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Deliverable 2.1

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

Work package 2 – Building a cohesive cooperation framework

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Document information

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

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15/02/2024	1	WP2 leader, Technical Secretariat, WP2 members	Initial version including contributions
30/10/2025	2	Strategic Manager INGENIUM, Technical Secretariat, WP2 leader, WP 2 members	Revised version following EACEA request for revision

Definitions & Acronyms

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

1 EXECUTIVE SUMMARY

The INGENIUM Alliance is a consortium of ten European universities working to create an integrated "European Campus" with seamless student/staff mobility, joint curricula and unified governance.

The report on identified obstacles, implementation and monitoring of the INGENIUM Inter-University Campus identifies the **key obstacles** to deeper cooperation and lays out a strategic roadmap ("Impact Framework") for overcoming them.

This summary highlights the most important findings and plans in plain language, with an eye to lessons for other European University alliances, policy makers and practitioners.

1.1 Impact Framework – Three Transformative Pillars

INGENIUM has adopted an **Impact Framework** to translate the deliverable's analysis into action. This framework rests on **three pillars**, each aimed at removing key barriers to integration:

> **Institutional Transformation Plans:** Each partner university will draft and approve an INGENIUM plan (by 2026) that embeds alliance cooperation in its own regulations and structures. These plans focus on internal policy changes – for example, new rules for credit recognition, shared curricula and mobility support – so that INGENIUM's objectives become part of each campus's DNA. Once in place, these plans should make Alliance activities "embedded in the internal structures of partner universities" (streamlining procedures for joint programs and mobility).

> **Multilateral Agreements:** INGENIUM is negotiating formal legal agreements (beyond the original consortium pact) to cover campus-wide processes. For example, in 2024 all partners signed an **Erasmus+ mobility agreement** to enable seamless student and staff exchanges. Work is also underway on alliance-wide **scholarship/funding and micro-credential agreements**. These multilateral accords will codify uniform procedures (for tuition, scholarships, admissions, etc.) so that no partner has to find ad-hoc solutions. As the report notes, such agreements "establish foundations for structural cooperation" and give legal force to campus initiatives. Once signed (targets: several by 2026), they should simplify mobility logistics and even allow customized grants and shared funding for joint programs.

> **European Legal Entity (EGTC):** Uniquely, INGENIUM is forming a new EU legal entity – a **European Grouping of Territorial Cooperation (EGTC)** – to act as the campus's coordinating body. This instrument was chosen as a "pioneer" model not commonly used by other alliances. The EGTC will have two main roles: first, to handle administrative services across the alliance (e.g. joint scholarship management, student data, microcredential accreditation) and thus create "one-stop shop" coordination; second, to represent INGENIUM in policy and funding discussions, increasing the alliance's influence. By late 2025 the EGTC's convention and statutes were finalized and endorsed by partner governing bodies, with formal registration planned in early 2026. In practice, the EGTC will ensure harmonized calendars, mutual

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recognition of courses, and cross-border hiring rules, giving the alliance "flexibility and certainty" under EU law.

Table 1 below summarizes these three pillars and their intended impact.

Table 1. *INGENIUM Impact Framework pillars*

Pillar	Focus	Expected Outcome
Institutional Plans	Regulatory/organisational changes at each university	INGENIUM embedded in university systems; smoother joint programs and mobility.
Multilateral Agreements	Alliance-wide legal pacts (e.g. Erasmus+, scholarships, credentials)	Standardized processes (admissions, tuition, funding); shared scholarships and micro-credentials.
INGENIUM EGTC (legal entity)	New EU legal structure coordinating the alliance	Centralised coordination of programmes and mobility; unified advocacy on QA and funding; single point for data/scholarship management.

Each pillar has a clear timeline: plans are drafted in 2025–26, multilateral accords are being negotiated now (the Erasmus+ pact is already active), and the EGTC's founding documents were approved in Oct 2025 with operations to ramp up in 2026. Together, these measures are designed to **embed the alliance** fully in partner universities and eventually "lay the foundation for a fully-fledged European University". The ultimate vision is an INGENIUM campus whose joint degree programs become a "reference at the European level", inspiring changes in national policies and accreditation practices.

Institutional Commitment and Governance

> **Obstacle:** A recurring theme is that INGENIUM's long-term success depends on strong commitment from university leadership and stable governance. Changes in top administrators (e.g. after elections) can stall momentum. Funding uncertainty under current EU programs and divergent campus cultures also pose risks. In particular, partners cited: lack of a long-term vision, no guaranteed sustainable funding, and few incentives for faculty/staff to engage.

> **Action:** INGENIUM's report recommends building permanent capacity and visibility. For example, creating dedicated INGENIUM offices with professional staff to retain expertise and continuity. Embedding the alliance in each university's strategic plans is urged (so INGENIUM objectives survive leadership turnover). Alliance leaders also call for active involvement in EU policy debates (on future Alliance funding, the European Degree Label and statutory frameworks) to secure long-term support.

At the institutional level, **commitment from top management is essential**. Universities must recognize the value of INGENIUM projects – for instance by counting international mobility or joint teaching as career-advancing (incentivizing staff participation). The report specifically advises that INGENIUM be championed by vice-rectors and deans, and that each campus establish permanent bodies (mobility coordinators, administrative

task forces, etc.) to manage Alliance programs. In short, governance reforms (at EU, national and institutional levels) are needed to give INGENIUM stability and momentum.

Mobility of Students and Staff

Student Mobility: A top goal is **seamless student exchange**, but several hurdles remain. While most INGENIUM partners report that basic credit recognition works (70% said credits are generally recognized), anecdotal feedback shows that in practice recognition often depends on individual departments or the host's prestige. Administrative burdens – separate applications, different academic calendars, and manual grade conversions – also deter students. Other factors include cultural/language barriers, financial costs, and incompatible degree structures.

> **Action:** To boost mobility, INGENIUM recommends **clear, common recognition procedures**. Universities should commit to predefined course equivalencies and automatic credit transfer, minimizing human discretion. As the report states, recognition "must be independent of personal opinion or host reputation". An Alliance-wide mobility office or task force is proposed to coordinate transfers and share information. Academic departments are encouraged to trust their partners' standards ("integration brings automatic recognition"). Practical measures include uniform learning agreements, aligned study calendars, and student guides in multiple languages. Ultimately, the goal is that INGENIUM students can study abroad for at least one-third of their program without red tape.

Staff Mobility: Similarly, exchanging faculty and admin staff strengthens the campus. However, INGENIUM found that **many institutions do not yet reward mobility in career paths**. Time constraints and lack of awareness also limit exchanges. Recommended actions include creating a **mobility task force** for academic and administrative staff and promoting mobility as professional development. (For example, some INGENIUM partners now advertise that teaching abroad counts toward promotion.) Language training and cultural preparation for administrative staff are also advised. In sum, Alliance members should write staff mobility into internal policies (e.g. teaching credits or stipends) and actively communicate its value for career growth.

Joint Programmes and Degrees

> **Obstacle:** One of INGENIUM's flagship aims is to develop truly **joint study programmes** (bachelor's, master's, micro-credentials, etc.), but national regulations complicate this. Key obstacles include disparate accreditation processes, differing QA standards, and **tuition-fee rules**. For example, in some countries joint programmes require dual accreditation or are outright impossible by law. Partner universities noted that **loose local QA procedures** and **no harmonized standards** create major headaches. Other challenges are logistical (unified admissions, diploma recognition) and financial (varying fee levels for EU/non-EU students).

> **Action:** The report proposes a mix of alliance-level and advocacy measures. One simple fix is to establish **joint admissions committees** with shared selection criteria. For tuition, INGENIUM will explore models like having fees paid to a lead institution

and then redistributed, or initially piloting joint programs only among partners with compatible fee regimes.

On quality assurance, the Alliance encourages using emerging European tools: for instance, moving towards "institution-based accreditation" , in line with the EUNIQ framework, instead of course-by-course reviews. Where national law differs, members should collectively lobby for flexibility (e.g. mutual recognition of diplomas). A concrete next step is drafting **multilateral agreements** covering micro-credentials and scholarships that embed QA provisions across the alliance. Additionally, INGENIUM will develop joint financial planning for programs (joint budgets, Erasmus Mundus applications, etc.) and start building an **administrative unit** dedicated to coordinating joint curricula from day one. These efforts aim to ensure that new joint degrees can be launched smoothly under existing national systems.

INGENIUM as an EU Role Model

INGENIUM's approach contains elements that are **relevant to all European University alliances** and higher-ed policy-makers. Its formal EGTC structure, for instance, provides a pioneering blueprint: using an EU legal instrument to pool resources and speak with one voice. By embracing the EGTC, INGENIUM demonstrates how alliances can secure legal certainty (for contracts, staff mobility, etc.) and strengthen their EU-level legitimacy. Likewise, its multilateral agreements are a novel mechanism – moving beyond consortium intent into enforceable campus-wide rules. These could be emulated by others for areas like joint funding or shared service platforms.

The Alliance's **academic innovations** also set an example. INGENIUM is building an *"Open Degree"* framework (modular curricula and micro-credentials) so that learning can be stacked and highly mobile. This flexible, digital-first model aligns with the EU's lifelong-learning goals. Engaging stakeholders (students, employers) in designing these programs ensures responsiveness to real-world needs.

Finally, INGENIUM's concerted **multi-level advocacy** is noteworthy. The deliverable stresses working at EU and national levels (e.g. for a European Degree Label or statutory change) as well as internally. For example, eight partners stressed that easier, pan-European QA systems would vastly reduce barriers. By taking its challenges to EU policy forums, INGENIUM is helping shape the future rules that will govern all alliances.

In conclusion, this Deliverable 2.1 lays a thorough foundation for the INGENIUM European Campus. It not only diagnoses barriers but, through the Impact Framework, charts concrete steps (within universities and across borders) to overcome them. The innovations – from the EGTC to joint mobility rules – make INGENIUM a **role model** in the European Universities Initiative. Other alliances and policy makers can draw on these insights as they build similarly integrated campuses of their own.

2 DESCRIPTION, METHODOLOGY AND DISCUSSION OF THE FINAL OUTCOME

2.1 DESCRIPTION AND DISCUSSING OF THE FINAL OUTCOME

Grant Agreement description: Report on identified obstacles, implementation and monitoring of the Interuniversity Campus

The report will identify, assess and propose the removal of any existing obstacles for enhanced interuniversity cooperation and the implementation of the European Campus, as well as gather the guidelines for the development and implementation of the INGENIUM Inter-university European Campus, providing for a) administrative issues, b) academic issues, and c) financial issues. Besides, the partners will report their progress in the removal of said obstacles as well as regarding any remaining obstacles for the implementation of the Inter-university Campus.

Deliverable 2.1 is a key component of INGENIUM´s work to lay the foundations for the INGENIUM interuniversity campus. The preparation of this deliverable is the result of the work in the two initial Tasks of Work Package 2 "Building a cohesive cooperation framework"

> **Task 2.1: Identification of obstacles to set up interuniversity campus:** focused on identifying the barriers to interuniversity cooperation and proposing initial suggestions on how to overcome them.

> **Task 2.2: Preparation of the Interuniversity Campus framework:** focused on the creation of guidelines and solutions to overcome the barriers identified in the previous Task and ensure that all the necessary arrangements and agreements that will allow the IEC to become a tangible reality are in place.

This Deliverable and Task description served as the starting point for the preparation of the report, which was guided by INGENIUM´s overarching mission of creating a European Campus that offers a broad joint education offer and enhanced mobility opportunities for students and staff. The vision for this European Campus is explained in the following section.

The report contains a substantial amount of information about the perceived barriers that the partners encountered in the initial stages of INGENIUM implementation. The Impact Framework included in the report presents a clear roadmap towards the removal (or at least the sidestepping) of most of these barriers.

The research done for the preparation of the report also exemplifies the challenges that emerge in the coordination of transformation processes across European Universities Alliances like INGENIUM. Although the transformative intent of the top-level leadership of the university may be firm, for these transformations to be realised mid-level management and staff working on academic management also need to be involved and actively contribute, as they can have an (possibly unintended) pernicious role that drags

the implementation of the necessary transformations. It is with this reality in mind that INGENIUM will seek to implement transversal transformation plans across all partner institutions that do not only address concrete regulatory barriers but also give momentum to the institutional consolidation of the Alliance in the partner institutions.

Since the first version of this Deliverable was produced, INGENIUM has taken significant steps towards the achievement of the objectives of this work package. By October 2025, 3 partners were on track to have INGENIUM regulations approved, the founding documents of the INGENIUM EGTC had already been endorsed by the rectors, and the building blocks of the first multilateral agreements that will underpin the European Campus were under development. Although it will not be feasible to ensure the removal of all barriers by the end of the funding period, INGENIUM is convinced that we will achieve the transformative impact laid out in this report by then.

2.2   The INGENIUM vision of the inter-university Campus

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

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

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

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

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

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

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

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

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

of the digital resources developed in WP3 and the methodological innovation produced in WP5.

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

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

2.3 Methodology

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

The working group has developed the research methodology illustrated below and has involved in the study the following offices and departments:

> Registry staff.
> Heads of academic function
> Student support department
> International relations office / Erasmus office
> Department for education
> Department for quality assurance
> Faculty board/Faculty management
> University Secretariat, Vice-rector's secretariats
> Teachers/Staff and Researcher

Following the INGENIUM mid-term review, the INGENIUM technical secretariat led a review of the Deliverable to incorporate the Impact Framework that the Alliance had been developed for the last two years. The Impact Framework was always seen as a next step in the implementation of measures to remove barriers identified in D2.1, but the review gave INGENIUM the opportunity to incorporate it directly to the Deliverable.

The report has been created using a qualitative research methodology, by using two dedicated self-assessments, designed on the basis of the key topics, identified collectively by the partnership and filled out by representatives of each of the ten partner universities. The information successfully collected, was analysed and presented as a

draft of deliverable 2.1 Report on identified obstacles, implementation and monitoring of the inter-university Campus. The graph below represents the steps of the methodology applied.

Figure 1. Deliverable research methodology

The survey questionnaires have been developed in the first part of 2023 and have been discussed and fine-tuned during online meetings in March 2023.

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

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

> Through the Registrar's Office

> Student Services, International Services, Degree Education, Quality Services and INGENIUM administration were engaged in answering the questions. At the end, there was a meeting where the questionnaire was filled out.

> Responsible people for quality assurance, academic affairs and student support cooperated in completing the questionnaire.

> The internal discussions were organized in the form of individual interviews with the leadership of the university, and interviews with groups of staff from different offices/ departments of the university.

> A Google Form was shared among the WP members. Each of them gave answers which were collected in a single document. Then, it proceeded to identify critical areas and asked offices and departments for more specific information. We organized meetings in presence, Teams, online forms, information from staff/departments, and further discussion.

> The completion of this questionnaire has had the collaboration of the directors of the mobility and internationalization area, with the head of the quality technical unit and with the dean of the Faculty of Teacher Training and Education.

> The most applicable instrument for discussion and completion of the questionnaire can be assumed to be working groups and meetings with staff from different departments.

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

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

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

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

> **Student mobility**, particularly regarding the recognition of study periods, to achieve the automatic and full recognition of the study periods carried out in any of the partner universities, and the regulatory and administrative obstacles.

> **Joint programmes, with special attention to those leading to joint degrees,** to ease the regulatory and bureaucratic obstacles to the creation and effectiveness of **joint programmes**, resulting from the different national accreditation systems or other specific requirements.

> **Staff mobility**, to facilitate exchanges and short stays of academic, administrative, and technical staff to share innovative teaching methodologies, enhance joint research and modernise management and administration.

> **University financing,** to understand the differences in higher education financing across the Consortium and assess how they affect inter-university cooperation and mobility schemes.

These areas have also been used to design the Impact Framework in and its three main pillars, which seek to provide concrete solutions to overcome the barriers that partners identified during the report. The framework seeks to combine a common direction with enough flexibility to adapt to the different realities of the partner institutions.

3   IMPACT FRAMEWORK AND TRANSFORMATIVE COMMITMENTS

This report sought to initiate a change process divided in the following phases:

> **Identification of barriers** and recommendations to tackle them. This was the main priority during the first 18 months of the project implementation.
> **Conceptualisation** of transformative processes to overcome barriers and implement the recommendations. This has been the main priority from M18 until M34.
> **Implementation of the transformation** measures by the partner institutions and at the Alliance level. This will be the main priority from M34 until M48.

The implementation of the institutional transformations should serve to fully establish the INGENIUM European Campus as a tangible reality by December 2026.

This section describes the key aspects about the conceptualisation of transformative processes and their implementation. It is called „IMPACT FRAMEWORK" in alignment with the reinforced structure to maximise impact that the INGENIUM European University adopted following the European Commission recommendation in April 2025. The sections describes the main outputs linked to the deliverable, the outcomes expected following the implementation of these outputs, and the ultimate impact that it seeks to achieve.

The impact framework for the removal of barriers to the European Campus is based **on three transversal pillars**. Each of the pillars should provide concrete responses to the main areas analysed in the barriers section of the report.
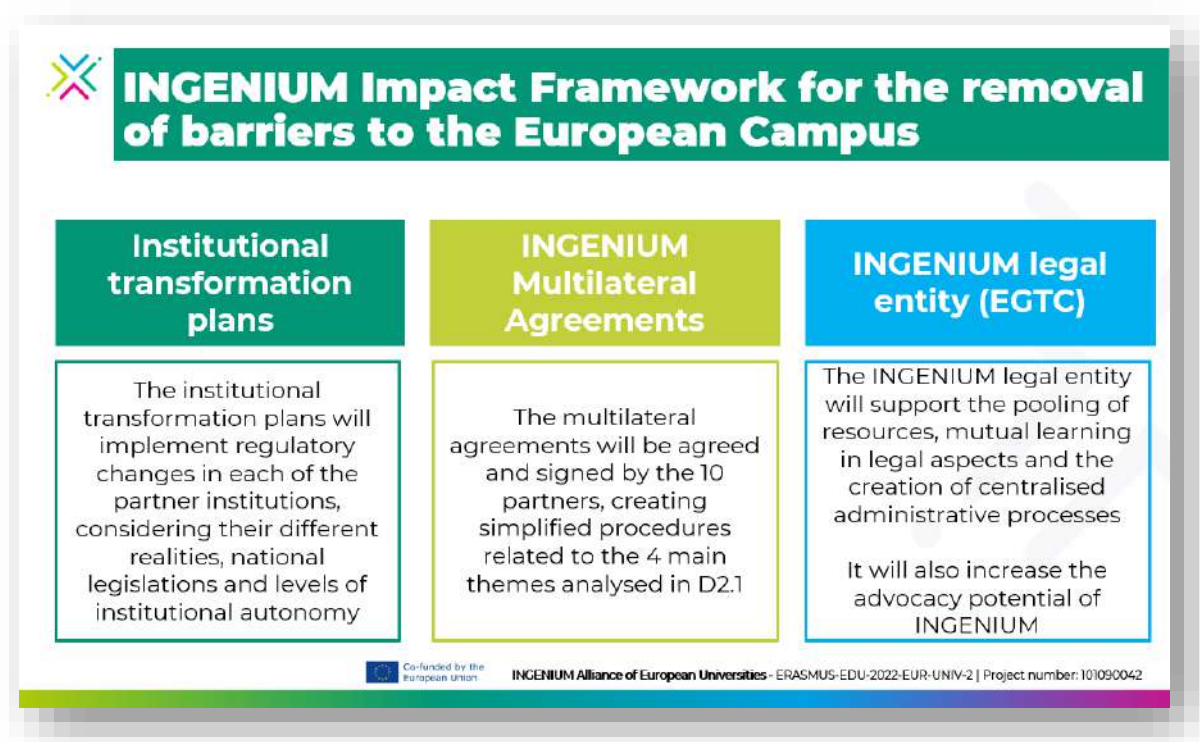
Table 2.   *Description and implementation steps of the main elements within the INGENIUM Impact Framework for the removal of barriers to the European Campus*

Description and implementation steps of the main elements within the INGENIUM Impact Framework for the removal of barriers to the European Campus			
	Institutional transformation plans	**INGENIUM European Campus Multilateral Agreements**	**INGENIUM legal entity**
Description	Documents introducing policy changes at the institutional level, with changes in the internal regulations as the primary objective. The plans must be approved by the relevant governing body of the partner university and address the main barriers identified in this document	Multilateral agreements to create streamlined process for key aspects of the INGENIUM European Campus. These agreements will avoid the need to come with ad hoc solutions in areas such as scholarships, involvement of academic and other related areas	The INGENIUM legal entity will two folded role in the removal of barriers to the European Campus. First, it will support administrative processes related to education, including the granting of scholarships, the management of student data and the certification of lifelong learning. Second, it will support the advocacy efforts towards national and European policy makers to change the

|			regulatory environment of INGENIUM partners
Output	An institutional plan approved by the governing body of each INGENIUM partner institution	At least 3 multilateral agreements signed by the end of the funding period	Official convention and statutes of the EGTC approved by all governing councils INGENIUM EGTC Operational Plan approved by the INGENIUM Alliance Council
Outcome	INGENIUM being embedded in the internal structures of partner universities Improved conditions for student and staff mobility within the alliance Simplified procedures for INGENIUM collaboration	Seamless procedures for the administration of INGENIUM microcredentials and programme related scholarships INGENIUM students receiving tailor made grants designed as part of the multilateral agreement related to scholarships INGENIUM academics being involved to receive compensation adjusted to their institutional realities after teaching in a subject/microcredential taught at other university	Reduction of the administrative burden related to educational programmes One stop shop for the coordination of academic programmes through the EGTC INGENIUM EGTC engaging directly with stakeholders on behalf of its members
Expected impact	INGENIUM joint education offer becoming a reference at the European level Adaptation of national policies and regulations in higher education to favour the full implementation of EUAs objective, with guidance from the changes implement within INGENIUM.	Commitments in the multilateral agreements serving as reference to changes in university structures and guidance to higher education reform at the national level Multilateral agreements being integrated in the internal acquis of the INGENIUM EGTC, laying the foundation for a fully-fledged European University	INGENIUM legal entity receiving institutional accreditation in line with the Council Recommendation proposal
Timeline description	Preparation during the academic year 2025/2026 Approval before the end of the funding period, and ideally before the end of the	Agreements prepared during Q4 2025 Agreements signed by IAC in January 2026 and June 2026 Implementation January – December 2026	Approval of the EGTC foundational documents October 25 Beginning of the registration of the EGTC in January 2026

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	academic year 2025/2026		Creation of internal regulations and operational plans first half 2026
Main responsible(s)	INGENIUM Partner Coordinators INGENIUM Alliance Council	INGENIUM Technical Secretariat (preparation) INGENIUM Steering Committee INGENIUM Alliance Council (Approval)	INGENIUM legal entity working group INGENIUM Technical Secretariat INGENIUM Steering Committee

3.1 The institutional transformation plans

The INGENIUM transformation plans are the main tool that INGENIUM partners will use to implement regulatory, procedural and organisational changes in their university structures to ensure that INGENIUM objectives can be achieved. This should be done taking into account the regulatory capacity of each partner, seeking to embed INGENIUM in the University structure and to provide administrative solutions to the new realities created by INGENIUM.

Figure 2. The Institutional transformation plans' framework
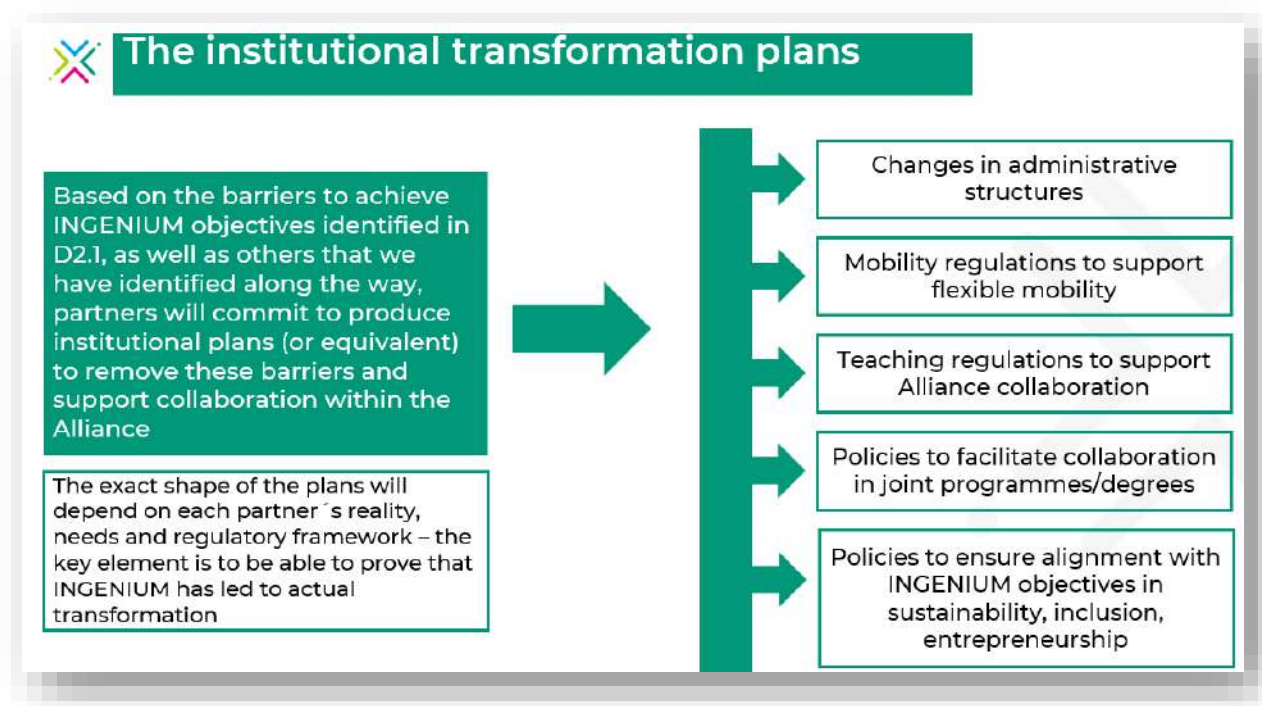
The institutional transformation plans focus on the internal changes that universities can make while making use of their institutional regulatory capacity that is granted to them by their national legislation

The plans may take different shapes depending on the particularities of each partner institutions, but the key elements are common: ultimately, **the plans should have regulatory force** and **they should be approved by the respective decision-making body of each partner university**.

The content of the plans should potentially address the main aspects analysed in this report, although they can also cover any other areas that help to embed INGENIUM in the structure and processes of the universities:

1 **Governance:** Institutional commitment and Management Issue**s**
2 **Student mobility:** supporting flexible mobility and the creation of new opportunities, such as the INGENIUM Pathway Programmes
3 **Staff mobility**: supporting recognition of teaching in other partner universities, creating seamless mobility flows
4 **Joint Programmes** at all levels (microcredentials, BA, MA, PhD): simplified process for JP approval, recognition of decision by other INGENIUM partners

The key element of the plan should be the implementation of regulatory changes, such as:

- **Creation of INGENIUM structures and bodies**

- **Adaptation of mobility regulations to create process adapted to the INGENIUM mobilities and programmes**

- **Creation of simplified processes for cooperation with INGENIUM partners**

Besides regulatory changes, the plans may also be used to incorporate other non-regulatory changes, such as new procedures or activities that support the implementation of INGENIUM objectives. For example, the plans may be used to structure the o

INGENIUM partners may decide to draft these plans in different ways, consider the nature of their decision-making processes. The different possibilities are based on options that some of the leading partners have already taken

> **Preparation of a non-regulatory action** plan which includes an INGENIUM Regulation as a key deliverable (approach taken by UNIOVI)
> **Direct approval of an INGENIUM regulation** that implements the necessary changes and increases the flexibility with regards to the implementation of INGENIUM commitments (approach taken by Ud´A)

The implementation of institutional transformation plans was initiated by Ud´A at the end of the academic year 2024/2025, followed by URN and UNIOVI. An institutional working group involving institutional leaders and supported by WP1 and WP2 was set up to support the implementation of the plans in the partner institutions.

The objective is to **have all partners approving their type of plan by the end of the funding period**. By October 2025, two partners had already approved INGENIUM

regulations, and other was in the process of drafting the institutional transformation plans

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Case study 1: The Ud´A INGENIUM Regulation

The INGENIUM Regulation, recently issued by Rectoral Decree at the University of Chieti-Pescara (Ud'A) establishes the framework governing the participation of Ud'A in the European University Alliance INGENIUM. The document defines governance structures, internal responsibilities, and procedures for managing educational, research, and quality-related activities under the Alliance.

This Regulation can represent an example of implementation of the INGENIUM transformative objective laid out in D2.1, translating the Alliance's shared principles into the University statutory system.

Key Features of the Regulation and their alignment with the principles of the INGENIUM Alliance

- Although the INGENIUM Regulation does not explicitly refer to the ESG or the European Approach for Quality Assurance of Joint Programmes, it implicitly reflects and operationalizes the principles outlined in Deliverable 2.2 – Joint QA Policy by providing a juridical and operational embodiment of the QA philosophy developed in D2.2, rather than a direct normative citation of European QA reference documents.

- In this Regulation Ud'A has formally established institutional roles in a structure aimed at ensuring coherence between the university internal governance mechanisms and the transnational system of the Alliance.

- By embedding INGENIUM activities in Ud'A's internal QA and strategic planning systems, the Regulation reinforces transparency, continuous improvement, and evidence-based monitoring which are recognized pillars of D2.2-Quality Management System.

- An internal INGENIUM representative has also been designated within each Department to promote and ensure effective participation in, and dissemination of, the Alliance initiatives.

- The Regulation explicitly acknowledges participation in INGENIUM initiatives as a strategically valuable component of academic and administrative engagement; it provides that individual and collective contributions are to be formally recognized within the University internal evaluation and incentive systems.

- The Regulation gives permanent legal recognition to the INGENIUM structures within Ud'A, ensuring their continuation beyond the European funding period

In summary, "Ud'A INGENIUM Regulation" can be considered as an "institutional bridge" linking Ud'A academic governance with the INGENIUM ecosystem,

facilitating the path toward an ever-deeper integration of the Alliance transnational principles within the University regulatory and quality framework

3.2 The INGENIUM European Campus Multilateral Agreements

The INGENIUM European Campus Multilateral Agreements are part of the regulatory acquis mentioned in the Milestone 4 of the INGENIUM project. They are a series of legal agreements that build on the consortium agreement to establish foundations for structural cooperation in some of the key areas of the European Campus.

The Multilateral Agreements will create operational frameworks that can facilitate structural cooperation. Just like the Transformation Plans, the intention is to grant these agreements regulatory force, linking them with the institutional changes implemented through the Plans.

Multilateral Agreements will be done in areas where there is a need to create new processes that involve the whole INGENIUM Alliance in one way or another. The agreements will also increase legal certainty compared to more loose expressions of intent, paving the way for the institutional consolidation of the future INGENIUM legal entity. Once the INGENIUM EGTC is registered, it could also become a party to these agreements, which already be designed considering that prospect. In the case of Erasmus+ management, this will be conditional on future changes in the Erasmus+ programme that allow for the involvement of legal entities.

Table 3.   *Overview of the key Multilateral Agreements*

Erasmus+ Multilateral Agreements	INGENIUM Scholarship and mobility support system	INGENIUM Micro credentials agreement
Signed in 2024 by vice-rectors or equivalent	Initial approval expected in February 2026 by IAC	Initial approval expected in February 2026 by IAC
The Erasmus+ Multilateral Agreements were signed in 2024 by all partner universities seeking to support seamless mobility between INGENIUM partners.	The scholarship and mobility support system will support the implementation of the INGENIUM joint education offer, ensuring that programmes and mobility opportunities are inclusive and accessible to all. It will also support new flexible and innovative mobility formats	The Micro credentials agreement will create a framework for the administrative accreditation of micro credentials on behalf of the Alliance, in full alignment with the European Approach to micro credentials

INGENIUM
European University

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3.3 Main agreements

3.3.1 Erasmus+ Multilateral Agreements

The Erasmus+ Multilateral Agreement were signed in 2024 as a way to boost intra-alliance mobility between the partners. In total, X agreements were signed. The partners were involved in the agreements depending on their different academic profiles.

Although the Multilateral Agreements have initiated an increase in the number of mobilities between partners, the lack of adaptation of the Erasmus Without papers to Multilateral Agreements has presented considerable challenges, with partners having to implement ad hoc solutions to manage Erasmus+ mobilities.

A comprehensive analysis of the implementation of these agreements will be presented in D4.2.

3.3.2 INGENIUM Scholarship System Agreement

In the Description of Action, INGENIUM committed to the allocation of a sustainable amount of project funds to the support of joint education programmes and flexible mobility opportunities. The Scholarship System agreement will officialise such a system, mobilising funds from different sources and ensuring that students can have easy access to funding opportunities to enrol in any kind of INGENIUM programmes.

Regardless of which universities are involved in awarding a particular diploma, INGENIUM´s objective is to ensure that the whole Alliance has ownership over all the joint educational offer. A joint scholarship system, underpinned by a joint governance and decision-making processes, will allow all partners to have an equal say on how

The initial Scholarship System will have a piloting character, since the funding of the current Erasmus+ grant finishes in December 2026 and thus only those students enrolling in programmes that start before that date will be able to benefit from this initial implementation.

The key aspects of the scholarship system were discussed by the INGENIUM Alliance Council at their meeting in October 2025 and have been included to D4.1

3.3.3 Micro credentials agreement

The INGENIUM Micro credentials agreement will support the accreditation of Microcredentials by one or several partners on behalf of the whole INGENIUM European University, ensuring more simplified creation processes and creating administrative solutions that support the involvement of staff from across the Alliance.

Micro credentials are at the core of INGENIUM´s joint education strategy due to their two-fold nature: on the one hand, they are a unique tool to promote lifelong learning, reaching to new learner profiles and fostering interaction with the regional ecosystems. On the other, they can also support the implementation of flexible learning pathways for students across all types of educational opportunities.

INGENIUM developed a complete Microcredential framework through Deliverable 5.7. A key step in the implementation of the Micro credentials strategy is the use of administrative processes for accreditation of Micro credentials that are fully aligned with the European Approach to Micro credentials[1]. After the analysis done as part of the creation of D2.1 and D5.7[2], the Alliance identified the best possible administrative processes to accredit Micro credentials on behalf of the whole Alliance, ensuring that partner involvement was always possible, and that these Micro credentials could be designed and delivered following INGENIUM MC principles.

The INGENIUM Micro credentials agreement will therefore allow the whole Alliance to benefit from the most favourable administrative system, which will benefits learners, staff, and other actors, while also creating a blueprint that partners can use to modify their own systems, or advocate towards their national authorities to do so.

3.3.4 Other agreements

Other concrete agreements may complement these three overarching agreements to support the implementation of the INGENIUM European Campus. One of the most relevant areas is the finalisation of a staff mobility procedure within the INGENIUM European University. For the moment, the design of the staff mobility agreement will be connected with the initial implementation of the INGENIUM joint education offer, which will allow for an initial evaluation of the exact needs. INGENIUM will therefore pilot different staff mobility arrangements within the diverse range of programmes that are being prepared for the academic year 2026/2027 and produce conclusions on the best way forward by the end of the current funding period.

3.4 The INGENIUM legal entity

INGENIUM started the process to create a legal entity in February 2024, at the first physical meeting of the INGENIUM Alliance Council. The exploration of this possibility had been included as a commitment in the Description of Action of the Grant Agreement, and the internal research done for the preparation of D2.1 showed that the majority of the partners considered a useful option to tackle many of the challenges related to the establishment of an INGENIUM European Campus.

Besides tackling concrete regulatory challenges, the INGENIUM legal entity is also perceived by INGENIUM leaders as an opportunity to consolidate the Alliance and reinforce its long-term sustainability.

At the February 2024 meeting, INGENIUM rectors and presidents mandated the Steering Committee to prepare a report analysing the main options available for the creation of such legal entity. The preparation of the report included an analysis of all the

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[1] Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability 2022/C 243/02 ST/9790/2022/INIT

[2] INGENIUM Public Deliverables available at: https://ingenium-university.eu/about-us/strategic-media-re-sources/

different types of existing legal entities of European Universities Alliances, as well as the main use cases the INGENIUM legal entity could have. This report benefitted tremendously from all the materials produced by the Erasmus+ policy experimentation projects.

The three main options presented to the IAC are displayed in the image below:
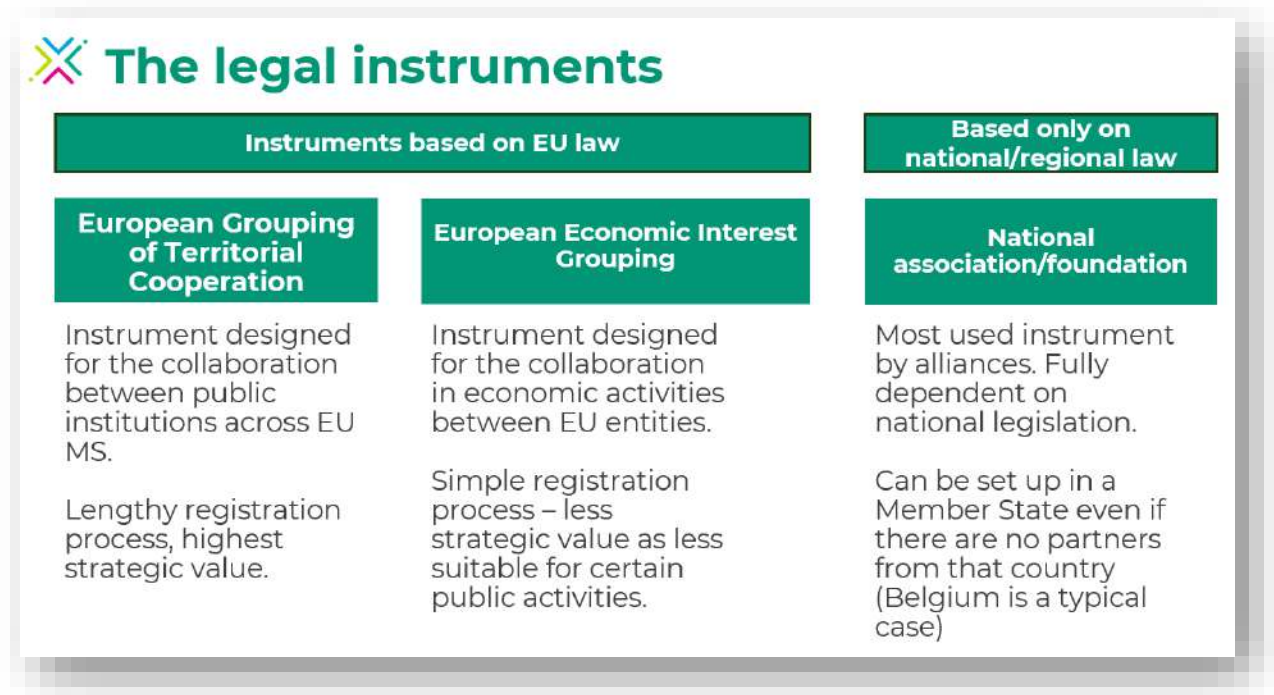
3.4.1 The choice of the European Grouping for Territorial Cooperation (EGTC)

The INGENIUM Alliance Council decided to choose the EGTC due to the highest strategic potential compared to the other options available during its meeting in Pescara in October 2024. This strategic potential comes from different components:

> EGTCs were created to support collaboration between public bodies across the EU. Although there are not so many university cooperations using this instruments, this gives INGENIUM the opportunity to be a pioneer and innovate for the benefit of the whole EU higher education sector.

> The EGTC offers flexibility and certainty in key aspects such as employment or administrative processes.

> As a European instrument, it also represents a testament to the partners´ commitment to the INGENIUM Alliance and to EU cooperation. This could result in increased legitimacy in future engagement with EU stakeholders.

> Considering the European Strategy for Universities and the results of the policy experimentation projects, it is likely that in the next few years the European Commission will consider a potential review of the EGTC regulation.

Next to this strategic considerations, the fact that the EGTC is a European instrument governed by EU law also gave clarity to countries that face certain restrictions to join legal entities.

3.4.2   The process to set up the INGENIUM EGTC

The process to set up the INGENIUM EGTC started in October 2024 with the launch of a working group involving legal officers (or equivalent) from all the partner universities. These legal officers had already been involved in the preparation of the report that was presented

After the decision on the legal entity, the key aspect to decide before starting with the drafting of the founding documents was the country of the legal seat. Partners were invited to present their candidacies to serve as legal seat, with XAMK, Finnish partner of INGENIUM, emerging as the best option.

At the February 2025 meeting in Oviedo, the IAC confirmed XAMK as the legal seat of the future INGENIUM EGTC. Rectors and presidents also discussed the guiding principles for the drafting of the Convention and Statutes of the EGTC, which was initiated in March 2025.

The drafting process happened between March and September 2025 and it included continuous dialogue between all partners, both at the technical and political level. It was an opportunity to foster mutual learning about the legal systems of the partner universities, as well as the concrete ways in which the EGTC could contribute to the implementation of the European Campus.

Figure 3.   Preparation process of the foundational documents

The preparation process of the foundational documents

Guiding principles

Use of the INGENIUM Mission Statement as guidance, as well as the partner surveys done in 2024. Incorporating the outcomes of the IAC discussion in February 2025

Lean, flexible convention and statues not to limit operations.

Accommodation of the different requests from partners – sometimes, contradictions arose

March:	April:	May:	June:	July/ August:	September meeting
Meeting with EUCOR	WG meeting	WG meeting	WG meeting	WG meeting	Final revision founding documents
First draft convention	V2 Convention	Contact with CoR labour aspects	V3 convention	V4 convention	
	V1 Statutes		V2 statutes	V3 statutes	

Finally, the founding documents were approved at the October 2025 meeting in Brussels. At that meeting, INGENIUM leaders also discussed the strategic elements of the implementation of the EGTC.

The image below describes the governance and decision-making structure of the future INGENIUM EGTC, which has been designed to ensure high level involvement in line with the analysis done for the preparation of D2.1.

Figure 4.   EGTC Bodies and decision-making processes
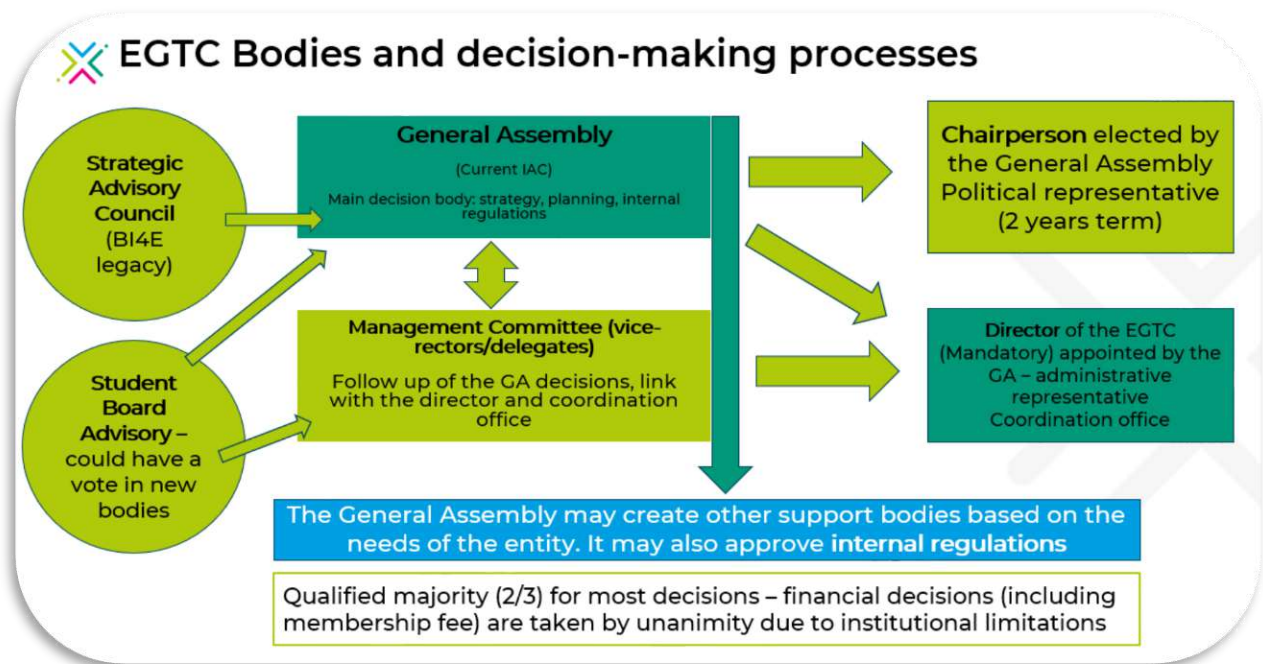
3.4.3 The EGTC´s role in the INGENIUM European Campus

The INGENIUM EGTC Convention and Statutes envisage a central role for the legal entity in the development of the joint education offer. This role has been incorporated in the purpose, objectives and tasks section of the EGTC Convention, and it will be further developed when the operational documents are prepared over 2026 and 2027.

Besides the more short-term practical role in the joint education offer, which we will outline in this section, there is also a more strategic element for the EGTC involvement, which has been supported by the INGENIUM IAC. This role is related to the provisions in the Council Recommendation on a European Quality Assurance and Recognition System[3] and the European Degree Communication[4] published in March 2024 about the **potential role of legal entities in the accreditation of joint programmes (including a**

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[3] Council Recommendation of 12 May 2025 on a European quality assurance and recognition system in higher education ST/8773/2025/INIT

[4] European Commission, 'A blueprint for a European degree' (Communication from the Commission to the European Parliament…) COM(2024) 144 final, 27 March 2024.

potential European Degree) in case that member states decide to implement the necessary regulatory changes to make this possible.

Another strategic point for the **EGTC could be a potential role in the management of Erasmus+ mobility funds for intra-alliance mobility on behalf of the partner universities.** A change of this kind would be more suitable for mobility in joint programmes, management of Blended Intensive Programmes and the creation of flexible learning pathways. This would require changes in Erasmus+ structures so legal entities can apply for these types of funds directly to EACEA or incorporating the possibility that Erasmus. INGENIUM already advocated for this changes in the consultation process for the EU´s MFF for the period 2028-2034.

In all these aspects, the EGTC will play a prominent role with more structured advocacy towards EU and national authorities.

The table below serves as a non-exhaustive list including some of the key involvement points that INGENIUM plans to incorporate into the operational tasks of the legal entity. They address a number of barriers identified by partners during the research conducted for the preparation of this report.

Table 4. *Possibilities for the practical involvement of the INGENIUM EGTC in the European Campus opportunities*

Type of involvement	Description	Feasibility
Support in administrative and accreditation processes	The INGENIUM EGTC could support administrative processes around joint programmes through centralised capacity and community management. This will include the preparation of Cooperation Agreements for programmes, self-assessment reports, and the overall management of the programmes. It will also incorporate elements related to the financial planning of joint programmes	**Feasible without regulatory changes.** Potential regulatory changes could allow the legal entity to coordinate accreditation processes, but the involvement and support in administrative and accreditation processes is already done by other legal entities of alliances.
Logistical support for students and staff	The EGTC could support logistical aspects of the joint education offer, such as insurance, travel, and joint activities for students and staff	**Feasible without regulatory changes.** EGTCs have the legal capacity to enter into contracts on behalf of their members
Pedagogical training and support	The EGTC could support the pedagogical training of staff involved in the joint education offer	**Feasible without regulatory changes** Both content-related and logistical aspects could be supported by the EGTC
Scholarship management	The EGTC could centralise scholarship management for all INGENIUM joint programmes, speeding up procedures	**Feasible without regulatory changes**

	and ensure a single-entry point for administrative management of scholarships	The consortium will design a scholarship system aligned with institutional regulations and national rules. As part of the transformation efforts, adaptations to institutional regulations may be made.
Marketing, promotion and student attraction	Marketing efforts could be taken coordinated by the INGENIUM EGTC, with dedicated staff focusing on communication and the contracting of communication tools and campaigns	**Feasible without regulatory changes**
Certification of micro credentials	Following the example of the ECIU European University, the certification of micro credentials (using EU certification procedures such as European Digital Credentials) could eventually be done through the INGENIUM EGTC, using the QA framework of one of the universities as described in the multilateral agreements section	**Feasible without regulatory changes** This system is based in a model already implemented by another European University Alliance
Funding opportunities and revenue collection to support joint programmes	The INGENIUM EGTC could centralise the participation in public and private funding opportunities that can	**Feasible without regulatory changes** One of the main tasks of EGTCs and legal entities in general

4 REPORT ON OBSTACLES AND SPECIFIC RECOMMENDATIONS

This chapter summarises the results of the survey and the partner self-assessment results for these themes:

> Institutional commitment and management Issues

> Student mobility

> Staff mobility

> Joint Programmes

Each section presents the obstacles identified and the good practices and recommendations for each topic.

4.1 Institutional commitment to the INGENIUM Consortium and management issues

The successful implementation of the INGENIUM alliance requires strong institutional commitment. Given the diversity of institutional models among member universities, it

is essential for all partners to understand how the alliance is supported within each participating institution. Although decision-making processes may involve various bodies, central administration typically plays a pivotal role. The survey on management issues was designed to assess whether INGENIUM partners experience challenges such as insufficient leadership, an absence of a long-term shared vision, or barriers to sustained cooperation, as well as to determine the need for more concrete incentives.

The topic of leadership introduces a discussion on how management is addressing the need for improved cooperation. Although responses vary, universities consistently state that their management and leadership are focused on internationalization, both in relation to INGENIUM and more broadly.

4.1.1　Obstacles on institutional commitment and management issues

Lack of long-term vision and sustainability

Addressing the challenge of long-term vision and securing the sustainability of the Alliance are currently regarded as critical priorities for university management. Certain members of the INGENIUM Consortium have expressed concerns about the Alliance's future stability in light of impending leadership or management changes. Furthermore, uncertainties regarding continued investment through the European Universities Initiative under the Erasmus+ Programme, as well as through other funding sources such as Horizon and Digital Europe, present additional considerations for INGENIUM institutions.

Need of reinforced institutional cooperation

While the formation of INGENIUM has benefited from the involvement of universities with established connections, drawing on varied areas of expertise and prior collaborations. Since the relationships across all Alliance partners are not uniformly long-standing and not sufficiently rooted highlights the need to reinforce and strengthen cooperation among members. Achieving this requires a strong and ongoing commitment at the institutional level to ensure the Alliance's cohesion and long-term success.

Lack of shared vision

The partner universities, through the INGENIUM Mission statement, have formally expressed their commitment to advancing the long-term objectives of the INGENIUM Alliance by strengthening cooperation. Nevertheless, as depicted in Figure 1, the partners hold differing perspectives regarding whether varying levels of interest and the absence of a shared vision and unified goals may present challenges to progress.
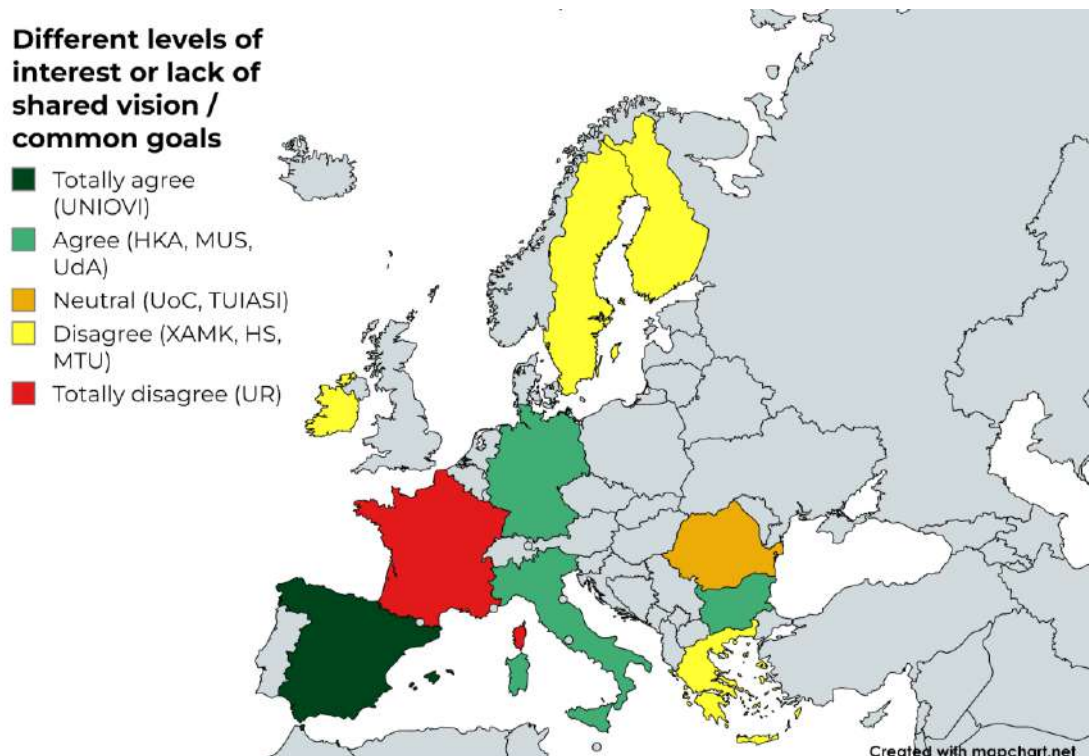
Figure 5.   Different levels of interest or lack of shared vision and common goals

Key obstacles identified by the partners include:

> A potential barrier may arise if the strong sense of shared goals within each university and across the INGENIUM alliance diminishes.

> Challenges related to mobility and differences in organizational culture.

On a positive note, all partners are committed to developing integrated and recognized higher education programmes, fostering educational and research collaborations in various specializations. The decision-making process is highly complex, which makes discontinuing collaboration unlikely.

Lack of incentives for staff

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

4.1.2   Recommendations on institutional commitment and management issues

To implement the inter-university Campus effectively, leadership from the participating institutions will need to consider the Alliance's long-term vision and sustainability in their future planning. While some barriers to sustainability are also dependent on the

European and National level, some obstacles can be addressed at institutional level through the implementation of institutional transformation plans, preparing the ground for a smooth and long-term collaboration among INGENIUM Partners. Indeed, while organizational culture differences will remain in the future, the INGENIUM members must be committed at leadership/top management level to continue the collaboration and to establish common grounds for this collaboration. This pathway involves the commitment to create cooperation structures of administrative staff and of academic staff for the development of collaborative education and mobility formats on which to test the procedures created (e.g.: a general cooperation agreement for the mobility; a task force of mobility staff members; a recognition process for the Alliance etc.).

As for the motivation and engagement of staff, recommendations include:

> Staff should be encouraged to participate in international collaboration due to opportunities for career growth, travel and training, visits to partner universities.

> Financial incentives and career development are needed because of the time-consuming and very challenging work.

> Travel opportunities and research involvement is also a good external opportunity. INGENIUM should carefully prepare the ground for making sure that most of the participants in the project get an incentive.

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

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

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

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

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

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

> Seven of the ten partners see the **establishment of European statute** on both levels as an opportunity to create sustainability of the project.
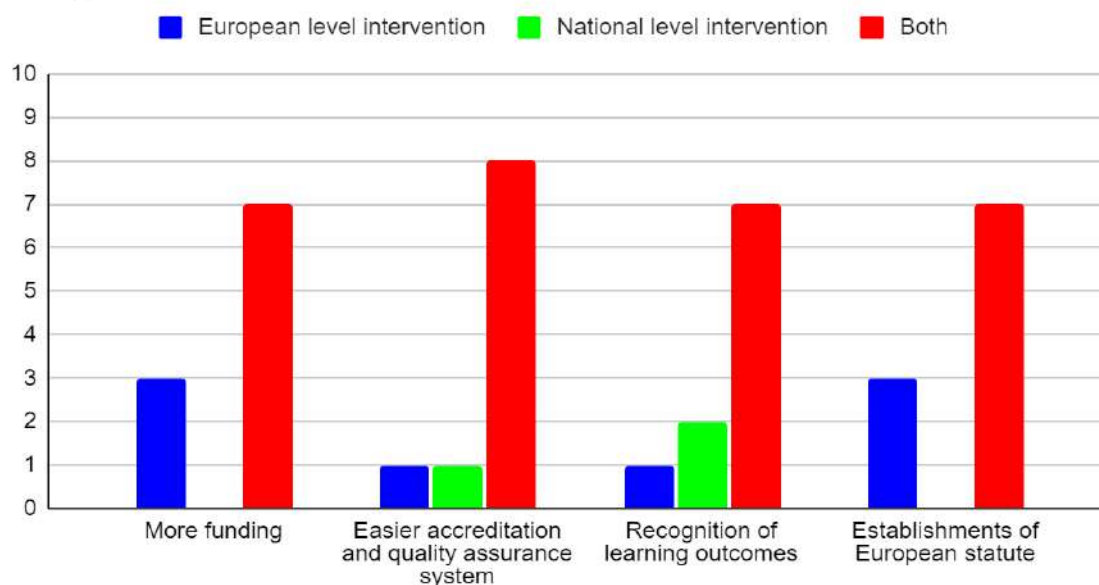
Figure 6.   Recommendations at European level, at national level and both

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

4.2 Student mobility

4.2.1 Obstacles to mobility

Obstacles connected with recognition of credits

Recognition of credits is often referred to as the main obstacle to student mobility. This is due to the insufficient implementation of the Bologna Process in some countries which create barriers to flexible learning paths and mobility opportunities. The regulated professions are subject to more rigid curricula which might jeopardize mobility. However, as it is represented in figure 3, 70% of the universities within the INGENIUM Alliance do not see recognition issues being an obstacle for student mobility.
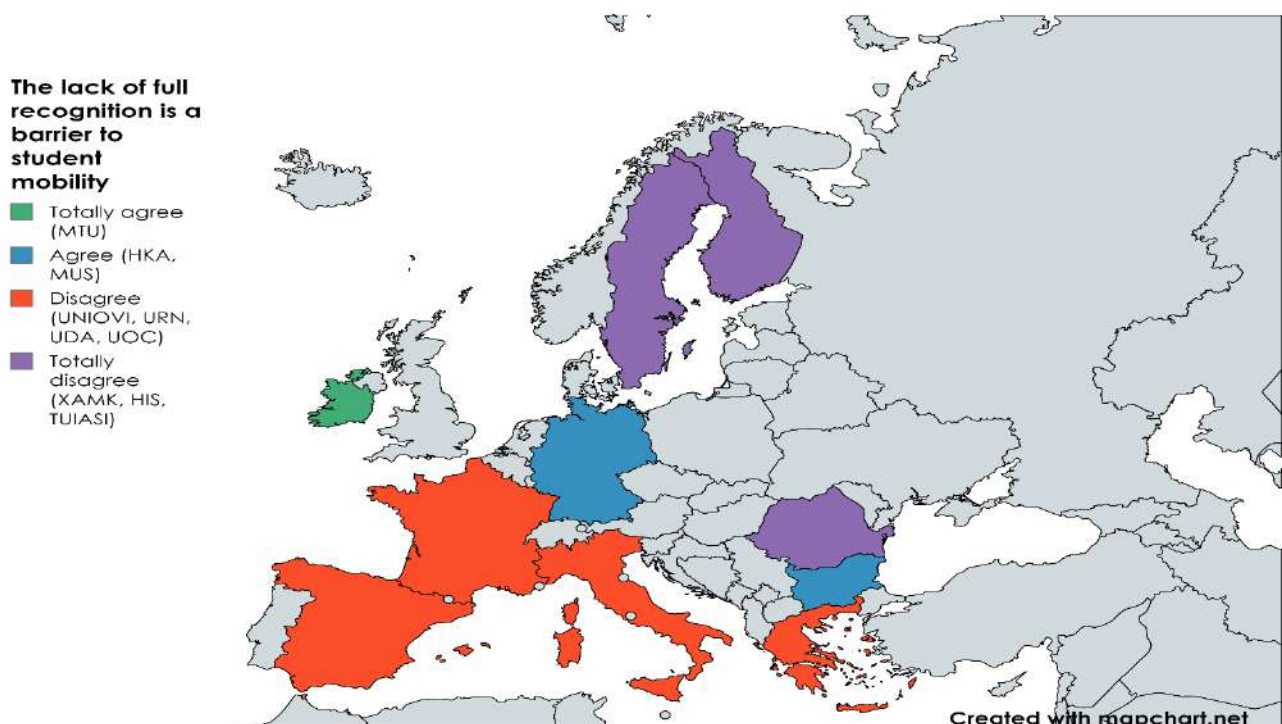
Figure 7.   Lack of full recognition is an obstacle to student mobility

Partners highlight the following main challenges:

> Restrictive policy of some faculties in order to guarantee a certain quality of knowledge (HKA)

> Recognition depends on the international ranking of the host university (UNIOVI)

> The decision for recognition of certain subjects are made personally by the head of the relevant department (MUS)

> Weak coordination between the sending and receiving institution before the mobility (MUS)

When it comes to full automatic recognition, as it is highlighted in Figure 2, 5 out of 10 universities see the lack of an automatic process as a barrier to student mobility.
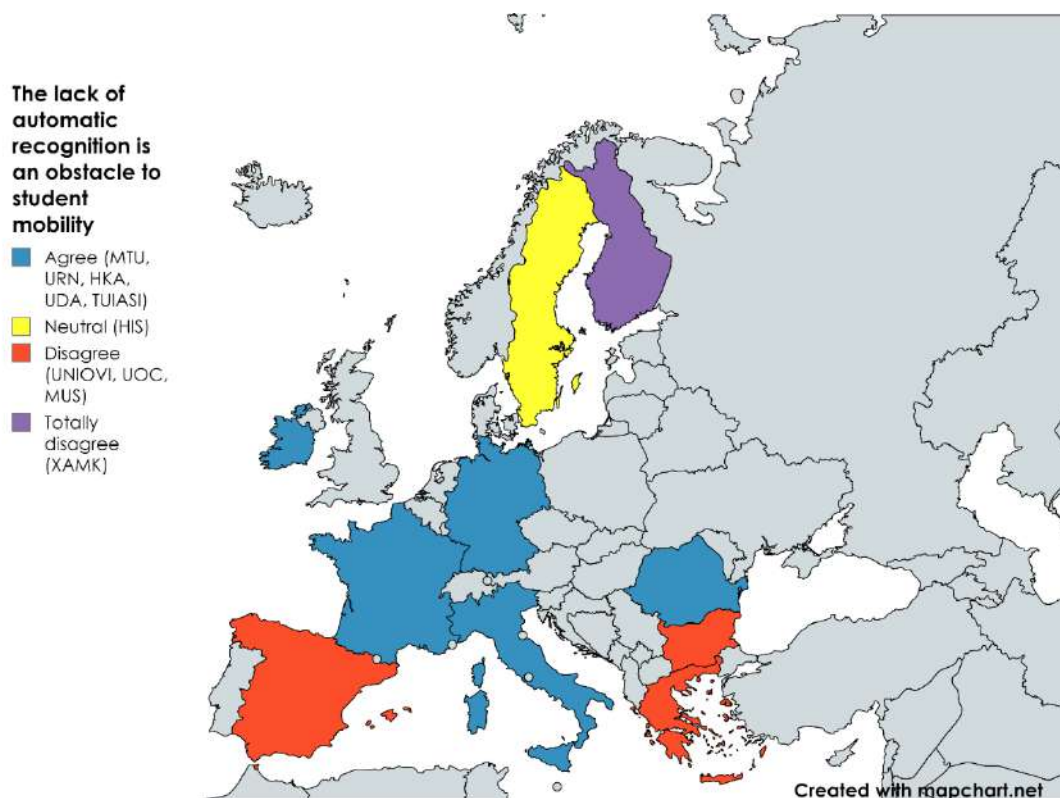
Figure 8.   Lack of automatic recognition is an obstacle to student mobility

According to the data received, universities point out the following issues:

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

> The process of recognition is time consuming and requires student's initiative and support from different departments.

> Although all universities apply learning agreements, there is still a risk for not getting recognition of the courses.

Grade conversion

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

> Some of the universities, such as XAMK, TUIASI, and MUS use grade conversion tables and tools.

> In XAMK, the teacher responsible for credit transfer in the study programme converts the grades.

> UNIOVI states that certain grade conversions are more difficult than others and highlights this by giving an example: A student receives a letter grade "A" in a particular subject, the corresponding Spanish grade is a range between 9 and 10. Consequently, a tutor needs to clarify the particular grade within the given range.

University of Oviedo usually uses the website EGRACONS (tools.egracons.eu). However, the problem is that not all universities update the percentiles annually.

> HKA is using a formula called the "modified bayerische Formel" that is used throughout Germany. If it seems that the formula is not accurate, adjustments are made specific for a university and are being done in close cooperation with the faculty of the corresponding faculty[5].

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

> In the University of Skövde, when the course is completed, it is recognized. Grades are not converted. The international grade is displayed as a footnote.

> MUS does not have a grade distribution table in place. The majority of the student mobility in MUS is for traineeships and only the ECTS credits are recognized.

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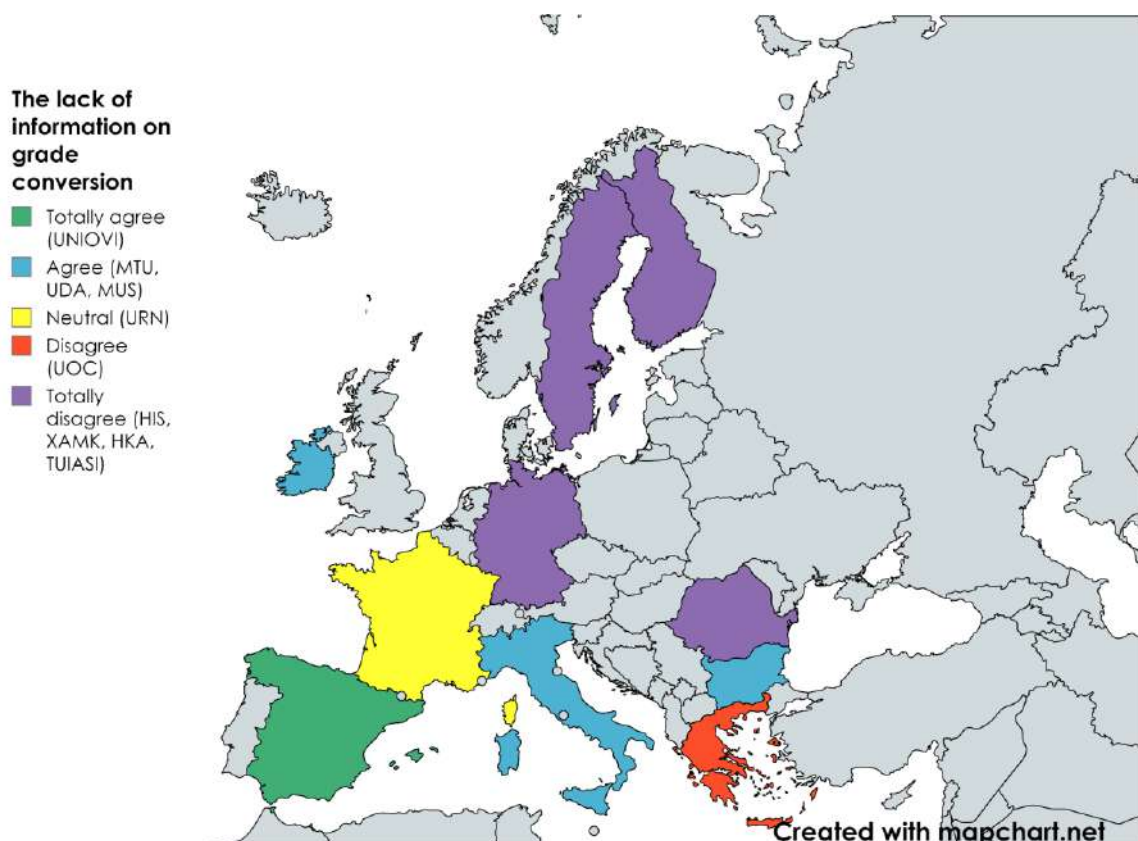

Figure 9.   Lack of information on grade conversion

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

Other obstacles for student mobility

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

> cultural barriers,

> programme structure that does not allow mobility,

> financial issues,

> bureaucratic procedures,

> low interest of students,

> low language skills, few places for mobility,

> difficulties in organizing summer traineeships,

> online learning which does not allow physical mobility,

> restricted type of mobility (need to offer long-term, short term and blended mobilities),

> compulsory practice periods (students could not realize practice abroad) and

> fear of worsening the average grade

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

4.2.2 Good practices and recommendations on student mobility

When the partner universities will develop joint programmes in the framework of INGENIUM, it will be important to have in place mobility paths for students and staff. There are several mobility structures, from very simple to more complex models.

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

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

As a recommendation for the recognition procedure, it can be pointed out that INGENIUM needs a university's management commitment for development of fair and clear procedures for recognition, understandable by students and academics. The recognition of the learning outcomes of the students must be independent of the personal opinion of the academic staff or of the reputation of the host institution.

As for grade conversion, different potential solutions have been proposed, although discussions must continue to agree upon a single common solution:

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

To address these challenges, the INGENIUM consortium should establish a task force of mobility officers to coordinate timely communication and organize mobility among partners. This task force needs to be established and to work close to the academic staff developing and implementing programmes.

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

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

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

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

4.3 Staff mobility

Engaging academic staff in INGENIUM is essential, as they are integral to the development of joint programmes, staff mobility for teaching, and coordination of incoming students. The Alliance offers a significant platform for collaborative research projects among academics from partner universities. Key benefits include the advancement of innovative teaching and learning methods, enhanced networking opportunities, the acquisition of new professional contacts and intercultural competencies, as well as professional development opportunities.

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

4.3.1   Obstacles in academic staff mobility

The data indicates that in most universities, academic staff mobility is not formally recognized in career advancement. This, along with the challenge of limited time available for arranging academic staff mobility, has been identified as a primary concern. Some examples of data collected on these two main obstacles for staff mobility are reported below.

> In MTU engaging in mobility opportunities would be looked on favourably for career progression.

> In XAMK most of the staff participate in staff exchange to get extra value for their work, not specifically to promote career.

> At the University of Skövde, mobility is considered a form of skill enhancement for both parties, but recognition is more important for academic staff.

> In TUIASI, mobilities are important from the point of view of the experience gained, but they do not influence career progression.

> UDA mentioned that in Italy there is no defined recognition of staff mobility in career progression. Mobility periods may be taken into account when submitting applications for Associate/Full professor qualifications as well as in job applications (i.e., 'concorsi'). However, a higher recognition level would be appreciated.

> According to UNIOVI, ANECA (Spanish External QA Agency) has an ACADEMIA Programme which carries out the curricular evaluation of applicants who want to access the university teaching bodies of Full Professor and Professor. In this sense, for obtaining this one, the committee involved in the accreditation process considers that making a research stay in a foreign country (especially, if the university appears in Shanghai ranking) has a big value.

> In HKA, generally there is less movement in a university career so that staff mobility experiences are usually not the reason why someone is being promoted.

> In MUS, mobilities are recognized and recommended by the management of the university and the faculties. Teaching at a foreign university is certified by a certificate and it serves before the jury for career growth (habilitation).

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

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

> According to MTU, the incentives for staff mobility need to be clear.

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

4.3.2 Obstacles in administrative staff mobility

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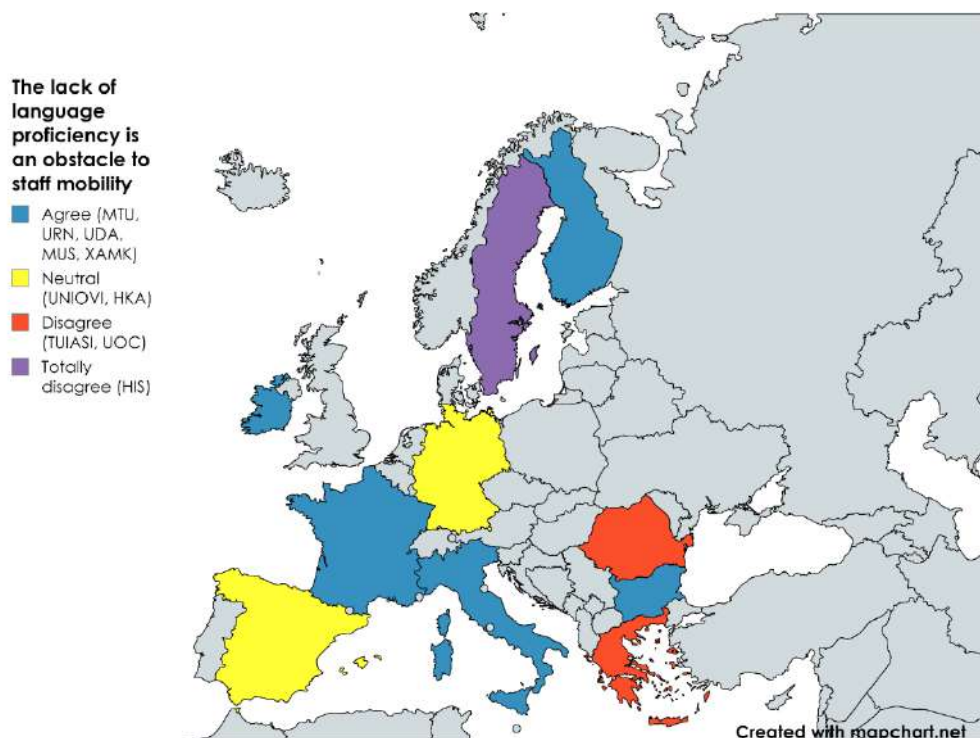
Figure 6. Lack of language proficiency is an obstacle to staff mobility

4.3.3 Recommendations for academic and administrative staff mobility

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

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

4.4 Joint degrees and joint programmes

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

4.4.1 Obstacles to the development of joint degrees and joint programmes

Lack of common accreditation standards

From the responses presented in Figure 8, it can be seen that 50% of the respondents answered "Neutral" to the identification of common accreditation standards as an obstacle, which shows that they are not quite aware to what extent the lack of common accreditation standards is or is not a barrier to joint study degrees. Only one university answered that, according to them, the lack of common standards for accreditation is not a problem, according to four universities, this lack creates problems for organizing and conducting joint programmes.
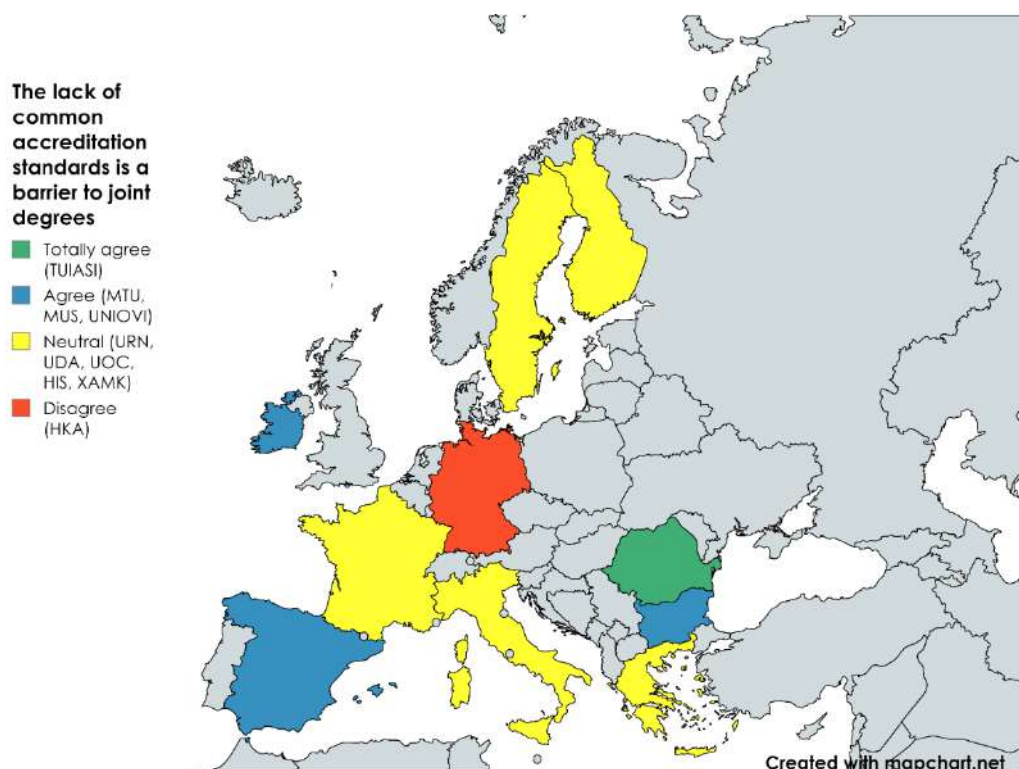

Table 5. *Lack of common accreditation standards*

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

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

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

Some specific cases are reported below:

> Spanish legislation regulating the organization of official university education establishes that official university degrees must undergo external evaluation processes by ANECA at different stages. In the first stage, prior to the implementation of the degree, ANECA, through the VERIFICA programme, evaluates the design of the degree. Once the degree has been implemented, ANECA monitors the development of its implementation, through the MONITOR programme, and a third stage, in which, once the degrees have completed their implementation, they must undergo a cyclical process of renewal of their accreditation in order to maintain their status as an official degree. For this last phase, ANECA has developed the ACREDITA programme. The legislation establishes the frequency and the agents in charge of carrying out the renewal of accreditation. To sum up, due to this external evaluation which regulates different conditions in the Spanish universities, frequently, the standards that this Spanish agency brands are different from other EU universities.

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

Accreditation of joint programmes

Five universities believe that there are obstacles to the accreditation of joint programmes, while another four maintain that no such barriers exist. One partner university remains neutral on the issue. Varying legal frameworks across countries result in different opportunities for INGENIUM partners, with some institutions likely to encounter significantly greater challenges at both institutional and legislative levels.

There is a clear correlation between the rigidity of higher education legislation and the difficulties faced through the accreditation process of joint programmes.
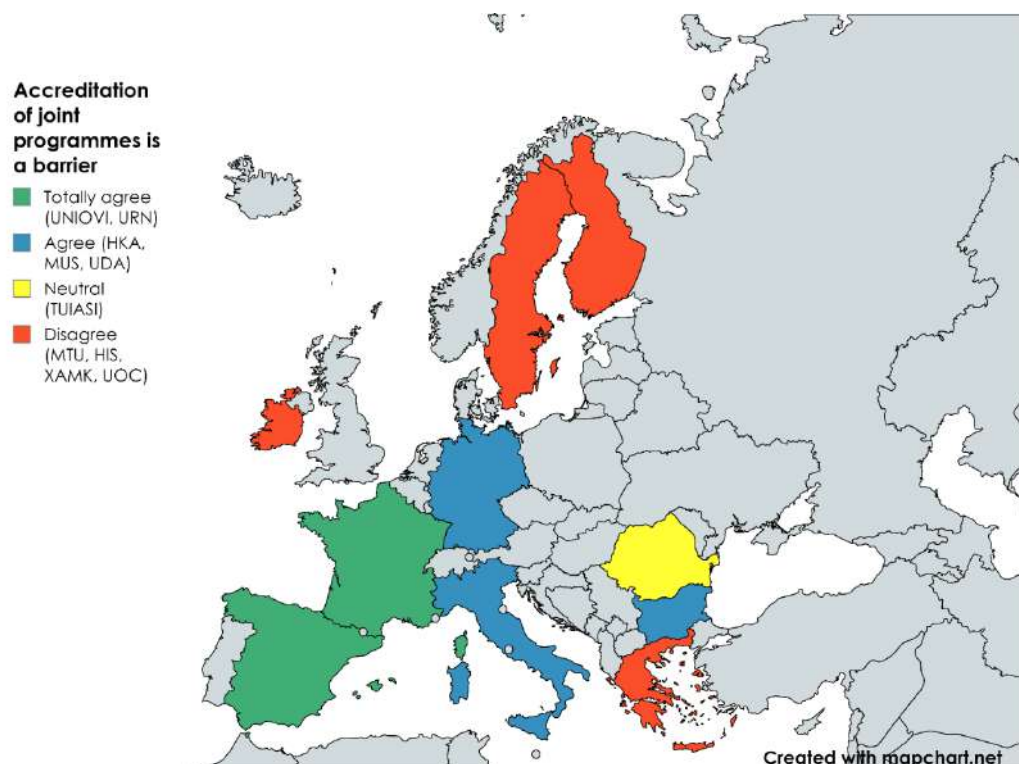
Figure 10.   Accreditation of joint programmes is a barrier

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

> In Bulgaria, there is no obstacle to creating a joint programme, but there is no possibility to issue a joint degree. According to the Law on Higher Education, this joint programme will have to receive accreditation from the Bulgarian National Agency for Assessment and Accreditation, if a degree will be issued by the Bulgarian university or on the basis of a contract for educational activity without receiving accreditation from the national agency, a Bulgarian university can join the educational activity, when the document as a result of the conducted training will be issued only by the foreign higher education institution with which the Bulgarian university has concluded the contract for joint teaching. The Law on Higher Education gives academic freedom to universities to make joint training programmes with foreign universities, but according to Art. 88a, para. 4 only the National Assessment and Accreditation Agency can issue institutional accreditation. Assessment during accreditation procedures can also be carried out by foreign agencies, members of the European Association for Quality Assurance in Higher Education (ENQA) and/or entered in the European Register of Agencies for European Quality Assurance in Higher Education (EQAR), but ultimately, the accreditation will be given by the Bulgarian national agency if the Bulgarian university issues a degree for the studies.

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

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

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

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

Differences in accreditation of regular and joint degrees

> In UOC there are differences in accreditation procedures between regular programmes and joint degrees. The "Hellenic Authority for Higher Education" (HAHE), which acts as a national supervisory and coordinating body, will formulate separate frameworks for both regular programmes and joint degrees.

> In TUIASI at the moment there is no legal framework for the accreditation of joint degrees. ARACIS is working on the development of an accreditation procedure for joint degrees.

> In URN, joint degrees require accreditation in all countries that are involved in the study programme.

> In UNIOVI, joint degrees follow the same accreditation system as the regular programmes. Anyway, it is important to consider the protocol to follow in these cases, which indicates that: as determined in the sixth and seventh additional provisions of RD 822/2021, the evaluation reports issued by evaluation bodies registered in the European Register of Quality Assurance Agencies in Higher Education (EQAR), will be recognized by the agencies competent Spanish quality authorities for the purposes of issuing the report provided for in the verification procedure of the study plans of official education (article 26 of RD 822/2021). ANECA contributes to the internationalization of the Spanish university system, with initiatives to promote the development of joint international degrees and international recognition of Spanish university degrees.

> HKA is able to accredit joint degrees such as for regular study programmes because of their institutional accreditation. It is possible to follow the European approach. However, HKA does not yet have experience with using the European Approach for joint degrees. It is possible to adjust the steps according to the requirements of the partner/s.

> In MTU, Section A4 of the MTU QA manual relates to Procedures for the Design, Validation and Modification of Programmes and Modules. All such programmes and modules comply with all of the standard MTU quality assurance procedures. Section A15 of the QA manual describes the procedures for the Provision of Collaborative Programmes (National and Trans-national), and for the Provision of Programmes leading to Joint Awards. Section A15 policy and procedure requires additional procedural steps, QA procedures and clarifications than the procedures in Section A4, because of the added complexity of collaborative provision of programmes and joint awards[6].

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

Accreditation of specific programmes

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

> Accreditation of joint programmes is a critical issue, particularly in any of the regulated disciplines e.g. medicine, social work, nursing, etc.

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

Quality assurance

Concerning "quality assurance" as a potential obstacle for joint programmes, specifically in the implementation phase distinct from QA procedures related to accreditation: three universities selected "Totally Agree", one chose "Agree", three indicated "Neutral", two selected "Disagree", and one university chose "Totally disagree". Overall, four out of ten universities identified quality assurance in teaching as a barrier to establishing joint study programmes.

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

No additional comments to the statements from XAMK, UOC, UDA, URN, as these universities will apply the same QA procedures as to the regular programmes and they do not see it as an obstacle.
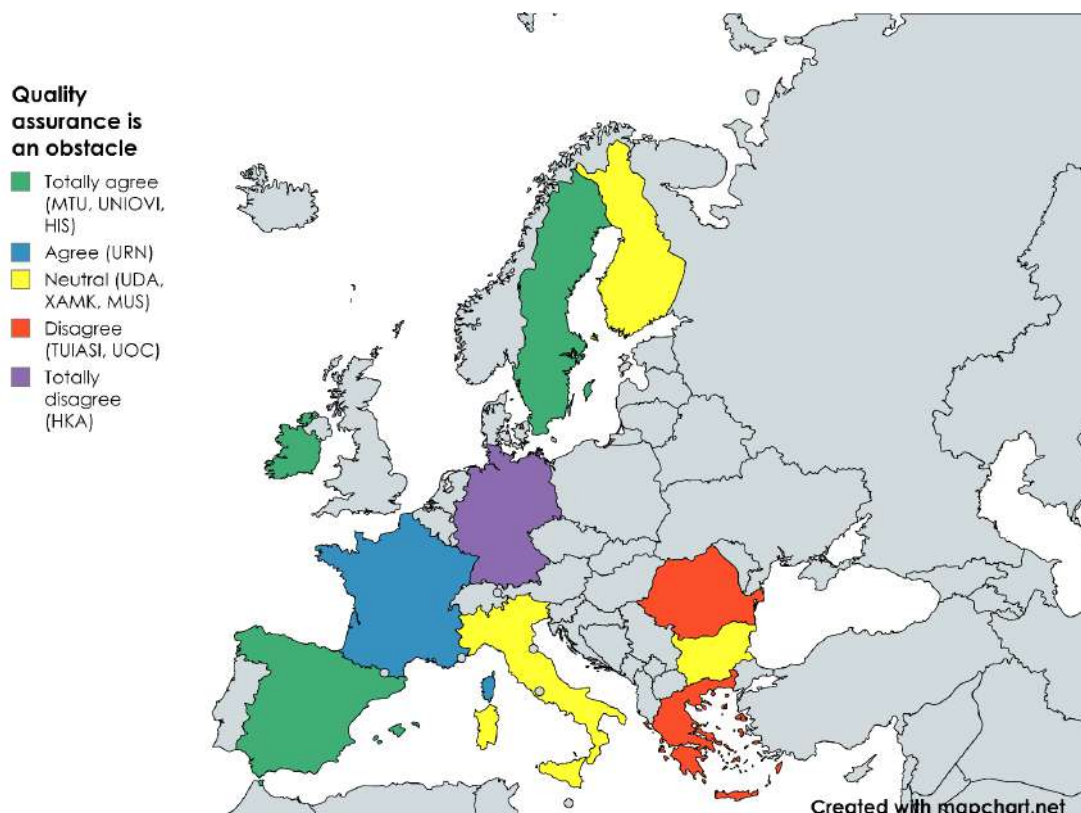
Figure 11.   Quality assurance is an obstacle

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

Distinction between QA of joint degrees and regular programmes

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

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

Some of the QA leaders stated that there is a lack of regulations concerning joint degrees (MUS, TUIASI). In TUIASI up to this moment, there have been no joint degree programmes. A procedure for joint degrees will be developed immediately after the

appearance of the evaluation standards developed by ARACIS. That means that JPs have to apply the QA procedures of regular programmes and they are not fit for them.

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

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

In all ten universities there are **technical problems connected to the diploma**. Some of the most significant are:

> It must be written in the national language, (Ud'A, HIS, URN, HKA, UoC, MUS, MTU)
> It requires a stamp (wet or pre-printed) and it is an agreed template, standardized form by the ministry, and the logo has a fixed position (all partners).

Issuing joint degrees

Issuing a joint degree remains one of the main obstacles for European Universities alliances like INGENIUM; as degrees are usually highly regulated at the institutional or national level. The process of accreditation of joint degrees is very complicated and the regulations of some of the INGENIUM partner universities are not compatible with issuing joint degrees. Cultural challenges arise from the different templates of joint diplomas compared to traditional ones, as perceived by universities, students, and external stakeholders such as the labour market. The benefits of joint degrees and programmes are not universally recognised, leading to potential resistance from the labour market.

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

Many aspects such as bureaucratic , logistical, organizational and legal matters must be elaborated and the added value must be determined to decide whether a joint degree or a double degree is the most suitable solution for a joint programme.

To overcome these barriers, the involvement of different stakeholders is crucial, especially ministries of education, national agencies, associations of labour market and

companies, national rector's councils, EC. On one hand, it is important to initiate changes in the national legislations and to adapt it to innovative transnational education, and on the other hand there is a need to increase the sensibility of students and labour market for the existence and for the added value of the joint degrees.

Admission of students

Five universities agreed that the admission of students could be an obstacle and three are neutral about this. Only two universities disagree that the admission of students is a problem.
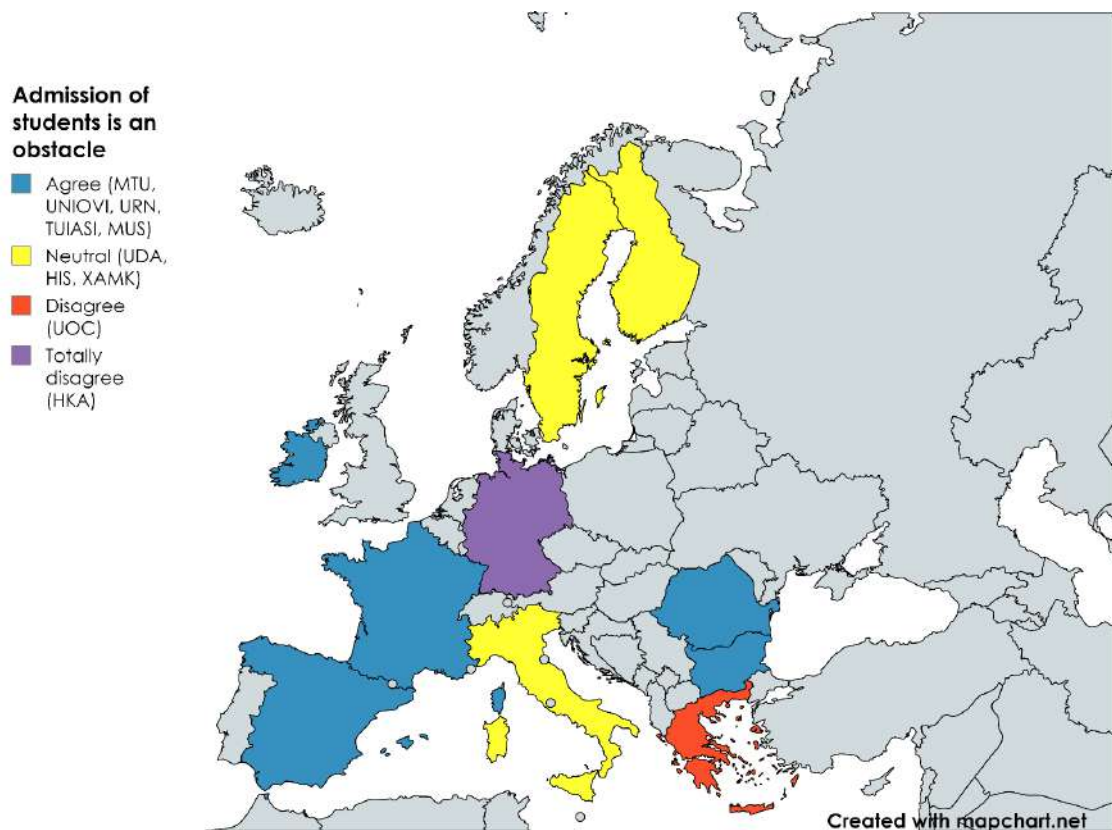
Figure 12. Admission of students is an obstacle

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

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

Differences between national/EU students and non-EU students

The INGENIUM joint programmes will be targeting both EU and foreign non-EU students, which are often subject to different regulations: period of application, documents needed, tuition fees and scholarship application procedures. In most of the cases non-EU students must prove the financial cover of their living expenses due to national visa regulations.

> In Finland, they should demonstrate sufficient financing when applying for the residence permit at the Finnish immigration service.

> In Romania, in order to receive a long-term residence permit, students must submit the following documents:

  o proof of acceptance for studies, issued by the Ministry of National Education and Scientific Research, attesting that they will attend full time education;

  o proof of payment of the tuition fee for at least one year of study;

  o proof of the means of subsistence, amounting to at least the minimum national net wage per month, for the entire duration mentioned in the visa;

  o certificate of Criminal Record or other document having the same legal value;

  o medical insurance.

> In Bulgaria, non-EU students apply with a diploma for secondary education, which is submitted in the special register, created by the Ministry of Education and ENIC NARIC centre, in order to have a long-term visa D.

> In Italy, Sweden, France and Germany, the students outside of the EU must show a specified amount.

> Only Greece, Ireland and Spain do not have such requirements.

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

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Tuition fees

National and EU students do not pay tuition at XAMK (Finland), HIS (Sweden), or HKA (Germany). The University of Skövde and XAMK must charge tuition fees for non-EU students. HKA is not allowed to charge tuition fees for bachelor or master programmes, but tuition fees could be charged in other programmes, such as lifelong learning courses.

Tuition fees for non-EU students are higher in XAMK, HIS, UOC, MTU, TUIASI and MUS than in URN, UNIOVI, HKA, UDA. In URN, there is no difference in the tuition fees for EU and non-EU students. This decision is taken at the management board level and can be changed. HKA is currently charging a tuition fee for non-EU students, but the state government decided to abolish the tuition fee for non-EU students in the foreseeable future. In the University of Oviedo, non-EU students must pay a little more than local and EU students. The tuition fees per university are listed in Annex 2.

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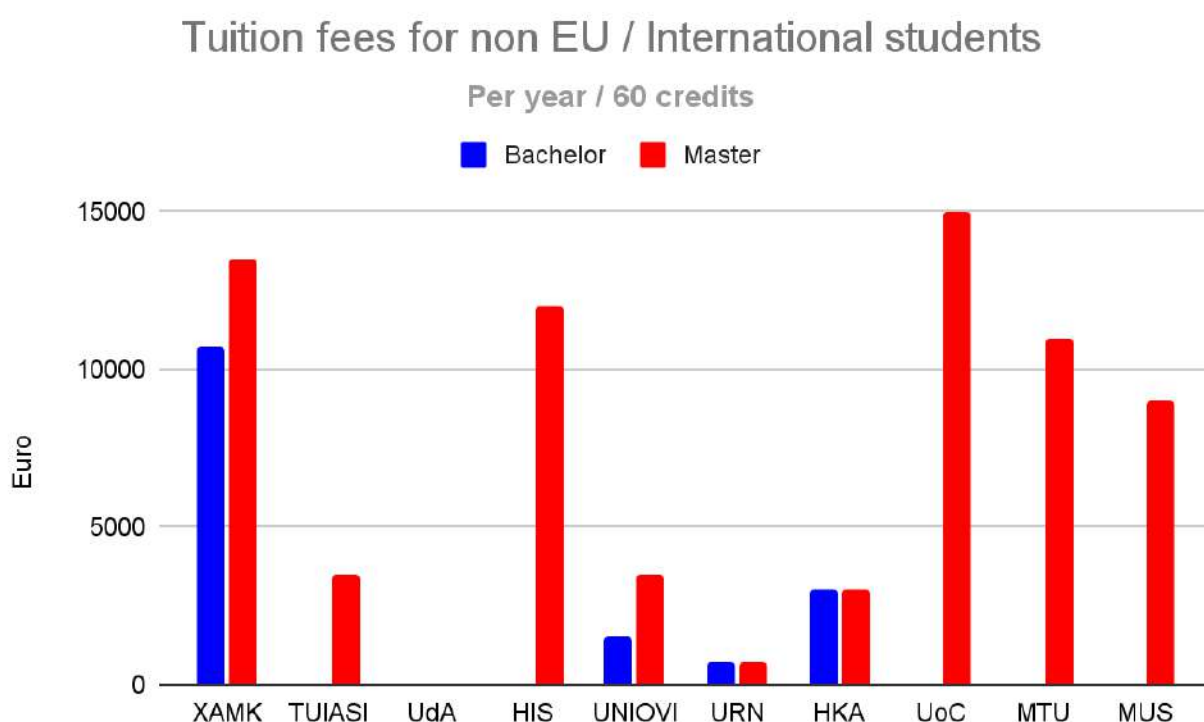

Figure 13.   Tuition fees for non-EU / International students

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

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

HIS Tuition fees for studies within Life Science, Technology, Medicine, Health Science, and Design the cost is around 12,000 euro/year. There are different tuition fees for different areas. More on tuition fees can be accessed on the university's website[7].

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

In MTU the tuition fees for non-EU Undergraduate students are €13,500, Non-EU Postgraduate: MSc Data Science and Analytics, MSc Cybersecurity, MSc Artificial Intelligence – €15 000, Non-EU Postgraduate: All other Postgraduate Taught master's programmes – €13 500[8].

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

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

> In XAMK, the tuition fees for non-EU students are officially decided by the university board.
> In TUIASI, the tuition fees are set annually by the faculties and approved by the university senate; they are made public before the start of the academic year.
> The University of Skövde decides every year what tuition fee to charge for non-EU students.
> Concerning University of Oviedo, the Principality of Asturias, through the regional government, is responsible for imposing the fees. The University of Oviedo has no authority over this.
> In URN, it is a decision taken at the national level. However, the management board can decide whether or not differentiated fees will be applied between non-EU and EU students.
> In HKA, there is no option of modification of tuition fees since there are none, respectively set by the state government for non-EU students.
> In UoC, it is predetermined in the study regulations of the programme.
> MTU needs a special approval for modification of tuition fees and

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[7] https://www.his.se/en/education/admission/bachelor-master-programme-students/tuition-fees-payment/
[8] https://www.mtu.ie/fees/information/international-non-eu-fees/

> Ud'A does not need it.
> In MUS according to legislation, each year the taxes for the different specialties are formed following an algorithm in dependence of numerous indicators.

4.4.2 Specific focus on funding systems for the development of Joint Programmes

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

INGENIUM joint programmes will therefore require investments to cover those additional costs and partner universities were asked whether they would be able to fund joint programmes.

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

Funding

Financing is a cross-cutting challenge for the INGENIUM alliance. In case of joint programmes, this issue has to be tackled as early as possible to ensure their sustainability. The surveys on financial issues revealed a lot of differences between INGENIUM partners at national and institutional level. In the European Union, the funding systems of HEIs are not harmonized and the national legislations on tuition fees and scholarships are not synchronized.

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

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

Sustainable funding

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

According to the data from the self-assessments, one of the main obstacles identified by the universities in INGENIUM is the lack of sustainable funding (7/10 universities agree) and suitable funding (6/10 universities agree).
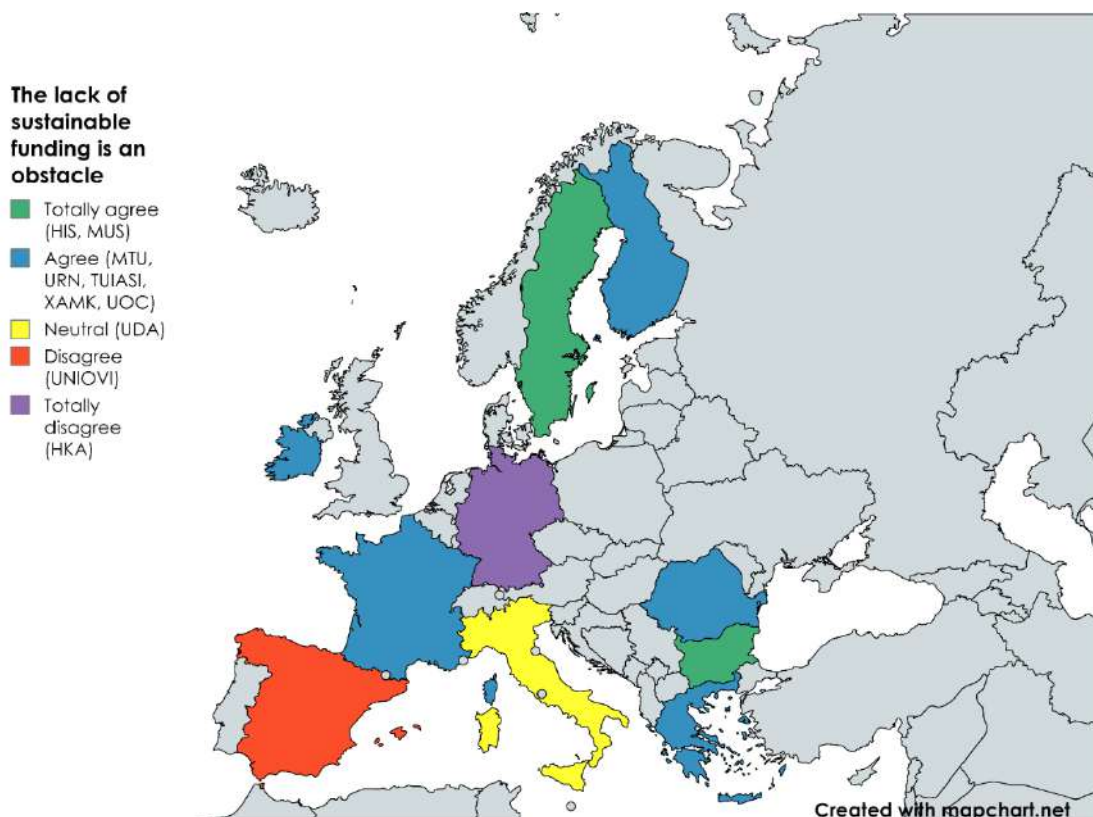
Figure 14.   Lack of sustainable funding

Partner situations differ:

> The national financing scheme in Finland has varied a lot during the years concerning internationalization. When the economic situation is tight, internationalization is the one of the first topics to reduce funding.

> In TUIASI the university budget is regulated annually. Thus, it is difficult to estimate what will happen in the long term. Now, the only funds available are from the Erasmus programme, and alternative funds to complement the current ones need to be secured.

> The University of Skövde agrees that the lack of sustainable funding makes it difficult to plan transnational collaborations.

> HKA is of the opinion that the funds provided through the Erasmus Budget are sufficient.
> The University of Oviedo analysed the case of INGENIUM, the only limitation is the duration of the projects (which lasts four years), but they do not consider that this is a big issue.
> Ud'A needs more funding both at a local and national level.
> In MUS, there is a lack of national and institutional funding for international cooperation. All the activities are funded in the frames of Erasmus+, Horizon Europe, COST, AUF. Insufficient financial autonomy of the university and the lack of external funds is critical.

According to UNIOVI and HKA, the Erasmus+ provides enough capacity, even though the financial amount is not very high.
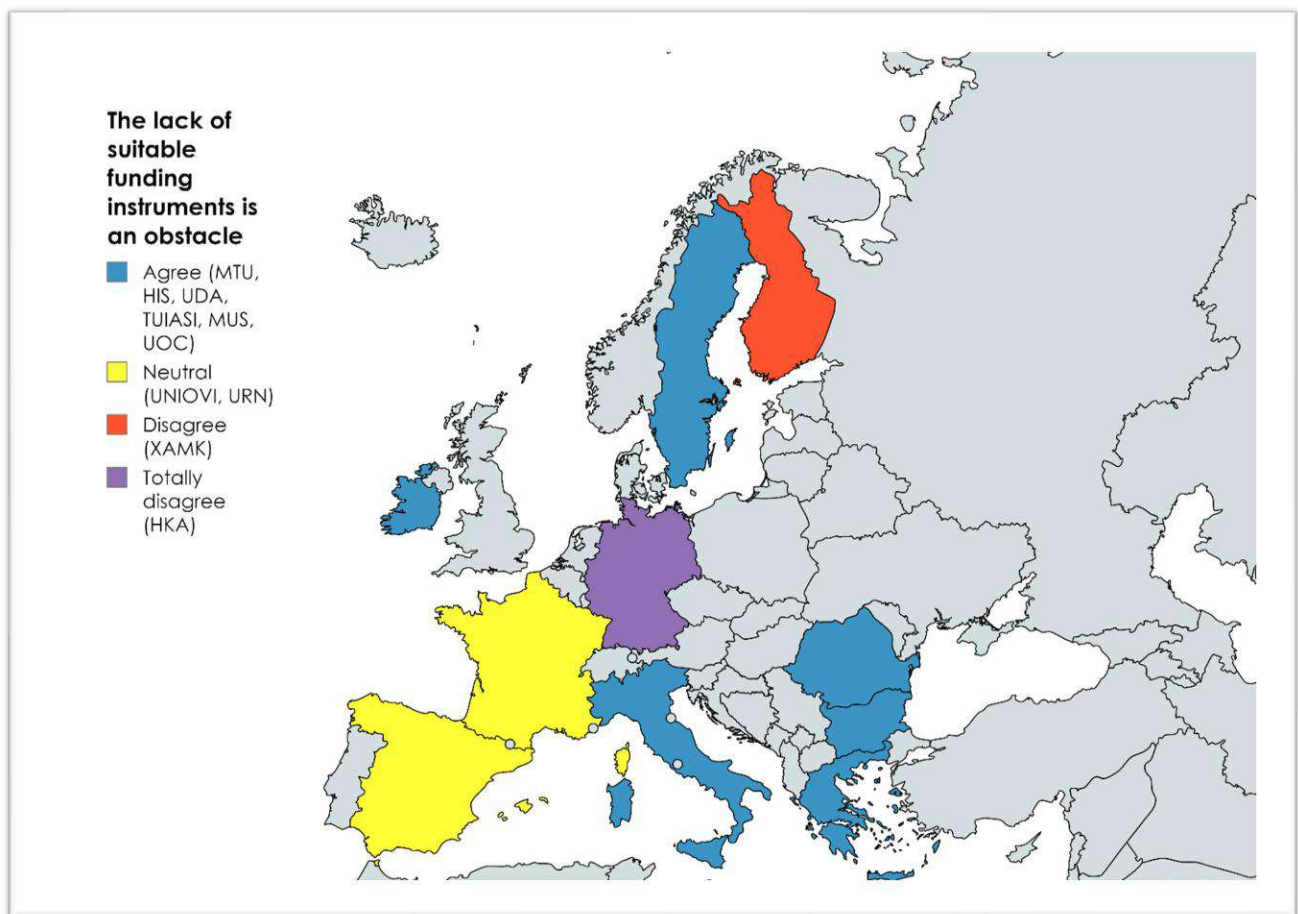
Figure 15. Lack of suitable funding instruments

Submitting numerous applications can be both time-consuming and potentially discouraging. Universities vary in their capacity to process project applications as well as in their ability to implement subsequent projects. Complications may arise when applications require submitting detailed projects and in the case of national/international funded projects. A properly functioning support structure can

help in this regard. The relatively high number of answers "Neutral" shows a lack of awareness of the topic of funding, low level of information concerning the financial matters and not structured long term vision. At this stage of development of INGENIUM, the partners do not have a strategy for financial support of the future joint programmes. The questions for eventual stop of the EU/public funding are not on the agenda.
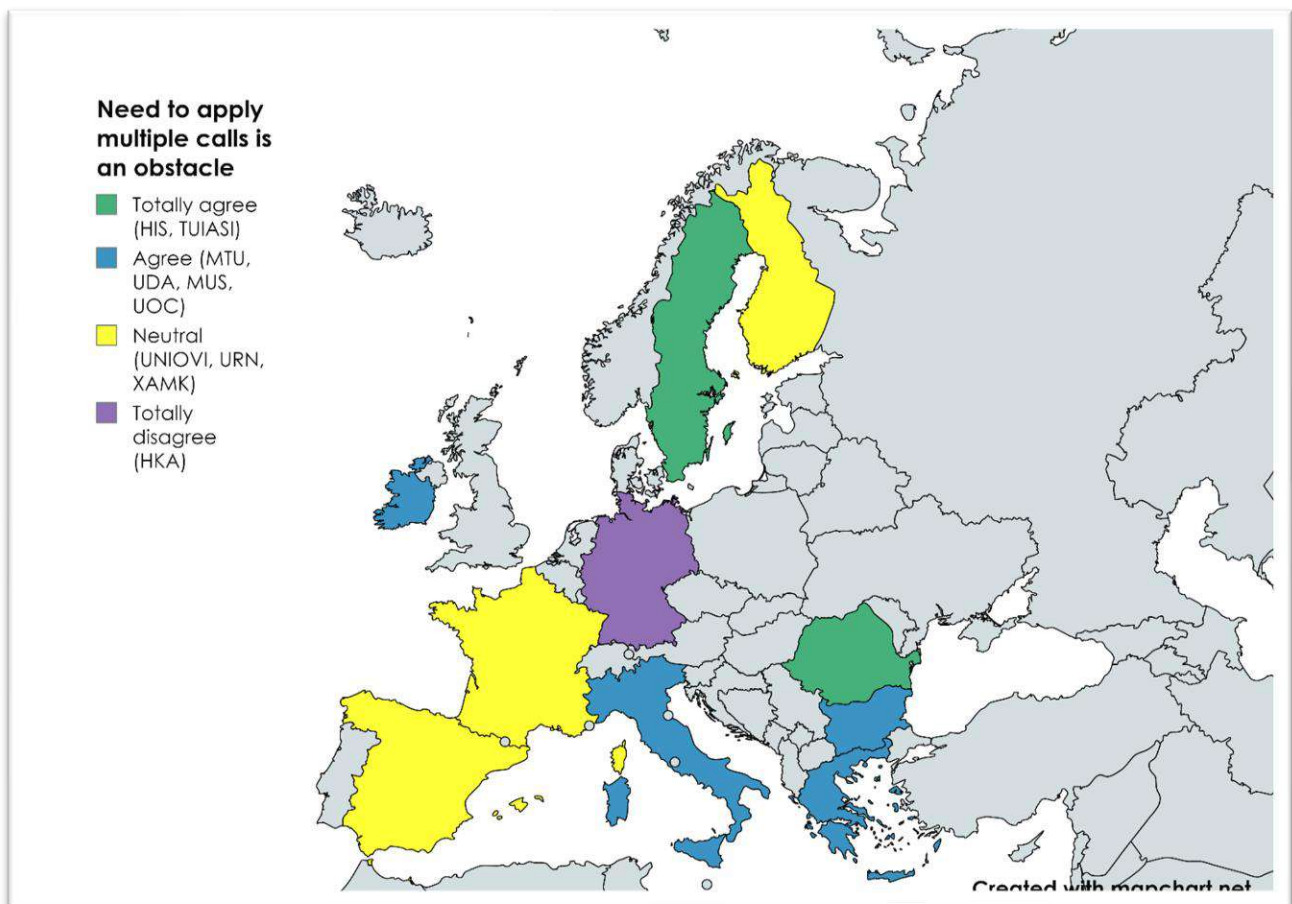
Figure 16. Need to apply multiple calls every year

Students' administrative procedures

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

4.4.3 Recommendations for the establishment of Joint Programmes

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

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

Eight institutions share the opinion that easier quality assurance systems at National and European levels will contribute to overcoming the obstacles. As a recommendation, there is a need for institution-based accreditation for European Universities instead of programme based, for example the EUniQ approach. There is a need for elaboration of a European platform that could collect data on QA in order to synchronize the QA criteria in all European countries, which will lead to the development of QA framework for European universities which should be implemented in the national regulations. And last but not least the possibility to stipulate all aspects of QA in a cooperation agreement.

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

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

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

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

Other possible solutions concerning fees are:

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

INGENIUM should develop a joint programme budgeting plan and to identify costs and incomes. Sources of income can include: 1) tuition fees; 2) external funding – for instance Erasmus Mundus Joint Master Degree programme; 3) a joint programme development

fund (from our institutions or governments). Additional operational costs may be necessary for curriculum development, student and staff mobility, short-term student accommodation, administration, IT costs for joint student administration, and for additional activities such as a Summer/Winter School.

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

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

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

5   SUMMARY OF OBSTACLES, RECOMMENDATIONS AND ACTIONS AHEAD

5.1   Obstacles

In the table below, a synthesis of the obstacles detected and of the main recommendations are presented. The recommendations will be addressed through the measures included in the impact framework described in section 3.

5.1.1   Institutional commitment and management issues

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

5.1.2   Mobility of Students

Obstacles	Level of the obstacle	Recommendations
Restrictive policy of some faculties in order to guarantee a certain quality of knowledge	Faculty or study programme	INGENIUM needs a university's management commitment for the development of fair and clear procedures for recognition, understandable by students and academics. The recognition of the learning outcomes of the students must be independent of the personal opinion of the academic staff or of the reputation of the host institution.
Recognition depends on the international ranking of the host university	Institutional	
The decision for recognition of certain subjects are made personally by the head of the relevant department	Faculty or study programme	The Alliance is based on a level of "integration", not only collaboration and all structures of the universities are supposed to engage with each other. Heads of department and other academics with mobility responsibility should consider this integration and become more familiar with the reality of the other universities, resulting in increased trust that brings automatic recognition.
Weak coordination between the sending and receiving institution before the mobility	Institutional	In the framework of the INGENIUM consortium, the task force of mobility officers will ensure the timely communication among partners and the organisation of the mobility. This task force needs to be established and to work close to the academic staff developing and implementing programmes
The process of recognition is time consuming and requires student's initiative and support from different departments, students are not willing to sacrifice a year	Institutional/ Faculty or study programme	Institution of a special commission with procedures for recognition of studies - grades and ECTS credits - included in the academic record and degree
Although all universities apply learning agreements, there is still a risk for not getting recognition of the courses	Institutional/ Faculty or study programme	INGENIUM needs a university's management commitment for development of fair and clear procedures for recognition, understandable by students and academics. The recognition of the learning outcomes of the students must be independent of the personal opinion of the academic staff or of the reputation of the host institution. Being an alliance, recognition should probably be linked to an approved institutional policy to reduce the level of discretion.
Programme structure that does not allow mobility	National / institutional obstacle	Need to work at "study programme level" if it is an institutional decision. If it depends on national level, it must be taken to national authorities
Cultural and linguistic barriers	Student level	Promotion of the INGENIUM campuses among students; developing intercultural and language preparation training for students

Few places for mobility (few bilateral agreements)	Institutional/ Partnership	Need to work to create a framework cooperation agreement for mobility within the INGENIUM Consortium
Compulsory practice periods (students could not realize practice abroad)	National / institutional obstacle	Need to work at "study programme level" if it is an institutional decision. If it depends on national level, it must be taken to national authorities
Different grading systems and tools	National and institutional level	Common solution that can be different for each study programme, it can be a conversion table for all grading systems or no grades at all

5.1.3   Mobility of Staff

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

5.1.4   Joint Programmes

Obstacles	Level of the obstacle	Recommendations
Accreditation of Joint Programmes	National and institutional level	Working at national and EU level with advocacy actions, also connected with the European Degree Label projects
Issuing a joint diploma	National level	Working at national and EU level with advocacy actions, also connected with the European Degree Label projects
Admission/selection of students in joint programmes	Institutional level	Develop a joint selection committee with common selection procedures

Different tuition fee system and differences between EU and non-EU students	National and institutional level	It might be difficult to harmonize all tuition fee systems, even when legislations are in the process of changing. At the same time, it is also difficult to try to find a minimum common denominator among partners. One possible way is to further investigate if, in the case of joint programmes, it is possible that students pay fees to the administrative coordinator of the joint programme. The funding of the fees can be then distributed to partners according to national or institutional rules Another possible way is to try to start the establishment of joint programmes among a small group of partners whose legislations on fees are more flexible Possible solutions are: 1) Single INGENIUM fee; 2) Fees charged according to study location; 3) Fees charged according to home institution
Different QA/evaluation procedures in place	European/ national and institutional	Eight institutions are of the opinion that the easier quality assurance system at National and European levels will contribute to overcoming the obstacles. As a recommendation, **there is a need for institution-based accreditation for European Universities instead of programme based,** for example the EUniQ approach. There is a need for elaboration of a European platform that could collect data on QA in order to synchronize the QA criteria in all European countries, which will lead to the development of a QA framework for European Universities which should be implemented in the national regulations. And finally, the possibility to stipulate all aspects of QA in a cooperation agreement.
Covering additional costs of joint programmes	National/ institutional level	INGENIUM should develop a joint programme budgeting plan and to identify costs and incomes. Sources of income can include: 1) tuition fees; 2) external funding – for instance Erasmus Mundus Joint Master Degree programme; 3) a joint programme development fund (from our institutions or governments). Additional operational costs may be necessary for curriculum development, student and staff mobility, short-term student accommodation, administration, IT costs for joint student administration, and for additional activities such as a Summer/Winter School. Another approach is to have a wide range of solutions - application for EU funding (e.g. Erasmus Mundus), for other public/national funds and tuition fees from international students. The partners need to develop a long-term financial plan for their joint programmes. They should create an administrative unit for coordination and support of the programmes from the beginning, ensuring financial planning and relations with external partners and business. Both coordinators - academic and administrative staff need professional development, exchanges and training initiatives.

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

5.1.5 Administrative issues

Obstacles	Level of the obstacle	Recommendations
Academic calendar and calendar for application	Institutional	For the implementation of joint academic programmes among all partners, it is necessary that the academic calendar of these joint programmes be uniform for all. It would be appropriate to have a September start date and a June end date. As for application deadlines: The application deadline for the joint programmes may be: • pre-selection of candidates in February/March; • pre-selection of candidates in April/May; • selection of candidates in June/July; • selection of candidates in October. They could be different for Bachelor, Master and PhD level. To conduct joint future studies, it is necessary to unify the academic year and application periods for study in the joint programmes. All differences in applications based on nationality should also be abolished, as such practices would discriminate against applicants and put them at a disadvantage.
Online application	Institutional/ national	For the conduct of future joint programmes, it is necessary to have an online platform through which students can apply. Personal submission of documents to each of the partners must be also as an option. All of the information needs to be visible and accessible to all involved partners of the study programme.
Database to store students' data	Institutional	INGENIUM can create and use its own database or can use the database of all partner universities. It is necessary to create a database to store and manage all the information related to the future students of INGENIUM. All partners must have access to these databases, and each partner must be authorized to manage this information. This information needs to be fully visible to all partners. The question of who access to the database would also need to be clarified. INGENIUM must regulate who would have access to its database. Based on the experiences shared by the participants, it may be:

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

5.2 Actions

Actions are needed at some critical points:

> Establishing European-level standards for digitalization can facilitate seamless integration between systems.

> Streamlining the application process for Erasmus+ will benefit both universities and individual participants by reducing complexity and reporting requirements. Shortening the overall application timeline—from initial submission at the home institution to arrival at the partner university—will further enhance student mobility.

> While adoption of uniform standards across Europe poses significant challenges, achieving this could unify expertise and skills, leading to substantial improvements in learning outcomes.

> Harmonizing study periods, aligning university calendars with admission cycles, and standardizing degree recognition within the INGENIUM Alliance are also important objectives.

> The definition of a European Statute remains unclear. If it is understood as a law with specific provisions that supersede local university regulations, it may offer advantages; however, its overall impact will ultimately depend on its content.

5.3 Impact

Solutions will have a positive impact on:

> Enhanced willingness of the students and staff to participate.

> Enhance the motivation and trust within the partners.

> Availability of funding will give staff more time for teaching and working within INGENIUM.

> Similar and friendlier quality assurance systems will give more time to implement activities that affect quality positively.

> If students can more easily access jobs abroad after studies with similar accreditation, they will be more motivated to apply for mobility.

> EU level accreditation and quality assurance that are already in progress. Funding and easier recognition of learning outcomes might be implemented at a national level.

> Funding will ensure continuity. Agreement on the QA/accreditation process will encourage more institutions to explore collaboration opportunities as current arrangements are often viewed as being too cumbersome for the benefits involved.

> Funding would help remove barriers as it could allow for scholarships which would enable students to participate in double or joint degrees. Additionally, staff mobility is not possible without funding, so it would be very necessary to enhance such opportunities.

> Despite this, it is difficult to eliminate some barriers such as implementing easier accreditation by a national agency. If the student receives two different degrees, it will allow both universities to follow the requirements of its national level.

> Nevertheless, we must be aware that when carrying out the activities of the consortium, the universities can be grouped according to specifics, profile and programmes. Participating universities will identify the common aspects for the creation of joint degrees. The possibility of establishing interdisciplinary programmes based on the experience gained in the consortium must also be taken into account.

6 GUIDELINES FOR INGENIUM CAMPUS IMPLEMENTATION

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

6.1 Establishment of working groups and initial considerations

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

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

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

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

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

A working group consisting of EU project writing experts could play a valuable role in supporting the development of joint programmes. This group will help the programmes to find a suitable funding source for its implementation (E.g.: Erasmus Mundus, KA2

Strategic Partnerships; KA2 Innovation Alliances, KA1 BIPs for Intensive Programmes etc.)

6.2 Developing Double Degrees

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

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

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

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

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

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

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

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

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

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

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

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

5 The partners may not need to harmonise their application deadlines and timetables systems unless specifically required by a particular study programme.

6 Tuition fee policies could follow the regular institutional policies.

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

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

6.3 Developing Joint Degrees

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

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

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

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

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

requirements that apply. These legal requirements must then be met by the intended programme.

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

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

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

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

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

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

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

- o   ensuring that the requirements of their home universities are met.
- o   managing the joint degree efficiently in collaboration with the partner coordinator.
- o   coordinating the programme management with local administrative representatives.

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

1   The first step in the development of the study programme is the definition of the cultural and professional profile of the future graduate. For this purpose, a needs analysis in the countries of the consortium must be carried out, to investigate if the identified profile is in-line with current and future development of the society and the labour market. A benchmark on existing courses and a continuing relation with stakeholders would help in the definition of the joint degree to be developed.

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

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

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

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

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

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

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

An undergraduate study programme can be completed by:

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

A postgraduate study programme can be completed by:

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

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

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

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

6.4 Administrative issues in the development of joint programmes

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 6.   *Summary of administrative issues for double and joint degrees.*

Topic	Administrative issues for double degrees	Administrative issues for joint degrees
Academic calendar	An attempt to harmonize academic calendars of the national/international study programmes involved in the double degree agreement should be pursued to make the mandatory mobility for students enrolled in the double degree smoother.	For the implementation of joint academic programmes among all partners, it is necessary that the academic calendar of these joint programmes be uniform for all. It would be appropriate to have a September start date and a June end date.
Online platform for application	For the application of students in double degrees, it might not be necessary to provide for a single online application platform. Partners involved might decide to follow local procedures and to select their own students for participation in the double degree programme.	For the conduct of future join programmes, it is necessary to have an online platform through which students can apply. Personal submission of documents to each of the partners must also be an option. All of the information needs to be visible and accessible to all of the partners.
Database for data storage		INGENIUM can create and use its own database or can use the database of all partner universities. It is necessary to create a database to store and manage all the information related to the future students of INGENIUM. All partners must have access to these databases, and each partner must be authorized to manage this information.
Entrance test	Not necessary to develop a single selection procedure. Each partner uses internal regulations and modes.	Consensus needs to be reached about the entrance application. It would be appropriate to apply entirely online through documents/certificates or to take a unified entrance test.

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		Entrance tests or written/oral exams or conducting an interview are options for future students to be selected.
		The final decision on how to select future candidates for joint INGENIUM programmes could be different according to the major in which the students will apply.
		To be able to ensure equal rights for the admission of the candidates it is necessary, whatever selection method is chosen, to offer the candidates a textbook/reference book to prepare for their applications.
Application deadlines	No need to harmonize.	As for application deadlines: The application deadline for the joint programmes may be: - pre-selection of candidates in February/March; - pre-selection of candidates in April/May; - selection of candidates in June/July; - selection of candidates in October.
Services to international students Welcome guide, housing	The universities can develop a separate welcome guide for their future students, which will provide all the necessary information for studying at INGENIUM. The guide can be online or on paper. It would be necessary for this guide to be translated into all official languages used by the partners. Universities could provide their own dormitories if they have ones, or to help students to find accommodation in town.	
Financial liability of international students	The universities may provide support with visa and residence issues by providing sufficient information on their student guides, websites and through their international departments	
Insurance		When studying in separate joint programmes, it would be good to unify the requirements for students regarding the conclusion of compulsory insurance for the period of their studies, if this is achievable. This depends on the national regulation and the common decisions of the partners.
Language courses	It would be advisable for the language courses to last one semester, so that in case of upcoming mobility students can complete it together with the semester. Each university could provide a separate certificate for each language course completed.	
Welcome activity for mobility students	It is recommended that universities provide a welcoming activity for their new students.	
Career guidance	No need to have a common guidance service at the level of INGENIUM.	Career guidance can be offered to students of joint programmes on a joint consortium basis.

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Special provisions for disabilities	It is good to draw up general provisions for students with disabilities, which should be applied according to the individual possibilities of all universities. Each university could present its provisions in this direction.
Alumni network	Alumni network might facilitate future enrolments and publicity of the INGENIUM consortium.

6.4.1   Issuing joint degrees

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

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

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

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

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

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

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

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

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

BOLETÍN OFICIAL DEL ESTADO

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

«ANEXO XIV
MODELO TÍTULO INICIATIVA
"UNIVERSIDADES EUROPEAS"

LOGO UNIVERSIDAD EXPEDIDORA + LOGO ALIANZA (7)

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

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

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

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

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

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

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

Source: STATE OFFICIAL GAZETTE No. 170 Tuesday, July 18, 2023, Sec. I. Page 103583

6.4.2 Financial issues.

Joint programme budget plan.

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

Income

Sources of **income** can include:

a) tuition fees;

b) external funding – including allocation of funds from Alliance funds, or direct project funding.

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

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

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

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

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

As part of the agreement related to the INGENIUM Scholarship System, INGENIUM will define guidelines that will also build upon the experience acquired by the first INGENIUM Joint Programmes that are currently under development, and that are supposed to start in the academic years 2026/2027 and 2027/2028.

Costs

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

Check the legislation on tuition fees

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

Student and staff mobility scholarships

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

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

> In XAMK students should qualify for a scholarship based on their system[9].
> Ud'A offers ADSU bursaries (University Education Rights Agency).
> In the University of Skövde, during the first year, non-EU master's students have the opportunity to apply for a scholarship offered by the University which reduces the fee by 50%. Applicants are eligible to apply for the scholarship if they are admitted to a joint programme commencing at the university. However, they are not eligible to apply if they join HIS later in the programme.
> In MUS, there are scholarships based on criteria: success and social scholarships.
> In TUIASI, there is no system of scholarships or grants that could be applied for students in the joint programmes. Currently, there are efforts at the national level to solve this problem.
> HKA is cooperating with some companies and NGOs to provide scholarships for students in specific study programmes. Whether or not a specific joint programme can be included in such a scholarship programme or if another company that is targeted for a specific joint programme needs to be elaborated. There are more scholarship opportunities from different kinds or organizations such as religious or

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

political ones. A few more are neither political nor religious and offer scholarship opportunities. It is not necessarily a financial scholarship but can also be one that provides mentoring or other ideational support. Those scholarships are not distributed or organized through the university and must be applied for individually.

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

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

Final recommendation on financial sustainability of joint programmes

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

The analysis clearly shows that it will be necessary to develop scholarship schemes for students in order to encourage them to enrol, thus making the programmes competitive and attractive. The INGENIUM scholarship system will have a key role in this area. This system should combine funds from the current INGENIUM project, as described in the INGENIUM Grant Agreement, with other sources of funding, and serve as a conversation starter with public funders on the need to incorporate multi-annual funding to support joint education that can make the programmes more attractive, resulting in an increase of students for all partner universities in the mid and long terms.

In the case of Erasmus Mundus scholarships, international students are motivated by economic reasons. There may be disparities between students who receive scholarships and those who do not. The scholarships should ensure the same conditions for all students. There is a need for convergence of the scholarship policies between partners in joint programmes – while retaining certain flexibility. The guiding aspects of INGENIUM scholarships were discussed by INGENIUM leaders in October 2025 and incorporated in Deliverable 4.1, the Joint Programmes report.

7 CONCLUSION

The report on obstacles and guidelines for IEC implementation constitutes a key step towards the consolidation of the INGENIUM European Campus. The research carried out across all 10 partner institutions showcase the diversity of higher education systems across Europe, as well as the very different institutional cultures of the INGENIUM universities.

This institutional diversity has led to the creation of a delivery-oriented transformation strategy that prioritises the creation of new opportunities to students and staff and allows for a multi-speed process where partner may implement changes at different speed and scale. A clear example of this are the multilateral agreements that the partners have committed to prepare in order to support the accreditation of microcredentials and the provision of scholarships and mobility grants to students.

The wide range of barriers identified in the report also point to the need of a multi-pronged strategy to the creation of the INGENIUM Joint Education Offer. This strategy will require that, in the first INGENIUM Joint Programmes at the different levels, some partner have a stronger administrative role than others, assuming responsibilities such as the coordination of the Joint Programmes or the role of degree-awarding partners. At the same time, partners that face more challenges to take on these administrative responsibilities shall commit to other types of contribution to the joint academic offer, and an increased responsibility in the creation of the other components of the offer (such as collaboration in courses, flexible mobility, and pedagogical innovation).

As the institutional transformation plans take effect and INGENIUM is better able to find solutions (both internally, at the partner institution level, and thanks to an improved regulatory environment), it will become easier to move towards converge in terms of involvement in the offer. This being said, INGENIUM´s commitment is to focus on the joint ownership of the whole academic offer, regardless of which partners are involved in a particular programme. This commitment will take shape from the academic year 2026/2027, when INGENIUM leaders have expressed their intention to integrate all the components of the joint offer in their own institutional offers.

The INGENIUM EGTC will also play a key role in removing the barriers described in this report. The process of creation has already allowed INGENIUM to analyse in-depth in which ways this type of legal entity could support joint education, as well as which potential regulatory changes (at the EU and national level), such as the requested changes in the future Erasmus+ programme or the implementation of the Council Recommendation on a European Quality Assurance and Recognition System[10]. By choosing the most ambitious type of legal entity, INGENIUM believes that it is taking important steps to support the creation of a more flexible, dynamic and

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[10] Council Recommendation of 12 May 2025 on a European quality assurance and recognition system in higher education ST/8773/2025/INIT

internationalisation-friendly European higher education environment. However, our true potential will only be achieved with the necessary support from the European Commission and EACEA.

8 References

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8. Council Recommendation of 12 May 2025 on a European quality assurance and recognition system in higher education ST/8773/2025/INIT
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Annex 1. QUESTIONNAIRES ON REPORT ON OBSTACLES AND GUIDELINES FOR SET UP INTER-UNIVERSITY CAMPUS

1. Your email:

2. Your names and University?

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

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

Please elaborate on each statement.

Any other barriers, please specify?

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

	Totally disagree	Disagree	Neutral	Agree	Totally Agree
Administrative barriers					
Incompatibility of national qualification frameworks					
Admission					
Degrees					
Study programmes					
Examinations					
Quality assurance					
Legal Barriers					
Accreditation of joint programmes					
Joint diploma					
Lack of common accreditation standards					

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Difficulties in recognition of credits					
Different length of degrees					
Different academic calendars					
Language requirements for study programmes					
Students visa					

Please elaborate on each statement.

Any other, please specify?

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

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

Please elaborate on each statement.

Any other, please specify?

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

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

Please elaborate on each statement.

Any other, please specify?

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

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

Please elaborate on each statement.

Any other, please specify?

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

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

Other, please specify

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

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

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

Questionnaire on Guidelines to set up inter-university campus

Administrative issues

What is your academic calendar?	Bachelor level:
	Master level:
	PhD level:

Do students apply/register online?	Bachelor level:
	Master level:
	PhD level:

Please elaborate on your procedure:

- Do you process and store student data (BA, MA, PhD) in the admission database and who has access?
- Do students have to take an entrance exam/test? Yes/No/Other
- How is it organized for Bachelor level - application mode, written exam/test, interview?
- How is it organized for Master level - application mode, written exam/test, interview?
- How is it organized for PhD level - application mode, written exam/test, interview?
- What is your application deadline for BA, MA and PhD students? Please list your further deadlines, e.g. entrance exam etc?
- Bachelor level - Who selects students and what procedures is the selection based on (selection committee, ranking of criteria etc.)?
- Master level - Who selects students and what procedures is the selection based on?
- PhD level - Who selects students and what procedures is the selection based on?

Which of the following information do you require from applicants?

	Original	Copy	Certified copy
Photo			
Passport/ID			
High school certificate			
First degree certificate			
Transcript of records			
Personal statement/motivation letter			
References			
Language certificate			
Grade required			
Data regarding bank account			

Personal details (if yes, which in particular)?

Any other, please specify?

Access to services for international students

- Do you provide a welcome guide? If yes, what does it include?
- How do you provide housing for students?

- How do you provide support with visa and residence issues?
- Do students need to demonstrate that they have the funds to cover living expenses? If yes, to what extent?
- Are students insured while studying at your institution? If yes, to what extent?
- How do you provide language courses for students?
- Do you provide welcome activities for students? If yes, which kind of activities?
- Do you have a tutor/buddy system installed?
- Do you have special provisions for students with disabilities?
- Do you offer career guidance?
- Do you have an alumni network?
- Other services?

Academic issues

- State the different assessment methods used/accepted at your university?
- How many times can a student resit an exam?
- What is the format of the final exam in your institution?
- Does the master thesis include a defence?
- What are the minimal requirements for the master thesis in terms of pages, amount of ECTS, mandatory internship?
- Does your university use an ECTS conversion table? Please provide any conversion tables used (including grades and credits)?

Which of the following elements are required on a diploma?

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

Any other, please specify?

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- Can a diploma be signed for a student who participated in the study programme, but was never enrolled at your institution?
- Who signs the diploma (position of the person)?
- Does the signature have to be original or can it be a scanned version?
- Can the logo be at any place on the document (top, bottom, side...)?
- Is a stamp / seal required?
- Is it sufficient to provide the document in English? If not, what languages are required?
- If the grade is required, what grading system is being used (please provide the scale)?

Financial issues

- What are the full programme costs of 1 year and what do they include?
- Can a joint programme be subsidized by your institution? If yes, please explain how.
- What is the minimum number of students at your institution which would allow implementing a programme/ a course?
- What is the maximum number of students in master programmes at your university?
- Is your university allowed to charge tuition fees and if yes, are there any conditions in doing so?
- What are the tuition fees for national/EU students in your university for 1 year?
- What are the tuition fees for non-EU/EEA nationals in your university for 1 year?
- Does your institution need to sign a special approval for the modification of tuition fees?
- What are the administration fees for students for 1 year and what do they include?
- Are there fee differences between programmes and if yes, what do they depend on?
- Does your university have fee waivers? If yes, explain your system.
- Is it possible for EU or non-EU/EES students to get a "discount" (to reduce fees)?
- Is there a scholarship system or one-time grants in your university or from outside, like the National Education Ministry, private business, research centres, etc., that could be applied for students from the Joint Programme?

Organizational approach

- How do you organize internal discussion and filling out the questionnaire?
- What kind of staff/departments have you approached in order to deliver the data?