combination of joint and double degrees / multiple degrees**, based on the various combinations of the PUs, as mentioned in the table below:

Partner Universities & Degree Type	Degree Title
Ex: PU 1, PU 2, and PU 3 (joint)	International Bachelor in Transdisciplinary Studies of European Values
Ex: PU 1 and PU 2 (joint), and PU 4 (double)	International Bachelor in Transdisciplinary Studies of European Values (joint)
	Master of Arts in European Studies (double)
Ex: PU 5 (certificate)	Summer School on Democratic Values
...	...

**The table needs to include all possible combinations envisaged in the programme, so make sure to be exhaustive in the table above, to include all possible degree combinations award that the programme confers. Also, if there are partners that do not award a degree, yet they offer another type of activity (such as a summer school), make sure to list also all the combinations of universities and degrees that include the respective activity as well.*

As example: PU 1 offers one study track with PU 2 and PU 3, and another study track with PU 4 and PU 5. In this case, you must mention both combinations and the specific type and title for that joint or double / multiple degree, such as:

PU 1, PU 2, and PU 3 (joint) – International Master in Chemistry

PU 1 and PU 4 (joint), and PU 5 (double) - International Master in Chemistry (joint) and Master of Science in Chemistry (double)

***Examples of types of degrees (list not exhaustive): Joint Degree, Double Degree (national degrees between 2 universities), Multiple Degree (national degrees between more than 2 universities), Certificate (summer school, etc.)*

****Examples of titles of degrees (list not exhaustive): Bachelor / Master in..., International Bachelor / Master in..., Bachelor / Master of Arts / Science / etc. in...*

- 2.3. Students shall work towards a single award / multiple awards from the relevant Degree Awarding PUs in respect of the Programme and stated award / awards shall be conferred in accordance with the rules and regulations of the PUs conferring mentioned joint degree / multiple degrees, unless otherwise stated herein.
- 2.4. Students shall be based at each of the PUs in accordance with the timetable set out in the Programme Structure (annex 1).
- 2.5. Each PU is subject to the rules and jointly agreed regulations set up in this Agreement.

2.5.1. Academic regulations

Use of Joint Degree Academic Regulations: in relation to the jointly agreed regulations for the joint degrees awarded – as listed in the table above – under this Agreement, it will be the academic regulations of the coordinating PU which shall apply, and which may be amended by the coordinating PU from time to time.

In relation to the jointly agreed regulations for the multiple degrees awarded – as listed in the table above – it will be the academic regulations of the respective multiple degree PU

that apply and which will have been coordinated and agreed so as to meet with the minimum requirements of each of the multiple degree awarding PUs.

2.5.2. Academic Appeals

The joint agreed regulations will govern academic appeals (in the case of multiple awards and be based on the minimum requirements of the multiple degree-awarding PUs). For the multiple degree PUs, its own rules and academic regulations will apply to each of its own awards and where necessary compromises, to cover the minimum requirements of the said degree-awarding PU, will be agreed at the Programme Board and incorporated into this Agreement.

For the Jointly Awarded Degree, the academic regulations of the coordinating PU will apply (assessment and academic appeals).

- 2.5.3. Without affecting the former, the Agreement is also intended to be in accordance with a multi-beneficiary grant agreement with the European Commission (hereinafter referred to as the “Grant Agreement”) within the framework of the Erasmus+ Programme of the European Commission fund for Erasmus Mundus Joint Master degree (hereinafter referred to as “EMJM”).

Art. 3. The Programme

- 3.1. The educational objectives, purpose, and target groups of the Programme are *(list of aims, whom the programme is intended for, what are the professional prospects of graduates, etc.)*.
- 3.2. Joint delivery of a degree programme (the Programme), which is specified as follows, is the core intent of the Consortium.
- 3.3. The extent of the (Master / Bachelor) Programme is [...] ECTS credit points. The equivalence of credit points for [...] *(name of PUs not using ECTS)* is stated in Annex [...] *(number of Annex with ECTS conversion rate)* of the present Agreement. The structure and content of the Programme and Programme revision are the responsibility of the Programme Board and subject to the approval of the relevant authorities in the participating institutions.
- 3.4. The duration of the programme is [...] *(duration of programme expressed as: ... years / ... semesters)*.
- 3.5. The structure and content of the Programme are stated in Annex [1] *(number of Annex with Programme Structure)* of the present Agreement.
- 3.6. The curriculum, structure and content of the Programme and Programme revision are the responsibility of the Programme Board and are subject to the approval of the relevant authorities of the degree-awarding PUs.
- 3.7. The Programme is at level 6 / 7 of the European Qualifications Framework for Lifelong Learning and the first / second cycle in the Framework for Qualifications of the European Higher Education Area, as well as their equivalents at national level of the countries of the PUs.
- 3.8. All Degree-Awarding PUs shall ensure that the Programme is correctly registered, shall ensure or strive that the Programme is correctly accredited as a joint/double/multiple Bachelor/Master Degree Programme in their national jurisdiction in accordance with national regulations and shall duly inform each other of any developments regarding the accreditation status.

N. B. Do include a programme structure and /or course details in the present agreement. They must be dealt with and agreed on by the Board and submitted to the institutional authorities' approval and be included in the Programme Guidebook.

I.E.:

The course X included in the study programme is shown in Annex 1.1. (to be added)

The course Y included in the study programme is shown in Annex 1.2. (to be added)

(...) students spend one or two semesters at (...), and (...) students spend one or two semesters at (...).

Art. 4. Responsibilities of the Partner Institutions

- 4.1. For the attainment of the programme's objectives or intended learning outcomes, the following will be carried out by the PUs (*general description of the parts of teaching or supervision, e.g., parts of the curriculum or programme specialisation/s, and/or administration of the programme*):

University of... i.e., coordinates the programme.

University of...

University of...

- 4.2. In addition to the responsibilities assigned to it elsewhere in this Agreement:

4.2.1. The CPU represents and acts on behalf of the Consortium vis-à-vis any third party that wishes to enter into an agreement, in particular a grant agreement, with the Consortium, subject to prior agreement by all PUs to interact with this particular third party;

4.2.2. The CPU bears the financial and legal responsibility for the proper operational, administrative and financial implementation of the entire project, including under any grant agreement with a third party;

4.2.3. The CPU coordinates the Programme in cooperation with the other PUs.

4.2.4. The CPU mandates (PU) to coordinate the financial management of the programme and all related matters including here fees, scholarships (...)

4.2.5. The CPU mandates (PU) to coordinate the marketing coordination; ... coordination of the students' admission etc.

- 4.3. On completion of the joint Programme, separate degrees are awarded by each **[[Core] Partner Institution/Degree-Awarding Partner Institution]**, in accordance with the criteria specified in this Agreement and each in accordance with their various rules and regulations unless otherwise stated herein. **[Partner 1 Acronym]** awards a "[Master] of [Arts / Science / ...] ([Degree Acronym])", **[Partner 2 Acronym]** awards a "[Master] of [Arts / Science / ...] ([Degree Acronym])" and **[Partner 3 Acronym]** awards a "[Master] of [Arts / Science / ...] ([Degree Acronym])".

- 4.4. **[Partner 1 Acronym]** and **[Partner 2 Acronym]** are Degree-Awarding PUs who will enroll Students in the Programme and can be responsible for the first **[semester/year]** of a Student's course of studies in the Programme and who can be responsible for the *fourth semester* of a Student's

course of studies, including the responsibility for providing the supervisor for the Student's thesis project (hereafter referred to as a "Home University"). The Home Universities are responsible for facilitating the entry of the Students into the Programme and to deliver the first [semester / year / ...] of the Programme according to the Programme Schedule. Each Home University is also responsible for keeping the records of its Students.

- 4.5. All Associated PUs or Core Universities except [...] can be institutions at which a Student follows a mobility semester in the *second* and *third* [semester / year / ...] of the Programme (hereinafter referred to as a "Host University"). The Host Universities are responsible for delivering the *second* and *third* [semester / year / ...] of the Programme according to the Programme Schedule, which shall clarify which PUs shall be responsible for which [semester / year]. Each Host University is also responsible for producing the records of each examination taken at it and for transmitting these records in a timely fashion to the Home University responsible for each Student. [...]
- 4.6. PU supporting the delivery of the 1st semester
- 4.7. PUs delivering the summer school
- 4.8. In addition to the responsibilities set out in this agreement each PU shall be responsible for the activities assigned to it in the Programme Structure (Annex [1]). The procedures which will apply to each such activity will be outlined in the Programme Structure, unless otherwise stated herein.
- 4.9. Students will complete courses identified in the Programme Structure. Each PU will be responsible for delivering the courses assigned to it in the Programme Structure, including the provisions for teaching and learning materials for the relevant course.
- 4.10. Where there is jointly responsibility for the delivery of any course under the Programme Structure, the PU shall jointly develop appropriate teaching and learning materials and shall agree which PU shall be responsible for the provision of joint teaching and learning materials to students.
- 4.11. Each PU will perform the responsibilities assigned to it pursuant this Agreement and the Programme Structure with reasonable skill and care and in accordance with all applicable laws, regulations that apply to it.
- 4.12. Based on the above stated distribution of responsibilities and the Programme Structure (Annex 1), the credit points included in the programme (intra- and extra-curricular) are divided among the PUs as follows:

CREDIT SPLIT BETWEEN PUs, SEMESTERS, AND TYPE OF CREDITS

PUs	Counting towards the Degree					Total ECTS
	Sem. 1	Sem. 2	Summer	Sem. 3	Sem. 4	
	All	Split	All	Split	Split	
AMU						
NKUA						
ULB						
UB						
UofG						
UNIL						
UAM						
SUR						
PLUS						

CREDIT SPLIT BETWEEN PUs, SEMESTERS, AND TYPE OF CREDITS						
SU						
TU						
Total						

PUs	Extracurricular					Total ECTS
	Sem. 1	Sem. 2	Summer	Sem. 3	Sem. 4	
	All	Split	All	Split	Split	
Other (?)						
Total						

Art. 5. Communication responsibilities of the Partner Institutions

- 5.1. PUs shall take all steps necessary to prepare for, perform and correctly manage the Programme set out in this Agreement and its Programme Structure and annexes.
- 5.2. PUs shall promptly notify any delay in performance or any event that may impact the Programme delivery to the Programme Board.
- 5.3. PUs shall always act in good faith and in a manner that reflects the good name, goodwill, and reputation of all other PUs, in accordance with scientific and academic ethics and to participate in a cooperative manner at the meetings of the different bodies established under this Agreement.
- 5.4. In the case of a student who is no longer able to follow the Programme or who must withdraw from the Programme at short notice while at a PU, the relevant PU is responsible for notifying the other PUs immediately.

Art. 6. Management and administration

- 6.1. The Partner Universities assemble in a Programme Board, hereinafter referred to as the Board. The Board has the overall responsibility for the strategy, priorities, and management of the Programme.
- 6.2. Within the PUs, the following faculties and departments/institutes are responsible for the Programme and are tasked with all internal decisions regarding the Programme that is usually their remit according to the rules and regulations at the respective Partner Institution:

FACULTY AND/OR DEPARTMENT RESPONSIBLE FOR THE PROGRAMME AT EACH PU	
PU	Name of the faculty and/or department
AMU	...
NKUA	...
ULB	...
UB	...
UofG	...
UNIL	...
UAM	...
SUR	...

FACULTY AND/OR DEPARTMENT RESPONSIBLE FOR THE PROGRAMME AT EACH PU	
PU	Name of the faculty and/or department
PLUS	...
SU	...
TU	...
?	...

6.3. Board composition

- 6.3.1. The Programme Board consists of (one representative/two representatives) of each PU and (...) Student members. .
- 6.3.2. PUs contribute to the programme with at least one course during a whole semester, equivalent to 30 ECTS. If they do not contribute with this, they are suggested to be called Associated partners, and are not part of the Board. Instead, they are...: *(describe their role, objectives, relation to the Board etc.)*
- 6.3.3. Members of the Board can be (but not limited to) the (a) programme coordinator (or their nominees) from each PU, the (b) representatives of teaching and/or administrative staff involved in the delivery of the Programme.
- 6.3.4. Members of the Board are nominated by each PU, based on specific regulations and practices in place at each PU.
- 6.3.5. Student members of the Board are selected as follows: *(describe how they are selected and how many they will be, for example: one per each PU)*.
- 6.3.6. The membership and composition of the Board may be modified subject to the agreement of all PUs.

6.4. Board objectives

- 6.4.1. The Board directs the development and delivery of the Programme.
- 6.4.2. The Board acts as a forum for consultation and cooperation for the implementation of the Programme through the PUs.
- 6.4.3. The Board has authority and primary responsibility to:
 - 6.4.3.1. Oversee the development and delivery of the Programme and all aspects related to the successful delivery, implementation, and quality assurance of the programme.
 - 6.4.3.2. Ensure the Programme is delivered at the highest quality standards. For this purpose, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) shall serve as a reference.

- 6.4.3.3. Monitor and ensure that the terms, conditions, and expectations that were originally approved / agreed between the PUs have been, and continue to be, met.
- 6.4.3.4. Agree on the structure and content of the Programme, admission criteria, student selection, and any other issues related to the Programme, in consultation with and for the approval of the relevant institutional authorities and bodies of the PUs and/or national / regional authorities in place.
- 6.4.3.5. Report to donors / funding authorities on grants awarded for the purpose of the Programme (*such as the European Commission, in case of Erasmus Mundus funding*).

6.5. Meetings and decision-making process

- 6.5.1. Board decisions are taken normally during regular meetings of the Board which are organised [once / twice] each academic year. Additional meetings can take place, when needed.
- 6.5.2. The Chair is [...] (*brief mentioning on the election of the Chair. i.e chair rotates in some way, indicate how OR the board self-selects a chair OR if there is a joint programme coordinator they can act as a chair*).
- 6.5.3. The Chair ensures that the agenda and other meeting documents are circulated at least [two weeks] prior to regular Board meetings, also ensuring the proper organisation of the meetings.
- 6.5.4. Board decisions are normally taken [by consensus]. The views of members unable to attend a meeting are taken into consideration and incorporated into the consensus of the Board. (If consensus is not reached, decisions are taken by a [majority consisted of two-thirds of the vote]. Each [Board member / PU representative] has one vote).
- 6.5.5. The Board may take decisions via electronic means between regular meetings. In such cases, the Chair will ensure that the texts of all motions to be acted on, are circulated to Board members at least [two weeks] prior to the deadline for expression of opinion.
- 6.5.6. Each PU shall appoint a Programme Coordinator. The Programme Coordinator at each PU shall liaise with their counterpart(s) in the other PUs on all matters concerning the Programme, including, for example, curriculum, assessment, students' progress, and quality assurance processes.

Alternative text.

Each PU shall appoint a Programme Coordinator in accordance with its own procedures and regulations. At [Core] Partner Universities, the Programme coordinator assists the Programme Director and carries out day-to-day administrative and technical tasks concerning the students, teaching, quality assurance and mobility in the Programme, as well as general matters related to studying at their Partner University. They liaise with the other Programme Coordinators, the Joint Programme Coordinator, Students at their own and the other Partner Universities in the Programme, and with external partners. At Associated Partner Universities, they also fulfil the tasks of the Programme Director. In addition, the Programme Coordinators support the Joint Programme Office and the TLQAG,

as defined in section [...] respectively, with data collection, information analysis and proposals and suggestions for the quality enhancement of the Programme.

6.6. Minutes of the meetings

- 6.6.1. Written minutes are produced after each meeting which will be the formal record of all decisions taken. The Chair sends a draft to all members within **[two weeks]** of the meeting.
- 6.6.2. The minutes are considered as accepted if, within **[15 calendar days]** from sending, no member has objected in writing the accuracy of the draft. In case of disagreement, the Chair takes final decisions on formulation of the minutes.
- 6.6.3. The accepted minutes are sent by email to all members. *Copies of minutes are presented to the consortium website / intranet, if any. / Copies of minutes are presented to the CIVIS intranet folder of the consortium.*

Art. 7. Consortium structure

(A maximum number of people (...) per committee and per partner could be defined.) or rather than the number of participants identify full partners or associate partners.

- 1.1. In addition to the Board, the **[...]** *(Programme acronym / title)* Consortium can also be composed of different committees, boards, and groups.
- 1.2. The establishment of such bodies of the Consortium is decided and implemented by the Board, with the support of all PUs.
- 1.3. These bodies will report to the Board and will be supported by PUs administratively.
- 1.4. The Board may agree to reassign and rotate responsibilities for convening the committees among the PUs from time to time, subject to agreement by all PUs.
- 1.5. The Consortium Structure is clarified in Annex (X).
- 1.6. Along the existing bodies and roles, the Consortium has also determined the creation of the following roles (if case): *(e.g., a dedicated Programme Administrator (0.5), a Web Officer (0.25), and a Placement Officer (0.25), all based at [...] (PU acronym) unless the [...] (Programme acronym) Consortium decide otherwise. These roles will be endorsed at Consortium level, and their responsibilities outlined in the Consortium Agreement.)* Examples/... *(e.g., a dedicated Programme Administrator (0.5), a Web Officer (0.25), and a Placement Officer (0.25), all based at [...] (PU acronym) unless the [...] (Programme acronym) Consortium decide otherwise. These roles will be endorsed at Consortium level, and their responsibilities outlined in the Consortium Agreement.)* Examples/

The administrative and student support group: this group brings together Master/EMJM administrators, support staff, international officers, and finance officers from the CPUs and 2 Student representatives. It has its base in (PU's name) and meets once a year virtually. The Convening CPU is (PU's name).

The Applications and Scholarship Selection Committee (ASSC): Each Degree Awarding CPU is represented in this group which will meet virtually at least once annually. The Non-Degree Awarding CPUs will be invited to attend. The Convening CPU is the (PU's name). It shall:

- Review admission criteria annually and make necessary changes.
- Be responsible for assessing each EACEA scholarship Applicant according to rigorous and transparent admissions criteria.
- Select the EACEA Scholarship Students and establish the proposed list of scholarship holders to be sent to the EACEA.
- Select the Visiting Scholars to be invited and establish the proposed list of Visiting Scholars to be sent to the EACEA.

The Marketing & Student Recruitment Group (MSRG): all CPUs are represented on this committee which meets once per semester virtually and also includes 2 Student representatives. A key role for this group is the development of sustainability activities. The Convening CPU is (PU's name). The MSRG shall:

- Develop course promotion and marketing strategies in consultation with the (PU's name) Administrative and Student Support Group, who will also be represented on this committee.
- Be responsible for the overseeing of the management of the CLIMATE website.

The Teaching, Learning and Quality Assurance Group (TLQAG) (see Table ... in Programme Schedule): all Degree Awarding CPUs are represented on this committee which meets once per semester and includes 2 Student representatives. The Non-Degree Awarding CPUs and selected APs will also be invited to attend. The Convening CPU is the (PU's name). The TLQAG shall:

- Be responsible for curriculum development and select the topics for the seasonal schools submitted by ICS and XXX.
- Be responsible for the overall classification of marks.
- Be responsible for the maintenance and development of the Moodle intranet, e-learning platform.
- Be responsible for the development of Student internships and placements.
- Be responsible for academic standards and quality assurance, including developing and refining CLIMATE Consortium-wide quality assessment processes.
- Be responsible for organising academic staff training sessions in the (PU's name) and in the other PUs at the beginning of the Academic Year to promote consistent teaching practices across the CLIMATE Consortium.
- Review provisional (PU's name) marks for Year 1 CLIMATE Students and make progression decisions.
- Formally confirm the marks to be submitted to each PU and approve Students' curriculum choices for the remainder of the Programme.

- *Meet to review the marks from the entire 2-year Programme of each Intake of Students and confirm the list of students to be awarded the CLIMATE degree, and those Students to be conferred with the grade of 'MERIT' or 'DISTINCTION'.*

The External International Advisory Board (EIAB) will be made up of three to five academic and professional non-academic members related to the subject area, preferably all of different nationalities. The EIAB will meet once a year after the completion of the first Intake and where possible this will be face to face. Each PU will put forward 3 candidates in order of preference for the CMB to approach and offer a place on the EIAB. The aim of the EIAB will be to review the CMB reports and offer feedback and evaluation. The Chair will rotate each year through the membership. The EIAB will:

- Discuss reports received from the CLIMATE CMB regarding the Programme's activities and achievements and make recommendations to the CMB.
- Cooperate with the TLQAG to develop new Student internships and placements and to review existing ones.
- Cooperate with the TLQAG; the ASSG and the CMB to promote Programme development and sustainability.

The Staff-Student Liaison Committee (SSLC) is a formal opportunity for Student Representatives to be involved in course coordination, implementation, and evaluation. It will meet once per semester. Students (with a proportional split of EU and non-EU countries reflected in choice of representatives) will be elected at the beginning of Year 1, Semester 1 and they will be invited to attend Student Representative Training which is provided by (PU's name) Student Representative Council. Two members of staff from each PU will attend the SSLC meeting being held at their respective PU and typically chaired by the Programme Director. The SSLC's minutes will be circulated to all Students and relevant academic and administrative staff via Moodle and will be communicated to the CMB to note the content, consider recommendations and any actions that may be required on its part. The SSLC will meet face to face in semesters 1, 2 and 3 and virtually in semester 4 while Students are dispersed amongst CPUs for the dissertation period. The Convening PU is (PU's name).

Art. 8. Students

- 8.1. The maximum number of Students to be admitted to the Programme is [number] per Academic Year, and it is distributed as follows:

STUDENT NUMBER – EDITION HEADCOUNT					
EDITION YEARS	FY 25/26	FY 26/27	FY 27/28	FY 28/29	FY 29/30
EU/EEA/Erasmus+ Associates Scholarships	...	...	...	...	...
UK/UE/EEA/Erasmus+ Associates Self-funded	...	...	...	...	...
Third Country Scholarships (including UK)	...	...	...	...	...
Other third-country self-funded	...	...	...	...	...
Total students	...	...	...	...	...
EDITION YEARS	FY 25/26	FY 26/27	FY 27/28	FY 28/29	FY 29/30
No. of Fee Waivers Year 1 – Home	...	...	...	...	...
No. of Fee Waivers Year 1 – International	...	...	...	...	...

STUDENT NUMBER – EDITION HEADCOUNT					
EDITION YEARS	FY 25/26	FY 26/27	FY 27/28	FY 28/29	FY 29/30
No. of Erasmus+ Programme Students with International Status (as classed by UofG) – per edition	...	...	...	...	...

8.2. All students admitted to the Programme follow the first semester at the CPU, based on the Programme Structure (Annex 1).

8.3. The maximum number of students for each study track and pathway, for semesters 2, 3, and 4, is set by each PU per study track and pathway, and is distributed as follows:

MAXIMUM STUDENT NUMBER PER STUDY TRACK / PATHWAY					
Track no.	Study Track	Sem. 2	Sem. 3	Sem. 4	Maximum number of students per track
1		PU...	PU...	PU...	...
2		PU...	PU...	PU...	...
3		PU...	PU...	PU...	...
4		PU...	PU...	PU...	...
5		PU...	PU...	PU...	...
6		PU...	PU...	PU...	...
7		PU...	PU...	PU...	...
8		PU...	PU...	PU...	...
9		PU...	PU...	PU...	...

8.4. The numbers can be reviewed on an annual basis by the PUs.

8.5. The Programme Board will decide on the actual annual intake and the distribution of Students among the PUs, for each semester and study track.

8.6. Should selection numbers at any PU fall below their quota in any given year, these places may be given to Students from other PUs at the discretion of the Programme Board in consultation with those universities.

8.7. In the case of a student who is no longer able to follow the Programme or who must withdraw from the Programme at short notice while at a PU, the relevant PU is responsible for notifying the other PUs immediately.

8.8. Based on the above stated articles and information, the distribution of students per PUs, semesters, and study tracks is as follows:

STUDENT SPLIT PER PARTNER UNIVERSITY, SEMESTER, AND STUDY TRACK

PU	Sem. 1	Sem. 2	Summer	Sem. 3	Sem. 4	Total Students	% of total number
AMU						...	... %
NKUA						...	... %
ULB						...	... %
UB						...	... %
UofG						...	... %
UNIL						...	... %
UAM						...	... %
SUR						...	... %
PLUS						...	... %
SU						...	... %
TU						...	... %
?						...	... %
Total Students	...	...	...	...	...	...	... %

Art. 9. Student admission and selection criteria

9.1. Student selection criteria are the responsibility of the Board and subject to the approval of the relevant authorities in the participating institutions. Students are annually admitted to the programme as follows: *(general description of the process, e.g., does the student apply to a specific university or the programme, where are applications sent to, is there a selection board, what is the board's composition and working methods, etc.)*

9.2. Student admission is carried out jointly (centralised admission) as follows: *(description of the process),*

i.e., the coordinating PU shall manage the admissions procedures relating to the Programme on behalf of the PU in accordance with the programme schedule. Unless otherwise agreed by the PU, in each academic year each student shall be required to simultaneously register each of the degree awarding PU.

9.2.1. Student admission is carried out jointly by the PUs in line with the Selection and Admission Regulations attached in Annex [...] to this Agreement, which regulate the application,

selection, and admission procedures in detail, including the eligibility and selection criteria, language qualification requirements, the joint application procedure, the admission procedure and the Student and Scholarship Selection Board (SSSB).

- 9.2.2. The Coordinating PU shall manage the admissions procedures relating to the Programme on behalf of the PUs in accordance with the Selection and Admission Regulations. The admissions procedure is carried out by the [Joint Programme Office / office responsible for admissions at the Coordinating Partner University].
- 9.2.3. Student selection criteria are set down in the Selection and Admission Regulations and are the responsibility of the Programme Board and subject to the approval of the relevant authorities in the Partner Universities and/or the relevant national bodies. In particular, the Programme Board shall be responsible for setting and reviewing the admission criteria in the Selection and Admission Regulations according to the national law and regulations governing the Partner Universities. Due consideration shall be given to national requirements for admission of Students.
- 9.2.4. The SSSB shall be responsible for the annual selection and admission of all Students to the Programme in accordance with the joint procedures and criteria specified in the Selection and Admission Regulations. If required by national laws and regulations, the final decision about admission will be made by the Partner University concerned. No Partner University is obliged to admit a student in conflict with national legal requirements for admission.

OR

Student admission is carried out locally (separately by each partner) as follows:
(description of the process) i.e., (please provide examples)

Art. 10. Health and travel insurance

- 10.1. For enrolment in and for the entire duration of the Programme, each Student must have health insurance that covers the costs of medical treatment at the respective place of study.
- 10.2. Travel insurance with repatriation to the respective home country is recommended.
- 10.3. It is the responsibility of each partner University to inform incoming students to purchase and obtain such insurance in due time before commencing the Programme at their own cost. *Detail required insurance for students (special cases added in on case-by-case basis, e.g., AMU, UG, ...). The responsibility to inform the students lies within the partner university, preferably in the use of a Student Agreement.*

If a programme is funded by Erasmus Mundus, the students with scholarship are entitled to a specific EMJM insurance, which is to be paid by the consortium. This insurance could either be provided by one specific partner through the whole study period, or each partner for the period/semester they are active students at their institution.

If Erasmus Mundus: EMJM grantees are insured by the coordinating university or by the different partner universities as applicable, with a combination of health, liability, accident, and assistance insurance which complies with the EACEA's minimum requirements. This insurance is at no extra costs. The details of this insurance and terms of conditions will be communicated to the student.

Alt .

Appropriate insurance cover shall be provided to the students by the coordinating partner in compliance with EACEA minimum requirements. The xx insurance scheme has been chosen to cover the “name of the programme” students. In addition, students are required to obtain sufficient insurance coverage to comply with their host universities’ requirements and with national regulations. The Partners receiving students will inform them accordingly.

- 10.4. Prior to the Programme start date, Students and their families will be advised by the PUs to obtain the European Health Insurance Card, where possible.
- 10.5. EU national Students travelling between EU countries can apply in their own country for a through their own health service for a European Health Insurance Card so they will be entitled to health care in those countries.
- 10.6. Non-EU students are also advised to apply for a European Health Insurance Card as this may also be available when they apply for their visas.

Art. 11. Mobility

These articles should answer these questions:

- *How is student mobility included in the curriculum?*
- *If the curriculum includes mobility, is it compulsory or optional?*
- *What is the extent of the mobility period within the curriculum?*
- *Is the mobility defined as a measure of time or as number of credits?*
- *How is the mobility funded: is it the responsibility of the programme or the student?*

Students participating in the programme must spend at least one semester in another partner university (equivalent to xx ECTS credits). All students will be informed beforehand of this compulsory mobility period. All Partners will provide appropriate information concerning administrative, financial, and pedagogical consequences of the mobility period.

11.1. Student mobility

- 11.1.1. The Programme includes a compulsory student mobility period of at least [...] (*number of months / semesters / other units of measure for mobility*), as follows: (*description of compulsory student mobility components inside the Programme, in line with the Programme structure*).
- 11.1.2. The total compulsory student mobility period included in the Programme results in the completion of at least [...] (*number*) ECTS credit points.
- 11.1.3. Any compulsory student mobility is self-funded by the student. *If eligible, the student may apply for funding, i.e. from Erasmus+, third party funding or other funding sources.*

In case of EMJM-programmes, grantees receive funding for the whole study period. Students without EMJM grant, may apply for Erasmus Exchange grant (SMS) I eligible. These terms must be clearly communicated to the students at the time of application.

11.2. Exchange of Faculty members and administrative staff (*if case*)

The Partner Universities shall regulate the reception and employment of faculty members and administrative staff participating in the mobility programme under this Agreement, in conformity with the law and the rules in force in the country and institution concerned under the exchange.

Personnel covered by this agreement will continue to comply with the contractual obligations with the home University and will continue to receive their due remuneration and to benefit from the rights that they are entitled to for their juridical position, according to the legislative norms existing in the home country and institution.

In each case, the home University shall consider the duration of the stay as an ordinary service period for all purposes. The Partner Universities agree that all financial issues will have to be negotiated and will depend on the availability of funds provided by community programmes, or by potential public or private funding earmarked for this project.

11.2.1. To support the successful joint delivery of the Programme, the following staff mobility components are included: [...] *(details related to the staff mobility schemes included in the Consortium and division by PU, where case).*

11.2.2. The staff mobility period is funded by [...] *(details related to the funding scheme for the staff mobility included in the Programme. It can include Erasmus+ funding, self-funding by each staff, third-party funding, other funding sources).*

11.3. [Optional, but mandatory for EMJM: Student Agreement with each admitted Student who wants to enrol]

11.4. Student Agreement

11.4.1. Following their acceptance of a place in the Programme and prior to an accepted Student's enrolment in the Programme, the accepted Student and [the Joint Programme Coordinator [and] the responsible Programme Director] representing the Consortium shall sign a Student Agreement covering the academic, financial, administrative, and other relevant aspects related to the Programme. In particular, the Student Agreement shall contain the course of studies, selection of PUs and mobility options to be followed by the student. The Student Agreement will also name the Student's Programme Mentor (see ...).

11.4.2. In addition, the Student Agreement shall include the Study and Examination Regulations or similar rules and regulations applicable to the Student, detailing the requirements for successful acquisition of ECTS credits, the consequences in case of failure to acquire them, and the grading system, as well as information about the services provided to the Student, and details related to health and social security, mobility requirements, and thesis, exam and graduation rules to the extent described in the Programme Handbook. The PU will take care that the student is informed of any updates in this information.

11.4.3. The Student Agreement shall be binding to both sides but may be updated at any given time during the student's individual course of studies. In particular, it shall be updated whenever decisions are made regarding mobility options and specializations in the Programme during the course of studies. Changes to the selection of PUs and mobility options shall require the consent both of the Partner Universities involved and of the student.

Art. 12. Student matters

12.1. Each student shall enjoy the privileges and access to resources throughout the Programme and be subject to the regulations of each PU during their mobility period. *Specify registration policy: [Option 1:] Students will be registered at all degree awarding PUs, at all times. [Option 2:] Students will be registered throughout the Programme with [the Coordinating PU / their home PU] and*

with the respective host PU during their mobility period; their registration with [the Coordinating PU / their home PU] will remain dormant during the mobility period.

- 12.2. The student must comply with the requirements of each PU in question as regards documentation for registration procedures and visa purposes.
- 12.3. Each PU assumes no responsibility for any personal property or personal belongings which students may bring onto its premises and each PU is expressly released from all liability for any loss or theft of, or any damage to, personal property or personal belongings that may be sustained by students due to the participation in the Programme.
- 12.4. While at a PU, the local policies for the resolution of non-academic complaints and appeals will apply and students will be subject to all local laws, statutes, rules, and regulations applicable to them. Students involved in the mobility Programme shall be subject to the rules and regulations which are in force in the PU where they spend their mobility period.
- 12.5. Fieldwork activities may be undertaken at any PU from the second semester onwards. The respective PU shall provide the students a suitable status for such activities, should such be desired by the students.

Art. 13. Degrees and diplomas

- 13.1. The degree / degrees conferred by the Programme is / are awarded by the respective PUs according to their national and local regulations, and to arrangements stated in the present agreement.
- 13.2. *(in case of a single joint degree conferred in the programme)* The degree conferred by the awarding PUs is [...] *(title of degree)* in [...] *(title of the programme)*.

OR

(in case of multiple degrees conferred in the programme, either as a combination of national degrees, or a mixt between joint, double and/or multiple degrees) The degrees conferred by the awarding PUs are stated below *(the information below is only as example)*:

Degree	Type & title of the degree	Awarding PUs
Joint	Ex: International Master in ...	PU 1, PU 2, & PU 3
Double	Ex: Master of Science in ...	PU 4
Academic Certificate	Ex: Summer School in ...	PU 5
...	...	...

- 13.3. *(in case of a single joint degree conferred in the programme)* The student is awarded one joint degree after the successful completion of the Programme. The degree is conferred by the awarding PUs of the consortium where the student follows instruction and is registered while in the Programme, based on the Programme structure and study tracks stated in the present agreement.

OR

(in case of multiple degrees conferred in the programme, either as a combination of national degrees, or a mixt between joint, double and/or multiple degrees) The student is awarded [...]

(number of degrees) degrees after the successful completion of the Programme. The degrees are conferred by the awarding PUs of the consortium where the student follows instruction and is registered while in the Programme, based on the Programme structure and study tracks stated in the present agreement.

- 13.4. *(in case of a single joint degree conferred in the programme)* The Diploma and the related certification documents awarded upon completion of the programme are stated by the present agreement (see Annex [...]).

OR

(in case of multiple degrees conferred in the programme, either as a combination of national degrees, or a mixt between joint, double and/or multiple degrees) The Diploma and the related certification documents awarded upon completion of the programme are stated by the present agreement (see Annex [...]). This does not apply to the national degrees and the respective diplomas conferred by the programme in combination with the joint degree / degrees mentioned here, as double and/or multiple degrees, as they will follow the models of the respective awarding PU / PUs.

Art. 14. Award and graduation

- 14.1. *(in case of a single joint degree conferred in the programme)* Once the student satisfies all the conditions set out in the rules and regulations that apply to the Programme and is successful in the relevant assessment process, the Coordinating Partner university *(or if applicable another designated partner as agreed)* shall arrange for the jointly awarded degree to be issued to the student on behalf of the respective awarding PUs.

OR

(in case of multiple degrees conferred in the programme, either as a combination of national degrees, or a mixt between joint, double and/or multiple degrees) Once the student satisfies all the conditions set out in the rules and regulations that apply to the Programme and is successful in the relevant assessment process, the Coordinating Partner university *(or if applicable another designated partner as agreed)* shall arrange for the jointly awarded degree to be issued to the student on behalf of the respective awarding PUs. The PUs that are awarding double / multiple degrees shall arrange for the specific documents to be issued to the student, based on their regulations and practice.

- 14.2. The relevant award will be conferred following the successful completion of [...] ECTS as specified by the Programme structure.
- 14.3. The jointly awarded degree diploma will include the signature of all relevant authorities of the degree awarding PUs. The degree diploma, grade certificate, diploma supplement and final transcript of records will be produced by the Coordinating PU, unless otherwise agreed. *(in case of multiple degrees conferred in the programme, either as a combination of national degrees, or a mixt between joint, double and/or multiple degrees)* This does not apply to the double and/or multiple degrees, as they will follow the models of the respective awarding PU / PUs.
- 14.4. All relevant degree award documentation, regardless of the type of the degree / degrees, will refer to the PUs who have contributed to the delivery of the respective degree / degrees.

- 14.5. There will be one degree awarding ceremony for each edition, at [...] (*mention PU where the awarding ceremony will take place*).

Art. 15. Recognition mechanisms

- 15.1. In compliance with the normal procedures for degree approval and national degree recognition / accreditation of each of the degree awarding PUs, the Programme will be considered and approved (as appropriate). This will include the procedures for new degree Programmes, new pathways within established national degrees and new collaboration arrangements. Where necessary, ministerial approval from the respective Ministry of Education (or equivalent, based on specific case) will be confirmed.
- 15.2. All approval / national degree recognition / accreditation processes must be completed prior to the start of the Programme.
- 15.3. Changes to the Programme must be formally agreed through revisiting these formal degree approval and national degree recognition / accreditation procedures at each degree awarding PU.

Art. 16. Rules and regulations on studies

- 16.1. Students are subject to the academic regulations of the PU at which they are registered for attendance while pursuing their studies in the Programme.

(Here we must identify which PU awards a JD and which one awards a MD)

- 16.2. Appeals regarding admissions are handled as follows (*this part only in the case where applications are processed centrally by one of the institutions; will the student follow the appeals procedure of this institution, what are the procedures or where is it available*):

In some cases, e.g., jointly delivered intensive or virtual courses, rules, and regulations to be followed must be negotiated between the institutions involved. As with all regulations concerning students and studies, students taking the programme must have clear information on the rules and easy access to them.

The standards and procedures according to the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) apply in full.

Art. 17. Examination, assessment, and grading of students' academic performance

- 17.1. The students' academic performance is assessed according to the examination and assessment methods, criteria, and regulations of the PU(s) responsible for the course or part of the Programme to be assessed.
- 17.2. When the course or part of the Programme is delivered by more than one PU, the PUs shall decide on the examination and assessment method(s) and criteria.
- 17.3. Assessment method(s) and grading criteria shall be communicated to the students before the beginning of their studies.
- 17.4. Information about examination, assessment, and grading shall be included in the Programme Handbook and shall be communicated to the students before the beginning of their studies.

- 17.5. Grade conversions, if any, from one PU's grading system to the other(s) is part of the present Agreement (Annex [...]) and shall be followed accordingly.

Art. 18. Academic appeals, student complaints and conduct

- 18.1. For academic appeals relating to a course, the academic appeals procedure of the PU delivering that course will apply unless the other PUs notify the PU delivering the course that they believe that its academic appeals procedure should apply. Thereafter the Programme Board will meet to discuss and agree a course of action.
- 18.2. The academic appeals procedure of the coordinating PU will apply to appeals made by a student against the decisions of the Programme / Examination Board unless otherwise agreed in writing by the PUs.
- 18.3. For cases of alleged academic misconduct, including plagiarism, relating to a course or courses delivered by a PU, the code of student conduct and procedures of the PU delivering the course or courses will apply.
- 18.4. In the case of academic misconduct relating to the Programme the code of student conduct and procedures of the coordinating PU will apply unless otherwise agreed in writing by the PUs.
- 18.5. In cases of non-academic misconduct where it is alleged that an offence has been committed by a student whilst present at a PU, the relevant code of student conduct of that PU will apply. In all other cases of non-academic misconduct, the code of student conduct and procedures of the coordinating PU will apply.
- 18.6. Where it is not clear to a PU which code of student conduct should apply, or if a PU believes that the code of student conduct of another PU should apply, or national/regional regulations/laws should be enforced instead, it shall so notify the other PU and the Programme Board will thereafter discuss and agree, acting reasonably, a course of action.
- 18.7. If a student wishes to complain about any general aspect of a course, the complaints or other equivalent procedure of the PU delivering that course will apply.
- 18.8. If a student wishes to complain about any general aspect of the Programme, the complaints or other equivalent procedure of the coordinating PU will apply unless otherwise agreed in writing by the PUs.
- 18.9. If a student wishes to complain about any specific service or facility provided by, or a student or member of staff from, a PU, the relevant complaints or other procedure of that PU will apply.
- 18.10. Each PU will, where the policy or procedure of another PU applies, provide the other PU with reasonable assistance in connection with the administration of academic appeals, student complaints and student conduct procedures, to ensure that all such academic appeals, student complaints and allegations of student misconduct are handled fairly.

Art. 19. Financial regulations

The consortium will have either:

***Home university model:** students are registered and pay their fee in the home university and move on to a host university where they do not pay any fee. In other words, it is the reciprocity principle that applies.*

***Universal fee payment model:** the same fee is applied to all students -regardless of their geographic origin- and paid to one “lead” partner in the consortium. This implies that the payment by all partners is accumulated in one total fee, divided by all consortium’s partners.*

***University support model:** the country of origin of the students supports them to travel and spend a semester or more at the host university (i.e., Erasmus)*

***Differentiated fee payment model:** different fees charged to different groups of students based on their status (e.g., home student, third country students, EU/EEA students etc)*

***Sponsored fee payment model:** external funder covers a student’s fees.*

***Fee waiver model:** for whatever reason (regional priority, widening participation, promotion/marketing, (joint/dual/double/multiple degree) partner arrangement) an institution agrees to waive a portion, or an entire amount of a student’s fees.*

- 19.1. The financial responsibility for the delivery of parts of the Programme rests with the PUs providing the teaching or supervision.
- 19.2. The Board is responsible for the administration of possible external funding for the Programme. The use of such funding is carried out according to the rules set by the donor / funding authority.
- 19.3. The cost of jointly delivered parts of the Programme are decided on a case-by-case basis by the Board.
- 19.4. Tuition / programme fees are as follows: *(explanation)*.

The financing of the programme must be agreed on in detail here. At least the following items must be regulated:

- *finance model the programme is calculated on (e.g., the number of students times the ECTS delivered times the agreed value of one student-ECTS makes the amount due to PU)*
- *amount of tuition fees (based on self-funded student, no bursaries, or scholarships)*
- *amount of administrative fees due at each PU*
- *period for which fees shall remain stable, inflation correction, ...*
- *what happens if there are unpaid / unrecoverable fees (e.g. no disbursement to PUs)*
- *what happens if there is a deficit / unrecoverable outlay / default of third-party funding*
- *fee waivers for any group of students / internal scholarships in the programme*

- if applicable, who administers and disburses internal scholarships to students
- if applicable, put the template grant agreement in the ANNEX
- responsibility and funding for staff and student cost of living (accommodation, travel, ...)
- currency conversion, if applicable (dates of conversion, rate reference, risk assumption, ...)
- reception and distribution of programme funding (option 1: coordinating PU receives all and is invoiced by / disburses to other PUs; option 2: each PU is responsible for their own costs on reciprocity basis)
- factor in administration costs, large currency conversion discrepancies, ...
- describe how funds are transferred between PUs physically (e.g., bank transfer) and administratively (e.g., invoice following purchase order) and, if applicable, in which currency
- reimbursement if funds are left over at one PU, interest on late payments

I. FEE DISTRIBUTION PER EDITION

EDITION YEARS	FY 25/26	FY 26/27	FY 27/28	FY 28/29	FY 29/30
Home Fee	... Euro	... Euro	... Euro	... Euro	... Euro
International Fee	... Euro	... Euro	... Euro	... Euro	... Euro
Home Fee – 2 years	... Euro	... Euro	... Euro	... Euro	... Euro
International Fee – 2 years	... Euro	... Euro	... Euro	... Euro	... Euro

II.B. STAFF COSTS – FIXED PER SEMESTER

Type of cost	Grade	Spine Pt ⁷⁸	Cost per hour	Hours
Teaching Time	...	...	...	...
Course Coordination	...	...	...	...
Professional Services Support	...	...	...	...

II.B. STAFF COSTS – VARIABLE PER SEMESTER

Type of cost	Grade	Spine Pt	Cost per hour	Hours
Course Supervision	...	...	...	...
Exam Marking	...	...	...	...
Course Assessment	...	...	...	...
Dissertation Supervision	...	...	...	...

⁷⁸ a linear pay scale that allows flexibility for local and specific conditions.

III. OTHER COSTS – FIXED PER SPECIFIC RANGES

Type of cost	Amount per semester / year / other
Insurance	... Euro per 2 years
Marketing	... Euro per year
Language	... per student per semester
Placement	...
...	...

IV. CONTRIBUTION TO THE INSTITUTIONAL COSTS (CIC) RESERVED FOR TRAVEL/ADMINISTRATION

PU	FY 25/26	FY 26/27	FY 27/28	FY 28/29	FY 29/30	Total
SU	...	...	...	...	...	...
AMU	...	...	...	...	...	...
NKUA	...	...	...	...	...	...
ULB	...	...	...	...	...	...
UB	...	...	...	...	...	...
UofG	...	...	...	...	...	...
UNIL	...	...	...	...	...	...
UAM	...	...	...	...	...	...
SUR	...	...	...	...	...	...
PLUS	...	...	...	...	...	...
TU	...	...	...	...	...	...
?	...	...	...	...	...	...
Total OTHER	...	...	...	...	...	...
TOTAL	...	...	...	...	...	...

V. TOTAL SPLIT OF TUITION FEE INCOME BY PARTNER

PU	FY 25/26	FY 26/27	FY 27/28	FY 28/29	FY 29/30	Total
SU	...	...	...	...	...	...
AMU	...	...	...	...	...	...
NKUA	...	...	...	...	...	...
ULB	...	...	...	...	...	...
UB	...	...	...	...	...	...
UofG	...	...	...	...	...	...
UNIL	...	...	...	...	...	...
UAM	...	...	...	...	...	...
SUR	...	...	...	...	...	...
PLUS	...	...	...	...	...	...
TU	...	...	...	...	...	...
?	...	...	...	...	...	...
Total Tuition Fees	...	...	...	...	...	...

Art. 20. Marketing and publicity

20.1. Each PU agrees to work together to market the Programme effectively in line with their normal procedures and in accordance with the following provisions:

20.1.1. There will be a specific website for the Programme. The **Coordinating PU / [...]** shall maintain the Programme website and all PUs will contribute to and maintain links with that website from their own websites.

20.1.2. Each PU will maintain their respective web page for the Programme and each PU will maintain links with the relevant web pages of the other PUs.

20.1.3. Each PU will be responsible for including the Programme in their own prospectuses and publicity materials, as well as their own A-Z Programme web listings and all relevant national study programme listings in their country of residence as much as is technically possible.

20.1.4. Each PU will submit all publicity and marketing materials to be used by that PU to market the Programme, and/or which refer to another PU or contain any of the logos, trademarks, or other Intellectual Property of another PU, to the other PUs for prior written approval. All such materials shall be accurate and shall not contain inappropriate or misleading comparisons with other third-party programmes, derogatory statements about third parties, misleading statements, or advice about recognition of awards and/or statements that could reasonably bring either of the PUs into disrepute.

20.1.5. Each PU shall immediately cease to use in any manner whatsoever all publicity and marketing materials and the logos, trademarks or other Intellectual Property of another PU upon termination or expiry of this Agreement for any reason.

20.2. The **Coordinating PU / [...]** will organise the common marketing efforts through the Programme Board which will review existing PUs' recruitment strategies and draw upon examples of best practice to develop a coherent, integrated Programme promotion strategy.

20.3. A general marketing policy will be discussed and approved by the Programme Board.

20.4. The PUs will engage in a variety of activities to promote and market the Programme.

Art. 21. Programme Handbook

21.1. The **Coordinating PU / [...]** (*Programme Board / degree awarding PUs*) will produce a Programme Handbook which details the rules and regulations of the Programme as appropriate.

21.2. The Programme Handbook will serve as an introductory handbook for the Programme.

21.3. All PUs will contribute to the text of the general Programme Handbook.

21.4. The Coordinating PU will provide a copy of the Programme Handbook to students on or promptly following the Programme start date.

21.5. Each other PU will also produce a handbook or applicable in at least, electronic format, according to their own regulations and standards, detailing information about the components of the Programme that they offer and their role in the assessment of that component.

- 21.6. Each PU will provide a copy of their mobility period handbook or applicable to students prior to or promptly following their arrival on site.

Art. 22. Academic standards and quality

- 22.1. The maintenance of academic standards and the management and enhancement of procedures for quality assurance are the collective responsibility of the relevant PUs, in accordance with their respective calendars, charters, statutes, and regulations.
- 22.2. Each PU shall, during the term of this Agreement, ensure that the Programme (and each course on the Programme) satisfies the national, local, and institutional requirements to which each PU is subject.
- 22.3. Each PU shall share relevant information for the purposes of facilitating monitoring and review of the collaborative arrangement, including reviewing the other PUs' compliance with this Agreement and maintenance of academic standards. The other PUs shall provide reasonable assistance and information to enable the reviewing PU to conduct any such monitoring process within any reasonable timescales requested by that PU in writing.

Art. 23. Internal evaluation

- 23.1. Course work will be marked and moderated in line with each PU's internal quality assurance processes in place.
- 23.2. Each PU shall carry out evaluations of the courses they provide, included in the Programme, and shall communicate the results of those evaluations with the other PUs.
- 23.3. The Board shall agree on how to collect students' feedback, including questions at the end or after the Programme (*i.e., programme evaluation*).
- 23.4. The results of student feedback from PUs will be discussed by the Programme Board / Quality Assurance Committee and concerned consultative and governance bodies at each PU and will be made available to the students in a suitable and transparent manner.
- 23.5. Student representatives are formally consulted on all changes proposed for the Programme.
- 23.6. Continuous monitoring and enhancement of degree provision shall be conducted through regular monitoring, through PU representatives, feedback collection processes and consultation with [relevant stakeholders in the Programme], through the relevant committees.
- 23.7. A quality assurance self-evaluation report will be developed by the Programme Board / Quality Assurance Committee, covering feedback and comments from students and staff, evaluation by academics, associate partners, alumni (*if applicable*).

Art. 24. External evaluation

- 24.1. An external quality assurance or accreditation of the joint programme shall be conducted. This process can be addressed as follows:
- 24.1.1. *The Consortium will have an External International Advisory Board (EIAB), composed of at least four internationally recognised experts in the relevant subject(s) or discipline(s) (and, if relevant, one / two professional(s), non-academic members) and at least one student*

representative external to the Programme and the PUs. The Board members should also cover expertise in quality assurance in higher education.

- 24.1.2. *The EIAB will produce a quality assurance and review report based on (1) the Consortium's self-assessment report mentioned at Article 23; (2) all Programme documentation (i.e., Consortium Agreement, aims, intended learning outcomes, course content, programme structure, assessment methods and criteria, workload, student support services, admission and recognition, staff resources, facilities, quality assurance processes in accordance with part one of the ESGs, etc.); (3) EIAB's interviews with key stakeholders (students, associate partners, PU administrators and management, PU academics, alumni, etc.).*
- 24.1.3. *The EIAB report shall include evidence, analyses, and conclusions regarding the agreed standards. It will also include recommendations for developing the Programme further. The report shall be submitted to the Programme Board. The PUs will have about [...] days / weeks to comment and propose revisions to the report and request corrections, if case.*
- 24.1.4. *The external evaluation of the Programme will be conducted through the European Approach for Quality Assurance of Joint Programmes (EA), via an EQAR registered Quality Assurance agency, by the decision of the Programme Board.*

Art. 25. Intellectual property

- 25.1. Any Background Intellectual Property shall always remain the sole and exclusive property of the PU, or the PU employee as applicable (in this case, the respective PU(s) will be mentioned, to whom that Background Intellectual Property belonged prior to the Commencement Date of this Agreement. Each of the PUs hereby grants to the other PUs a non-exclusive and non-transferable licence to use that first PU's Background Intellectual Property to the extent necessary to fulfil the other PUs' obligations under this Agreement and the Programme Schedule.
- 25.2. Any Foreground Intellectual Property shall be, subject to any written agreement between the PUs to the contrary, the sole and exclusive property of the PU, or the PU employee as applicable (in this case, the respective PU(s) will be mentioned) creating or developing it. Each PU hereby grants to the other PUs a non-exclusive and non-transferable licence to use its Foreground Intellectual Property to the extent necessary to fulfil their obligations under this Agreement and any Programme Schedule.
- 25.3. Any Intellectual Property created or developed by the student will be owned by the student unless otherwise agreed in writing by the PUs.
- 25.4. If Foreground Intellectual Property is developed jointly between Students and/or a PU or between two or more PUs, the PUs and/or Student (as applicable) will agree which of them shall manage that Foreground Intellectual Property and will ensure that any necessary assignments are obtained.
- 25.5. The PUs will ensure that all communications relating to Foreground Intellectual Property are kept strictly confidential.
- 25.6. The PUs shall not disclose any Intellectual Property to third parties without the prior written consent of the owner of that Intellectual Property.

Art. 26. Insurance and indemnity

- 26.1. Each PU (each an Indemnifying PU) shall and hereby agrees to indemnify the other PUs (each an Indemnified PU) in full in respect of liabilities, costs, damages and losses (excluding any indirect or consequential losses or losses of profit) incurred or suffered by or imposed upon an Indemnified PU (including without limitation claims made by a Student and/or staff of any PU) arising out of, or in connection with, any failure of the Indemnifying PU to perform or discharge any of its obligations or liabilities under this Agreement or which arise as a result of the negligence of the Indemnifying PU.
- 26.2. The indemnity given under this Clause 26 shall not apply to any loss, liability, or damage to the extent that such loss, liability, or damage is attributable to the fault, negligence, or wilful misconduct of the Indemnified PU or any of its officers, employees, or agents.
- 26.3. Each PU will always obtain and/or maintain during the period of this Agreement appropriate insurance policies according to their national requirements covering any negligent acts, errors or omissions, employer's liability, public liability, professional indemnity insurance in respect of its involvement in the Programme in amounts that are reasonable and customary for academic institutions of comparable size and undertaking similar activities as the PUs.
- 26.4. The Indemnified PU shall, in respect of any claim for which it will seek indemnity within the terms of this Agreement, as soon as reasonably practical after becoming aware of the claim, provide the Indemnifying PU with reasonable details of the claim and thereafter provide the Indemnifying PU in a timely manner, with such Information relating to the claim as may reasonably be requested not make, and use its reasonable endeavours to procure that there is not made, any admission of liability, except with the prior written consent of the other PUs, such consent not to be unreasonably withheld or delayed keep the Indemnifying PU regularly informed of the progress of the claim, use its reasonable endeavours to procure that the handling of the claim is carried out and conducted in all material respects in accordance with such reasonable written directions as may be given by the Indemnifying PU, and not settle or compromise the claim, and procure that the claim is not settled or compromised, except with the written consent of the Indemnifying PU, which consent shall not be unreasonable, withheld or delayed.

Art. 27. Limitation of liability

- 27.1. Each Partner Institution is responsible for assuring full compliance by its participants in the activities related to this Agreement with applicable laws and regulations, including insurance of the respective nations.
- 27.2. The PUs agree that the liability of each PU under this Agreement shall not in either case exceed the cumulative Fees payable by Students in the preceding **twelve (12)** month period in relation to the Programme or **€100,000** whichever is greater, provided that this Clause 27.1 shall not limit the indemnity granted under Clause 26.1.

Consortia can decide to apply a cap amount... The PUs agrees that the liability of each PU under this agreement shall not exceed €100,000.

- 27.3. In no circumstances shall any PU be liable for any loss, damage, costs or expenses of any nature that is: (i) of an indirect, special or consequential nature; or (ii) any loss of profits (whether direct or indirect) or goodwill which arises directly or indirectly from a PU's breach or non-performance of this Agreement, or negligence in the performance of this Agreement, or from any liability arising in any other way out of the subject matter of this Agreement, save that nothing in this

Agreement excludes any liability for death or personal injury, liability for fraud or fraudulent misrepresentation or any other liability which cannot by law be excluded.

Art. 28. Force majeure

- 28.1.** None of the PUs shall be responsible to another PU for any delay in performance or non-performance due to Force Majeure (which, for the purpose of this Agreement, means any cause preventing any PU from performing any or all of its obligations which arise from or are attributable to the acts, events, omissions or accidents beyond the reasonable control of the PU so prevented, including without limitation, any strike, lock-out or other form of industrial action, war, riot, civil commotion, terrorism, malicious damage, compliance with law or governmental order, rule, regulation or direction (including the exit of a PU country from the European Union), accident, breakdown of plenty or machinery, fire, flood, storm or other natural disasters).
- 28.2.** The affected PU shall promptly upon occurrence of any such causes inform the other PUs, stating that such cause has delayed or prevented its performance hereunder and thereafter such PU shall take all action within its power to comply with the terms of this Agreement as fully and promptly as possible.
- 28.3.** Should the Force Majeure in question prevail for a continuous period more than **one (1)** month, the PUs shall enter discussion with a view to alleviating its effects or to agreeing upon such alternative arrangements as may be fair and reasonable.
- 28.4.** Throughout the duration of the Force Majeure event(s), the affected PU shall use its reasonable efforts to cure or reduce the effect thereof.

Art. 29. Term and termination

- 29.1.** Subject to clauses 29.2 and 29.3(Term and Termination), this Agreement shall be effective from the Commencement Date for a period of **6 years** (the Term), following which it shall automatically terminate unless otherwise agreed between the PUs, including for reasons such as continuing to deliver the Programme.
- 29.2.** If following any review under Clauses 22 (academic Standards and Quality) or (responsibilities of all PUs) the collaboration is not operating to the reasonable satisfaction of any PU, or the academic standards of the Programme or any course under the Programme Schedule are not in the reasonable opinion of any PU being maintained by another PU, that PU may terminate its involvement in this Agreement immediately without penalty (subject always to Clauses 29.6 and 29.8, term and Termination) upon written notice to the other PUs.
- 29.3.** Subject to Clause 29.6 and 29.8 any PU may terminate its involvement in this Agreement without penalty on **twelve (12)** months' prior written notice to the other PUs.
- 29.4.** Subject to Clauses 29.6 and 29.8 (term and Termination) this Agreement may be terminated in respect of any PU In breach of this agreement by the other PUs without penalty by written notice to the PU in breach from the other PUs collectively.
- 29.5.** A PU in breach is a PU that:
- 29.5.1. Materially breaches this Agreement (and the breach, if capable of remedy, is not remedied within **thirty (30)** days following the date of notice requiring the breach to be remedied);
- 29.5.2. Engages in conduct that is prejudicial to the reputations of the PUs serving notice or

29.5.3. Enters insolvency or equivalent proceedings.

- 29.6. Following the expiry or termination of this Agreement for any reason each PU in respect of which the Agreement has expired or terminated shall return to the other PUs at its own expense all materials in its possession belonging to the other PUs relating to this Agreement or the Programme and shall return or destroy (at the option of the relevant other PU) all confidential Information of the other PUs then in their possession or control provided always that each PU shall be entitled to retain copies of confidential Information as may be required by it in order to comply with any law or regulatory requirement.
- 29.7. The PUs shall ensure that upon expiry or termination of this Agreement (whether entirely or in respect of any PU), satisfactory arrangements are put in place for all existing students on the Programme, or who have accepted a place on the Programme, to complete the Programme. The relevant terms of this Agreement will continue in force to the extent necessary to allow such Students to complete the Programme and be assessed for the Jointly Awarded Degree or Double Degree, as applicable.
- 29.8. Subject always to Clauses 28 (Force majeure) and 29 (Term and Termination), withdrawal of the Programme during the Term may only be made by written agreement between all PUs and in accordance with the timescales and any other limitations set out in the policies of the Coordinating PU.
- 29.9. Termination of this Agreement will not affect the rights of each PU against the other in respect of the period up to and including the date of termination.
- 29.10. Notwithstanding the foregoing, Clauses 1 (Definitions and interpretations), 4 (Responsibilities of PUs), 5 (Communication responsibilities of PUs), 6 (Management and administration), 10 (Health and travel insurance), 11.1 (Student Mobility), 18 (Academic appeals, Student complaints and Conduct), 19 (Financial regulations) (to the extent any Fees remain unpaid or reimbursable as at the terminate date), 20 (Marketing and publicity), 25 (Intellectual Property), 26 (Insurance and Indemnity), 27 (Limitation of liability), 28 (Force majeure), 29 (Term and termination), 30 (Confidential information and data protection) 32 (Dispute Resolution) and 33 (General) and 34 (Governing law) shall survive termination and/or expiry of this Agreement.

Art. 30. Confidential information and data protection

“Confidential information refers to such information provided by a PU in connection with this Agreement which is clearly marked as confidential or if disclosed verbally is characterised as confidential at the time of disclosure and has been confirmed as such in writing within fifteen (15) calendar days from verbal disclosure by the disclosing PU.”

- 30.1. Each PU shall not, during the term of this Agreement or at any time, thereafter, disclose to any third party any confidential Information of the other PUs or make use of any such confidential Information except as necessary to fulfil its obligations under this Agreement. This clause shall not apply to any Information which:
- 30.1.1. Becomes generally known to the public, other than by reason of an act or omission of the recipient;
- 30.1.2. Is required to be disclosed pursuant to any applicable laws or to any competent governmental, statutory or Supervisory body to which the relevant PU is subject, in particular including all relevant Freedom of Information legislation;

30.1.3. Is required to be disclosed pursuant to any court order; or

30.1.4. Is disclosed by a PU to its professional advisers.

30.2. Each of the PUs shall comply with the obligations set out in Annex 5 (Data Protection).

Art. 31. This Agreement

31.1. This Agreement, including annexes represents the complete understanding of the PUs with respect to the subject matter hereto, subject to any additional Information provided in Programme or course handbooks prepared by each PU and agreed by all PUs.

31.2. This Agreement supersedes all other agreements, statements, representations, or warranties made by or between the PUs in respect of the subject matter.

31.3. Each PU acknowledges that it cannot rely on any remedy, representation or warranty which is not set out in this Agreement.

31.4. The Agreement will be reviewed each Academic Year. It may only be amended or modified by a document in writing, signed by the duly organization representatives of each of the PUs.

31.5. Changes to the Agreement that affect the delivery of the Programme may only be made before the opening of the application or the start of the Academic Year in which they become effective and may only affect those Students who start the Programme in that Academic Year or later. In any event, changes to the Agreement must not adversely affect Students already in the Programme when the changes take effect.

Art. 32. Dispute resolution

32.1. All disputes arising from the interpretation, development, modification, resolution, or execution of the present Agreement, must be settled by joint agreement and through consultation or negotiation between the PUs through the Consortium Management Board or through any other mechanism agreed to by the PUs. If at any time a dispute arises in connection with this Agreement, the PUs agree to use all reasonable efforts to resolve the dispute in good faith, firstly by implementing the following settlement procedure:

32.1.1. The PU raising the dispute (the “complaining PU”) will submit a detailed written notice formally requesting the other PU(s) to which the dispute relates (the “Concerned PU(s)”) to take steps to remedy or prevent conduct or omission in respect of which the dispute has arisen.

32.1.2. If within **fourteen (14)** days (or such other period as may be agreed between the PU(s) of receipt of the notice described in Clause 31.1.1, the Concerned PU(s) fail(s) to agree to perform a course of action which satisfies the Complaining PU (acting reasonably), the latter will convene a meeting at a mutually convenient time but not later than **thirty (30)** days following the date of the written notice described in Clause 31.1.1. If the Complaining PU convenes such a meeting, appropriate senior representatives of the Complaining PU and the Concerned PU(s) must meet to attempt a resolution of the dispute.

32.2. If the dispute has not been resolved within **sixty (60)** days of receipt of the notice under Clause 31.1.1, either the Complaining PU or the Concerned PU(s) may take such further steps as it considers appropriate to resolve the dispute, including among others initiating court proceedings in accordance with article 34.1 OR the initiation of an International Arbitration the course of

actions being determined by agreement of the Consortium Partner Universities, and/or court proceedings.

- 32.3. Nothing in this Clause 31 shall operate to restrict any PU's rights to apply to a court for the preservation of its legal rights or for the emergency or interlocutory or interim relief (including, for the avoidance of doubt, interim interdict).

Art. 33. General

- 33.1. Any access and/or use by:

(i) staff of any PU; or

(ii) Students,

of any resources under this Agreement is subject to the policies and procedures of the PU which granted access to those resources. Resources include IT facilities, library resources, publications, databases, or other material resources. Each PU will ensure that its staff and Students are made aware of all applicable policies and procedures of the PU which granted access to the resources.

- 33.2. Each PU shall always comply with the Relevant Requirements, shall have, and maintain appropriate policies and procedures to ensure compliance with the Relevant Requirements (which it shall enforce where appropriate) and shall immediately notify other PUs of any demand for any undue financial or other advantage of any kind received by it in connection with the Programme or this Agreement.
- 33.3. Further cooperation projects, including intensive courses, distance learning, joint research, organization of seminars, symposia, and meetings on common interest topics and all other activities aimed at consolidating the cooperation will be encouraged by all PUs. These projects shall be agreed by the interested PUs and subject to separate agreements.
- 33.4. None of the PUs discriminate against any Students or any member of staff based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.
- 33.5. Each PU shall always comply with applicable health and safety and environmental laws in its relevant jurisdiction.
- 33.6. No failure or delay on the part of any PU to exercise any right or remedy under this Agreement shall be construed as a waiver thereof, nor shall any single or partial exercise of any right or remedy preclude the further exercise of such right or remedy.
- 33.7. No PU shall have the right to assign, delegate, transfer or otherwise dispose of its rights and/or obligations under this Agreement without the prior written consent of the other PUs. No PU shall sub-contract any of its obligations under this Agreement or any aspect of the delivery of the Programme (including without limitation any course) for which it is responsible under the Programme Schedule without the prior written consent of the other PUs.
- 33.8. Any notice required to be given under this Agreement shall be served by international courier, with recorded delivery, and addressed to the other PUs at the addresses set out above or such other addresses as notified for this purpose from time to time, marked for the attention of the representative set out above or such other representative as notified for this purpose from time to time.

- 33.9.** This Agreement shall not be varied other than in writing, signed by the duly authorized representatives of each of the PUs.
- 33.10.** Nothing in this Agreement shall create, nor is intended to create a corporate partnership or joint venture between the PUs and nothing in this Agreement is intended to create any joint liability, or joint and several liabilities, between the Coordinating PU and the other PUs or among the PUs. The Coordinating PU and the other PUs shall each be liable only for their own acts and omissions and for performance of (or failure to perform) their own obligations under this Agreement, and none of them shall be liable to any third party for any loss or damage arising out of another PU's acts or omissions including but not limited to any breach of the terms of or failure to perform fully the obligations contained in this Agreement.
- 33.11.** If any PU undergoes a change of control, a change of status or a change in ownership that PU shall inform the other PUs in writing as soon as reasonably practical.
- 33.12.** This Agreement is written in the English language. If this Agreement is translated into any other language, the English language version shall prevail. Any notice given under or in connection with this Agreement will only be effective if it is in the English language.
- 33.13.** This Agreement and its Annexes are drawn up in English with effect for and against all parties involved, which language shall govern all documents, notices, meetings, arbitral proceedings, and processes relative thereto. Should a PU by law or by custom require a translation of this Agreement and its Annexes into a language other than English, including a version of this Agreement signed by all PUs, this translation shall be produced under the aegis and at the cost of the PU requiring it. In case this Agreement or any of its Annexes is translated into a language other than English, the English language version shall prevail.
- 33.14.** In the event of the invalidity of one or more clauses of this Agreement, the validity of the remaining Agreement shall remain unaffected. Any gaps in the Agreement that may arise will be clarified by mutual agreement by the Programme Board. Decisions of the Programme Board regarding the Agreement shall be made in consideration of the specifics and feasibility of the Programme. The implementation of such decisions shall be the responsibility of the respective competent bodies of the PUs.
- 33.15.** The Annexes to this Agreement shall form an integral part thereof; should an Annex contain any provisions that conflict with the provisions of this Agreement, this Agreement shall prevail.
- 33.16.** Sufficient original copies of this Agreement (one for each PU) will be signed by all PUs and each copy is equally valid.
- 33.17.** The PUs will conduct an annual review of the terms and conditions of this Agreement.
- 33.18.** Where executed in counterparts:
- 33.18.1. this Agreement shall not take effect until all the counterparts have been delivered; and
- 33.18.2. delivery will take place when the date of delivery is agreed between the PUs after execution of this Agreement as evidenced by the date inserted at the start of this Agreement.

Art. 34. Governing law

34.1. This Agreement is to be governed by the [Laws of ...] (*country under which laws the current agreement is made, based on the decision of the members of the consortium*) and the PUs hereby irrevocably agree that the [Courts of ...] (*country from above*) shall have exclusive jurisdiction to settle any dispute or claim that arises out of or in connection with this Agreement or its subject matter or formation (including non-contractual disputes or claims).

The legal system can be chosen independently for each consortium.

Art. 35. Signatures

For the University of...

SIGNATURE

Name

Dean of the Faculty of... / Rector / President / Vice-Chancellor

Date:

Agreement Annexes

Annex 1. Programme structure

Can be several different sections / tables for different paths in the Programme. Paths can depend on mobility options, different home universities, study tracks, etc. – or a combination of all that. Some examples are given here...

N.B.: These Plans can be as detailed as possible. If, e.g., the courses or modules for certain semesters are set in stone, they can be indicated, as well. Also, ECTS can be given, where applicable

Example 1: Master's programme, all Students start at the same home university:

All students start at **PU**, which is the **CPU** and their home university. As such, it is responsible for administratively implementing the student selection made jointly by the partners. Students apply at **CPU** and, following selection, will receive the offer of a place in the programme by **CPU**. If they accept, they will be enrolled by **CPU** and fees for the first semester will become payable. The first semester will be entirely at **CPU**, followed by two mobility semesters at two of the other **PU**s, which will be their 1st and 2nd mobility **PU** (MP1 and MP2). For their final semester, which encompasses their master's thesis project, students may either stay at their 2nd mobility **PU**, return to their 1st mobility **PU**, or return to **CPU**.

Programme Structure: Master in ...									
Study Tracks	Study Track A: ...			Study Track B: ...			Study Track C: ...		
Mobility Paths	Path One	Path Two	Path Three	Path Four	Path Five	Path Six	Path Seven	Path Eight	Path Nine
Semester 1 (30 ECTS)	... at PU A (CPU)								
Semester 2 (30 ECTS)	PU B ...	PU C ...	PU D ...	PU E ...	PU F ...	PU G ...	PU H ...	PU I ...	PU G ...
Summer (10 ECTS*)	Summer School in... at PU ...								
Semester 3 (30 ECTS)	PU C ...	PU D ...	PU E ...	PU F ...	PU G ...	PU H ...	PU I ...	PU G ...	PU B ...
Summer 4 (30 ECTS)	Master's Thesis Project at CPU or at MP1 or MP2								

**extracurricular credit points*

The following constraints apply: *describe*

Describe all other important information

Example 2: Master's programme, students start at 3 possible PUs:

Students are admitted at the programme level and start at **PU A, PU B, or PU C** for the first semester (**1/3 of the students** at each of the mentioned PUs), which is also their home university. As such, these universities are responsible for administratively implementing the student selection process made jointly by the partners. Students apply at the **CPU (PU A)** and, following selection, will receive the offer of a place in the programme by **PU A, PU B, and PU C** (depending on the study track they chose upon application). If they accept, they will be enrolled at the relevant PUs of the three mentioned here and fees for the first semester will become payable. For the second and third semester the students will move to other PUs, which will be their **1st and 2nd mobility PUs (MP 1 and MP 2)**, as detailed below. For the **final semester**, which encompasses their master's thesis project, students will return to their home university (**1st semester PU**).

Programme Structure: Master in ...						
Study Tracks	Study Track A: ...		Study Track B: ...		Study Track C: ...	
Mobility Paths	Path One	Path Two	Path Three	Path Four	Path Five	Path Six
Semester 1 (30 ECTS)	PU A ...		PU B ...		PU C ...	
Semester 2 (30 ECTS)	PU B ...	PU D ...	PUB C ...	PU E ...	PU A ...	PU F ...
Summer (10 ECTS*)	Summer School in... at PU ...					
Semester 3 (30 ECTS)	PU E ...	PU C ...	PU F ...	PU A ...	PU D ...	PU B ...
Summer 4 (30 ECTS)	PU A ...		PU B ...		PU C ...	

**extracurricular credit points*

The following constraints apply: *describe*

Describe all other important information

Annex 2. Study tracks overview

Must be in diagram form showing the movement of students in the programme, taking reference to the calendars, if possible. Make separate overviews for each study track / mobility path through the programme, so each student knows exactly which diagram to refer to and which path to follow. Details can be outsourced to a web site, as well, so that only an idealized version is given in the Annex itself. In case there are Summer Schools, indicate.

Example one study track with SU, TU and ULB

Students starting at the Stockholm University (SU) in Semester 1, moving to the University of Tübingen (TU) in Semester 2 and finally to the Free University of Brussels (ULB) for Semesters 3 and 4 (optional: move back to UB or TU for Semester 4). There is also a Summer School between Semesters 1 and 2.

Study Track A: SU → TU → ULB, by calendar weeks																																				
Sem. 1	calendar week	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3	4	5												
	activity type																																			
	description	Autumn Term + Exams @ SU																					Free time													
Sem. 2	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34										
	FT	Summer School				Prep @ TU		Summer Term @ TU												Exams (TU)		Free Time, Move to ULB														
Sem. 3	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3	4	5	6	7	8										
	Prp @ ULB	Winter Term @ ULB															Exams (ULB)						Thesis Project													
Sem. 4	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28																
	Thesis Project												Overlapping Exam Periods SU, TU, ULB (for viva)																							

N.B.: This table is based on the CIVIS Academic Calendar 2023/24

Annex 3. Data protection

Definitions

- 1.1. In this Annex 5 and the respective Agreement, the following words shall have the meaning set out opposite:

Controller means the natural or legal person, public authority, agency or other body which, alone or jointly with others, determines the purpose and means of the processing of Personal Data.

Data Subject means an identified or identifiable natural person; an identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.

DP Laws means any law, enactment, regulation, regulatory policy, by-law, ordinance or subordinate legislation relating to the processing, privacy and use of Personal Data, as applicable to a party and/or the Purpose, and includes any judicial or administrative interpretation of them, any guidance, guidelines, codes of practice, approved codes of conduct or approved certification mechanisms issued by any applicable regulator.

EEA means the European Economic Area;

Model Clauses means the standard contractual clauses approved by the European Commission for transfers from Controllers in the EEA to Controllers outside the EEA pursuant to the European Commission's Decision C(2004)5721 (available at <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1524820067922&uri=CELEX:32004D0915>);

Personal Data means any information relating to a Data Subject;

Personal Information means, with respect to each party, any Personal Data provided or made available by it to another Party (together with any data which is generated from such Personal Data) for the Purpose on or after the last date of signature of this Agreement; and

Purpose means the sole purpose of the delivery of the Programme in accordance with the terms of the Agreement.

Data protection

- 1.2. The parties shall each be a Controller of the Personal Information and this Agreement shall apply to the sharing of the Personal Information among the parties.
- 1.3. The parties acknowledge that the Personal Information to be shared among the Parties may include the following types of Personal Data: (i) data about prospective students and students registered by the parties on the Programme, including data relating to relatives, guardians and associates of the student and sensitive personal data about the student (e.g. health information); (ii) data relating to staff, advisers, consultants and other professional experts of each party; and (iii) data relating to staff of other organisations who are associated with the Programme (e.g. external advisory board members and visiting scholars).
- 1.4. Each party shall, in relation to the Personal Information:
- 1.4.1. comply with its obligations under DP Laws, including ensuring that appropriate privacy notices and/or policies are communicated to the relevant Data Subjects which explain how the Personal Information will be processed (including the fact that the Personal Information may be disclosed to the other parties in the scenarios and for the purposes set out in paragraph 2.2);

- 1.4.2. implement appropriate technical and organisational measures to ensure an appropriate level of security is adopted to mitigate the risks associated with its processing of the Personal Information, including:
- a) unauthorised or unlawful processing; and
 - b) accidental or unlawful destruction, loss, alteration, disclosure of, damage to or access to such Personal Information;
- 1.4.3. notify the other parties of any breach or suspected breach of security, including any breach of this Clause 2 (Data Protection) and/or any unauthorised or unlawful processing and/or any loss, destruction, damage of, or compromise to, any Personal Information (Security Breach) no later than 48 hours after becoming aware of such Security Breach, such notification to specify (as a minimum):
- a) the nature of the Security Breach;
 - b) the date and time of occurrence;
 - c) the extent of the Personal Data and Data Subjects affected or potentially affected, the likely consequences for the Data Subjects and any measures taken or proposed to be taken by that party to contain the Security Breach;
 - d) any other information that the party shall require in order to discharge its responsibilities under the DP Laws in relation to such Security Breach;
- 1.4.4. promptly notify the other parties in the event that it receives updates or corrections to any of the Personal Information;
- 1.4.5. provide reasonable assistance, information, and cooperation, where requested by another party in respect of data protection matters, including:
- a) in respect of any claim and/or exercise or purported exercise of rights by a Data Subject under the DP Laws or any investigation or enforcement activity by the applicable regulator, which relates to or relates to the other Party's processing of the Personal Information; and
 - b) assisting the other parties in complying with their obligations as a Controller. Such assistance may include investigating a Security Breach, providing information to Data Subjects on another party's behalf as required by the DP Laws and communicating another party's privacy notices and/or policies to the relevant Data Subjects;
- 1.4.6. notify the other parties immediately, and consider any information and/or reasonable requests provided by another party before responding publicly or to a regulator or any third party (provided that such information and/or requests are provided promptly and before any applicable response deadline):
- a) if it is contacted or approached in relation to any claim and/or exercise or purported exercise of rights by a Data Subject under the DP Laws; or
 - b) in the event of any investigation or enforcement activity by the applicable regulator.

- 1.5. No party shall transfer any Personal Information received from another party to any location which is outside the EEA or the United Kingdom without that other party's prior written consent. If that other party consents to the transfer of Personal Information to a recipient located outside of the EEA or United Kingdom, the party transferring the Personal Information shall:
- 1.5.1. ensure that such transfer (and any onward transfer) is governed by such terms and conditions as the other party may consent to at the relevant time;
 - 1.5.2. ensure that such transfer (and any onward transfer) complies with this paragraph 2; and
 - 1.5.3. ensure that such transfer (and any onward transfer) otherwise complies with any applicable DP Laws.

Liability

- 1.6. Each party (**the Indemnifying Party**) will indemnify on demand and keep indemnified each other party against any claims, losses, costs, damages (including special or penal damages), expenses (including reasonable legal expenses), awards of compensation, amounts paid in settlement, monetary penalties and fines incurred by or awarded against the other party because of the Indemnifying Party's breach of the DP Laws.

VI.7. Guidelines for Joint / Multiple Degree Programmes

The legal requirements for implementing joint and multiple degree programs across CIVIS universities are diverse, reflecting the specific regulatory environments of each country. These frameworks ensure that all joint programs are compliant with national and regional laws, maintaining high academic standards and facilitating international collaboration. By adhering to these guidelines, CIVIS universities can offer high-quality, legally recognized joint degree programs that enhance academic mobility and cooperation across Europe.

Commonalities

1. Adherence to National Legislation:

- All universities follow their respective national or regional legislation to ensure compliance with local laws for joint degree programs. This ensures that the joint programs are legally recognized and maintain academic integrity and quality.

2. Focus on Academic Integrity and Quality:

- Every institution emphasizes maintaining high academic standards and quality assurance for their joint degree programs through adherence to legal frameworks and national regulations.

3. Compliance with National Educational Standards:

- Institutions such as AMU, NKUA, PLUS, SU, TU, UAM, UB, UofG, ULB, UNIL, and SUR ensure their joint degree programs are in alignment with national educational standards and regulations, facilitating proper governance and standardization.

4. Use of Specific Regulations:

- Many universities utilize specific national or regional regulations to guide the implementation and accreditation of joint degree programs. This is seen in NKUA, PLUS, TU, UAM, and others.

5. Structured Legal Frameworks:

- Institutions have structured legal frameworks that provide detailed guidelines for the implementation and governance of joint degree programs. This is common among universities like AMU, NKUA, PLUS, SU, and others.

Differences

1. Regulatory Specificity:

- **AMU:** References specific French legislation available via a dedicated legal link, indicating a more structured and explicit approach.
- **NKUA:** Detailed regulations through the Regulation of Postgraduate Studies and Law 4957/2022, highlighting tailored frameworks within Greece.
- **PLUS:** Provides access to detailed legal guidelines through specific paragraphs, indicating a granular approach to compliance.

- **UAM:** Uses multiple royal decrees, including specific Erasmus Mundus program regulations, suggesting a comprehensive and specialized legal framework.

2. Scope of Legal Compliance:

- **SU:** The detailed requirements under Swedish law imply a comprehensive framework for compliance that might involve broader legal obligations compared to other universities.
- **UofG:** Includes diverse regulations such as Anti-Bribery and GDPR, highlighting a broader legal compliance scope and more comprehensive obligations.

3. Regional-Specific Regulations:

- **TU:** The legal basis provided by the Ministry of Science Baden-Württemberg suggests more regional-specific regulations.
- **ULB:** References the Décret Paysage, highlighting regional-specific regulations unique to Belgium.
- **UNIL:** Follows the Law on the University of Lausanne, providing a structured legal framework unique to Switzerland.

4. Procedural Requirements:

- **NKUA:** Possibly involves more detailed procedural requirements than some other universities, emphasizing alignment with Greek national laws.
- **SUR:** Requires detailed agreements outlining program structure and delivery, indicating a more structured approach with detailed procedural and administrative requirements.
- **UNIL:** Compliance may involve detailed procedural requirements specific to Swiss educational standards.

5. Dynamic Regulatory Environments:

- **UB:** The recent implementation of Higher Education Law 199 suggests a newer and potentially more dynamic regulatory environment, with pending ministerial orders indicating ongoing adjustments.

The guidelines for partners in programme agreements across CIVIS universities demonstrate a variety of approaches, ranging from centralized university-level partnerships to more integrated models involving faculties, departments, and schools. Each model offers distinct advantages, whether it be streamlined administration, specialized academic input, or comprehensive program oversight. By leveraging these diverse partnership structures, CIVIS universities can effectively implement and manage high-quality joint and multiple degree programs that meet the academic and administrative standards of each institution.

Commonalities

1. University Involvement:

- All CIVIS universities involve their respective institutions in programme agreements for joint and multiple degree programs. This ensures that the university has oversight and maintains a level of governance over the joint programs.

2. Centralized and Decentralized Approaches:

- Several universities, including Aix-Marseille Université (AMU), Paris Lodron University of Salzburg (PLUS), and Sapienza Università di Roma (SUR), follow a centralized approach where the university itself is the primary partner.
- Other universities, such as the National and Kapodistrian University of Athens (NKUA), Universidad Autónoma de Madrid (UAM), and University of Lausanne (UNIL), use a dual-level partnership involving both the university and faculty levels.
- Universities like Eberhard Karls Universität Tübingen (TU) and Université libre de Bruxelles (ULB) have a more comprehensive approach, engaging multiple levels, including the university, faculty, department, and school.

3. Ensuring Quality and Compliance:

- All institutions prioritize quality assurance and compliance with institutional policies and national regulations through their involvement in program agreements. This helps maintain high academic standards and consistent governance across joint degree programs.

Differences

1. Primary Partner in Agreements:

- **AMU, PLUS, and SUR:** These universities act as the primary partner in programme agreements, ensuring streamlined administration and uniform compliance.
- **NKUA, UAM, UB, and UNIL:** These universities involve both the university and faculty levels, balancing centralized control with specialized academic input.
- **TU and ULB:** These institutions take a comprehensive approach by involving multiple levels (university, faculty, department, school), ensuring thorough and integrated program management.
- **SU:** Offers flexibility by involving both the university and other entities, which allows for a broader range of collaborations and diverse partnership types.

2. Specialized Academic Input:

- **NKUA and UAM:** Utilize dual-level partnerships to ensure specialized input from specific academic departments, enhancing the relevance and quality of the programs.
- **TU and ULB:** Their multilayered involvement supports robust program governance through comprehensive oversight and input from various academic and administrative levels.

3. Flexibility and Collaboration:

- **SU:** Its flexible approach can accommodate various types of partnerships, potentially enhancing the scope and reach of joint programs.
- **UofG:** Involves the university as the primary partner with relevant schools participating based on the specific program, ensuring consistent governance while leveraging specialized knowledge.

4. Comprehensive Oversight:

- **TU and ULB:** Their engagement of multiple levels ensures thorough and integrated oversight, which might involve more intricate administrative structures and processes.

The signing authorities for joint degree program agreements across CIVIS universities reflect a combination of centralized and distributed approaches. While some universities centralize the authority in top executive positions, others involve multiple levels of leadership, including rectors, vice-rectors, deans, and heads of departments. These structures ensure that joint degree programs are approved with comprehensive oversight, balancing strategic alignment with academic rigor and institutional compliance. By designating appropriate signing authorities, CIVIS universities can effectively manage and implement high-quality joint degree programs, fostering international collaboration and academic excellence.

Commonalities

1. Involvement of Top Executive Leadership:

- All CIVIS universities involve high-level executives such as Presidents, Rectors, or Principals in the signing process for joint degree program agreements. This ensures strategic alignment with the institution's goals and provides the necessary oversight.
- Examples include Aix-Marseille Université (AMU), Eberhard Karls Universität Tübingen (TU), and Sapienza Università di Roma (SUR), where the President or Rector is the primary signing authority.

2. Combination of Executive and Academic Leadership:

- Many universities combine executive and academic leadership in the signing process. This dual-level approach ensures that agreements are both strategically sound and academically rigorous.
- Institutions like National and Kapodistrian University of Athens (NKUA), University of Bucharest (UB), and Université libre de Bruxelles (ULB) involve both the Rector and the Dean or Head of Department.

Differences

1. Centralization vs. Decentralization of Authority:

- **Centralized Approach:**
 - Universities like Aix-Marseille Université (AMU), Eberhard Karls Universität Tübingen (TU), and Sapienza Università di Roma (SUR) centralize the signing

authority at the level of the President or Rector. This centralization ensures that all agreements have top-level endorsement and align with strategic objectives.

- **Decentralized Approach:**

- Institutions such as National and Kapodistrian University of Athens (NKUA), Universidad Autónoma de Madrid (UAM), and Université libre de Bruxelles (ULB) distribute signing authority across multiple levels, including the Rector, Vice-Rector, Dean, and Head of Department. This allows for more specialized input and a balanced decision-making process.

2. Multi-Tiered vs. Single-Tiered Signing Authority:

- **Multi-Tiered Approach:**

- Stockholm University (SU) and University of Glasgow (UofG) utilize a multi-tiered approach where multiple high-level leaders such as the President, Vice-Rector, Dean, or Vice Principal have signing authority. This broadens the responsibility and ensures comprehensive oversight.

- **Single-Tiered Approach:**

- Some universities, like Sapienza Università di Roma (SUR), centralize the authority solely with the Rector, ensuring a streamlined and uniform decision-making process.

3. Delegated Authority:

- **Delegation for Flexibility:**

- At Universidad Autónoma de Madrid (UAM), the signing authority is delegated to the Vice-Rector by the Rector. This delegation allows for flexibility and efficiency in the approval process while maintaining oversight.

- **Direct Authority:**

- Other institutions such as Eberhard Karls Universität Tübingen (TU) and Sapienza Università di Roma (SUR) do not delegate this authority, keeping it strictly at the executive level.

The consistent use of the ECTS system across most CIVIS universities, with specific adaptations like the SCQF at the University of Glasgow, ensures that academic credits are standardized, recognized, and easily transferable within the European Higher Education Area. This harmonization supports student mobility, the integration of joint degree programs, and the maintenance of high academic standards across participating institutions. By adhering to these standardized credit systems, CIVIS universities can effectively collaborate and offer high-quality joint and multiple degree programs.

Commonalities

1. Use of ECTS (European Credit Transfer and Accumulation System):

- **Standardization:** All universities, with the exception of the University of Glasgow, use the ECTS system, which standardizes the measurement of student workload and

educational outcomes across participating institutions. This ensures that credits earned are easily transferable and recognized within the European Higher Education Area.

- **Facilitation of Academic Mobility:** The widespread use of ECTS facilitates student mobility and the integration of joint programs across different universities within the CIVIS alliance. This common framework supports the recognition and transfer of credits, promoting international collaboration and exchange.

2. Credit Allocation:

- **Workload Consistency:** The ECTS system typically allocates 30 credits per semester, with one ECTS credit corresponding to 25-30 hours of student workload, including both classroom hours and self-study. This uniform approach ensures that academic efforts are consistently quantified across institutions.

Differences

1. University-Specific Implementations:

- **Aix-Marseille Université (AMU):** Operates according to the ECTS with 30 credits per semester, where one credit corresponds to 25-30 hours of student workload and 6-10 hours of teaching. This specific mention of teaching hours is unique to AMU.
- **Eberhard Karls Universität Tübingen (TU):** Refers to ECTS credits as CP (credits) or Leistungspunkte, with each credit corresponding to 30 workload hours, including both classroom hours and self-study. This clear delineation of workload components is specific to TU.
- **Universidad Autónoma de Madrid (UAM):** Adheres to the ECTS system as mandated by Spanish Royal Decree RD 1125/2003. UAM has additional requisites set by individual faculties or departments, allowing for tailored academic standards within a consistent credit framework.
- **University of Glasgow (UofG):** Uses the Scottish Credit and Qualifications Framework (SCQF), where 2 SCQF credits are equivalent to 1 ECTS credit. This system, while compatible with ECTS, represents a unique approach within the CIVIS network.

2. Specific Legal Mandates and Flexibility:

- **UAM:** While passing an exam is a basic requirement for awarding ECTS credits, individual faculties or departments can set additional requisites. This flexibility allows UAM to maintain tailored academic standards while adhering to a consistent credit framework.
- **PLUS:** Provides detailed grading scales and specific workload requirements to ensure consistency in credit allocation and academic assessment, indicating a more granular approach to compliance with the ECTS framework.

3. Variations in Credit Conversion:

- **University of Glasgow (UofG):** Employs the SCQF, where the credit conversion is unique within the CIVIS network. The use of SCQF credits, where 2 SCQF credits equal 1 ECTS

credit, ensures compatibility but introduces a distinct credit measurement system compared to other CIVIS universities.

The management and programme board requirements for joint degree programs across CIVIS universities are designed to ensure effective oversight, quality assurance, and administrative efficiency. Each university has specific guidelines that align with their institutional policies and academic standards, facilitating the successful implementation and management of joint degree programs. By adhering to these structured requirements, CIVIS universities can maintain high academic standards and promote effective collaboration in their joint programs.

Commonalities

1. Requirement for Detailed Agreements:

- Aix-Marseille Université (AMU), National and Kapodistrian University of Athens (NKUA), and Universidad Autónoma de Madrid (UAM) all emphasize the need for detailed agreements specifying the organization of program management. This commonality ensures that roles and responsibilities are clearly defined to facilitate smooth program operations.
- Paris Lodron University of Salzburg (PLUS), Eberhard Karls Universität Tübingen (TU), and Sapienza Università di Roma (SUR) also have detailed requirements for program management, including the composition and responsibilities of program boards.

2. Involvement of Experienced Academic Staff:

- Most universities, including Stockholm University (SU), TU, and SUR, require the involvement of experienced academic staff, such as PhD holders or full professors, in program management. This ensures that experienced faculty members have significant input into program decisions, maintaining high academic standards.

3. Structured Oversight and Quality Assurance:

- Universities such as UofG, UNIL, and ULB have structured oversight mechanisms like Joint Management Boards, master's steering committees, or scientific committees. These structures ensure that programs meet necessary academic standards and promote continuous quality improvement.

4. Student and Faculty Representation:

- UofG and SUR include student and faculty representatives in their oversight bodies. This promotes comprehensive oversight and ensures that diverse perspectives are considered in program management.

Differences

1. Level of Detail in Management Structures:

- AMU, NKUA, and UAM require detailed agreements for program management, but the specific internal regulations or mandatory components vary. For example, UAM mandates the nomination of an "academic coordinator" for each program.

- **PLUS** has an internal program board (Curricularkommission) specifically overseeing the curriculum, indicating a more structured approach to maintaining academic integrity compared to institutions that may not have a similar internal board.
2. **Composition of Program Boards:**
- **TU** requires that full professors hold an absolute majority on the program board but allows for local board decisions under certain conditions. This differs from other universities that might not have such stringent composition requirements.
 - **ULB** and **UNIL** specify the need for a President with a determinant vote in cases of equality and parity in membership of the steering committees, respectively. This highlights a focus on balanced and decisive leadership.
3. **Specific Oversight Bodies:**
- **UofG** employs a Joint Management Board that meets at least twice a year and reports to the Senate, ensuring comprehensive oversight and strategic alignment. This multi-tiered approach is more detailed compared to universities that might have simpler oversight structures.
 - **SUR** requires a Programme Council and a Joint Committee of Professors and Students, indicating a dual-layered oversight mechanism focused on both administrative and academic quality assurance.
4. **Flexibility and Adaptability:**
- **SU** allows for flexibility in involving various academic staff in program management, which can accommodate diverse types of partnerships and enhance the scope of joint programs.
 - **TU** allows the waiver of the requirement for full professors' majority if ultimate program decisions are taken locally, indicating adaptability in its governance structure.

The timeframe for agreement ratification in joint degree programs across CIVIS universities varies significantly based on institutional processes, the complexity of agreements, and the number of partners involved. By adhering to structured and thorough review processes, these universities ensure that all joint degree programs meet high academic and administrative standards, fostering successful international collaborations and high-quality educational offerings.

Commonalities

1. **Dependent on Complexity:**
- Several universities, including **NKUA**, **PLUS**, and **UofG**, mention that the timeframe for ratification depends on the "quality and complexity" of the proposed agreement. This commonality indicates a shared understanding that more intricate agreements require longer review periods.

2. Multi-Stage Approval Process:

- Universities such as **UAM** and **SUR** have detailed, multi-stage processes for agreement ratification involving various levels of academic and administrative oversight. This ensures comprehensive review and alignment with institutional policies.

3. Internal Reviews by Multiple Departments:

- Institutions like **TU** and **UofG** involve multiple departments, such as academic affairs, legal departments, student affairs, data protection officers, financial controlling, and quality assurance, in the review process. This multidisciplinary approach ensures thorough scrutiny and compliance with all relevant standards.

Differences

1. Specific Timeframes:

- **AMU**: The ratification process typically takes one year, with structural modifications submitted before March.
- **NKUA**: Takes between six to twelve months, depending on complexity and number of partners.
- **TU**: A final draft typically takes two to four weeks to clear university administration.
- **UAM**: Internal signing takes approximately three months.
- **ULB**: Generally requires three months once a definitive text is available.
- **SUR**: Follows a detailed timeline spanning from May to the end of January for different stages of the process.
- **UofG**: The process ranges from two to nine months.

The provided data from **UB**, **SU**, and **UNIL** lacks specific durations, indicating variability or the need for more detailed guidelines.

2. Centralized vs. Decentralized Processes:

- **AMU** and **PLUS** operate with the university as the primary partner, indicating a centralized approach.
- **NKUA** and **UAM** involve both the university and specific departments or faculties, reflecting a more decentralized model that leverages specialized academic input.

3. Detailed Multi-Stage Processes:

- **SUR** outlines a comprehensive and detailed multi-stage process with clear timelines for each phase, which is more structured compared to other universities.
- **TU** and **UofG** have shorter timeframes (two to four weeks and two to nine months, respectively), indicating potentially less complex internal processes or more efficient review systems.

4. Emphasis on Equal Credit Sharing:

- **UNIL** emphasizes that the negotiation and ratification process should ensure ECTS credits are shared equally among partners, although specific timeframes are not detailed. This highlights a principle-based approach to agreement ratification.

The timeframes for establishing degree programs in CIVIS universities vary significantly, reflecting the different institutional processes and regulatory environments. These periods, ranging from one year to up to two academic years, ensure that all programs undergo thorough development, approval, and accreditation processes. By adhering to these timelines, CIVIS universities maintain high standards of academic quality and administrative efficiency, fostering successful international collaborations and comprehensive joint degree programs.

Commonalities

1. Multi-Stage Approval Process:

- Most universities, such as **AMU**, **NKUA**, **UAM**, **SUR**, and **UNIL**, have multi-stage approval processes that involve validation from various internal bodies such as faculty boards, senates, and committees. This commonality ensures thorough scrutiny at multiple levels.

2. Approximately One Year Duration:

- Several institutions, including **AMU**, **UofG**, **SUR**, and **UNIL**, typically require around one year for the establishment of a new degree program. This timeframe allows for comprehensive development and approval processes.

3. Alignment with Academic Calendars:

- Universities like **PLUS** and **SUR** schedule their approval timelines to align with the academic calendar, ensuring that all preparations are completed before the program's commencement in the autumn.

Differences

1. Varied Timeframes:

- **NKUA**: Requires six to twelve months for internal approval, with possible extensions for regional quality agency accreditation.
- **SU**: Typically requires approximately two years, with the curriculum finalized at least one year before the program start.
- **TU**: Takes approximately two academic years to establish a new joint degree program from scratch.
- **ULB**: Requires one and a half to two academic years for the establishment of a degree program.

2. Specific Approval Stages:

- **NKUA**: Involves the Assembly of the Department, the Committee of Postgraduate Studies, and the Senate.

- **UAM:** Requires a three-month period for internal approvals followed by submission to the Spanish Quality Agency, resulting in a one-year gap between submission and program start.
- **SUR:** Follows a detailed, staged timeline that includes program design, partnership building, internal reviews, and final approvals by various bodies.

3. Regulatory and Administrative Compliance:

- **UNIL:** Focuses on setting regulations and obtaining necessary signatures over a minimum of one year.
- **TU:** Emphasizes coordination with partner institutions in addition to internal approvals.
- **SU:** Requires an extended period to address both curricular and administrative requirements thoroughly.

4. Focus on Quality Assurance:

- **UAM:** Submits programs to the Spanish Quality Agency (Fundación Madri+d) for quality assurance.
- **NKUA:** May extend the timeframe for regional quality agency accreditation to ensure academic standards.
- **ULB:** Takes an extended period to coordinate with internal and external stakeholders for quality and compliance.

The constraints on the structure of degree programs across CIVIS universities ensure that programs meet high academic standards, comply with national regulations, and facilitate effective international collaboration. These constraints vary by institution, reflecting different national educational frameworks and institutional priorities. By adhering to these guidelines, CIVIS universities can offer high-quality, consistent, and internationally recognized joint degree programs.

Commonalities

1. Minimum ECTS Requirements for Degrees:

- **NKUA, UAM, UNIL, and SUR** mandate specific ECTS requirements for Bachelor's and Master's programs. For example, Bachelor programs generally require a minimum of 240 ECTS.
- **UofG** also requires a minimum portion of the program to be delivered by each partner institution, ensuring substantial academic contributions from all involved parties.

2. Adherence to European Standards and Guidelines (ESG):

- Universities like **TU** and **NKUA** ensure their programs conform to the European Standards and Guidelines for quality assurance, promoting accreditable and high-quality programs across Europe.
- **PLUS** aligns its programs with the framework curricula, which, while specific to Austria, generally support the broader goals of the ESG.

3. Structural Requirements for Master's Programs:

- **NKUA, UAM, UNIL, and SUR** have clear structural guidelines for Master's programs, detailing the range of ECTS credits and necessary components like dissertations or internships.

4. Administrative and Academic Oversight:

- Many universities, such as **UAM, UofG, and ULB**, require a significant portion of the program to be conducted under the oversight of their institution to maintain academic integrity and quality. For instance, **ULB** mandates at least 30 ECTS credits to be completed at their institution.

Differences

1. Number of Partners in Joint Programs:

- **AMU** allows for a minimum of two and a maximum of three partners in joint degree programs, facilitating manageable collaboration. In contrast, **UofG** limits joint programs to four degree-awarding partners.

2. Flexibility and Specificity in Requirements:

- **SU** did not provide specific constraints, suggesting more flexibility within their framework compared to other institutions with detailed requirements.
- **UAM** has specific constraints based on the percentage of virtual ECTS, defining programs as hybrid or virtual, which is a unique approach compared to other universities.

3. Program Component Requirements:

- **UNIL** mandates that Bachelor's programs include a propaedeutic part and a second part, while Master's programs must include structured lessons and a dissertation or internship dissertation. This detailed structuring is more specific than the general ECTS requirements at other institutions.
- **NKUA** specifies that distance learning is only permitted for Master's programs, highlighting a particular approach to blended learning that may not be as explicitly detailed in other universities' guidelines.

4. Administrative Documentation and Record-Keeping:

- **UAM** requires that joint degree programs with non-Spanish coordinators maintain copies of all student records, ensuring comprehensive documentation and compliance, a requirement that is specifically highlighted in their constraints.

5. Detailed National and Institutional Standards:

- **SUR** requires alignment with national scientific content tables for each discipline, ensuring coherence and compliance with national educational standards. This level of detailed national standard adherence might not be as explicitly stated in other universities' constraints.

6. Assessment and Examination Requirements:

- **UofG** mandates the use of external examiners to sample assessments across the full range of marks, ensuring consistency and maintaining high standards. This detailed requirement for quality control in assessments is unique among the universities.

The ECTS requirements for joint degree programs across CIVIS universities ensure that each institution contributes meaningfully to the academic experience of students. While some universities have specific ECTS minimums, others offer flexibility to adapt to the unique needs of each joint program. These guidelines help maintain academic integrity, ensure fair distribution of workload, and foster strong international partnerships within the CIVIS alliance.

Commonalities

1. Minimum ECTS Requirement:

- **NKUA, UAM, ULB, and SUR** have a minimum ECTS requirement for joint degree programs, ensuring a substantial academic engagement at their institutions.
- Discussions are ongoing at **SU** about setting a minimum ECTS requirement, indicating a trend toward formalizing such standards.

2. Flexibility in ECTS Allocation:

- Several universities, including **AMU, PLUS, and TU**, do not impose specific limits on the minimum or maximum ECTS, allowing for flexible adaptation based on program-specific agreements.
- This flexibility is also seen in the absence of specific guidelines from **UNIL and UB**, suggesting potential variability or the need for more tailored approaches.

3. Balanced Academic Contribution:

- **UofG** has detailed ECTS requirements ensuring balanced contributions from each partner, a principle echoed in the minimum ECTS requirements of **NKUA, UAM, and ULB**.

Differences

1. Specific ECTS Requirements and Constraints:

- **UofG** has the most detailed requirements, with specific percentages for joint and double degree programs, ensuring a balanced academic workload and partnership equity. For instance:
 - **Joint Degree:** UofG minimum contribution 50% (one partner) or 25% (more than one partner).
 - **Double Degree:** UofG minimum contribution 50% (one partner) or 25% (more than one partner).
- **SUR** requires a minimum of 30 ECTS, but this applies specifically to MD programs, highlighting program-specific requirements.

2. Institution-Specific ECTS Contributions:

- **NKUA** and **ULB** require a minimum of 30 ECTS, ensuring significant student engagement at their institutions.
- **UAM** specifies this minimum ECTS requirement for multiple degrees but not for joint degrees, indicating a nuanced approach depending on the type of program.

3. Absence of Detailed Guidelines:

- **AMU**, **PLUS**, and **TU** emphasize flexibility without specific ECTS constraints, allowing for tailored agreements that meet the unique needs of each partnership.
- **UB** and **UNIL** did not provide specific data, suggesting a potential need for more standardized guidelines or the flexibility to adapt to various program structures.

The nomination processes for Programme Board members across CIVIS universities involve a range of approaches, from centralized nominations by high-level university leaders to inclusive processes involving multiple academic and administrative bodies. These diverse approaches ensure that Programme Boards are composed of qualified and representative members who can effectively oversee and manage joint degree programs. By employing these structured nomination processes, CIVIS universities can maintain high standards of academic governance and program quality.

Commonalities

1. Multi-tiered Approach:

- Several universities, including **NKUA**, **SU**, **TU**, **UAM**, **UB**, and **ULB**, employ a multi-tiered approach involving various academic and administrative levels in the nomination process. This ensures a comprehensive review and diverse input.
- Institutions such as **SU**, **TU**, **UAM**, **UB**, and **ULB** involve the Faculty, School, Department Board, and Council, ensuring broad-based participation.

2. Centralized Leadership Involvement:

- At **AMU**, **PLUS**, **UofG**, **UNIL**, and **SUR**, high-level leadership, such as the President, Rector, Dean, or Head of College, are involved in the nomination process. This centralization ensures that nominees align with the institution's strategic priorities.
- The involvement of senior leaders like the President (**AMU**), Vice-Rector (**PLUS**), and Dean (**UNIL**) underscores the importance of aligning nominations with institutional goals.

3. Focus on Academic Standards:

- All universities emphasize the importance of ensuring nominees meet high academic standards and align with the educational objectives of the joint degree programs. This is evident in the structured nomination processes involving various academic bodies.

Differences

1. Levels of Involvement:

- **NKUA** involves both the Department Board and Senate, providing a balance between departmental input and university-wide oversight.
- **UofG** delegates the nomination process to the Head of College and Head of School, focusing on strong academic leadership at these levels.

2. Specific Roles in Nomination:

- **PLUS** uniquely assigns the Vice-Rector for Teaching and Education the responsibility for nominating Programme Board members, emphasizing a strong focus on teaching excellence.
- At **SUR**, the Programme Council includes all academic staff involved in teaching the JD/MD program, automatically recognizing them as part of the Council. This approach differs from other universities by not requiring formal nomination or election for these members.

3. Flexibility and Customization:

- **SUR** offers a flexible approach with varied nomination rules depending on each JD or MD program/agreement. This allows for tailored governance structures to meet specific program needs.
- **UAM** employs a multi-tiered approach involving multiple governance levels, including the Rector, Senate, Faculty, School, Department Board, and Council, providing thorough review and endorsement by multiple levels.

4. Automatic Recognition:

- Unlike other institutions, **SUR** automatically includes all teaching academic staff in the Programme Council without formal nomination, providing a more inclusive and streamlined process.

The extent and nature of student participation in Programme Boards across CIVIS universities vary widely, reflecting different institutional policies and national regulations. While some universities ensure robust student representation at all levels of program governance, others have more limited or flexible approaches. By involving students in the governance of joint degree programs, CIVIS universities can enhance the relevance, quality, and responsiveness of their academic offerings, ensuring that they meet the needs and expectations of their student bodies.

Commonalities

1. Student Representation:

- Most universities within the CIVIS alliance ensure student participation in some form within their Programme Boards, recognizing the importance of student perspectives in governance.
- Institutions like **PLUS**, **SU**, **TU**, **UAM**, **UofG**, and **ULB** have structured mechanisms for including student representatives in their program governance, either by mandate or strong encouragement.

2. Consultative Role:

- Across many universities, the role of student representatives is primarily consultative, providing input and feedback without necessarily holding decision-making power. This is evident in universities like **UAM** and **UNIL** where student roles are defined as consultative or voting but without veto rights.

3. Faculty-Level Involvement:

- At several universities, student participation is organized at the faculty or department level, allowing for localized and context-specific engagement. **AMU** and **UNIL** illustrate this approach by tailoring student involvement to the needs of individual faculties.

Differences

1. Extent of Participation:

- **NKUA** has a more limited student participation framework, involving students only at the Assembly of the Department level but excluding them from master's program governance, which contrasts with broader participation frameworks at other institutions.
- **SU** ensures robust student representation in all decision-making bodies affecting student courses and programs, adhering to the Swedish Higher Education Act, making their framework one of the most inclusive.

2. Level of Governance:

- **TU** and **UAM** involve students at multiple levels of governance, including faculty and Senate, reflecting a more integrated approach compared to universities like **NKUA** and **UofG** where involvement might be more restricted or specifically tailored.
- **UofG** involves students typically with a maximum of two representatives on governing boards of joint and multiple degree programs, highlighting a more restrained approach to student numbers in governance.

3. Legal and Institutional Mandates:

- **UAM** and **SU** have strong legal and institutional mandates ensuring student representation in governance, with **UAM** following national law (LOSU, LO 2/2023) and internal regulations, while **SU** adheres to the Swedish Higher Education Act.
- **PLUS** follows internal Programme Board regulations that include student membership when designing and approving degree programs, ensuring structured student participation.

4. Flexibility and Adaptability:

- **SUR** establishes student participation within each agreement for joint and multiple degree programs, allowing for tailored involvement based on specific program needs and contexts.

- **UNIL** and **AMU** allow faculties to decide the extent of student participation, providing flexibility to tailor involvement to the needs of each faculty.

The limitations on Programme Board decisions across CIVIS universities are designed to ensure that joint degree programs are managed in compliance with institutional policies, national regulations, and academic standards. These limitations vary by institution, reflecting different governance structures and regulatory environments. By adhering to these guidelines, CIVIS universities can maintain the integrity and quality of their joint degree programs, fostering effective collaboration and academic excellence.

Commonalities

1. Approval by Senate or Higher Authority:

- Several universities require that significant changes to program content be approved by a higher authority, such as the Senate or equivalent. This is seen at **Aix-Marseille Université (AMU)**, **National and Kapodistrian University of Athens (NKUA)**, **Universidad Autónoma de Madrid (UAM)**, and others. This ensures that modifications undergo thorough review and align with institutional standards and strategic goals.

2. Alignment with National and Institutional Policies:

- Most universities mandate that Programme Board decisions must comply with national laws and institutional policies. This is evident at **Paris Lodron University of Salzburg (PLUS)**, **Stockholm University (SU)**, **Université libre de Bruxelles (ULB)**, and **University of Glasgow (UofG)**. This alignment ensures that the programs maintain academic integrity and legal compliance.

3. Final Authority of Local Boards:

- Institutions like **Stockholm University (SU)** and **Eberhard Karls Universität Tübingen (TU)** ensure that Programme Boards do not infringe on the final authority of local boards. This maintains the autonomy and governance integrity of the institutions.

4. Collaborative Decision-Making:

- Universities like **University of Glasgow (UofG)** emphasize collaborative decision-making involving multiple departments and offices, especially when it comes to academic regulations or partners' "red lines." This ensures comprehensive and well-rounded governance.

Differences

1. Specific Limitations and Processes:

- **Aix-Marseille Université (AMU)** and **National and Kapodistrian University of Athens (NKUA)** specifically highlight that changes to program content must be approved by the Senate, indicating a stringent oversight mechanism.
 - **Paris Lodron University of Salzburg (PLUS)** requires informing at least one member of the rectorate about all relevant planned decisions and aligning with national guidelines and development strategies. This adds an additional layer of oversight.
2. **Flexibility in Decision-Making:**
- **Sapienza Università di Roma (SUR)** establishes limitations within each program agreement, allowing for tailored governance structures. This flexible approach contrasts with more rigid frameworks seen at other institutions.
 - **Universidad Autónoma de Madrid (UAM)** allows specific subject changes to be made annually by departments, indicating a degree of flexibility within predefined boundaries. However, substantial modifications require higher-level approval, reflecting a balance between flexibility and oversight.
3. **Legal and Academic Standards:**
- **Université libre de Bruxelles (ULB)** mandates compliance with internal rules or domestic law, ensuring all decisions are legally compliant. This strict adherence to legal standards might not be explicitly mentioned by other universities.
 - **University of Lausanne (UNIL)** has specific limitations related to academic standards, such as plagiarism, equivalency, extension of studies, and leave. This indicates a focus on maintaining academic integrity and protecting student rights within program governance.
4. **Future Organizational Changes:**
- **Universidad Autónoma de Madrid (UAM)** mentions that the new University Law (LOSU, LO 2/2023) will require reorganization of faculties and departments within two years, potentially leading to significant changes. This indicates an evolving governance structure that may not be present in other institutions.

The role and structure of local boards in programme delivery across CIVIS universities vary widely, reflecting different governance models and institutional priorities. While some universities employ multi-tiered structures with specific commissions and councils, others adopt more flexible or centralized approaches. These diverse governance frameworks ensure that academic programs are delivered effectively, maintaining high standards of quality and compliance with institutional and national regulations. By leveraging these structures, CIVIS universities can ensure robust and responsive management of their joint degree programs.

Commonalities

1. **Flexibility and Adaptability:**

- Many universities, including **Aix-Marseille Université (AMU)**, **National and Kapodistrian University of Athens (NKUA)**, and **Sapienza Università di Roma (SUR)**, exhibit flexibility in their approach to local boards, allowing for adaptation based on specific program needs. This flexibility ensures that governance structures can be tailored to effectively manage program delivery.
2. **Multi-tiered Governance Structures:**
 - Universities such as **Stockholm University (SU)**, **Eberhard Karls Universität Tübingen (TU)**, and **University of Glasgow (UofG)** employ multi-tiered governance structures involving various boards and committees. This comprehensive oversight involves different academic and administrative levels, promoting robust program governance and ensuring that programs meet institutional standards.
 3. **Faculty and Department Involvement:**
 - Most universities involve faculty and department-level bodies in program delivery, such as the **Faculty Boards** and **Department Boards** at **Stockholm University (SU)** and the **Study Commissions** at **Eberhard Karls Universität Tübingen (TU)**. This ensures that those with direct academic responsibility for the programs have significant input into their management and delivery.
 4. **Regular Meetings and Coordination:**
 - Regular meetings and ongoing coordination are a common practice, as seen at the **University of Glasgow (UofG)**, where the **Programme Directors' group** meets at least once a month. This practice ensures continuous oversight and alignment across all partners involved in joint programs.

Differences

1. **Specific Governance Structures:**
 - **Paris Lodron University of Salzburg (PLUS)** uses specific bodies like the **Curricularkommissionen (CK)** named by the Senate to oversee curriculum-related decisions. This structured approach contrasts with the more flexible frameworks at some other institutions.
 - **Universidad Autónoma de Madrid (UAM)** is implementing changes due to new legislation, introducing entities like the **Social Board** to align programs with local needs and regulations for "dual programs" involving companies. This indicates a more dynamic and evolving governance structure.
2. **Centralized vs. Decentralized Decision-Making:**
 - **Université libre de Bruxelles (ULB)** has a centralized decision-making process where the president of the program at the faculty level decides the content. This contrasts with the decentralized and flexible approach at institutions like **AMU** and **NKUA**, where specific constraints or rules for local boards are not defined.
3. **Formalization of Roles:**

- The **University of Bucharest (UB)** mentions a program coordinator position that is not officially recognized or compensated, suggesting a need for more formalization in their governance structure. This contrasts with institutions like **TU**, where roles and responsibilities are well-defined within their structured framework involving multiple governance bodies.

4. Specialized Commissions:

- **University of Lausanne (UNIL)** employs specialized commissions like the **Teaching Commission** and **Faculty Council** to validate regulations and study plans. This dual-level oversight ensures thorough academic and regulatory compliance, which might be more stringent compared to the practices at other universities.

The requirement for a Teachers' College within joint degree programs across CIVIS universities varies, reflecting different institutional priorities and approaches to teacher preparation. While some universities mandate the inclusion of a Teachers' College, others offer flexibility or manage teacher preparation through alternative structures. These diverse approaches allow each university to tailor its teacher preparation strategies to meet the specific needs of its programs and participants, promoting high standards of educational quality and professional development for educators.

Commonalities

1. Flexibility in Teacher Preparation:

- Several universities, such as **Aix-Marseille Université (AMU)**, **National and Kapodistrian University of Athens (NKUA)**, **University of Bucharest (UB)**, **Université libre de Bruxelles (ULB)**, and **University of Lausanne (UNIL)**, do not mandate a Teachers' College. This common approach highlights flexibility, allowing these institutions to adapt teacher preparation and professional development based on the needs of individual programs or departments.

2. Optional Inclusion:

- **Stockholm University (SU)**, **Eberhard Karls Universität Tübingen (TU)**, and **Université libre de Bruxelles (ULB)** consider the inclusion of a Teachers' College optional. This flexibility provides program designers the freedom to incorporate teacher preparation components as needed, ensuring that programs can be tailored to specific requirements.

Differences

1. Mandatory Requirement for Teachers' College:

- **Paris Lodron University of Salzburg (PLUS)**, **Universidad Autónoma de Madrid (UAM)**, **University of Glasgow (UofG)**, and **Sapienza Università di Roma (SUR)** require a Teachers' College for their joint degree programs. This mandatory inclusion underscores a commitment to systematic and comprehensive teacher preparation, ensuring high standards of educational quality and professional development for educators.

2. Flexibility and Adaptability:

- While many universities do not require a Teachers' College, institutions like **Stockholm University (SU)** and **Eberhard Karls Universität Tübingen (TU)** offer flexibility by making it optional. This approach allows for adaptability in program design, ensuring that teacher preparation can be tailored to the needs of each joint degree program.

3. Different Approaches to Teacher Preparation:

- Universities such as **AMU**, **NKUA**, and **UNIL** manage teacher preparation through other structures or initiatives within the university, rather than through a dedicated Teachers' College. This indicates a diverse approach to professional development, relying on various institutional resources and strategies to support educators.

4. Structured Teacher Preparation:

- Universities like **PLUS**, **UAM**, **UofG**, and **SUR** integrate teacher preparation systematically into the program structure through a Teachers' College. This structured approach ensures that educators receive consistent and high-quality training, aligned with the university's standards and objectives.

The specific rules for board decisions across CIVIS universities vary, reflecting different institutional approaches to governance and decision-making. While some universities employ structured procedures and majority voting, others allow for more flexible or self-organizing approaches. These diverse governance models ensure that joint degree programs are managed effectively, with decision-making processes that are transparent, democratic, and aligned with institutional policies. By adhering to these rules, CIVIS universities can maintain high standards of governance and promote successful collaboration in their joint degree programs.

Commonalities

1. Flexibility in Decision-Making:

- Several universities, including **Aix-Marseille Université (AMU)**, **National and Kapodistrian University of Athens (NKUA)**, **Université libre de Bruxelles (ULB)**, and **University of Bucharest (UB)**, do not specify strict rules for board decisions. This flexibility allows these institutions to adapt their governance processes to the specific needs and contexts of each program.

2. Majority Voting:

- Universities such as **Paris Lodron University of Salzburg (PLUS)**, **Eberhard Karls Universität Tübingen (TU)**, and **University of Glasgow (UofG)** utilize majority voting for board decisions. This democratic approach ensures that decisions are made based on the majority opinion of board members, promoting fair and representative governance.

3. Customizable Decision Rules:

- Institutions like **Universidad Autónoma de Madrid (UAM)**, **University of Lausanne (UNIL)**, and **Sapienza Università di Roma (SUR)** specify that the rules for board decisions should be established in each agreement. This customization ensures that decision-

making processes are tailored to the unique requirements of each joint degree program and its partner institutions.

Differences

1. Absence of Specific Rules:

- **Aix-Marseille Université (AMU), NKUA, UB, and ULB** do not provide detailed rules for board decisions. This lack of specificity may suggest reliance on general university policies or flexibility in how boards can operate.

2. Structured Decision-Making Procedures:

- **Paris Lodron University of Salzburg (PLUS)** has structured working procedures for Programme Boards, including a majority vote requirement for the Senate's approval of degree programs. This structured approach ensures clear and consistent governance processes.
- **Stockholm University (SU)** references established procedures for board decisions, though details are not provided. This indicates that formal rules likely exist, ensuring organized decision-making.

3. Quorum and Voting Mechanisms:

- **Eberhard Karls Universität Tübingen (TU)** follows universal rules such as reaching a quorum and requiring a simple majority. These standard governance principles ensure democratic and representative decision-making.
- **University of Glasgow (UofG)** employs a simple majority quorum, with a rotating chair casting the deciding vote in the event of a tie. This method ensures efficient and fair decision-making.

4. Self-Governing Boards:

- **University of Lausanne (UNIL)** allows boards to organize themselves and specify rules in the regulations for each program. This self-governing approach provides flexibility and adaptability in decision-making processes.
- **Sapienza Università di Roma (SUR)** establishes specific rules for board decisions in each agreement, ensuring that governance processes are clear and agreed upon by all partners.

5. Detailed Specification in Agreements:

- **Universidad Autónoma de Madrid (UAM)** requires that the specific rules for board decisions be outlined in each agreement. This ensures that decision-making processes are customized and clearly defined for each joint degree program.

The policies regarding the minimum number of students per programme vary significantly across CIVIS universities. While some institutions require a minimum enrolment to ensure program viability and resource allocation, others offer greater flexibility, supporting a diverse array of academic programs regardless of enrolment size. These diverse approaches reflect each university's commitment to maintaining high standards of education while accommodating a wide range of academic interests and

needs. By tailoring these policies to their specific contexts, CIVIS universities can ensure both the sustainability of their programs and the satisfaction of their student populations.

Commonalities

- A significant number of universities not specifying minimum enrolment numbers, thus allowing for greater flexibility and academic diversity.
 - Support for a wide range of academic programs without the constraint of minimum enrolment sizes.
1. **Flexibility in Enrolment Requirements:**
 - The majority of CIVIS universities, including **Aix-Marseille Université (AMU)**, **National and Kapodistrian University of Athens (NKUA)**, **Paris Lodron University of Salzburg (PLUS)**, **Eberhard Karls Universität Tübingen (TU)**, **Universidad Autónoma de Madrid (UAM)**, **Université libre de Bruxelles (ULB)**, **University of Lausanne (UNIL)**, and **Sapienza Università di Roma (SUR)** do not specify a minimum number of students per programme. This flexibility allows these institutions to offer a wide range of programs, including niche or specialized courses that might attract fewer students.
 2. **Support for Academic Diversity:**
 - By not imposing a minimum number of students, these universities can support a diverse array of academic programs. This approach enables the maintenance of comprehensive academic offerings and the accommodation of diverse academic interests and needs.

Differences

- Universities like **Stockholm University (SU)**, **University of Bucharest (UB)**, and **University of Glasgow (UofG)** mandating minimum student numbers to ensure program viability and efficient resource allocation.
 - The potential impact on resource allocation and program viability between universities that require minimum enrolment and those that do not, with the former emphasizing efficient and effective program delivery.
1. **Minimum Student Requirement:**
 - **Stockholm University (SU)**, **University of Bucharest (UB)**, and **University of Glasgow (UofG)** mandate a minimum number of students per programme. This requirement ensures that programs have sufficient enrolment to justify the allocation of resources, faculty, and facilities, promoting efficient and effective program delivery.
 2. **Impact on Resource Allocation:**
 - **Stockholm University (SU)**, **University of Bucharest (UB)**, and **University of Glasgow (UofG)**'s policies help ensure that programs are viable and can be delivered effectively with the necessary resources and faculty support. This contrasts with the more flexible approach of universities that do not impose minimum enrolment numbers, which may allow them to sustain programs even with smaller student populations.

3. Emphasis on Program Viability:

- The requirement for a minimum number of students at **Stockholm University (SU)**, **University of Bucharest (UB)**, and **University of Glasgow (UofG)** underscores an emphasis on program viability and the efficient use of resources. These universities ensure that each program has adequate enrolment to support comprehensive student engagement and high standards of education.

The policies regarding the maximum number of students per programme across CIVIS universities reflect diverse approaches to managing enrolment and ensuring educational quality. While some universities have specific caps, others rely on institutional capacity and practical constraints. These policies ensure that programs are financially viable, resources are adequately managed, and educational standards are maintained. By tailoring these policies to their specific contexts, CIVIS universities can support a broad range of academic offerings while ensuring high standards of education and efficient resource allocation.

Commonalities

1. Flexibility in Enrolment Caps:

- Several universities, including **Aix-Marseille Université (AMU)**, **Eberhard Karls Universität Tübingen (TU)**, **Université libre de Bruxelles (ULB)**, and **University of Lausanne (UNIL)**, do not specify a maximum number of students per programme. This approach allows these institutions to adapt enrolment based on available resources and specific program needs.
- This flexibility supports diverse academic offerings, enabling universities to manage enrolment dynamically and ensure programs can accommodate varying student numbers.

2. Resource-Based Constraints:

- Factors such as the number of teachers, infrastructure, and institutional resources play a critical role in determining maximum enrolment limits across several universities. This is evident in institutions like **Aix-Marseille Université (AMU)**, **National and Kapodistrian University of Athens (NKUA)**, and **Universidad Autónoma de Madrid (UAM)**.

Differences

1. Specific Maximum Enrolment Policies:

- **Stockholm University (SU)**: Specifies a maximum number of 24 students per programme. This strict cap ensures financial sustainability and quality of education through manageable class sizes.
- **University of Bucharest (UB)**: Sets maximum student numbers based on the type of programme, study field, and language of instruction. This approach ensures programs remain financially viable while maintaining quality standards.
- **University of Glasgow (UofG)**: Maximum student numbers depend on consortium agreements, typically around 60 students but can go higher. This flexibility allows adaptation to the needs and resources of different consortia.

2. National Regulations and Institutional Policies:

- **Paris Lodron University of Salzburg (PLUS):** National regulations govern maximum enrolment in certain study areas. This ensures programs maintain sufficient enrolment for resource allocation.
- **Universidad Autónoma de Madrid (UAM):** Requires an estimation of maximum student numbers when submitting program details to national authorities. Consistent enrolment deviations can affect program renewal.

3. Monitoring and Adaptation:

- **University of Lausanne (UNIL):** While not specifying a maximum number, there is ongoing monitoring to ensure programs remain relevant and responsive to student needs.
- **Sapienza Università di Roma (SUR):** Specifies maximum enrolment in agreements, including conditions such as entry tests and language requirements. This tailored approach ensures each program's needs are met.

4. Formal Limitation Processes:

- **Eberhard Karls Universität Tübingen (TU):** Does not have a general cap but can establish limits through a formal process decided by the Ministry of Science based on a university application.

The admission processes across CIVIS universities are tailored to meet institutional and national requirements, providing flexibility and ensuring that each application is reviewed thoroughly. By leveraging online platforms and structured evaluation processes, these universities maintain high standards of admission while accommodating a diverse student body. Applications are typically sent to the relevant department, admissions department, or programme secretariat. Each university has specific tools and platforms for managing applications, ensuring that all submissions are properly evaluated and processed.

Commonalities

- Online application systems streamline the admission process and make it accessible to a wide range of applicants.
- Evaluation based on academic performance and documents ensures a standardized assessment of qualifications.
- Structured admission processes and specific criteria for different levels of study ensure that all applicants are appropriately evaluated.

1. Online Application Systems:

- **All universities** use online platforms for processing applications. Examples include **Parcoursup**, **eCandidat**, and **Monmaster** for AMU, **universityadmissions.se** for SU, and specific university portals for **UofG**, **ULB**, and **UNIL**.

2. Evaluation Based on Academic Performance and Documents:

- **Most universities** evaluate applications based on academic transcripts, CVs, motivation letters, and other relevant documents. This common approach ensures a standardized assessment of applicants' qualifications.
 - Universities such as **NKUA, TU, UAM, and UB** may also include entrance exams or interviews as part of the admission criteria, ensuring a comprehensive evaluation process.
3. **Structured Admission Processes:**
- **All universities** have a structured admission process, often involving multiple steps to ensure that applicants meet all required criteria. This includes checks for entry requirements, merit-based selections, and validation by admissions committees or commissions.
4. **Specific Criteria for Different Levels of Study:**
- **All universities** have distinct admission criteria for undergraduate and postgraduate programs. This differentiation ensures that the evaluation process is appropriately tailored to the level of study.

Differences

- Application platforms and submission processes vary, with some universities using multiple platforms or national portals while others rely on university-specific systems.
- The role of departments and faculties in the admission process varies, reflecting different institutional structures.
- Involvement of external entities in the admission process, such as national councils or regional examination systems, adds an extra layer of standardization and oversight for some universities.
- Specific requirements and accommodations for international students ensure that the admission process is inclusive and accessible to a global applicant pool.

1. Application Platforms and Submission Processes:

- **AMU:** Uses multiple platforms depending on the applicant's profile (e.g., Parcoursup for French and European citizens, Etudes en France for non-European citizens).
- **SU:** Utilizes a national portal, universityadmissions.se, managed by the Swedish Council for Higher Education, ensuring a centralized and streamlined process for all applicants.
- **PLUS, TU, UAM, UofG, and UNIL:** Each has its own university-specific platforms and processes for managing applications, allowing for tailored approaches that suit their institutional needs.

2. Role of Departments and Faculties:

- **NKUA:** Applications are submitted to the relevant department or program secretariat, emphasizing the role of individual departments in the admission process.
- **UAM:** While centralized for master's programs, the admission process for bachelor's programs follows a regional examination system, highlighting a blend of regional and institutional procedures.

3. Involvement of External Entities:

- **SU**: The admission process is administered by the Swedish Council for Higher Education, incorporating national-level oversight and standardization.
- **UAM**: For bachelor's programs, the regional examination system plays a significant role, reflecting the influence of regional authorities in the admission process.

4. Specific Requirements for International Students:

- **ULB**: Has specific rules and extended deadlines for international students, ensuring that the admission process accommodates the needs of students from different backgrounds and locations.

5. Inclusivity and Fairness in Admission:

- **UNIL**: Ensures inclusivity by accepting all candidates who meet the admission requirements, promoting a fair and open admission process.

The selection boards across CIVIS universities are tailored to meet the specific needs and regulatory environments of each institution. While some universities have formalized boards with structured processes, others rely on decentralized or automated systems to manage admissions. These diverse approaches ensure that each university can effectively evaluate and select candidates according to their unique criteria and standards.

Commonalities

1. Involvement of Academic Staff:

- **All universities** involve academic staff in the selection process, ensuring that those with relevant expertise are responsible for evaluating candidates.
- Examples include **AMU's** responsible individuals and course leaders, **NKUA's** program teachers, and **ULB's** academic staff.

2. Tailored to Program Needs:

- The composition and working methods of selection boards are often tailored to the specific needs of each program.
- **UAM** ensures that selection boards for Master programs are included in the program's verification process, and **NKUA** allows flexibility depending on the program.

3. Evaluation Based on Criteria:

- Selection boards evaluate candidates based on predefined criteria, which may include academic performance, interviews, and examinations.
- **NKUA** and **TU** specifically mention the use of criteria and interviews in their selection processes.

Differences

1. Formal vs. Flexible Structures:

- **AMU** and **PLUS** have formal structures for selection boards with specific roles defined.

- In contrast, **SU** and **UNIL** do not have formal selection boards; instead, they rely on centralized admissions offices or national platforms for application processing.
2. **Centralized vs. Decentralized Processes:**
- **UB** has a two-level selection board system involving university and faculty levels, indicating a highly structured and hierarchical approach.
 - **SUR** and **NKUA** have decentralized processes where the scientific coordinator or program-specific committees manage the selection.
3. **Specificity to Program Levels:**
- **UAM** and **PLUS** specify selection boards for graduate programs, indicating a focus on higher degrees.
 - **TU** varies the composition of its boards depending on whether the program is numerically restricted or unrestricted, showing a flexible approach based on program requirements.
4. **Role of the Admissions Office:**
- **UNIL** and **SU** rely heavily on their Admissions Offices or national platforms for processing applications, indicating a centralized administrative process.
 - In contrast, **AMU** and **ULB** have program-specific selection boards that play a direct role in admissions decisions.
5. **Use of External Criteria:**
- **UofG** differentiates between scholarship and non-scholarship applicants, using a specific committee for scholarship applications and an automatic process for non-scholarship students.
 - This approach contrasts with universities like **TU** and **UAM**, where the selection criteria and processes are more internally driven and consistent across all applicants.
6. **Integration with Quality Assurance:**
- **UAM** ensures that the selection boards for Master programs are included in the program's verification process by the Quality Agency, integrating quality assurance into the selection process.
 - This is a distinctive approach compared to other universities where quality assurance might be a separate process.

While there are similarities in the admission and enrolment processes across CIVIS universities, each institution has specific rules and procedures that reflect their national and internal regulations. Centralized admissions are more common for certain types of programs or specific groups of students, such as scholarship recipients. The detailed and structured processes ensure that students meet the necessary requirements and are properly enrolled to commence their studies.

Commonalities

1. Adherence to National and Institutional Regulations:

- **All universities** follow national laws and internal regulations to ensure transparency and fairness in the admission process.
- **Examples:** NKUA bases admission decisions on national legislation, and UAM follows Spanish national laws (LO3/2020; RD412/2014).

2. Structured Admission Processes:

- **Most universities** have a structured admission process involving specific criteria and documentation requirements.
- **Examples:** UofG has detailed entry criteria including academic and English language requirements, and UB approves admission criteria six months before the admission process begins.

3. Two-Part Enrollment Process:

- **Many universities** separate enrollment into administrative and pedagogical aspects, ensuring comprehensive student registration.
- **Examples:** AMU requires both administrative enrollment (obtaining student cards and paying fees) and pedagogical enrollment (course and exam registration), and SU involves confirmation of seat and course registration through the Ladok system.

4. Centralized vs. Decentralized Admissions:

- **Several universities** use either centralized or decentralized admissions processes, impacting how students apply and are processed.
- **Examples:** NKUA, UAM, and UB have centralized admissions, while AMU, SU, TU, and others use decentralized processes.

Differences

1. Centralized Admissions:

- **Centralized:** NKUA, UAM, UB, UofG (for scholarship students).
- **Decentralized:** AMU, SU, TU, ULB, UNIL, SUR.
- **PLUS** requires active admission at PLUS for the entire study period, suggesting a hybrid approach.

2. Admission Decision Criteria:

- **Specific Program Requirements:** TU's admissions depend on specific prerequisites like language proficiency and entrance exams, whereas UAM and UB have varying criteria based on the program and level of study.
- **No Specific Prerequisites:** AMU does not specify prerequisites, allowing flexibility.

3. Enrollment Process Specifics:

- **Document Requirements:** UB requires a Study Contract, while AMU and other universities may have less formalized documentation requirements.
- **Online vs. In-Person:** Many universities like SU and ULB use online systems for applications and enrollment, whereas NKUA requires students to register in person at the secretariat.

4. Student Application Platforms:

- **National Systems:** SU uses www.universityadmissions.se, a national platform, for admissions.
- **University-Specific Platforms:** UofG, UAM, and others use university-specific websites and platforms for managing applications and enrollments.

5. Flexibility in Enrollment Numbers:

- **Fixed Maximum:** SU specifies a maximum of 24 students per programme.
- **Flexible Maximum:** UofG's maximum number depends on consortium agreements, potentially accommodating up to 100 students.

Each university within the CIVIS alliance has its own set of administrative enrolment processes and fee structures, reflecting their respective national regulations and internal policies. These processes ensure that students are properly enrolled and that all financial obligations are clear and structured according to the university's guidelines.

- **Mobility Requirements:** The requirements for student mobility vary significantly across institutions, influenced by program-specific regulations, national laws, and funding schemes. For instance, while AMU follows strict Erasmus regulations limiting mobility to 12 months, UAM requires students to have earned 60 ECTS before participating in mobility programs. Some universities like TU do not have specific requirements or limitations mentioned.
- **Units of Measure:** Most universities use semesters as the unit of measure for mobility periods. However, some institutions like PLUS and UofG also include the number of ECTS credits as a measure. For example, UNIL specifies that a bachelor's student cannot exceed 60 ECTS credits during mobility.
- **Administrative Processes:** Universities like AMU and UAM have detailed administrative processes and prerequisites, ensuring that students meet specific criteria before and during their mobility period. This includes language proficiency and prior conduct in mobility programs.
- **Flexibility and Exceptions:** Certain institutions, such as UAM, provide flexibility under exceptional circumstances, allowing students who do not meet the typical requirements to participate in mobility programs with special approval.

Commonalities

1. Administrative Enrollment:

- **Most universities** require administrative enrollment, which typically includes obtaining a student card, paying fees, and completing course registration.

- **Examples:** AMU, SU, UAM, UB, UofG, ULB, UNIL, and SUR all have specified administrative enrollment processes.
2. **Variable Fee Structures:**
- **All universities** have fee structures that vary depending on factors such as the program, nationality, and specific student circumstances.
 - **Examples:** AMU and UAM have fees dependent on the program and student profile; SU, UofG, and UNIL have different fee categories for EU and non-EU students.
3. **Differentiated Fees for EU and Non-EU Students:**
- **Most universities** differentiate fees based on whether the student is from the EU or outside the EU.
 - **Examples:** PLUS, SU, UAM, UB, and UofG all have distinct fees for EU and non-EU students.

Differences

1. **Specific Fees and Regulations:**
- **AMU:** Fees depend on the degree, nationality, and student's circumstances.
 - **NKUA:** No administrative enrollment is required.
 - **PLUS:** Fees are 363.36 Euros per semester for EU residents and 726.72 Euros for non-EU residents with various exemptions available.
 - **SU:** No application or tuition fees for EU students; other students pay application fees and tuition fees based on the field of study.
 - **TU:** Approximately 158.30 Euros per semester, including admin and student association fees.
 - **UAM:** First-year degree enrollment fee is 27.54 Euros, and subsequent years' administrative fee is 6.11 Euros, with specific consortium agreements for European University Alliances.
 - **UB:** EU citizens pay between 700 and 2000 Euros per year; non-EU citizens pay between 1980 and 3500 Euros per year.
 - **UofG:** Home students pay £7,680, EU/EEA students pay £9,680, and international students pay £15,680 per annum with additional fees for reassessment, late thesis submission, and registration/exam.
 - **ULB:** General enrollment and tuition fees apply without specific administrative enrollment fees for joint or multiple degrees.
 - **UNIL:** Regular tuition fees are CHF 580 per semester with a formal admission fee of CHF 200 for processing applications for students with foreign diplomas.
 - **SUR:** Fees depend on family income or citizenship, with specific fees detailed for both Italian and international students. The maximum fee per year is around 2,800 Euros.

2. Centralized vs. Decentralized Enrollment:

- **Centralized Enrollment:** NKUA, UAM, UB, and UofG for scholarship students.
- **Decentralized Enrollment:** AMU, PLUS, SU, TU, ULB, UNIL, and SUR.

3. Handling of Joint Programs:

- **PLUS:** Students in joint programs must notify the Austrian HEI about their continuation of studies and pay the Student's Union fee for the active period of admission.
- **UAM:** Fees for European University Alliances are decided by the consortium and included in the agreement.

4. Fee Exemptions and Special Conditions:

- **PLUS:** Many exemptions are available for specific student categories.
- **SU:** No tuition fees for EU students but significant fees for non-EU students.
- **UAM:** Adjustments based on the program's sustainability and enrollment numbers.
- **UofG:** Additional fees for reassessment and late submissions, indicating a structured fee framework beyond basic tuition.

In conclusion, student mobility within the CIVIS alliance is governed by a variety of rules and measures that ensure students fulfil specific academic and administrative requirements, promoting a structured and effective mobility experience.

All universities listed can award joint degrees. However, the specific regulations vary widely:

- **Regulatory Framework:** Each institution adheres to its national laws and internal regulations. Some, like UAM, have detailed internal and national regulations facilitating joint degrees.
- **Accreditation:** Universities like TU and UNIL face specific accreditation challenges and must sometimes seek exemptions or comply with international accreditation standards.
- **Degree Requirements:** Institutions like SU and UB require specific templates for diplomas and adhere to stringent criteria for awarding joint degrees.
- **Administrative Processes:** Universities such as AMU limit the number of programs in a joint degree, while others, like UofG, adapt their internal regulations to accommodate joint degrees with partner institutions.
- **Record-Keeping and Documentation:** Institutions like UAM and UB have detailed requirements for keeping records and ensuring academic qualifications are recognized.

Commonalities

1. Semester-Based Unit of Measure:

- Most universities use semesters as the primary unit of measure for student mobility periods.
- **Examples:** AMU, NKUA, PLUS, TU, UAM, and SUR all use semester-based measures for student mobility.

2. Erasmus and ECTS Credit Requirements:

- Many universities align their mobility requirements with Erasmus regulations and ECTS credit systems.
- **Examples:** AMU follows Erasmus regulations; UofG requires a minimum of 30 ECTS per semester for Erasmus Mundus programs; UNIL specifies maximum ECTS credits for Bachelor and Master programs during mobility.

3. Minimum Requirements Before Mobility:

- Several universities require students to complete a minimum number of credits or meet specific prerequisites before participating in mobility programs.
- **Examples:** NKUA requires students to complete one semester at their home university; UAM requires students to have earned 60 ECTS before starting mobility.

Differences

1. Maximum Mobility Duration:

- **AMU:** Mobility cannot exceed 12 months under Erasmus regulations.
- **UAM:** Restrictions apply to concurrent mobility programs in non-Erasmus countries, with mobility generally not allowed twice within the same program and degree unless specified.

2. Detailed Administrative Processes and Prerequisites:

- **UAM:** Requires language proficiency, good conduct in previous mobility programs, and specific criteria such as earning 60 ECTS.
- **SUR:** May include requirements like a minimum amount of credits earned, language proficiency, and grade point average before mobility.

3. Specific ECTS Credit Limits:

- **UNIL:** Sets maximum mobility credits at 60 ECTS for Bachelor's, and variable limits for Master's depending on the total course credits.
- **PLUS:** Requires 3 ECTS per month abroad under Erasmus+ guidelines.

4. Virtual Mobility vs. Physical Mobility:

- **UofG:** Compulsory physical mobility cannot be replaced by virtual mobility, ensuring students experience different educational environments physically.

5. Flexibility and Exceptions:

- **UAM:** Allows for exceptions granted by the Internationalization Board, demonstrating flexibility in mobility requirements.
- **NKUA:** The program-specific approach allows for tailored mobility requirements based on departmental needs.

6. Not Specified or Applicable:

- **SU and ULB:** Specific mobility requirements and measures are not detailed in the provided data, suggesting either flexibility or the need for more context-specific guidelines.
- **UB:** Not applicable, indicating potential variability in their mobility policies.

While the ability to award joint degrees is common across these institutions, the approach to regulations, accreditation, and administrative processes reflects the diverse educational frameworks and standards within the CIVIS alliance.

Each university has tailored its diploma acquisition process to align with its internal administrative frameworks and national educational regulations.

- **Process Variability:** The diploma issuing process varies widely across CIVIS universities, involving applications, administrative steps, and different levels of automation.
- **Document Format:** While most universities provide diplomas and related documents on paper, some, like Stockholm University, are moving towards digital certificates with options for paper copies.
- **Parchment Types:** Typically include Diplomas, Certificates, Transcript of Records, and Diploma Supplements.
- **Parchment Templates:** Generally, universities have standard templates for these documents, with specifics governed by national regulations or university policies.

Commonalities

1. Ability to Award Joint Degrees:

- All universities within the CIVIS alliance have the capability to award joint degrees.
- **Examples:** AMU, NKUA, PLUS, SU, TU, UAM, UB, UofG, ULB, UNIL, SUR all can award joint degrees.

2. Requirement for Specific Regulations:

- Each university has specific regulations or guidelines governing the awarding of joint degrees to ensure compliance with institutional, national, and international standards.
- **Examples:** AMU cannot exceed three programs in a joint degree, UAM follows national laws RD822/2021, and ULB requires "habilitation" or accreditation.

Differences

1. Specific Program Limitations:

- **AMU:** Cannot exceed three programs in a joint degree.
- **UAM:** A Bachelor's degree can be less than 240 ECTS if awarded jointly by a European Alliance.
- **UNIL:** Joint degrees may face accreditation recognition issues with foreign partners.

2. Regulatory Bodies and Accreditation:

- **NKUA:** Regulations defined in the agreement between partners.
- **PLUS:** Governed by university law.
- **TU:** Must comply with ESG and can choose internal or external accreditation.
- **UAM:** Automatic recognition if evaluated by an EQAR-listed agency, otherwise regular process is required.

3. Documentation and Diploma Requirements:

- **SU:** Requires established templates for degree certificates and diploma supplements, and must be accepted by the relevant committee.
- **UAM:** Consortium agreements must include details on student record-keeping, academic rules, and fee structures.
- **ULB:** Diploma must accurately name the program.

4. Joint Regulation and Study Plans:

- **UNIL:** Requires a joint regulation and joint study plan for joint degrees.
- **UofG:** Joint degrees follow the regulations of the coordinating institution with adaptations for partners' requirements.

5. Recognition and Legal Frameworks:

- **UB:** Joint degrees are governed by the Higher Education Law 199 and must be recognized by the home country following a framework methodology.
- **UNIL:** Requires RGE exceptions validated by the Rectorate for joint programs.

6. Student Selection and Mobility:

- **UNIL:** All candidates meeting admission requirements are admitted without selection at the start of the Master, but selection may occur for mobility purposes.

7. Approval and Monitoring:

- **SUR:** Specific details about the regulations are not provided.

All universities listed can award joint degrees. However, the specific regulations vary widely:

- **Regulatory Framework:** Each institution adheres to its national laws and internal regulations. Some, like UAM, have detailed internal and national regulations facilitating joint degrees.
- **Accreditation:** Universities like TU and UNIL face specific accreditation challenges and must sometimes seek exemptions or comply with international accreditation standards.
- **Degree Requirements:** Institutions like SU and UB require specific templates for diplomas and adhere to stringent criteria for awarding joint degrees.

- **Administrative Processes:** Universities such as AMU limit the number of programs in a joint degree, while others, like UofG, adapt their internal regulations to accommodate joint degrees with partner institutions.
- **Record-Keeping and Documentation:** Institutions like UAM and UB have detailed requirements for keeping records and ensuring academic qualifications are recognized.

The process for students to acquire their diploma varies across CIVIS universities:

- **Automatic vs. Application:** Some universities like ULB have an automatic process, whereas others like NKUA, SU, and TU require students to apply.
- **Administrative Process:** The majority of universities, including AMU, PLUS, UB, UNIL, and SUR, manage diploma acquisition through administrative procedures.
- **Fees:** At UAM and UofG, students must pay fees as part of the diploma acquisition process.
- **Resource Links:** SUR provides a detailed online description of their graduation application process.

Each university has tailored its diploma acquisition process to align with its internal administrative frameworks and national educational regulations.

Diploma Issuing Processes

Commonalities

1. **Parchments Handed Out:**
 - Most universities provide a **Diploma, Transcript of Records, and Diploma Supplement**. This is consistent across AMU, NKUA, PLUS, SU, TU, UAM, UB, UofG, ULB, UNIL, and SUR.
 - **Example:** At AMU, NKUA, and UAM, students receive a diploma, transcript of records, and a diploma supplement.
2. **Document Format:**
 - The majority of universities issue documents **on paper**. This is seen at AMU, NKUA, PLUS, TU, UAM, UB, UofG, ULB, UNIL, and SUR.
 - **Example:** AMU, PLUS, and UB provide documents on paper.
3. **Parchment Templates:**
 - Many universities have the capability to upload document templates, ensuring standardized and compliant formats.
 - **Example:** AMU, NKUA, PLUS, SU, TU, UAM, UB, and UofG can upload document templates.

Differences

1. **Diploma Issuing Process:**

- **Application Method:**
 - **Online:** SU and UNIL use online applications for diploma issuance.
 - **In-person/Email:** PLUS requires students to apply via email.
 - **Administrative Office:** TU and UAM require students to apply at their respective examination or faculty administration offices.
 - **Example:** SU's process involves online application and review by the degree office, whereas UAM requires in-person application at faculty administration.
2. **Specific Regulations and Guidelines:**
- **National and Institutional Regulations:** Some universities, such as UAM, follow detailed national regulations like Royal Decree RD 1002/2010.
 - **Example:** UAM follows RD 1002/2010, which defines the physical and technical traits of parchments.
3. **Frequency and Handling:**
- **Regular Issuance:** ULB prints diplomas once a year.
 - **Upon Request:** Many universities issue diplomas upon request, such as AMU, NKUA, PLUS, TU, and SUR.
 - **Example:** ULB prints diplomas annually, while AMU and TU issue diplomas upon student request.
4. **Document Format Options:**
- **Digital and Paper:** SU issues digital certificates by default but provides paper copies upon request.
 - **Paper Only:** The majority provide only paper formats.
 - **Example:** SU offers digital certificates as standard, contrasting with universities like PLUS and UAM, which provide documents solely on paper.
5. **Administrative Requirements:**
- **Additional Steps:** NKUA requires students to submit a thesis to the Digital Repository and clear library dues before receiving their diploma.
 - **Standard Application:** Other universities like UB and UofG primarily require application submissions and administrative processing.
 - **Example:** NKUA involves additional steps such as submitting a thesis and clearing library dues, whereas UB focuses on completing a study contract.
6. **Notification and Ceremony:**
- **Ceremony Involvement:** PLUS organizes an awarding ceremony upon application.

- **Direct Collection or Mailing:** Universities like TU offer options for students to collect their diplomas in person or have them mailed.
- **Example:** PLUS includes an awarding ceremony, whereas TU allows students to receive their diplomas by mail or in person.

Summary

- **Diploma Issuing Process:** The processes vary widely, involving online applications, email communications, in-person applications, and annual printing schedules.
- **Document Format:** Predominantly, documents are provided on paper, though some universities like SU are shifting towards digital formats.
- **Parchment Types:** Consistently, diplomas, transcripts of records, and diploma supplements are issued across the board, with some variations in additional certificates.
- **Administrative Requirements:** Processes can include additional steps such as thesis submission, library clearance, and participation in ceremonies, reflecting institutional preferences and regulatory compliance.
- **Flexibility and Automation:** While some universities like UNIL and SU employ automated online systems, others maintain more traditional, manual processes requiring physical presence or direct communication with administrative offices.

Most of the CIVIS universities are capable of agreeing on joint study and exam rules for joint programmes. Only the University of Lausanne (UNIL) does not engage in such agreements. This capability facilitates the seamless integration and administration of joint programmes, ensuring consistency and standardization across partner institutions. The formal inclusion of these rules in agreements, as highlighted by UAM, underscores the importance of clear, documented arrangements to support collaborative academic efforts.

Commonalities

1. Capability to Agree on Joint Study and Exam Rules:

- **Most Universities:** The majority of CIVIS universities have the capability to agree on joint study and exam rules for joint programmes. This includes Aix-Marseille Université (AMU), National and Kapodistrian University of Athens (NKUA), Paris Lodron University of Salzburg (PLUS), Stockholm University (SU), Eberhard Karls Universität Tübingen (TU), Universidad Autónoma de Madrid (UAM), University of Bucharest (UB), University of Glasgow (UofG), Université libre de Bruxelles (ULB), and Sapienza Università di Roma (SUR).
- **Example:** AMU, NKUA, and UofG can all establish joint study and exam rules for joint programmes.

2. Formal Agreements:

- **Included in Agreements:** For universities like UAM, joint study and exam rules must be included in the formal agreement, ensuring all parties have a clear understanding and commitment.
- **Example:** UAM requires joint study and exam rules to be specified in the formal agreement, ensuring transparency and adherence to agreed standards.

Differences

1. Inability to Agree:

- **University of Lausanne (UNIL):** Unlike other institutions, UNIL does not agree on joint study and exam rules for joint programmes. This presents a significant difference in their approach to managing joint programmes.
- **Example:** UNIL stands out as the only institution among the CIVIS universities that does not participate in agreeing on joint study and exam rules.

2. Specific Conditions and Requirements:

- **Universidad Autónoma de Madrid (UAM):** While capable of establishing joint rules, UAM mandates that these rules be formally included in the agreement, highlighting a structured and legalistic approach.
- **Example:** UAM's stipulation that joint study and exam rules must be in the formal agreement ensures that all partners are legally bound by the same standards.

3. Consistency Across Institutions:

- **Most Universities:** Institutions like AMU, NKUA, PLUS, SU, TU, UB, UofG, ULB, and SUR show consistency in their ability to agree on joint study and exam rules, suggesting a collaborative and flexible approach to joint programmes.
- **Example:** The consistent capability among these universities to agree on joint study and exam rules reflects a shared commitment to collaborative educational standards.

Summary

- **Broad Capability:** Most CIVIS universities have the capability to agree on joint study and exam rules for joint programmes, indicating a common willingness to collaborate on educational standards.
- **Formal Agreements:** For some universities like UAM, the inclusion of joint study and exam rules in formal agreements is necessary, ensuring that all partners are legally committed to the agreed standards.
- **Outlier:** UNIL is the exception, as it does not agree on joint study and exam rules for joint programmes, setting it apart from the other CIVIS universities.
- **Collaborative Approach:** The general trend among the majority of these universities is to engage in collaborative efforts to establish joint study and exam rules, facilitating smoother implementation of joint programmes.

The grading scales and recognition processes across these CIVIS universities show significant alignment with national and local regulations, ensuring a standardized approach to academic assessment and mobility. While some universities offer specific grading percentages and detailed processes, others follow more general guidelines but maintain rigorous standards for grade distribution and recognition. The Lisbon Recognition Convention plays a crucial role in facilitating the mobility and recognition of qualifications across these institutions, promoting a cohesive and integrated academic environment within the CIVIS network.

Grading Scales and Passing Criteria

1. Grading Scales:

- **Commonality:** Most universities use a grading scale that ranges from 0 to 10, with variations in specific requirements for passing and rounding of grades.
- **Differences:**
 - **NKUA:** Uses the Hellenic Scoring System with grades from 1 to 10; scores 5 to 10 are passing.
 - **UAM:** Grades range from 0 to 10 with decimal points.
 - **TU:** Grades are rounded to one or two decimals, different for each academic field.
 - **SU, ULB, UNIL, UofG, PLUS, and SUR:** Specific grading scales referred to attached files or links.

2. Passing Criteria:

- **Commonality:** The passing criteria generally require a minimum of around 50% or a grade of 5 on a scale of 0 to 10.
- **Differences:**
 - **PLUS and TU:** Require a minimum of 50%.
 - **UAM:** Requires a minimum grade of 5.
 - **Others (AMU, NKUA, SU, UB, UofG, ULB, UNIL, SUR):** Did not specify passing criteria explicitly.

3. Grade Distribution:

- **Commonality:** Most universities aim for grade distribution to be similar at the university level.
- **Differences:**
 - **TU:** Grade distribution varies across different academic fields.
 - **SU, UofG:** Specific to their grading systems.

4. Comments on Grading:

- **Commonality:** Local definitions and specific university regulations govern the grading processes.
- **Differences:**
 - **AMU and NKUA:** Grading processes are defined locally.
 - **UAM:** Internal and national regulations affect grading.

Recognition and Transfer Processes

1. Recognition Application:

- **Commonality:** Students typically need to apply for recognition of credits, with automatic recognition in joint programmes.
- **Differences:**
 - **UAM, ULB, SUR:** Recognition processes are centralized at the university level.
 - **Others (AMU, NKUA, PLUS, SU, TU, UB, UofG, UNIL):** Managed at departmental or program level.

2. Lisbon Recognition Convention:

- **Commonality:** The Lisbon Recognition Convention is in force at most universities, facilitating automatic recognition of credits in joint programs.
- **Differences:**
 - **UNIL:** Recognizes credits with pass/fail for incompatible grades.
 - **UAM:** Automatic recognition with central procedures.

3. Pass/Fail for Incompatible Grades:

- **Commonality:** Several universities adopt pass/fail criteria for incompatible grades.
- **Differences:**
 - **AMU, SU, TU, UNIL:** Explicitly mention the use of pass/fail criteria for incompatible grades.

4. Centralized vs. Local Procedures:

- **Commonality:** Procedures vary between centralized university processes and local departmental management.
- **Differences:**
 - **AMU, SU, TU:** Combine centralized and local procedures.
 - **UAM, ULB, SUR:** Centralized university procedures.

Summary

Commonalities:

- **Grading Scales:** Most universities utilize a 0-10 grading scale.
- **Passing Criteria:** Generally require a minimum grade around 50% or a 5 on the 0-10 scale.
- **Recognition Application:** Students need to apply for recognition, with automatic recognition in joint programmes.
- **Lisbon Recognition Convention:** Widely adopted across universities.
- **Pass/Fail Criteria:** Used for handling incompatible grades in several institutions.

Differences:

- **Grading Details:** Variations in specific grading systems and rounding practices (e.g., NKUA, UAM, TU).
- **Passing Criteria Specificity:** Not all universities specify passing criteria in detail.
- **Recognition Process Management:** Some universities centralize the process (e.g., UAM, ULB, SUR), while others manage it locally.
- **Document Format:** While some universities provide digital documents (e.g., SU), most others still issue paper documents.
- **Unit of Measures for Mobility:** Some universities use semesters (e.g., AMU, NKUA, TU) while others include credit measures (e.g., UNIL).

The financial structures and requirements across CIVIS universities exhibit a range of policies tailored to accommodate different student needs, including various tuition fee schemes, scholarships, and exemptions based on nationality and financial status. While some universities, like NKUA and UB, offer tuition-free education at certain levels, others like PLUS and TU impose tuition fees with specific exemptions and provisions for reciprocity in exchange programs. These policies reflect the universities' commitment to accessibility and financial support for students, ensuring a diverse and inclusive academic environment.

Commonalities:

- **Financial Requirements:** Most universities have specific financial requirements based on national regulations and internal policies. Scholarships and exemptions are commonly offered.
- **Decision-Making:** Financial decisions are generally governed by national regulations and internal university policies. Many universities allocate resources based on performance metrics or budgeted plans.
- **Tuition Fees:** Almost all universities charge tuition fees for specific programs, with variations based on the student's nationality and program level.
- **Fee Structures:** There is a mix of flat fees and fees based on ECTS credits or specific program requirements. Many institutions offer reduced fees or exemptions for students from specific backgrounds or with financial difficulties.

Differences:

- **Financial Requirements:** Some universities (e.g., AMU, SUR) did not specify detailed financial requirements.
- **Tuition Fees:** The amount and structure of tuition fees vary significantly:
 - **PLUS:** Specific amounts for EU and non-EU residents with numerous exemptions.
 - **TU:** High fees for non-EU/EEA students.
 - **UAM:** Detailed fees based on the type of program and enrollment.
 - **UB:** Different fees for EU/EEA and non-EU/EEA students.
 - **UNIL:** Fixed fees with additional charges for foreign students.
 - **SUR:** Fees based on family income and citizenship, with specific rates for different groups.
- **Decision-Making Processes:** The level of autonomy and the specific processes for deciding on financial requirements and tuition fees vary. Some universities (e.g., SU, UNIL) have significant autonomy within a regulated framework, while others follow strict national or institutional guidelines.

The quality assurance and accreditation processes across CIVIS universities are robust, adhering to national and European standards. While some universities, like SU and TU, emphasize internal accreditation with periodic external review, others like UB and UAM align with national agencies for stringent oversight. The European Approach is widely accepted, especially for joint programmes, ensuring consistency and quality across borders. The detailed processes and stringent regulations in place at each institution highlight their commitment to maintaining high educational standards and fostering an environment of continuous improvement.

Commonalities

1. **European Approach:** Most universities (NKUA, PLUS, SU, TU, UAM, UB, UofG, ULB, UNIL, SUR) adhere to the European Approach to QA.
2. **Internal Accreditation:** All universities except AMU and PLUS (lacking specific details) require some form of internal accreditation.
3. **Regular Quality Assurance Processes:** Most universities have regular QA processes, including internal reviews and adherence to national and European standards.

Differences

1. **Accreditation Bodies and Processes:**
 - **NKUA, UAM, UB:** Supervised by national agencies.
 - **TU:** Accredited by both the Ministry of Science and the European Approach.
 - **PLUS, SU, ULB:** Follow specific national or regional QA standards.
 - **UofG:** Focuses on internal QA with optional European Approach for joint programs.

2. Frequency and Stringency of QA:

- **NKUA, UAM, UB:** Annual internal accreditations.
- **TU:** Every 8 years, 4 years for joint degrees.
- **UNIL:** More stringent internal rules than UE ESG.
- **UofG, ULB:** Regular evaluations and specific QA policies.

3. Formal Accreditation:

- **PLUS:** No formal accreditation, follows internal certification.
- **SU, ULB:** Evaluations are more formative than accreditative.

4. Implementation Details:

- **UofG:** Joint Management Board involvement.
- **ULB:** Evaluations by AEQES, formative rather than accreditative.

Overall, CIVIS universities demonstrate a strong commitment to quality assurance and accreditation, with most institutions adhering to both internal and external standards. The European Approach is a common standard for joint programmes, ensuring consistency and quality across multiple institutions. Each university has established rigorous processes to maintain high educational standards, reflecting their dedication to continuous improvement and excellence in higher education.

Reassessment policies vary significantly across these institutions. While some universities impose strict limits on the number of reassessment attempts, others offer more flexibility. Additional costs for reassessments are generally minimal or non-existent in the initial attempts but can increase for subsequent attempts. Distance reassessment is still a developing area, with only a few universities currently allowing it under specific conditions. These policies reflect each institution's approach to balancing academic rigor with student support.

Caps on Reassessment Attempts

Commonalities:

1. **Reassessment Limits:** Most universities have a cap on the number of reassessment attempts to maintain academic standards.
 - **AMU, NKUA, TU, UAM, UB, ULB:** Cap on reassessment attempts.
2. **Three Attempts Standard:** The standard cap is generally around three attempts.
 - **NKUA, TU, UB:** Three attempts.

Differences:

1. **Number of Attempts:** The exact number of allowed attempts varies significantly.
 - **PLUS:** Four attempts.
 - **SU:** No limit unless the course is discontinued, then reassessment is allowed once per semester for up to three semesters.

- **ULB:** Two reassessments per academic year, with an additional attempt for first-year BA students.
- 2. **Special Conditions for Additional Attempts:** Some universities have specific conditions for additional attempts.
 - **PLUS:** The final attempt requires examination by a commission.
 - **UB:** Fees apply after three free attempts.

Additional Costs for Reassessment

Commonalities:

1. **No Additional Costs for Initial Attempts:** Many universities do not charge additional fees for reassessment attempts within the capped limit.
 - **AMU, NKUA, PLUS, SU, TU, ULB, UNIL, SUR:** No additional costs specified for reassessment within the capped limit.

Differences:

1. **Fees for Subsequent Attempts:** Some universities charge fees after the initial free attempts.
 - **UAM:** Fees apply if students need to retake the subject in subsequent years, with increased fees for the 2nd and 3rd attempts.
 - **UB:** Fees apply after three free attempts, with the amount determined by each faculty.

Distance Reassessment Possibility

Commonalities:

1. **Conditional Distance Reassessment:** Some universities allow distance reassessment under specific conditions.
 - **NKUA, PLUS, SU, TU:** Possible under certain conditions.

Differences:

1. **Development of Digital Options:** Universities vary in their readiness to implement digital reassessment options.
 - **TU:** Digital options are being developed, subject to examiner discretion.
2. **No Distance Reassessment:** Several universities do not offer distance reassessment.
 - **AMU, UAM, UB, ULB, UNIL, SUR:** Distance reassessment not applicable or not mentioned.

Summary

Caps on Reassessment Attempts:

- Most universities have a cap on reassessment attempts, generally around two to three attempts, with some variations (e.g., PLUS allowing four attempts, SU having no limit unless course is discontinued).

Additional Costs for Reassessment:

- Additional costs for reassessment are generally not specified for initial attempts, but some universities (e.g., UAM, UB) impose fees after a certain number of free attempts.

Distance Reassessment Possibility:

- Distance reassessment is possible in some universities under specific conditions, but others do not offer this option.

The processes for handling exam appeals and oversight vary significantly across these universities. While some institutions have highly structured and multi-layered appeal systems, others rely on more streamlined processes. Oversight practices also differ, with some universities employing standardized reviews and others allowing for various oversight methods depending on the course type. Red lines, such as the requirement for exams to be held in person and retention of exam papers, highlight the emphasis on maintaining academic integrity and transparency in the assessment process.

Appeals Process:

- Commonality: Existence of an appeals process, typically starting at the faculty/department level.
- Difference: Level of detail, grounds for appeal, and involvement of legal departments vary.

Oversight:

- Commonality: Standard oversight bodies and case-based oversight mechanisms.
- Difference: Oversight mechanisms, stages, and frequency differ among universities.

Red Lines:

- Commonality: Requirements for student identification and behavior, and internal examiner policies.
- Difference: Retention of exam papers, specific grading policies, and presence requirements for exams vary across institutions.

VI.8. Implementation Calendar for Joint / Multiple Degree Programmes

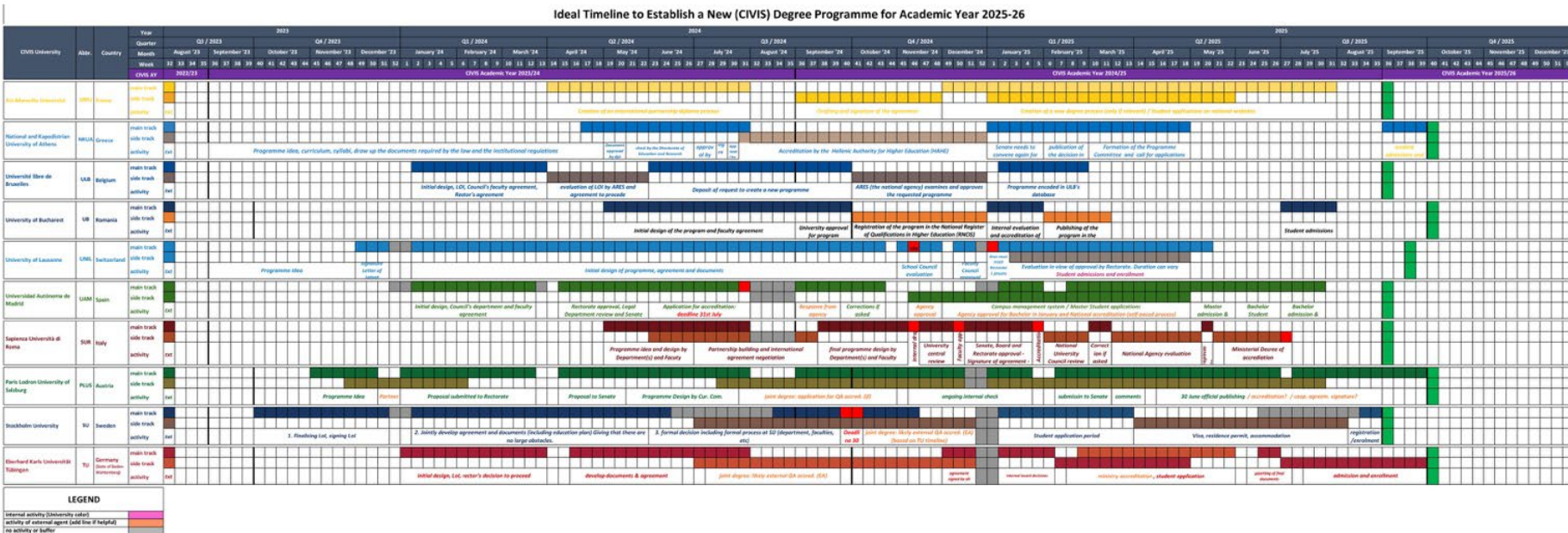


Figure 13. Ideal Timeline to Establish a New (CIVIS) Programme for Academic Year 2025-26

VI.9. CIVIS Template on Doctoral Cotutelle Agreement

Institution logo



Partner institution logo

COTUTELLE AGREEMENT ON JOINT SUPERVISION OF DOCTORAL CANDIDATE AND AWARD OF DOUBLE DOCTORAL DEGREE

ESTABLISHED BETWEEN

The [Name and address of the Institution], represented by [Name], hereafter referred to as '[Acronym of the Institution]',

(other stakeholders may be added as appropriate)

AND

The [Name and address of the Partner Institution], represented by [Name], hereafter referred to as '[Acronym of the Partner Institution]',

(other stakeholders may be added as appropriate)

[Acronym of the Institution] and [Acronym of the Partner Institution] will hereafter be referred to individually as 'the Partner Institution' and collectively as 'the Partner Institutions'.

AND or WITNESSED BY *(the doctoral candidate as a Party or a witness to the agreement must be agreed upon by the Partner Institutions)*

[First and last Name of the doctoral candidate], residing at [Address], hereafter referred to as 'the doctoral candidate',

[Acronym of the Institution], [Acronym of the Partner Institution] and the doctoral candidate will hereafter be collectively as 'the Parties'.

In respect and mutual understanding of the applicable national laws and local regulations⁷⁹ (as amended), namely:

For [Acronym of the Institution]:

- [Applicable internal regulations related to doctoral studies in the Institution] (insert address of the web page if applicable));
- Other...;

For [Acronym of the Partner Institution]:

- [Applicable internal regulations related to doctoral studies in the Partner Institution] (insert address of the web page if applicable));
- Other...;

the Partner Institutions have agreed on the following terms and conditions.

BACKGROUND AND PURPOSE OF THE AGREEMENT

This cotutelle agreement, prepared within the context of CIVIS, Europe's Civic University Alliance (CIVIS) of which both Partner institutions are members, aims to promote collaboration and mobility at the doctoral level among its members.

By entering this agreement, each university commits to admitting the doctoral candidate to doctoral education at their respective institution, to provide joint supervision and to fulfil their obligations towards the doctoral candidate during the period of cotutelle.

Each partner institution also commits to awarding a separate doctoral degree to the doctoral candidate upon fulfilment of the requirements.

This agreement specifies the terms of the collaboration. It is entered into with the mutual understanding and respect of each university's respective national legislation and local regulations.

TITLE I. ADMINISTRATIVE PROCEDURES

Article 1 — Identification of the doctoral candidate and of the thesis topic

§1. The doctoral candidate for which this agreement is signed is:

Ms/Mr _____

Date of birth _____ in _____

Personal Identity Number (if applicable) _____

⁷⁹ The Partner Institutions agree not to change the rules regarding the defence and/or the defence procedures after both Partner Institutions set the date for the defence.

Nationality

Phone number and e-mail address:

§2. The doctoral candidate's thesis topic is:

A description of the doctoral research project is attached to this agreement (appendix 1).

Article 2 — Admission procedure

§1. In accordance with applicable regulations and selection procedures related to doctoral studies in the Partner Institutions, the doctoral candidate may enter the cotutelle agreement once she/he has been granted permission by the relevant authorities in the Partner Institutions and once she/he is admitted to doctoral education at both Partner Institutions respectively.

§2. At , the doctoral candidate is admitted to doctoral education and enrolled in a doctoral training programme in , starting in the academic year. The responsibility for the doctoral training programme lies with (department, doctoral school, PhD program, ...).

At , the doctoral candidate is admitted to doctoral education and enrolled in a doctoral training programme in , starting in the academic year. The responsibility for the doctoral training programme lies with the (department, doctoral school, PhD program, ...).

§3. The Partner Institutions agree that the doctoral candidate shall follow the regulations for doctoral education, both in terms of administrative and academic fulfilment, at the Partner Institutions for the whole period of the cotutelle.

§4. Tuition fees (if applicable): *Here the Partner Institutions agree on and state how to proceed in accordance with respective regulations.*

§5. Funding, salary, and other costs: *Here the Partner institutions stipulate the responsibility for the financing of the doctoral candidate's salary and all costs related to the doctoral education and mobility between the Partner institutions.*

Article 3 — Thesis duration

§1. The expected duration of the doctoral thesis is years starting in the academic year. The thesis defence is planned in the academic year. *Specific requirement such as minimum or maximum duration of the doctoral education and/or in terms of ECTS (if applicable) may be indicated here.*

§2. This duration may be extended, subject to the approval of the competent bodies within the Partner Institutions and in accordance with applicable regulations in each Partner Institution.

Article 4 — Calendar and mobility

§1. The time spent preparing the thesis is split between the two Partner Institutions, according to a calendar established jointly by the two thesis supervisors referred to in Article 6 and in dialogue with the doctoral candidate.

§2. In accordance with the applicable regulations related to doctoral education in the Partner Institutions, the doctoral candidate must spend at least [duration] preparing their thesis at each Partner Institution.

Article 5 – Social security & Insurance

§1. *Here the Partner Institutions stipulate the responsibility for the doctoral candidate's insurances, also including social security and insurance (if applicable). This will mainly depend on the legal framework in the respective countries.*

TITLE II. TRAINING AND RESEARCH CONDITIONS

Article 6 — Supervisors

§1. The doctoral candidate works under the responsibility of a thesis supervisor in each of the two Partner Institutions, namely [First and Last Name] at [Acronym of the Institution] and [First and last Name] at [Acronym of the Partner Institution].

§2. The thesis supervisors agree to fully carry out their duties by overseeing the doctoral candidate's work in accordance with the applicable policies and regulations of each Partner Institution. They shall regularly discuss the progression of the doctoral candidate.

Article 7 — Evaluation and follow-up

§1. *Here the Partner Institutions provide information on the procedures, such as preliminary examination, follow up-committee (if applicable) etc., also inform on the responsibility for continual follow-up (reporting requirements etc.), on the supervision of the doctoral candidate and on the doctoral candidate's progress during the whole study period.*

§2. At [Acronym of the Institution],

§3. At [Acronym of the Partner Institution],

Article 8 — Training Plan

§1. *Here, in compliance with their regulations and procedures, the Partner Institutions agree on a training plan in terms of the number of credits (ECTS) or hours that meet their respective requirements, which the doctoral candidate must complete during the doctoral education.*

§2. If the doctoral candidate has completed education and/or training activities at postgraduate level or equivalent prior to admission to the doctoral education, she/he may apply for credit transfer in accordance with the rules and procedures applied at the Partner Institutions.

§3. If the doctoral training is organised only at [Acronym of the Institution], the doctoral candidate shall complete the full programme at [Acronym of the Institution].

TITLE III. DEFENCE AND DIPLOMAS/ DEGREE CERTIFICATES

Article 9 — Thesis defence

§1. *By mutual agreement, the partner institutions indicate here what are the pre-requisites that the doctoral candidate must comply with to be allowed to defend her/his thesis and be awarded the double degree.*

§2. *In accordance with their respective regulations, the partner institutions describe here the mutually agreed authorisation procedure for the thesis defence.*

Article 10 — Appointment of the examination committee

§1. The members of the examination committee are appointed by mutual agreement by the two Partner Institutions. The examination committee's composition needs to be following the non-negotiable legal and regulatory provisions in both Partner Institutions. *In case the Partner Institutions cannot agree on the composition of the examination committee, one possible option could be to appoint two separate boards who both attend the defence at the same time, but signs two different protocols, one for each university. Another option could be to apply the legal and regulatory provisions of the institution hosting and organizing the thesis defence.*

§2. Description of the examination committee agreed by the two Partner Institutions:

§3. Description of the defence process:

Article 11 — Language of writing and defence

§1. The thesis shall be written in: *(a language accepted by the relevant bodies of both Partner Institutions).*

§2. The thesis shall be defended in: *(a language accepted by the relevant bodies of both Partner Institutions).*

§3. If requested by one or the other of the two Partner institutions, the thesis manuscript shall include a summary written in: *(indicate the language).*

Article 12 — Thesis defence

§1. Within the framework of the present cotutelle agreement, the thesis ends with a single [public/private] defence held at [Acronym of the Partner Institution concerned] in the presence — in person or through videoconference — of the members of the examination board/examination committee. *The Partner institutions shall agree upon the public or private character of the thesis defence in accordance with their respective regulations.*

§2. The date of the defence is decided jointly, in accordance with the PhD regulations of both Partner Institutions.

§3. Travel and accommodation costs for members of the examination board/examination committee: *to be agreed on between the two Partner Institutions, in accordance with their respective regulations.*

§4. Responsibility for printing of the thesis (including rules for making it public, duplication, filing/archiving etc.) to be agreed on by the Partner Institutions

Article 13 — Award of the PhD Degree

§1. In accordance with applicable regulations in each Partner Institution and following a favourable thesis defence protocol:

- the title of [Acronym of the Institution] Doctor in [field of the research]
- and
- the title of [Acronym of the Partner Institution] Doctor in [field of the research]

shall be awarded to the doctoral candidate, by awarding her/him two diplomas/degree certificates, one from each Partner Institution.

§2. Both degree certificates and/or diploma supplements shall explicitly mention the collaboration of the Partner Institution in the context of the cotutelle agreement, in accordance with applicable regulations in both Partner Institutions.

Article 14 — Code of conduct and duties of the doctoral candidate

The doctoral candidate agrees to comply with applicable regulations in the Partner Institutions such as 'code of conduct' and similar regulatory policies.

Article 15 — Compliance with laws and regulations including ethical obligations

§1. The parties shall ensure that their activities under cooperation fully comply with all recognized laws, regulations, guidelines, and recommendations in the relevant fields that are in force during the term of this Agreement.

§2. The Parties acknowledge that in all research activities under the collaboration they shall secure all necessary approvals from the relevant research ethics committees before undertaking any part of a research project requiring ethics committee's approval. The parties shall also obtain properly signed consent and acknowledgement forms from any human subjects or their legal guardians to be involved in the project.

§3. The Parties will cooperate for the purpose of ensuring that each of them complies with ethical obligations and will therefore share information relating to ethical approvals obtained in a transparent manner.

§4. The Partner Institutions agree to ensure that all teaching and research personnel engaged in the collaboration under the current Agreement shall be entitled to full academic freedom.

TITLE IV – INTELLECTUAL PROPERTY, CONFIDENTIALITY AND PUBLICATION

Article 16 — Definition of terms

The Partner institutions agree on the definitions of the terms related to intellectual property, confidentiality, and publication, and describe them in this article.

Article 17 — Ownership of the results

The ownership of the research results shall be governed by the wording in Appendix 2 of this agreement, which is fully part of the agreement.

Article 18 — Confidentiality

The Partner Institutions, in accordance with their respective regulations and with the information provided in Appendix 2 shall define by mutual agreement in this Article which information received under this agreement shall, if applicable, remain confidential during the period of cotutelle and beyond for a given time period. They define here the procedure to be adopted in the case of a possible patent or any other form of valorisation of research results that requires an embargo period necessary to preserve their confidentiality.

Article 19 — Publication

The partner institutions, in accordance with their respective regulations, shall define by mutual agreement in this Article how the results of their collaborative work under this agreement will be communicated and/or published. This should consider the provisions related to confidentiality outlined in Article 18 as well as the agreement in Appendix 2.

TITLE V – FINAL PROVISIONS

Article 20 — Administrative contacts

For any question or correspondence related to this agreement, please contact the cotutelle administrators:

- at [Acronym of the Institution]: Ms/Mr (Full name), email address and postal address;
- at [Acronym of the Partner Institution]: Ms/Mr (Full name), email address and postal address;

Article 21 — Termination

§1. The agreement is terminated when the collaboration, as stipulated by the agreement, is fulfilled. Each Partner Institution is entitled to terminate this agreement unilaterally with justification with a notice of three (3) months.

In the event of the relationship between the Partner Institutions being terminated, the Partner Institutions shall strive towards that the doctoral candidate is able to complete their double doctoral degree programme and obtain the appropriate double award, subject to the doctoral candidate satisfying all requirements specified in this agreement.

§2. If the doctoral candidate chooses to discontinue his or her doctoral training at either of the two universities, the agreement will also be terminated. The Parties therefore agree that this cotutelle agreement may also be terminated by the doctoral candidate by a letter sent to the relevant bodies of the two Partner Institutions.

Article 22 — Disputes and Applicable law

§1. In the event of a dispute, the Partner Institutions agree to do everything in their power to reach an amicable resolution. Should such a resolution not be reached, the dispute may be settled by arbitration by the **Name of arbitrator**.

§2. This agreement is governed by the substantive law of **Name of the country**.

Article 23 — Entry into force – Duration

§1. This agreement enters into force on the date of its signature by the representatives of the Partner Institutions and by the doctoral candidate. This agreement is signed for a duration of **cf. provisional duration article** academic years starting in the **N-N+1** academic year.

§2. If the doctoral candidate has not defended his/her thesis before this deadline and if the Parties do not express a desire to terminate this agreement, this agreement may be renewed.

Article 24 — Changes

Any change to the provisions laid down in this agreement shall be made by means of an amendment signed and approved by all Parties.

Article 25 – Force Majeure

If the performance of the Parties' obligations under this Agreement is prevented because of war, natural disasters, strikes, lockouts, blockades or other similar circumstances over which Parties could not prevail and could not reasonably have foreseen and the consequences of which the Parties could not reasonably have avoided or overcome, the Parties which are unable to meet their obligations may be exempt from these as long as the obstacle exists.

Signed in [Number] (N) copies. The Partner Institutions and the doctoral candidate each keep one original copy. The other signatories receive one copy each.

For [Acronym of the Institution]	For [Acronym of the Partner Institution]
Full name, Position Signature Date: _____	Full name, Position Signature Date: _____
Full name, Position Signature Date: _____	Full name, Position Signature Date: _____
The thesis supervisor, Professor Full name Signature Date: _____	The thesis supervisor, Professor Full name Signature Date: _____

I, the **doctoral candidate**, assure that I have read and understood the content of the agreement.

Full name

Signature

Date: _____

APPENDIX 1: DOCTORAL RESEARCH PROJECT

The general lines of the doctoral research project are mentioned here, considering the general approach, the expected results, and other relevant information to frame the doctoral research.

APPENDIX 2 – INTELLECTUAL PROPERTY

The Partner Institutions, in accordance with their respective regulations on intellectual property, define by mutual agreement in this Appendix the intellectual property provisions concerning the research results produced in the framework of the cotutelle collaboration.

VI.10. Survey on modularisation, lifelong learning, and micro-credentials

Survey questions.

Questions were gathered in three different formularies: modularisation, LLL and micro-credentials. In each of them, the definition of that educational action was included at the beginning of the questionnaire. As a subtitle for each question, the UAM's answer was provided as an example. In addition, when there were filter questions, thus depending on a previous answer some questions were shown or not.

Modularisation

Modularisation philosophy is a tool to build larger blocks of learning pathways. By using smaller units (such as online courses, BIPs, etc.), larger blocks can be built, either leading to a European BA/MA/Ph.D. program (a) or within the framework of lifelong learning (b). According to the premise of modularization, students can design a path to follow their interests, deepen their knowledge, and broaden their fields of expertise.

1. Filter question. In this case, if the first question was answered with "NO", the second and third questions were hidden to the respondents.
2. Can students at your university be enrolled on independent modules such as those described above? (Y/N question)
3. If affirmative, do these modules have their own specificities (e.g. calendar, fees, requirements, etc.)? How are these modules regulated (nationally/regionally/internally)? Could you please provide a link to a module taught at your institution?
4. Is there any quality assurance applied on these modules? If affirmative, who is involved and what type of methodology is used?
5. If negative, why is it impossible for your students to be enrolled in such modules? Is there any concern regarding the regional and/or national regulation?
6. Are these modules conceived to be stacked to award a Bachelor/Master/PhD programme or to broaden students' field of expertise?
7. Does your national/regional legislation include the possibility of awarding full diplomas (BSc, BA, MSc, or MA) by merging independent modules to make a total of 180/240 ECTS?
8. Are there any other important conditions that may interfere when trying to obtain a diploma through modularisation?

Lifelong Learning

Filter question. In this case, if the first question was answered with “NO”, the second and third questions were hidden to the respondents.

1. Does your university have life-long learning offer? (Y/N question)
2. If not, why? Is this lack of life-long learning framed by a national perspective or it depends on institutional decisions?
3. If you do not have life-long learning offer. Do you have a type of educational offer that resembles life-long learning?
4. Is there any life-long learning unit/centre at your institution? If affirmative, please provide their website.
5. Who is the responsible figure for that unit/centre?
6. Who is in charge of deciding/approving/suggesting the courses taught and the targeted audience?
7. Do they charge any fees? If affirmative, how is the price established?
8. What type of certification diploma is provided? Does this use a pass/not pass evaluation system or a grading scale? If other, please specify.
9. Do these life-long learning courses award ECTS credit points? Can these ECTS be transferred to a BA/M/PhD record?
10. Does this unit/centre have a selection process for candidates? Do they have any access prerequisite depending on the course (such as holding a Bachelor's Diploma)?
11. Who is involved in the quality assurance of this kind of educational offer (internal/faculties or national/regional agencies having ESG criteria as reference)?
12. Is your national/regional Quality Assurance Agency registered on EQAR (European Quality Assurance Register for Higher Education)?

Micro-credentials

On 16 June 2022, the Council of the European Union (EU) adopted a Recommendation on a European approach to micro-credentials for life-long learning and employability. In this document (p. 13), micro-credentials are defined as follows: "‘Micro-credential’ means the record of the learning outcomes that a learner has acquired following a small volume of learning", generally 1-15 ECTS. These learning outcomes will have been assessed against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural, or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

Filter questions. In this case, if the first question was answered with "NO", the second and third questions were hidden to the respondents. On the contrary, if asked with "YES", the fourth question was not shown. There is another filter question, the fifth, if asked negatively only sixth question will be shown.

1. Does your national legislation regulate the expenditure of micro-credentials? (Y/N question)
2. If affirmative, what is the number of ECTS that a micro-credential must have?
3. Can these micro-credential lead to a qualification for accessing certain types of occupation? Does this qualification respond to independent (stand-alone) micro-credentials or to the result of stacking several micro-credentials? If the micro-credentials can lead to a certain qualification, which EQF levels can address the university (4-8)?
4. If negative, in which stage of the discussion is your country/region?
5. Does your university's educational offer / life-long learning catalogue include micro-credentials?
6. If not, why? Is this lack framed by the national/regional perspective or it depends on institutional decisions?
7. If affirmative, which technology do you use to award it (e.g. block-chain Europass interoperable)? Is it portable and/or recognized at the European or national level?
8. Who is involved in the quality assurance of this kind of educational offer (internal/faculties or national/regional agencies having ESG criteria as reference)?

This questionnaire also includes a special section regarding the technological point of view. This part of the poll has been prepared together with UAM Digital Campus member, to survey the most technical – IT related micro-credential aspects. For those universities that do offer micro-credentials on their catalogue these questions showed a Y/N option and for those universities who did not, they were asked to evaluate to what extent they would consider the fields important, being 1 of no importance and 5 of maximum importance.

Micro-credentials alignment with the European digital credentials for learning

An important aspect for the development of micro-credentials has to do with the technology which supports their authentication through European digital credentials for learning, thus allowing the portability and stackability, interoperability, exchange and sharing of information on micro-credentials through a EU open standard. The following questions show the essential academic fields that must be

filled to award a micro-credential and should be contemplated from these technical and technological perspectives.

1. Title of the micro-credential.
2. Country(ies)/Region(s) of the issuer.
3. Awarding body(ies).
4. Date of issuing.
5. Learning outcomes.
6. Notional workload needed to achieve the learning outcomes (in ECTS credits, where possible).
7. Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable.
8. Type of assessment.
9. Form of participation in the learning activity.
10. Type of quality assurance used to underpin the micro-credential.
11. The following questions show the optional fields to include when awarding a micro-credential.
12. Identification of the learner.
13. Prerequisites needed to enrol in the learning activity.
14. Grade achieved.
15. Supervision and identity verification during assessment (unsupervised with no identity verification, supervised with no identity verification, supervised online, or onsite with identity verification).
16. Integration/stackability options (stand-alone, independent micro-credential/integrated, stackable towards another credential).
17. Only from the technological point of view: what would your university need for micro-credentials to be automatically recognized on students' curricula?
18. Apart from the elements suggested by the EU Council and covered in the previous questions, does your university/region/country require additional information?

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