Deliverable 2.1:
Report on identified obstacles, implementation and monitoring of the INGENIUM Inter-University Campus

Work Package 2 – Building a cohesive cooperation framework

Deliverable 2.1 - Report on identified obstacles, implementation and monitoring of the INGENIUM Inter-University Campus

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DOCUMENT INFORMATION

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Key words	Obstacles, transnational cooperation, mobility, quality assurance, accreditation, European Universities alliances, Erasmus+

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List of Abbreviations

WP	Work Package
JP	Joint programme
JD	Joint degree
HEI	Higher Education Institutions
UNIOVI	University of Oviedo
MTU	Munster Technological University
MUS	Medical University of Sofia
HKA	Karlsruhe University of Applied Sciences
TUIASI	"Gheorghe Asachi" Technical University of Iasi
URN	University of Rouen Normandy
HIS	University of Skövde
UdA	University "G. d'Annunzio", Chieti-Pescara
XAMK	South-Eastern Finland University of Applied Sciences
UoC	University of Crete

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Glossary

Joint programmes. The European Approach for Quality Assurance of Joint Programmes defines a 'joint programme' 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[1]'. This is the most official definition of a joint programme, although clearly a joint programme can be offered by institutions from different countries, whether or not (some of) these institutions are located within or outside of the EHEA.

Joint degree. The European Approach for Quality Assurance of Joint Programmes defines a 'joint degree' as 'a single document awarded by higher education institutions offering the joint programme and nationally acknowledged as the recognised award of the joint programme[2]'. However, it is important to note that a 'degree' is an award, not the document (the diploma) providing evidence of having obtained the degree. It is possible to issue a joint degree, as evidenced by issuing separate documents (the diplomas).

Double/ multiple degrees. The European Approach for Quality Assurance of Joint Programmes defines 'double or multiple degrees' as 'separate degrees awarded by higher education institutions offering the joint programme attesting the successful completion of this programme (if two degrees are awarded by two institutions, this is a 'double degree').

Dual degree. A 'dual degree' refers to 'two degrees awarded individually, attesting the successful completion of two separate curricula, with potential overlap and efficiencies in course-taking, and, if more than one institution is involved, each institution is primarily responsible for its own degree'. Students complete the requirements for two degrees from one or two institutions, with efficiencies in course taking. A dual degree is thus awarded for two programmes separately, and these two programmes have some coordination and coordinated elements, but there are two separate curricula that are not integrated.

The two main differences between a dual degree and a double degree are the following:

  · a dual degree is not awarded by a joint programme, and

  · In many cases, issuing a dual degree does not require a joint international admission procedure developed by the partner institutions; instead, students are chosen from the students that have already been admitted to the home institutions.

Joint diploma. 'Joint diploma' refers to 'a document issued on successful completion of the programme, indicating that the degree holder has obtained the degree'.

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[1] https://www.eqar.eu/

[2] https://www.eqar.eu/

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Quality assurance - Accreditation is defined as 'a formal and independent decision indicating that a programme and/or an institution meet(s) certain predefined quality standards.

Quality assurance - Evaluation The process or set of processes adopted nationally and institutionally to ensure the quality of educational programmes and qualifications awarded. Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose. Quality assurance is often referred to in the context of a continuous improvement cycle (i.e. assurance and enhancement activities). Quality assurance can be internal, when it is carried out by the institution, or external, when it is done by an agency responsible for quality assurance.

Recognition of credits. Approval of courses, qualifications, or diplomas from one (domestic or foreign) higher education institution by another for the purpose of admitting students to undertake further studies. Academic recognition can also be sought for an academic career at a second institution and in some cases for access to other employment activities on the labour market (academic recognition for professional purposes). As regards the European Higher Education Area, three main levels of recognition can be considered, as well as the instruments attached to them (as suggested by the Lisbon Convention and the Bologna Declaration): i. recognition of qualifications, including prior learning and professional experience, allowing entry or re-entry into higher education; ii. recognition of short study periods in relation to student mobility, having as the main instrument the ECTS (European Credit Transfer System); iii. recognition of full degrees, having as the main instrument the Diploma Supplement (Vlăsceanu et al., 2004).

Recognition of qualifications. Directive 2005/36/EC establishes rules for EU Member States on access to or pursuit of a regulated profession upon possession of specific professional qualifications. The Directive stipulates that the host Member State shall recognise professional qualifications obtained in another Member State – which allow the holder of the said qualifications to pursue the same profession there – for access to and pursuit of that profession. The recognition of professional qualifications by the host Member State allows beneficiaries to gain access in that Member State to the same profession as that for which they are qualified in the home Member State and to pursue it in the host Member State under the same conditions as its nationals (Directive 2005/36/EC).

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Executive Summary

As the INGENIUM Alliance evolves, it becomes imperative to identify and to recommend how to overcome the main obstacles of our institutions in their pursuit of enhanced cooperation. The Deliverable 2.1 "Report on identified obstacles, implementation and monitoring of interuniversity campus' ' explored the institutional commitment and management issues towards the Alliance as a pre-requisite for many of the subsequent actions that must be implemented for the achievement of the Interuniversity Campus. The main obstacles are related to governance changes after elections, lack of sustainable funding for the Alliance, difficulties concerning mobility and organisational culture and lack of incentives for the involvement of staff.

As recommendations we propose to create INGENIUM offices with technical staff to ensure knowledge retention, to introduce INGENIUM in the strategic documents of the universities and to involve more actively in the ongoing discussions at EU level about the future investment pathway for the Alliances, the European Degree Label and the European Statute for the Alliances. Organizational culture differences will remain in the future. The INGENIUM members must be committed at leadership/top management level to continue the collaboration and to establish common grounds for collaboration. This pathway involves the commitment to create cooperation structures of administrative and academic staff for the development of collaborative education and mobility formats on which to test the procedures created (E.g.: a general cooperation agreement for the mobility; a task force of mobility staff members; a recognition process for the Alliance etc.).

Concerning the student and staff mobility, INGENIUM needs a university's management commitment for the development of fair and clear procedures for recognition, understandable by students and academics. The recognition of the learning outcomes of the students must be independent of the personal opinion of the academic staff or of the reputation of the host institution. The Alliance is based on a level of "integration", not only collaboration and all structures of the universities are supposed to engage with each other. Heads of department and other academics with mobility responsibility should consider this integration and become more familiar with the reality of the other universities, resulting in increased trust that brings automatic recognition. Internal regulations should incentivize academic staff mobility. In any case, the added value of academic staff mobility in terms of increase of quality of study programmes and personal growth of academic staff must be clearly communicated within the INGENIUM consortium.

Eight institutions are of the opinion that the easier quality assurance system at National and European levels will contribute to overcoming this obstacle. As a recommendation, there is a need for institution based accreditation for European Universities instead of programme based, for example the EUniQ approach. There is a need for elaboration of a European platform that could collect data on QA in order to synchronize the QA criteria in all European countries, which will lead to the development of a QA framework for European Universities which should be implemented in the national regulations. Working at national and EU level with advocacy

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actions, also connected with the European Degree Label projects. And last but not least the possibility to stipulate all aspects of QA in a cooperation agreement.

It might be difficult to harmonize all tuition fee systems, even when legislation is in the process of changing. At the same time, it is also difficult to try to find a minimum common denominator among partners. One possible way is to further investigate if, in the case of joint programmes, it is possible that students pay fees to the administrative coordinator of the joint programme. The funding of the fees can be then distributed to partners according to national or institutional rules. Another possible way is to try to start the establishment of joint programmes among a small group of partners whose legislations on fees are more flexible. Possible solutions are: 1) Single INGENIUM fee; 2) Fees charged according to study location; 3) Fees charged according to home institution.INGENIUM should develop a joint programme budgeting plan and to identify costs and incomes. Sources of income can include: 1) tuition fees; 2) external funding – for instance Erasmus Mundus Joint Master Degree program; 3) a joint program development fund (from our institutions or governments).

For the implementation of joint academic programmes among all partners, guidelines are established in ten steps on how to create a study programme. It requires partners to take clear decisions and to develop specific services and procedures to effectively cooperate in the implementation of a joint degree. It is necessary that the academic calendar of these joint programmes be uniform for all. They could be different for Bachelor, Master and PhD level. All differences in applications based on nationality should also be abolished, as such practices would discriminate against applicants and put them at a disadvantage. For the conduct of future joint programmes, it is necessary to have an online platform through which students can apply. Personal submission of documents to each of the partners must be also as an option. All of the information needs to be visible and accessible to all involved partners of the study programme. INGENIUM can create and use its own database or can use the database of all partner universities. All partners must have access to these databases, and each partner must be authorized to manage this information.

The universities can develop a separate welcome guide for their future students, which will provide all necessary information for studying at INGENIUM. The guide can be online or on paper. It would be necessary for this guide to be translated into all official languages used by the partners.In addition, it is always better when the universities provide a welcoming activity for their new students. Universities could provide their own dormitories if they have ones, or to help students to find accommodation in town. The universities may provide support with visa and residence issues by providing sufficient information on their student guides, websites and through their international departments. When studying in separate joint programmes, it would be good to unify the requirements for students regarding the conclusion of compulsory insurance for the period of their studies, if this is achievable. This depends on the national regulation and the common decisions of the partners.

As a conclusion, D2.1 will serve as a practical reference for those involved in the development of INGENIUM inter university campus (WP4), for the rest of WPs and for all local stakeholders, academics, staff and students.

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1. Introduction

1.1 Short introduction about INGENIUM, WP2: "Building a cohesive cooperation framework"

The INGENIUM – European University is an ambitious Alliance that brings together 10 universities from 10 EU Member States, supported by a large group of associate organizations, ranging from regional and local governments to industry and civil society groups.

INGENIUM's Mission Statement reflects the partner universities' ambition to move much further beyond their current level of cooperation, which in some cases goes back to more than 10 years ago and to build a new model for cooperation in higher education that propel us beyond our current capabilities, enhancing cooperation across our institutions and our functions, fostering cutting edge multidisciplinary education and research teams, developing innovative pedagogies and digital technologies and thereby bringing transformative change to the education and research areas. It also clearly sets out our firm commitment to working together to overcome barriers and obstacles to create an open, cooperative, inclusive and friendly transnational higher education environment where students, staff and researchers can seamlessly move and collaborate.

The WP2 aims to prepare the partners and the partnership for the challenges of enhanced inter-university cooperation and to set up the basic instruments, infrastructures and procedures to facilitate it, beyond the strict management of the project. All partners will be involved in the implementation of the actions under the coordination of MUS. In this WP the Alliance will:

- Identify, assess, and when possible, remove or request the removal of the national and regional regulatory, organizational and bureaucratic obstacles for an enhanced cooperation in all fields (education, research, social engagement and outreach programmes …).
- Develop a joint Quality Assurance (QA) system and to introduce a common culture of QA across the Alliance structures and activities.
- Improve academic and administrative staff skills to cope with the challenge of cooperation, particularly to avoid that language skills become a barrier for cooperation.

In order to accomplish the first intention, Tasks 2.1 and 2.2 will lead to the development of the present Deliverable "Report on Obstacles and Guidelines", which is completed by a set of recommendations and guidelines for the implementation of the INGENIUM inter-university Campus.

The WP coordination team intends to involve regional and national higher education authorities in the process of removal of legal obstacles.

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1.2 The INGENIUM vision of the inter-university Campus

Creating the INGENIUM inter-university campus is one of the primary objectives for the Alliance and one of the key actions proposed in the Mission Statement, which will be regulated by a specific consortium agreement and identifies its main features:

- Offering enhanced mobility opportunities to most of the students, who will be able to spend at least a third of their study periods in INGENIUM programmes in mobility, including virtual mobility.

- Run by an INGENIUM joint faculty composed of staff from all the partner universities, who cooperate in the development of joint study programmes, with cross-sectoral approaches and innovative teaching methodologies.

- Based on an open degree structure, to allow the configuration of flexible and multidisciplinary curricula in which mobility is seamlessly integrated.

- Applying joint Quality Assurance systems leading to System Accreditation according to the Standards and Guidelines for Quality Assurance in the European Higher Education Area, becoming ready to implement European Degrees, as soon as the appropriate national regulations are in place.

- Implementing the full and automatic recognition of study periods carried out in any of the universities.

- Under a single management system, including a dedicated staff, harmonised academic calendars, registration procedures and automatic transmission of academic and administrative data in mobility.

- Supported by appropriate financial arrangements to ensure a fair distribution of costs and funding for all campuses, study programmes and research activities.

Until the awarding of European Degree is legally regulated, the Open Degree framework will allow the development of a joint offer of INGENIUM degrees (Bachelor, Master and Doctoral level degrees), which will be characterised by intense international mobility, interdisciplinarity, and the use of innovative learning and teaching methodologies (including research and work-based learning), and digital technologies, with the support of the digital resources developed in WP3 and the methodological innovation produced in WP5.

Academics, students and social and industrial stakeholders will be involved in the development of Open and Joint Degrees within the IEC (WP4) to ensure they are highly responsive to societal challenges and to the rapidly changing labour market and skill needs, adapting and updating the academic offer accordingly

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The Open Degree framework will adopt a modular approach, to be delivered as micro-credentials, to reach wider audiences, offering new opportunities to non-traditional and informal learners to benefit from the excellent education and the accreditation of learning that universities can provide. The implementation of the IEC and the Open Degree framework will require substantial rearrangements in academic regulations, including changes in accreditation systems, to ensure the full recognition and effectiveness of the degrees. Those changes will be made following a step-by-step plan until the Open Degrees are fully established.

1.3 Objectives and structure of the Deliverable

The document is a result of the work of WP2 members from 10 universities. The Report on identified obstacles, implementation and monitoring of the inter-university Campus is addressed to all partner universities in the INGENIUM European Universities alliance and especially to academics and administrative staff in charge of implementing the INGENIUM European Campus.

The aim of the Report on Obstacles is to provide a practical reference for INGENIUM partners on the main aspects that need to be taken into account when implementing the inter-university Campus.

It also aims to present the differences in the organizational cultures of the partner universities, as well as the different normative borders in which the partners are bound.

In the framework of Task 2.2 the partner universities should develop guidelines for the development and implementation of the INGENIUM inter-university European Campus, providing for:

a) administrative issues, such as student enrolment, access to services in host universities for students and staff in mobility;

b) academic issues, such as the recognition of study periods abroad and qualifications, recognition of non-formal and informal education, credit accumulation and student progression;

c) financial issues, such as the distribution of fees and costs in joint degrees, or the student and staff mobility scholarships.

The first part of the report presents the results of the survey performed under tasks 2.1 and 2.2 (see methodology below) and it identifies the main obstacles in the implementation of the INGENIUMvision of inter-university Campus, focusing in particular on institutional commitment, students mobility, staff mobility and joint programmes. The largest part of the report is devoted to Joint Programmes, whose feasibility is analysed taking into consideration multiple dimensions, including the funding and sustainability ones. The second part presents a

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categorization of those obstacles followed by a recommendations list and a list of actions. Finally, the report is concluded with the guidelines for implementation.

1.4 Working methodology

The report has been developed thanks to the collaboration of a working group composed by academic and administrative staff of the 10 INGENIUM and under the coordination of the MUS INGENIUM team. Table 1 below describes the working group members.

WP2 - Building a cohesive cooperation framework		
INSTITUTION	**MEMBER**	**E-MAIL**
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The working group has developed the research methodology illustrated below and has involved in the study the following offices and departments:

- Registry staff.
- Heads of academic function

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- Student support department
- International relations office / Erasmus office
- Department for education
- Department for quality assurance
- Faculty board/Faculty management
- University Secretariat, Vice-rector's secretariats
- WP2 - Working groups
- Teachers/Staff and Researcher

1.5 Research Methodology

The report has been created using a qualitative methodology, by using two dedicated self-assessments, designed on the basis of the key topics, identified collectively by the partnership and filled out by representatives of each of the ten partner universities. The information successfully collected, was analyzed and presented as a draft of deliverable 2.1 Report on identified obstacles, implementation and monitoring of the interuniversity Campus. The graph below represents the steps of the methodology applied.
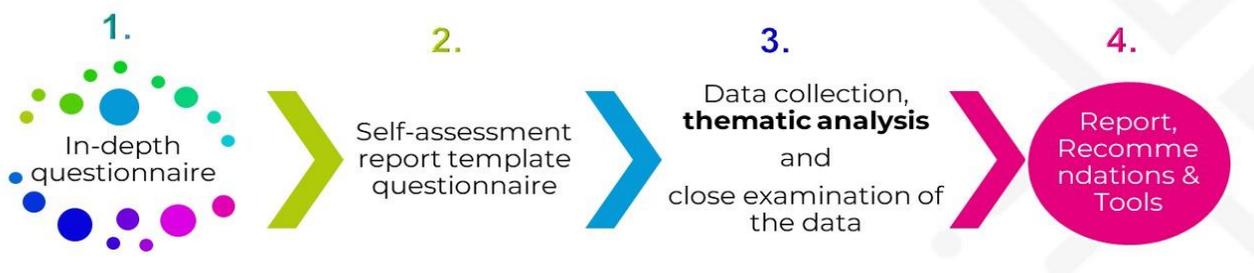
The survey questionnaires have been developed in the first part of 2023 and have been discussed and fine-tuned during online meetings in March 2023.

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In April 2023, each university completed one self-assessment. This was a valuable exercise for the INGENIUM Alliance and it was done online. The self-assessment, annexed to this deliverable as "Annex I") is composed of nine sections: 1. Introduction; 2. Identification; 3. Student mobility; 4. Joint degree, 5. Staff mobility, 6. University financing 7. Management issues, 8. Solutions; 9. Organizational issues. Every section has a number of close-ended questions and one additional open-ended question. A 5-level Likert scale was applied for the close-ended questions. The options for the answers are based on the literature review concerning European universities' initiative and EU projects on the management of joint degrees.

The discussion and completion of the questionnaire in the different partners included was organized as follows:

- Through the Registrar's Office
- Student Services, International Services, Degree Education, Quality Services and INGENIUM administration were engaged in answering the questions. At the end, there was a meeting where the questionnaire was filled out.
- Responsible people for quality assurance, academic affairs and student support cooperated in completing the questionnaire.
- The internal discussions were organized in the form of individual interviews with the leadership of the university, and interviews with groups of staff from different offices/ departments of the university.
- A Google Form was shared among the WP members. Each of them gave answers which were collected in a single document. Then, it proceeded to identify critical areas and asked offices and departments for more specific information. We organized meetings in presence, Teams, online forms, information from staff/departments, and further discussion.
- The completion of this questionnaire has had the collaboration of the directors of the mobility and internationalization area, with the head of the quality technical unit and with the dean of the Faculty of Teacher Training and Education.
- The most applicable instrument for discussion and completion of the questionnaire can be assumed to be working groups and meetings with staff from different departments.

The methodology enables a comprehensive analysis and allows a clear presentation of the barriers. We analyzed every potential obstacle separately and independently. In addition, the partners submitted comments which could be useful for qualitative analysis.

Data collected from each partner university include comprehensive information of comparable quality, detail and length. Every partner formed an internal working group of staff from different departments familiar with their national and university regulations. Their approach to provide the data was through internal discussions, interviews, in person meetings and online forms.

Data collected have been analysed by the WP2 coordinated team to form the present report which is focused on:

- Institutional commitment and management issues, to ensure that the University administrative structures and staff are ready to meet the requirements of enhanced

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cooperation.

- Student mobility, particularly regarding the recognition of study periods, to achieve the automatic and full recognition of the study periods carried out in any of the partner universities, and the regulatory and administrative obstacles.
- Joint degrees, to ease the regulatory and bureaucratic obstacles to the creation and effectiveness of joint degrees, resulting from the different national accreditation systems or other specific requirements.
- Staff mobility, to facilitate exchanges and short stays of academic, administrative, and technical staff to share innovative teaching methodologies, enhance joint research and modernise management and administration.
- University financing, to understand the differences in higher education financing across the Consortium and assess how they affect inter-university cooperation and mobility schemes.

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2. Report on obstacles and specific recommendations

In this chapter the results of the methodology above illustrated are reported. In particular, results of survey and self-assessment report on the following themes are illustrated:

1. Institutional commitment and Management Issues
2. Student mobility
3. Staff mobility
4. Joint Programmes

Each session presents first the obstacles detected and subsequently a discussion on good practices and recommendations for each one of the themes.

2.1 Institutional commitment to the INGENIUM Consortium and Management issues

The successful completion of the INGENIUM alliance needs institutional commitment. The member universities have various institutional models and all partners need to be aware of how the alliance is supported in the participating institutions. Even if the decisions are often made by different bodies, it is mostly depending on the central level of the institution. The survey on management issues aimed to investigate if among INGENIUM partners there is a lack of leadership, lack of long-term and shared vision, the lack of long-lasting cooperation could be an obstacle and if we need more tangible incentives.

The question of leadership opens the discussion about how the management level is meeting the requirements of enhanced cooperation. Even if the answers are very multi-directional, all the universities agree that they have very strong internationalization oriented management and leadership – regarding INGENIUM, but also internationalization as a whole.

2.1.1 Obstacles on institutional commitment and management issues

Lack of long-term vision and sustainability
Overcoming a Lack of long-term vision and ensuring the sustainability of the Alliance are seen as high priorities for the management of all universities now. Some members of the INGENIUM Consortium are concerned about the sustainability of the alliance in consideration of forthcoming new leadership/management elections. In addition, the still uncertain investment pathway of the European Universities Initiative under the Erasmus+

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Programme, as well as under other European Programmes such as Horizon and Digital Europe, constitute an element of potential concern for INGENIUM institutions.

Lack of long-lasting cooperation

To build up INGENIUM, UNIOVI has relied on the strong support of universities with which it has long-standing relationships and in turn has expanded the network with other universities linked to other Alliance partners: HKA has consolidated the Alliance's orientation towards Engineering, and UDA, also a comprehensive university with a strong background in health studies and research. The progressive expansion of the Alliance was based on the common interest in health brought by MUS, which also had a long-standing cooperation with UNIOVI. The HS is joined by its School of Bioscience. To complete the consortium, URN and University of Crete (UoC) were invited to join. The participation of XAMK came as a result of previous cooperation with HKA. The technological side of the Alliance is well covered by MTU and TUIASI. Nevertheless, the lack of long-lasting cooperation is seen as an obstacle by four of the universities and not as an obstacle by four of them. Although the answers show that all participating institutions are confident in the long-lasting cooperation within the INGENIUM alliance.

Lack of shared vision

In the INGENIUM Mission statement our universities have expressed their full support for the INGENIUM Alliance to fully achieve the long term objectives of an enhanced cooperation. However, the partners are divided in their opinion if the different levels of interest and the lack of shared vision and common goals seems to be an obstacle as it is illustrated in Figure 1.

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Figure 1: Different levels of interest or lack of shared vision and common goals
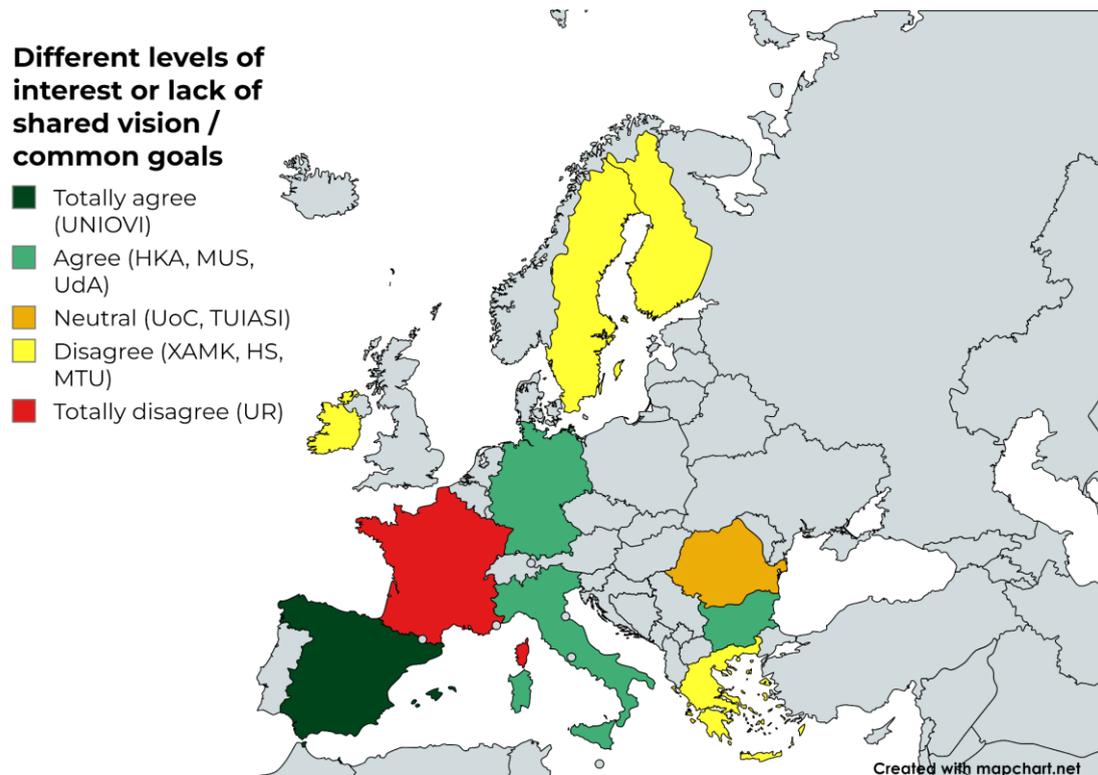
The list below provides an overview of the key obstacles highlighted by the partners.

- If the strong sense of common goals at the university and throughout INGENIUM change, then we will have a barrier to move on.
- Difficulties concerning mobility and organizational cultural differences.
- Positive feedback: All partners agree with the aim of creating integrated and recognized higher education training programmes, with educational and research collaborations in different areas of specialization, building on the strengths of its partners and the decision-making process is extremely cumbersome, so it will be not easy to stop the collaboration.

Lack of incentives for staff

The incentives for the direct engagement in the Alliance are always a big challenge for the management and the leadership perspective. Therefore, the direct question on this topic again caused different answers – four agree on the fact that the lack of incentives can be an obstacle for the Alliance, four disagree and two do not have an opinion. To avoid that the lack of incentives

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for universities' staff involved will be an obstacle, the partners see the following opportunities for action.

2.1.2 Recommendations on institutional commitment and management issues

For the smooth implementation of the inter-university Campus, the long term vision and the sustainability of the Alliance is a key point that the leadership structures of the involved institutions must address in the near future. While some barriers to sustainability are also dependent on the European and National level, some criticalities can be addressed at institutional level, preparing the ground for a smooth and long term collaboration among INGENIUM Partners. Indeed, while organizational culture differences will remain in the future, the INGENIUM members must be committed at leadership/top management level to continue the collaboration and to establish common grounds for this collaboration. This pathway involves the commitment to create cooperation structures of administrative staff and of academic staff for the development of collaborative education and mobility formats on which to test the procedures created (e.g.: a general cooperation agreement for the mobility; a task force of mobility staff members; a recognition process for the Alliance etc.). As for the motivation and engagement of staff, recommendations include:

- Staff have to be encouraged to participate in international collaboration due to opportunities for career growth, travel and training, visits to partner universities.
- Financial incentives and career development are needed because of the time-consuming and very challenging work.
- Travel opportunities and research involvement is also a good external opportunity. INGENIUM should carefully prepare the ground for making sure that most of the participants in the project get an incentive.
- The continuity after changing the management is highly appreciated when it comes to long-term sustainability of projects.

When it comes to EU funding of the Alliances, INGENIUM should be more actively involved in the ongoing discussions at EU level about the future investment pathway for the Alliances, the European Degree Label and the European Statute for the Alliances.

In general, it is visible in Figure 2, partners agree on the fact that there is a need for action at systemic level, involving European, national and institutional dimension:

- **more funding** at national and EU level is seen as a good opportunity (seven out of ten universities, while three partners see only the EU level funding opportunity).

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- Eight institutions share the opinion that an **easier accreditation and quality assurance system** at both national and European levels will contribute to overcoming the obstacles. As a good practice some of the universities share the EUniQ project approach, to have institution based accreditation for European Universities instead of programme based. There is a need for elaboration of European instruments that could collect data on QA in order to synchronize the QA criteria in all European countries. Development of QA framework for European universities which should be implemented in the national regulations. The possibility to stipulate all aspects of QA in a cooperation agreement.

- Seven universities agree on the point that **recognizing the learning outcomes** at both levels will be helpful for removing the barriers.

- And again seven of the ten partners see the **establishment of European statute** on both levels as an opportunity to create sustainability of the project.

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Figure 2: Recommendations at european level, at national level and both

University	More funding	Easier accreditation and quality assurance parts	Recognition of learning outcomes	Establishment of a European statue
TUIASI	*Both*	*Both*	*Both*	*Both*
HKA	*Both*	*Both*	*National level intervention*	*Both*
HIS	*Both*	*Both*	*European level intervention*	*Both*
MUS	*Both*	*Both*	*Both*	*Both*
MTU	*Both*	*Both*	*Both*	*European level intervention*
UDA	*European level intervention*	*European level intervention*	*National level intervention*	*European level intervention*
UoC	*Both*	*Both*	*Both*	*Both*
UNIOVI	*European level intervention*	*National level intervention*	*Both*	*Both*
URN	*Both*	*Both*	*Both*	*European level intervention*
XAMK	*European level intervention*	*Both*	*Both*	*Both*

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European level intervention, National level intervention & Both

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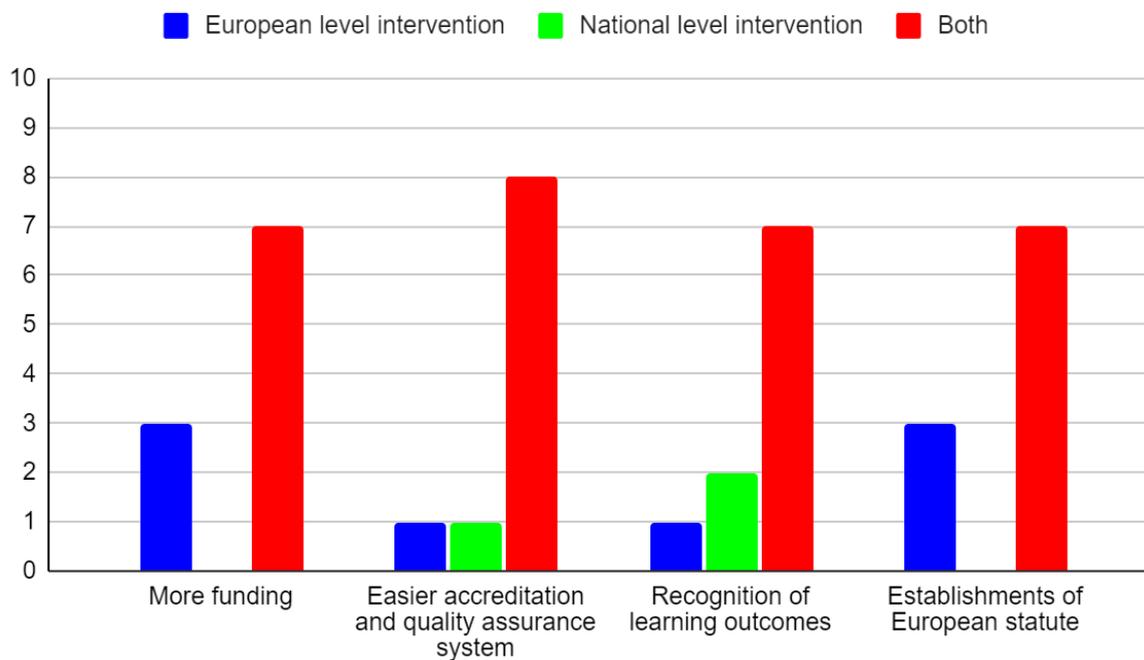
2.2. Student mobility

2.2.1 Obstacles to mobility

Obstacles connected with recognition of credits

Recognition of credits is often referred to as the main obstacle to student mobility. This is due to the insufficient implementation of the Bologna Process in some countries which create barriers to flexible learning paths and mobility opportunities. The regulated professions are subject to more rigid curricula which might jeopardize mobility. However, as it is represented in figure 3, 70% of the universities within the INGENIUM Alliance do not see the lack of recognition as an obstacle for student mobility.

Figure 3: Lack of full recognition is an obstacle to student mobility

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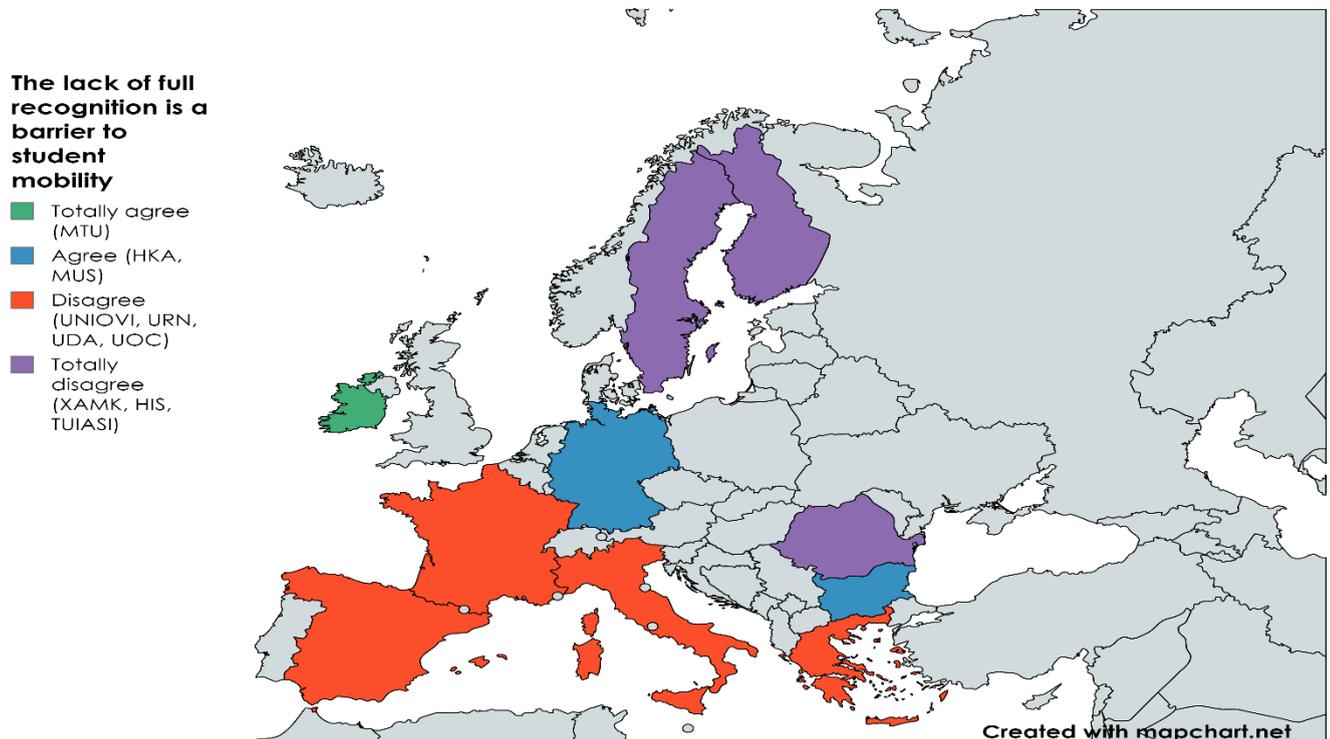
Analyzing the answers to open-ended questions, partners highlight the following main challenges:

- Restrictive policy of some faculties in order to guarantee a certain quality of knowledge (HKA)
- Recognition depends on the international ranking of the host university (UNIOVI)
- The decision for recognition of certain subjects are made personally by the head of the relevant department (MUS)
- Weak coordination between the sending and receiving institution before the mobility (MUS)

When it comes to **full automatic recognition,** as it is highlighted in Figure 2, 5 out of 10 universities see the lack of an automatic process as a barrier to student mobility.

Figure 4: Lack of automatic recognition is an obstacle to student mobility
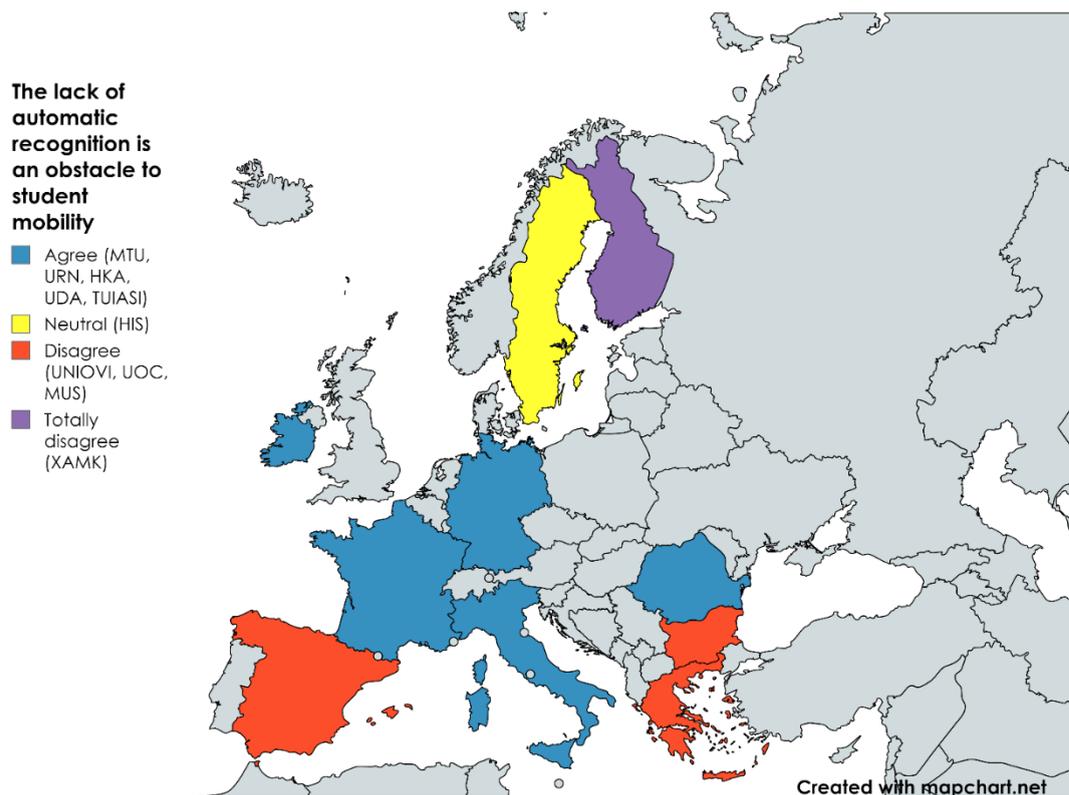
According to the data received, universities point out the following trends:

- Going on exchange may affect a student's curriculum and delay studies. Students are not willing to sacrifice a year.

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- The process of recognition is time consuming and requires student's initiative and support from different departments.
- Although all universities apply learning agreements, there is still a risk for not getting recognition of the courses.

Other obstacles for student mobility

Most of the member universities of INGENIUM do not see the lack of available opportunities for mobility as an obstacle, but they mention other reasons for the low student mobility, as follows:

- cultural barriers,
- programme structure that does not allow mobility,
- financial issues,
- bureaucratic procedures,
- low interest of students,
- low language skills, few places for mobility,
- difficulties in organizing summer traineeships,
- online learning which does not allow physical mobility,
- restricted type of mobility (need to offer long-term, short term and blended mobilities),
- compulsory practice periods (students could not realize practice abroad) and
- fear of worsening the average grade

According to the ESN survey "Understanding the experience and need of exchange students" in 2022, the financial support, recognition and lack of interaction with local communities remain a challenge. The main issues encountered by students on mobility also included stress, course-related problems and anxiety.

Grade conversion

Within the INGENIUM consortium, differences between the national grading systems are observed. Below are synthesised the different framework and perception of the obstacle of grading systems in the members of the Consortium:

- Some of the universities, such as XAMK, TUIASI, and MUS use grade conversion tables and tools.
- In XAMK, the teacher responsible for credit transfer in the study programme converts the

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grades.

- UNIOVI states that certain grade conversions are more difficult than others and highlights this by giving an example: A student receives a letter grade "A" in a particular subject, the corresponding Spanish grade is a range between 9.5 and 10. Consequently, a tutor needs to clarify the particular grade within the given range. University of Oviedo usually uses the website EGRACONS (tools.egracons.eu). However, the problem is that not all universities update the percentiles annually.
- HKA is using a formula called the "modified bayerische Formel" that is used throughout Germany. If it seems that the formula is not accurate, adjustments are made specific for a university and are being done in close cooperation with the faculty of the corresponding faculty[3].

In some cases there is no transfer of grades but only credits.

- In the University of Skövde, when the course is completed it is recognized. Grades are not converted. The international grade is displayed as a footnote.
- MUS does not have a grade distribution table in place. The majority of the student mobility in MUS is for traineeships and only the ECTS credits are recognized.

If the grade conversion table is adopted in the university with statistics on faculty or on programme level regularly, it seems to be the most accurate tool for the grade conversion.

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[3] https://www.h-ka.de/en/grade-conversion

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Figure 5: Lack of information on grade conversion
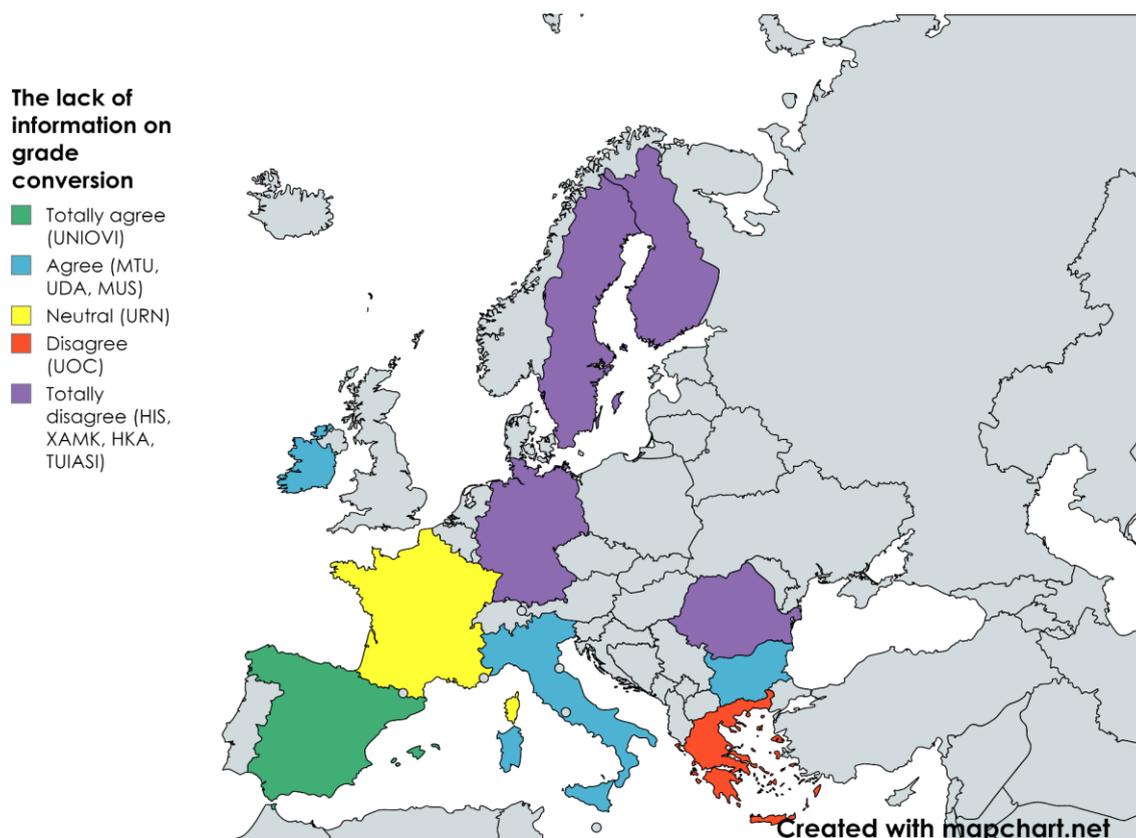
2.2.2 Good practices and recommendations on student mobility

When the partner universities will develop joint programmes in the framework of INGENIUM, it will be important to have in place mobility paths for students and staff. There are several mobility structures, from very simple to more complex models. In this report this topic is not elaborated, moreover obstacles related to recognition and grade conversion are analysed.

Most of the identified obstacles illustrated above depend on the institutional willingness to cooperate with trustable partners, as well as on the willingness to develop a recognition system which could enable timely and full recognition of credits acquired at partner institutions.

Indeed, even if the majority of INGENIUM partner universities do not see the recognition of credits as an obstacle to student mobility, they agree it is a critical issue to get any significant collaboration.

As a recommendation for the recognition procedure, it can be pointed out that INGENIUM needs a university's management commitment for development of fair and clear procedures for

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recognition, understandable by students and academics. The recognition of the learning outcomes of the students must be independent of the personal opinion of the academic staff or of the reputation of the host institution.

As for grade conversion, the WP2 partners discussed the issue during the operational meeting of WP2 in Sofia, proposing different potential solutions:

- no grades,
- to have conversion,
- to elaborate an equivalent system for each degree.

In the near future, discussions must continue to agree upon a single common solution.

In order to overcome some of the above mentioned obstacles, in addition, in the framework of the INGENIUM consortium, a task force of mobility officers needs to be created to ensure the timely communication among partners and the organization of the mobility. This task force needs to be established and to work close to the academic staff developing and implementing programmes.

Another recommendation concerns the need to work on the revision of study programmes: If national legislation allows study programmes should include mobility for traineeships or internships.

At the level of students, intercultural preparation programmes and information sessions on the INGENIUM Alliance will have to be organized to remove cultural obstacles to mobility or the fear of a difficult recognition process.

A framework cooperation agreement for the mobility should be developed at INGENIUM level. This agreement might also open new forms of innovative mobility such as the possibility of recognition of study outcomes obtained in more than one university in the framework of one individual mobility study programme. In the case of INGENIUM, as an European Alliance with closely collaborating universities, with its future development, it will be necessary for one student to sign a learning agreement with two universities, and every university involved to issue a transcript of records.

In addition, universities need to be very proactive if they want significant numbers of their students to gain study abroad experience. Guidance and support in the early phases is crucial. The main role is on the level of international relations services, study counselors, programme coordinators. Each student should have a tutor that helps them with elaborating the learning agreement and provide information about the calendar, important links, etc. And last but not

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least the main problem for students about international mobility is to define an efficient university policy to ensure more funds for economic support to the students.

2.3 Staff mobility

To involve academic staff in INGENIUM is a very important issue, because they will be responsible for the joint programme development, staff mobility for teaching and incoming student coordination. The Alliance represents a potential large platform for research projects between academics at the partner universities. The main benefits are to develop new teaching and learning methods, networking, to gain new contacts and intercultural competencies and to have professional development opportunities.

Similarly, the cooperation among administrative staff will be important both for the smooth implementation of the inter-university campus and for their professional growth.

Due to their important role, the main barriers to staff mobility, both at academic and administrative level, have been investigated within the framework of task 2.1.

2.3.1 Obstacles in academic staff mobility

According to the data received, in the majority of the universities, the academic staff mobility is not really recognized in career progression and this seems to be one of the major obstacles in addition to a second issue identified for academic staff, namely the lack of time to provide for arrangements for academic staff mobility. Some examples of data collected on these two main obstacles for staff mobility are reported below.

- In MTU engaging in mobility opportunities would be looked on favorably for career progression.
- In XAMK most of the staff participate in staff exchange to get extra value for their work, not specifically to promote career.
- At the University of Skövde, mobility is considered a form of skill enhancement for both parties, but recognition is more important for academic staff.
- In TUIASI, mobilities are important from the point of view of the experience gained, but they do not influence career progression.
- UDA mentioned that in Italy, there is no defined recognition of staff mobility in career progression. Mobility periods may be taken into account when submitting applications

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for Associate/Full professor qualifications as well as in job applications (i.e., 'concorsi'). However, a higher recognition level would be appreciated.

- According to UNIOVI, ANECA (Spanish External QA Agency) has an ACADEMIA Programme which carries out the curricular evaluation of applicants who want to access the university teaching bodies of Full Professor and Professor. In this sense, for obtaining this one, the committee involved in the accreditation process considers that making a research stay in a foreign country (especially, if the university appears in Shanghai ranking) has a big value.
- In HKA, generally there is less movement in a university career so that staff mobility experiences are usually not the reason why someone is being promoted.
- In MUS, mobilities are recognized and recommended by the management of the university and the faculties. Teaching at a foreign university is certified by a certificate and it serves before the jury for career growth (habilitation).

Three out of ten universities declare the biggest challenge for staff exchange is to make arrangements and lack of time.

- In HKA, there is little knowledge about the options to go abroad, in the past it was not advertised due to management decisions. Following personnel changes, it is possible that it will be pushed more and staff will be encouraged to go abroad. All in all, it is a lack of awareness and a lack of information.
- According to MTU, the incentives for staff mobility need to be clear.

The majority, six out of ten universities, do not have such problems.

Obstacles in administrative staff mobility

The main obstacle identified is the lack of language proficiency which means INGENIUM needs to offer additional training. The partners are divided if there is a lack of competencies at the administrative staff, as it is shown in Figure 6. For administrative staff, the supervisor may not acknowledge the added value of staff mobility, it is rather seen as a missing worker and work that must be distributed to someone else while already lacking enough employees. The University of Crete stresses that universities have to invest more in human resources. In URN, mobility is not really well recognised in the career of administrative staff.

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Figure 6: Lack of language proficiency is an obstacle to staff mobility
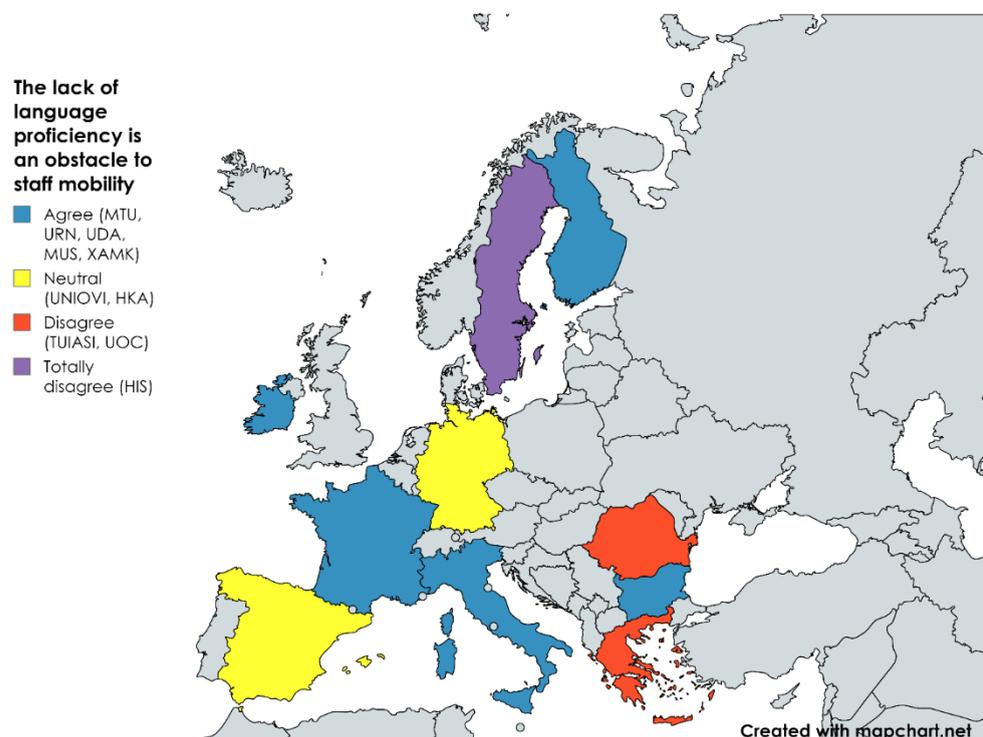
2.3.3 Recommendations for academic and administrative staff mobility

The mobility of academic staff and administrative staff does not seem to have any national legislation obstacles. Therefore, the recommendations for the improvement of the academic and administrative staff mobility within the INGENIUM consortium are all at institutional level and must be addressed at the level of the leadership. In particular, to improve the arrangements and the possibility of mobility of academic staff, the mobility task force should work together with academics developing programmes, to organize the procedures and the tools accordingly. The promotion of the values of academic staff mobility for the quality of study programmes should be a value of the INGENIUM Consortium. When it comes to the recognition of mobility in the career path of academic staff, this could be fostered by internal rules where possible.

For administrative staff, each member of the Consortium should continue to promote language training for staff. In addition, a special training programme could also be organized at INGENIUM consortium level. This would also help to spread the message of the added value of this training among the participating institutions and, above all, among the less internationally exposed staff.

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2.4 Joint degrees and joint programmes

This section focuses on the main aspects to take into account when developing joint degrees within INGENIUM Alliance. The majority of the partners agree that quality assurance, administrative barriers, national qualification frameworks, admission, study programmes, degrees, examinations are obstacles because they are related to national regulations.

Institutional and programme based accreditation

Accreditation processes are carried out at different levels, both internally and externally. When the institution is evaluated as a whole, we are referring to institutional accreditation. When a programme is evaluated specifically, we are referring to programme-based accreditation. In many higher education systems, a combination of these accreditation processes exist.

Universities with institutional and programme level accreditation are UOC, TUIASI, URN, UNIOVI, MUS and UDA.

Accreditation is taking place on the institutional level in HKA, XAMK, HIS and MTU.

2.4.1 Obstacles to the development of Joint degrees and joint programmes

Accreditation of joint programmes

Five universities are of the opinion that there are barriers to the accreditation of joint programmes, but another four are of the opinion that there are no barriers to the accreditation of joint programmes, only one partner university is neutral. The different legal regulations in different countries provide different opportunities to the INGENIUM partners, and some of them will face significantly more challenges, both at the institutional and legislative level.

There is a clear correlation between the rigidity of higher education legislation and the difficulties faced through the accreditation process of joint programmes.

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Figure 7: Accreditation of joint programmes is a barrier
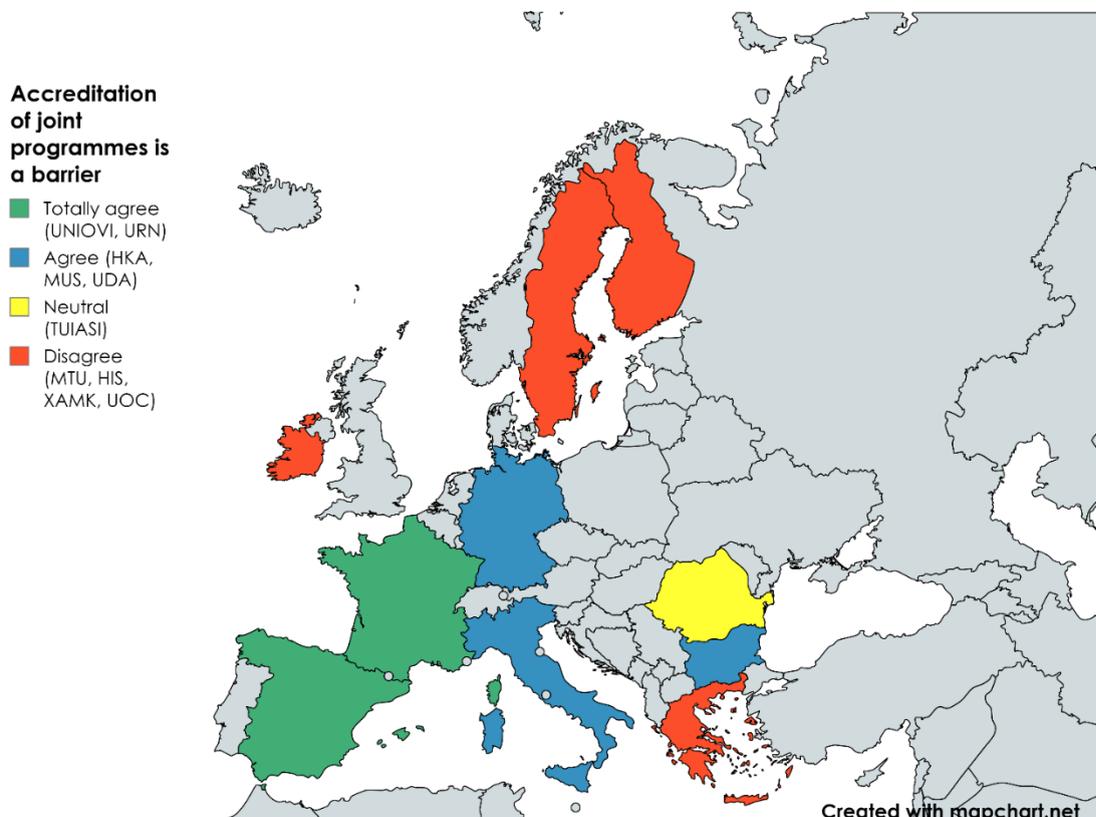
When it comes to the legal framework, more precisely accreditation opportunities and joint degrees, the participants in INGENIUM are entirely guided by the legal regulation in their country, and not by individual experiences, achievements or views of the different universities. To provide a little more clarity we will quote some of the specific additional comments on these issues:

- In Bulgaria, there is no obstacle to creating a joint programme, but there is no possibility to issue a joint degree. According to the Law on Higher Education, this joint programme will have to receive accreditation from the Bulgarian National Agency for Assessment and Accreditation, if a degree will be issued by the Bulgarian university or on the basis of a contract for educational activity without receiving accreditation from the national agency, a Bulgarian university can join the educational activity, when the document as a result of the conducted training will be issued only by the foreign higher education institution with which the Bulgarian university has concluded the contract for joint teaching. The Law on Higher Education gives academic freedom to universities to make joint training

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programmes with foreign universities, but according to Art. 88a, para. 4 only the National Assessment and Accreditation Agency can issue institutional accreditation. Assessment during accreditation procedures can also be carried out by foreign agencies, members of the European Association for Quality Assurance in Higher Education (ENQA) and/or entered in the European Register of Agencies for European Quality Assurance in Higher Education (EQAR), but ultimately, the accreditation will be given by the Bulgarian national agency if the Bulgarian university issues a degree for the studies.

- Accreditation of joint programmes can be difficult to achieve, particularly if the programme is offered over different jurisdictions. Some accreditation bodies (e.g. Engineering) have bi-lateral agreements between countries which would make the accreditation process easier in some circumstances.

- It is easier for students to receive two degrees from two different universities instead of the existence of a unique degree. The majority of the universities have their own external quality systems and their own requirements and this makes it difficult to design a common program.

- From a legal point of view, there is the possibility of the operation of these programmes. It is necessary to develop a regulation regarding the recognition of the diploma. At this moment, the degree (standardized hard document) must be approved by all the partner universities.

To summarize, a new joint programme could get accredited by different ways depending on the national accreditation procedures - separate accreditation by each university or joint accreditation procedure. In the next chapters, we will identify at what level the accreditation is organized in our countries, if there is a special procedure for joint programmes and who has the right to grant the accreditation. It is important to negotiate that even if the accreditation in one university fails, the accreditation process will be continued by the other partners.

Lack of common accreditation standards

From the responses presented in Figure 8, it can be seen that 50% of the respondents answered "Neutral" to the identification of common accreditation standards as an obstacle, which shows that they are not quite aware to what extent the lack of common accreditation standards is or

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is not a barrier to joint study degrees. Only one university answered that, according to them, the lack of common standards for accreditation is not a problem, according to four universities, this lack creates problems for organizing and conducting joint programmes.

Figure 8: Lack of common accreditation standards
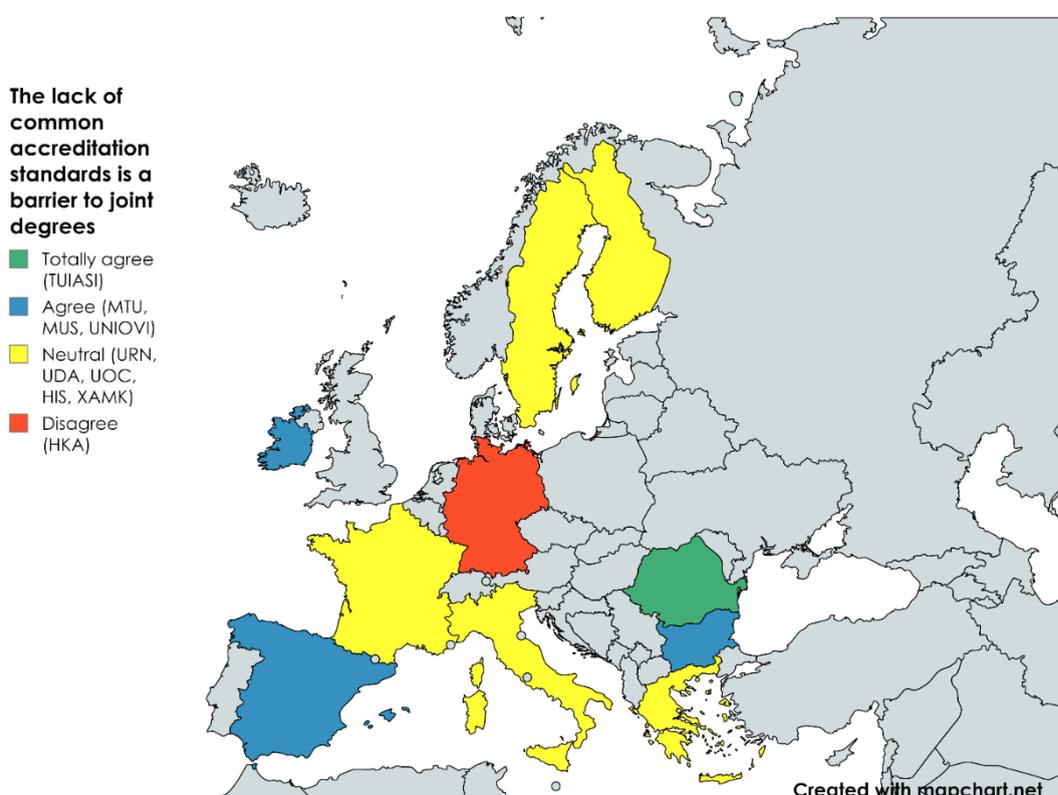
Some specific cases are reported below

- Spanish legislation regulating the organization of official university education establishes that official university degrees must undergo external evaluation processes by ANECA at different stages. In the first stage, prior to the implementation of the degree, ANECA, through the VERIFICA programme, evaluates the design of the degree. Once the degree has been implemented, ANECA monitors the development of its implementation, through the MONITOR programme, and a third stage, in which, once the degrees have completed their implementation, they must undergo a cyclical process of renewal of their accreditation in order to maintain their status as an official degree. For this last phase, ANECA has developed the ACREDITA programme. The legislation establishes the

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frequency and the agents in charge of carrying out the renewal of accreditation. To sum up, due to this external evaluation which regulates different conditions in the Spanish universities, frequently, the standards that this Spanish agency brands are different from other EU universities.

- HKA is able to accredit their study programmes on their own, this simplifies the process a little as it can be done internally. Double degrees do not have to be accredited since they are taking an existing, accredited degree and offer a fixed mobility path which is solved through cooperation agreements. HKA does not consider the different accreditation standards as a barrier of this kind.

Differences in accreditation of regular and joint degrees

- In UOC there are differences in accreditation procedures between regular programmes and joint degrees. The "Hellenic Authority for Higher Education" (HAHE), which acts as a national supervisory and coordinating body, will formulate separate frameworks for both regular programmes and joint degrees.
- In TUIASI at the moment there is no legal framework for the accreditation of joint degrees. ARACIS is working on the development of an accreditation procedure for joint degrees.
- In URN, joint degrees require accreditation in all countries that are involved in the study programme.
- In UNIOVI, joint degrees follow the same accreditation system as the regular programmes. Anyway, it is important to consider the protocol to follow in these cases, which indicates that: as determined in the sixth and seventh additional provisions of RD 822/2021, the evaluation reports issued by evaluation bodies registered in the European Register of Quality Assurance Agencies in Higher Education (EQAR), will be recognized by the agencies competent Spanish quality authorities for the purposes of issuing the report provided for in the verification procedure of the study plans of official education (article 26 of RD 822/2021). ANECA contributes to the internationalization of the Spanish university system, with initiatives to promote the development of joint international degrees and international recognition of Spanish university degrees.
- HKA is able to accredit joint degrees such as for regular study programmes because of their institutional accreditation. It is possible to follow the European approach. However, HKA does not yet have experience with using the European Approach for joint degrees. It is possible to adjust the steps according to the requirements of the partner/s.
- In MTU, Section A4 of the MTU QA manual relates to Procedures for the Design, Validation

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and Modification of Programmes and Modules. All such programmes and modules comply with all of the standard MTU quality assurance procedures. Section A15 of the QA manual describes the procedures for the Provision of Collaborative Programmes (National and Trans-national), and for the Provision of Programmes leading to Joint Awards. Section A15 policy and procedure requires additional procedural steps, QA procedures and clarifications than the procedures in Section A4, because of the added complexity of collaborative provision of programmes and joint awards[4].

- In UDA, the European Alliances of Universities coordinated by an Italian university to undergo a single accreditation procedure managed by ANVUR according to the "European approach for Quality Assurance of Joint Programmes" model, with a further passage/validation at the individual agencies of the participating universities and, more generally, that of simplifying the accreditation of joint courses delivered within international programmes.

Accreditation of specific programmes

In addition to institutional and programme based accreditation, there are also specialized accreditations that focus on specific programmes or fields of study. These accreditations ensure that the programmes in a certain area meet industry-specific standards and provide students with the necessary knowledge and skills.

- Accreditation of joint programmes is a critical issue, particularly in any of the regulated disciplines e.g. medicine, social work, nursing etc.
- Accreditation of joint programmes can be difficult to achieve, particularly if the programme is offered over different jurisdictions. Some accreditation bodies (e.g. Engineering) have bi-lateral agreements between countries which would make the accreditation process easier in some circumstances.

Quality assurance

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[4] https://www.ittralee.ie/en/InformationAbout/QualityAssurance/"

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Regarding "quality assurance" as an existing obstacle for joint programmes, in particular in the implementation of the joint programme as distinguished from QA procedures for accreditation, the following responses were received: three universities answered "Totally Agree", one "Agree", three "Neutral", two "Disagree" and one university indicated that it was "Totally disagree". Four out of ten universities accept that quality assurance in teaching is a barrier to the creation of joint study programmes.

We did not receive any additional comments to the statements from XAMK, UOC, UDA, URN.. One of the reasons could be that these universities will apply the same QA procedures as to the regular programmes and they do not see it as an obstacle.

Figure 10: Quality assurance is an obstacle

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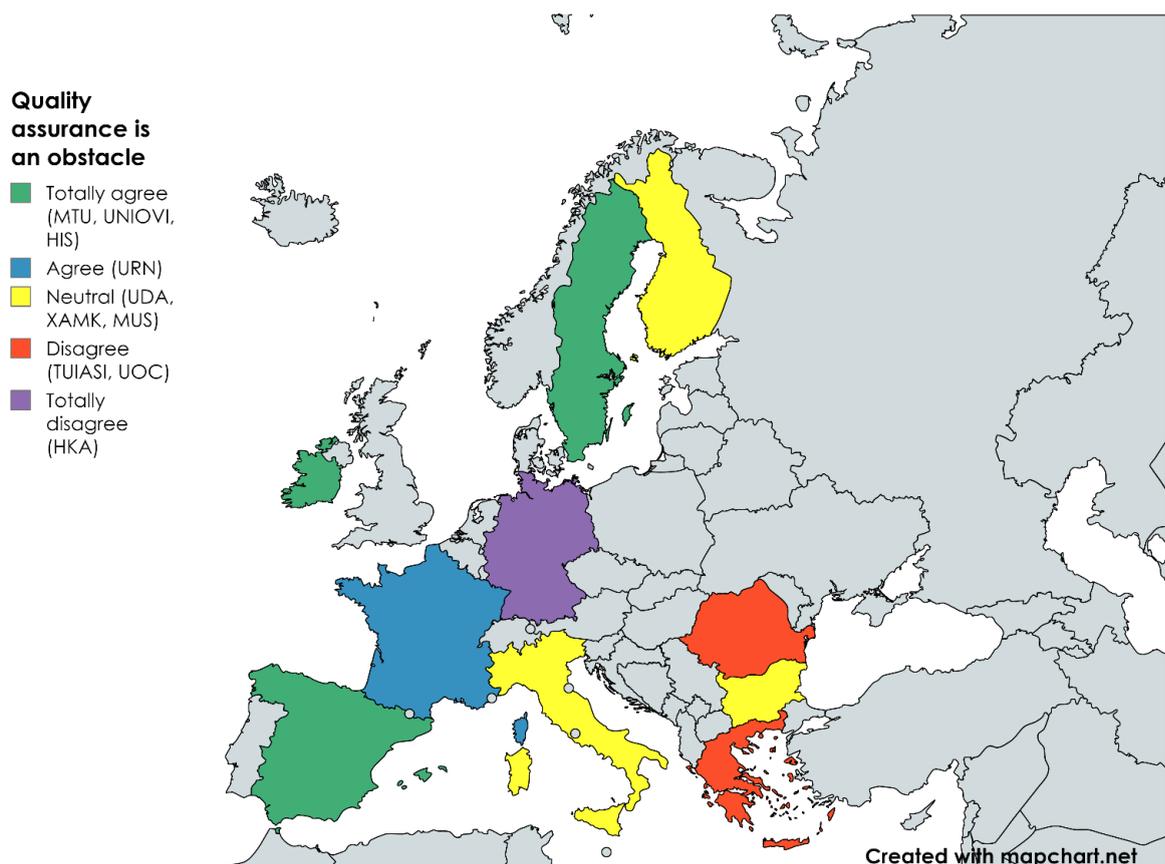
According to MTU (Ireland), the QA process determining quantum and level of work, verification of assessments/results and volume of credit gained during a fixed time period are some challenges faced when attempting joint degrees. The University of Skövde declares that the important aspects to find a minimum base that all INGENIUM partners can agree upon.

Distinction between QA of joint degrees and regular programmes

At UdA, UoC, URN and HKA,there are no additional QA procedures for joint degrees. In UNIOVI there is a protocol for joint degrees published in the ANECA website: https://www.aneca.es/en/internationalisation-of-the-spanish-university-system. According to HKA, joint degrees (if introduced) are regular programmes. A joint degree can be introduced, if there is a common and integrated curriculum.

In MTU, there is likely to be different QA processes in place to ensure adequate monitoring across a consortium while the details of the academic programme itself and student experience may be very similar in both cases.

Some of the QA leaders stated that there is a lack of regulations concerning joint degrees (MUS, TUIASI). In TUIASI up to this moment, there have been no joint degree programmes. A procedure for joint degrees will be developed immediately after the appearance of the evaluation standards developed by ARACIS. That means that JPs have to apply the QA procedures of regular programmes and they are not fit for them.

 Diploma (the format, the legality of the joint diploma and its accreditation).

In most cases, the Diploma must be signed by the Rector (Ud'A, UoC) or President of the University (XAMK, MTU) or both (URN). In TUIASI, the Rector, University Chief Secretary, Dean, Faculty Chief Secretary sign the Diploma. In MUS - the Rector and the Dean. In MTU - the Registrar or President. In Oviedo - the student, the rector and the head of the degree unit of the university. In Skövde the Bachelor and Masters diplomas are signed by the Degree Evaluations Officer, PhD diplomas are signed by the Vice Chancellor. In HKA, the diploma consists of two different kinds of certificates: one is signed by the president, one is signed by the dean and the Chairman of the examination board. In most cases the signatures have to be original, except in XAMK (electronical) and in Ud'A and MTU (scanned). These procedures are time-consuming and it will take many months to prepare the documents and to organize a graduation ceremony.

In all ten universities, **we identified a lot of technical problems connected to the diploma**. Some of the most significant are:

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It must be written in the national language, (Ud'A, HIS, URN, HKA, UoC, MUS, MTU)

It requires a stamp (wet or pre-printed) and it is an agreed template, standardized form by the ministry, and the logo has a fixed position (all partners).

Issuing joint degrees

Issuing a joint degree remains one of the main obstacles for European Universities alliances like INGENIUM; as degrees are usually highly regulated at the institutional or national level. The process of accreditation of joint degrees is very complicated and the regulations of some of the INGENIUM partner universities are not compatible with issuing joint degrees. There are cultural obstacles related to the different design of the diploma from the traditional one from the point of view of the university, of the student and the external stakeholders (labor market). The added value of the joint degree and joint programme is not clear, it is not recognized by all national authorities and as a consequence there might be resistance from the labor market.

The responses confirm that from a legal point of view, there is a possibility of operation of joint programmes. However, the accreditation can be difficult to achieve, particularly if the programme is offered over different jurisdictions. The majority of the universities have their own external quality systems and their own requirements and this makes it difficult to design a common program.

In MUS, there is no legal provision for issuing a joint degree. The law allows for joint study programmes, but joint degrees are not regulated.

It is necessary to develop a regulation regarding the recognition of the diploma in TUIASI.

For UNIOVI, it is easier for students to receive two diplomas from two different universities instead of the existence of a unique diploma.

So far, HKA has not yet tried to implement the joint degrees, so there is no proper framework so far. Many aspects such as bureaucratic , logistical, organizational and legal matters must be elaborated and the added value must be determined to decide whether a joint degree or a double degree is the most suitable solution for a joint programme.

To overcome these barriers, the involvement of different stakeholders is crucial, especially ministries of education, national agencies, associations of labor market and companies, national rector's councils, EC. On one hand, it is important to initiate changes in the national legislations

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and to adapt it to innovative transnational education, and on the other hand there is a need to increase the sensibility of students and labor market for the existence and for the added value of the joint degrees.

Admission of students

Five universities agreed that the admission of students could be an obstacle and three are neutral about this. Only two universities disagree that the admission of students is a problem.

Figure 9: Admission of students is an obstacle
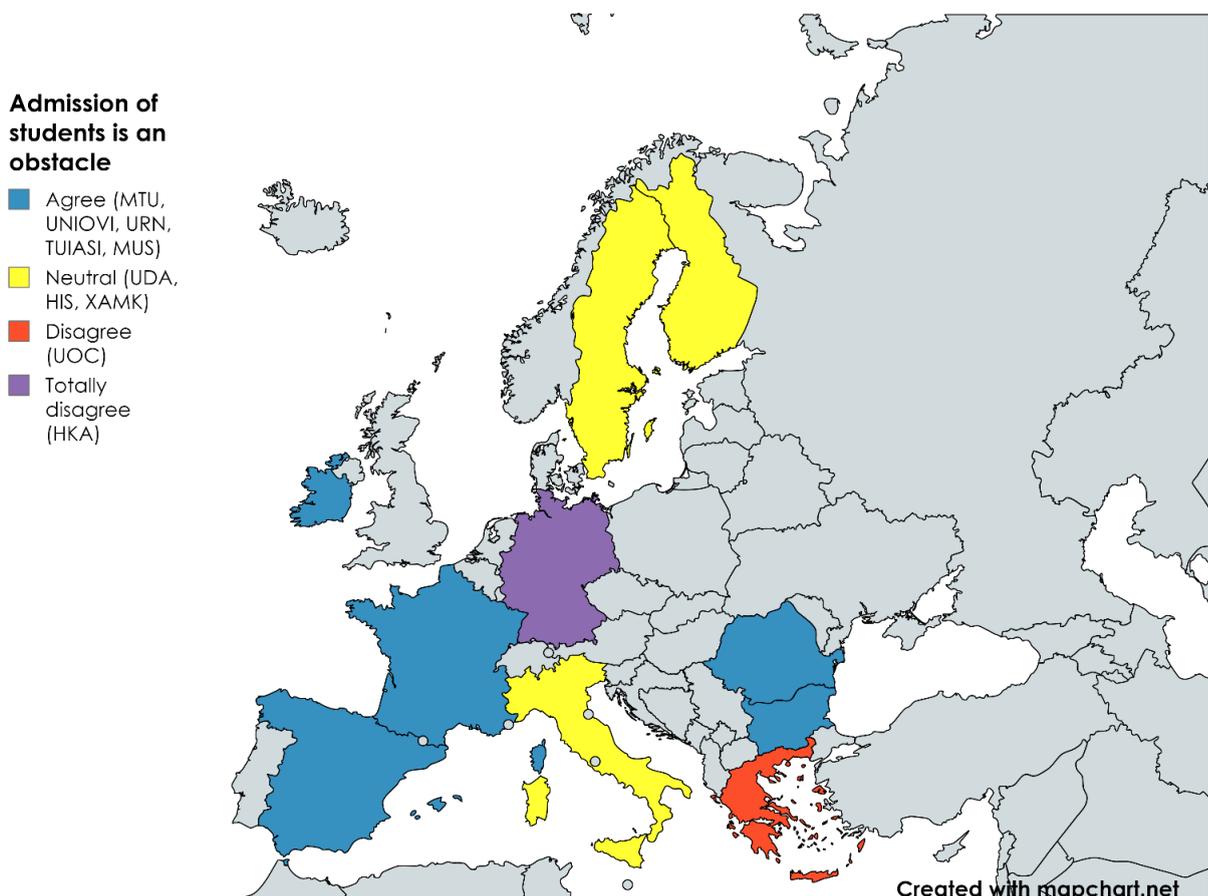
The admission of students requires the involvement of all partner universities. As a main recommendation for the student selection process in INGENIUM joint programmes is to develop a joint selection committee with common selection procedures.

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A specific section of the second survey was dedicated to the administrative processes connected to students, including application process and application documents, selection process, enrolment, registration, academic calendar, grading systems and diploma issue. All ten universities require the enrollment of the student to grant access to the study offers.

Differences between national/EU students and non-EU students

INGENIUM will develop joint programmes, which are part of the internationalization strategy of the partner universities, proposing national students international programmes and trying to enroll international students. That is why we tried to examine if there are **differences between EU and non-EU students.** According to the survey results, there are differences in the **period of application, documents needed, tuition fees and scholarship application procedure.** In most of the cases non-EU students must prove the financial cover of their living expenses due to national visa regulations.

- In Finland, they should demonstrate sufficient financing when applying for the residence permit at the Finnish immigration service.
- In Romania, in order to receive a long term residence permit, students must submit the following documents:
  - proof of acceptance for studies, issued by the Ministry of National Education and Scientific Research, attesting that they will attend full time education;
  - proof of payment of the tuition fee for at least one year of study;
  - proof of the means of subsistence, amounting to at least the minimum national net wage per month, for the entire duration mentioned in the visa;
  - certificate of Criminal Record or other document having the same legal value;
  - medical insurance.
- In Bulgaria, non-EU students apply with a diploma for secondary education, which is submitted in the special register, created by the Ministry of Education and ENIC NARIC center, in order to have a long-term visa D.
- In Italy, Sweden, France and Germany, the students outside of the EU must show a specified amount.
- Only Greece, Ireland and Spain do not have such requirements.

Concerning the tuition fees for non-EU students, they are higher in XAMK, HIS, UOC, MTU, TUIASI and MUS in comparison to the other partners. In URN, there is no difference in the tuition fees for EU and non-EU students. This decision is taken at the management board level and can be

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changed. HKA is currently charging a tuition fee for non-EU students but the state government decided to abolish the tuition fee for non-EU students in the foreseeable future. In the University of Oviedo, non-EU students must pay a little more than local and EU students. The tuition fees per university are listed in Annex 2.

Nevertheless, the non-EU students can apply for scholarships in XAMK and HIS, where they can reduce fees by 50%. In some cases, non-EU students can apply for a discount if certain hardships apply: in TUIASI those are proven maintenance difficulties, medical reasons, with the approval of the faculty councils, in Ud'A a reduction is applied to some student categories, depending on family income, disability, marks) and in UoC the decision is made an individual basis depending on academic achievements and needs. In MUS and MTU there is no fee reduction. In UNIOVI, the scholarships are not distributed or organized through the university and must be applied individually to different kinds of organizations or foundations. HKA has no funds for scholarships itself, but is giving out externally funded scholarships to complete the study programme for international degree-seeking students. In MUS, there are scholarships based on criteria: success and social scholarships. In TUIASI there is no system of scholarships or grants that could be applied for students in the joint programmes, but currently, there are efforts at the national level to solve this problem.

2.4.2 Specific focus on funding systems and tuition fees systems for the development of Joint Programmes

Funding

The financing is a cross cutting challenge for the INGENIUM alliance. This issue has to be tackled as early as possible to ensure the possibility to develop and implement joint programmes that can be sustainable. The surveys on financial issues revealed a lot of differences between INGENIUM partners at national and institutional level. In the European Union, the funding systems of HEIs are not harmonized. The national legislations on tuition fees and scholarships are not synchronized.

The research on the national and institutional regulations and on the different tuition fee policies of each partner university has been carried out because considering the diversity in tuition fees and the different currencies involved, INGENIUM should investigate possible solutions for fee collection.

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How to fund the joint programmes and how to accommodate all partner's regulations? Solutions on how to calculate the tuition fees, the real and full costs of the joint programme need to be found to ensure the feasibility of their implementation. This could also imply the potential need for institutions to co-fund the establishment and running of joint programmes.

Tuition fees

The results of the survey show that there are no tuition fees for national and EU students in XAMK (Finland), HIS (Sweden) and HKA (Germany). All other universities, TUIASI (Romania), UNIOVI (Spain), Ud'A (Italy), URN (France), UoC (Greece), MTU (Ireland) and MUS (Bulgaria), charge tuition fees. It reflects different approaches to education, in some countries education is perceived as a commonweal and in others individuals pay for it as a good.

Moreover, HKA is not allowed to charge tuition fees for bachelor or master programmes. There are other programmes that could be charged with tuition fees, such as lifelong learning courses.

XAMK is required to charge tuition fees by the Ministry of Education in Finland. The fees concern the students only from outside the EU/EEA.

The University of Skövde must charge tuition fees for non-EU students. They are not allowed to charge for any other student group.

It is important to point out that, in the countries in which no tuition fees are charged, some administrative fees apply, for example in XAMK - Students' healthcare services fee about 80 e/year. Student Union fee (optional) 35 e/year and in HKA- the administrative fee is approx. 190 Euro per semester, totalling to 380 Euro per year. In all other countries, the administrative fees are included in the tuition fees.

When it comes to tuition fees for non-EU students, these are higher in XAMK, HIS, UOC, MTU, TUIASI and MUS than in URN, UNIOVI, HKA, UDA.

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Figure 11: Tuition fees for non EU / International students

Tuition fees for non EU / International students
Per year / 60 credits
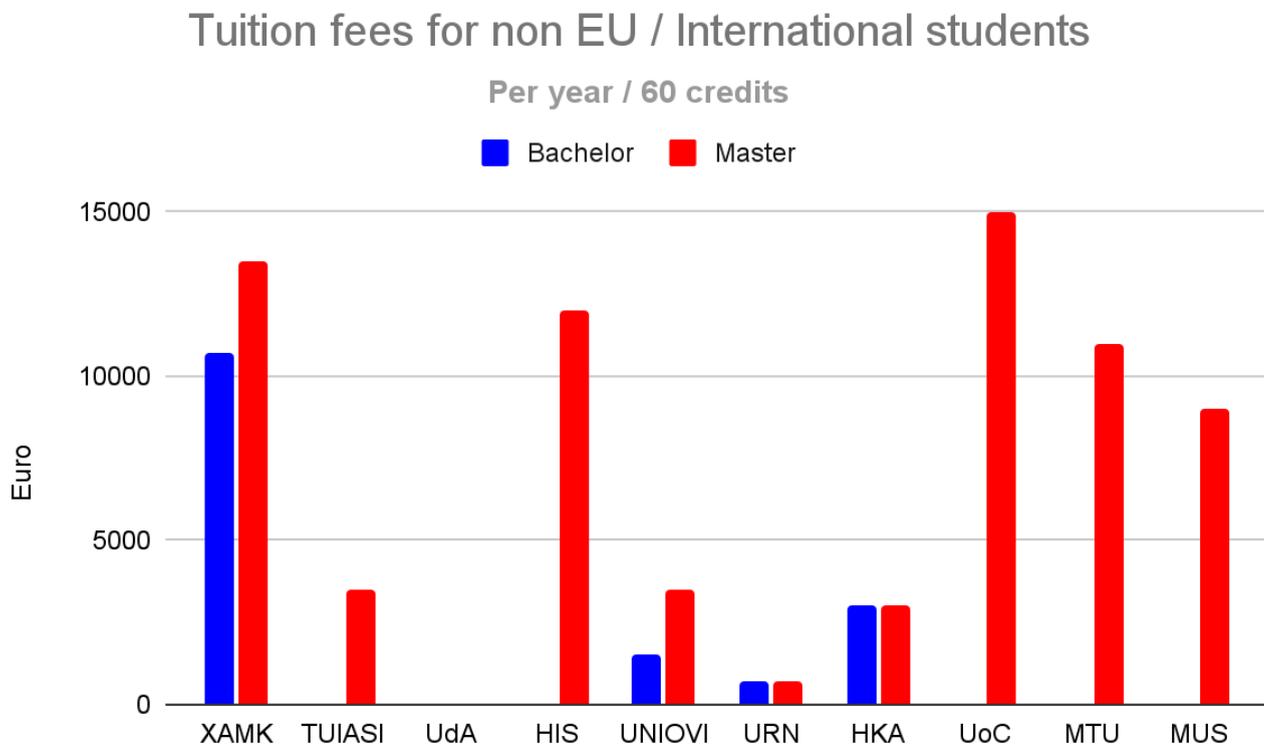
In TUIASI, the tuition fees for undergraduate and master studies for the 2023-2024 academic year are as follows: Undergraduate, Master Techniques 2430 EURO/year. Techniques – Automatic Control and Computer Engineering 3000 EURO/year. Techniques – Telecommunication Systems and Technologies 3500 EURO/year Architecture 3150 EURO/year.

XAMK Tuition fees for non-EU students are 10,700 euro (BA) and 13,500 euro (MA).

HIS Tuition fees for studies within Life Science, Technology, Medicine, Health Science, and Design the cost is around 12,000 euro/year. There are different tuition fees for different areas. More on tuition fees can be accessed on the university's website[5].

In UOC the maximum amount for non-EU students is 15,000€

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[5]https://www.his.se/en/education/admission/bachelor-master-programme-students/tuition-fees-payment/

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In MTU the tuition fees for non-EU Undergraduate students are 13,500 euro, Non-EU Postgraduate: MSc Data Science and Analytics, MSc Cybersecurity, MSc Artificial Intelligence – 15 000 euro, Non-EU Postgraduate: All other Postgraduate Taught master's programmes – 13 500 euro[6].

In MUS the tuition fees for Medicine, Dental medicine and Pharmacy in English for international students are 8,000 euro/year. Figure 11 presents a graphical representation of these data.

The reason for these differences can be found in national systems and legislations. Some of the universities charge very low tuition fees (URN) or none at all.

Tuition fees can be one of the possibilities to cover or partially cover the costs of a joint programme. However, especially in the first phase, joint programmes present additional costs for the management of the joint structure of the programme, for the coordination meetings of the selection committees, for the organizational issues or for the scholarships for international students.

INGENIUM joint programmes will therefore require investments to cover those additional costs and it was asked, as part of WP2, at what level the partner universities would be able to subsidize JPs.

TUIASI can subsidize the JP within the limits of the funds received from the Ministry of Education. HKA invests resources in different kinds when working towards JP or double degree, but cannot subsidize the partner universities. According to MTU, the joint programmes are either self-funding or are funded by agency grants (e.g. Erasmus Mundus). Common solutions for the development and sustainment of Joint Programmes need to be identified. In addition, INGENIUM could benefit from the funding in the future e.g. in the next 2028-2034 financial EU framework.

Considering the different systems of tuition fees, WP2 also researched the relation between university autonomy and the national legislation, and especially what is the procedure for modification of the tuition fees in each partner university.

- In XAMK, the tuition fees for non-EU students are officially decided by the university board.
- In TUIASI, the tuition fees are set annually by the faculties and approved by the university senate; they are made public before the start of the academic year.
- The University of Skövde decides every year what tuition fee to charge for non-EU

[6] https://www.mtu.ie/fees/information/international-non-eu-fees/

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students.
- Concerning University of Oviedo, the Principality of Asturias, through the regional government, is responsible for imposing the fees. The University of Oviedo has no authority over this.
- In URN, it is a decision taken at the national level. However, the management board can decide whether or not differentiated fees will be applied between non-EU and EU students.
- In HKA, there is no option of modification of tuition fees since there are none, respectively set by the state government for non-EU students.
- In UoC, it is predetermined in the study regulations of the program.
- MTU needs a special approval for modification of tuition fees and
- Ud'A does not need it.
- In MUS according to legislation, each year the taxes for the different specialties are formed following an algorithm in dependence of numerous indicators.

Sustainable funding

The universities which are planning to develop joint programmes should pay special attention to the issue of sustainable funding. The implementation of these programmes will generate additional costs. The question of how these programmes will continue without the external funding from the INGENIUM alliance or other sources is crucial. Partner institutions might need to co-fund the programmes or could depend entirely on EU funding.

According to the data from the self-assessments, one of the main obstacles identified by the universities in INGENIUM is the lack of sustainable funding (7/10 universities agree) and suitable funding (6/10 universities agree).

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Figure 12: Lack of sustainable funding
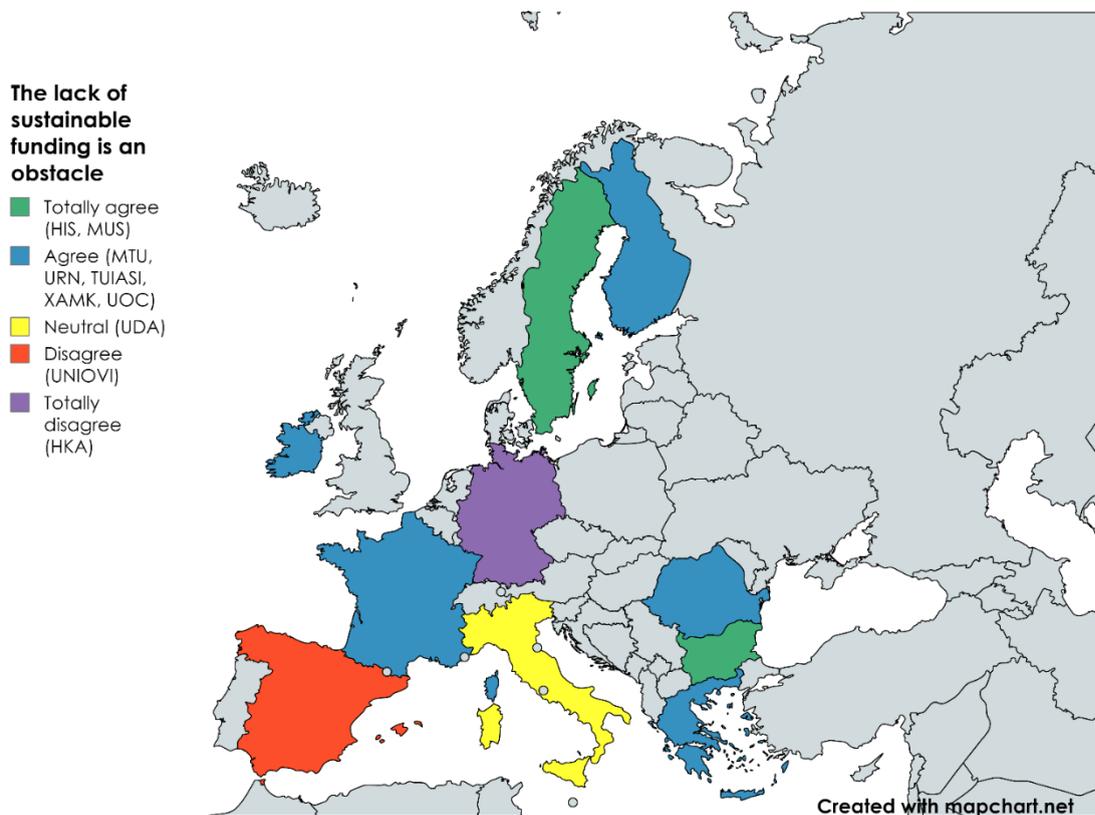
The national financing scheme in Finland has varied a lot during the years concerning internationalization. When the economic situation is tight, internationalization is the one of the first topics to reduce funding. According to TUIASI as a rule, the university budget is regulated annually. Thus, it is difficult to estimate what will happen in the long term. The University of Skövde agrees that the lack of sustainable funding makes it difficult to plan transnational collaborations. However, HKA is of the opinion that the funds provided through the Erasmus Budget are sufficient. The University of Oviedo analyzed the case of INGENIUM, the only limitation is the duration of the projects (which lasts four years), but they do not consider that this is a big issue.

TUIASI declared that at the moment, the only funds available are from the Erasmus programme. They have to find alternative funds to complement the current ones. Ud'A needs more funding both at a local and national level. In MUS, there is a lack of national and institutional funding for international cooperation. All the activities are funded in the frames of Erasmus+, Horizon

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Europe, COST, AUF. Insufficient financial autonomy of the university and the lack of external funds is crucial.

According to UNIOVI and HKA, the Erasmus+ provides enough capacity, even though the financial amount is not very high.

Figure 13: Lack of suitable funding instruments
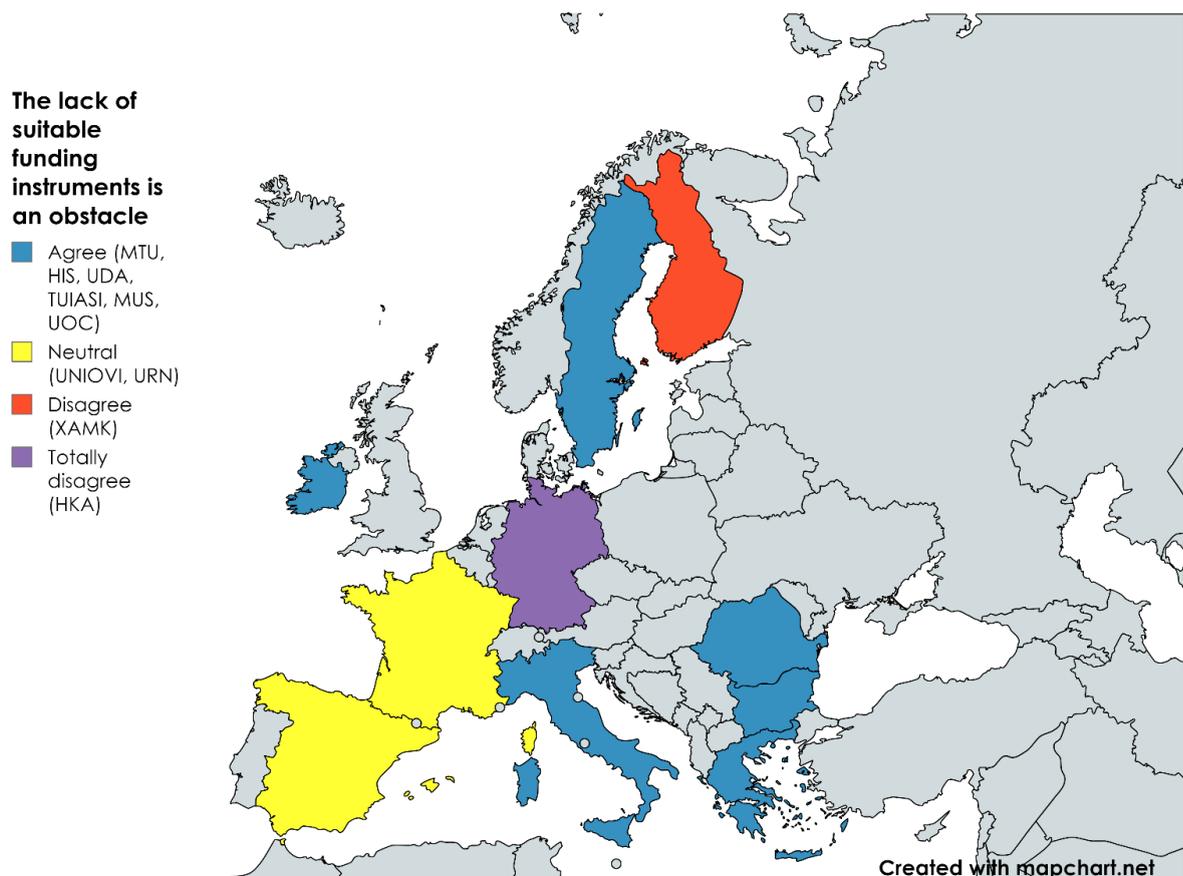
Submitting many applications could be discouraging and time consuming. The universities are different in regards to their capacity for project application and the following implementation. Complications may arise when applications require submitting detailed projects and in the case of national/international funded projects. A properly functioning support structure can help in this regard. The relatively high number of answers "Neutral" shows a lack of awareness of the topic of funding, low level of information concerning the financial matters and not structured long term vision. At this stage of development of INGENIUM, the partners do not have a strategy

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for financial support of the future joint programmes. The questions for eventual stop of the EU/public funding are not on the agenda.

Figure 14: Need to apply multiple calls every year
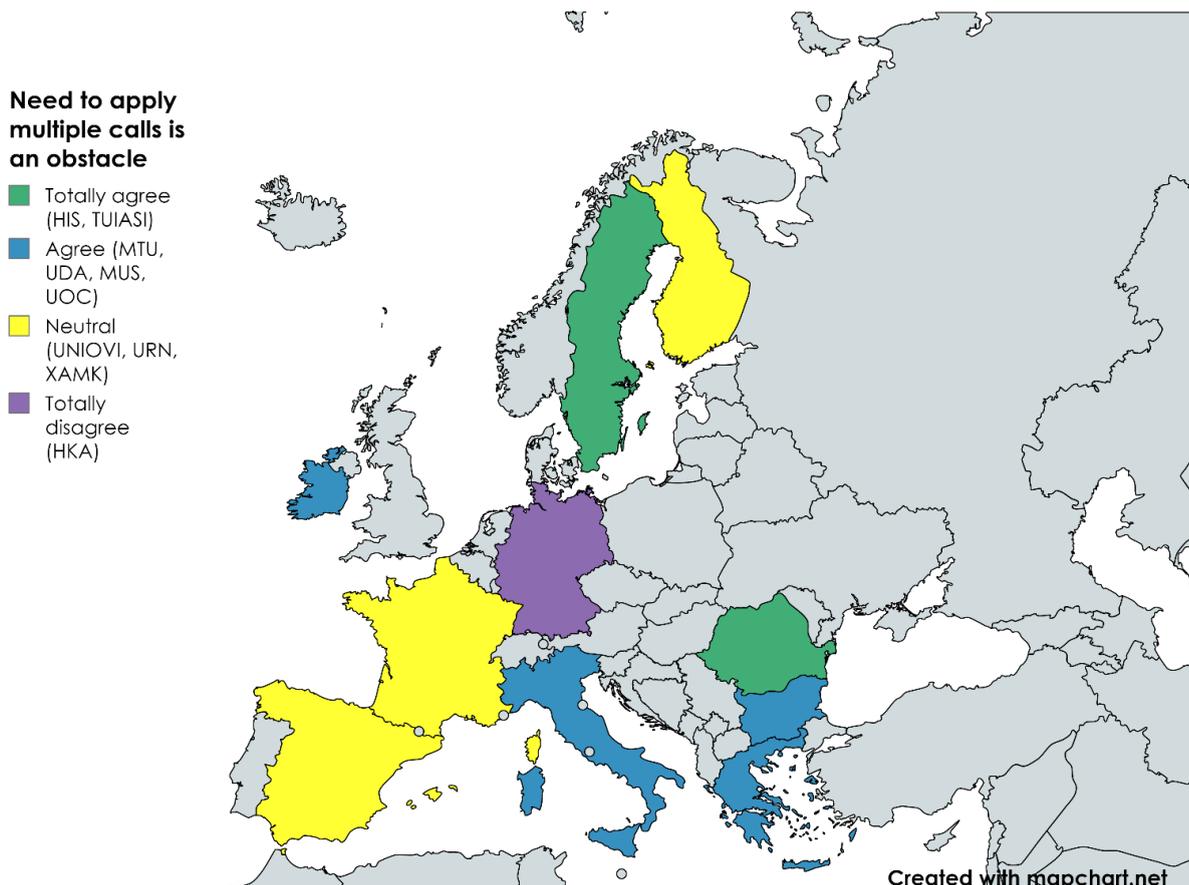
Students' administrative procedures

A dedicated self-assessment has been launched to collect data and descriptions of institutional procedures connected with student administration. These procedures include the application procedures to study programmes, the selection and admission procedures, the entrance test regulations as well as the services for students including visa support and housing. The results of the survey on students' administration are part of an Appendix Administrative issues, but the main recommendations included in the Appendix are integrated in chapter 4 "Guidelines for the development of joint programmes"

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2.4.3 Recommendations for the establishment of Joint Programmes

The main obstacles for the establishment and implementation of Joint Programmes, as it is shown by the previous paragraphs, are related to both national and institutional level. Obstacles perceived are in particular related to the accreditation systems, to the continuing evaluation of the programmes, to the funding systems of the study programmes and connected tuition fee regulations as well as to the sustainability of the joint programmes. In addition, the different students' administration systems will require ad hoc solutions for the establishment of joint programmes, as indicated by Task 2.2.

For specific issues connected with national regulations, working at the level of the national systems will be required to remove existing obstacles in the accreditation of joint programmes and the delivery of joint degrees.

As a main recommendation for the student selection process in INGENIUM joint programmes is to develop a joint selection committee with common selection procedures.

When it comes to tuition fees, it might be difficult to harmonize all tuition systems, even when legislation is in the process of changing. At the same time, it is also difficult to try to find a minimum common denominator among partners.

One possible way is to further investigate if, in the case of joint programmes, it is possible that students pay fees to the administrative coordinator of the joint programme. The funding of the fees can be then distributed to partners according to national or institutional rules.

Another possible way is to try to start the establishment of joint programmes among a small group of partners whose legislations on fees are more flexible.

Other possible solutions concerning fees are:

1. The establishment of a single INGENIUM fee;
2. Fees charged according to study location;
3. Fees charged according to home institution (especially in the case of double degrees)

Eight institutions share the opinion that the easier quality assurance system at National and European levels will contribute to overcoming the obstacles. As a recommendation, there is a need for institution based accreditation for European Universities instead of programme based, for example the EUniQ approach. There is a need for elaboration of a European platform that

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could collect data on QA in order to synchronize the QA criteria in all European countries, which will lead to the development of QA framework for European universities which should be implemented in the national regulations. And last but not least the possibility to stipulate all aspects of QA in a cooperation agreement.

INGENIUM should develop a joint programme budgeting plan and to identify costs and incomes. Sources of income can include: 1) tuition fees; 2) external funding – for instance Erasmus Mundus Joint Master Degree program; 3) a joint program development fund (from our institutions or governments). Additional operational costs may be necessary for curriculum development, student and staff mobility, short-term student accommodation, administration, IT costs for joint student administration, and for additional activities such as a Summer/Winter School.

Another approach is to have a wide range of solutions - application for EU funding (e.g. Erasmus Mundus), for other public/national funds and tuition fees from international students.

The partners need to develop a long-term financial plan for their joint programmes. They should create an administrative unit for coordination and support of the programmes from the beginning, ensuring financial planning and relations with external partners and business. Both coordinators - academic and administrative staff need professional development, exchanges and training initiatives.

As a general recommendation, it is crucial that in the beginning of development of a joint programme, the legal offices of the partner universities have to check the legal side, because the tuition fees and the distribution of costs and incomes between them must be agreed before launching the programme. This could prevent future legal problems.

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3. Summary of obstacles, recommendations and actions ahead

In the following table, a synthesis of the obstacles detected and of the main recommendations are presented:

Topic: Institutional commitment and management issues

Obstacles	Level of the obstacle (EU, National, Institutional, Faculty/study programme)	Recommendations
Governance changes after elections	Institutional	• Creating INGENIUM offices with technical staff to ensure knowledge retention. • Introduce INGENIUM in the strategic documents of the university.
Lack of sustainable funding for the Alliance	EU level	• INGENIUM should be more actively involved in the ongoing discussions at EU level about the future investment pathway for the Alliances, the European Degree Label and the European Statute for the Alliances
Difficulties concerning mobility and organizational cultural differences	Institutional	• Organisational culture differences will remain in the future. The INGENIUM members must be committed at leadership/top management level to continue the collaboration and to establish common grounds for collaboration. This pathway involves the commitment to create cooperation structures of administrative staff and of academic staff for the development of collaborative education and mobility formats on which to test the procedures created (E.g.: a general cooperation agreement for the mobility; a task force of mobility staff members; a recognition process for the Alliance etc.)
Lack of incentives for the involvement of staff in the Alliance	Institutional	• Staff have to be encouraged to participate in international collaboration due to opportunities for career growth, travel and training, visits to partner universities. • Financial incentives and career development are needed because of the time-consuming and very challenging work. • Travel opportunities and research involvement is also a good external opportunity. INGENIUM should carefully prepare the ground for making sure that most of the participants in the project get an incentive.

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		● The continuity after changing the management is highly appreciated when it comes to long-term sustainability of projects

Topic: Mobility of Students

Obstacles	Level of the obstacle (National, Institutional, Faculty/study programme)	Recommendations
Restrictive policy of some faculties in order to guarantee a certain quality of knowledge	Faculty or study programme	INGENIUM needs a university's management commitment for the development of fair and clear procedures for recognition, understandable by students and academics. The recognition of the learning outcomes of the students must be independent of the personal opinion of the academic staff or of the reputation of the host institution.
Recognition depends on the international ranking of the host university	Institutional	
The decision for recognition of certain subjects are made personally by the head of the relevant department	Faculty or study programme	The Alliance is based on a level of "integration", not only collaboration and all structures of the universities are supposed to engage with each other. Heads of department and other academics with mobility responsibility should consider this integration and become more familiar with the reality of the other universities, resulting in increased trust that brings automatic recognition.
Weak coordination between the sending and receiving institution before the mobility	Institutional	In the framework of the INGENIUM consortium, the task force of mobility officers will ensure the timely communication among partners and the organisation of the mobility. This task force needs to be established and to work close to the academic staff developing and implementing programmes

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The process of recognition is time consuming and requires student's initiative and support from different departments, students are not willing to sacrifice a year	Institutional/ Faculty or study programme	Institution of a special commission with procedures for recognition of studies - grades and ECTS credits - included in the academic record and degree
Although all universities apply learning agreements, there is still a risk for not getting recognition of the courses	Institutional/ Faculty or study programme	INGENIUM needs a university's management commitment for development of fair and clear procedures for recognition, understandable by students and academics. The recognition of the learning outcomes of the students must be independent of the personal opinion of the academic staff or of the reputation of the host institution. Being an alliance, recognition should probably be linked to an approved institutional policy to reduce the level of discretion.
Programme structure that does not allow mobility	National / institutional obstacle	Need to work at "study programme level" if it is an institutional decision. If it depends on national level it must be taken to national authorities
Cultural and linguistic barriers	Student level	Promotion of the INGENIUM campuses among students; developing intercultural and language preparation training for students
Few places for mobility (few bilateral agreements)	Institutional/Partnership	Need to work to create a framework cooperation agreement for mobility within the INGENIUM Consortium
Compulsory practice periods (students could not realize practice abroad)	National / institutional obstacle	Need to work at "study programme level" if it is an institutional decision. If it depends on national level it must be taken to national authorities
Different grading systems and tools	National and institutional level	Common solution that can be different for each study programme, it can be a conversion

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		table for all grading systems or no grades at all

Topic: Mobility of Staff

Obstacles	Level of the obstacle (National, Institutional, Faculty/study programme)	Recommendations
Lack of recognition of mobility of **academic staff** in the career progression	National and institutional level	Where it is possible, internal regulations should incentivize academic staff mobility. In any case, the added value of academic staff mobility in terms of increase of quality of study programmes and personal growth of academic staff must be clearly communicated within the INGENIUM consortium
lack of time to provide for arrangements for **academic staff** mobility	Institutional/individual level	A better collaboration among academic staff of the INGENIUM Consortium, supported by mobility officers (e.g.: task force mobility for INGENIUM) could help to overcome this obstacle
Added value of administrative staff mobility is not recognised by institutions	Institutional	Institutional commitment required to present administrative staff mobility as an added value
Lack of linguistic competence within administrative staff	Institutional	Further training, also at the level of INGENIUM, to be organised for linguistic competences

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Topic: Joint Programmes

Obstacles	Level of the obstacle (EU, National, Institutional, Faculty/study programme)	Recommendations
Accreditation of Joint Programmes	National and institutional level	Working at national and EU level with advocacy actions, also connected with the European Degree Label projects
Issuing a joint diploma	National level	Working at national and EU level with advocacy actions, also connected with the European Degree Label projects
Admission/selection of students in joint programmes	Institutional level	As a main recommendation for the student selection process in INGENIUM joint programmes is to develop a joint selection committee with common selection procedures
Different tuition fee system and differences between EU and non-EU students	National and institutional level	It might be difficult to harmonize all tuition fee systems, even when legislations are in the process of changing. At the same time, it is also difficult to try to find a minimum common denominator among partners. - One possible way is to further investigate if, in the case of joint programmes, it is possible that students pay fees to the administrative coordinator of the joint programme. The funding of the fees can be then distributed to partners according to national or institutional rules - Another possible way is to try to start the establishment of joint programmes among a small group of partners whose legislations on fees are more flexible Possible solutions are: 1) Single INGENIUM fee; 2) Fees charged according to study location; 3) Fees

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		charged according to home institution
Different QA/evaluation procedures in place	European/national and institutional	Eight institutions are of the opinion that the easier quality assurance system at National and European levels will contribute to overcoming the obstacles. As a recommendation, **there is a need for institution based accreditation for European Universities instead of programme based,** for example the EUniQ approach. There is a need for elaboration of a European platform that could collect data on QA in order to synchronize the QA criteria in all European countries, which will lead to the development of a QA framework for European Universities which should be implemented in the national regulations. And last but not least the possibility to stipulate all aspects of QA in a cooperation agreement.
Covering additional costs of joint programmes	National/institutional level	INGENIUM should develop a joint programme budgeting plan and to identify costs and incomes. Sources of income can include: 1) tuition fees; 2) external funding – for instance Erasmus Mundus Joint Master Degree program; 3) a joint program development fund (from our institutions or governments). Additional operational costs may be necessary for curriculum development, student and staff mobility, short-term student accommodation, administration, IT costs for joint student administration, and for additional activities such as a Summer/Winter School. Another approach is to have a wide range of solutions - application for EU funding (e.g. Erasmus Mundus), for other public/national funds and

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		tuition fees from international students. The partners need to develop a long-term financial plan for their joint programmes. They should create an administrative unit for coordination and support of the programmes from the beginning, ensuring financial planning and relations with external partners and business. Both coordinators - academic and administrative staff need professional development, exchanges and training initiatives.
Difficulties in modifying fees	National level	As a recommendation, it is crucial that in the beginning of development of a joint programme, the law offices of the partner universities have to check the legal side, because the tuition fees and the distribution of costs and incomes between them must be agreed before launching the programme. This could prevent future legal problems.

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Topic: Administrative issues

Obstacles	Level of the obstacle (EU, National, Institutional, Faculty/study programme)	Recommendations
Academic calendar and calendar for application	Institutional	For the implementation of joint academic programmes among all partners, it is necessary that the academic calendar of these joint programmes be uniform for all. It would be appropriate to have a September start date and a June end date. As for application deadlines: The application deadline for the joint programmes may be: - pre-selection of candidates in February/March; - pre-selection of candidates in April/May; - selection of candidates in June/July; - selection of candidates in October. They could be different for Bachelor, Master and PhD level. To conduct joint future studies, it is necessary to unify the academic year and application periods for study in the joint programmes. All differences in applications based on nationality should also be abolished, as such practices would discriminate against applicants and put them at a disadvantage.
Online application	Institutional/national	For the conduct of future joint programmes, it is necessary to have an online platform through which students can apply. Personal submission of documents to each of the partners must be also as an option.

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		All of the information needs to be visible and accessible to all involved partners of the study programme.
Database to store students data	Institutional	INGENIUM can create and use its own database or can use the database of all partner universities. It is necessary to create a database to store and manage all the information related to the future students of INGENIUM. All partners must have access to these databases, and each partner must be authorized to manage this information. This information needs to be fully visible to all partners. The question of who would have access to the database would also need to be clarified. INGENIUM must regulate who would have access to its database. Based on the experiences shared by the participants, it may be: - Vice-rector's offices - The office manager - Educational department - Central administration - Admission committee
Services to international students: Welcome guide, housing, visa, insurance, language courses	Institutional	The universities can develop a separate welcome guide for their future students, which will provide all necessary information for studying at

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		INGENIUM. The guide can be online or on paper. It would be necessary for this guide to be translated into all official languages used by the partners. In addition, it is always better when the universities provide a welcoming activity for their new students. Universities could provide their own dormitories if they have ones, or to help students to find accommodation in town. The universities may provide support with visa and residence issues by providing sufficient information on their student guides, websites and through their international departments. When studying in separate joint programmes, it would be good to unify the requirements for students regarding the conclusion of compulsory insurance for the period of their studies, if this is achievable. This depends on the national regulation and the common decisions of the partners. It would be advisable for the language courses to last one semester, so that in case of upcoming mobility students can complete it together with the semester. Each university could provide a separate certificate for each language course completed.
Financial capacity to be proven by non-EU students	National	Requirements for international students to prove financial capacity are set at the national level and could not be unified.

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3.1 Actions

Action needed at following point:

- Standards at European level within digitalization for easier integration between systems.
- Easier application process for Erasmus+ - both for the universities and for the individual using Erasmus+ and less reporting.
- Decreasing the application process-time for students from applying at home university until they arrive at partner university.
- The adoption of uniform standards is very difficult and almost impossible at the European level. But it will help to unify knowledge and skills and greatly improve learning.
- Standardization of the study period, correlation of university calendars with the admission period, standardization and recognition of the degree within the INGENIUM Alliance.
- Unclear what is meant by European Statute. If it is a law that has specific content and trumps local universities law, then it could be beneficial. It is highly dependent on the content.

3.2 Impact

The solutions will have a positive impact on:

- Enhanced willingness of the students and staff to participate.
- Enhance the motivation and trust within the partners.
- Funding will give staff more time for teaching and working within INGENIUM.
- Similar and easier quality assurance will give more time to implement activities that affect quality positively.
- The students can easily get jobs abroad after studies with similar accreditation and be more motivated to apply for mobility.
- A Lean Organization Pattern - at a EU level accreditation and quality assurance are already in progress. Funding and easier recognition of learning outcomes might be implemented at a national level.
- Funding will ensure continuity. Agreement on the QA/accreditation process will encourage more institutions to explore collaboration opportunities as current arrangements are often viewed as being too cumbersome for the benefits involved.

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- Funding would help remove barriers as it could allow for scholarships which would enable students to participate in double or joint degrees. Additionally, staff mobility is not possible without funding, so it would be very necessary to enhance such opportunities.
- Despite this, it is difficult to eliminate some barriers such as implementing easier accreditation by a national agency. If the student receives two different degrees, it would allow both universities to follow the requirements of its national level.
- Nevertheless, we must be aware that when carrying out the activities of the consortium, the universities can be grouped according to specifics, profile and programmes. Participating universities will identify the common aspects for the creation of joint degrees. The possibility of establishing interdisciplinary programmes based on the experience gained in the consortium must also be taken into account.

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4. Guidelines for INGENIUM Campus implementation

The following guidelines for the implementation of the inter-university campus is entirely devoted to the preparation for the development and implementation of double degree programmes and joint programmes leading to joint award where legal restrictions are not in place, or leading to multiple awards where the legal boundaries are in place. For the other aspects of the inter-university campus, namely the improvement of students and staff mobility, a specific action plan taking into consideration the results of the survey and the identified obstacles will be defined.

4.1 Establishment of working groups and initial considerations

Considering the different administrative, legal and academic aspects to be taken into consideration when developing a collaborative study programme, it is advisable that the INGENIUM consortium establishes working groups of experts with at least one member per institution in order to support academic staff in the setup of the programme and on the administrative and normative checks before the start of the development phase. This group could involve accreditation experts, study programme developers and internationalization/mobility officers.

At the leadership level, the different benefits, costs and opportunities and challenges of the development of a double degree programme as compared to the joint programmes must be acknowledged. Indeed, a different level of integration of the academic and administrative systems is required for the implementation of double and joint degrees and some tools can be jointly developed only in specific cases.

In addition, the level of the qualification and the study field may also generate different procedures. This is why, based on the report of this deliverable, the leadership should first decide from which level of integration to start the inter-university campus, as well as at which level of study and study field.

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For the maximum level of integration, represented by the joint programme developed from scratch by the Consortium and possibly leading to a joint degree, a certain degree of harmonization is required.

Considering the above reflections, it might be useful for INGENIUM to also establish working groups of academic staff of a given disciplinary/research area as the Academic Committee, to start the development of joint programmes within study fields in which the academic cooperation is consolidated. This academic group will also be the testbed for the following guidelines and will internally disseminate the results in order to scale-up the experience and the results.

Finally, a working group that might help the development of joint programmes is a working group composed by EU Project writing experts. This group will help the programmes to find a suitable funding source for its implementation (E.g.: Erasmus Mundus, KA2 Strategic Partnerships; KA2 Innovation Alliances, KA1 BIPs for Intensive Programmes etc.)

Topic	Administrative issues for double degrees	Administrative issues for joint degrees
Academic calendar	An attempt to harmonize academic calendars of the national/institutional study programmes involved in the double degree agreement should be pursued to make the mandatory mobility for students enrolled in the double degree smoother.	For the implementation of joint academic programmes among all partners, it is necessary that the academic calendar of these joint programmes be uniform for all. It would be appropriate to have a September start date and a June end date.
Online platform for application	For the application of students in double degrees, it might not be necessary to provide for a single online application platform. Partners involved might decide to follow local procedures and to select their own students for participation in the double degree programme.	For the conduct of future join programmes, it is necessary to have an online platform through which students can apply. Personal submission of documents to each of the partners must also be an option.

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		All of the information needs to be visible and accessible to all of the partners.
Database for data storage		INGENIUM can create and use its own database or can use the database of all partner universities. It is necessary to create a database to store and manage all the information related to the future students of INGENIUM. All partners must have access to these databases, and each partner must be authorized to manage this information.
Entrance test	Not necessary to develop a single selection procedure. Each partner uses internal regulations and modes.	Consensus needs to be reached about the entrance application. It would be appropriate to apply entirely online through documents/certificates or to take a unified entrance test. Entrance tests or written/oral exams or conducting an interview are options for future students to be selected. The final decision on how to select future candidates for joint INGENIUM programmes could be different according to the major in which the students will apply. To be able to ensure equal rights for the admission of the candidates it is necessary, whatever selection method is chosen, to offer the candidates a textbook/reference book to prepare for their applications.

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Application deadlines	No need to harmonize.	As for application deadlines: The application deadline for the joint programmes may be: - pre-selection of candidates in February/March; - pre-selection of candidates in April/May; - selection of candidates in June/July;selection of candidates in October.
Services to international students Welcome guide, housing	The universities can develop a separate welcome guide for their future students, which will provide all the necessary information for studying at INGENIUM. The guide can be online or on paper. It would be necessary for this guide to be translated into all official languages used by the partners. Universities could provide their own dormitories if they have ones, or to help students to find accommodation in town.	The universities can develop a separate welcome guide for their future students, which will provide all the necessary information for studying at INGENIUM. The guide can be online or on paper. It would be necessary for this guide to be translated into all official languages used by the partners. Universities could provide their own dormitories if they have ones, or to help students to find accommodation in town.
Financial liability of international students	The universities may provide support with visa and residence issues by providing sufficient information on their student guides, websites and through their international departments	The universities may provide support with visa and residence issues by providing sufficient information on their student guides, websites and through their international departments
Insurance		When studying in separate joint programmes, it would be good to unify the requirements for students regarding the conclusion of compulsory insurance for the period of their studies, if this is achievable. This depends on the national regulation and the common decisions of the partners.

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Language courses	It would be advisable for the language courses to last one semester, so that in case of upcoming mobility students can complete it together with the semester. Each university could provide a separate certificate for each language course completed.	It would be advisable for the language courses to last one semester, so that in case of upcoming mobility students can complete it together with the semester. Each university could provide a separate certificate for each language course completed.
Welcome activity for mobility students	It is always better when the universities provide a welcoming activity for their new students.	It is always better when the universities provide a welcoming activity for their new students.
Career guidance	No need to have a common guidance service at the level of INGENIUM.	Career guidance can be offered to students of joint programmes on a joint consortium basis.
Special provisions for disabilities	It is good to draw up general provisions for students with disabilities, which should be applied according to the individual possibilities of all universities. Each university could present its provisions in this direction.	It is good to draw up general provisions for students with disabilities, which should be applied according to the individual possibilities of all universities. Each university could present its provisions in this direction.
Alumni network	Alumni network might facilitate future enrolments and publicity of the INGENIUM consortium.	Alumni network might facilitate future enrolments and publicity of the INGENIUM consortium.

4.1 Developing Double Degrees

Developing double degrees on a bilateral basis is a way to internationalize existing study programmes at the partner's institutions without requiring the development and accreditation of new study programmes. In case of a trilateral (or more) arrangement, it could be necessary to have more coordination among partners in the definition of the rules of the multiple degree.

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4.1.1 Academic issues in the development of a double or multiple degree

1   The first step in the development of the double/multiple degree is to define whether the involved institutions already have study programmes in this field.

2   Once the existing study programmes are determined, the learning outcomes at programme, module and course unit level must be compared in order to see if programmes are compatible. It is important to compare the programmes in terms of learning outcomes rather than in terms of strict names of course units in order to a**llow to merge study programmes with similar learning outcomes but with a certain level of differentiation among them in order to give the participating** students an **added value in participating in the double/multiple programme** (as opposed to following the whole programme at the home institution).

3   The third step would be to define the mobility path to allow the award of the national degrees of the participating institutions. It might be decided that one semester or one year of mobility could be the minimum requirement for the student to obtain a second degree. Mobility options may vary.

4   The following (or parallel) step is the definition of the cooperation agreement for the establishment of double/multiple degree collaborations. The inter- institutional collaboration must be regulated via a written agreement between all parties that includes a statement on the application, admission process, and implementation (minimum ECTS, mandatory courses etc.) as well as the study and examination regulations. All local minimum educational requirements must be met among the cooperating universities.

4.2.2 Administrative issues in the development of a double or multiple degree

In terms of administrative and legal aspects, the following issues must be regulated in the double/multiple degree agreement:

1   The universities willing to create and launch a double or multiple degree programme should follow their national law. The application for a double or multiple degree programme should include the cooperating universities' national law, bylaw, and university regulations. These legal requirements must then be met by the intended programme.

2   The universities must ensure that the student can be awarded the degree if she/he successfully completes the programme.

3   An attempt to harmonize academic calendars of the national/institutional study

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programmes involved in the double degree agreement should be pursued to make the mandatory mobility for students enrolled in the double degree smoother. If the harmonisation is not possible, the mandatory mobility as part of the double degree programme must be organised in a way to allow students to fully participate in the partner's educational timetable.

4   The application procedure can follow the regular institutional rules. Each institution might collect applications from their candidates and select students for the double degree according to joint requirements defined with the partner.

5   Also in terms of application deadlines and timetables, partners might not harmonise their systems unless specifically required by a particular study programme.

6   Tuition fee policies could follow the regular institutional policies.

7   A common decision on the funding for the scholarships for the mandatory mobility must be arranged. Erasmus+ agreements can be the most immediate funding instrument to allow the support of a mandatory mobility. Restrictions in terms of the available number of scholarships or other specific rules of the Erasmus+ Programme may jeopardize the participation of students. Therefore, specific discussions on the budget for additional costs (mobility scholarships and costs of coordination) should start at the beginning of the development phase.

8   Even in case of double/multiple degree programmes, specific services for students in their mobility period must be agreed in the cooperation agreement. These might include support in housing and language courses provision.

4.2 Developing Joint Degrees

The development of joint degrees is a further step of collaboration and educational systems integration. It requires partners to take clear decisions and to develop specific services and procedures to effectively cooperate in the implementation of a joint degree.

4.2.1 Academic issues in the development of a joint degree: general recommendations

1   The inter-institutional collaboration must be regulated via a written agreement between all parties that includes a statement on the application, admission process, and implementation (minimum ECTS, mandatory courses etc.) as well as the study and examination regulations.

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2   The agreement must clearly mention the national laws allowing the development of the joint degree and the qualification awarded.

3   The universities willing to create and launch a joint degree should follow their national law. The application for a joint degree should include the cooperating universities' national law, bylaw, and university regulations. Before a programme is developed, a multinational investigation needs to be made into the legal requirements that apply. These legal requirements must then be met by the intended programme.

4   The agreement must include all the procedures negotiated for the joint selection, application and admission of the students in the programme.

5   The financial arrangements, including tuition fees, must be indicated in the agreement or in an annex.

6   The study programme learning outcomes and course units must be included in the agreement or in a specific annex.

7   Dispositions of the mobility and mutual recognition must be part of the agreement, as well as all the decisions taken in terms of assessment, knowledge assessment and degree award board; management and promotion of the programme, student's rights and responsibilities (services, accommodation, insurance, prevention and security), validity, disputes.

8   The universities must ensure that the student can be awarded the degree if she/he successfully completes the programme.

9   All local minimum educational requirements must be met among the cooperating universities.

10 Each partner should appoint a local academic coordinator from amongst the academic staff teaching in the program, who is responsible for:

(1) ensuring that the requirements of their home universities are met.

(2) managing the joint degree efficiently in collaboration with the partner coordinator.

(3) coordinating the program management with local administrative representatives.

4.2.2 Academic issues in the development of a joint degree: creating the study programme

1   The first step in the development of the study programme is the definition of the cultural and professional profile of the future graduate. For this purpose, a needs

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analysis in the countries of the consortium must be carried out, to investigate if the identified profile is in-line with current and future development of the society and the labor market. A benchmark on existing courses and a continuing relation with stakeholders would help in the definition of the joint degree to be developed.

2   After the academic profile has been drafted, partner institutions willing to develop the programme must perform an internal feasibility check, to figure out the capacity to develop the programme in terms of available academic staff, spaces and resources.

3   In parallel, the administrative working group should check the accreditation procedures for the joint programme.

4   After the definition of the professional profile, the programme should be described in terms of learning outcomes at programme level.

5   The specializations of each partner must then be taken into consideration in order to design the structure of the programme in semesters, dividing from core courses, methodological courses, specialization courses, elective courses, transversal skills and language courses (and possible others).

6   The next step would be to define the course units, describing:
   ● Programme and course information,
   ● Amount of time estimated for course activities (hours / term)
   ● Learning outcomes,
   ● Course objectives,
   ● Contents for course and laboratory/practice/seminars
   ● Evaluation/assessment

7   Credits (ECTS) must be allocated according to the expected workload to achieve the learning outcomes.

8   Examination methods to be used for are specified in the agreement. They could for example be:
   ● written and oral exams,
   ● individual and group assignments,
   ● clinical examinations, laboratory assignments;
   ● research projects with a presentation and assessments;
   ● individual or group project work;
   ● portfolio of work, practice work;
   ● case studies;
   ● colloquium;
   ● placement studies examination;
   ● thesis – with or without defense;
   ● defense of dissertation;
   ● language certificate from external bodies.

An undergraduate study programme can be completed by:

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- thesis / public thesis defense;
- written and/or oral examination/state exams;
- no exams, but a total number of ECTS which meets the requirements of EU/Bologna process/"Lisbon Recognition Convention".

A postgraduate study programme can be completed by:

- thesis with a public thesis defense;
- written and/or oral examination/state exams;
- a scientific publication.

A PhD degree can be completed by a public thesis defense.

9   The mobility paths must be designed to allow a multiple path for students, following specific specialization logic.

10 A course guide must then be developed, describing all the points illustrated above.

4.3 Administrative issues in the development of joint programmes

1   For the implementation of joint academic programmes among all partners, it is necessary that the academic calendar of these joint programmes be uniform for all. It would be appropriate to have a September start date and a June end date.

2   Online platform to allow the application for INGENIUM and international students should be developed. All of the information needs to be visible and accessible to all of the partners.

3   It is necessary to create a database to store and manage all the information related to the future students of INGENIUM joint programmes. All partners must have access to these databases, and each partner must be authorized to manage this information. Consensus needs to be reached about the entrance application. It would be appropriate to apply entirely online through documents/certificates or to take a unified entrance test.

4   A joint selection and admission committee must be defined for each new study programme developed. Entrance tests or written/oral exams or conducting an interview are options for future students to be selected, while selection criteria must be jointly developed.

5   As for application deadlines: The application deadline for the joint programmes may be:

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- pre-selection of candidates in February/March;
- pre-selection of candidates in April/May;
- selection of candidates in June/July;
- selection of candidates in October.

6   The universities can develop a separate welcome guide for their future students, which will provide all the necessary information for studying at INGENIUM. The guide can be online or on paper. It would be necessary for this guide to be translated into all official languages used by the partners.

7   In terms of services for students, universities could provide their own dormitories if they have ones, or to help students to find accommodation in town.

8   The universities may provide support with visa and residence issues by providing sufficient information on their student guides, websites and through their international departments.

9   When studying in separate joint programmes, it would be good to unify the requirements for students regarding the conclusion of compulsory insurance for the period of their studies, if this is achievable. This depends on the national regulation and the common decisions of the partners.

10 It would be advisable for the language courses to last one semester, so that in case of upcoming mobility students can complete it together with the semester. Each university could provide a separate certificate for each language course completed.

4   Welcoming activities and career guidance should be among the services offered to joint programmes' students

5   General provisions for students with disabilities should be developed and applied according to the individual possibilities of all universities. Each university could present its provisions in this direction. An alumni network might facilitate future enrolments and publicity of the INGENIUM consortium.

4.3.1 Issuing joint degrees

A diploma can be issued by the universities for a student who has been enrolled in the specific study program.

The degree can be signed with the original signature mandatory by the legal representative of the university and not mandatory by other members of the university's/faculty's management. Scanned signature and electronic signature are allowable only in specific circumstances and under concrete university's regulations.

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Other requisites such as logos, stamps/seals etc. can be placed according to the university's regulations. It is recommended to place them at the same place for the degrees of every study programme and be recorded in the campus policy/regulations.

The degree should be issued in English and the original language of the enrolled university (if it is a national requirement or requested by the student).

According to the self-assessment conducted, the situation on the issuing of the joint degree is not the same in all represented countries. This issue will be discussed on a case by case mode and it will strongly depend on the partners that will be involved, their national regulations and the study level and field of study concerned.

In Spain, following the developments of the European Degree Label, the format of the joint degree will follow the framework developed by the European Commission (expected for the second half of 2024). The universities will be able to issue the degree both in hardcopy and in electronic format or both. The electronic format will have the same validity as the hardcopy one.

When the degree is issued in electronic format it will have the same structure and contents as in the paper format, except the signatures or seals, which will correspond to the person responsible for said electronic issuance.

Electronic diplomas will include an electronic signature or seal based on recognized certificate, time stamp and secure verification code or CSV. The electronic degree will be available on the corresponding university portal for download and verification through access to the portal.

The degrees issued by a foreign university within the framework of the European Universities Programme will take effect in Spain when they are presented to a Spanish university that is part of the same agreement and this includes a procedure indicating the official degree to which it corresponds and proceeds to the necessary procedures for its entry in the National Registry of Graduates Official University Students, according to the model established in Annex X. »

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Source: STATE OFFICIAL NEWSLETTER

No. 170 Tuesday, July 18, 2023 Sec. I. Page 103583 cve: BOE-A-2023-16573

Verifiable at https://www.boe.es Two. A new annex XIV is incorporated - Model title of the IT

BOLETÍN OFICIAL DEL ESTADO

| Núm. 170 | Martes 18 de julio de 2023 | Sec. I. Pág. 103584 |

Dos. Se incorpora un nuevo anexo XIV-Modelo de título de las titulaciones universitarias conjuntas en el marco del Programa «Universidades Europeas».

«ANEXO XIV
MODELO TÍTULO INICIATIVA "UNIVERSIDADES EUROPEAS"

LOGO UNIVERSIDAD EXPEDIDORA + LOGO ALIANZA (7)

Felipe VI, Rey de España
y en su nombre
Felipe VI, King of Spain
And on his behalf

NOMBRE DE LA UNIVERSIDAD (1)	[The….] NAME OF THE UNIVERSITY (1)
En el marco de la iniciativa de la Comisión Europea "Universidades Europeas", como miembro de pleno Derecho de (2) [NOMBRE Y ACRÓNIMO OFICIALES DE LA ALIANZA]	Under the European Commission's European Universities Initiative, as full member of (2) [OFFICIAL NAME AND ACRONYM OF THE ALLIANCE]
Expide el título oficial conjunto internacional de	Hereby issues the official international joint degree of
Grado/Máster/Doctorado Universitario … (3) (4)	**Bachelor/Master/PhD … (3)(4)**
que consta de un total de ….créditos ECTS (omitir en caso de los doctorados) a favor de	with a total of….. ECTS credits (leave out for Doctorates) to

Nombre y Apellido(s) de la persona egresada
Name and surname(s) of the holder

Nacido/a el (día/mes/año), en … (localidad, país) de nacionalidad ….	born on (day/month/year) …, in…(municipality, country), with…. nationality
tras haber superado el (5) todos los requisitos académicos correspondientes al programa conjunto internacional de las universidades (6)	having successfully fulfilled all the academic requirements corresponding to the joint international programme of the universities (6) on (5)
Fecha de expedición	Date of issue

La persona interesada	Rector/a	Unidad Responsable de Títulos
The holder	The Rector	Unit responsible for issuing degrees

Registro Nacional de Titulados Universitarios Oficiales	Registro Universitario
Spanish National Register of Holders of Official Degrees	University Register

(1). Nombre oficial de la universidad que expide el título. Traducción oficial, en su caso, en el texto inglés
(2). Indicar el nombre completo y acrónimo de la Alianza Europea
(3). Denominación específica del título que corresponda al programa
(4). Indicar especialidad si procede
(5). Indicar mes y año de la fecha de finalización
(6). Mencionar sólo aquellas universidades de la Alianza que participan en este programa
(7). Logo de la universidad expedidora + Logo de la Alianza pudiendo incorporarse los logos de las universidades que participan en el programa»

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4.3.2 Financial issues.

Joint programme budget plan.

In the first part of this document, we explored the differences in tuition fee policies between partners. INGENIUM partners should develop a joint programme budget and identify costs and incomes.

Income

Sources of **income** can include:

a) tuition fees;

b) external funding – for instance Erasmus Mundus Program;

c) internal funding from our universities' budget for additional human resources, services for students, scholarships

Option 1: One common fee (e.g. Erasmus Mundus) which requires a common policy for tuition fees. The tuition fees are paid to the coordinating university which distributes income to partners. But the legislation in some countries represents an obstacle and it might result in lack of interest from local students. In this regard the joint programme must clearly define its unique selling proposition and try to attract international students.

Option 2: Tuition fees according to the home university. Every partner will be responsible for covering the expenses for its own staff, employees, students, mobility, scholarships. As a negative side, it will be necessary to ensure external funding.

Option 3: Tuition fees according to the host university. It may have problems with the students' scholarships and they will pay different amounts.

Usually, the students pay tuition fees where they are enrolled. If they are enrolled in the coordinating university, the tuition fees will be charged according to the national and institutional legislation of this country. In this case, the differences in the tuition fees policies are not an obstacle.

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Costs

Costs may be necessary for academic staff and curriculum development, mobility of staff and students, accommodation, management and administration of the programmes, IT expenses, Summer/Winter Schools.

Check the legislation on tuition fees

Before developing a joint programme, it is important for the law offices of the involved partner universities to review the legal aspects. They need to agree on tuition fees, as well as how costs and revenues will be divided, prior to launching the programme. This could prevent future legal problems. The working group on joint programmes might be responsible for this element.

Student and staff mobility scholarships

The question of scholarships is one important part of the INGENIUM financial provisions, because once the joint programmes start, they will ensure the social cohesion among students. EU projects' officers and mobility officers will investigate ways to secure scholarships to cover the mandatory mobility of students and staff. Erasmus KA1 should be the starting point to cover these kinds of costs. The overview of the existing scholarship systems shows that the majority of INGENIUM partners have scholarship systems based on different kinds of criteria. Sometimes it is a performance based system or mix of performance and needs. Scholarships available at the INGENIUM universities must be adequately promoted and should be part of the **marketing and recruitment campaign** of the joint programme.

Another approach to scholarship provision is fundraising with stakeholders such as NGOs or the private sector, as in the case of HKA. This kind of provision should also be elaborated by the working group and it should be part of the promotion and recruitment plan of the joint programme.

•In XAMK students should qualify for a scholarship based on their system[7].

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[7] https://www.xamk.fi/en/education/tuition-fees/#scholarships.

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·Ud'A offers ADSU bursaries (University Education Rights Agency).

·In the University of Skövde, during the first year, non-EU master's students have the opportunity to apply for a scholarship offered by the University which reduces the fee by 50%. Applicants are eligible to apply for the scholarship if they are admitted to a joint programme commencing at the university. However, they are not eligible to apply if they join HIS later in the programme.

·In MUS, there are scholarships based on criteria: success and social scholarships.

·In TUIASI, there is no system of scholarships or grants that could be applied for students in the joint programmes. Currently, there are efforts at the national level to solve this problem.

·HKA is cooperating with some companies and NGOs to provide scholarships for students in specific study programmes. Whether or not a specific joint programme can be included in such a scholarship programme or if another company that is targeted for a specific joint programme needs to be elaborated. There are more scholarship opportunities from different kinds or organizations such as religious or political ones. A few more are neither political nor religious and offer scholarship opportunities. It is not necessarily a financial scholarship but can also be one that provides mentoring or other ideational support. Those scholarships are not distributed or organized through the university and must be applied for individually.

·In MTU, there are some national initiatives that offer bursaries for Irish national students. A sanctuary scholarship is available for refugees and asylum seekers. There are sports scholarships for athletes. There are some scholarships for excellent students.

·In UNIOVI for Latin American students there are scholarships from the Carolina Foundation.

Final recommendation on financial sustainability of joint programmes

At this stage, it is obvious that the public sources like the EU, university, state, and region are more distributed in comparison with the non-public sources (private sector, non-governmental, companies). Additional scholarships could attract students. It is important to find different kinds of sponsors from the business sector.

From one point of view, it will be necessary to develop scholarship schemes for local students in order to encourage them to enroll. In the case of Erasmus Mundus scholarships, international students are motivated by economic reasons. There may be disparities between students who receive scholarships and those who do not. The

scholarships should ensure the same conditions for all students. There is a need for harmonization of the scholarship policies between partners in joint programmes.

All partners have a different approach when it comes to scholarships and the reduction of fees. Selection criteria may relate to the student's level of study, level of income or nationality.

This wide range of possibilities among our partners makes it difficult to create a single common framework. One important element to be noticed is that the level of decisions can vary. It can be at university level as well as national level which will make it harder to set up a common policy. It has also been pointed out that some national policies are changing and/or could be changing in the following years.

Going forward, it will be important to define more specifically what kind of programmes will be set up (joint degrees, double degrees...) in order to see what kind of scholarships and fee waivers could be considered.

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Conclusion

The report on obstacles and guidelines for IEC implementation provides several key elements concerning the enhanced transnational cooperation and the development of joint programmes within INGENIUM and the wider European context.

In general, the partners agree on the fact that there is a need for action at systemic level, involving European, national and institutional dimension related to the need of more funding at national and EU level. The WP2 group analyzed the current situation in INGENIUM and offer key recommendations on how to approach the issue of accreditation and quality assurance system for joint programmes. As a good practice some of the universities share the EUniQ project approach and suggest to have institution based accreditation for European Universities instead of programme based. There is a need for elaboration of European instruments that could collect data on QA in order to synchronize the QA criteria in all European countries which will lead to the development of QA framework for European universities which should be implemented in the national regulations.

Deliverable 2.1 presents a framework for putting in action the recommendations included in this document and it will serve as a reference for those involved in the development of INGENIUM inter university campus (WP4), for the rest of WPs and for all local stakeholders, academics, staff and students.

The WP2 group agrees to continue the joint work on an implementation matrix that will be used by partners to list and to monitor the progress their key institutional priorities related to the deliverable. And again the majority of the partners see the establishment of European statute as an opportunity to create sustainability of the project.

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Reference list

1.Institutional transformation and leadership development at universities. A mapping exercise Report from the Innovative Leadership and Change Management in Higher Education project (NEWLEAD) By Luisa Bunescu and Thomas Estermann. October 2021

2.HOW TO MANAGE JOINT STUDY PROGRAMMES? Guidelines and Good Practices from the JOIMAN Network

3.The European Universities Initiative and system level reforms. Current challenges and considerations for the future by Anna-Lena Claeys-Kulik, Enora Bennetot Pruvot, Thomas Estermann and Thomas Jørgensen

4.Joint Programmes from A to Z. A reference guide for practitioners Second, updated edition, 2020 by Rosa Becker

5.Practical Approaches to the Management of Joint Programmes: Results from the JOI.CON Training Project

6. Erasmus Student Network (2022). Understanding the experience and needs of exchange students in challenging times. ESNsurvey - XIV edition

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Annex 1 Questionnaires on Report on obstacles and Guidelines for set up inter-university campus

1. Your email:

2. Your names and University?

3. Student mobility – To what extent do you agree that the following create barriers to student mobility

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	Totally disagree	Disagree	Neutral	Agree	Totally Agree
Lack of available opportunities for mobility					
Lack of sufficient support and guidance to study abroad					
Lack of full recognition of their academic achievements upon return to their home institution					
Lack of automatic recognition process					
Lack of information on grade conversion					
Need of broaden use of European student card initiative and Erasmus without paper network					

Please elaborate on each statement?

Any other barriers, please specify?

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4.   Joint degrees, (BA, MA, PhD) - To what extent do you agree that the following create barriers to the implementation of joint degrees

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	Totally disagree	Disagree	Neutral	Agree	Totally Agree
Administrative barriers					
Incompatibility of national qualification frameworks					
Admission					
Degrees					
Study programmes					
Examinations					
Quality assurance					
Legal Barriers					
Accreditation of joint programmes					
Joint diploma					
Lack of common accreditation standards					
Difficulties in recognition of credits					
Different length of degrees					
Different academic calendars					
Language requirements for study programmes					

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Students visa					

Please elaborate on each statement?

Any other, please specify?

5. **Staff mobility - To what extent do you agree that the following create barriers to staff mobility**

	Totally disagree	Disagree	Neutral	Agree	Totally Agree
Lack of recognition of the mobility in career progression					
Insufficient interest from university staff					
Lack of Language proficiency					
Lack of competencies, capabilities, experience at the level of academic staff					
Lack of competencies, capabilities, experience at the level of administrative staff					

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Please elaborate on each statement?

Any other, please specify?

6. **University financing for inter-university cooperation and mobility schemes**

	Totally disagree	Disagree	Neutral	Agree	Totally Agree
Lack of suitable funding instruments					
Complexity of the funding instruments					
Lack of sustainable funding					
Need to justify the use of the funds					
Need to apply to multiple calls every year					
Lack of national / public financial support					

Please elaborate on each statement?

Any other, please specify?

7. Management issues for inter-university cooperation and mobility schemes

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	Totally disagree	Disagree	Neutral	Agree	Totally Agree
Lack of strong leadership					
Lack of long-term vision and sustainability of the Alliance[i]					
Lack of common accreditation standards					
Lack of long-lasting cooperation					
Different levels of interest or lack of shared vision / common goals					
Lack of incentives for universities' staff involved					

Please elaborate on each statement?

Any other, please specify?

8. Bearing in mind the barriers you have identified in the previous section, please indicate whether the options below can help remove these barriers. Please also specify whether these policy options are best implemented at the national or EU level.

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	European level intervention	National level intervention	Both
More funding			
Easier accreditation and quality assurance system			
Recognition of learning outcomes			
Establishment of European Statute[ii]			

Other, please specify

Please describe in more details how you think the selected solutions can help remove the identified barriers

9. How do you organize internal discussion and filling out the questionnaire?

10. What kind of staff/departments have you approached in order to deliver the data?

Questionnaire on Guidelines to set up inter-university campus

Administrative issues

What is your academic calendar?

Bachelor level:

Master level:

PhD level:

Do students apply/register online?

Bachelor level:

Master level:

PhD level:

Please elaborate on your procedure:

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Do you process and store student data (BA, MA, PhD) in the admission database and who has access?

Do students have to take an entrance exam/test?

Yes/No/Other

How is it organized for Bachelor level - application mode, written exam/test, interview?

How is it organized for Master level - application mode, written exam/test, interview?

How is it organized for PhD level - application mode, written exam/test, interview?

What is your application deadline for BA, MA and PhD students? Please list your further deadlines, e.g. entrance exam etc.?

Bachelor level - Who selects students and what procedures is the selection based on (selection committee, ranking of criteria etc.) ?

Master level - Who selects students and what procedures is the selection based on?

PhD level - Who selects students and what procedures is the selection based on?

Which of the following information do you require from applicants?

	Original	Copy	Certified copy
Photo			
Passport/ID			
High school certificate			
First degree certificate			
Transcript of records			
Personal statement/motivation letter			
References			

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Language certificate			
Grade required			
Data regarding bank account			

Personal details (if yes, which in particular)?

Any other, please specify?

Access to services for international students

Do you provide a welcome guide? If yes, what does it include?

How do you provide housing for students?

How do you provide support with visa and residence issues?

Do students need to demonstrate that they have the funds to cover living expenses? If yes, to what extent?

Are students insured while studying at your institution? If yes, to what extent?

How do you provide language courses for students?

Do you provide welcome activities for students? If yes, which kind of activities?

Do you have a tutor/buddy system installed?

Do you have special provisions for students with disabilities?

Do you offer career guidance?

Do you have an alumni network?

Other services?

Academic issues

State the different assessment methods used/accepted at your university?

How many times can a student resit an exam?

What is the format of the final exam in your institution?

Does the master thesis include a defense?

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What are the minimal requirements for the master thesis in terms of pages, amount of ECTS, mandatory internship?

Does your university use an ECTS conversion table? Please provide any conversion tables used (including grades and credits)?

Which of the following elements are required on a diploma?

	mandatory	not allowed	flexible
Name of participant			
Name of study programme			
Birth date			
Place of Birth			
Nationality			
Total study duration			
Total credit points			
Grade			
Title of thesis			
Signature and official stamp of the legal representative			
Electrical signature			

Any other, please specify?

Can a diploma be signed for a student who participated in the study programme, but was never enrolled at your institution?

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Who signs the diploma (position of the person)?

Does the signature have to be original or can it be a scanned version?

Can the logo be at any place on the document (top, bottom, side…)?

Is a stamp / seal required?

Is it sufficient to provide the document in English? If not, what languages are required?

If the grade is required, what grading system is being used (please provide the scale)?

Financial issues

What are the full programme costs of 1 year and what do they include?

Can a joint programme be subsidized by your institution? If yes, please explain how.

What is the minimum number of students at your institution which would allow implementing a programme/ a course?

What is the maximum number of students in master programmes at your university?

Is your university allowed to charge tuition fees and if yes, are there any conditions in doing so?

What are the tuition fees for national/EU students in your university for 1 year?

What are the tuition fees for non-EU/EEA nationals in your university for 1 year?

Does your institution need to sign a special approval for the modification of tuition fees?

What are the administration fees for students for 1 year and what do they include?

Are there fee differences between programmes and if yes, what do they depend on?

Does your university have fee waivers? If yes, explain your system.

Is it possible for EU or non-EU/EES students to get a "discount" (to reduce fees)?

Is there a scholarship system or one time grants in your university or from outside, like the National Education Ministry, private business, research centers, etc., that could be applied for students from the Joint Programme?

Organizational approach

How do you organize internal discussion and filling out the questionnaire?

What kind of staff/departments have you approached in order to deliver the data?

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Annex 2: A matrix that will be used by partners to list and to monitor the progress of their key institutional priorities related to the deliverable.

Objective	*Please list the institutional transformation objective that you seek to attain.* *Select between 3/5 institutional objectives*
Description	*Describe the obstacle in detail*
Link to barrier identified in D2.1	*Link the objective with one or several barriers identified in the report D2.1, or to other Ingenium objectives in case it does not fit one specifically*
Potential Actions to be taken at the institutional level	*List the actions that you plan to take within your institution. Example: "change credit recognition policy for participation in extracurricular activities for EQF 6 and 7 students*
Actions to be taken at other levels	*List potential actions concerning other actors, such as regional or national governments. Example: "joint position paper with other Spanish Universities on proposal for quality assurance reform*
Responsible(s) within the instituion	*Explain who from the institution will be involved in the actions. Include the main responsible and other involved actors.*
Expected timeline and key milestones	*Please define an expected timeline and establish milestones if possible, Example:* *New institutional mechanism for the creation of joint programmes. Milestone: consultation launched among faculties and student representatives*