

Putting the European Degree Label into Action: Bridging Policy and Practice Report

Disclaimer

The content of this report reflects the discussions, views, and preliminary conclusions expressed by participants during the Venice workshop. It is based on exchanges within the community and aims to capture collective reflections and shared understandings at the time of the event.

The information presented should not be interpreted as official positions, validated guidance, or confirmed information from the European Commission or the Directorate-General for Education, Youth, Sport and Culture (DG EAC). Any interpretations, assumptions, or conclusions remain those of the participants and do not necessarily reflect current policy decisions or formal positions.

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List of Abbreviations

DG EAC	Directorate-General for Education, Youth, Sport and Culture
EA	European Approach
EDJP	European Degree and Joint Programmes
EDL	European Degree Label
EFQM	European Foundation for Quality Management
EHEA	European Higher Education Area
ENQA	European Association for Quality Assurance in Higher Education
EQAR	European Quality Assurance Register for Higher Education
ESG	Environmental, Social and Governance
EU	European Union
EUA/ EUAs	European University Alliance/ European University Alliances
FOMO	Fear Of Mission Out
FOR-EU4ALL/ FOREU4ALL	FORum of European Universities for All
NVAO	Accreditation Organisation of the Netherlands and Flanders
PDCA	Political Dialogue and Cooperation Agreement
QA	Quality Assurance
SDGs	Sustainable Development Goals
VLUHR	Flemish Universities and Colleges Council (trad. in English)

I. Executive Summary

This report presents the outcomes of the Venice workshop “*Putting the European Degree Label into Action: Bridging Policy and Practice*”, organised jointly by the FOREU4ALL topical groups on European Degree & Joint Programmes (EDJP) and on Quality Assurance (QA). The workshop brought together representatives of European University Alliances (EUAs), Quality Assurance agencies, policy experts, students, and other stakeholders to examine how the European Degree Label (EDL) can be implemented in practice across diverse national, institutional, and regulatory contexts.

Discussions highlighted the strong added value of the EDL as a catalyst for deeper jointness, enhanced student experience, and stronger European cooperation in higher education. At the same time, participants underlined significant implementation challenges, notably legal and regulatory fragmentation, uneven uptake of the European Approach (EA) for Quality Assurance of Joint Programmes, ambiguity between programme-level and institutional-level responsibilities, and the risk of excessive administrative burden.

Across panels and breakout sessions, a clear consensus emerged on the need to anchor EDL implementation in existing European quality assurance frameworks, particularly the Standards and guidelines for quality assurance in the European Higher Education Area (Environmental, Social and Governance, ESG) and the European Approach (EA), and to avoid creating parallel or overly prescriptive processes. Consortium agreements were repeatedly identified as the central operational instrument to evidence compliance, clarify governance and responsibilities, and ensure transparency for students and external stakeholders.

The workshop also emphasised cross-cutting priorities such as meaningful student involvement, inclusivity, flexible mobility pathways, and proportional verification mechanisms that focus on real student experience rather than formal compliance. In addition to supporting institutional practice, the discussions generated practice-based insights relevant for policy dialogue, quality assurance agencies, and national authorities.

Overall, the workshop strengthened a shared community of practice around the EDL and contributed to a more concrete, operational understanding of how the Label can be implemented in a credible, feasible, and value-driven manner.

II. Preparation of the workshop

1. Context

The workshop was organised in the context of the forthcoming implementation of the EDL, a flagship initiative of the European Strategy for Universities. As the European Commission moves from policy design towards operational guidelines for implementation planned from 2026 onwards, European University Alliances are increasingly confronted with practical questions regarding how the Label's criteria can be interpreted, assessed, and integrated into existing institutional and national quality assurance frameworks. The topic was therefore proposed jointly by the FOREU4ALL topical groups on European Degree & Joint Programmes, and on Quality Assurance, to address the need for a structured space where policy intentions, institutional practices, and QA perspectives could be brought together. The workshop was particularly relevant for alliances, as they are at the forefront of developing joint programmes and innovative academic governance models, while simultaneously navigating diverse regulatory and accreditation contexts across Europe.

2. Objectives

The workshop aimed to strengthen cross-alliance collaboration and peer learning on the implementation of the EDL by bringing together experts in joint programme design, QA, and European policy. Its objectives were to facilitate the exchange of concrete institutional experiences, to critically examine the draft guidelines for assessing the Label's criteria, and to provide practice-based feedback to the European Commission. The primary target audience consisted of members of European University Alliances involved in joint programmes and QA, complemented by external stakeholders such as QA agencies, European networks, student representatives, and Commission experts. Expected outputs included a consolidated feedback report to inform the finalisation of the implementation guidelines, increased clarity for institutions on the operationalisation of the criteria, and the co-creation of practical tools, such as self-assessment questions and readiness indicators. More broadly, the workshop sought to reinforce a shared community of practice and contribute to the alignment of the EDL with existing QA and accreditation mechanisms.

It is worth noting that, beyond the predefined objectives, the workshop also generated several additional outcomes, thereby providing added value, both to the event, as a whole, and to the process conducted at the European context, aligned with the political mechanisms for consultation among the Member States (at the Policy-Lab level). These added value ideas and messages will be outlined in the final section of this report.

3. Practical information

The workshop took place at Ca' Foscari University, member of EUTOPIA alliance, from Wednesday 3 December 2025, 7PM CET to Friday 5 December 2025, 5PM CET.

There was a total of 104 onsite participants, of which 8 external speakers (See Annex 1 for a detailed list). 59 alliances attended physically.

Online participation was difficult to track, as it took place through a YouTube livestream. Nevertheless, as of January 2026, there were more than 1,800 views on the platform for both Day 1 and Day 2.

Agenda	
Wednesday 3 December 2025	
18:30 - 19:00	Registration
19:00	Opening Reception
Thursday 4 December 2025	
9:00 – 9:20	<p>Welcome addresses</p> <ul style="list-style-type: none"> Tiziana Lippiello, Rector, Università Ca' Foscari Venezia <p>Opening and Framing of the workshop from the chairs of European Degree & Joint Programmes and Quality Assurance FOREU4ALL topical groups</p> <ul style="list-style-type: none"> Laura Colò, Co-Chair of European Degree & Joint Programmes Romita Iucu, Co-Chair of European Degree & Joint Programmes Mara Noblet, Chair Quality Assurance
9:20 – 10:35	<p>Panel 1 – Understanding the Guidelines: Purpose, Challenges, Added Value</p> <p>Moderator: Laura Colò, Project Manager, 4EU+</p> <p>Panellists:</p> <ul style="list-style-type: none"> Yann-Mael Bideau, Policy Officer, DG EAC, European Commission Juan Rayon Gonzalez, Strategy Manager, INGENIUM Jonathan Greggain-Mohr, Education Coordinator, ENLIGHT Laura Howard, Member of the Policy Lab Advisory Board
10:35 – 11:05	Coffee break
11:05 – 12:05	<p>Panel 2 – What Does Compliance Look Like? QA - Challenges & Opportunities</p> <p>Moderator: Alexandre Wipf, Secretary General, EUPeace</p> <p>Panellists:</p> <ul style="list-style-type: none"> Antonella Forlino, Coordinator of the JMD Task Force, EC2U Susanne Lippold, Senior consultant for Learning & Teaching, UNIC Patrick Van der Bosch, Vice-President ENQA & Head VLUHR QA Dagmar Provijn, Policy Advisor, NVAO
12:05 – 12:35	Setting the scene: your questions, our agenda
12:35 – 13:35	Lunch break
13:35 – 15:00	<p>Breakout Sessions: Mapping solutions for our challenges</p> <ul style="list-style-type: none"> Embedding European Degree criteria in collaborative programme design Aligning QA practices across alliances for the European Degree Label

	<ul style="list-style-type: none"> Aligning the European Degree Label with national, institutional QA frameworks and the European Approach Clarifying roles and responsibilities for joint programme implementation Enabling existing joint programmes to qualify for the European Degree Label Operationalising the European Degree Label across the alliances' institutional and national diversity Strengthening cross-alliance dialogue on European Degree Label implementation Fostering inclusivity in Joint programmes aligned with the European Degree Label
15:00 – 15:30	Coffee break
15:30 – 16:30	Report from breakout sessions
16:30 – 17:00	Wrap-up day 1
19:00	Networking dinner
Friday 5 December 2025	
9:30 – 9:50	Framing day 2
9:50 – 10:50	<p>Panel 3 – Making it work: tools and strategies to verify the European Degree Label criteria</p> <p>Moderator: Ulrike Krawagna, Joint Programmes Officer, Arqus</p> <p>Panellists:</p> <ul style="list-style-type: none"> Alexandru Carțiș, Head of Education Unit, CIVIS and Member of the Policy Lab Advisory Board Tamara Ciobanu, SC Member of European Students' Union Neringa Narbutiene, Institutional coordinator, EU-CONEXUS Aleksandar Šušnjar, Director, EQAR
10:50 – 12:00	Poster session – The Label in Action: Case Studies from Alliances
12:00 – 13:00	Lunch break
13:00 – 14:30	Co-creation workshop – Building the self-assessment checklist / Good practices in consortium agreements
14:30 – 15:30	Report from breakout sessions

15:30 – 16:30	Closing Panel & Wrap-up Day 2 <ul style="list-style-type: none">• From questions to insights• What Support Do We Need Next?• Next steps
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III. Workshop sessions

1. Panel 1 – Understanding the Guidelines: Purpose, Challenges, Added value

Abstract: This session has dug into how the European Degree Label guidelines are being developed – what they aim to fix, clarify, and enable. Drawing on the work of European University Alliances and the first Policy Lab discussions, it has traced the main milestones toward the Spring 2026 and highlighted the criteria that are proving the hardest to define.

The panellists have unpacked what “joint-education” should mean, how to make mobility and interdisciplinarity a reality for every academic programme, how to involve students as partners and true co-creators, how to balance labour-market relevance with academic freedom, and ensuring cross-border programmes can actually function within current legal frameworks.

It has also touched on the practical side: implementation challenges, possible uneven uptake, and how the guidelines can stay alive and updated over time.

Moderator: Laura Colò, FOREU4ALL co-chair of EDJP topical group

Speakers:

- Yann-Mael Bideau, Policy Officer, DG EAC, European Commission
- Laura Howard, University of Cadiz, Member of the Policy Lab Advisory Board
- Juan Rayon Gonzalez, Strategy Manager, INGENIUM
- Jonathan Greggain-Mohr, Education Coordinator, ENLIGHT

The discussion focused on the level of ambition underpinning the EDL and on how this ambition should be reflected in the implementation and interpretation of the European criteria set out in Annex II of the Council Recommendation. A central concern throughout was how to preserve the Label’s added value while ensuring that it remains implementable across diverse national, legal, and institutional contexts. The discussion repeatedly highlighted that, while the criteria are politically fixed, the **guidelines** play a decisive role in translating this ambition into practice.

Policy Context, Timeline, and Scope of the Label

It was recalled that the European Degree & Joint Programmes topical group and the Quality Assurance topical group have been instrumental in sustaining momentum and supporting dialogue with national authorities. Member States adopted the Council Resolution on the joint European degree label in May 2025, with the objective of making the Label operational from mid-2026.

Implementation guidelines are therefore a prerequisite for enabling QA agencies and, where applicable, self-accrediting institutions to award the Label. Once operational, the most advanced institutions could begin awarding the Label from mid-2026. From mid-2026 to 2028, the focus will be on supporting implementation and uptake, followed by an impact assessment and reflection on a possible joint European degree.

It was clarified that the scope of the EDL is limited to **joint programmes leading to joint degrees**. Proposals to extend the Label to micro-credentials or smaller learning units were discussed but confirmed as out of scope under the current framework, given that the criteria are not designed for this purpose.

A1-A3: Joint programme design, delivery, and arrangements

The discussion repeatedly returned to the **level of jointness** required by the criteria on programme organisation. It was underlined that A1–A3 require more than coordination: joint programmes must be **jointly designed, jointly delivered, and jointly governed through shared arrangements** covering academic, organisational, and administrative matters.

The **cooperation (consortium) agreement** was identified as the key instrument for evidencing compliance, as it should formalise joint policies on curriculum design, admissions, assessment, governance, sustainability, and student involvement.

It was stressed that this level of jointness is what differentiates EDL programmes from traditional joint or double-degree models and underpins trust among higher education institutions, QA agencies, and Member States. Overly loose interpretation of these criteria was seen as a risk to the Label's distinctiveness.

Considerable attention was given to the requirement that programmes lead to the award of a **joint degree**. It was clarified that the definition follows the established standard in the European Higher Education Area (EHEA): a joint degree is understood as **one single diploma document**, legally valid and nationally recognised as the award of the joint programme.

It was acknowledged that national legislation still creates barriers to issuing such degrees and that further clarification in the guidelines is needed to support consistent interpretation and implementation, while remaining aligned with Bologna philosophy, definitions and tools.

A4-A5: Quality assurance and graduate tracking

It was recalled that compliance with the ESG and the EA is a precondition for the label, and that there is no intention to duplicate QA procedures. The EDL builds on existing accreditation and evaluation processes.

Criterion A5 (graduate tracking) was discussed as a mechanism to ensure continuous improvement and labour-market relevance, using graduate feedback to inform programme development.

A6-A9: Student-centred learning, mobility, services, and supervision

The criteria on student-centred learning (A6), access to services (A7), mobility (A8), and co-supervision (A9) were discussed as reinforcing the requirement for a **coherent student experience across institutions**.

It was emphasised that mobility requirements should be embedded and flexible, with alternatives for students unable to travel, and that access to services should be ensured under equivalent conditions across partner institutions.

B1-B3: Interdisciplinarity, employability, and digitalisation

It was emphasised that these criteria explicitly require arrangements to be **tailored to the nature and circumstances of the joint programme**. This wording was repeatedly highlighted as a critical safeguard of academic autonomy and disciplinary diversity.

Under B2, collaboration with industry and community stakeholders (through internships, placements, service learning, or challenge-based approaches) was discussed as a *possible* pathway rather than a mandatory model. It was stressed that the criterion focuses on learning outcomes and transversal skills, not on prescribing curriculum content or pedagogy.

Similarly, B1 does not require full interdisciplinarity but at least one structured opportunity for interdisciplinary or research-based learning, while B3 focuses on developing appropriate digital competences. Across these criteria, the emphasis is on outcomes, rather than uniform models.

B4: Values and academic autonomy

Criterion B4 (Values) was discussed extensively in relation to safeguarding academic freedom, institutional autonomy, and the integrity of the Label. It was recalled that **participation in the EDL is voluntary** and that institutions are not obliged to apply for the Label if the criteria conflict with their mission.

It was clarified that the purpose of B4 is not to introduce intrusive auditing of values but to protect the Label from misuse, particularly in the context of cooperation with non-EU institutions. The criterion serves as a safeguard to ensure that programmes labelled “European” do not fundamentally contradict the values of the EHEA.

Student Involvement Across Criteria

Student involvement was discussed as a cross-cutting requirement, rather than a stand-alone element. The criteria require students to be not only beneficiaries but, real partners, and **active participants** in programme design, governance, and continuous improvement.

It was highlighted that meaningful student involvement should be visible in:

- programme design phases;
- governance and decision-making structures;
- QA and feedback mechanisms;
- access to services and mobility arrangements.

It was further noted that engagement should go beyond a small group of representatives and demonstrate broader impact across the student population. **The cooperation agreement was again identified as the primary tool for evidencing these arrangements.**

Recommendations emerging from the discussion:

- **Anchor implementation in the cooperation agreement:** Guidelines should clearly recommend what minimum information cooperation agreements should contain to demonstrate compliance with the criteria.
- **Clarify definitions to ensure consistent interpretation:** A robust glossary (already foreseen) is essential, particularly for “joint degree”, national qualifications framework references, and academic vs professional qualifications.
- **Make student involvement assessable, not symbolic:** Provide practical examples of how student participation can be demonstrated across design, governance, and services.

- **Support Member States through targeted barrier mapping:** Mapping should explicitly cover institutional diversity and dual legal regimes and be used to facilitate legislative reform.

Open Questions

- *How can we assess values, inclusiveness, and access to services in a proportionate and non-bureaucratic way?*
- *How can we ensure ambition without creating additional administrative burden?*
- *How can we provide consistent interpretation of criteria across languages and institutional contexts?*

2. Panel 2 – What Does Compliance Look Like? QA Challenges and Opportunities

Abstract: This panel focused on the implementation of the European Degree Label, with a particular emphasis on its effect on (internal and external) Quality Assurance. Bringing together Quality Assurance experts from European University Alliances, joint programme developers, and representatives from national Quality Assurance agencies and European-level bodies, the discussion has explored how alliances can navigate the dual demands of national regulations and the European Quality Assurance framework.

Panellists have shared insights into the challenges and opportunities associated with the accreditation and evaluation of joint programmes. They have discussed strategies for leveraging internal Quality Assurance mechanisms to support the European Accreditation, while addressing issues such as the uneven implementation of the ESG, inconsistent application of the European Accreditation, and the need for stronger links between Quality Assurance and recognition processes.

The session also has delved into institutional strategies for meeting the EDL requirements and overcoming barriers to a cohesive European-level QA framework. By sharing practical insights and best practices, the panel has aimed to provide actionable recommendations for institutions, QA agencies, and policymakers to effectively support the implementation of the European Degree Label.

Moderator: Alexandre Wipf, Secretary General, EUPeace

Speakers:

- Susanne Lippold, Senior Consultant for Academic affairs, UNIC
- Patrick Van der Bosch, Vice-President ENQA & Head VLUHR QA
- Dagmar Provijn, Policy advisor, NVAO
- Antonella Forlino, Coordinator of the JMD Taskforce, EC2U

This session examined the implementation of the EDL, with a particular focus on its implications for internal and external QA. The discussion addressed how European University Alliances and joint programme consortia navigate the coexistence of national regulatory requirements and European-level QA frameworks, notably the ESG and the EA.

The discussion focused on accreditation and evaluation practices, the role of internal QA mechanisms in supporting the EA, and persistent structural challenges such as uneven national implementation of the ESG, inconsistent application of the EA, and weak links between QA and recognition processes. The

objective was to identify practical strategies and lessons learned that can support institutions, QA agencies, and policymakers in implementing the EDL effectively.

A recurring theme was the importance of **early legal and QA mapping** in the development of joint programmes. National frameworks for joint degrees continue to differ substantially, and the EA is not uniformly accepted or applied. Addressing legal and QA constraints at an early stage reduces the risk of late-stage compliance problems and procedural uncertainty. The evolving national procedures in some countries illustrate how early alignment among partners is essential for predictability and trust within consortia.

The adoption of **shared quality benchmarks** was identified as a major enabler for both joint programmes and the EDL. Many alliances have developed common self-assessment templates aligned with the ESG and adapted to the EA. These allow the preparation of a single joint QA dossier instead of multiple national reports, significantly reducing administrative burden while improving coherence and alignment with EDL criteria. Unified QA frameworks also strengthen the credibility of the proposal when being externally evaluated.

Consortium governance emerged as a decisive success factor. Evaluation processes consistently favour programmes that demonstrate shared responsibility for curriculum design, delivery, assessment, student support, and continuous improvement. Strong governance is typically formalised through consortium agreements that clearly define decision-making structures, financial arrangements, data management, diploma issuance, and student progression. Closely linked to governance is the clear separation between **programme-level evidence** and **institutional-level guarantees**. Confusion between these two levels remains a frequent weakness. Effective practice involves a programme-focused dossier addressing learning outcomes, curriculum coherence, mobility pathways, and assessment methods, complemented by institutional commitments related to staffing, infrastructure, internal QA systems, recognition capacity, and long-term sustainability.

Pilot implementation and systematic documentation were highlighted as effective risk-mitigation strategies. Testing approaches on a limited scale allows consortia to refine governance, QA, and administrative arrangements, before broader implementation.

Transparent, student-centred communication was also identified as critical. Programmes that clearly explain mobility pathways, learning outcomes, assessment criteria, diploma formats, and support services tend to perform better in evaluations. Joint websites, programme handbooks, and well-designed Diploma Supplements play a key role in ensuring clarity and accessibility.

Challenges

Despite the EDL's objective of simplification, several challenges remain. These are particularly pronounced in large and diverse alliances and in consortia involving non-EHEA or non-EU partners. Such collaborations face additional barriers related to visa regimes, mobility administration, compatibility of QA systems, and legal authority to award joint diplomas.

The most significant challenge continues to be the **uneven national regulatory and recognition landscape**. The **EA is still not universally accepted or consistently applied**, leading to uncertainty when a single joint programme is assessed against divergent national expectations. Variable interpretations of the ESG across QA agencies further complicate matters, particularly in areas such as student support, staff qualifications, assessment rules, learning environments, and quality culture. As a result, programmes deemed ESG-compliant by one agency may still face additional or conflicting requirements elsewhere. Structured alignment meetings within consortia and joint discussions with external review panels were identified as useful mitigation measures.

Another recurring difficulty concerns the **ambiguity between programme-level and institutional-level requirements** within the EDL framework. While some criteria clearly relate to the joint programme itself, others require institutional assurances that sit outside the programme's direct control. This ambiguity increases administrative complexity and can blur accountability.

Operational challenges remain substantial. Genuine joint programmes require harmonisation of academic calendars, credit systems, admissions procedures, fees, language policies, and recognition practices. These challenges are compounded by limited practical experience with the EA in parts of the higher education community.

Alignment with Institutional and Alliance QA Systems

The discussion reaffirmed that the ESG constitute the foundation of all QA models underpinning the EDL. The specific QA framework used at institutional level (e.g. PDCA, EFQM) is less important than achieving shared understanding, trust, and alignment among partners. The EDL does not prescribe a methodology but requires binding QA arrangements jointly agreed within the consortium.

Effective development of joint programmes requires a **holistic approach** that goes beyond curriculum design and involves academic staff, QA professionals, legal experts, and administrative services from the outset. A systematic mapping of similarities and differences in QA tools and processes is a necessary first step, followed by agreement on shared objectives, responsibilities, and procedures.

Compliance was framed as an **iterative process**, not a linear checklist. Legal, administrative, QA, and data-protection requirements should be clarified early and embedded into programme governance and design. Close cooperation between academics and QA professionals is essential to avoid duplication and inefficiency. Data protection was highlighted as a particularly sensitive area, especially when student and QA data are exchanged across borders.

Policy and Framework-Level Considerations

The ongoing revision of the ESG was identified as a critical development, given its direct impact on how the EDL will be assessed and trusted. The EDL is fundamentally built on ESG compliance and the EA and can be understood as a specific operationalisation of these frameworks, with additional requirements linked to European values, priorities, and stakeholder involvement.

At the same time, concerns were raised regarding the current draft guidelines for EDL criteria. The high level of detail required for indicators and evidence risks turning evaluation into a compliance-driven,

checklist exercise, limiting qualitative judgement and quality enhancement. The absence of site visits, unless combined with accreditation procedures, further constrains the ability to assess implementation in practice. The expected documentation burden was also seen as resource-intensive and potentially discouraging for alliances. Embedding the EDL within existing EA procedures, rather than creating a parallel and highly prescriptive process, was therefore widely supported.

Recommendations emerging from the discussion:

- **Strengthen early legal and QA mapping:** Consortia should systematically map national legal frameworks, QA requirements, and recognition practices at the earliest stage of programme development.
- **Adopt shared QA tools and documentation:** Joint self-assessment templates aligned with the ESG, and the EA should be prioritised to reduce duplication and improve coherence.
- **Clarify governance and accountability:** Consortium agreements should explicitly define shared responsibilities, decision-making structures, and the distinction between programme-level and institutional-level obligations.
- **Embed the EDL within existing QA processes:** The EDL should build on EA procedures rather than introducing additional evaluation mechanisms.
- **Invest in cross-functional collaboration:** Academic staff, QA professionals, and administrative services must work together throughout the programme life cycle, not sequentially.
- **Promote dialogue with QA agencies and policymakers:** Regular structured exchanges can help align expectations, interpretations of the ESG, and recognition practices across countries.

Open Questions:

- *What does ‘compliance’ with the EDL mean in practice: minimum thresholds, qualitative judgement, or quality enhancement?*
- *How can consistency across national QA agencies be improved without undermining institutional autonomy and contextual flexibility?*
- *Where should responsibility clearly sit when EDL criteria overlap between programme-level design and institutional-level guarantees?*
- *How can the documentation burden be reduced while maintaining trust, transparency, and credibility?*
- *What mechanisms are needed to ensure stronger links between QA and recognition outcomes?*
- *How can alliances involving non-EHEA or non-EU partners be better supported within the EDL framework?*

3. Breakout sessions: Mapping solutions for our challenges

1. Embedding European Degree criteria in Collaborative Programme Design

Goal: Designing or revising a joint programme is complex. This session has explored how the EDL criteria can be turned into practical, sustainable design choices through shared experiences and real examples.

A key point that emerged during the session was the limited upgradeability of existing programmes. While it was acknowledged that long-standing ‘Frankenstein’ constructions, programmes assembled through incremental cooperation and legacy arrangements, can be adapted to meet new requirements, there was a clear sense that this approach may not provide a durable pathway for the EDL. The discussion

highlighted that it is no longer viable to primarily rely on starting from double degrees and subsequently retrofitting them into EDL-compliant formats. Instead, participants emphasised the need to build forward: use what already exists as a foundation where it genuinely supports the EDL model but invest deliberately in new programme designs that are fit for purpose from the outset.

The group also emphasised the significance of clearer operational concepts, particularly in relation to interdisciplinarity and collaboration. It was noted that interdisciplinarity needs a shared definition that is workable across disciplines and institutions, but that definition alone will not suffice: structured support for programme development will be essential to make interdisciplinarity meaningful in practice rather than nominal. Similarly, the concept of jointness was described less as a fixed state and more as a process of continuous updating, an ongoing alignment of academic, administrative, and student-facing arrangements across partners. This framing reinforced a call for some flexibility in the understanding of “jointness”, while still ensuring that the EDL remains distinct and credible.

The discussion repeatedly returned to the practical conditions that will determine whether EDL mobility can be delivered at scale. Participants emphasised that the mobility expectation embedded in the Label cannot be met through ambition alone; it will require real flexibility in funding mechanisms, whether through Erasmus+ mobility instruments, Alliance-level resources, or a combination of both. In this context, the group emphasised that its call for ‘flexible funding’ should be interpreted broadly, potentially encompassing multi-stakeholder models, given that the financial demands of designing, launching, and sustaining ambitious joint programmes will be significant over time.

During the discussion, the financial and regulatory constraints were most clear in the context of fees and scholarships. Participants highlighted a discrepancy between the level of flexibility required for effective joint delivery and the limited scope many systems currently offer for setting tuition fees, distributing scholarships, and aligning funding entitlements across borders. There was a strong view that programmes should have greater freedom to set fees in ways that are appropriate to their design and context, while remaining transparent and equitable, especially where joint delivery entails additional costs and where rigid rules can unintentionally block participation.

From these exchanges, a central conclusion emerged: implementation must move towards simplicity, but not over-simplification. Participants put forward a set of criteria and guidance that would reduce unnecessary complexity without turning the EDL into a “tick-box” exercise that loses meaning. In parallel, the group emphasised the strategic importance of generating sufficient momentum to drive institutional change and wider adoption. They described this momentum as ‘FOMO’, using the term explicitly. However, this momentum will only be sustainable if the Label remains ambitious yet attainable. The criteria should be open and flexible enough to be met in multiple ways, while still producing a consistent quality outcome and maintaining a credible relationship with the labour market and wider society.

The recommended next steps are centred on facilitating consistent interpretation and practical implementation. They are as follows:

To begin with, participants called for alignment in the operational definitions used by national agencies. They noted that divergence in terminology and expectations will quickly become a barrier to implementation. In this regard, EQAR and ENQA were identified as central reference points for definitions

and good practice, particularly where common standards can reduce fragmentation. The discussion further emphasised the need for concrete examples, illustrations of “what compliance looks like” in real programme designs, as a bridge between high-level criteria and operational reality.

Second, the concept of student involvement was expanded beyond the scope of consultation. Participants recommended treating students as partners and meaningful co-authors in programme development, not only as beneficiaries or evaluators after the fact. This suggests that student perspectives should be integrated earlier and more comprehensively into programme design choices, mobility arrangements, and the development of joint services.

Finally, consensus was reached that central support will be necessary, especially for institutions and alliances without extensive experience of creating and maintaining international joint programmes. This includes providing assistance with respect to navigating funding and fee constraints, establishing sustainable governance and delivery models, and, most importantly, formulating practical solutions for shared student services. The aim is to ensure a cohesive student experience across partners, while also preventing the fragmentation of that experience by institutional boundaries.

2. Aligning QA Practices Across alliances for the EDL

Goal: The EDL sets a common quality framework that challenges alliances to rethink their QA systems. This session examined how to align internal procedures and joint reviews without losing institutional or national specificity, and implications of the EDL for aligning QA systems within alliances, focusing on coordination of internal procedures and joint reviews while keeping institutional and national specificity. Discussions centered on interpreting ‘alignment’ as interoperability rather than uniformity, with attention to shared reference points – documentation, timelines, and review criteria – alongside transparent articulation of historical, legal, and cultural differences.

Participants addressed the relationship between alignment and university autonomy. Concerns were noted that alignment could constrain institutional self-determination. It was also argued that alignment and autonomy can coexist when guided by subsidiarity, proportionality, and mutual recognition. In this view, alignment prioritises equivalence rather than uniformity: institutions retain their distinct identities and legal obligations while agreeing on a common QA baseline for joint programmes.

The session also considered operational posture when developing joint programmes: acting as a unified entity or as a consortium of distinct institutions. A pragmatic approach was discussed in which alliances operate ‘as one’ for academic quality elements – programme design, learning outcomes, assessment standards, credit recognition, and joint governance – while partners manage locally regulated items. Trust was identified as an enabling factor, supported by co-reviews, peer audits, and regular practice exchanges. Where a fully common basis is not attainable, bridging mechanisms and defined escalation routes were proposed.

During the discussion some concrete next steps were outlined. These include drafting a joint template for programme self-evaluation and evidence collection, establishing a digital platform for exchanging best practices and workshop outputs, and creating an alliance-level QA repository to store policies and templates. A pilot joint review of a selected programme was proposed to test and refine the model. Additionally, the development of a translation and equivalence framework – comprising a common

glossary and matrices mapping national and institutional requirements to alliance standards – was recommended to support clarity and comparability.

In conclusion, the session presented alignment under the EDL as an interoperable approach designed to enhance comparability and facilitate collaboration, while acknowledging the need to preserve institutional autonomy through mutual recognition and transparent documentation of differences.

3. Aligning the EDL with National, Institutional QA Frameworks and the European Approach

Goal: As the EDL takes shape, institutions must align its criteria with existing QA frameworks. This session explored how the EA can guide this alignment, reduce duplication, and foster mutual trust.

The integration of the EDL criteria into national and institutional QA frameworks presents both opportunities and challenges as identified by the members of the session. To facilitate implementation, institutions must thoughtfully embed the Label's criteria into their existing QA processes. A key strategy lies in integrating the Label into the institutional framework – this includes disseminating information across departments, breaking down silos between programmes and programme leads, and fostering collaboration. Sharing best practices internally, involving all stakeholders – from academic staff to administrative teams – and maintaining transparent communication with external partners such as QA agencies and ministries have proven helpful. Institutions should also be willing to take calculated risks, confront challenges head-on, and combine administrative and academic expertise. Tools such as handbooks for joint programmes and checklists can support this integration, ensuring consistency and clarity.

When designing new programmes, the Label's criteria can be incorporated from the outset relatively easily. If the EA is applicable, the accreditation process itself can include an assessment for the EDL, conducted by an external agency. This streamlined approach reduces duplication and ensures that criteria are built into the programme from the beginning.

For existing programmes, the path to achieving the Label is more complex. Accredited programmes are often reluctant to wait for the next re-accreditation cycle, and pursuing the Label requires an additional assessment, which entails extra time, effort, and financial investment. This is particularly challenging when some partner institutions in a joint programme do not meet the Label's criteria. In such cases, institutions must engage in dialogue, explore joint improvement plans, or consider structural changes to align all partners with the Label's standards.

The group agreed that the EDL may serve as a catalyst for institutional and systemic change. It may push national legislation and institutional policies to remove barriers and streamline procedures that hinder joint degree programmes. In countries where the EA is not yet formally recognised, the Label could act as a strong incentive to adopt or strengthen the EA framework, thereby enhancing institutional credibility and international visibility.

Regarding self-accrediting institutions, they may be authorised to award the Label – but only if their QA systems have been officially validated through an institutional review. Even then, the assessment for the Label would typically need to be conducted by an external agency, unless all partner institutions are also self-accrediting. In such cases, the EA may be carried out internally, but the recognition of the outcome depends on mutual acceptance among partners. This creates complexity, especially for institutions

seeking to award the label independently, as it requires robust internal QA systems and cross-institutional trust.

Financial implications remain a concern, particularly in the early years when most assessments will be conducted by external agencies. However, upcoming EU funding opportunities – such as calls for support in assessment – could alleviate this burden. That said, participants pointed out the concern that some QA agencies may lack the capacity to handle the increased workload.

4. Clarifying Roles and Responsibilities for Joint Programme Implementation

Goal: Implementing a joint programme under the EDL demands shared governance and accountability. This session explored how partners can define roles, streamline responsibilities, and build efficient management structures.

From autonomy to shared management on the EDL: Implementing a joint programme under the EDL requires the creation of formally mandated joint governance structures that are collectively owned by all partner institutions. Strategic decisions are taken at alliance level, while academic authority is exercised through joint academic bodies with clearly delegated mandates. This model ensures legitimacy, consistency, and collective ownership of the degree.

Key construction points: Universities move from ‘bilateral cooperation’ to ‘multilateral co-ownership’, governance is no longer “coordinated” but genuinely **shared**, accountability shifts from internal QA to **mutual trust and joint oversight**.

Strategic questions: What does ‘shared decision-making’ mean in practice? How much autonomy are institutions willing (and able) to pool? Where must institutional sovereignty be preserved?

Reflections: The EDL challenges traditional institutional autonomy and requires a shift toward collective responsibility, setting the conceptual frame, and addressing cultural and legal tensions.

Governance architecture: who decides what, and when? EDL joint programmes are supported by dedicated management structures embedded within the alliance, focusing on the programme rather than individual institutions. These structures act as a single interface for students, staff, and external stakeholders, ensuring coherence across administrative systems.

Possible structure:

- **Strategic level:** Alliance governing board/rectors’ council – vision, degree ownership, long-term sustainability
- **Academic level:** Joint academic committee(s) – curriculum design, learning outcomes, assessment standards
- **Operational level:** Programme management office/coordination unit – admissions, student records, mobility flows, reporting

Reflections: Effective EDL implementation depends on clearly layered governance structures.

Accountability without bureaucracy: Shared accountability must not equal multiplied administration. While all partners remain collectively accountable for the responsibility and quality of the joint programme, operational responsibilities are distributed according to agreed roles. Each institution contributes based on capacity and expertise, avoiding duplication and administrative overload.

Key tensions: EU-level accountability vs. national accreditation rules/Alliance reporting vs. institutional reporting/QA vs. agility.

Narrative construction: “One programme, many systems” which is needed for **lean accountability models**/Principles: once-only reporting, lead institution logic, mutual recognition.

Concrete examples: Rotating lead institution for QA cycles/Joint KPIs aligned with EDL criteria/ Single annual programme report accepted by all partners.

Reflections: Audiences worried about administrative overload, or it is just an artificial point?

Trust as infrastructure: Governance structures work only if underpinned by trust, not just rules. Trust among partners is embedded through transparent decision-making procedures, shared data, and common performance indicators. Formal governance is complemented by regular interaction among academic and administrative communities, reinforcing a culture of cooperation beyond formal structures.

Reflections: “In European University Alliances, trust is not a soft value, it is hard infrastructure”

Role definition in a multi-actor ecosystem: EDL joint programmes involve more actors than traditional degrees. Efficiency in EDL joint programmes is enhanced by adopting a lead institution or coordinating partner model for specific functions such as QA cycles, reporting, or external representation. This role is exercised on behalf of the consortium and can rotate, preserving institutional equality while ensuring streamlined processes.

Actors to include: Alliance leadership/Faculties and programme coordinators/Central administration (QA, legal, finance, IT)/Students as co-creators/External stakeholders (employers, QA bodies).

From a project logic to a real and deep institutionalisation: Joint programmes must outlive pilot funding. Governance and management arrangements for EDL joint programmes are designed from the outset to move beyond a project-based logic. Responsibilities, resources, and decision-making mechanisms are progressively integrated into each partner’s institutional framework, ensuring continuity beyond initial funding cycles.

Narrative approach:

- Phase 1: Experimental/project-based governance
- Phase 2: Stabilisation and standardisation
- Phase 3: Institutional embedding within each partner.

Key message: EDL governance must be **scalable, resilient, and legally sustainable, through institutionalisation.**

Last reflections points for further improvements:

- Fragmented responsibilities and unclear accountability slow down joint programmes;
- Consortia should explore governance models, role distribution, decision-making mechanisms;
- Practical principles and transferable governance templates for EDL implementation become the real outcome.

5. Enabling Existing Joint Programmes to Qualify for the EDL

Goal: Many joint programmes already reflect the EDL’s vision but struggle with formal criteria. This session explored practical ways to adapt existing programmes, overcome accreditation and governance hurdles, and move toward Label readiness.

Key discussion points:

- Most universities are moving forward with joint programme development without waiting for finalised criteria and guidelines, planning to cross-reference with the EDL guidelines later.
- The current environment is characterised by a ‘pilot’ atmosphere, where each new joint programme serves as a test case for navigating the EA and national frameworks.
- To avoid being stalled by a single restrictive national system, consortia are finding creative ways to include partners, such as through thesis hosting, Blended Intensive Programmes (BIPs), or co-teaching modules without awarding the final degree.
- The EA is not universally accepted or implemented, often forcing institutions into redundant, time-consuming parallel accreditation procedures.
- Strict national rules regarding degree nomenclature (e.g. MA vs. MSc) and the mandatory use of national languages remain the primary obstacles to moving from multiple degrees to a single one; at the same time, Bachelor programmes are very structured and standardised in some national systems, leaving less room for adaptation to the EDL criteria.
- Some alliances have successfully negotiated with national regulators to add ‘equivalency statements’ directly into diploma documents to ensure the degree is recognised across different national legislations.
- The Self-Accreditation Dilemma: there is significant uncertainty regarding how self-accrediting universities will award the EDL (as stated in the official documents and reminded in Panel 1)
 - While there is high peer-to-peer trust between universities, participants questioned whether ministries and national agencies would trust a label awarded via a self-accreditation process.
 - Suggestions include using a ‘mini-EA’ specifically for these institutions or organising the EA through a non-self-accrediting partner in the consortium to ensure wider recognition.
- Daily management is obstructed by the lack of common platforms; connecting different Learning Management Systems and Campus Management Systems currently relies on manual data input, which requires significant investment to automate; monitoring student progress across multiple institutions remains a technical and administrative challenge.

- Faculty members are often more focused on curriculum and research than administrative labels, and there is a lack of incentives for lecturers to develop English-language courses.
- There is a concern that if a label is only awarded to some partners in a consortium, it might imply the others are 'less valuable' or less compliant with European values.
- Participants noted that the EDL, much like Erasmus Mundus, will require significant marketing to be recognised as a mark of excellence by students and employers (and that the addition of new labels may be confusing for many).

6. Operationalising the EDL Across the alliances' Institutional and National Diversity

Goal: Discuss tailored approaches for universities to interpret and implement the Label criteria in line with their unique contexts.

Table 6 brought together three connected discussion topics on how alliances can implement the EDL and organise alliance joint programmes in a sustainable and inclusive way.

In Topic 1, the group analysed how programme teams can balance flexibility and consistency when implementing the EDL across institutions operating in different national and institutional contexts. A key question is *when an initiative should be considered an 'alliance joint programme': is it primarily a product of alliance-level strategy (top-down) or does it emerge from a bottom-up initiative?* This links to the reality that alliances vary in consortium composition, thematic focus, and the speed at which programmes are developed. These differences create a recurring tension in developing new joint programmes – between 'top-down' approaches (often with clearer institutional backing) and 'bottom-up' approaches (often requiring more effort to reach critical mass and secure sufficient institutional support). To facilitate development, participants highlighted the importance of seed-funding schemes and other financial incentives, alongside clear support from the involved higher education institutions and the alliance.

In Topic 2, the group discussed the support structures needed to ensure sustainable and inclusive implementation and to organise the joint programme effectively. QA emerged as a central area: local QA tools do not always fit the needs of a joint programme, so alliances may either rely on partners' existing systems, designate one strong mandated partner to lead QA, or combine both approaches. The combined approach was seen as the most pragmatic, although potentially difficult to develop and maintain. Student support was also emphasised: it should be jointly designed at consortium level and then transposed to the local level, supported by an agreement for monitoring implementation locally. Overall, the group noted that a single model should not be imposed on all alliance joint programmes; instead, alliances should provide guidelines and shared principles – such as inclusion for example – that can be applied across different programmes.

In Topic 3, the group created the idea of a 'cultural journey' to strengthen shared understanding and collaboration across the alliance. This could take the form of, for example, staff weeks at alliance level for both administrative staff and academics (not tied to one specific joint programme), aimed at broadening perspectives and building common practices. Suggested strands include administrative themes (e.g. jointness and shared frameworks such as the consortium agreement template) and academic themes such as innovative pedagogies.

In **conclusion**, participants stressed that alliances need clearer mutual expectations, stronger role clarity, and better-defined responsibilities, supported by transparency and trust. As a practical enabler, a template for a consortium agreement was highlighted as a powerful tool to facilitate cooperation and implementation.

7. Strengthening Cross-Alliance Dialogue on EDL Implementation

Goal: Implementing the EDL depends on continuous dialogue among alliances, institutions, and external stakeholders. This session explores how FOREU4ALL can foster structured cooperation, shared learning, and coherent implementation across Europe.

The discussion focused on how to strengthen cross-alliance dialogue on the implementation of the EDL. Participants reflected on the need for better coordination among alliances, clearer communication with national authorities, and more systematic capacity-building within institutions.

Cross-alliance coordination and internal expertise

European Universities Alliances are now a central feature of the higher education landscape, yet levels of experience with joint programmes, QA, and the EDL vary significantly. Newer alliances lack sufficient experience and need additional support.

It is important to recognise and empower members of topical groups as **experts within their own alliances**. These individuals should not only participate in European-level discussions but also act as internal reference points, reporting back to their institutions and supporting internal alignment on EDL-related issues. Creating clearer internal processes for knowledge transfer within alliances was seen as essential.

Dialogue with national authorities and external stakeholders

A key issue raised was how alliances engage with national authorities. Communication should move beyond isolated or one-off events towards a **process-based, continuous dialogue**. Using expertise within universities to structure these interactions is a practical way to improve mutual understanding and trust.

The creation of **national-level networks of QA and joint programme experts** within alliances is a means to better identify and address country-specific obstacles. A mapping of national barriers already exists, but it is not sufficiently visible or accessible. Such mapping should be disseminated not only to ministries but also directly to universities. The role of a community of practice was highlighted as a potential mechanism to support these expert networks, facilitate peer learning, and ensure that insights from European-level discussions feedback into institutional practice.

Capacity-building, training, and knowledge-sharing

Training emerged as a major area for action. Participants suggested organising **national-level trainings on the EDL and joint programmes**. It was proposed that these trainings be coordinated through a community of practice and that alliances already offering training could open them to others. Involving external actors, as speakers or moderators, could enrich these sessions, particularly when delivered in interactive formats. Given the limits of written documentation, alternative formats were suggested, including tutorials, interactive tools, and practical guidance that can be reused across alliances. The idea of creating

a ‘**local Wikipedia**’ on the EDL, hosted or coordinated through FOREU4ALL, was proposed to centralise knowledge and provide accessible, up-to-date information for a broader audience.

Communication, transparency, and trust-building

The information on the EDL often remains confined within small expert groups. A need exists to **broaden access to information**, both within alliances and beyond them, using FOREU4ALL as a dissemination channel. Transparency was identified as a key condition for trust-building, particularly in a competitive environment. It was suggested that **alliances should be open about challenges and constraints**, clearly communicating what is feasible and what is not. Sharing difficulties and partial solutions was seen to strengthen collective legitimacy and foster a supportive environment for implementation. Regular in-person meetings were also identified as important for maintaining momentum, trust, and informal exchange among practitioners.

Recommendations emerging from the discussion:

- Recognise topical groups members as internal experts within their alliances and formalise mechanisms for them to report back and support institutional alignment.
- Ensure existing mappings are shared widely with universities and alliances, not only with ministries, and are used as practical tools for dialogue and advocacy.
- Organise national and cross-alliance trainings on the EDL through a community of practice, using interactive formats and external expertise.
- Develop accessible tools such as tutorials or a shared knowledge platform to complement formal documents.
- Disseminate outcomes beyond expert groups and openly share challenges to foster trust and collective problem-solving.

Open Issues and Questions:

- *How can alliances ensure that expertise developed at European level is systematically transferred back to institutions?*
- *How can sensitive challenges be shared openly while maintaining trust in a competitive environment?*
- *How can existing mappings of legal and procedural barriers be kept up to date and operational for institutions?*

8. Fostering Inclusivity in Joint Programmes Aligned with the EDL

Goal: Explore how the EDL can promote inclusivity and diversity in joint programmes, including in relation to mobility, and how this should be reflected in Label implementation.

The discussion emphasised that inclusivity should not be treated as a stand-alone add-on but as a **cross-cutting design principle** embedded across programme structures, governance, pedagogy, mobility formats, and student services. Participants agreed that inclusivity must be visible not only in policy statements but in the **actual learner experience**, particularly for students from underrepresented backgrounds or with structural barriers to participation.

A key insight was that inclusivity must be understood broadly, encompassing **socio-economic background, disability, caring responsibilities, migration background, linguistic diversity, first-**

generation status, and geographical constraints, as well as academic preparedness. Participants stressed that the EDL offers an opportunity to set up a **higher benchmark for equity in joint programmes** by requiring alliances demonstrate proactive and systematic approaches rather than relying on ad hoc support mechanisms.

Mobility emerged as both a major opportunity for inclusion and a risk factor for exclusion. While physical mobility remains central to the European joint degree experience, participants stressed the need for **flexible and blended mobility formats**, including virtual components, short-term mobility windows, and alternative pathways that ensure all students can benefit from transnational learning without being structurally excluded. Financial barriers, visa constraints, health conditions, and family responsibilities were identified as major obstacles that **must be anticipated at programme design stage** rather than addressed reactively.

The group highlighted the importance of **transparent and inclusive admissions practices**, including outreach beyond traditional recruitment pools, recognition of diverse educational backgrounds, flexible entry pathways, and clear communication about academic expectations and support structures. Participants stressed that admissions procedures should align with programme-level commitments to widening participation and diversity.

Student support services were discussed as a critical lever for inclusivity. Participants agreed that joint programmes must ensure **equivalent access to academic, administrative, social, psychological, and disability-related services** across partner institutions, and that students should not face discontinuities in support when moving between institutions. The concept of a 'transnational campus' was interpreted as implying not only access to infrastructure but also **continuity of care and guidance**, particularly for vulnerable students.

Student involvement was framed as a structural component of inclusive programme design. Participants emphasised that students from diverse backgrounds should be involved in **programme governance, evaluation, and co-creation**, and that participation mechanisms must be designed to avoid privileging already well-represented student groups. Inclusivity was therefore seen as both a **design challenge** and a **governance challenge**.

Finally, the group discussed how inclusivity could be assessed within the EDL framework. Participants cautioned against overly bureaucratic metrics and instead proposed a **qualitative, evidence-based approach**, focusing on programme-level strategies, documented processes, and demonstrable impact on student participation, retention, and success.

Key challenges identified

- Risk of treating inclusivity as a policy statement rather than as an operational design principle.
- Structural exclusion linked to mobility requirements, funding limitations, visa regimes, and life circumstances.
- Uneven access to student support services across partner institutions.
- Admissions procedures that unintentionally privilege traditional or elite student profiles.
- Difficulty in developing assessable but proportionate indicators for inclusivity within the EDL framework.

Good practices and proposed approaches

- **Inclusive programme design from the outset**, including flexibility in mobility formats, modular curricula, and alternative learning pathways.
- **Transparent and widening admissions strategies**, including recognition of diverse educational trajectories and outreach to underrepresented groups.
- **Equivalent access to student services across partners**, with clear information, referral mechanisms, and continuity of support across mobility phases.
- **Flexible mobility models**, including blended mobility, short-term formats, and meaningful virtual collaboration as complements (not substitutes) to physical mobility.
- **Structured student involvement mechanisms**, ensuring diverse student voices are represented in governance, QA, and programme development.
- **Qualitative self-assessment approaches**, using reflective narratives, student feedback, and evidence of institutional arrangements rather than rigid numerical thresholds.

Recommendations emerging from the discussion:

- Embed inclusivity explicitly into joint programme design frameworks, rather than treating it as a horizontal policy add-on.
- Develop guidance on inclusive admissions practices aligned with the EDL, including outreach strategies and recognition of diverse learner profiles.
- Ensure joint programmes demonstrate equivalent access to student services across institutions, particularly for vulnerable student groups.
- Promote flexible and blended mobility models as legitimate pathways within EDL-aligned programmes.
- Develop proportionate, qualitative indicators for assessing inclusivity that focus on processes, learner experience, and demonstrable impact.

4. Panel 3 – Making it work: tools and strategies to verify the European Degree Label criteria

Abstract: Building on the QA perspectives discussed in Panel 2, this panel has focused on concrete methods and tools for verifying the EDL criteria in practice. The set of EDL criteria that define what constitutes a truly integrated European joint degree, should go beyond formal arrangements, covering academic integration, mobility, QA, and recognition. The key challenge is: *How do we evaluate and verify the EDL in practice, while ensuring alignment with existing QA systems and avoiding duplication or fragmentation?*

This panel aimed to explore the operationalisation of the EDL criteria in a way that respects the European QA architecture and supports trust, transparency, and comparability.

Moderator: Ulrike Krawagna, Arqus

Speakers:

- Aleksandar Šušnjar, Director, European Quality Assurance Register (EQAR)
- Neringa Narbutiene, EU-CONEXUS institutional coordinator, Catholic University of Valencia
- Alexandru Cartiș, Head of CIVIS Education Unit, CIVIS
- Tamara Ciobany, SC Member of the European Students' Union

The third panel shifted from defining the EDL criteria to the practicalities of verifying compliance. Speakers explored tools and methods from different angles, considered how verification can be embedded in existing documentation and QA mechanisms, and discussed roles and responsibilities across institutions, QA agencies, alliances, and other stakeholders. Building on earlier sessions, they reiterated that verification should be simple yet meaningful, avoiding any new, standalone assessments and unnecessary administrative or financial burden.

Participants agreed that, while establishing joint programmes is complex, verifying EDL compliance can be straightforward if institutions reuse existing evidence rather than generating new material. The most challenging area remains with the criteria on the European dimension and values, where there is uncertainty about appropriate evidence and evaluation. A practical illustration from the EU-CONEXUS Alliance presented a self-assessment checklist that structures verification criterion by criterion, identifies sources of compliance, and draws directly on consortium agreements, governance frameworks, mobility arrangements, handbooks, and policy statements – thereby minimising workload. The consortium agreement was highlighted as central. The overarching message was that verification must not replicate full programme accreditation; it should be a light, targeted check against the EDL.

Recommendations emphasised aligning EDL verification with existing QA frameworks – notably the ESG and the EA – using available evidence and, where possible, synchronising accreditation timelines with EDL checks. Staff training was deemed essential to ensure consistent interpretation of the criteria and their integration into internal QA. To keep the process lean, participants favoured binary, light judgments over grading scales. Questions were raised about programmes that need to adapt to meet certain criteria – whether re-accreditation is required or whether gaps can be addressed through alternative evidence – and about the potential financial implications of verification. The overarching goal is simplification and integration: avoid parallel processes, embed verification within joint programme implementation, and leverage established practices. Although applying a label to joint programmes is new, accreditation agencies already have experience awarding labels alongside accreditation.

Insights from the FOCI project simulation showed that self-assessment and document mapping are relatively simple, but the subsequent evaluation stage is time-consuming for both programme coordinators and panels. The central challenge is confirming that documented claims reflect operational reality; purely paper-based exercises quickly become bureaucratic and lose value. The panel therefore urged an optimal balance between a light compliance check and reliable validation, with particular attention to student experience. It was also stressed that quality standards and EDL criteria are distinct, and operational guidelines should map which EDL requirements are already covered by EA accreditation so that verification focuses only on the remaining criteria. At the same time, panellists noted that the EDL goes beyond the EA, requiring careful guidance on how to evidence added dimensions such as European values.

A contribution from a CIVIS joint programme prompted broader reflections: simplification is essential, but over-simplification risks reduce the EDL to a mere checklist. Participants asked what the EDL is ultimately for – whether documents and promises are sufficient, and how criteria that reference institutions translate into teaching, learning, and the student experience, including skills development and talent connectivity. They urged viewing the EDL within a wider ecosystem to attract, train, and employ talent in Europe – pursuing simplification that adds value rather than simplification for its own sake.

Student perspectives underscored that the EDL will not matter if it is just a logo or marketing tool. Its value depends on inclusive participation, clear added value, and demonstrable quality improvements. Student involvement should be mandatory and embedded throughout: in governance at alliance and programme levels, mobility schemes, admission rules, and student support frameworks. Students called for independent input, such as a separate student report authored by consortium student representatives to share views, complaints, and solutions, with involvement in follow-up and monitoring. They stressed verifying inclusivity – ensuring all students are supported, including the majority who may not be mobile, rather than benefiting only a small mobile elite.

A recurring warning concerned administrative inflation: if verification becomes a tick-box exercise, producing more documents without improving learning, the Label risks fragmentation, limited reach, and negligible impact. Panellists urged institutions to ask whether the Label drives real change; if not, pursuing it may not be worthwhile. The conclusion from student representatives was clear: a successful EDL is not defined by branding, but by tangible benefits for the majority of students.

Conclusions:

- **Keep verification simple and meaningful**
 - Verification must be a light check against the EDL, not a re-accreditation.
 - Reuse existing evidence and documentation; avoid creating new paperwork.
- **Embed within existing QA and accreditation**
 - Align with ESG and the EA; map what is already covered and verify only unmet EDL criteria.
 - Where the EA is not available, apply established label-awarding methodologies used by accreditation agencies.
- **Provide clear guidance for “European dimension and values”**
 - Develop operational guidance and exemplars to interpret these criteria consistently.
 - Ensure staff training so teams know how to evidence and assess these aspects.
- **Use practical, low-burden tools**
 - Adopt a concise self-assessment checklist indicating each criterion and its source of compliance (e.g. consortium agreement, governance, mobility, student support).
 - Prefer binary, proportionate judgments over complex grading scales.
 - Treat the consortium agreement as the primary repository of evidence for joint governance, mobility, recognition, and student support.
- **Prioritise reality over paperwork**
 - Complement document checks with light, targeted validation of practice to ensure claims reflect operational reality.
 - Sequence expectations: early reviews rely on documents; subsequent reviews test implementation.
- **Ensure meaningful student involvement**
 - Make student participation mandatory across governance, monitoring, and follow-up.
 - Include an independent student report; verify inclusivity for both mobile and non-mobile students.
- **Minimise administrative and financial burden**
 - Synchronise EDL verification with accreditation cycles and internal QA to avoid duplication.
- **Guard against over-simplification and branding-only outcomes**

- Simplify for added value, not for its own sake.
- Ensure the EDL drives tangible quality improvements and benefits the majority of students, not a small elite.

5. Poster session – The Label in Action: Case studies from alliances

The poster session aimed to showcase how European University Alliances are translating the EDL criteria into concrete institutional practices. Through eight posters, alliances presented diverse pathways towards implementation, including joint programme design, accreditation experiences, governance models, mobility schemes, and flexible learning pathways. Together, these contributions illustrated both mature and emerging approaches to alignment with the Label, highlighting practical solutions, lessons learned, and alternative models that enrich the collective reflection on implementation across Europe.

a. **E3UDRES2 – Ready for the European Degree Label? GRACE – Joint Master in Gamified Reality Applications**

Abstract: GRACE is a joint master’s programme in Applied XR (Extended Reality) that connects students, industry mentors, and universities across Austria, the Netherlands, and Latvia to solve real-world challenges through immersive technology and gamification. Spanning four semesters, it equips learners to design XR solutions for healthcare, education, and industry within an international, hands-on environment.

Developed by the E³UDRES² university alliance, GRACE integrates gamification, didactics, and XR into a dynamic programme that promotes creativity, collaboration, and human-centred innovation, advancing the vision of a multi-university campus for the future of immersive education.

In the submitted document, we evaluated our recently accredited joint master’s programme against the criteria required to qualify for the EDL. Although these criteria had not been published when we developed the programme, we pursued accreditation according to the EA and designed it to also meet the standards of an Erasmus Mundus Joint Master application.

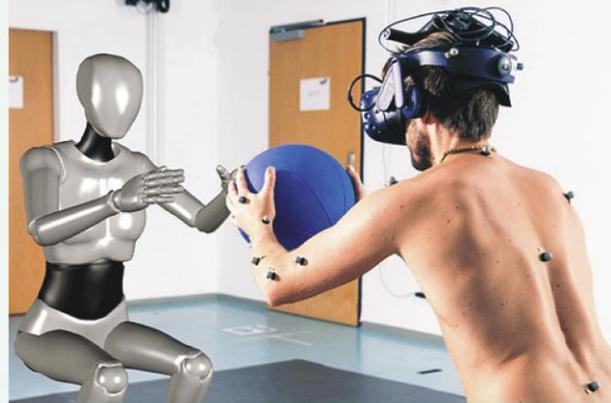
As a result, almost all EDL criteria have already been fully met. In our submission, we also highlight the criteria where GRACE demonstrates outstanding innovative features, particularly in areas such as student-centred learning and assessment, interdisciplinarity and research-based learning, learning beyond academia, employability with inter-sectoral activities, and transversal skills.

Ready for the European Degree Label? E³UDRES² Joint Master in Gamified Reality Applications*

Michael Iber and Daniela De Angeli



GRACE is a Joint Master's programme in Applied XR (Extended Reality) connecting students, industry mentors, and universities across Austria, the Netherlands, and Latvia to solve real-world challenges through immersive technology and gamification. Spanning four semesters, it equips learners to design XR solutions for healthcare, education, and industry within an international, hands-on environment. Developed by the E³UDRES² university alliance, GRACE blends gamification, didactics, and XR into a dynamic program that promotes creativity, collaboration, and human-centred innovation, advancing the vision of a multi-university campus for the future of immersive education.



- Master of Science
- 2 Years
(120 ECTS)
- 3 countries
(AT, NL, LV)
- 25 study
places/year

European Degree Label Criteria Checklist:

- 2+ institutions, 2+ countries
- Joint design, joint delivery, Joint Degree with joint Diploma Supplement
- ECTS-based learning outcomes
- Joint policies for programme management and governance
- Student involvement in decision-making
- **European quality assurance**
- Graduate tracking system
- **Student-centred learning and assessment**
- Equal access to campus services
- **Flexible/embedded student mobility (physical or virtual)**
- Joint dissertation supervision and evaluation
- **Interdisciplinary/research-based learning**
- **Learning beyond academia, employability focus including inter-sectoral activities and transversal skills**
- Digital skills incorporated
- European values adherence
- **Multilingualism (min. 2 EU languages)**
- Inclusiveness and equal opportunity
- European Charter for Researchers respected
- Environmental sustainability and green skills

- **Accreditation** following the European Approach of Quality Assurance for Joint Programmes
- Coordinated by Austrian Agency for Quality Assurance and Accreditation (AQA), including
 - Accreditation Organisation of the Netherlands and Flanders (NVAO)
 - Latvian Quality Agency for Higher Education (AIKA)
- Additional Licencing process in Latvia required
- Development of programme financed by Erasmus Mundus Design Measure Grant

- **Project-based**, challenge-driven learning
- **Gamification** as self-referential didactic principle:
 - Path to Reality Dashboard for performance monitoring
 - Badge awarding system for academic and non-curricular achievements
- European **Entrepreneurial** Competence Framework to develop self- and peer-assessment skills unfolding creativity, initiative, collaboration, and leadership

- Integrated **mobility** route: one semester at each location, location of 4th semester can be selected
- Hybrid lecture series in 4th semester
- Students benefit from individual expertise of the three universities
- Online **mentoring** by international industry partners
- Flexible solutions for students with restricted mobility

- **Interdisciplinarity** is an integral aspect of gamification and XR
- Broad range of **application fields**: Health, Education, Industry, and more
- Strong methodological focus on Human Computer Interaction, Human Factor, User Experience, and User-centred Design

- **Path to Reality** concept: Expose („in vitro”) – Low-fi / Hi-fi Prototyping – Implementation („reality”)
- Focus on **real-world challenges** provided by a mentor network of 25+ international industry partners
- Each student has at least one mentor from the professional field
- **Mentorship programme** including mentorship training

- Language courses in Latvian required for extended study periods
- E³UDRES² online courses available for languages spoken at the three institutions

* Accredited full name: Gamified Reality Applications for Real-world Challenges and Experiences (GRACE)



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b. ATHENA – Paving the way for joint programmes – ATHENA goes EMINENT

Abstract: The Erasmus Mundus Programme EMINENT has been initiated within the ATHENA Alliance. It was launched and accredited under the EA in 2023. EMINENT embodies a multidisciplinary, market-oriented, and flexible curriculum jointly developed by four ATHENA partners and one external institution. It aligns well with the European Degree criteria, including the award of a joint degree, joint decision-making, multidisciplinary and research-based learning, fostering multilingualism, and flexible mobility across partner universities.

EMINENT demonstrates how European University Alliances can serve as incubators for innovative and sustainable joint programmes – with the prospect of becoming European Degrees. As a flagship of ATHENA’s integration efforts, EMINENT paves the way for future joint degree programmes within the alliance.

Paving the way for joint programmes ATHENA goes EMINENT

The EMINENT programme

- European Master for Embedded Intelligence Nanosystems Engineering
- A **joint degree** Erasmus Mundus Programme launched in 2023
- Accredited under the **European Approach**
- Multidisciplinary, market-oriented and flexible curriculum**
- Joint organisational structure**
- Consortium: 4 ATHENA partners + 1 non-ATHENA partner



The ATHENA Alliance
Alliance for Advancing Technology
through Higher Education and Novel Approaches

The development of EMINENT is rooted in effective collaboration within the alliance:

- Collaboration across all operational levels: academics, international offices, legal departments, campus management
- Joint governance principles
- Professional contacts
- Trust

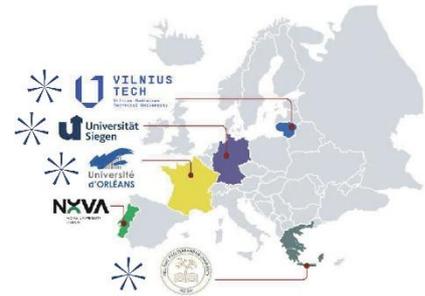
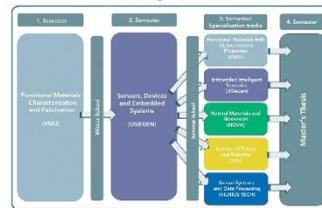
EMINENT Governance Structure



In line with EDL criteria

- Joint governance: all partners are present in all internal committees
- Student involvement: regular feedback rounds, two student members in Examination Committee, Students & Alumni Club
- Multidisciplinary curriculum & flexible mobility: students chose one of five thematic specialisation tracks
- Research-based learning: laboratory courses aligned with current research projects
- Multilingualism: all courses are taught in English, language courses are offered as extracurricular activities
- Co-supervision (optional): these co-supervision by lecturers in two partner universities and/or industrial partners

Mobility Scheme



EMINENT exemplifies how European University Alliances can boost the creation of joint study programmes by providing a collaborative and enabling environment. As a flagship of our collaboration, EMINENT paves the way for future joint degrees (with the prospect of becoming European Degrees) within the ATHENA Alliance.



EMINENT Welcome Days 2025 (HMU, Greece)

c. ULYSSEUS – Experiences from Ulyseus: Best practices in development of European Joint Programmes

Abstract: The poster depicts main learnings from the ongoing process of joint programme development and QA in Ulyseus. The commitment of creating eight new joint European Masters is demanding, however the alliance structure and peer learning provide a lot of support in co-creation. Each partner has an Innovation Hub focusing thematically on one interdisciplinary research, development and innovation area, and each joint Master is connected to the Hub of the coordinating partner. A PhD pathway will be offered eventually as a continuum for each joint Master. Experiences and learnings described in the poster relate nonetheless to the development phase of the Masters.

New joint programmes are developed in consortia of at least two Ulyseus partners, but most of them have more than two alliance partners. The process is streamlined on the alliance level to align with the European Degree (Label) criteria and the ESG, and programmes will undergo the EA accreditation. The first four have already successfully been accredited with the EA: Smart Cities, UlyseusAI, SMILE and EMFORTM-E. SmartCities and UlyseusAI have already been started. The two Erasmus Mundus programmes ImAGEin and MemBioMed have undergone a national accreditation in France, and they have also been launched. Erasmus Mundus Design Measures funding has been obtained to support development of most new programmes.

The Ulyseus Committee for Joint Programmes is the body facilitating and coordinating co-creation of joint Masters. It enables sharing of information and exchanging of experiences e.g. with documentation needed for the EA and ensures reporting of actions. Each partner establishes a project team for its own process and invites experts from partner institutions to participate in administrative work and curriculum development. Working in two sub-groups has been found as a good practice: one for the EA and another for curriculum development. Students and associate partners are also involved. Colleagues from partner institutions participate in the EA process and eventually attend to panels organised by the accreditation agency.

Other expert groups in WP3 contribute moreover to programme co-creation. The Student Administration group seeks for solutions e.g. in digital transfer of data, and the Steering Group on Pedagogical Development has recently finalised Pedagogical Guidelines for joint education in Ulyseus. Cooperation with the Innovation Hubs adds to the expertise and brings in valuable networks from RDI contexts.

A number of administrative challenges existing in this framework, cooperation within a European University Alliance is a true enabler in the co-creation and accreditation processes. It enhances trust and strengthens resilience of partners in their commitment to build new, flexible higher education pathways to contribute for a stronger Europe in a globalising world.

The full names of the already accredited programmes that are added by abbreviations and acronyms in the poster:
SmartCities: Joint European master's degree in Efficient and Sustainable Energy, Transport and Mobility to Build the Smart Cities of the Future
UlyseusAI: Joint European Master of Business Administration, AI for Business Transformation
SMILE: Joint European Master in Sustainable Management in Life Science and Engineering

EMFORTM-E: Joint European Master Program for Responsible Tourism Management & Entrepreneurship
imAGEin: Erasmus Mundus Joint Master on the Biology of Ageing
 MemBioMed: Erasmus Mundus Joint Master on Biomembranes

Experiences from Ulyseus: Best Practices in Development of European Joint Programmes

Commitment:
Co-creation of eight new European Joint Programmes connected to the eight Innovation Hubs of alliance partners

1. Building on contribution of pioneering partners: agreement templates, European Approach process, curriculum development, securing finances.

2. Ulyseus Committee for Joint Programmes: Sharing experiences about Curriculum Development and QA, Alignment with the European Degree Label criteria.

3. Finding the right people for co-creation: commitment, time management, expertise, interest.

4. Endorsement from all partner institutions.

5. Support from the alliance structure: Committee for Joint Programmes and expert groups for Student Administration, Pedagogical Development, Language Policy and the Innovation Hubs.

6. Continuous communication and online co-creation of documents (e.g. Self-Evaluation Report).

7. Resilience and trust amidst inevitable changes!

Smart Cities, EA 2023

UlyseusAI, EA 2024

SMILE and EMFORTM-E, EA 2025

CORES and DT-MD entering EA in progress and two more to come

Erasmus Mundus:
MemBioMed and imAGEin, 2025



Dr Marjaana Mäkelä and Prof. Dr Siegfried Walch,
Co-chairs of the Ulyseus Committee for Joint Programmes

d. EU-CONEXUS – Achieving real jointness of joint programmes: perspectives from a European University Alliance

Abstract: The joint Master Programme in Marine Biotechnology (JMPMB), developed within the EU-CONEXUS European University Alliance by six universities (five of them awarding partners), fully integrates the approaches set by the European Degree criteria. Designed in 2020–2021 in consultation with stakeholders from the marine biotechnology sector, the programme aligns with the Bologna Process’ tools, including the ESG. The programme was accredited using the EA in June 2021. Students are awarded a joint diploma issued by the Catholic University of Valencia and a French Diploma (Université de La Rochelle) reflecting its transnational and interdisciplinary nature.

The programme demonstrates strong European added value through its interdisciplinary and research-based learning approach, integration of virtual joint offices across partner institutions, and emphasis on employability and collaboration beyond academia. These dimensions are particularly embodied in the innovative and student-centred course Academic Research Integration which also embeds physical and virtual students and staff mobility. This course enables students to apply academic knowledge and research skills in a multidisciplinary and collaborative environment, working in international teams to design and manage complex research projects under mentor guidance. By integrating individual research expertise into collective research consortia, students gain both depth in a specific marine biotechnology field and breadth across disciplines.

The collaborative and project-based nature of the course promote teamwork, problem-solving, and project management in real research contexts, culminating in public dissemination events such as the Blue Innovation Days, where students present their projects to stakeholders and employers. Through these elements, the JMPMB exemplifies the European Degree’s key values of interdisciplinarity, research integration, transnational cooperation, and employability.

Achieving real jointness of joint programmes: perspectives from a European University Alliance – the EU-CONEXUS case

Joint Master programme in Marine Biotechnology

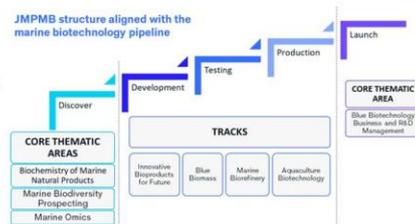
¹Jerónimo Chirivella-Martorell, ¹Neringa Narbutiene, ¹Maria Melania Diaz González, ¹Amanda Sancho-García, ²Stephanie Bordenave-Juchereau, ³Emmanouil Malandrakis, ⁴Evelina Grinienė and ⁵Tomislav Šarić.

¹Catholic University of Valencia; ²Université de La Rochelle; ³Agricultural University of Athens; ⁴Kaipėda University and ⁵University of Zadar.

Programme organisation: EDL criteria



- Joint Diploma (UCV)
- 5 awarding universities
- Erasmus Mundus 2021-2027
- Curriculum developed in the consultation with the stakeholders from marine biotechnology sector
- European Approach accreditation - June 2021
- Bologna commitments.
- EU-CONEXUS alumni network



European dimension

The programme demonstrates strong European added value through its **interdisciplinary** and **research-based learning approach**, integration of virtual **joint offices** across partner institutions, and emphasis on **employability** and collaboration beyond academia.

Academic Research Integration

Innovative **student-centred** course enabling students to apply academic knowledge and research skills in a multidisciplinary and collaboration environments.



International teams

Students work in transnational teams (physical and virtual)



Research projects

Design and manage complex research projects under mentor guidance



Blue Innovation Days

Public dissemination with stakeholders and employers

Screening of marine natural products for anticancer activity from a marine bacteria and macroalgae using cell culture

Introduction

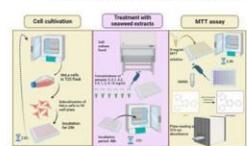
Oxidative stress, defined as a loss of balance between antioxidants and oxidants, often in favour of the latter (Sies, 2020), plays a crucial role in chronic diseases such as cancer. Research for new antioxidant compounds can advance anticancer drug discovery. The sea is a vast source for organisms able to produce a wide array of chemically diverse, natural compounds with extraordinary bioactivities. Here, bacteria and macroalgae are examined as potential producers of valuable anticancer compounds.

Methodology

1. Culturing *Chromobacterium violaceum* for violacein production
2. Extraction of polyphenols & pigments from marine macroalgae
3. Extract treatment for antimicrobial screening on HeLa cells

Conclusion

- *Chromobacterium violaceum* extract shows decreasing absorbance, hinting at potential cytotoxicity.
- Seaweed extracts vary: *Fucus* lacks cytotoxicity, contrary to its high antioxidant activity, while *Codium vermicilata* impacts cell survival with a lower IC50.
- *Sphaerococcus* extract is highly cytotoxic although it has minimal antioxidant activity at low concentrations, indicating the need for further exploration of toxicity, possibly on *C. elegans*.



e. INVEST – The INVEST European University Alliance approach

Abstract: This poster examines how the criteria of the EDL can be systematically integrated into the (re)design of joint study programmes, using the INVEST European University Alliance as a living laboratory. In line with current European priorities on joint degrees, automatic recognition and seamless cross-border mobility, the contribution proposes a pragmatic framework that can be applied both to newly developed programmes and to the adaptation of existing ones.

The approach is structured around five key dimensions that are central to the EDL and to the long-term sustainability of joint provision: (1) internal governance and stakeholder involvement, including clear shared decision-making structures and meaningful roles for students and external partners; (2) a student-centred orientation that embeds interdisciplinarity and multilingualism in the curriculum and learning outcomes; (3) joint policies and a coherent QA system that align institutional and national requirements while ensuring transparency and fairness; (4) coordinated accreditation strategies capable of navigating multiple regulatory environments; and (5) mobility schemes that balance compulsory and flexible pathways, with a strong emphasis on environmental sustainability and social inclusiveness.

1 From "mobility-rich" to "jointly designed"

2 Shared decision making for shared degrees

3 Designing learning around learners, Interdisciplinarity & Multilingualism

4 One joint programme, one coherent QA logic

5 Seamless-Mobility as an integrated & equitable experience

Seamless INVEST Student Mobility

PLAN-DO-CHECK-ACT (PDCA) CYCLE

JOINT DEGREES STARTING AUTUMN 2027

f. ECIU – Challenging conventional thinking: Flexible learning pathways as an Alternative to Joint Programmes

Abstract: The poster presents ECIU University’s Flexible Learning Pathways (FLP) as a scalable alternative to traditional joint programmes, showing how the EDL’s principles can be achieved through personalised, challenge-based, and internationally mobile study routes across alliance universities. It highlights key features such as student-centred design, interdisciplinarity, micro-credentials, mutual recognition of learning outcomes, and collaborative governance. A concrete implementation at KTU illustrates how students progressively combine challenges and micro-modules over three semesters. Overall, the poster argues that FLP offers greater flexibility and real-world relevance while maintaining quality, benefiting students, institutions, and educators alike.




Co-funded by
the European Union



Challenging Conventional Thinking: Flexible Learning Pathways as an Alternative to Joint Programmes

ECIU University demonstrates that the **European Degree Label’s core principles** can be achieved through **Flexible Learning Paths (FLP)** rather than traditional joint programmes. Our Challenge-Based Learning (CBL) model offers a transformative alternative that embodies European integration while providing unprecedented student agency.

- **Key Innovation:** FLP enables personalized learning journeys across ECIU alliance universities with quality assured through mutual recognition of learning outcomes.

Addressing EDL Topics via FLP

- **Student-Centred Focus:** Learners design paths combining CBL modules and micro-modules based on interests and career goals.
- **Interdisciplinarity:** Challenge-based approach integrates disciplines; students work in interdisciplinary teams.
- **Mobility & Internationality:** Built-in physical and virtual mobility; CBL modules open to ECIU network students.
- **Flexibility:** Students choose from challenges and micro-modules across alliance; complementary learning on demand.
- **Micro-credentials:** Digital certificates stored in wallet showcase competencies earned.

Quality Assurance & Governance

- **Mutual Recognition:** Learning outcomes from all alliance universities recognized through established frameworks.
- **Joint Policies:** Harmonized academic standards while respecting institutional diversity.
- **Stakeholder Co-creation:** Students, faculty, industry partners, and NGOs collaborate on real-life challenges.
- **Accreditation:** Individual university accreditation supporting collective recognition and credit transfer.

Learning Pathways

KTU FLP Implementation Model

Flexible Minimum 18 ECTS allocation: CBL modules using challenge methodology + micro-modules for additional competencies.

Progressive Integration: Starting from 3rd semester (Bachelor’s) or 1st semester (Master’s) over three consecutive semesters with increasing challenge complexity.

Bachelor’s level



Note: This represents KTU’s specific implementation. Other ECIU universities adapt FLP to their institutional contexts, demonstrating modal flexibility.

Master’s level



Lessons Learned & Added Value:

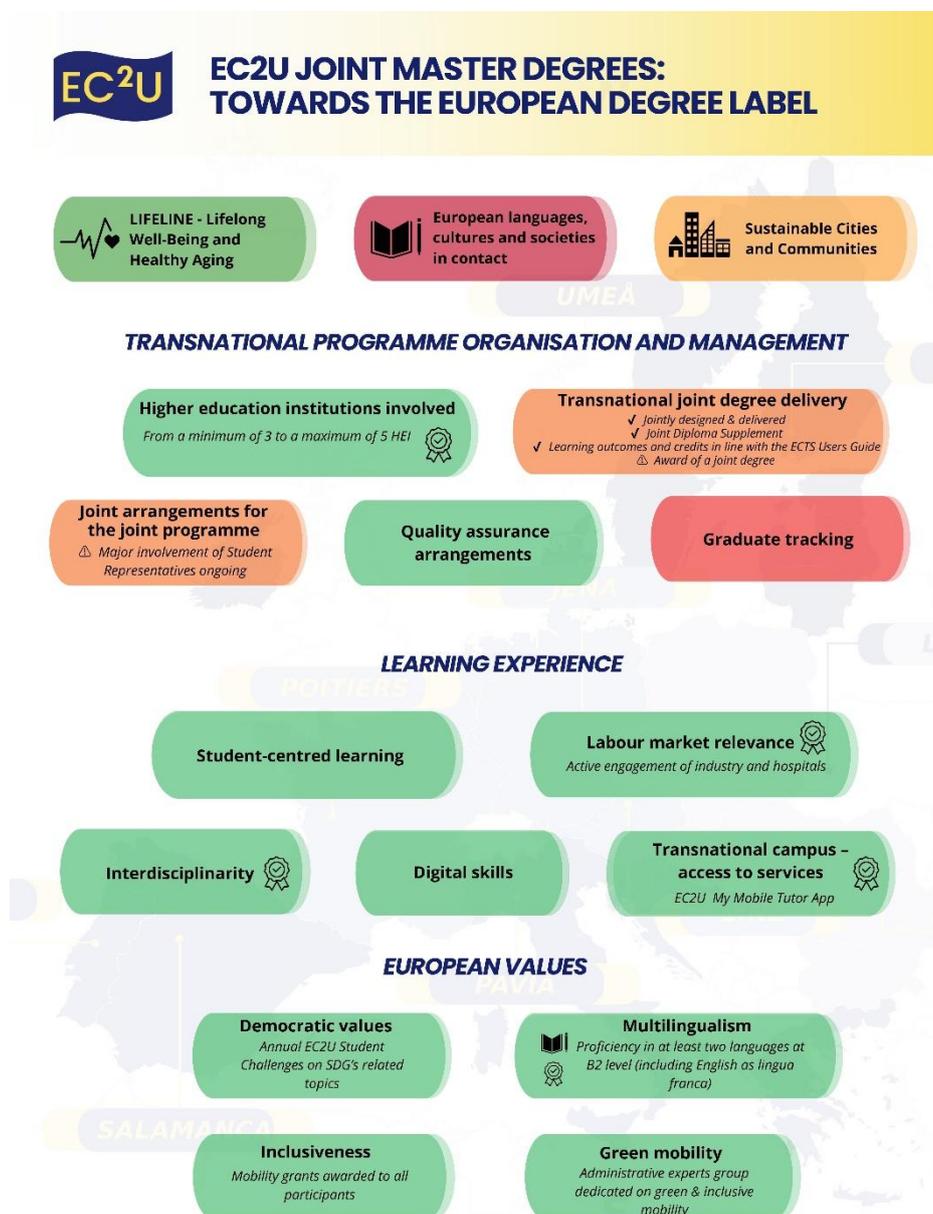
Obstacle: Traditional joint programmes lack flexibility for diverse student needs.
Solution: FLP provides framework without rigidity; students access 30+ micro-modules, multiple challenges, real-world problem-solving.
Added Value: European Degree Label can encompass diverse models beyond joint programmes, making European education implementable at scale while maintaining quality standards.

- **For Students:** Personalized paths, real challenges, European network.
- **For Institutions:** Collaborative innovation, shared resources, European visibility.
- **For Practitioners:** Flexible curriculum design, cross-border collaboration, innovation space.

g. EC2U – Joint master's degrees: Towards the European Degree label

Abstract: The poster illustrates the state of the art of the current three EC2U Joint master's degrees with respect to the criteria established by the European Commission for the EDL. It also highlights several EC2U best practices related to these criteria and clearly indicates which requirements are currently fulfilled and which are not.

Green indicates criteria that have been fully achieved, orange those where challenges have been encountered, and red those that still need to be fully met.



h. CHARM-EU – Retrospective Mapping of European Degree Label criteria to a European University Alliance Joint Masters Programme

Abstract: The quality criteria for the EDL offer an opportunity for European University Alliances to review and reflect on the Europeanness of their programmes in line with highest standards and Bologna tools of transnational programmes.

These 16 criteria focus on three major areas, transnational programme organisation and management, learning experience, and European values. Mapping and evaluating the criteria to existing programmes can describe evidence-based strengths and challenges to criteria achievement, inform future design of joint programmes seeking an EDL, and contribute an understanding of how using the criteria would operate in practice. This poster aims to analyse, explore, and reflect on the EDL criteria within the context of the CHARM-European Alliance Masters in Global Challenges for Sustainability (MGCS) re-organised following the design and delivery journey and the governance, support services and administrative arrangements.

The MGCS has been delivered for 5 editions now as a joint degree programme and is accredited now by nine European universities within the CHARM-EU alliance in 8 countries. And CHARM-EU has replicated it in two more master's; one already accredited in five countries and other is a working process in seven. In the poster, the 16 criteria are assessed in two blocks: the design and delivery stages, and in the Governance, support services and administrative arrangements based on CHARM-EU experience on the MGCS by key members of the programme using a retrospective reflective approach. Description of the means of alignment, and challenges faced to achieve each criterion are presented.

Results indicate that the MGCS aligns to all criteria to some extent, however some criteria are more challenging to achieve, or are achieved to a higher level of integration than others. For example, challenging criteria to achieve in practice include, 'access to services' and 'transnational joint degree delivery'. Strong alignment was evident in the criteria 'higher education institutions involved', 'interdisciplinarity', 'student centered learning', 'flexible and embedded student mobility', 'inclusiveness' and 'labour market relevance'. Moderate alignment, where criteria were achieved but further development or more explicitness is needed include 'democratic values' and 'green transition'.

This poster contributes a novel understanding of the alignment between existing joint programmes and their applicability to the EDL criteria, presents practice-based challenges with achieving specific criteria, and recommendations for institutions considering an EDL. It also demonstrates the value of the criteria for an Alliance as a reflective exercise to improve existing practices within a joint programme.

Retrospective mapping of European Degree Label criteria to a European University Alliance Joint Master's Programme

Authors: Meritxell Chaves¹, Silvia Gallagher², Jake Byrne², Ádám Tóth³, Laia Alonso⁴

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⁴CHARM-EU Alumna



Background

The CHARM-EU Master's in Global Challenges for Sustainability (MGCS): a joint degree accredited by nine universities and 8 countries. Five editions. 2 more in preparation.

This poster retrospectively maps the 16 European Degree Label criteria (A1–A8, B1–B7) to: Design and delivery, Governance, support services & administrative arrangements, including how they are met and the main challenges.

Design and Delivery

Joint, transdisciplinary, challenge-based curriculum

- Modules designed and delivered by interdisciplinary academic staff from partner institutions (Knowledge Creating Teams – KCTs) & external stakeholders, using challenge-based methodologies.
- An internship semester + a 30 ECTS final thesis based on a real-life challenge provided by an external partner.
 - Mapped criteria: A2, B1, B2

Programme learning outcomes (PLO's), values and inclusivity

- PLO's include: Sustainability, Digital skills, Transdisciplinarity, Inclusive and intercultural competencies. Values embedded in the educational principles
 - Mapped criteria: B2, B3, B4, B6, B7

Student-centred, personalised curriculum and programmatic assessment

- Students can work on proposed challenges or design their own, aligned with their interests.
- Programmatic assessment is based on competence development evidenced through an e-portfolio. One PLO's is reflexivity in the personal and professional development
 - Mapped criteria: A6

Interculturality and mobility

- Students are distributed across physical campuses, ensuring intercultural groups
- Hybrid classrooms and inter-campus teams: physical and virtual mobility.
- Physical mobility is compulsory in the 2nd semester. Students can complete up to 3 mobility semesters
 - Mapped criteria: A8, B5



Challenges in Design & Delivery

- Supporting interdisciplinary and inter-institutional collaboration in an enhanced technology environment requires ongoing support and upskilling of staff. An educationalist is integrated into each KCT supports team building and innovative teaching and learning strategies.
- Ensuring inclusivity: DEI team assesses the needs, and the Board of Examiners decides on accommodation solutions. However, they are not always easy to identify and address.
- Costs and mobility requirements, together with limited grant availability, make it difficult to combine excellence in inclusion-related criteria.
- Environmental sustainability vs. compulsory mobility: Compulsory mobility and its educational benefits with environmental impact need to be well-balanced.

Governance, support services and administrative arrangements

Joint governance, policies and services

- A Consortium Agreement between nine universities defines boards and joint policies on admissions, tuition fees, enrolment, assessment, quality assurance, joint parchment and diploma supplement, and graduate tracking. (a section on the website).
- Students enrolled in all partner universities (same rights, duties and access to services as local students at each institution).
- A Joint Administrative Office (JVAO) supports students and staff.
 - Mapped criteria: A1, A2, A3, A4, A5, A7

Diversity, equity and inclusion support (DEI)

- DEI is a core value in the alliance and the programme.
 - Support structures include: admission process, onboarding session for students and academic staff, needs assessment for everyone at the start of the programme, ongoing support from a dedicated DEI team when needed, and accommodations agreed through the Board of Examiners when needed
 - Mapped criteria: B6



Challenges in support & administration

- Sustaining aligned and balanced collaboration among the partners.
- The choice of the accrediting institution and Quality Agency is crucial
- Specific rules and regulations, and procedures for a joint, innovative programme
 - The innovative and highly joint nature of the programme clashes with existing institutional and national regulations. Dedicated rules, quality systems and support activities must be created and agreed upon by all partners.
- Parchment and diploma supplement
 - Electronic parchment is not yet possible in all countries.
 - Institutional and national requirements for diploma supplements diverge.
 - A joint design and approach is needed to address these differences.
- Fragmented IT systems across the student journey for admission, enrolment, digital identity, virtual learning environment (VLE) and collaborative platforms. Interoperability is key.

Added Value

Graduate satisfaction.

- Graduates report: enhanced intercultural capacity and communication skills; better understanding of Europe and European cooperation; strong appreciation for the challenge-driven approach; benefit from access to resources, services and networks across multiple European universities



Graduates' employability: Most graduates obtain employment shortly after graduation, and employers value graduates': (1)

- Ability to work in interdisciplinary and intercultural environments,
- familiarity with challenge-based and collaborative approaches,
- readiness to engage with sustainability, digital innovation and societal challenge

6. Co-creation Workshop: Building the self-assessment checklist

Abstract: This interactive co-creation workshop invited participants to collectively shape a practical self-assessment checklist to support the implementation of the EDL criteria. Through collaborative discussion and exchange, participants have dived into the core criteria that define quality and coherence in European university alliances, asking: *How do we interpret these criteria? What indicators truly reflect progress? How do we measure alignment within our alliances?*

Working in groups, participants explored specific categories of criteria, sharing good practices, tools, and lessons learned from their own institutional and alliance experiences. Each group synthesised their insights into a checklist of actionable self-assessment practices, creating a concrete output that can guide other collaborations.

In one table, the focus was on good practices for developing consortium agreements, highlighting what works, what fails, and how legal, administrative, and pedagogical dimensions can align to support joint implementation of the EDL.

By the end of the session, participants have co-created a shared resource: a living checklist of good practices to inspire alliances across Europe in evaluating themselves, strengthening cooperation, and laying the groundwork for successful consortium agreements.

- **Table 1: A1) Higher education institutions involved; A2) Transnational joint degree delivery**

Criterion A1 – Higher education institutions involved

The discussion underlined that the criterion A1) emphasis lies not only on the number or geographical spread of participating higher education institutions, but primarily on the quality, depth, and institutional nature of their involvement.

Reflections and experiences coming from the participants' side show that this criterion is formally easy to meet yet substantively challenging to demonstrate. Many alliances initially rely on broad multilateral 'memoranda of understanding' or 'alliance-level cooperation agreements', which provide an important political framework but often lack programme-specific commitments. As a result, institutional involvement risks remaining implicit, uneven, or dependent on individual academic initiative rather than a formal institutional responsibility.

While some universities act as academic and organisational drivers, others may participate in a more limited or symbolic manner, a recurring challenge concerns the asymmetry of engagement among partner institutions. From the perspective of the EDL, such differentiated involvement weakens the claim that the degree is genuinely 'joint' at institutional level, even if all partners are formally listed.

Alliances have begun and will move forward to address this by moving towards programme-specific institutional arrangements, endorsed by senior management and clearly linked to institutional strategies. These arrangements typically clarify the academic, administrative, and governance responsibilities of each participating institution and establish joint decision-making bodies with defined mandates. This evolution reflects an important shift from cooperation based on goodwill to cooperation based on shared

institutional accountability, which means an implicit sense of a criterion's operationalisation in the regular process of evaluation.

To further strengthen the criterion A1, the participants have emphasised that it could systematically:

- require explicit institutional endorsement for each European degree programme, separate from general alliance agreements;
- define minimum and comparable responsibilities for all participating institutions, thereby avoiding 'silent partners';
- anchor joint governance structures within existing institutional QA and management frameworks;
- ensure that the programme is visibly embedded in official institutional documentation, including course catalogues and QA procedures.

Such measures would reinforce the institutional character of cooperation, strengthened through this criterion, and provide robust evidence that the higher education institutions involved are not merely associated with the programme, but are collectively responsible for its conception, delivery, and continuous improvement.

Criterion A2 – Transnational joint degree delivery

Practices within the alliances reveal that this criterion represents one of the most demanding aspects of the Label. While student mobility is widely implemented, the present criterion is often framed as a flexible or optional opportunity rather than as a structural element of programme delivery. In such cases, students may complete the programme with limited exposure to joint teaching or transnational academic interaction.

More advanced alliance practices, in the light of fulfilling this criterion, perhaps will be able to demonstrate a gradual transition towards integrated transnational delivery models. These could include mandatory study phases in different countries, jointly designed modules delivered by academic staff from multiple institutions, and the systematic use of blended formats to support transnational interaction. The majority opinion was that the particularly strong evidence of compliance with criterion A2) can be observed where teaching, supervision, and assessment responsibilities are shared across institutions and formalised through joint academic regulations.

One other remark was that joint delivery is frequently strongest in teaching activities, while assessment and QA remain largely national. This creates a mismatch between transnational learning experiences and nationally anchored academic decision-making, which may be perceived as inconsistent with the spirit of the criterion.

To enhance the understanding and improving criterion A2), the following could be proposed:

- define a non-substitutable minimum of transnationally delivered credits within the curriculum;
- move from guest-lecture models to fully jointly designed and assessed modules;
- formalise joint examination boards and co-supervision arrangements;
- embed BIPs as credit-bearing core components rather than supplementary activities.

By doing so, transnationality becomes a defining characteristic of the programme's academic architecture rather than an additional opportunity.

- **Table 2: A3) Joint arrangements for the joint programme; A4) Quality assurance arrangements**

Criterion A3 – Joint arrangements for the joint programme

The discussion highlighted that *jointness* remains one of the most complex and frequently misunderstood criteria of the EDL. Participants stressed that formal policies or written agreements alone are insufficient to demonstrate compliance. Instead, joint arrangements must be evidenced through the actual implementation of shared procedures and practices across partner institutions throughout the full programme lifecycle. Jointness was therefore framed as an ongoing process of collective design, delivery, and management, rather than an additional layer added to otherwise separate institutional activities.

Participants emphasised that jointness should be assessed primarily at programme level, rather than at alliance or institutional governance level. Effective joint arrangements require the involvement of both academic and administrative staff, with clearly defined shared responsibilities for curriculum development, admissions, assessment, student support, and programme coordination. Several participants suggested that the student experience provides a useful lens for evaluating jointness: where students perceive the programme as a genuinely integrated entity rather than as an extension of their home institution, this is a strong indicator that joint arrangements are functioning effectively. In this context, student feedback and testimonials were identified as valuable qualitative evidence for verifying compliance with criterion A3.

The discussion also acknowledged that involving students meaningfully at the programme design stage remains challenging, particularly within complex or multi-partner consortia. Nonetheless, participants agreed that early student input—whether through consultations, pilot cohorts, or research-based feedback mechanisms—can strengthen joint ownership and improve programme coherence.

Criterion A4 – Quality assurance arrangements

Regarding criterion A4, participants highlighted the importance of clarity around QA responsibilities and processes. The availability of practical tools, such as shared templates, joint self-assessment instruments, and clear guidance on the role of QA agencies, was seen as essential to support implementation. Particular attention was drawn to the need for clearer explanations of how QA arrangements apply in cases involving self-accrediting institutions, as this remains an area of uncertainty for many alliances.

Overall, the group underlined that robust joint arrangements and QA frameworks must be demonstrable in practice, proportionate, and aligned with existing European tools, notably the ESG and the EA, in order to ensure credibility, feasibility, and trust in the EDL.

- **Table 3: A5) Graduate tracking; A6) Student-centered learning; B2) Opportunities for learning beyond academia and employability**

Criterion A5 – Graduate tracking and alumni engagement

Graduate tracking was discussed as a mechanism for understanding programme outcomes and supporting continuous improvement. Participants highlighted the use of **post-graduation surveys**, including the importance of monitoring response rates and embedding surveys into programme processes rather than treating them as stand-alone exercises.

Maintaining regular contact with graduates is essential. Approaches discussed included collaboration with external stakeholders (such as employers and industry partners) to gather feedback on graduates' skills and preparedness for the labour market. Alumni engagement strategies were also highlighted, including alumni clubs, regular gatherings, workshops, and events aimed at fostering an alumni culture. **Incentives** are an effective way to sustain engagement, for example through upskilling opportunities or discounts for former students of joint programmes. Sharing successful career paths of graduates with current students was also discussed to reinforce programme attractiveness.

Criterion A6 – Student-centred learning and student involvement

Student-centred learning was addressed primarily through the lens of student participation in governance and programme design. Participants emphasised the importance of including student representatives in all alliance bodies and ensuring their involvement in programme committees, particularly during the development phase of joint programmes. Beyond formal representation, students should be actively involved in designing learning activities, such as specific courses, student conferences, seminars, and modules. The concept of personalised curricula was explored, alongside questions on **how personalisation can be measured**. Suggested indicators included the proportion of elective courses, modular ('lego-style') programme structures, and the integration of work-based learning where partners agree.

Systematic collection of student feedback was identified as a core practice under this criterion. Surveys conducted before and after graduation can be useful tools, with practical examples shared on how feedback mechanisms can be embedded into programme requirements, such as linking surveys to final thesis documentation or module completion.

Criterion B2 – Learning beyond academia and employability

Participants highlighted internships, placements, and volunteer activities as concrete examples, including the possibility of combining internships abroad with thesis projects. The role of transversal skills development was emphasised, including courses delivered through micro-credentials or BIPs. Interdisciplinarity was identified as a key enabler, with suggestions to include mandatory interdisciplinary components and challenge-based learning approaches, where external partners provide real-world challenges and students from different programmes collaborate on solutions.

The involvement of external stakeholders in academic processes was also discussed, including participation in master's thesis committees. The engagement with the labour market should be considered from the earliest stages of programme design and reflected in the mission statement of the consortium, signalling a shared commitment to collaboration with external partners and the alliance.

Doctoral-level considerations (linked to A5, A6, and B2)

Participants highlighted the importance of applying research to industry and societal needs, including through co-tutelle arrangements. Providing transversal and interdisciplinary components for PhD candidates (such as training in project management or artificial intelligence) can be a way to align doctoral education with broader skills needs while preserving research quality.

Recommendations

- Embed graduate and alumni surveys into programme processes, complement survey data with employer feedback, and maintain regular contact with graduates.
 - Foster alumni cultures through clubs, events, success stories, and incentives such as upskilling opportunities for former students.
 - Include students in alliance bodies and programme committees, involve them early in programme design, and create supportive environments for participation.
 - Align PhD programmes with societal and industry needs through co-tutelles and transversal training components.
 - Include concrete examples illustrating compliance with student-centred learning under Criterion A6, as suggested during the discussion.
- **Table 4: A7) Transnational campus – access to services; A8) Flexible and embedded student mobility; A9) Co-evaluation and co-supervision for dissertations**

Criterion A7 – Transnational campus: Access to services

Participants agreed that access to services mentioned under A7 should be understood not merely as **formal eligibility**, but as **effective, seamless, and equitable access** to academic, administrative, and support services across all partner institutions. The notion of a ‘transnational campus’ was interpreted as requiring that students experience the joint programme as a **single learning environment**, regardless of physical location or home institution.

The group stressed that services should be accessible **before, during, and after mobility**, covering admissions, enrolment, housing, visa support, academic advising, counselling, disability services, IT access, libraries, career services, and complaint mechanisms. Participants emphasised that students should not be expected to navigate fragmented institutional systems independently; instead, joint programmes should provide **clear entry points, guidance structures, and ‘escalation’ pathways**.

A key challenge identified was the unevenness of institutional service infrastructures and eligibility rules across countries. Rather than requiring identical services everywhere, participants proposed focusing on **equivalence of outcomes**, ensuring that students receive comparable levels of support even if services are delivered through different organisational models.

The group highlighted the importance of **joint information environments**, such as shared portals, handbooks, or digital platforms, enabling students to access services across institutions transparently. Evidence of compliance should therefore focus not only on formal agreements but on **actual usability and student experience**, potentially supported by student testimonials and feedback data.

Good practices and indicators:

- Joint student handbooks or digital platforms consolidating service information across partners.
- Named institutional contact points or joint programme coordinators responsible for service navigation.
- Clear procedures for accessing housing, visas, healthcare, counselling, disability support, and academic advising across institutions.

- Joint monitoring of student satisfaction with services, including during mobility phases.
- Evidence of service equivalence through documented arrangements, workflows, and student feedback.

Criterion A8 – Flexible and embedded student mobility

The group interpreted mobility under A8 as a **core pedagogical component** of joint programmes rather than as a stand-alone requirement. Mobility should be **embedded in curriculum design**, aligned with intended learning outcomes, and contribute meaningfully to students’ academic, personal, and professional development.

Participants strongly emphasised the need for **flexibility in mobility formats**, including short-term, blended, and hybrid models, to accommodate students facing financial, health, family, visa, or employment-related constraints. Physical mobility remains central to the European degree experience but should be complemented by **alternative pathways** that ensure inclusion without diluting academic ambition.

Mobility windows should be clearly integrated into programme structures, with transparent credit recognition, coherent assessment practices, and appropriate academic support. Participants stressed the importance of **predictability and transparency**, enabling students to plan mobility well in advance and make informed decisions.

The group also highlighted the need for **institutional responsibility-sharing**, including joint funding strategies, harmonised calendars where possible, and coordinated administrative processes. Mobility should not rely on *ad hoc* arrangements or individual staff goodwill but should be structurally embedded in consortium agreements and programme governance.

Good practices and indicators:

- Clearly defined mobility windows embedded in curricula and aligned with learning outcomes.
- Multiple mobility pathways, including blended or short-term formats, with equivalent academic value.
- Transparent credit recognition arrangements and joint assessment frameworks.
- Joint funding strategies and coordinated student support for mobility.
- Evidence through curriculum maps, mobility pathways, student handbooks, and learner feedback.

Criterion A9 – Co-evaluation and co-supervision for dissertations

Participants agreed that co-supervision and co-evaluation of dissertations are **key indicators of academic integration** and joint ownership of programmes. Co-supervision was seen as particularly important for reinforcing joint academic cultures, ensuring intellectual diversity, and embedding transnational perspectives in research and thesis work.

Participants noted that co-supervision arrangements should be **systematic rather than optional**, particularly at Master’s and Doctoral levels, and that responsibilities between supervisors across institutions should be clearly defined. Joint evaluation procedures, including shared assessment criteria,

joint committees, and coordinated defence procedures, were seen as essential for ensuring consistency, fairness, and credibility of outcomes.

The group highlighted the importance of recognising differences in national regulations, doctoral traditions, and institutional practices, and stressed the need for **flexible but robust models** that ensure joint academic responsibility while remaining legally feasible.

Good practices and indicators:

- Formalised co-supervision arrangements in consortium agreements and programme regulations.
- Joint supervision teams involving staff from at least two partner institutions.
- Common thesis guidelines, assessment rubrics, and evaluation procedures.
- Joint examination committees or coordinated defence processes where legally possible.
- Evidence through programme regulations, supervision agreements, and student feedback.

Cross-cutting recommendations:

1. Interpret A7 through the lens of **effective student experience**, not merely formal eligibility to services.
2. Embed mobility structurally into programme design under A8, with **flexible and inclusive pathways** that preserve academic ambition.
3. Develop proportionate but systematic co-supervision and co-evaluation models under A9, aligned with disciplinary and national contexts.
4. Use consortium agreements, student handbooks, and curriculum maps as **primary evidence sources** for compliance.
5. Incorporate student feedback and lived experience as a core verification tool across A7–A9.

- **Table 5: B1) Interdisciplinarity and research-based learning; B4) Values**

Criterion B1 – Interdisciplinarity and research-based learning

A clear definition of interdisciplinarity has been found essential by the group to avoid inconsistent interpretations. It should be distinguished from pluridisciplinarity, multidisciplinarity, transdisciplinarity, and intradisciplinarity, with the focus on genuine integration – combining disciplines to create new knowledge, not just coexistence.

Key indicators may include interdisciplinary modules, team teaching, curricular elements that bring students from different disciplines together and foster exchange, and collaborative project work. Evidence should be visible in the programme’s intended learning outcomes and/or detailed curriculum descriptions, showing how disciplines are integrated to foster innovative thinking and problem-solving.

Discussion on research-based learning

Interpretations of research can vary, so clarity is essential. The group argued that research-based learning differs across Bachelor, Master, and PhD programmes, with increasing depth and originality expected at each level. The core assumption is that students should engage in creating new knowledge, not just learning about it.

Indicators for assessing the criterion could include a significant proportion of research-active staff in teaching, exposure to research methods, participation in research projects or internships, and completion of a thesis or research-based assignment.

Evidence should be documented in the intended learning outcomes, curriculum overview, and syllabi, demonstrating how research is integrated into teaching and how students develop research competencies.

Criterion B4 – Values

The assessment of the criterion should focus on how the programme actively promotes values, not just institutional commitments. Effective indicators could include active learning methods that foster students' values, opportunities for student involvement in governance and programme development, and a strong emphasis on critical thinking, inclusivity, and ethics.

Programmes should uphold academic freedom, ensure liberty of expression, and expose students to European values. Membership in a European University Alliance should not be sufficient—active integration of values into teaching and governance is essential.

Evidence can be found in a programme's mission statement, participation in EU-funded projects, engagement with the European Research Area, adherence to documents like the Magna Charta Universitatum, and transparent governance structures.

- **Table 6: B5) Multilingualism; B6) Inclusiveness**

The discussion on criteria B5 and B6 centred on the translation of two broadly framed expectations, multilingualism and inclusiveness, into implementable arrangements without compromising their purpose. Participants repeatedly noted that for both criteria, the level of implementation is decisive. The Label will be judged less by ambitious wording and more by the concrete measures that consortia can demonstrate in practice through their cooperation agreement and student-facing information.

Criterion B5 – Multilingualism

The discussion on multilingualism focused on the definition of meaningful exposure. Participants emphasised the significance of exposure to national languages, highlighting their role not only as a cultural component of joint programmes but also their intersection with national regulations in certain contexts. In certain cases, students who are staying in a country for a defined period may be required to meet local expectations or comply with administrative and legislative requirements. While several universities already offer introductory language courses, often at A1 and A2 levels, there is a question as to whether this bar is too low if the intent is to strengthen multilingual competence in a way that is recognisable and valuable.

The group also explored whether multilingualism should be understood only as language learning, or also as flexible academic practice. One concrete proposal was to establish the possibility for students to submit materials and take exams in languages other than the language of instruction, where feasible and academically appropriate. This was discussed as one way of supporting multilingualism beyond symbolic exposure, while acknowledging that it raises practical issues related to assessment standards, staffing capacity, and fairness.

A key concern was that the criterion is currently perceived as under-specified. Participants described B5 as vaguely defined and potentially watered down, particularly because the notion of exposure is unclear and there is no reference to proficiency levels or progression. At the same time, it was recognised that even basic exposure could be a meaningful step, if expectations remain realistic and that implementation is proportionate to disciplinary and institutional contexts. It was therefore suggested that the level of ambition for B5 should be revisited at the 2028 review point, once there is evidence from early implementation and a clearer picture of what is feasible across systems.

Criterion B6 – Inclusiveness

Inclusiveness was identified as the most challenging criterion, primarily due to its wide-ranging nature. Participants emphasised that inclusiveness could encompass a wide range of circumstances. These circumstances may include students with specific learning needs, such as dyslexia, students unable to travel due to social or family responsibilities, such as caring duties or single parenthood, and students who face financial barriers to mobility. The variety of situations that may require accommodations raised questions about what the EDL adds beyond existing institutional inclusion policies and what should be made explicit at consortium level rather than assumed through institutional policies.

A key point that emerged was that inclusivity in joint programmes cannot be confined to individual accommodations. It is essential that measures are comprehensive, encompassing governance, admissions and didactics. Participants also emphasised the importance of incorporating staff into the design of these measures, since the success of implementation relies on staff capacity, training, and clear internal pathways for support. Delivery possibilities and didactic tools that could reduce barriers were discussed, such as virtual mobility. These were identified as legitimate options in some cases, and specific approaches such as asynchronous delivery were discussed as practical mechanisms to widen access and participation.

At the same time, the group emphasised the importance of managing expectations. While consortia cannot anticipate every possible situation, students need clarity on the support they can rely on. Participants called for transparent communication to applicants and admitted students, so that inclusiveness commitments are visible and understandable rather than implicit.

Several conclusions emerged from these discussions. It was recognised that grants and funding were sometimes necessary to facilitate change, particularly in cases where mobility or accessibility require additional resources. This includes not only Erasmus+ funding but also commitments by the consortia themselves, with a view to lobbying for increased support where current funding instruments are insufficient. In addition, while inclusivity policies should already be in place at universities, joint programmes create a different operational reality. It is essential that the consortium defines and agrees on the relevant terms to ensure consistency, especially in cases where partners are subject to different local regulations. Participants argued that each consortium should set a minimum bar for inclusiveness that must be met by all partners, while allowing those with more capacity or stronger frameworks to exceed it.

The cooperation agreement was repeatedly identified as the main tool for making inclusiveness assessable. It should clearly define the situations in which support will be offered, outline the available

alternatives in a transparent manner, and establish both the overarching principles and the mechanisms that will be put in place. One concrete example discussed was the need for a predefined contact point at each university, a clear person or unit that students can approach when they need support, with agreed referral routes and response expectations. It was also emphasised that inclusiveness principles should be clearly defined in all cases, but that this becomes especially important when working with non-EU partners.

Recommended next actions:

The recommended next actions for B5 centred on the provision of practical support to enhance implementation. Participants suggested that consortia should be enabled to offer more language courses and to include multilingualism prompts in self-checklists. These prompts included scaffolding for language upskilling, encouraging extracurricular interactions in multiple languages, and allowing, where appropriate, the submission of coursework and the taking of assessments in multiple languages.

For B6, recommended actions were framed around resource management, minimum standards, and transparency. Participants identified financing as a key challenge, while still emphasising the importance of promoting inclusivity through various means. These measures included the need for Erasmus+ funding instruments and consortium-level commitments, coupled with a call for augmented funding. The proposed self-checklist items included confirming that a minimum inclusivity standard has been agreed, that inclusiveness commitments are clearly communicated to students, that accessibility measures and options are defined, and that staff-focused measures are included. The checklist should also prompt explicit funding commitments, which could include staff training and development, accessibility provisions, support for inclusive design measures, and mobility scholarships targeted at reducing participation barriers.

- **Table 7: B3) Digitalisation; B7) Environmental sustainability**

Criterion B3 – Digitalisation

AI is ‘the elephant in the room’. As some universities have regulations, this topic should be considered in the consortium agreement.

The scope of the criterion is not that clear for all: the original formulation was better for some, the use of ‘Digitalisation’ in the title is confusing for others. The addition of “tailored to the nature and circumstances of the joint programme” is interesting especially for e.g. engineering students with a first background in such skills.

The linking of Learning Management Systems and co-working platforms of the Alliance to access a course etc. is absolutely not in the spirit of the criterion, indeed “skills and competences” are at the core of the criterion. The use of digital tools/conducting a course online might be one step, but solely being online is likely not sufficient in the view of the participants.

It would be interesting to consider the existing qualification/competence frameworks for digital skills: The Digital Competence Framework (DigComp). In any case, digital competences must be included in today’s programmes.

Some universities may use HEInnovate to check the inclusion of digital competences as well in their frameworks and offers, as it covers not only technical competences, but also critical aspects of AI, responsibility etc.

As a checklist, participants suggested to check the learning outcomes of the curriculum and the assessment methods to ensure that the competences are taken up by students. As to the matter of the consortium agreement, participants reported that no good practice related to this criterion are yet known.

Criterion B7 – Environmental sustainability

Policies and actions: participants stated that it would make sense to refer/link to institutional/campus policies, or at Alliance level through its mission statement, and not to have individual policies for each study programme.

Implement measures: this could be covered by very practical steps, e.g. study material, green public procurement, circle economy for labs; but this should also be included in student projects. Participants suggested that one could try and measure the carbon footprint of the programme, both of students and lecturers. This could be linked to the aforementioned policies, but with a specific approach for the programme itself.

Skills and competences: participants suggested following the same approach as before, namely, to check the learning outcomes and the assessment methods of the programme. This could be included for example also in the master thesis: one university shared its own practice of mandatorily including an environmental/sustainability impact assessment in each master thesis as an annex (this inclusion originating from another label). The annex is also evaluated and part of the questions of the jury. In ECOTOPIA a compulsory summer school covers sustainability, and another optional summer school related to the topic is also offered – these could be additional ways to comply with the criterion.

Additional suggestions included: One could use a joint programme with ‘green features’ as a flagship for the rest of the university, using these experiences for other study programmes (but this means it must be supported by the overall policy goals of the institution). Some suggest aligning ‘sustainability’ to the Sustainable Development Goals (SDGs) as a benchmark – or a clear definition in the mission statements. Regular assessment and key performance indicators could also help in aligning goals and study programmes. The SDGs are very relevant as for some universities alignment to the SDGs is compulsory at course level; however, SDGs are only one tool, as some universities do not clearly/only refer to them without any compulsory requirement.

- Participants reiterated the fact that the formulation “tailored to the nature and circumstances of the joint programme” gives the relevant flexibility for each context.
- Participants also suggested that one could use tools for self-assessment as well to show compliance: HEInnovate is mentioned again as a potential tool.

As to the question of the consortium agreement, some alliances are embedding 100% of the criteria anyways by design into their educational offers making a double inclusion of the criteria in the consortium agreement moot; however, it remains up to each consortium to include this or not in the agreement.

Additionally, a common understanding of the different topics and goals of the area of sustainability are important (including them in the agreement has advantages).

- **Table 8: Good practices for the development of consortium agreement**

The group discussed the content of a joint programme consortium agreement, and a first statement was that the level of detail (detailed or not) depends on the programme's needs. It is important to achieve the balance between the level of detail and the need to update it continuously.

The list of contents identified based on the experience of the participants is as follows:

1) Parties and scope

An interesting discussion was about who can or cannot be parties in the consortium agreement. The alliance coordinator should not be included if the institution is not part of the programme, because they have no contractual rights or obligations under the contract. However, maybe their participation is needed if the joint resources of the alliance are used. In the case of partner institutions that contribute but do not award the degree, the group considered that they need to be included.

The consortium agreement should refer to and make use of the alliance governance/body, if it plays a role in the joint programme (e.g. approval).

2) Governance

Governance of the programme needs to be defined and, if relevant, governance of the alliance when it has a role in the joint programme's approval/process. Define: composition, roles, responsibilities (who does what, and accountability).

3) Rules, regulations, and policies

In this point, again, there were some discussions about the need to include only the rules/regulations/practices, but only the ones that apply to the joint programme, and probably as an annex. Different participants explained different opinions about it.

4) Examinations

Examination methods and provisions need to be included (again maybe as annex).

5) Financial provisions

A chapter should be dedicated to fees and broader financial provisions, including:

- how fees are provided/handled,
- fee calculation (or similar financial information),
- review mechanisms (to increase or reduce fees each academic year) and who is responsible for the decision.

6) Admissions and enrolment

This section should include:

- Target groups,
- Admission requirements,
- Enrolment details and procedures.

7) Programme structure and delivery

Structure of the programme. Who provides which parts (responsibilities for delivery).

8) Mobility scheme

Mobility scheme (ideally in a separate chapter/section).

9) Intellectual property

Intellectual property arrangements and ownership/use provisions.

10) Student services

Student support/services covered by the programme/consortium.

11) Diploma and documentation

- Parchment format,
- Signature: order and format,
- Diploma Supplement.

12) Administration and student records

Administration/management arrangements, including:

- general functioning of the administration,
- management of student records.

13) Signatures

Specify signature modalities (electronic, manual, or both) depending on legislation.

14) Annexes

The annexes should include student guidelines.

7. Q&A session

The concluding Q&A session provided an opportunity for participants to seek clarification on several operational, legal, and strategic aspects of the EDL, building on the discussions held during the panels and breakout sessions. Questions focused on cost implications, scope of application, governance responsibilities, and the relationship between the Label and existing degree models.

A first set of questions addressed the **cost of applying for the EDL** and its potential impact on uptake. It was clarified that, where the Label is integrated into accreditation processes carried out under the EA, no significant additional costs should be incurred. However, costs may vary depending on the specific format of the assessment, notably if site visits or stand-alone evaluation procedures are required. Participants emphasised the importance of avoiding the creation of a parallel or resource-intensive process that could discourage institutions from applying.

Participants also asked how the **EDL relates to specific programme formats**, such as dual degrees combining academic study with work-based learning. It was clarified that such programmes are not excluded per se: if the academic component of a dual programme complies with all EDL criteria, it may

qualify for the Label. The discussion reinforced the fact that the Label is criteria-based rather than format-driven, focusing on learning outcomes, joint arrangements, and QA rather than prescribing specific pedagogical models.

Another recurring question concerned **who awards and who issues the EDL**. It was clarified that neither individual universities (pending clarification as to self-accrediting institutions) nor alliances will award the Label themselves. The Label is granted to programmes by competent QA agencies. At the same time, the academic authority to award degrees remains with the participating higher education institutions. Participants underlined the importance of maintaining this distinction to avoid confusion between academic responsibility and external verification of compliance with the Label.

The discussion also touched on **governance and institutional roles**, particularly the concern that alliances might replace individual institutions in degree awarding. It was clearly stated that this is not the intention of the European Degree initiative. Alliances are seen as coordination and support frameworks, while degree awarding remains an institutional responsibility grounded in national legal frameworks.

Overall, the Q&A session confirmed a strong interest in the EDL, while also highlighting the need for continued clarification, proportionality, and alignment with existing European QA tools. Participants reiterated that transparency regarding procedures, costs, and responsibilities will be critical to ensuring trust, feasibility, and broad uptake as the Label moves towards implementation.

IV. Outcomes and impact

1. Outcomes

The workshop provided participants with a clearer and shared understanding of the ongoing policy developments related to the European Degree initiative. The exchanges and practical discussions during the sessions helped clarify key concepts, objectives, and implementation challenges.

In particular, the workshop discussions anticipated several elements later formalised in the call “European Degree Label – exploratory action”, published approximately two weeks after the event. Participation in the workshop therefore contributed to a better understanding of the scope, objectives, and expectations of the call, by offering early insights into the policy rationale and operational considerations underpinning the initiative. Although this alignment was specific to the timing of this workshop and will not necessarily be replicable in future events, it represented a significant added value for participants.

2. Recommendations

Based on the discussions across all sessions, the following consolidated recommendations are proposed:

- **Anchor implementation in consortium agreements:** Use programme-specific consortium agreements as the primary instrument to demonstrate jointness, governance, QA arrangements, student involvement, mobility schemes, and access to services.
- **Embed the EDL within existing QA frameworks:** Align EDL verification with the ESG and the EA, avoiding parallel or duplicative procedures.

- **Clarify definitions and responsibilities:** Support consistent interpretation through clear definitions (e.g. joint degree, jointness, programme- vs institutional-level requirements) and explicit allocation of responsibilities within consortia.
- **Strengthen early legal and QA mapping:** Systematically map national legal, QA, and recognition requirements at an early stage to reduce uncertainty and support predictable implementation.
- **Make student involvement meaningful and assessable:** Ensure student participation is embedded across programme design, governance, QA, and services, and evidenced beyond symbolic representation.
- **Promote inclusivity as a design principle:** Integrate inclusivity into admissions, mobility formats, student support, and governance, using flexible and proportionate approaches that reflect diverse student needs.
- **Use proportionate and practical verification tools:** Prioritise self-assessment checklists, reuse existing evidence, and apply light, targeted verification focused on real practice rather than documentation volume.
- **Strengthen cross-alliance dialogue and capacity-building:** Support communities of practice, shared trainings, knowledge platforms, and transparent exchange of challenges and solutions to foster trust and collective learning.

In addition, several recommendations emerging from the workshop require action at policy level and are primarily addressed to policymakers, QA authorities, and European-level bodies:

- **Provide clear guidance on the roles of QA agencies and self-accrediting institutions:** Further clarification is needed on how self-accrediting institutions can award the Label in a way that ensures trust and recognition across borders, including possible use of external or European-level QA mechanisms.
- **Facilitate sustainable funding and capacity for QA and implementation:** Policymakers should ensure that QA agencies and institutions have adequate resources and capacity to manage EDL-related assessments, particularly during the early implementation phase.
- **Strengthen links between QA and recognition:** Clearer connections between QA outcomes and recognition decisions are needed to ensure that programmes meeting European standards benefit from predictable and automatic recognition across systems.

3. Lessons-learned

Overall, the feedback gathered from the participants of the workshop indicates a **high level of satisfaction** with both the content and organisation of the workshop, rating at 4.9/5 each.

Participants rated the **overall workshop content very positively**, highlighting the relevance of the topic, the balance between policy perspectives and practical implementation, and the opportunity to engage in in-depth discussions with peers facing similar challenges. 91% of respondents agreed that the workshop

content was directly relevant to their alliance work and would have a **positive impact on ongoing or future activities** related to joint programmes, QA, and the EDL.

Among the **main takeaways**, participants frequently mentioned:

- improved understanding of the EDL criteria and their practical implications;
- greater clarity on the role of QA frameworks, notably the European Approach, in supporting implementation;
- concrete examples and case studies from other alliances that helped contextualise abstract criteria;
- the value of peer exchange and cross-alliance dialogue for identifying shared challenges and possible solutions.

V. Annexes

1. List of participants

ALLIANCE	HOME UNIVERSITY	ROLE	TOPICAL GROUP MEMBERSHIP
4EU+ ALLIANCE	4EU+	1CORE Project Manager	ED & JP (Co-Chair)
4EU+ ALLIANCE	4EU+	Secretary General	None
ACROSS	University of Udine	Task co-leader	ED & JP
ARQUS	University of Graz	Joint programmes officer	ED & JP
ARQUS	University of Padua	Head of Projects & Mobility Office	ED & JP / QA
ARTEMIS	University of Ioannina, Greece	Professor	ED & JP
ATHENA	University of Siegen	ATHENA Education & Research Coordinator	ED & JP
ATHENA	University of Orleans, France	ATHENA Project Assistant	None
AURORA	University of Innsbruck	Aurora Project Coordination, Teaching and Learning Initiatives, University of Innsbruck	None
BAUHAUS4EU	University of Bergamo	Associate professor - WP3 Lead BAUHAUS4EU	ED & JP
BAUHAUS4EU	University of Bergamo	Vice rector for International Relation and Unibg Scientific coordinator for BAUHAUS4EU	None
CHALLENGEEU	Universidade Europeia	Head of Quality Department	ED & JP
CHARM-EU	CHARM-EU	Secretary General	ED & JP
CHARM-EU	University of Barcelona	Delegate of the rector for students strategical projects (and joint international degrees).	None
CIVICA	Sciences Po	Managing Director CIVICA, Work package leader European Degree	ED & JP / QA

CIVICA	European University Institute	Quality Assurance Officer	QA
CIVIS	NKUA	Professor of Environmental and Sustainability Education at NKUA - CIVIS WP9 Leader	ED & JP
CIVIS	Universidad Autónoma de Madrid	Rector's delegate for CIVIS	ED & JP
CIVIS	University of Bucharest	President of the Board of Trustees	ED & JP (Co-Chair)
COLOURS	University of Ferrara	Associate Professor, Scientific Coordinator of the COLOURS Alliance at the University of Ferrara	ED & JP
E3UDRES2	St. Pölten University of Applied Sciences	Academic Director	ED & JP
EC2U	University of Pavia	Full Professor	ED & JP
ECIU	Hamburg University of Technology	ECIU Education Lead	ED & JP
ECIU	Kaunas University of Technology	Assoc. professor	ED & JP
EDUCARE 5.0	Hochschule Bielefeld	Quality Management Staff	ED & JP / QA
EELISA	Universidad Politécnica de Madrid	Deputy Vicerrector for Academic Strategy	ED & JP
EMERGE	University of Limerick	Director of Quality	None
ENGAGE.EU	UT CAPITOLE	LEARNING AREA LIAISON	ED & JP / QA
ENLIGHT	University of Groningen	Policy Advisor	ED & JP
ENLIGHT	Ghent University	policy officer (central International Relations Office)	ED & JP
EPICUR	University of Strasbourg	Lecturer/researcher at EM Strasbourg / Brussels Liaison officer for the European University EPICUR	ED & JP

EPICUR	Aristotle University of Thessaloniki	Quality Assurance Unit	ED & JP / QA
EPICUR	University of Strasbourg	QA Task Leader, Educational Developer	QA
ERUA	SWPS	Director of the Office for International Cooperation	ED & JP
ERUA	UNIMC	Local Coordinator support - ERUA WP2	None
ERUA	Paris 8	Quality and Impact Manager	QA (Chair)
EU4DUAL	Mondragon University	Coordinator	ED & JP
EU4DUAL	Savonia University of Applied Sciences	Academic Director	ED & JP
EU-CONEXUS	Catholic University of Valencia	EU-CONEXUS institutional coordinator	ED & JP
EU-CONEXUS	Universidad Catolica de Valencia	Executive Director	None
EU-CONEXUS	University of Zadar	professor, lead of Office of Development of Joint Study Offers	QA
EUGLOH	University of Alcalá	Academic Coordinator at the University of Alcalá	ED & JP
EUGLOH	Lund University	Head of Unit	QA
EULIST	Slovak University of Technology	Head of QA office	ED & JP / QA
EULIST	Technische Universität Wien	Director of the Center for Strategic Development in Education	ED & JP / QA
EUNICE EUROPEAN UNIVERSITY	EUNICE AISBL	Administrative Assistant at EUNICE AISBL	None
EUNICE EUROPEAN UNIVERSITY	Poznan University of Technology	EUNICE Quality Committee chair	QA
EUNIWELL	Universität zu Köln	Project Coordinator	QA

EUPEACE	Marburg University	Secretary General of EUPeace	QA
EUPEACE	Justus Liebig University Giessen	Coordinator of Curriculum Development for EUPeace	ED & JP
EURECA-PRO	Hasselt University	Educational Policy Officer	ED & JP
EURECA-PRO	Mittweida University of Applied Sciences	Education Manager	QA
EUROPEAN UNIVERSITY OF TECHNOLOGY	Secretary general	Academic Policy Officer	ED & JP
EUROPEAN UNIVERSITY OF TECHNOLOGY	Secretary general	Academic Policy Officer	None
EUTOPIA	University of Ljubljana	Vice-Rector for Study and Student Affairs	ED & JP
EUTOPIA	University of Gothenburg	Application and Project Support	ED & JP
EUTOPIA	Ca' Foscari University of Venice	Technical administrative staff	None
EUTOPIA	Ca' Foscari University of Venice	Vice-Rector for Teaching	None
EUTOPIA	Pompeu Fabra University	Professor	None
EUTOPIA	EUTOPIA Central Office	Secretary-General	QA
HEROES	Fontys UAS	Consultant QA	ED & JP / QA
HEROES	Thomas More	Director of Educational Policy and Internationalisation	None
IN.TUNE	Royal Conservatoire The Hague	Co-Secretary General	QA
INGENIUM	HKA	European Campus work package leader	ED & JP
INGENIUM	UNIOVI	Strategic Manager/Head of secretariat	ED & JP / QA

INVEST	University of Cordoba	Project Manager	ED & JP
INVEST	Universidad Córdoba	Local Coordinator	ED & JP
KREATIVEU	Breda University of applied sciences	Senior policy advisor	ED & JP / QA
KREATIVEU	Valahia University of Targoviste	Professor and doctoral supervisor, Vice-Rector for Institutional Development and International Relations	QA
NEOLAIA	Örebro university, Sweden	Quality assurance coordinator	QA
NEUROTECHEU	Radboud University	Education Project Manager	ED & JP
OPENEU	UOC	Internationalisation & Joint Actions Officer OpenEU Secretariat	ED & JP
PIONEER	University of Huelva	PIONEER Office Coordinator	ED & JP
PIONEER	Università luav Venezia	Head of Global Learning Office	ED & JP
RUN-EU	Häme University of Applied Sciences	RUN - European Programmes Academy Leader	ED & JP / QA
SEA-EU	Nord University	Pro-Rector for Education; Vice-Rector for Education & Training	ED & JP
STARS EU	Hochschule Bremen City University of Applied Sciences	Accreditation & Quality Assurance Staff	ED & JP
SUNRISE	Polytechnic University of Viana do Castelo (Portugal) - PUVC	Vice-President and coordinator of SUNRISE at PUVC	None
SUNRISE	Polytechnic University of Viana do Castelo	Pro President	None
TRANSFORM4EUROPE	Jean Monnet University Saint Etienne	WP Leader	ED & JP

U!REKA	Metropolia UAS	Research and Development Manager	ED & JP
U!REKA	HOGENT	Institutional coordinator	ED & JP / QA
ULYSSEUS	Haaga-Helia University of Applied Sciences, Finland	Principal Lecturer	ED & JP / QA
UNA EUROPA	Alma Mater Studiorum – University of Bologna	Senior Project lead	None
UNA EUROPA	Alma Mater Studiorum – University of Bologna	Project officer for educational formats	None
UNIC	University of Liège, Belgium	International Office - counsellor	ED & JP
UNIC	Ruhr University Bochum	Senior Consultant for Academic Affairs and Assistant to the Vice Rector for Academic Affairs	ED & JP / QA
UNINOVIS	Technical University of Applied Sciences Würzburg-Schweinfurt	Work package Leader	ED & JP
UNINOVIS	Tampere University of Applied Sciences	Senior Lecturer / Core Group Member	ED & JP
UNITA	Université Savoie Mont Blanc	Chargé d'aide au pilotage et de qualité	QA
UNITA	Universidad Pública de Navarra	Vice-rector for Education	None
UNITA	University of Turin	Associate Professor	ED & JP
UNITE!	Aalto University	Manager, International Relations	ED & JP
UNITE!	Politecnico di Torino	Development of Education and Quality Assurance – Head of Division	ED & JP

UP UNIVERSITY	Università del Piemonte Orientale	Director of Division of Teaching and Internationalisation	None
YUFE	University of Rijeka	Head of the University Centre for Studies, Students and Quality Assurance	ED & JP

List of external speakers:

ALLIANCE/ORGANISATION	HOME INSTITUTION	POSITION	TOPICAL GROUP
ARQUS	University of Granada	Alliance coordinator	ED & JP
CIVIS	University of Bucharest	Head of the CIVIS Education Unit	ED & JP
SEA-EU	University of Cadiz	Lecturer	None
FUTURE4ALLIANCES / NORWEGIAN DIRECTORATE FOR HIGHER EDUCATION AND SKILLS	N/A	Senior Advisor	N/A
EUROPEAN COMMISSION	N/A	Policy Officer	N/A
VLUHR QA	N/A	Head of VLUHR QA	N/A
EQAR	N/A	Director	N/A
EUROPEAN STUDENTS' UNION	N/A	Steering Committee member	N/A

1. Photos from the Workshop

From the Opening session



From the 1st Day





