

E³UDRES²

Engaged and Entrepreneurial European University as
Driver for European Smart and Sustainable Regions

Deliverable 8.1 Approved E³UDRES² Multi-i-Campus Documentation for Quality Management of Joint Learning

Work Package 8 Quality and Evaluation

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Overview

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1. REPORT SUMMARY

Deliverable 8.1 (D8.1) report “Approved E³UDRES² Multi-i-Campus Documentation for Quality Management of Joint Learning” describes the **E³UDRES² quality assurance (QA) approach** for its Joint Learning Provisions (JLP).

This information about the JLP complements other documents produced within the E³UDRES² Alliance, and it is presented in two areas:

- Non-degree awarding educational products
- Joint programmes

The report identifies the main **activities of the JLP processes**, and it provides some **guidelines on the implementation level**. It also aims to clarify the different **approval and decision-making levels**, identifying the ones associated to the partner institutions (within their internal quality assurance systems), the ones to be taken within the alliance, as well as those involving external evaluation and accreditation processes (if applicable).

Supporting this approach, D8.1 report also includes information on the **E³UDRES² Alliance Quality Policy and Principles**, reinforcing likewise the implementation of the **Plan-Do-Check-Act (PDCA) cycle** in all its JLP processes/activities.

The document also mentions the **E³UDRES² Label** – indicating the learning and development activities within the alliance, that correspond to its **Vision, Mission and Values** – namely within the JLP processes implementation.

2. INTRODUCTION

In today's higher education context, Transnational Joint Education Provision (TJEP¹) plays a central role in fostering long-term educational partnerships, particularly within the European University alliances. This joint learning context presents the alliances with a **double challenge**: to ensure that their joint offering follows the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG²) and that it meets the national quality assurance requirements applicable to the partner institutions. Furthermore, also their internal Quality Assurance (QA) systems imply a greater complexity of integrating the different requirements into a joint alliance-level QA approach. It is in this framework, that E³UDRES² has been actively developing an appropriate line to its joint learning provisions (JLP), providing now, in this Deliverable 8.1 (D8.1) report, the **E³UDRES² quality assurance (QA) approach** for its JLP.

2.1 Document's goal and scope

The E³UDRES² Alliance QA approach is **based on trust** in the existing QA processes at partner institutions, as well as in the national QA procedures to which the partner institutions are already subject. Within this context, E³UDRES² goal is to **avoid duplication** of existing processes, ensuring efficient communication between the different systems. E³UDRES² Alliance QA approach **mainly focuses on joint activities**, which aren't subject to the existing QA processes and procedures.

This D8. 1 report – which frameworks the *E³UDRES² Multi-I-Campus Documentation for Quality Assurance of Joint Learning* – identifies the processes associated to the JLP (Chapter 4), systematizing its **main activities, as well as some implementation guidelines**. Regarding the **approval and decision-making levels**, three levels of action are identified, clarifying the ones associated to the partner institutions (within their internal quality assurance systems), the ones to be taken within the alliance, as well as those involving external evaluation/accreditation processes (if applicable). D8.1 report also includes updated information from previous documentation³,

¹ European University Association (EUA), 2024. LEARNING & TEACHING PAPER #22. Challenges and enablers in designing transnational joint education provision – Thematic Peer Group Report

² Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium.

³ E³UDRES²/WP8 | MILESTONE 25 Joint Quality Assurance Principles (Quality Handbook)

produced within the alliance, and its information will be regularly updated according to the needs and developments within the alliance as well as in the European Higher Education Area (EHEA).

3. QUALITY ASSURANCE (QA) FRAMEWORK

3.1 European Framework

One of the tasks, as described in the E³UDRES² Proposal⁴ of WP8 Quality and Evaluation is to follow the developments on a national and European level towards the European degree and European Policy Developments of Quality Assurance in Higher Education. While the current national and European developments concerning the European Degree is still in the beginning – Pilot Projects have started in the last months – and therefore it is hard to predict the outcomes of the project phase.

3.2 European Approach for QA of Joint Programmes

This European Approach was implemented with the goal of making the Accreditation of Joint Programmes in Europe easier and more effective. A first overview on the national regulations and acceptance of the European Approach was given in Milestone 24 Quality Assurance Systems Overview in March 2024. Since then, E³UDRES² was able to gain first experiences with the Accreditation after the European Approach (see chapter 4.2) with the Joint Master Programme GRACE and will gain more experience soon with the Joint Master Programme JEUDITH.

3.3 E³UDRES² Quality Policy and Principles

The E³UDRES² Quality Policy and Principles were first presented in Milestone 25 Joint Quality Assurance Principles (Quality Handbook). This Deliverable 8.1 report presents a more comprehensive version of those same Quality Principles, reflecting additional information considering relevant clarification in the context of quality assurance for the joint learning activities. The following principles are generic and will be reflected in further work where more detailed

⁴ E³UDRES² EU Grants: Application form (ERASMUS BB and LS Type II): V2.0 – 01.06.2022 p.43; p 87f

procedures and rules will be elaborated (e.g. defining responsibilities for reviewing inputs, developing a reporting process for any relevant institutional changes, drafting a detailed plan for E³UDRES² quality assurance processes).

QUALITY POLICY

This quality policy regards primarily higher education, life-long learning and relevant learning and training activities within the E³UDRES² alliance.

"The E³UDRES² alliance implements its quality principles according to the E³UDRES² mission. The alliance is committed to the continuous improvement and strategic renewal of its operations to consistently meet the expectations of its operating environment. A student-centred approach is highlighted in the education offered by the alliance."

Based on trust between partner institutions, the E³UDRES² alliance is working towards shared understanding of quality assurance and its consistent integration into common E³UDRES² activities. Therefore, the E³UDRES² alliance has developed the following Quality Principles.

QUALITY PRINCIPLES

PRINCIPLE 1

Quality assurance relies on mutual trust based on E³UDRES² alliance shared values.

The trust is based on a strong commitment of all full partner institutions to the shared mission, vision, values, and a translation of the following principles into institutional practices. As a result, the E³UDRES² quality assurance relies primarily on institutional quality systems and arrangements, thus it addresses mainly the issues relevant for shared actions, coordination and enhancement. For the quality assurance of joint learning initiatives within E³UDRES², this means that each of the institutions relies on the quality assurance system of the institution responsible for the initiative.

PRINCIPLE 2

Quality relies on the contribution of every individual.

The quality of any E³UDRES² alliance activity relies on contribution of each staff member of each partner involved in it. This depends not only on the concrete staff's commitment in every stage of activity's planning, delivery, evaluation

and enhancement, but also on their relevant expertise, awareness, capacity and approach. Therefore, nomination, empowerment and recognition of those nominated by individual E³UDRES² partner institutions is the responsibility of adequate leaders at individual institutions, whereas the leading partner of such activity ensure/s due information and exchange of necessary experience. The contribution of staff can't ensure relevant quality of education, training or life-long learning without fully engaged and well-informed students or learners, selected and supported by individual partners and the E³UDRES² alliance as agreed for the concrete activity and their motivation, engagement through different stages of activity and feedback.

PRINCIPLE 3

E³UDRES² alliance is committed to continuous improvement of its activities. E³UDRES² partners regularly and systematically learn from each other and share experiences for future development.

As the E³UDRES² alliance Multi-i-culture covers also innovative, inspiring, interdisciplinary, international and inclusive aspects the alliance strives for mutual sharing, learning and promotion of mutual learning. The systemic exchange of experience and views across the E³UDRES² alliance at all relevant levels is a basis for mutual understanding and joint development. Improvement ideas and reflection on possible gaps are not only an issue of students' and other stakeholders' engagement, regular reflections within the E³UDRES² governing and working structures, but also a space for small topical, activity-related institutional or cross-alliance improvement groups' initiative and communities of practice. There is a clearly defined responsibility for following and reviewing these inputs.

PRINCIPLE 4

E³UDRES² alliance follows the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 5 in its activities.

Each E³UDRES² alliance partner's quality assurance systems for higher education activities complies with the ESG. This compliance is confirmed by a relevant accreditation at institutional and/or programmatic level by a quality assurance agency registered within the European Quality Assurance Register (EQAR). This – together with mutual exchange and improvements as mentioned above – is a building stone for a mutual trust, for making sure that quality standards are guaranteed for each of the E³UDRES² joint learning

⁵ Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium.

activity. Otherwise, the E³UDRES² alliance may need to take other measures. Therefore, any incompliance with the ESG, issues of the relevant quality assurance agency with the EQAR and substantial challenges which affect the individual partner institution's quality assurance have to be reported to other partners.

Principle 5

E³UDRES² alliance ensures that the intended learning outcomes can be achieved and recognized within the alliance.

Learning outcomes – informed by understanding trends, requirements, views of students and stakeholders and relevant for future students' or learners' success – are a crucial point for any E³UDRES² joint learning activity. Exploiting relevant assessment methods which respect the nature of competences, skills and other students' or learners' achievements bring mutual understanding and simplify their recognition across the E³UDRES² alliance by all relevant partners. There are more detailed procedures – the simplest possible with respect to institutional policies and supported by digital tools – allowing recognition across the E³UDRES² alliance including certificates and digital badges where appropriate.

Principle 6

E³UDRES² alliance communicates and shares the information about its activities in accordance with its commitment to transparency.

The E³UDRES² alliance pays crucial attention to complete, accurate and timely information on its activities shared on with all relevant beneficiaries, actors and shareholders. Therefore, it develops a clear set of processes, rules and tools – including the digital ones where possible – for fulfilling these objectives and reviews them regularly to enhance the quality of joint provisions and satisfaction of their beneficiaries. This regards not only necessary information for enhanced student-centred learning, yet also information for external, as well as internal stakeholders, public on quality of E³UDRES² activities, achievements and developments.

Principle 7

E³UDRES² alliance reviews its quality assurance procedures periodically, involving its students, stakeholders and external experts.

The E³UDRES² quality policy including these principles, quality assurance guidelines and their fitness for achievement of quality goals and objectives, quality of E³UDRES² joint learning activities is reviewed on an annual basis

including the views of students, stakeholders and external experts. A more detailed plan will be drafted for such activities, which integrates also outcomes of not only feedback, but also various exchanges and capacity building related to the quality of E³UDRES² activities. It would be advisable for example to have a senior member of the E³UDRES² Executive Board responsible for quality of E³UDRES² activities and an ongoing enhancement.

3.4 Continuous improvement cycle (PDCA)

E³UDRES² QA approach is based on the principle of continuous improvement (cf. Deming's cycle): Plan/Do/Check/Act (PDCA)⁶, being also influenced by the IMWR cycle (Inspire/Mobilize/Appreciate/Reflect)⁷, reinforcing the personnel (staff) perspective. Following these principles, allows the E³UDRES² alliance to learn from the feedback received within its activities and results, identifying and implementing improvement measures in a continuous and systematic way. For a more detailed and theoretical description of the PDCA cycle see Milestone 25 Joint Quality Assurance Principles (Quality Handbook).

CONTINUOUS IMPROVEMENT CYCLE PDCA	
PLAN	Preparation of a plan for every E ³ UDRES ² product/activity, engaging all relevant internal and external stakeholders.
DO	Effective implementation of the plan, which is continuously assessed, being also identified and implemented improvement measures with the contribution of all the staff members.
CHECK	Monitoring the plan's progress and collect the necessary feedback from the participants in a positive manner with all parties.
ACT	Improvement is targeted to all the phases, and it involves both drawing quick conclusions and evaluating operations more profoundly.

3.5 E³UDRES² label

To have a jointly agreed general guideline for its activities and programmes, the E³UDRES² Alliance identified in its "Quality Handbook"⁸, the "E³UDRES² label" that can be used as an E³UDRES² brand recognition (excluding the joint

⁶ See for more information: <https://asq.org/quality-resources/pdca-cycle>

⁷ For more information: <https://www.ink.nl/ink-managementmodel/pdca-imwr>

⁸ E³UDRES²/WP8 | MILESTONE 25 Joint Quality Assurance Principles (Quality Handbook)

programmes as they follow their own criteria). The E³UDRES² Label indicates those E³UDRES² alliance activities which fit the jointly agreed E³UDRES² mission, vision and values, as well as its quality principles, to the extent that such activities could be recognised by all E³UDRES² partners. The criteria for the E³UDRES² Label (Appendix 1) attainment are quite simple, promoting E³UDRES² mission and profile and require minimum administrative efforts and decisions. The E³UDRES² Label is based on self-identification of those interested to profile their activities under such brand. The discussion on detailed processes and procedures is not concluded yet and a more detailed proposal will be finalized within the summer semester of 2025.

4 QUALITY ASSURANCE FOR JOINT LEARNING

Chapter 4 identifies the processes associated to the Joint learning Provisions (JLP), of the E³UDRES² Alliance. The main activities are described, and implementation guidelines are presented, according to the PDCA cycle (3.4), to guarantee its implementation in all the processes/activities. Regarding the approval and decision-making levels, three levels of action are identified, clarifying:

- the ones associated to the Partner institutions (within their QA systems)
- the ones to be taken within the E³UDRES² Alliance
- those involving External Evaluation/Accreditation Processes (if applicable)

As stated in the beginning of this Deliverable 8.1 report (2.1/Document's goal and scope), the goal of the E³UDRES² QA approach is to avoid duplication of the existing processes, ensuring the efficient communication between the different systems. It is within this framework that this approach mainly focuses on joint activities, which may not be subject to the existing QA processes and procedures.

The information is presented in two main areas:

Non-degree
awarding
educational
products

- ✓ Micro-credential
- ✓ Shared lecture
- ✓ Future Appetizer
- ✓ Hackathon
- ✓ International Engagement Circus

	<ul style="list-style-type: none"> ✓ I-Living Lab ✓ E³UDRES² Internship ✓ Bootcamp <p>+ other educational products to be developed in the future</p>
Joint Programmes	<ul style="list-style-type: none"> ✓ Short-cycle ✓ Bachelor ✓ Master ✓ Doctorate

4.1 Non-degree awarding educational products

The non-degree awarding educational products of E³UDRES² 2.0 listed below are mainly short-term courses and vary from online products/courses to onsite or hybrid events. They are organised by one partner institution or jointly with the lead of one responsible institution. Most products award ECTS, except the “shared lectures” and the “future appetizers” that can be shorter units with no ECTS as well, depending on the chosen format. In addition to these, other institution specific and/or jointly developed new products can be offered in the future.

Non-degree awarding educational products	<ul style="list-style-type: none"> ✓ Micro-credential ✓ Shared lecture ✓ Future Appetizer ✓ Hackathon ✓ International Engagement Circus ✓ I-Living Lab ✓ E³UDRES² Internship ✓ Bootcamp <p>+ other educational products to be developed in the future</p>
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Processes implementation | non-degree awarding educational products

	PROCESSES	OPERATIONAL GUIDELINES
PLAN	1. PROGRAMME'S DESIGN and APPROVAL	<ul style="list-style-type: none"> To be aware/consider the E³UDRES² Mission/Vision/Label To search for partners who will accept the product To define the roles of the partners: leader, collaborating partners, institutional contact people etc. To provide the student admission criteria To provide detailed course description: learning outcomes, ECTS, etc. To ensure the stakeholder engagement To follow the partner institutions' procedures/mechanisms on the curricular design (including the European added value) To ensure the involved partner institutions' internal approval
	2. STUDENT'S ADMISSION	<ul style="list-style-type: none"> To guarantee that the admission is based on product specific predefined criteria (public information) To guarantee that the student selection is based on transparency and equality (respecting the academic schedules)
DO	3. STUDENT-CENTRED TEACHING/LEARNING	<ul style="list-style-type: none"> To provide product specific instructions to students and teachers To ensure easy access to learning resources and student support To ensure the follow-up on students' progression (hosting institution responsibility)
	4. LEARNING RESOURCES AND STUDENT SUPPORT	
	5. STUDENT'S ASSESSMENT	<ul style="list-style-type: none"> To guarantee that the assessment methodologies and criteria follow the course descriptions (hosting institution responsibility)
	6. STUDENTS' PROGRESSION	
CHECK/ACT	7. STUDENT'S RECOGNITION and CERTIFICATION	<ul style="list-style-type: none"> Recognition of students' academic achievements and successful completion of the product/course is done by the organising HEI To ensure the transcript of records/certificate + E³UDRES² visibility (logo) Formal recognition of completed studies into the student's curricula/degree is decided/approved by the students' home institutions.
	8. MONITORING and VIEW	<p>MONITOR/CHECK (hosting institution responsibility)</p> <ul style="list-style-type: none"> To define the persons responsible for the feedback collection and the reporting at institutional level To collect feedback from all participants (teachers and learners and if relevant from stakeholder) To conduct product review* including: <ul style="list-style-type: none"> - Analysis and summary on the feedback results - Lessons learned* (what worked and what did not) <p>* Additional procedures at the E³UDRES² level might be needed on this topic (to be defined); system of the E³UDRES² review + consideration of possibilities of integration of E³UDRES² activities as evaluation into the Institutional systems.</p>

	<p>REVIEW/ ACT:</p> <ul style="list-style-type: none"> • To define and prioritise the improvement measures, based on the product review (leading institution responsibility, jointly with involved partners) • To share this information at the E³UDRES² level at a regular basis • To consider these inputs/info in the following planning phase (PDCA)
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4.2 Joint Programmes

The development of Joint Programmes together with several partner institutions is in many procedures different than the development of other joint products in the E³UDRES² alliance. The development itself is often more complex, needs determination and is more time-consuming, but also it is a possibility to create joint high quality study programmes. Although many Joint Programmes in Europe are on a Master's Level, Joint Programmes are also possible on a Bachelor's, Doctorate, and where it is legally allowed, also on a short-cycle education level. Joint Programmes can offer (often depending on national legal regulations) double degrees, multiple degrees and joint degrees. As the separate national accreditation procedures are a quite long and time-consuming process, it is advisable to follow the **European Approach for Quality Assurance of JOINT PROGRAMMES**.

Joint Programmes	<ul style="list-style-type: none"> ✓ Short-cycle ✓ Bachelor ✓ Master ✓ Doctorate
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European Approach for Quality Assurance of JOINT PROGRAMMES

From a practical side the processes and procedures are quite similar or just slightly different to the national accreditation procedures of study programmes. Also, the topics covered in the Self Evaluation Report (SER) concerning quality assurance and programme development are more or less the same, often in a different order and with different appendixes.

The template of the SER provides all the important chapters and topics, which must be described. In the SER the joint development of the planned Joint Programme concerning curriculum development, mobility track, admission regulations, marketing strategies, etc. have to be demonstrated. The most important – and often challenging – part of the SER is a signed partnership &

cooperation agreement as appendix, which should cover all topics, which are covered in the SER as well, for example regulations for admission, recognition and finances.

Any EQAR registered agency, also from not participating countries, can be selected. The selected agency should coordinate communication with national agencies of the participating countries (if required, as it is, e.g., in the case of Austria).

After the SER is handed in to the selected agency, an on-site audit visit of the accreditation committee is planned and organised at one of the partner universities. Also, during this audit, it is important to demonstrate the “jointness” of the programme. Therefore, a precise preparation on possible questions and on the members in the separate Q&A sessions is recommended.

Challenges and Obstacles:

Timeframe:

It is important to check with the selected agency the possible schedule and timeframe as the accreditation process takes often longer than the national accreditation procedures. Additionally, it is advisable to check the additional national regulations concerning the European Approach. In some countries, like the Netherlands and Latvia, an additional approval of the accreditation result by the national quality agency is needed, which takes also up to three months (See Milestone 24 Quality Assurance Systems Overview for more detailed information).

Additional National Regulations:

As national regulations are sometimes different and can change quite frequently due to e.g. political developments in the partner countries, they are often not specified or listed in the official information concerning the European Approach. Detailed information on which additional regulations must be fulfilled, is provided often at a very late stage, or already during the accreditation process. Some examples on current different national requirements:

- **Finland** – Finnish UAS require the students to have a two-year post Bachelor working experience to be accepted into a Master’s degree programme.

- **Netherlands** – several additional questions must be answered in the SER and during the on-site audit visit of the accreditation committee, like on the differences to the Dutch national regulations, on the language of the programme and the name, and several more.
- **Latvia** – there is an additional procedure for a study licence prior to the implementation of the study programme, which can be organised at the same time as the procedure for the accreditation of the study programme with a foreign agency. The European Approach for joint study programmes is not available in Latvia, but the Latvian educational policy framework stipulates that higher education institutions have the right to evaluate study programmes in EQAR-registered agencies. As Latvian methodology is fully adapted from ESG2015, there are only a few additional criteria for the assessment.
- **Austria** – proof of financing (e.g. by national funded study places) is requirement for entering accreditation process.
- **Portugal** – courses in international association promoted within the framework of European Universities must favour the European Approach (EA) procedure, in accordance with the guidelines defined by the EC (in future, it will be a mandatory criterion for awarding the European degree label and European degree).

As within the alliance the development of the Joint programmes is still at an early stage, further data on national practices, experiences, and possible obstacles will be collected and analysed. In addition, it is important to follow and see how the development concerning the European Degree and the European level will influence and change the regulations and the acceptance of the European Approach, or if even an easier and more effective approach concerning quality assurance and accreditation will be developed on the European level.

Processes Implementation | JOINT PROGRAMMES

These processes are following the SER requirements of the accreditation of the European Approach for Joint Programmes. Some of these processes might differ for e.g. double degree programmes.

PROCESSES		ACTIONS's GUIDELINES
PLAN	1. PROGRAMME'S DESIGN and APPROVAL	<ul style="list-style-type: none"> • At least 3 E³UDRES² partners needed • To check the timeframe of partner's institutions internal approval processes • To ensure partner's institutions internal approval (the ones directly involved)

DO		<ul style="list-style-type: none"> To check timeframe for national and international funding schemes To be aware/consider the E³UDRES² Mission/Vision To define the roles and tasks of the partner institutions jointly (leader/definition of the roles and tasks) To agree and negotiate on Financial Questions and Type of Degree To agree on a Partnership & Cooperation Agreement (signed by the CEO's of all Partner Institutions) To check and agree on Joint student's admission criteria (take national legal regulations of partner institutions into account) To create and design a Joint Curriculum (define Learning Outcomes), including a realistic and plausible Mobility Track. Taking the partner's institutions procedures/mechanisms into account. To ensure the stakeholders engagement (if applicable)
	2. STUDENT'S ADMISSION	<ul style="list-style-type: none"> The Joint admission is based on product specific predefined criteria (public information) The student selection is based on transparency and equality (respecting the academic schedules).
	3. STUDENT-CENTRED TEACHING/LEARNING 4. LEARNING RESOURCES AND STUDENT SUPPORT	<ul style="list-style-type: none"> To provide product's specific instructions to students and teachers To ensure learning resources and student support (ensure easy access of students to them) To provide support to the students concerning visas/residence permits, housing and available mobility funding To ensure jointly the follow-up on students' progression
	5. STUDENT'S ASSESSMENT 6. STUDENTS' PROGRESSION	<ul style="list-style-type: none"> Assessment methodologies and criteria should follow the course descriptions agreed, based on the partnership & cooperation agreement Take institutional regulations into account concerning student assessment and progression.
	7. STUDENT'S RECOGNITION and CERTIFICATION	<ul style="list-style-type: none"> Recognition of students' academic achievements and successful completion of the Joint programme by the degree awarding institutions To ensure the transcript of records and the agreed-on certificate/degree (double, multiple or joint degree) + E³UDRES² visibility (logo)
CHECK/ACT	8. MONITORING and REVIEW	<p>MONITOR/CHECK (the hosting institutions' responsibility, depending on the mobility track of the student) The partners are relying on the institutional quality assurance mechanisms of each partner. Additionally, a joint quality assurance board/committee for Joint Programmes should be established.</p> <ul style="list-style-type: none"> To collect additional feedback from relevant stakeholders for the Joint Programmes (if applicable) To analyse and sum up the feedback from the stakeholders
		<p>To define and prioritise the improvement measures by the Quality Assurance Board of the Joint Programme, based on product review</p> <ul style="list-style-type: none"> To share at the E³UDRES² level at a regular basis To consider these inputs/info in the following planning phase (PDCA)

5 REFERENCES

Written References:

1. E³UDRES² (2022). EU Grants: Application form (ERASMUS BB and LS Type II): V2.0 – 01.06.2022
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3. E³UDRES² (2024) Joint Quality Assurance Principles (Quality Handbook), MS 25 (WP8, Quality and Evaluation)
4. ENQA (2015). Standards and Guidelines for Quality Assurance in Higher Education Area (ESG). Brussels, Belgium.
5. European University Association (EUA), 2024. LEARNING & TEACHING PAPER #22. Challenges and enablers in designing transnational joint education provision – Thematic Peer Group Report

Websites:

1. IMWR: <https://www.ink.nl/ink-managementmodel/pdca-imwr/> (last visit on 11.03.2025)
2. PDCA: <https://asq.org/quality-resources/pdca-cycle> (last visit on 11.03.2025)

6 APPENDICES

Appendix 1:

E³UDRES² Label: Concept & Criteria

Context

E³UDRES² European university alliance runs a wide range of educational, learning, research, innovation and development activities driven by its mission emphasizing both European and regional aspect. This leads also to numerous individual university activities linked to or inspired by those of the E³UDRES² alliance.

In this context, E³UDRES² Label indicates primarily any learning and development activities within the entire alliance community that correspond to the E³UDRES² mission, profile and values. The purpose of the E³UDRES² Label is mainly to enhance attractiveness and emphasise the European, regional dimension and other aspects based on the E³UDRES² values.

The range of products and services is rather open. While the main attention is given to open, shared lectures, joint courses, modules and micro-credentials, it may include joint degrees, other education, training and capacity development formats. Based on further strategy and development, attention may be given to research and innovation in the next stages.

The introduction of E³UDRES² Label should not diminish support and promotion of any other, “E³UDRES² related activities”, reflecting the profile and the capacity of the E³UDRES² alliance and which may not meet the criteria.

E³UDRES² Label Benefits

Joint partner activities are essential for the E³UDRES² alliance, these should become a natural element of the alliance and individual institutions’ agenda, as well as staff tasks. Still, the activities within the E³UDRES² Label may lead to following benefits:

BENEFICIARY	POSSIBLE BENEFITS
Target group of the activity (students, learners, participants...)	<ul style="list-style-type: none"> • Focused, relevant learning opportunity with an international dimension • Relevant recognition of the achievements – ECTS credits (where relevant), certificate or badge referring to E³UDRES² alliance. In case of ECTS these to be recognised throughout the E³UDRES² alliance partnership according to the Joint Learning Provisions and quality assurance principles. • Enhanced portfolio of international experience
Service / product as such	<ul style="list-style-type: none"> • Visibility within the portfolio of products and study offer • Visibility at international level • Opportunity to use the E³UDRES² logo and branding for promotion • Opportunity to use E³UDRES² communication channels
Key staff involved	<ul style="list-style-type: none"> • Contributing to the key European initiative in higher education • Recognition of personal international experience at institutional and E³UDRES² alliance level (system of badges to be considered) • Enhanced visibility at international scene, enhanced network • Possible step to further, more systematic activities and co-operation
Other	Other benefits may be brought by other than educational and training formats
E³UDRES² alliance / project	<ul style="list-style-type: none"> • Another impulse for broader engagement • Better evidence of activities, results and achievements

Unless agreed with the E³UDRES² 2.0 project institutional coordinator at your institution or offered within some specific scheme, the E³UDRES² Label can't imply any support from the E³UDRES² 2.0 project.

E³UDRES² Label Criteria

For a service/product to be granted a E³UDRES² Alliance Label, it must:

CRITERIA	EXPLANATION
1. Involve several E³UDRES² PARTNERS	Number of E ³ UDRES ² partner universities committed: <ul style="list-style-type: none"> - Min. 1 E³UDRES² partner organizing and one partner accepting it - Min. 2 E³UDRES² partners involved, committed to participate and promoting it
2. Fit into the E³UDRES² FOCUS AREAS or development	The objective and content should correspond to one of the E ³ UDRES ² focus areas <ul style="list-style-type: none"> - Health, Wellbeing and Social Inclusion for Regions - Digital Solutions and (Applied) Deep Tech for Regions - Resilient Economy and Innovation for Regions - Creative Industries for Region's Identity and/or contribute to the E ³ UDRES ² capacity building
3. Offer clear REGIONAL or EUROPEAN ADDED VALUE	Involve regional stakeholders, reflecting on regional challenges and/or indicate the regional or European dimension of the activity
4. Be in line with the E³UDRES² MISSION	There is an extensive E³UDRES² mission and vision document ⁹ , available yet in a shortened, simplified summary <i>"We inspire open-minded people to co-create solutions for environmental, societal and economic challenges, support individual learners to unleash their talents and develop future-oriented skills, empower creative ent-r-e-novators (entrepreneurs, researchers, educators and innovators) and act as an inclusive and engaged platform for collaborative innovation that strengthens a smart and sustainable society."</i>
5. Contribute to E³UDRES² QUALITY	Each E ³ UDRES ² labelled service/ product should be reviewed, at least after its delivery (during in case of more robust ones). The E ³ UDRES ² quality assurance principles

⁹ https://E3UDRES2.eu/assets/files/E3UDRES2_2.0_vision_mission_statement.pdf

CRITERIA	EXPLANATION
	should be considered accordingly. Detailed processes will be developed within the summer semester 2025.

Specific requirements for products leading to granting ECTS credits

In addition to the afore stated criteria 1-6, an **educational product/service leading to awarding ECTS** must meet the following requirements (excluding joint programmes):

- A number of ECTS granted
- Course description, with level, credits, learning outcomes, workload, delivery mode and assessment methods
- Grading system according to the organizing HEI. Each HEI have their own grading system (utilise grade conversion table)
- Transcript of Records provided on completed ECTS
- Feedback collected from participants
- Quality assurance in line with the Quality Assurance Handbook

More details will be available in relevant E³UDRES² Joint Learning Provisions guidelines within the E³UDRES² Multi-i-Campus Study Backpack and E³UDRES² quality assurance guidelines.

Key issues to be clarified

- Main focus of the E³UDRES² Label on education, learning and training services and products (these were referred to in the E³UDRES² 2.0 project application, as well).
- Communication between relevant WP on the implementation and processes going to be developed. (WP2, WP3, WP5, WP7, WP9, WP10).
- Principle of accepting proposals unless there are any objections, as the approval should be based on existing institutional procedures.
- Who should be informed about applications for the E³UDRES² Label? Who might be the ones to raise their concerns, inquiries?
- Promotion issues and capacity for promoting E³UDRES² Labelled activities
- Monitoring and reviewing the results and feedback, periodical analysis and synthesis of conclusions – capacity, competences?
- Concept of possible badges and other recognition for students, learners, staff, maybe solved on a later stage.