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EELISA European University

Plan for the development of the EELISA academic offer

Deliverable 5.2

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EELISA Partners

Number	Role	Name in original language	Name in English	Short name	Country
1	COO	Universidad Politécnica de Madrid	Technical University of Madrid	UPM	Spain
2	BEN	Budapesti Műszaki és Gazdaságtudományi Egyetem	Budapest University of Technology and Economics	BME	Hungary
3	BEN	École Nationale des Ponts et Chaussées	National School of Civil Engineering	ENPC	France
4	BEN	Friedrich-Alexander-Universität Erlangen-Nürnberg	Friedrich-Alexander University Erlangen- Nürnberg	FAU	Germany
5	BEN	İstanbul Teknik Üniversitesi	Istanbul Technical University	ITU	Türkiye
6	BEN	Scuola Normale Superiore	Higher Normal School	SNS	Italy
7	BEN	Scuola Superiore di Studi Universitari e di Perfezionamento Sant'Anna	Sant'Anna School of Advanced Studies	SSSA	Italy
8	BEN	Universitatea Nationala de Stiinta si Tehnologie Politehnica Bucuresti	National University of Science and Technology Politehnica Bucharest	UNSTPB	Romania
9	BEN	Université Paris Sciences et Lettres	Université PSL	PSL	France
10	AE	Paris Sciences et Lettres	Paris Sciences et Lettres	FCS-PSL	France
11	AP	Zürcher Hochschule für Angewandte Wissenschaften	Zurich University of Applied Sciences	ZHAW	Switzerland
12	AP	European Network for Accreditation of Engineering Education	European Network for Accreditation of Engineering Education	ENAEE	Belgium

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Executive Summary – Deliverable D5.2: Building and Scaling EELISA Joint Degrees

As part of Work Package 5 (WP5), this deliverable provides a strategic and practical framework for the creation, recognition, and scaling of EELISA Joint Degrees. Building on the results of the pilot phase and branch projects such as JEDI (Joint European Degree Label in Engineering) pilot project, it reflects the collective process aiming at increasing the international attractivity of EELISA and to develop education learning process initiated in the first 24 months of EELISA 2.0 and outlines both the opportunities and challenges inherent in this transformative academic endeavor.

EELISA Joint Degrees: A Strategic Commitment to European Transformation

Inspired by the EELISA Joint Degree Statement, it articulates the ambition to empower a new generation of European STEAM leaders, bridging engineering, sciences, humanities, and social responsibility. The initiative was born within the pilot project, amplified by the JEDI pilot project and thus set the ground for Joint Policy. The Joint Degree framework responds to societal challenges, aligns with global sustainability goals, and is anchored in interdisciplinarity, inclusiveness, and student empowerment. Four Joint Degree pilot projects are already in progress, demonstrating both institutional engagement and the potential to scale-up.

Barriers and Solutions: From Fragmentation to Integration

Despite the political will and institutional momentum, Joint Degrees still face significant legal and administrative fragmentation across the EHEA. This deliverable provides a comparative overview of national contexts (e.g., Italy, Germany, France) and proposes concrete solutions: creating a shared understanding of academic recognition, mapping funding opportunities, and fostering institutional flexibility.

Tools and Guidelines to Build EELISA Joint Degrees

The deliverable outlines the key tools for initiating and structuring EELISA Joint Degrees:

- The EELISA Ecosystem, with its EELISA Communities, provides fertile ground for bottom-up program development aligned with shared missions.
- A clear set of EELISA Joint Degree Requirements were drawn on European standards (Bologna tools, ESG, EQF, Lisbon Recognition Convention) and reflect both academic quality and learner-centered approaches.
- **"A structured quality assurance strategy" -** This strategy ensures that EELISA Joint Degrees maintain high standards both **externally**—through alignment with the **European Standards and Guidelines (ESG)** and accreditation by **EQAR-registered agencies**—and **internally**, by coordinating partner institutions and fostering mutual recognition of reviews. The approach emphasizes transparency, legitimacy, and continuous improvement through joint protocols, panels, and feedback mechanisms.
- A Joint Degree Road Map ensuring alignment with quality standards and smooth collaboration between partners.

Glossary – Abbreviations and definitions

Acronyms and Abbreviations

A&SB: Academic & Scientific Board (EELISA-level body providing academic oversight).

CA: Consortium Agreement.

DD: Double Degree.

EA-QAJP: European Approach for Quality Assurance of Joint Programmes.

EEA: European Education Area.

ECO: EELISA Central Office.

EELISA: European Engineering Learning Innovation and Science Alliance.

ELO: EELISA Local Office.

EJD: European Joint Degree.

ENQA: European Association for Quality Assurance in Higher Education.

EQAR: European Quality Assurance Register for Higher Education.

EQF: European Qualifications Framework.

ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area.

JD: Joint Degree.

JEDI: Joint European Degree Initiative (Erasmus+ pilot project, 2022–2024).

LO: Learning Outcome.

QA: Quality Assurance.

QF-EHEA: Qualifications Framework of the European Higher Education Area.

WP5: Work Package 5 – Joint Degrees, QA, Micro-Credentials (EELISA 2.0).

Key Terms and Concepts

Double Degree (DD): Two separate diplomas awarded by two institutions upon completion of parallel or coordinated study programmes.

EELISA Degree / EELISA Joint Degree: Bachelor, Master or PhD degree jointly developed and issued by two, more, or all EELISA institutions.

European Degree Label: A preparatory label proposed by the European Commission for joint programmes meeting a set of criteria aligned with the future European Degree. Not yet a formal qualification but a step toward recognition.

EELISA Degree Requirements: Internal reference document (v2.1, March 2025) compiling minimum requirements and recommendations for developing EELISA joint degrees in line with the European Degree framework.

EUR-ACE: European Accreditation of Engineering Programmes – a framework for quality assurance and accreditation of engineering degrees.

ESG (Standards and Guidelines for Quality Assurance in the EHEA): The reference QA framework in the EHEA, covering both internal and external QA at programme and institutional levels.

European Approach for Quality Assurance of Joint Programmes (EA-QAJP): A pan-European QA procedure developed by ENQA and approved by Bologna Process ministers in 2015. It allows joint programmes to be evaluated once by a single EQAR-registered agency against jointly agreed standards.

EQAR-registered agency: A quality assurance body listed in the European Quality Assurance Register, recognised as compliant with the ESG.

European Qualifications Framework (EQF): A reference framework that helps compare national qualifications systems and levels across Europe. Levels 6, 7 and 8 correspond to Bachelor, Master, and Doctorate, respectively.

Joint Degree (JD): A single diploma awarded jointly by two or more higher education institutions from different countries upon completion of an integrated joint programme. Recognised in all participating countries (cf. EQAR definition).

Joint Programme: An integrated curriculum delivered jointly by different higher education institutions, leading to either a joint degree or multiple degrees.

Joint QA Protocol: A document or internal agreement among partners in a joint programme, defining how quality assurance will be conducted collaboratively.

Internal Quality Assurance (IQA): Procedures developed within a university or alliance to monitor, evaluate, and improve programme quality. Includes curriculum design, student feedback, and governance processes.

Learning Outcomes (LOs): Statements describing what a learner is expected to know, understand, and be able to do after completing a learning process. Usually aligned with qualification frameworks such as EQF or EUR-ACE.

Mobility Track: A structured pathway for physical, virtual or blended mobility embedded in a student's degree programme.

Supplement (e.g., Diploma Supplement, EELISA Supplement): A standardised document accompanying a degree to improve transparency and recognition by providing information on the nature, level, content, and context of the studies.

EELISA European University

The **European Engineering Learning Innovation and Science Alliance (EELISA)** is a consortium of ten higher education institutions (graduate engineering schools, technical and full-spectrum universities) from eight different countries in Europe with the common ambition of defining and implementing **a common model of European engineer rooted in society** and of **bridging engineering, sciences and humanities for inclusive, sustainable and digital societies**. The higher education institutions that constitute EELISA are the following:

- Budapesti Műszaki és Gazdaságtudományi Egyetem / Budapest University of Technology and Economics (BME)
- Ecole nationale des ponts et chaussées (ENPC)
- Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU)
- İstanbul Teknik Üniversitesi (ITU)
- Paris Sciences & Lettres (PSL)
- Scuola Normale Superiore (SNS)
- Scuola Superiore Sant'Anna (SSSA)
- Universitatea Națională de Știință și Tehnologie Politehnica București (UNSTPB)
- Universidad Politécnica de Madrid (UPM)
- Zürcher Hochschule für Angewandte Wissenschaften / Zurich University of Applied Sciences (ZHAW)
- Taras Shevchenko National University of Kyiv (KNU, Associated Partner)

In the framework of the roll-out of the European Universities initiative and the broadened ambition of the EELISA 2.0 Mission Statement, EELISA aims to transform European higher education by mobilising all university missions at the service of society by:

- Leveraging engineering, sciences, and technology, embracing social sciences and humanities, to tackle the EU grand challenges, particularly the ecological and digital transitions.
- Transforming education and training towards challenge-based learning and a strong education ecosystem built around research and innovation.
- Improving European competitiveness and well-being and contribute to a more resilient and inclusive Europe.
- Fostering excellence in research and contribute to the continuum of research-education-innovation.
- Strengthening the dynamic integration with industry and business organizations' needs following the future trends and perspectives of the global and European job market.

EELISA envisions a future where societies thrive and master global challenges with smart and sustainable solutions empowered by European engineering, sciences and humanities, where academic excellence and innovation are always linked to social responsibility and commitment, where academic and non-academic partners come together to solve real-world problems, and a future where gender balance in STEAM careers, sustainable mobility between institutions and cooperation between faculty, researchers, students and civil society are the foundations of a new European Higher Education at the centre of the knowledge square.

1. EELISA strategy: Empowering the next generation of European STEAM Leaders

1.1 Towards Transformative Joint Degree

An ambition aligned with today's global challenges

In confronting the myriads of global challenges that define our era, Europe emerges as a pivotal force, characterized by its ambitious vision and innovative spirit. The continent's rich mosaic of cultures and history provides a fertile ground for creative solutions and collaborative efforts. Europe's integrated economic framework not only facilitates seamless trade and cooperation among its member states but also serves as a model for regional integration on a global scale.

EELISA fully embraces this vision, aiming to enhance the quality and competitiveness of European higher education. To do so, the Alliance proposes an integrated approach to education, research, and innovation that bridges engineering, sciences, and humanities. Developing and ensuring Interdisciplinarity, Challenge-Based Learning, Inclusiveness and Diversity, Research Excellence, Innovation and Industry Integration are at the heart of the EELISA's action. The multiple academic offers proposed within the framework of EELISA Communities as well as the development of long-term mobility are one of the great realizations of the Alliance.

The ambition now is to go further and to set a portfolio of **joint degrees** relying on the assets of each partner university able to attract the best European and international students and to act as role model on the European Higher Education Landscape. Indeed, EELISA aims to extend its influence beyond Europe: only integrated action beyond our borders can address today's global engineering challenges. In this spirit, the alliance welcomes associated partners such as the European Network for Accreditation of Engineering Education (ENAEE), Taras Shevchenko National University of Kyiv (KNU), the Universidade de São Paulo (USP), and the Technical University of Moldova (UTM). These partnerships reinforce EELISA's ambition to build bridges across continents, with joint degrees at the heart of our evolving collaboration.

The transformation as leading path to Joint Education

To address global challenges, the Alliance is committed to offer innovative and transformative academic offers and aims to empower the next generation of professionals to support Europe's recovery and resilience. This is why the EELISA Alliance has established an EELISA Joint Education Roadmap outlining five key actions: Preparation of EELISA Paired Programmes, Identification of EELISA Tracks, Alignment of EELISA Engineer Profile with existing Programme, Developement of Microcredentiala and Preparation of EELISA guidelines for developing Joint Degrees. The Joint Degrees are the final cornerstone of these priorities. The philosophy is to promote the integration of EELISA's academic offerings into the curriculum of the Alliance's students from a comprehensive approach to build a strong, dynamic, and globally competitive educational framework.

1.2 Engineering at the genesis of EELISA Joint Degrees

EELISA views joint degrees not as technical arrangements, but as the institutional cornerstone of a future European higher education ecosystem. They are both the symbol and the structure of a deeper integration, one that reflects a shared understanding of educational quality, academic collaboration, and societal responsibility. This ambition is grounded in the EELISA Engineer Profile[1], developed collaboratively by the Alliance during the pilot phase to express what it means to become an engineer within a European, civic-minded, challenge-driven context. The profile calls for engineers who are not only technically competent, but also socially engaged, collaborative, and capable of navigating across disciplines and cultures.

Towards a Common Culture of Joint Degrees: EELISA and the European Agenda

EELISA's joint degree strategy aligns closely with the European Commission's agenda for transnational cooperation and educational innovation.[2] The European Strategy for Universities and its roadmap for the European Degree label articulate the need for simplified, recognised, and high-quality joint qualifications.

Rather than imposing a top-down model, EELISA follows a pragmatic and inclusive approach: jointly defining academic and structural requirements, supporting pilot programmes, and building tools and frameworks that enable implementation within real national and institutional constraints. The Alliance builds on the nine key areas from the 2015 "European Approach for Quality Assurance of Joint Programmes" — endorsed by the EHEA Yerevan Communiqué — which frames joint degrees as collaborative, co-delivered and quality-assured across borders. EELISA embraces this European vision not only to comply with policy, but to help shape it.

The Role of the JEDI project: A Space for Dialogue and Alignment

The Joint European Degree label in Engineering (JEDI) project[3] — led by a consortium of European alliances including EELISA — served as a space for structured dialogue and experimentation around the future of joint degrees in engineering. Rather than creating operational degrees, JEDI's core objective was to explore how the forthcoming European Degree label could be applied in practice, especially in highly regulated disciplines such as engineering. The JEDI project allowed the Alliance to clarify its own standards for joint degrees while contributing to a broader political conversation. The 16 criteria tested within JEDI — embedded in the European Commission's blueprint for the European Degree — have been integrated into EELISA's internal frameworks, including:

- A harmonised set of Degree Requirements (adapted from the label pilot criteria);
- A Joint Degree Implementation Roadmap (aligning academic and legal feasibility);
- Ongoing work on a consortium agreement template and business model scenarios;
- A regulatory mapping of national obstacles to joint degrees.

These instruments reflect a vision of joint degrees as co-designed, co-delivered, co-assessed and co-owned by multiple institutions — and not as parallel tracks with minimal integration.

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[1] Pilot Phase EELISA – Grant Agreement 101004081

[2] **COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS on a European strategy for universities:** https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52022DC0016

[3] JEDI Project – Grant Agreement 1011146 (From April 1 2023 to April 31 2024)

DigiTwins: A First Implementation Case

The DigiTwins joint degree (Executive Master in Digital Twins for Infrastructures & Cities)[4], developed by BME, ENPC, ITU and UPM within EELISA, is the first operational embodiment of this vision. Focused on digital twins for civil and urban engineering, the programme reflects EELISA's strategic values:

- A co-created curriculum aligned with EU policy priorities;
- Embedded mobility and integrated assessment;
- Collaboration with industry and local stakeholders;
- Use of the alliance's common QA and governance frameworks.

DigiTwins demonstrates that joint degrees are not theoretical ideals, but achievable and impactful formats. It also reveals the challenges ahead — notably legal asymmetries and workload recognition — that EELISA must continue to address through structured dialogue and political advocacy.

A European Horizon for EELISA Joint Degrees

In line with the EELISA Alliance Statement on "Education for Impact - EELISA joint degrees empowering the Next Generation of European STEAM Leaders" the Alliance affirms its commitment to shaping the European Degree not as a static label, but as a dynamic academic and civic tool. The vision is not simply to issue degrees, but to transform how we think about education, cooperation, and European identity.

Joint degrees are strategic ways to build trust between institutions, remove borders for learners, and equip graduates with the skills, experiences, and values needed to act in and for Europe — and beyond. By embedding its work in the broader Bologna Process and referring to the Yerevan Communiqué (2015) — which explicitly supports the European Approach for QA of Joint Programmes — EELISA positions itself as a frontrunner in the transformation of European higher education.

1.3 Institutional Commitment

Integrative Approach to support Joint Degrees

The signing of the EELISA Alliance Statement on ***'Education for Impact – EELISA Joint Degrees Empowering the Next Generation of European STEAM Leaders'*** represents the public commitment to fostering collaborative Joint Degrees. It reinforces the institutional commitment affirmed in the Mission Statement EELISA [1] and then in the Mission statement EELISA [2]. This is supported by the involvement of EELISA Academic Coordinators[5] and the facilitating collaboration between the EELISA Dean of Studies and the Local Deans of Studies, ensuring a cohesive and integrated approach to academic governance and program

[4] **Project name:** DIGITWIN4CIUE – *Executive master's in digital Twins for Infrastructures & Cities* / **Grant reference:** GA No 101084054, funded by the European Health and Digital Executive Agency (HADEA) under the Digital Europe Programme. / **Duration:** 2022–2025. / **Website:** www.digitwin4ciue.eu

[5] The common terms of reference were approved by EELISA Executive Board on 19 April 2024 as a sign of the common commitment and support of the Alliance management - EELISA Academic Coordinator Profile version 1.0 (14.ToR_Academic_Coordinator.EELISA2.0.(19.04.2024)(v1.0).docx.docx)

development. To encourage the growth of Joint Degrees, EELISA institutions advocate for a combined bottom-up and incentive-based approach through internal calls, as well as a top-down strategy by setting the benchmark for EELISA Joint Degree expectations.

Closed Institutional Monitoring of the EELISA Joint Degree

The Vice Presidents are updated on the progress of the Joint Degree during the monthly meetings of the Executive Board. The rectors also receive detailed information during the governing board meetings. The EELISA Dean of Studies (EDS) plays a crucial role in disseminating information and assessing progress. The EDS actively participates in discussions within WP5 and provides guidance to the Joint Degree initiators. Additionally, she brings the topic to the Academic and Scientific Board, enabling her to stay at the forefront of the subject and present it at various governance meetings. Her expertise and perspective enable governance members to clearly understand the issues and challenges involved. This clarity facilitates the development of a well-defined strategy.

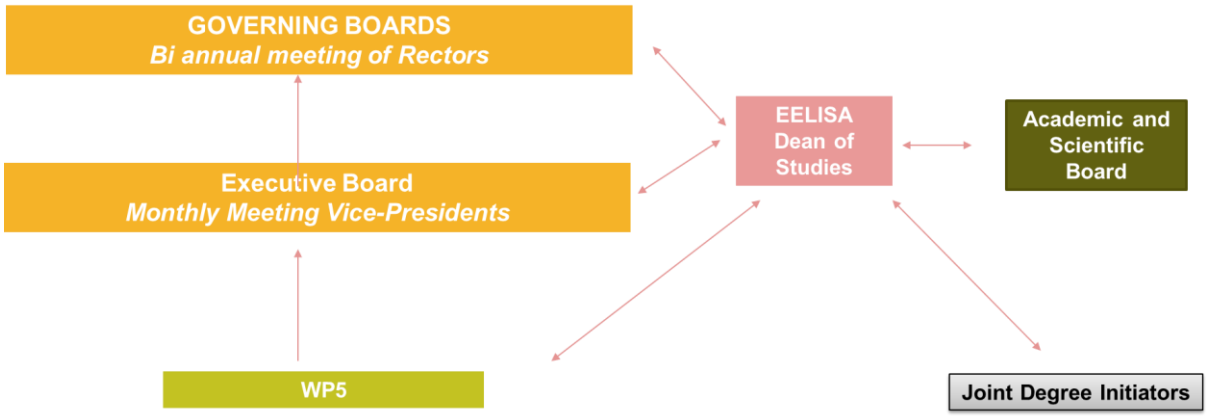

Figure 1 - Institutional Monitoring of the EELISA Joint Degree

Lobbying at National and European Level

Members of institutions within the **EELISA Alliance** actively participate in national and European-level discussions to advance the development and recognition of **Joint Degree programmes**. In France, PSL University has engaged high-level discussions, including a Senate hearing focused on European Universities, where Joint Degrees were central to the conversation. Italian members, such as the Sant'Anna School of Advanced Studies (SSSA) and Scuola Normale Superiore (SNS), have contributed to meetings co-organized by the Italian Ministry, emphasizing the link between national accreditation (ANVUR) and the European Quality Assurance Register (EQAR).

In Germany, Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU) participated in roundtable discussions organized by the German Academic Exchange Service (DAAD) and the Ministry of Education. These discussions addressed the challenges of accrediting international degrees within European University Alliances, with a focus on Joint Degree programmes. Spain's Universidad Politécnica de Madrid (UPM) coordinates the "European Degree" working group within the Universidades Españolas en Universidades Europeas (UEUE) consortium. UPM also actively engages in the FOREU4ALL platform, a European Commission-funded community of practice, where it contributes to the European Degree and

Joint Programmes Topical Group. Turkey's Istanbul Technical University (ITU, publicly runs multiple international Double/Dual Diploma Programs, showcasing its long-standing commitment to joint and dual study arrangements. In Hungary, EELISA institutions participate in a semi-annual forum initiated by the Ministry of Foreign Affairs and Trade, co-organized with Tempus Public Foundation. This forum focuses on joint training programmes and regulatory issues, with involvement from the Hungarian Accreditation Committee (MAB).

ECO and Local EELISA Coordinators, and some other representatives of the Alliance participate regularly on European information and dialogue meetings on Joint Degrees. In addition, the WP5 co-leader participates to the FOR-EU4All subgroup on Joint Degrees held within the framework of the communities of practices set by the project.

Through these collaborative efforts—including meetings, forums, and platforms—**EELISA Alliance members** exchange best practices, gather critical information, and advocate for the establishment and recognition of **Joint Degrees** within the European Higher Education Area.

Strategic choice of Joint Degree - Running projects

All the Joint Degrees are supported by an EELISA Standardized framework called initiation documents.

1. **Master Health Science and Engineering**

Coordinating Institution: PSL

Partners: SSSA, ITU, ZHAW, UPM, UNSTPB

Origin: The **master's in health science and engineering** emerged from an EELISA working group. From the outset, its development received strong backing from members of the Governing Board.

Thematic: Engineering and Health

State of the Play: The academic content is almost finished.

Beginning of the programme: October 2027

2. **European Master of Science in Data-Driven Innovation and Management**

Coordinating Institution: ZHAW

Partners: BME, FAU, SSSA, UPM

Origin of the programme: The first discussions were held in 2024 and a Worksop developed in January 2025 allowed to start the design phase

Thematic: Management and Innovation

State of the Play: Design Phase

Beginning of the programme: 2027

3. **European bachelor's in engineering for cities, transport and energy**

Coordinating Institution: ENPC

Partner: UPM

Origin of the programme: Discussions on this program began in 2024, aligning with EELISA's objective to initiate five joint degrees by 2025.

Thematic: Sustainable Engineering

State of play: Currently in the design phase, aims at integrating sustainability, digital skills, and green transition objectives, adhering to EELISA Degree Requirements and European Degree Criteria. It includes two years of study at ENPC (Paris), followed by a final phase at UPM (Madrid), with mobility options within EELISA institutions currently under consideration. The curriculum emphasizes interdisciplinary learning, industry collaboration, and alignment with Sustainable Development Goals (SDGs), particularly Quality Education (SDG 4), Clean Energy (SDG 7), Sustainable Cities (SDG 11), and Climate Action (SDG 13).

Beginning of the program: the program aims for accreditation in **2026** and launch in **2027**.

4. **PhD in Quantum Technology and Nanoscience**

Coordinating Institution: SNS

Partners: UPM, ZHAW

Thematic: physics, materials science, and engineering.

Origin: The discussions began in 2024 and the composition of the consortium in 2025

State of the play: Pedagogical content under discussion

Beginning of the programme: Still under discussion

2. Challenges/barriers and solutions foreseen

2.1 Overpass Legal Barriers

While the recognition of Joint Degrees is strongly encouraged, their implementation depends on the specific national context. Nevertheless, the situation in each country is generally positive and supportive of Joint Degree development. All EELISA countries allow the issuance of a single diploma — a solid foundation upon which EELISA can build its future Joint Degree programs. Accordingly, the EELISA strategy for overcoming legal barriers will focus on providing clear information and practical tools related to these national contexts, while also promoting the European Joint Degree Label as an intermediate step.

2.1.1 EELISA Joint Degree Implementation: Addressing National Variability

Country	Regulatory Framework	Key Features	Quality Assurance & Accreditation
Italy	Ministerial Decree 773/2024, ANVUR Guidelines ()	Promotes internationalization of higher education; adopts European Approach (EA) for joint/multiple degrees at all levels (Bachelor's, Master's, Doctoral) from 2025/2026.	ANVUR coordinates or recognizes evaluations by EQAR-registered agencies; single evaluation procedure avoids duplication.
Germany	German Accreditation Council, Bavarian Ministry of Education, Science and the Arts	Joint degrees fully recognized in Germany and the EU if accredited and meet European standards.	German Accreditation Council oversees accreditation. EQAR can be recognised.
Romania	Law no. 199/2023, Framework Methodology (Order no. 4637/2024)	Joint programs require, and lead to joint/double/multiple diplomas.	ARACIS or EQAR-registered agencies evaluate quality; accreditation is streamlined without provisional authorization.
Hungary	Act CCIV of 2011, Government Decrees 87/2015 & 139/2015, Decree 65/2021	Joint programs must comply with Hungarian (KKK) and partner country regulations; can result in joint or double/multiple degrees.	Final approval by the Minister of Education.
Turkey	YÖK Regulations	Joint/dual degrees requirements; diplomas can be joint or double.	YÖK oversees regulatory alignment and quality assurance; challenges include harmonizing study regulations across jurisdictions.
Spain	Royal Decrees 822/2021 & 1002/2010, Organic Law 2/2023	Joint degrees require.	Quality evaluated by EQAR-registered agencies; accreditation of renewal follows the country of the external evaluation.
Switzerland	Federal Act on the Funding and Coordination of the Swiss Higher Education Sector (Art.3 et Art.11)	ZHAW follows internal regulations; EQAR is used as a supplementary resource.	Institutional accreditation is mandatory; program accreditation is voluntary. EQAR Accreditation can be used.
France	Education Code	Allow the development of Joint Degree when the French institution is coordinator of an Erasmus Mundus	Standard quality assurance is required. EQAR can be used.

Table 1 - National Joint Degree Regulation

This table illustrates that the national regulations of EELISA member countries permit the awarding of joint degrees though their quality assurance processes reflect a diverse range of national approaches. While some countries (e.g., Italy, Germany, Spain) integrate EQAR standards into their accreditation processes, others (e.g., France, Switzerland) maintain more independent systems, reflecting diverse national approaches to Joint Degrees.

2.1.2 Foundation for establishing EELISA Joint Degree

Eight National Contexts Allowing the Delivery of Joint Degrees

The **EELISA Alliance** will rely on the national legislations of its member countries to develop EELISA Joint Degrees. While procedures vary across countries, their regulations share key elements, such as alignment with European standards, mutual recognition mechanisms, and structured accreditation processes. To strengthen this foundation, **EELISA will systematically couple these national frameworks with the use of the European Quality Assurance Register (EQAR)**. This combined strategy—leveraging both national regulations and EQAR—will ensure consistency, quality, and seamless recognition of **EELISA Joint Degrees** across its member institutions, fostering a unified and innovative approach to European higher education collaboration.

Communication and Dissemination Regarding the National Context

While examining these issues, EELISA Alliance members realized that the national regulatory frameworks remain largely unknown to many stakeholders. Many initiators of Joint Degrees are unfamiliar with the applicable regulations. To address this, clear and accessible communication on national requirements is essential, complemented by concrete examples and guidance on expectations. Subsequently, the solutions and path chosen by the 4 Joint Degree in Building will be disseminated to provide a comprehensive overview of the entire process.

Beyond the creation of Joint Degrees under national frameworks, the EELISA Alliance aims to pursue the European Joint Degree Label. To achieve this, the Alliance will closely monitor and contribute to the developments of the European Joint Degree initiative. As outlined below, EQAR registered agency accreditation will serve as a cornerstone of this strategy. In addition, EELISA Alliance will follow closely the results of the Experimentation as well as the recommendation, Analysis of the Policy Labs [6]

Developing and delivering a **European Joint Degree** represents the ultimate ambition of the alliance. To achieve this, the strategy focuses on **building practical experience** and **closely monitoring European developments** in joint degree regulations and implementation.

2.2 Recognition of staff and academics

The implementation of joint degrees within EELISA depends critically on the **engagement of staff – both academic and administrative** – whose often-invisible work underpins every step of programme creation, quality assurance, and transnational coordination. This section builds on the findings of the **EELISA Focus Group on Staff Engagement, Incentives and Recognition** (April–May 2025), as well as outcomes from the **EELISA Staff Representatives Meetings** (January and May 2025), to propose concrete measures ensuring the visibility, motivation, and professional development of the staff driving the EELISA Joint Degrees.

[6] Council Resolution on a joint European degree label and the next steps towards a possible joint European degree: boosting Europe's competitiveness and the attractiveness of European higher education

Staff Engagement: A Foundational Enabler

The **Focus Group on Staff Engagement** conducted structured consultations with staff across ten EELISA universities. Participants consistently reported that **joint degrees add complexity and workload**, often without formal recognition, dedicated training, or institutional incentives. As one participant summarized: *"We are expected to coordinate a European programme, but we don't even get a line in our job description."*

The **resulting report** identifies three systemic needs:

- **Time**: allocation of hours in workload models for joint degree-related activities;
- **Recognition**: formal visibility in evaluations, promotions, and leadership tracks;
- **Support**: access to peer learning, training, and financial or symbolic incentives.

These findings were echoed and endorsed during the **Paris EELISA Staff Representatives Meeting** (May 2025), where representatives reaffirmed the critical role of staff in implementing strategic objectives like joint degrees, mobility windows, and quality assurance.

Recognition Through Training, Mobility, and Inclusion

In line with the focus group recommendations, EELISA has begun to design a **staff recognition ecosystem** centred on three complementary strategies:

- **Targeted Training for Joint Degree Implementation**

Joint degrees require new competencies in European QA standards, curriculum harmonisation, accreditation pathways, and digital credentialing. Staff involved must be trained to navigate these frameworks effectively.

Responding to this need, the Staff Representatives Group proposed the creation of a **modular training path**, including:

- Introductory webinars on the **European Approach for Quality Assurance of Joint Programmes** and the **EELISA Joint Degree Roadmap**;
- Technical sessions on **mobility window design**, **syllabus alignment**, and **multi-campus coordination**;
- Peer-led "toolbox sharing" events on best practices.

This training offer could be delivered through the **EELISA Digital Campus and** formally certified to enable **recognition within staff career development plans**.

- **Job Shadowing and Peer Exchange Schemes**

Another key recommendation from the focus group was to promote **structured job shadowing experiences** between institutions involved in joint degrees. These exchanges, with models proposed in 2025 by ENPC, ITÜ, and UPM are deemed to be highly valuable for participants for:

- Understanding the administrative culture of partner institutions;
- Aligning internal QA and mobility practices;
- Building trust between staff counterparts across borders.

It is recommended to set **two-way job shadowing mobility opportunities** in the planning of all EELISA joint degrees, particularly during the initial development phase.

- **Inclusion in Governance and Decision-Making**

Staff representatives insisted on the importance of **formal inclusion in programme governance structures**. In several EELISA institutions, administrative staff play a key role in steering programme logistics, QA documentation, and digital systems—but are not officially represented in joint programme boards.

To address this, it is recommended to:

- Systematically including administrative and technical staff as **non-academic representatives** in joint degree steering groups;
- Allowing **staff co-authorship and visibility** in programme-level documentation, internal reviews, and dissemination events;
- Recognising their contributions in **institutional QA reports** and **external accreditation procedures**.

Such inclusion fosters shared ownership and long-term sustainability of joint degrees.

Institutional Incentives and Evaluation

A core message of the Staff Focus Group was the **disconnect between EELISA's strategic goals and institutional HR practices**. For many staff, involvement in a joint degree does not appear in their workload, evaluation criteria, or promotion pathways. This leads to overreliance on intrinsic motivation and jeopardises long-term continuity.

The Staff Representatives Group and the **Focus group on staff engagement, incentives and recognition** therefore formulated a **set of institutional recommendations**, including:

- Explicit mention of **joint programme coordination tasks in job descriptions**;
- Introduction of **recognition badges or awards** for staff involved in EELISA initiatives;
- Integration of **staff contributions to joint degrees** in annual evaluations and promotion dossiers;
- Development of **support budgets** for travel, coordination time, and training.

The **EELISA Staff Proposal (Feb 2025)** details case studies and recommendations to scale this across the alliance.

Recognition as a Quality Driver

Recognition is not a symbolic gesture—it is a **quality assurance enabler**. Staff who are valued, supported, and trained are better positioned to ensure:

- **Accurate and timely QA documentation** for EQAR reviews;
- **Consistent communication with students** across partner campuses;
- **Alignment of teaching calendars, assessment, and digital systems**;
- **Smooth integration of mobility periods and blended components**.

This directly supports the internal QA commitments described in section 2.2.2 and the external QA mechanisms (European Approach, EUR-ACE) described in 2.2.1. In other words, **recognition of staff is structurally linked to programme quality and accreditation success**.

Recommendations for Future Joint Degree Initiatives

To institutionalise these insights, the working group proposes that all new EELISA joint degree programmes include the following elements from the outset:

1. **Staff involvement plans** detailing roles, time allocation, and coordination mechanisms;
2. **Training and exchange budgets** built into programme funding proposals;
3. **Structured onboarding** of administrative staff across institutions;
4. **Visibility of staff contributions** in programme governance and reporting;
5. **Participation in alliance-level dissemination** (e.g. EELISA Weeks, conferences, newsletters).

EELISA Joint Degrees can only be realised and sustained through the committed effort of the academic and administrative staff who build, operate, and improve them. Recognition—through workload integration, training, mobility, governance inclusion, and institutional rewards—is not only a matter of fairness, but a **systemic necessity**.

The **findings of the EELISA Staff Focus Group and Staff Representatives Forum** offer a clear roadmap: empower staff, and you strengthen the foundation of every EELISA joint degree.

2.3 Funding opportunities

Bottum up and Institutional Approach

Funding remains a recurring concern among those leading Joint Degree initiatives. Within the EELISA framework, we have committed to developing five Joint Degrees. However, a critical challenge persists. While we are expected to *develop and implement* these programs, we currently lack sufficient funding to *operate and sustain* them over time. This highlights a dual issue—what financial resources are available to support the initial design and implementation of Joint Degrees, and what long-term funding is needed to ensure their successful delivery and continuous development

EELISA addresses this question with a **combined bottom-up and institutional approach**. The Alliance recognizes Joint Degree initiators as **central stakeholders**, actively incorporating their recommendations. Furthermore, members of the Academic and Scientific Board have **emphasized the critical role of funding** in driving the creation and sustainable growth of Joint Degrees.

The funding question **also requires high-level institutional commitment**. Since applications are submitted in the name and under the responsibility of the institutions, the creation of Joint Degrees involves not only academic coordination teams but also key university support services, such as registrar offices and international departments. **All these stakeholders must work together** to both support the development of Joint Degrees and secure the necessary funding. This is why the funding strategy is directly tied to the policies of each coordinating institution. As examples, PSL strongly supports applying for the **Erasmus Mundus Design Measures Funds**. Now that this funding has been secured, PSL aims to

apply for the **Erasmus Joint master's degree**. Meanwhile, ENPC has chosen to rely on its national funds to support the **Joint Degree Initiative**.

Funding Strategy

To prioritize and ensure a coherent funding strategy, EELISA Alliance members rely on the EELISA Project Portfolio Management Framework developed within Work Package 2 University Alliance of the structure – Long Term Strategy. It outlines 5 key Actions: (1) Identification of candidate calls for projects; (2) Pre-screening of candidate calls for projects; (3) Analysis of candidate calls; (4) Prioritisation of projects to define the EELISA Project Portfolio, and lastly, (5) Management, monitoring and optimisation of the project portfolio. In addition to this clear methodology, WP5 members specifically targeted some key European Funds. All partner institutions rely on Erasmus+ funding to develop mobility opportunities for students, particularly to support exchanges within the Joint Degree program. Similarly, this funding will be used during the development phase to facilitate staff mobility for training and teaching purposes, thereby strengthening collaboration between academic and administrative teams.

The **Digital Europe Programme (DEP)** can play a strategic role in supporting the creation of **Joint Bachelor's Degrees** by leveraging its focus on digital transformation. **Expertise in this funding mechanism will be consolidated to support the development of Joint Degrees**

Within the EELISA Alliance, several partner institutions **have expressed a shared interest in developing Mundus programs**. Moving forward, the ambition is **to pool expertise on this funding mechanism to effectively support the needs of Joint Degree initiators.** The **master's in health science and engineering** will serve as a **flagship example**, as the consortium members are actively preparing an **Erasmus Mundus Joint Degree application** for submission in **February 2026**

The Marie Curie funding tools are ideally suited to support the financial needs of Joint Degree initiatives. The EELISA Alliance will leverage the expertise of its member institutions to provide guidance to these initiatives. Concurrently, collaborative efforts will be established with **WP9 (Research)**, particularly through the network of EELISA Research Project Managers, to ensure alignment and maximize impact. In addition, EELISA members will seize opportunities to leverage national funds for joint degree initiatives as they arise in accordance with EELISA Project Portfolio Management.

3. Guidelines to build EELISA Joint Degrees

3.1 EELISA Ecosystem

The **EELISA Joint Degree** thrives within a **diverse and dynamic ecosystem of disciplines**, enabling students and researchers to address **global challenges** with a holistic and innovative approach. This interdisciplinary environment is further strengthened by **practical tools and a well-structured organization**, including **EELISA Communities** and **EELISA Key Areas**, which serve as invaluable assets for designing and implementing **high-impact Joint Degree programs**

EELISA Communities lie at the core of the EELISA organization. Organized around real-world challenges — from sustainable mobility to climate adaptation, digital transformation, or urban health — these Communities bring together students, staff, faculty, and societal stakeholders to co-create knowledge and solutions at the crossroads of disciplines. They embody EELISA's ambition to connect **Science, Technology, Engineering, Arts, and Mathematics (STEAM)** with the **Humanities and Social Sciences**, fostering an interdisciplinary approach that drives societal transformation, promotes inclusive innovation, and addresses complex global challenges.

They serve as a vital platform to foster innovative pedagogical initiatives. Through their biannual calls, these communities enable the organization of numerous short-term learning activities while also nurturing long-term educational collaborations. The richness of the exchanges and the high level of innovation within these communities position them as powerful tools for initiating and developing **Joint Degrees**. Thus, Academics are encouraged to draw on their expertise to create innovative and impactful academic content.

EELISA Joint Degrees are being designed in continuity with this model — not as rigid academic tracks, but as challenge-driven, interdisciplinary programmes rooted in the dynamics of EELISA Communities. They integrate project-based learning, mobility windows, internships, and micro-credentialed activities co-developed with the communities. In doing so, they reflect the EELISA Engineer profile, emphasising not only technical excellence but also civic engagement, teamwork, and real-world problem-solving.

This strong alignment between academic structure and community ecosystem is what gives EELISA Joint Degrees their distinct identity. It ensures that graduates are not only skilled professionals but also active, responsible citizens — equipped to address global challenges through collaborative, cross-disciplinary, and impact-oriented learning paths

EELISA Strategic Research Areas

As part of the InnoCORE project, funded by the Horizon 2020 program, EELISA defined 11 Strategic Research Areas. These areas leverage the strengths and complementary expertise of each EELISA institution and align with the European Union's Research and Innovation Strategy.

These Strategic Research Areas serve as an additional framework to support the development of EELISA Joint Degrees. They provide a structured thematic organization of activities and help bridge the gap between research and education.

Moreover, these Strategic Research Areas have facilitated the creation of robust research networks through the launch of the **Connect call**, which is designed to encourage applications to the Horizon Europe program.

The 11 EELISA Strategic Research Areas

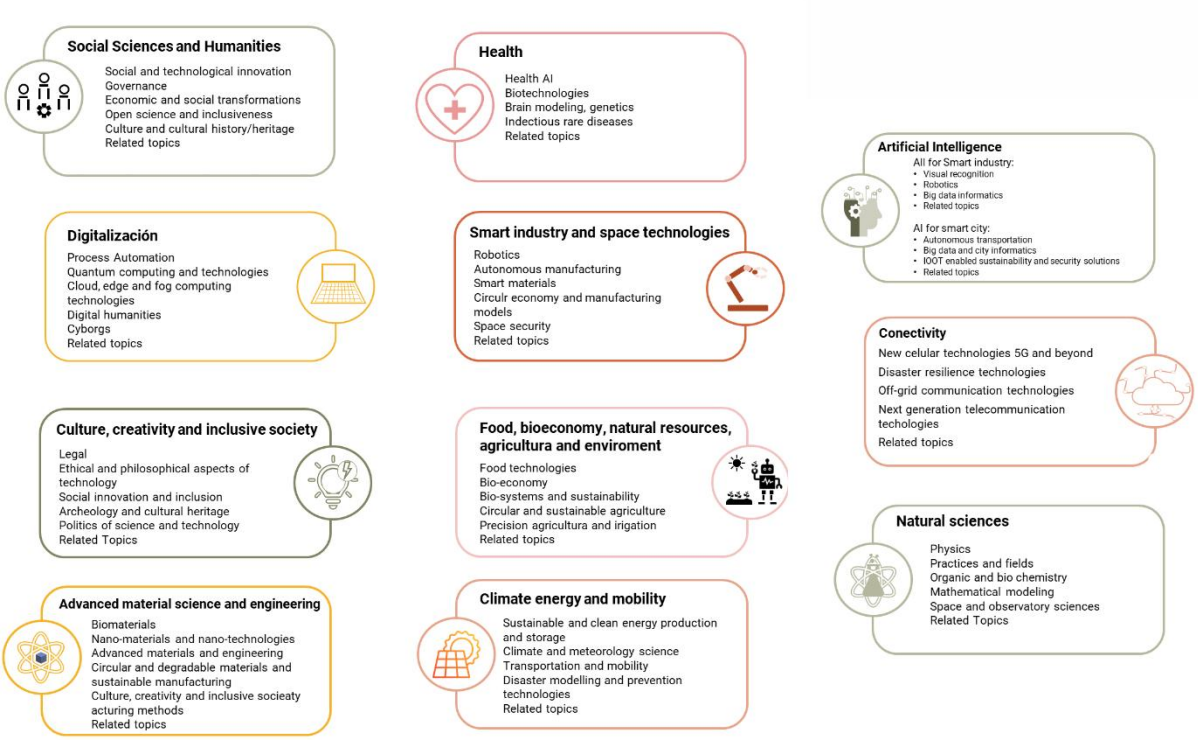

Figure 2 - EELISA Strategic Research Area

3.2 Quality Assurance:

3.2.1 External Quality Assurance of EELISA Joint Degrees

In the landscape of European higher education, the external quality assurance (QA) of joint degrees must uphold academic excellence, foster institutional collaboration, and guarantee the recognition of qualifications across borders. The EELISA alliance responds to this challenge by adopting a QA strategy fully aligned with the European Standards and Guidelines (ESG) and the **European Approach for Quality Assurance of Joint Programmes (EA-QAJP)**. These standards, consolidated through the **European Quality Assurance Register (EQAR)** and engineering-specific frameworks like **EUR-ACE**, provide the backbone for ensuring that EELISA joint degrees are rigorous, coherent, and internationally recognized.

The Role of EQAR and the European Approach

The **European Approach for Quality Assurance of Joint Programmes**, adopted in 2015 at the Yerevan Ministerial Communiqué and implemented by EQAR-registered agencies, simplifies and harmonizes external evaluations across borders. This approach was created to make external quality assurance more efficient by setting nine standards based on the EHEA framework, without adding extra national requirements. Working together on these standards helps to highlight the joint nature of the programmes. It avoids redundant national procedures and facilitates mutual recognition by:

- Applying **ESG-based criteria** to the *entire joint programme*, regardless of where components are delivered.
- Allowing a **single evaluation** by one EQAR-registered agency to be valid across all partner institutions and Member states.
- Reinforcing the **collaborative nature** of joint degrees, by ensuring shared academic responsibility and transparency in QA processes.

EELISA embraces this model as a strategic enabler. All future EELISA joint degrees are encouraged to be **externally accredited by an EQAR-registered agency** using the European Approach whenever national frameworks allow.

The Use of EUR-ACE in Engineering Degrees

For joint degrees in engineering, EELISA builds on the **EUR-ACE framework Standards and Guidelines**, the most widely recognized accreditation system for engineering education in Europe. EUR-ACE is explicitly referenced in the **EELISA Degree Requirements (v2.1)** and serves as the reference for defining learning outcomes in joint engineering programs. and serves as the reference for defining learning outcomes in joint engineering programs.

External evaluations will verify:

- The alignment of learning outcomes with **EUR-ACE descriptors**.
- The coherence of curricula across partner institutions.
- The effective integration of mobility periods, interdisciplinary modules, and student-centered learning.

Whenever possible, EELISA will pursue **EUR-ACE accreditation through national agencies** that are also EQAR-registered, reinforcing both quality and international recognition.

Implementation and Monitoring Strategy

To ensure consistency and credibility, EELISA recommends the following steps for external QA in joint degrees:

1. **Designation of QA Lead**: For each joint program, one institution is designated as the QA lead, coordinating interactions with the selected EQAR agency.
2. **Single QA Process per Program**: EELISA encourages the use of a single QA report, shared among all partners and publicly available in English.
3. **Mapping to ESG and EQAR Criteria**: All joint programs must demonstrate compliance with:

-ESG Part I: Internal quality assurance systems of participating institutions (e.g., governance, program evaluation, student feedback mechanisms).
-ESG Part II: External quality assurance procedures, as applied through the **European Approach for QA of Joint Programmes (EA-QAJP)** by an **EQAR-registered agency**.
-EQAR principles: Transparency, independence, and student participation, as ensured by the **agency conducting the external evaluation** (aligned with ESG Part III, which defines requirements for QA agencies themselves).

4. **Inclusion of Common Indicators**:
    a. **Joint governance evidence** (agreements, meeting records)
    b. **Quality assurance policy** (jointly developed)
    c. **Accreditation reports** and follow-up plans
    d. **Graduate tracking** and employability metrics
5. **Use of EELISA Degree Label**: Joint programs not yet eligible for full joint accreditation may use the EELISA label as a transitional quality mark, provided they meet the **minimum QA criteria** and commit to a clear timeline for full accreditation.

Contribution to European Degree Objectives

By systematically embedding the standards of **EQAR** and **EUR-ACE** (for engineering programmes), EELISA ensures that its joint degrees contribute directly to the **European Commission's vision for the European Degree**. This strategic alignment enables:

- **Facilitated student mobility**, by reducing fragmentation in quality assurance processes;
- **Improved quality and employability**, through outcomes-based, transparent accreditation frameworks;
- **Increased mutual trust** among higher education institutions and national systems;
- **Reduced administrative burden**, thanks to the mutual recognition of external evaluations.

In engineering, the **EUR-ACE framework** serves as a key reference to structure joint programmes around common learning outcomes, curriculum coherence, and employability criteria. EELISA actively collaborates with **ENAEE—an associate member of the alliance**—to ensure consistent interpretation and implementation of these standards across institutions and countries. This cooperation strengthens the credibility of EELISA joint degrees and supports convergence with the European Degree criteria.

This quality assurance model not only enhances the **comparability and recognition** of EELISA degrees but also contributes to the **long-term institutionalisation** of the alliance through **sustainable, co-accredited joint programmes**.

To further consolidate this approach, EELISA will:

- Share best practices within the alliance and with other European university networks;
- Provide training for academic and administrative staff on the European Approach and EUR-ACE frameworks;
- Involve quality assurance agencies early in the design of new joint degrees;
- Align external QA processes with internal mechanisms coordinated by the **EELISA Academic & Scientific Board** and the **WP5 team**.

3.2.2. Internal Quality Assurance and Institutional Protocols

The development of high-quality, transnational joint degree programs under the EELISA framework requires not only robust external evaluation mechanisms (as covered in section 2.2.1), but also a coherent and reliable **internal quality assurance (IQA)** process. EELISA internal QA ensures that the collaborative, cross-border nature of joint degrees is supported by solid institutional structures and transparent procedures at every stage — from program design to delivery and continuous improvement.

A Decentralized Yet Coordinated QA Ecosystem

Within EELISA, internal quality assurance is primarily anchored in the **existing QA systems of each member institution**. All EELISA universities operate in national QA systems that are based on the ESG, and their internal quality assurance frameworks are expected to align with ESG Part I. EELISA promotes this alignment as a prerequisite for the development of joint degrees.

Recognizing this diversity, EELISA does not seek to centralize internal QA. Instead, the alliance promotes a **coordinated protocol** among participating institutions, ensuring mutual understanding, reliability, and comparability across systems. This model empowers each partner to maintain autonomy while upholding shared commitments to quality, transparency, and continuous improvement.

The internal QA approach is built around five pillars:

1. **Joint responsibility and transparency** in academic governance.
2. **Alignment of internal procedures** with the ESG and national requirements.
3. **Clear mapping of learning outcomes and assessment practices**.
4. **Active student and stakeholder involvement**.
5. **Continuous monitoring and program-level feedback loops**.

These principles are included in the **EELISA Degree Requirements v2.1** and the accompanying **EELISA Guidelines for European Degree Criteria**, which provide tools to map each component of a joint degree to QA indicators and expected proofs of compliance.

Operationalizing Internal QA in Joint Degree Development

As outlined during the EELISA Joint Degree Workshop (May 2025) and reflected in WP5 guidance documents, each joint degree initiative should establish a **Joint QA Protocol**. This internal working agreement specifies how the institutions will collectively manage:

- **Curriculum design and validation procedures**, including joint approval through academic boards;
- **Assessment standards**, ensuring consistency in grading policies and learning outcomes measurement;
- **Student feedback mechanisms**, with shared surveys and reporting tools;
- **Teaching quality monitoring**, including peer review and pedagogical training;
- **Mobility integration**, tracking credit recognition and ensuring academic coherence;
- **Graduate follow-up**, using common alumni tracking and employability indicators.

Each program is encouraged to designate an **Internal QA Coordinator**, tasked with liaising across partner QA offices and ensuring coherence of practice. This person may be supported by a **QA committee** with representatives from each partner.

Whenever possible, EELISA recommends using shared tools such as:

- The **EELISA QA matrix (Excel)** based on European Degree criteria, with columns for each institution to indicate level of readiness and evidence sources;
- The **EELISA Joint Degree Initiation Document**, which includes a QA and governance section to structure early-stage design decisions;
- Common templates for **learning outcomes**, **syllabi**, and **course evaluations**, allowing comparison and alignment across national systems.

Bridging Internal QA and External Evaluation

One of the key challenges in joint degrees is the potential **disconnect between institutional-level QA practices and the requirements of external QA agencies** (EQAR-listed or national). To address this, EELISA promotes the concept of **"QA interoperability"** – the ability of internal QA mechanisms across institutions to produce compatible, mutually understandable documentation and processes for external use.

This is especially critical when implementing the **European Approach for Quality Assurance of Joint Programmes**. According to the European Commission's guidance (2024), and the EQAR guidelines, a successful external review under this approach must demonstrate the effectiveness of internal QA at each institution and the overall coherence of the joint QA plan.

To bridge this gap, EELISA recommends the following measures:

- **Develop a joint QA handbook** per program, integrating the internal QA practices of each partner and mapping them to ESG criteria and the European Approach;
- **Establish a central QA repository** for each joint degree, hosted by the coordinating institution, containing all shared policies, templates, and reports;
- **Coordinate internal review cycles**, so that program-level evaluations happen synchronously or in compatible phases;
- **Train QA officers** and academic leads in the European Approach and EQAR accreditation procedures, using materials from WP5 and the JEDI project.

To support this interoperability, a comparative analysis of internal QA frameworks across EELISA member institutions has been conducted. The table below highlights key principles, distinctive features, and shared practices of the QA systems in place at each university. This mapping exercise not only demonstrates the feasibility of coordination across diverse QA ecosystems but also informs the design of joint QA protocols aligned with the European Approach.

Institution	General QA Principles	Distinctive Features	Common Elements	Examples / Specific Practices
Universidad Politécnica de Madrid (UPM)	Internal QA systems aligned with the *European Standards and Guidelines (ESG)*; local implementation through frameworks like SISCAL and *Sistema de Garantía Interna de Calidad (SGIC)*.	QA procedures adapted and managed by each school or faculty.	Use of program-level quality manuals and academic councils.	Dedicated QA portals for each school, e.g. ETSISI, ETSIAAB.
École nationale des ponts et chaussées (ENPC)	QA structured through a Quality Manual and Faculty Guide; aligned with ESG.	Strong focus on faculty development and pedagogical innovation.	ESG-based framework with clear student evaluation processes.	Internal Quality Manual, Faculty Guide.
Université PSL	Decentralized QA system under French national standards (HCERES) and ESG, with independent QA processes for its 11 constituent schools (e.g., ENS, Dauphine, ESPCI). Each school is accredited by HCERES.	- School-specific QA frameworks: ENS follows HCERES standards, Dauphine aligns with AACSB for business programs. - No central QA unit: Coordination occurs at the school level.	- HCERES evaluations: All schools undergo periodic HCERES audits (e.g., 2021 HCERES report). - ESG compliance: Aligned with ESG Part I (internal QA) and ESG Part II (external QA via HCERES).	- HCERES Evaluation Report (2021): Link. - EQAR Registration: PSL schools are listed under HCERES (EQAR-registered agency): EQAR PSL Entry.
Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU)	Faculty-based QA management aligned with ESG.	QA boards per faculty; regular internal reviews.	Strong emphasis on student feedback.	FAU QA framework and guidelines
Budapest University of Technology and Economics (BME)	QA based on *Total Quality Management (TQM)* principles and the *Plan–Do–Check–Act (PDCA)* cycle; accredited by the *Hungarian Accreditation Committee (MAB)*.	Strategic QA plans tailored by department; KPI tracking.	Stakeholder involvement and compliance with ESG.	BME QA strategy portal
Scuola Superiore Sant'Anna (SSSA)	Internal QA coordinated by the *Presidio della Qualità* (Quality Assurance Unit), under ESG guidelines.	Integration between teaching and research QA; department-level autonomy.	Use of *National Agency for the Evaluation of the University and Research Systems (ANVUR)* procedures.	Quality Committee description
Scuola Normale Superiore (SNS)	QA guided by ANVUR protocols; managed by internal committees.	High emphasis on stakeholder involvement and documentation.	ESG-based and research-oriented.	SNS QA policy document, ANVUR site visit protocol.

Zurich University of Applied Sciences (ZHAW)	QA system supports quality development at both central and faculty levels.	Emphasis on continuous improvement and innovation.	ESG-compatible and aligned with Swiss national standards.	ZHAW QA overview, Engineering School QA portal.
National University of Science and Technology POLITEHNICA Bucharest (UNSTPB)	QA managed by the university's Quality Management Department and accredited by the *Romanian Agency for Quality Assurance in Higher Education (ARACIS)*.	Participated in *Institutional Evaluation Programme (IEP)* by the *European University Association (EUA)*.	Integration of external and internal QA cycles.	UNSTPB QA management page, IEP final report.
Istanbul Technical University (ITU)	QA policies cover both on-campus and online/blended education; based on Turkish Higher Education Council standards.	Use of QA self-checklists for digital programs.	ESG-based structure with digital tracking of KPIs.	ITU QA documentation portal.

Table 2 - Overview of the Internal Quality Assurance Framework in EELISA Institutions

Governance and Continuous Improvement

The internal quality assurance (QA) dimension of EELISA joint degrees is coordinated by the WP5 team, in close consultation with the EELISA Academic and Scientific Board (A&SB) in its **advisory** capacity. While the A&SB provides guidance to ensure that internal QA mechanisms remain aligned with the alliance's academic ambitions, the WP5 coordination team is responsible for their operational implementation. In line with the **recommended Joint Degree Roadmap (November 2024)**, the project team developing the joint degrees also includes **representatives from the quality assurance departments** of participating universities, ensuring coherence with institutional QA frameworks and European standards.

This coordination translates into several concrete actions:

- **Organisation of training and reflection activities**, such as the **WP5 internal workshop on joint degrees** (May 2025), which provided guidance on aligning internal QA systems across institutions;
- **Bilateral monitoring of programme-level progress**, based on structured updates collected by WP5 and reviewed by the A&SB to identify common trends, bottlenecks, and promising practices;
- **Collective refinement of internal QA frameworks**, integrating feedback from member institutions and aligning with the **EELISA Degree Requirements** and **Guidelines for European Degree Criteria**;
- **Promotion of student participation** in internal QA procedures, both at programme level and within EELISA's central governance.

This joint effort will contribute directly to the upcoming deliverables of WP5 as defined in the EELISA 2.0 Grant Agreement:

- The **Quality Assurance Framework for Joint Programmes (D5.3)** that will reflect the standards, practices, and monitoring routines co-developed by WP5 and the A&SB;

- The **Implementation Roadmap for Joint Degrees (D5.4)** that will include QA integration steps derived from the coordinated work of these two bodies.

By aligning their work streams and sharing oversight responsibilities, WP5 and the Academic and Scientific Board ensure that internal QA is not treated in isolation, but as a **strategic and integrated pillar** of EELISA's joint degree ecosystem.

Internal quality assurance in EELISA is not a duplication of external control, but a vital part of the alliance's capacity to **design, implement, and sustain innovative joint degrees**. Grounded in ESG standards and tailored to the diverse contexts of member institutions, the internal QA model of EELISA promotes:

- Shared academic responsibility and mutual trust;
- Transparency and coherence across national systems;
- A strong foundation for successful EQAR accreditation;
- And ultimately, the long-term quality, reputation, and recognition of EELISA joint degrees in Europe and beyond.

This model is essential to fulfilling the European Commission's vision for a **European Degree**, and for building a future in which **collaborative, student-centered, and quality-assured joint programs** are the norm, not the exception.

3.3 Principle: EELISA Joint Degree requirements

Context: JEDI outcomes

The scope of this section is to present the guidelines to design a joint degree to be compliant with the European Degree criteria and the EELISA European Engineer Profile. Apart from reference documents developed in the framework of WP5, this section takes two documents as references:

- For the last version of European degree criteria, the Draft Council Recommendation on a European quality assurance and recognition system in higher education[7].
- For the proposal of compliance instruments and evidence of the criteria, we have used the Report on the final outcomes of the Erasmus+ policy experimentation projects: European degree (label) and institutionalised EU cooperation instruments[8].

The EU staff working document aims at establishing an initial set of indicators and instruments to check the compliance of European degree criteria. This document has been used as a starting point and we propose additional indicators considering the EELISA framework.

[7] Draft Council Recommendation on a European quality assurance and recognition system in higher education, Council of the European Union, Brussels, 7 May 2025, 8672/25.

[8] Report on the final outcomes of the Erasmus+ policy experimentation projects: European degree (label) and institutionalised EU cooperation instruments, Commission Staff Working Document, Brussels, 19.12.2024 SWD (2024) 291 final.

However, the European Council has established three phases with a view to the implementation of a European Degree Label paving the way for a Joint European Degree. In the pilot phase, the Commission is invited with the Member States to establish a Policy Lab to develop guidelines and procedures for issuing the joint European Degree Label by the end of 2026[9].

Based on the set of European criteria, a possible implementation of the curriculum for joint degrees in engineering, science and technology is shown in Figure 3. This approach was proposed as a result of the work in the JEDI policy experimentation project.

The design of the joint programme that serves as basis for the European Degree relies on **three major dimensions**:

1) the **learning outcomes** of the joint programme, agreed upon between the involved HEIs,
2) the fulfilment of the **European Degree criteria** and

3) the inputs and requirements from **Quality Assurance and accreditation**.

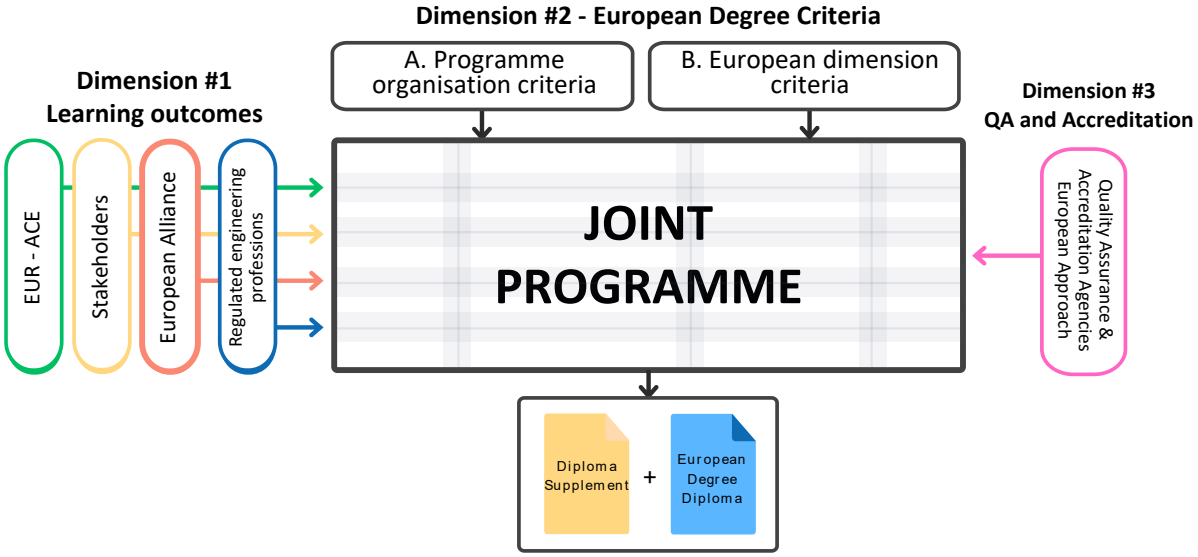

Figure 3 - JEDI approach for the design of joint programmes towards European Degrees

Dimension 1: Learning outcomes

Learning outcomes of the joint programme may come from different sources:

- EUR-ACE programme outcomes: Programme outcomes may be defined as statements defining the knowledge, skills, and attitudes that students must have acquired by the time they graduate. EUR-ACE is fully accepted and recognized in engineering degrees and may serve as a reference to define learning outcomes. It is

[9] Draft Council Resolution on a joint European degree label and the next steps towards a possible joint European degree: boosting Europe's competitiveness and the attractiveness of European higher education, Council of the European Union, Brussels, 7 May 2025, 8671/25.

also important to mention that the EUR-ACE accreditation framework is valid for all branches of engineering and all profiles of study. Also, they distinguish between First and Second Cycle programmes, as defined in the European Qualification Frameworks and are applicable also to “integrated programmes”. The EUR-ACE Framework Standards distinguish between First Cycle and Second Cycle degrees and specify 21 Programme Outcomes for First Cycle degrees and 23 for Second Cycle degrees, grouped under the following six headings:

  - 1. Knowledge and Understanding
  - 2. Engineering Analysis
  - 3. Engineering Design
  - 4. Investigations
  - 5. Engineering Practice
  - 6. Transferable (personal) Skills

- Learning outcomes defined in the framework of a European Alliance. This would be the case of EELISA alliance, where the EELISA European Engineer Profile (EEEP) has been elaborated[10]. This profile can be described through four general pillars[1112]:
  - High level of scientific, theoretical and digital skills
  - Addressing sustainability
  - Interculturalism: an engineer embracing the European project
  - Business and communication skills and critical thinking: practical and applied knowledge
- For regulated engineering professions: to define a joint degree for a regulated engineering profession (e.g. civil engineer, industrial engineer, telecom engineer), a minimum set of learning outcomes should be agreed at European level to be incorporated as learning outcomes of the joint programme.
- Stakeholders: employers and other institutions such as alumni, regulators and society can play a major role in the definition of learning outcomes. According to European criteria, labour market requirements shall be taken into consideration to include intersectoral components and diverse activities which aims at providing transversal skills. They also are relevant when defining internships for EQF 6 and 7, but also to provide spots in their facilities for industrial PhD joint programmes (EQF 8).

[10] D2.6 Shared definition of EELISA profile, EELISA, June 2022.

[11] European Engineer Profile, EELISA. Available: https://eelisa.eu/the-european-engineer/ (accessed Aug. 6th, 2025).

[12] D2.7 Learning outcomes of the future European Engineer, EELISA, June 2022.

Dimension 2: European Degree Criteria.

In order to become compliant with the features of a European degree defined in the March 2024 its Communication on a Blueprint for the European degree[13], a set of criteria must be fulfilled by the joint programme. The blueprint aims at establishing a common framework for the delivery of competitive joint degree programmes at Bachelor, Master or Doctoral levels leading to the award of a European degree. Originally in there, in its current version defined by the European Council in May 2025, criteria are divided in two groups: A) Programme organisation criteria and B) European dimension criteria.

Dimension 3: QA and Acccreditation.

Quality assurance arrangements are one of the European criteria. An input of the joint programme design coming from QA, goals of the curriculum shall be defined in a clear, measurable and achievable way, in order to ensure the monitoring of acquisition of learning outcomes properly through evidences. Accreditation of the joint degree shall be conducted according to the European Approach.

It is worth mentioning that dimensions 1 (learning outcomes) and 2 (European dimension) are not independent considering the characteristics of the EEEP. As it is shown in Figure 2, there is a one-to-one relationship between some of the items of both dimension 2 and the EELISA European Engineer Profile. Moreover, inputs from stakeholders in dimension 1 are strongly related to the Labour Market relevance criteria (B2) in dimension 2.

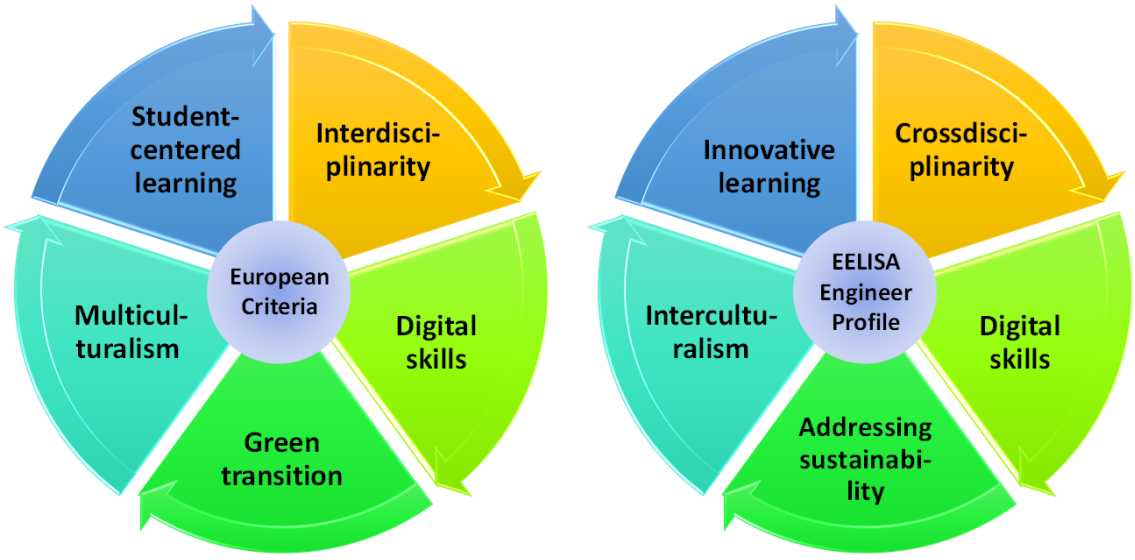

Figure 4 - Relationship between European degree criteria (left) and EELISA European Engineer Profile (right).

[13] European Commission: Directorate-General for Education, Youth, Sport and Culture, *Blueprint for a European degree – Frequently asked questions*, Publications Office of the European Union, 2024, https://data.europa.eu/doi/10.2766/8974527 (Accessed Aug. 13rd, 2025).

European criteria for Joint degree: EELISA compliance to introduce the following parts

A1. Higher education institutions involved

Description

A1. Higher education institutions involved	The joint programme is offered by at least 2 higher education institutions from at least 2 different Member States.	EQF 6, 7, 8
	2 EELISA HEI members min., 3 recommended	

Indicators

Possible indicators	**Compliance possibly illustrated through**	**Where/How**
Total number of higher education institutions participating in the joint programme	Demonstrating, as a minimum, two participating institutions	**Consortium Agreement**
Number of different Member States represented among the participating institutions	Demonstrating, as a minimum, institutions hailing from two EU member states	**Consortium Agreement**

These indicators reflect the idea of a joint cooperation from at least 2 EELISA institutions in the whole process, from the elaboration of the joint academic programme throughout offering of student services and degree awarding.

Implementation ideas for EELISA

In EELISA we aim at having joint collaboration between partners in the area of European Degrees. We try to harmonize the relevant aspects of legislation and university norms to foster the implementation of joint European degrees.

Regarding the consortium, several options can be considered upon the requirements of national legislations are fulfilled:

- 3 partners, being the 3 awarding the degree
- 3 partners, being 2 of them degree-awarding, and the third one being a mobility partner
- Consortium formed by more than 3 partners, and joint program organized to deliver several joint degrees in groups of 3 institutions, depending on the track followed by the student.

This criterium is linked to A8 (section 0), as student mobility shall be shared between partners.

A2. Transnational joint degree delivery

Description

A2. Transnational joint degree delivery	The joint programme is jointly designed and jointly delivered by all the higher education institutions involved.	EQF 6, 7, 8
	The joint programme leads to the award of a joint degree.	
	A joint Diploma Supplement is issued to students.	EQF 6, 7
	The joint programme describes the learning outcomes and credits in line with the ECTS Users Guide.	

Joint Degree Diploma: in the absence of a European Degree diploma template, at EELISA level, a common template considering national regulations. Aspects such as institutional logos, signatures, diploma registration, issuance in digital or hardcopy shall be agreed at alliance level.

Joint Diploma Supplement: according to Europass[14], the Diploma Supplement is a document which provides information that makes it easier for employers and education institutions to understand the achieved qualification. Its aim is to explain what the student has learnt in his or her studies. Following the model developed by the European Commission, Council of Europe and UNESCO/CEPES[15], the joint diploma Supplement shall include:

- Information identifying the holder of the qualification
- Information identifying the qualification
- Information on the level of the qualification
- Information on the contents and results gained
- Information on the function of the qualification
- Additional information
- Certification of the supplement
- Information on the national higher education systems

For EELISA Joint Degrees it would be relevant to register information in the diploma supplement concerning:

- EELISA Engineer Profile
- Mobility of the student
- Internships made by the student
- Thesis topic and institutions in charge of jointly supervision
- Quality assurance or accreditation system

[14] https://europass.europa.eu/en/learn-europe/diploma-supplement (accessed Aug. 6th, 2025).

[15] https://ehea.info/media.ehea.info/file/20161027-28-Vienna/78/8/AG4-20161027-28-DiplomaSupplement-Template-english_634788.pdf (accessed Aug. 6th, 2025)

An example on joint diploma supplement by European Alliance Unite! can be used as a reference[16].

Indicators

Possible indicators	Compliance possibly illustrated through	Where/How
Agreement for preparing joint activities (joint courses, co-supervision of thesis, etc.)	Number of joint courses in the joint programme	**Minutes of meetings and agreements** **Study plan**
Commitment of HEIs in awarding a joint degree	Specify the conditions for awarding a joint degree after completion of the joint programme	**Consortium Agreement**
Joint Diploma Supplement contents	Joint Diploma Supplement shall state the involvement of the different HEIs in the joint program, student mobility completed, involvement of students in joint activities	**Consortium Agreement** **EELISA proposal (template) of a Diploma Supplement for joint degrees**
Study plan is documented in ECTS	Each course and module of the joint programme is specified in ECTS along with the corresponding learning outcomes	**Study plan (joint programme structure)**

Implementation ideas for EELISA

The joint programme describes the learning outcomes and credits in line with the ECTS Users Guide[17]. According to the guide, *ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload,* as a general rule:

- 1 ECTS corresponds to 25 to 30 hours of work.
- Each academic course will have 60 ECTS divided in 2 semesters of 30 ECTS each considering a full-time workload.
- For Bachelor and Master degrees the requirements shall be used in order to avoid bottlenecks coming from national regulations.

The study plan (joint program) shall be divided into modules with specific learning outcomes. Each module contains several courses sharing a common and coherent academic scope. Some examples can be found next:

- A module encompassing all the courses for basic knowledge (typical in Bachelor programs) or the elective contents

[16] https://joint-edu-offerings.unite-university.eu/joint-programme-documents-and-templates (accessed Aug. 6th, 2025).

[17] ECTS Users' Guide, 2015, https://education.ec.europa.eu/sites/default/files/document-library-docs/ects-users-guide_en.pdf

- A module encompassing all the courses related to a specific track or specialization
- A module embracing activities related to internships
- A module for Bachelor/Master Thesis, with courses associated such us Introduction to Research, How to write a technical report, Ethics and Professional Deontology

We recommend the number of ECTS per module to be a multiple of 3 or 5.

Regarding the delivery of a joint degree, it is important to highlight the roadmap provided by the European Council and the Blueprint for a European Degree. The Commission proposes a gradual or two-step approach for EU countries towards a European degree, with 2 possible entry points[18]:

- A preparatory European degree label - given to joint degree programmes that meet the European criteria; this means students receive a European degree label certificate together with their joint degree. A modification in national legislation is not required.
- A European degree - a new type of qualification awarded either jointly by several universities from different countries or possibly by a European legal entity established by such universities; this means students receive a 'European degree'. In general, modification in national legislation would be required to introduce these new European Degrees in the National Qualification Frameworks.

EELISA approach towards joint degrees shall be the fulfilment of the criteria for European Degrees, meaning that European Degree Label is delivered as a minimum, straightforward leading to European degree in states whose national legislation include European Degrees in their National Qualification Frameworks.

A3. Joint arrangements for the joint programme

Description

A3. Joint arrangements for the joint programme	The joint programme has joint policies, procedures and/or arrangements defining curriculum planning and delivery, as well as all organisational and administrative matters. Students' representatives are part of the decision-making process to define the joint policies and procedures and/or arrangements.	EQF 6, 7, 8

[18] Commission presents a blueprint for a European degree, 27 March 2024. Available: https://education.ec.europa.eu/news/commission-presents-a-blueprint-for-a-european-degree (Accessed Sept. 3rd, 2025).

Indicators

Possible indicators	Compliance possibly illustrated through	Where/How
Preliminary joint programme arrangements	Preliminary joint programme structure, participant HEIs, contact persons in each HEI	**Initial concept document of the Joint Degree**
Implementation of joint policies and organizational aspects	Records of students' admission, registration, etc.	**Consortium Agreement**
	Periodical reports by QA (annual, bi-annual) on the progress, organization and compliance of the joint programme with joint policies	**QA Committee reports**
Incorporate members of the EELISA student council in meetings during the joint policies program elaboration	Minutes of the meetings	**Meetings**
Transparency of the joint policies	Joint policies (e.g. admission criteria, inclusiveness, etc.) shall be made available to the public	**Website, brochures of the joint programme**

Implementation ideas for EELISA

For organisational and administrative matters:

- Inform the EELISA academic coordinator of each HEI of the EELISA vision on organisational matters.
- Ask the EELISA academic coordinator of each HEI of the experts in charge of different administrative issues: admission, registration, etc.

In the EELISA Governance structure, the EELISA Student Council is a group composed of 2 students per partners institutions representing over 190.000 students of the Alliance. Their members take part in the EELISA boards (Governing, Executive, Academic & Scientific Boards, Evaluation Committee) as well as the EELISA Work Packages to bring the student's views, perspectives, and energy[19].

[19] EELISA **Governance and Structure,** https://eelisa.eu/governance-and-structure/ (Accessed Aug. 10th, 2025).

European Approach Standards				
Standard	Sub	Explanation	Who	By when
1. Eligibility	1.1 Status	The institutions that offer a joint programme recognised as higher education institutions by relevant authorities of their countries.		
		Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree.		
		The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.		
	1.2 Joint design and delivery	The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.		
	1.3 Cooperation Agreement	The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:		
		1. **Denomination** of the degree(s) awarded in the programme		
		2. Coordination and r**esponsibilities of the partners** involved regarding **management and financial organisation** (including funding, sharing of costs and income etc.)		
		3. **Admission and selection procedures** for students		
		4. **Mobility** of students and teachers		
		5. **Examination regulations**, student assessment methods, recognition of credits and degree awarding procedures in the consortium.		
2. Learning Outcomes	2.1 Level [ESG 1.2]	The intended learning outcomes should align with the **corresponding level in the Framework for Qualifications** in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).		
	2.2 Disciplinary field	The intended learning outcomes should comprise knowledge, skills, and competencies in the respective disciplinary field(s).		
	2.3 Achievement [ESG 1.2].	The programme should be able to demonstrate that the intended learning outcomes are achieved.		
	2.4 Regulated Professions.	If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks		

		established under the Directive, should be taken into account.		
3. Study Programme [ESG 1.2]	3.1 Curriculum	The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.		
	3.2 Credits	The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.		
	3.3 Workload	A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified.The workload and the average time to complete the programme should be monitored.		
4. Admission and Recognition [ESG 1.4]	4.1. Admission	The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.		
	4.2. Recognition	Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.		
5. Learning, Teaching and Assessment [ESG 1.3]	5.1 Learning and teaching	The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.		
	5.2 Assessment of students	The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.		
6. Student Support [ESG 1.6]		The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.		
7. Resources [ESG 1.5 & 1.6]	7.1 Staff	The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.		
	7.2 Facilities	The facilities provided should be sufficient and adequate in view of the intended learning outcomes		
8. Transparency and		Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment		

Documentation [ESG 1.8]		procedures etc. should be well documented and published by taking into account specific needs of mobile students.		
9. Quality Assurance [ESG 1.1 & part 1]		The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.		

A4 Quality Assurance Arrangements

Description

A4. Quality assurance arrangements	Internal and external Quality Assurance is conducted in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The higher education institutions, the field of study or the programme are evaluated by a EU quality assurance agency registered in the EQAR or an EU agency fully implementing the European Approach for Quality Assurance of Joint Programmes.	EQF 6, 7, 8
	The joint programme is evaluated using the standards of the European Approach for Quality Assurance of Joint Programmes (European Approach).	EQF 6, 7, 8

Indicators

Possible indicators	Compliance possibly illustrated through	Where/How
Accreditation of the joint degree using the European Approach	Self-assessment report	**Accreditation dossier**
Internal and external QA mechanism aligned with the European Standards and Guidelines (ESG)[20]	Existence of a specific body at the programme level, composed by representatives of all HEIs, that oversees the internal QA of the joint programme	**EELISA QA**
	Confirmation that the internal QA processes of the joint programme align with the ESG.	
	ESG alignment could be demonstrated if each HEI participating in the joint programme receives external QA reports that assess its compliance with ESG policies (and the joint programme is part of this report)	
Accreditation by an EQAR-registered agency	Decision and report by accreditation agency	**Consortium agreement**

Implementation ideas for EELISA

A good reference for the quality assurance of joint programs can be looked for in ImpEA (Implementation of the European Approach), a European project focused on supporting the efficient implementation of the European Approach for Quality Assurance of Joint Programmes[21].

A5. Graduate tracking

Description

A5. Graduate tracking	The joint programme monitors graduates through a graduate tracking system or using data collected by the European Higher Education Sector Observatory.	EQF 6, 7, 8

[20] European Standards and Guidelines (ESG), https://www.enqa.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area/ (Accessed Aug. 11th, 2025).

[21] ImPEA, https://impea.eu/ (Accessed Aug. 11th, 2025).

Indicators

Possible indicators	Compliance possibly illustrated through	Where/How
Existence of an adequate graduate tracking system	Record of professional positions of graduates (career trajectories), employment rates, surveys to alumni regarding their professional career	**Definition of a graduate tracking system for EELISA** **EELISA Digital Campus** **Annual employment reports**

Implementation ideas for EELISA

An effective graduate tracking system can be developed through a digital platform where graduates voluntarily register and periodically update their professional information. By integrating structured surveys, the system would collect feedback on employability, satisfaction with the education received, and the relevance of acquired skills in their careers. Automated reminders would encourage regular participation. Collaboration with alumni associations and employers would enrich the dataset. The collected information would be analyzed to adjust curricula, enhance educational quality, and align training with labour market needs, creating a continuous improvement loop where graduates actively contribute to refining and evolving the academic program. Opportunities for internships available to current students will be generated being in contact with graduates.

B1. Student-centred learning

Description

B1. Student-centred learning	The joint programme is designed and continuously enhanced and delivered in a way that encourages students to take an active role in the learning process. Assessment of students reflects this approach.	EQF 6, 7, 8

Student-Centred Learning (SCL) is an educational approach that places students at the core of the learning process, shifting the focus from the teacher's delivery of content to the active engagement, needs, interests, and learning styles of the students. It emphasises student autonomy, responsibility, and participation in shaping their own learning experiences. Student-centred learning naturally supports lifelong learning by empowering students to take ownership of their educational journey. Learners actively participate in setting goals, choosing learning strategies, and reflecting on progress, which nurtures -self-motivation and adaptability. These skills extend beyond formal education, enabling graduates to continuously update their knowledge and skills in response to evolving professional and societal demands.

Fostering critical thinking, problem- solving, and -self-directed learning habits, SCL equips individuals with the mindset and competencies required- for ongoing personal and professional development, making lifelong learning a natural and sustainable outcome of their educational experience.

The main characteristics of student-centred learning can be summarized as:

- **Active learning:** Students engage in discussions, problem-solving, projects, and other interactive tasks.
- **Personalisation:** Teaching methods and activities adapt to different learning needs, goals, and paces.
- **Autonomy and responsibility:** Students take an active role in planning, monitoring, and evaluating their learning.
- **Collaborative learning:** Peer-to-peer interaction and teamwork are encouraged.
- **Reflective learning:** Students actively evaluate and reflect on their own learning experiences to identify strengths, address challenges, and enhance future performance. This process fosters critical thinking, which is a fundamental component of student-centred- learning.
- **Teacher as facilitator:** Instructors guide, support, and mentor rather than simply deliver information.

It is important to be aligned with EELISA WP6 activities devoted to active learning and innovative pedagogy. In particular, participation of faculties in the JPSP (Joint Pedagogical Support Programme Training) trainings[22]. JPSP aims at fostering innovative teaching practices, support faculty development, and enhance student learning through cutting-edge methodologies and collaborative environments. In 2025, the following training opportunities are available:

- Pedagogical Support Program on Inclusion, Accessibility, Differentiation (ENPC)
- Learning Station: Training of the Trainers (ITU)
- Service Learning (UPM)
- Digital Learning Design with myScripting (ZHAW)

[22] Redefine your way of teaching with the EELISA Joint Pedagogical Support Programme Training, 2025. Available: https://eelisa.eu/eelisa-joint-pedagogical-support-programme-training/ (Accessed Sept. 3rd, 2025).

Indicators

Possible indicators	Compliance possibly illustrated through	Where/How
Student-centred learning activities	List and record of projects, challenges, and any other student-centred learning activity carried out for any student cohort.	**Joint programme structure** **Diploma supplement**
Projects and challenges proposed by external stakeholders	Service learning opportunities	**EELISA Digital Campus**
	Faculties supervising the projects and participant student teams	**Collaboration agreements with external stakeholders**

Implementation ideas for EELISA

Student-centered learning methodologies

There are diverse methodologies for student-centred learning especially relevant to comply with the scope of EELISA Joint Degrees, which are summarized next:

- **Project-based learning (PBL)**: it is a student-centred instructional approach in which learners gain knowledge and skills by working for an extended period of time to investigate and provide a result for a predefined project. Students actively explore real-world issues, conduct research, and develop solutions or products that demonstrate their understanding. PBL focuses on the development of specific competences related to project realization and management. A comprehensive report on PBL in the context of European Degrees in engineering can be found in deliverable 3.2 of JEDI project[23].
- **Challenge-based learning (CBL)**: it is an active learning approach in which students, working collaboratively with teachers, peers, and external experts, identify, investigate, and solve real-world challenges relevant to their local or global context. The process begins with a big idea, which is refined into an essential question and then into a specific challenge to be addressed through research, ideation, and the creation of feasible, impactful solutions. In contrast to PBL, the starting point is a real problem, the expected output is not known *a priori* and the learning process is mostly based on discovery.
- **Research-based learning (RBL)**: paradigm of education where students/learners are exposed to a research problem in their field. Through this experience, learning is enabled as learners need to research many subjects, methods, and problems new to them. In this approach, teachers/educators act more like an enabler or a mentor rather

[23] *Section 5. Student-centred learning approaches applicable to engineering degrees*, D3.2. The JEDI label: guidelines for application to joint degrees, https://blogs.upm.es/jedilabel/public-deliverables/ (Accessed Aug. 6th, 2025).

than an instructor[24]. In EELISA, two RBL symposium have been celebrated in 2021 and 2023. Sessions on good practices, external collaborations, STEM Education & RBL can be found as results and conclusions of both symposia. Section 2.1.9 provides more insights on RBL.

- **Service learning**: it is a teaching and learning methodology that integrates meaningful community service with academic learning objectives and structured reflection. Through this approach, students apply their knowledge and skills to address real community needs, while simultaneously developing academic competencies, civic responsibility, and personal growth. Creation of the Service Learning Office in UPM has been included as good practice in deliverable D6.2[25]. Service learning opportunities and resources can be found in the website of the UPM Service Learning Office[26].

Assessment in student-centred learning approaches

Assessment of student-centred learning works best when it evaluates not only the final product of learning but also the process and the student's active role. Next some effective approaches are described:

1. **Portfolio assessment** – Students compile evidence of their work, reflections, and progress over time.
2. **Self assessment** – Students evaluate their own performance against clear criteria, fostering self-awareness.
3. **Peer assessment** – Students review and provide feedback on each other's work, promoting collaboration.
4. **Project based assessment** – Evaluation based on real world tasks or problem solving activities.
5. **Reflective journals** – Regular written reflections to document learning strategies, challenges, and growth.
6. **Rubrics for process and skills** – Assessment tools that value critical thinking, creativity, and problem solving alongside content knowledge.

To gain more insight on the assessment of transversal and lifelong learning skills through student-centred learning, Table 1 and Table 2 show the key skills and their corresponding student-centred assessment methods, respectively.

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[24] The Second EELISA Research-based Learning (RBL) Symposium, https://ecoledesponts.fr/en/second-eelisa-research-based-learning-symposium (Accessed Aug. 6th, 2025).

[25] Service Learning Office, UPM. Included as good practice in Deliverable 6.2 Digital Repository of Good Practices, 30 April 2025, EELISA

[26] Website of Service Learning Office at UPM, https://aprendizajeservicio.upm.es/ (Accessed Aug. 6th, 2025).

Transversal skill	Observable indicators	Student-Centred assessment methods	Suggested instruments
Effective communication	Clearly expresses ideas orally and in writing; adapts message to audience.	Oral presentations, debates, project pitches, peer review of written work.	Communication rubrics, checklists, peer feedback forms.
Teamwork and collaboration	Participates actively; listens; takes on roles; resolves conflicts.	Project-based learning (PBL), role-play, peer evaluation of group work.	Collaboration rubrics, group work journals, peer assessment sheets.
Critical thinking and problem solving	Analyses information; identifies problems; proposes creative solutions.	Case studies, challenge-based tasks, design thinking, reflective portfolios.	Critical thinking rubrics, problem-solving rating scales, digital portfolios.
Autonomy and self-regulated learning	Plans work; sets goals; monitors progress.	Individual learning plans, learning journals, periodic self-assessment.	Planning templates, autonomy rubrics, reflective learning logs.
Creativity and innovation	Generates original ideas; connects concepts; prototypes solutions.	Creative challenges, hackathons, prototype presentations.	Creativity rubrics, prototype logs, creative portfolios.
Digital competence	Uses ICT tools effectively and ethically; produces digital content.	Creating blogs, infographics, explainer videos, multimedia presentations.	Digital product rubrics, technical checklists, ethical-use checklists.
Social and ethical responsibility	Considers social and environmental impact in decision-making.	Service-learning projects, ethical debates.	Social impact rubrics, reflective essays, project reports.

Table 3 - Assessment of transversal skills in student-centred learning

Student-centred learning assessment method	Description	Lifelong Learning skills fostered
Portfolio Assessment	Compilation of evidence showing growth, achievements, and reflections.	Self-management, goalsetting, continuous improvement.
Self Assessment	Students evaluate their own work using clear criteria.	Self-awareness, critical thinking, autonomy.
Peer Assessment	Students review and provide feedback on each other's work.	Communication, collaboration, constructive feedback.
Project Based Assessment	Evaluation through real world problem solving projects.	Problem solving, adaptability, innovation.
Reflective Journals	Written reflections on learning strategies, challenges, and progress.	Metacognition, self reflection, resilience.
Process & Skills Rubrics	Assessment tools valuing thinking processes and soft skills.	Analytical thinking, creativity, transferable skills

Table 4 - Matrix linking student centred learning assessment methods with the lifelong learning skills

B2. Interdisciplinarity and research based learning (Interdisciplinarity)

Description

B2. Interdisciplinarity and research-based learning (Interdisciplinarity)	The joint programme's arrangements include embedded interdisciplinarity and/or research-based learning components, tailored to the nature and circumstances of the joint programme.	EQF 6, 7, 8

Research-based learning is an educational approach that places inquiry, exploration, and discovery at the center of the student experience in engineering degrees. Students actively participate in formulating questions, designing experiments or studies, analysing data, and presenting their findings, often working alongside academic researchers or within real-world contexts.

This method enhances critical thinking, problem-solving, and independent learning skills, fostering a deeper understanding of subject matter. It also encourages creativity, collaboration, and academic curiosity. Research-based learning is particularly valuable in higher education and in engineering degrees, where it prepares students for professional and academic careers by exposing them to authentic research practices and encouraging lifelong learning attitudes.

Indicators

Possible indicators	**Compliance possibly illustrated through**	**Where/How**
Research projects in regular courses	Number of academic activities based on research-based learning	**Joint programme structure**
Module or group of courses with a research project as their transversal axis	Number of ECTS devoted to research-based learning	**Joint programme structure** **Syllabus**
	List of researchers and labs participating in the joint programme	**Register with researchers and labs** **News highlighting outstanding activities or invited researchers**

Implementation ideas for EELISA

Interdisciplinarity

Incorporating interdisciplinarity into engineering degrees is essential to prepare graduates for the challenges of the green and digital transitions. Addressing issues such as climate change, renewable energy integration, or digital transformation requires not only technical expertise but also insights from economics, policy, ethics, and social sciences. By engaging in interdisciplinary courses, joint projects, and collaborative research, engineering students learn

to integrate diverse perspectives and design more holistic and sustainable solutions. This approach equips them with the adaptability and creativity needed to contribute effectively to societal transformation and to drive innovation in complex, real-world contexts.

Some of the joint degrees are inherently interdisciplinary. This is the case for health and science engineering, where fields such as signal and image processing, biology, physiology, mechanics, electronics, data science might be components of the degree. Similarly, there might be programs combining social sciences (e.g. economics, business administration, management) and engineering (e.g. data science).

To prevent individual courses in these disciplines from independently adopting project-, research-, or challenge-based methodologies—and to ensure both sustainability and replicability—these approaches can be seamlessly integrated within a module or semester, allowing the project to span and connect multiple courses. For this, appropriate rubrics are needed that integrate the learning outcomes of all participating courses and thus make a proper assessment.

A list of possible learning outcomes and assessment method that integrate interdisciplinarity into an engineering degree are listed in Table 3.

Learning outcome	Assessment
Apply interdisciplinary knowledge by integrating principles from engineering, environmental science, economics, and social sciences to address complex real-world challenges.	Case studies where students must integrate technical, economic, and social analyses into a single solution proposal.
Collaborate effectively in multidisciplinary teams, demonstrating respect for diverse perspectives and the ability to synthesize contributions into coherent solutions.	Group projects with mixed-discipline teams, evaluated through peer-assessment and teamwork rubrics.
Critically evaluate the societal, ethical, and environmental implications of engineering decisions, using frameworks from both technical and non-technical disciplines.	Reflective essays or policy briefs analysing the broader impact of an engineering decision.
Design and implement solutions that contribute to the green and digital transitions, balancing technological innovation with sustainability and inclusiveness.	Challenge-based projects or hackathons addressing sustainability or digitalisation goals, assessed on feasibility and innovation.
Communicate complex ideas clearly and persuasively to both technical and non-technical audiences, adapting the message to different disciplinary contexts.	Oral presentations and multimedia reports targeted at both technical peers and non-technical stakeholders.
Demonstrate adaptability and creativity by leveraging interdisciplinary methods and tools to tackle emerging global challenges in engineering practice.	Open-ended design tasks or research projects where students must propose novel approaches to emerging problems.
Demonstrate ability to analyse new and complex engineering products, processes and systems within broader or multidisciplinary contexts; to select and apply the most appropriate and relevant methods from established analytical, computational and experimental methods or new and innovative methods; to critically interpret the outcomes of such analyses (from EUR-ACE Programme Outcomes for Master Degree Programmes)[27].	Capstone project where students are given a complex engineering system (e.g., smart grid, autonomous vehicle subsystem, or renewable energy integration) and must select appropriate analytical, computational, and/or experimental methods to evaluate performance. Assessment includes a technical report and oral defence. Simulation-based case study in which students model a product or process using computational tools, compare it with experimental or theoretical data, and provide a critical interpretation of discrepancies, limitations, and implications.
Demonstrate awareness of the wider multidisciplinary context of engineering (from EUR-ACE Programme Outcomes for Bachelor Degree Programmes).	Reflective essay or policy brief where students analyse an engineering innovation (e.g., AI in transportation, hydrogen technologies) and discuss its societal, ethical, economic, and environmental implications. *Group project with non-engineering students (e.g., from economics, law, or social sciences)* to design a solution to a societal challenge (e.g., urban mobility). Assessment includes teamwork evaluation and a final presentation highlighting multidisciplinary contributions.

Table 5 - Learning outcomes and assessment method linked to interdisciplinarity

[27] EUR-ACE® Framework Standards and Guidelines, https://www.enaee.eu/eur-ace-system/standards-and-guidelines/#standards-and-guidelines-for-accreditation-of-engineering-programmes (Accessed Sept. 3rd, 2025).

Interdisciplinary activities must be designed in a way that ensures sustainability over time, both in terms of faculty effort and program continuity. Activities that require excessive resources or depend too heavily on individual staff members often risk being discontinued. There are many cases of very interesting courses based on PBL that end up losing quality or repeating projects in consecutive academic courses because the responsible faculty are overburdened and lack the academic recognition that would motivate them.

To be effective and sustainable, interdisciplinary initiatives should be scalable, repeatable, and supported by shared teaching materials and frameworks. For instance, rotating themes or societal challenges each academic course keeps the content fresh while reducing faculty workload, shared teaching resources and standardized evaluation rubrics further support continuity, and creation of a pool of teaching materials, case studies and interested external partners that different instructors can adapt to their expertise will ensure guarantee diversity in the activities.

Research-based learning

The application of the research-based methodologies largely depends on the EQF level:

- For Bachelor degrees, it is important to make students aware of the importance of research in the field of study, fostering curiosity and enabling them to engage with the latest developments and innovations. By exposing students to research methods and involving them in inquiry-based projects, they develop key analytical and problem-solving skills and understand how research drives progress and best practices in their field.
- Research-based learning is important in Master degrees with a professional scope because it bridges theory and real-world application. It equips students with critical thinking, analytical, and problem-solving skills that are essential for tackling complex challenges in professional settings. Through engagement with research methodologies and evidence-based practices, students learn to evaluate information rigorously, make informed decisions, and innovate within their field. Additionally, it fosters a mindset of continuous learning and adaptability—key traits for leadership and career advancement. By applying research to practical problems, students enhance both their academic depth and professional competence, ensuring greater impact in their careers.
- For research-oriented Master's degrees research-based is fundamental, as it prepares students for advanced academic inquiry and potential doctoral studies. It allows them to deepen their understanding of theoretical frameworks, master research methodologies, and develop the skills to conduct independent, original investigations. Students learn to critically assess existing literature, formulate research questions, design experiments or studies, and interpret complex data. This approach fosters intellectual curiosity, precision, and academic rigor—key elements for contributing to the advancement of knowledge in their discipline. Ultimately, it equips graduates to become future researchers, scholars, or experts capable of driving innovation and scholarly excellence.

B3. Opportunities for learning beyond academia and employability (Labour market relevance)

Description

B3. Opportunities for learning beyond academia and employability (Labour market relevance)	The joint programme's arrangements foresee opportunities to broaden the learning experience of students beyond the academic context, tailored to the nature and circumstances of the joint programme, including labour market requirements incorporating inter-sectoral components or activities and development of transversal skills.	EQF 6, 7, 8

Indicators

Possible indicators	**Compliance possibly illustrated through**	**Where/How**
Cooperation with businesses integrated in the joint programme curriculum	Include a module of internships in the curriculum according to guidelines of WP7.	**Joint programme structure** **Agreements with external stakeholders**
Existence of internship or work based learning placement	Announcement of opportunities for students	**EELISA Digital Campus**
Monitoring of labour market trends and adjustments to curriculum where relevant	Track record of changes in the curriculum to ensure on-going alignment with industry and societal needs	**Revised joint program structure or contents**

Implementation ideas for EELISA

To adapt a joint program to industry and societal needs, regular engagement with industry partners, alumni, and professional bodies is essential. Advisory boards or a technology observatory can guide updates, ensuring alignment with current demands. Linked to A6, graduate tracking systems and employer feedback should inform periodic curriculum reviews. By embedding external feedback and structured reviews, the programme can remain agile and relevant, equipping graduates with skills that meet evolving technological and societal challenges effectively.

Adaptation of the joint program to new trends and needs does not imply year-by-year changes in the curriculum structure. Curriculum changes should avoid continuous modifications driven solely by technological shifts, considering the dynamics of the hype cycle.

Before relevant making decisions in the joint programme structure, minor changes can be progressively incorporated such as:

- Incorporating flexible electives representatives of technology evolution, and industry and societal needs.
- Updates of syllabus in courses according to technology evolution (e.g. challenge-based activities will integrate emerging societal needs as the foundational framework for student learning).
- Internships in emerging startups and companies developing novel and disruptive technologies.
- Invitation of external experts to deliver courses and seminars on new technologies or industry and market trends.

For major changes in the curriculum, a proper governance of the joint degree must be defined to consolidate and agree on high-quality modifications before submission to accreditation bodies.

B4. Digitalisation (Digital skills)

Description

B4. Digitalisation (Digital skills)	The joint programme's arrangements include opportunities for students to develop adequate digital skills and competence, tailored to the nature and circumstances of the joint programme.	EQF 6, 7, 8

Indicators

Possible indicators	**Compliance possibly illustrated through**	**Where/How**
The joint programme integrates digital skills development across its activities	Confirmation that students receive training and education on relevant digital tools, technologies, and practices applicable to their field of study. This can include prior analyses of skills gap and personalised training offer.	**Joint program structure** **Digital competency assessment**
	The joint programme encourages the use of digital technologies and tools in teaching and learning activities like learning management systems, collaborative online platforms and web services, virtual labs, simulation software.	**Joint program structure** **Syllabi** **EELISA Digital Campus**
Existence of training and development opportunities for students and faculty members to enhance their digital skills in teaching and learning.	The programme provides opportunities for students and staff to earn digital skills certifications or badges, indicating their proficiency in specific digital tools, software, or technologies (like DIGCOMP or others).	**EELISA Digital Campus**

Implementation ideas for EELISA

Digitalization in a joint programme must be seen with a double focus. First, as part of the contents of the joint program. Second, a tool to adhere to inclusiveness, integration of students from different geographical sites, and facilitate collaboration between partners.

Digitalization does not mean learning is to be carried out incorporating digital formats. It is also more than devoting some ECTS or specific courses to digital technologies. At least, at Master level and final courses of a joint bachelor, digitalization shall be introduced naturally in most of the courses. In the first courses of a joint bachelor, however, it would be natural to include individual courses on programming or specific digital tools of interest for the degree. On the one hand, digitalization entails integrating digital tools, data-driven methods, and online collaboration platforms to enhance teaching and learning. On the other hand, digitalization better prepares the students for the demands of a digitalized professional environment and digital workplaces.

The rapid integration of Artificial Intelligence (AI) into engineering practice has created an urgent need to equip future engineers, technology experts and scientists with both technical competence and ethical awareness. Engineers are increasingly expected not only to design AI-driven systems but also to anticipate their societal, environmental, and economic impacts. Introducing courses on the responsible use of AI within joint engineering degrees ensures that graduates understand issues such as algorithmic bias, data privacy, intellectual property, and sustainability. These courses can also promote critical thinking, intercultural perspectives, and professional responsibility, aligning with global standards and accreditation requirements. By embedding responsible AI training, joint degrees can produce engineers who are not only innovative problem solvers but also ethical decision-makers, capable of applying AI technologies in ways that benefit society and minimise harm.

In addition, in joint degree programmes, which often involve interdisciplinary collaboration across institutions and countries, this need of digitalization is even more pronounced. Digitalization promotes flexibility and inclusivity, allowing learners from different geographical and cultural backgrounds to engage in joint activities, exchange perspectives, and work together on real-world challenges in hybrid or fully online environments. From an administrative and management perspective, digitalization will naturally support exchange of academic records, automatic recognition, or mobility support, amongst others (see section 2.1.12). In this second aspect, EELISA Digital Campus shall be the technology enabler.

B5. Transnational campus – access to services

Description

A7. Transnational campus – access to services	The programme has joint policies for students and staff to have access to relevant services in all participating higher education institutions under conditions equivalent to those for all enrolled students and local staff.	EQF 6, 7, 8

Indicators

Possible indicators	Compliance possibly illustrated through	Where/How
Accessibility of facilities	Confirmation of the accessibility to shared physical infrastructure and facilities across participating institutions, ensuring students have equitable access to essential resources like laboratories, workshops, and study spaces.	**Attendance and on-site registration lists**
Access to student services	Confirmation that enrolled students have effective access to IT services provided by each participating higher education institutions (such as learning platforms, online libraries, hybrid/virtual classrooms, and other digital tools necessary for their studies)	**EELISA Digital Campus** **Learning Management System (LMS)**
	Existence of career advice and mentoring programmes that assist students in career planning and development and are open to all participants.	**Local Offices** **Toolkit/Welcome pack with the relevant information regarding student services**
	Existence of psychological services to support students' well-being, hosting or medical insurances for the period of studies abroad, those services are guaranteed at the same level of quality that students would find in their home institutions.	**Local Offices** **Toolkit/Welcome pack with the relevant information and contact points regarding student services**
Recognition of staff (academic, technical, administrative) participation in the joint programme	Certification of the staff participation in the joint programme including teaching hours, thesis supervision, hours devoted to lab preparations, administrative tasks	**EELISA Digital Campus with support of local secretariats**

Implementation ideas for EELISA

For EELISA Joint Degrees the use of a single campus (i.e. EELISA Digital Campus) is highly recommended to avoid students be surfing around diverse platforms. In order to prevent duplication of services or leaving any uncovered it is critical to define the responsibilities covered by EELISA Digital Campus and which are covered locally by institutional systems.

Interaction between IT Departments of the HEIs involved to facilitate:

- Information of the academic program to students
- Dissemination of relevant news and events to students and staff
- Access to LMS (e.g. Moodle), i.e. a common LMS would be recommended

- Registration in events to foster multiculturalism and internationalization
- Access to services such as student certificates, etc.
- Scholarship and internship opportunities and applications
- Thesis opportunities
- Security and privacy requirements must be met

As well, on the side of academic administration, in the mid and long term the transnational digital campus shall allow:

- Student registration and payment of fees
- Automatic recognition and transfer of student marks and records
- Signature of examination records
- Certification of staff participation in the joint program
- Issuance of student transcripts of records in connection with institutional IT academic management platforms

B6. Flexible and embedded student mobility

Description

B6. Flexible and embedded student mobility	The joint programme offers student physical mobility of at least 30 ECTS (that can be split over several stays) at one or more partner institution(s). The joint programme has a policy offering alternatives for students who are unable to travel, such as virtual exchanges and/or blended mobility.	EQF 6, 7
	The joint programme offers at least 6 months of physical mobility at one or more partner institution(s). The joint programme has a policy offering alternatives for students who are unable to travel.	EQF 8

Indicators

Possible indicators	Compliance possibly illustrated through	Where/How
Physical mobility included in the joint program	Verify the joint program offers physical mobilities according to requirements	**Joint programme structure**
Automatic recognition of physical or virtual mobilities	Ensure the credits completed and earned in virtual or physical mobilities are automatically recognized and incorporated in students' record	**EELISA Digital Campus**
Alternatives available for cases where inability to travel may occur for students	Identification and set-up of virtual mobilities, shorter mobility periods, etc.	**EELISA Digital Campus (LMS)**
List of mobilities followed by the student	Track record of mobilities followed by the student in the joint programme	**Erasmus+ records** **Diploma Supplement** **EELISA Supplement**

A broad understanding of the "unable to travel" category must be defined in the EELISA alliance, including young parents, working professionals, individuals without the financial means to travel, people with caregiving responsibilities or elite athletes. As well, for the "unable to travel" category, blended and online mobilities must be implemented in the joint program.

Implementation ideas for EELISA

Mobility aspects are covered in WP4 EELISA 2.0.

Different ways to implement the required physical mobilities for students are feasible:

- Final Bachelor or Master semester with internship and thesis combined. This approach simplifies course coordination.
- Mandatory mobility in a specific semester. All students spend the same semester at the same partner university (e.g. initial semester to establish a common background). It ensures a shared experience for the cohort.
- Semesters dedicated to a specific track or specialization. It requires a shared core curriculum to ensure smooth integration of specialisations in the joint programme.
- Mobility semester chosen by the student to allow flexibility in the academic path and matching with personal interests and circumstances, upon the required learning outcomes are fulfilled. It requires a more complex coordination and credit equivalence arrangements.
- Specific research visit to labs and facilities of the participant institutions for joint PhD. It can be implemented as a single semester or combining short mobilities along the progress of the PhD.

In all cases, registration and tracking of student mobilities periods and institutions *via* EELISA Digital Campus are needed.

It is important to remind that students with a physical mobility equivalent that leads to the recognition of 10% of the credits of their study program (e.g. 18 ECTS in a 180 ECTS Bachelor program, 12 ECTS in a 120 ECTS program) will be awarded with the EELISA Supplement. Thus, students enrolled in a joint degree will receive the aforementioned EELISA supplement.

Short mobilities such as BIP (Blended Intensive Programmes) must also be consider as part of the joint programme in order to foster work in transnational and inter-disciplinary teams. These actions will facilitate mobilities for students unable to travel during long periods.

Blended intensive programmes are short, intensive programmes that use innovative ways of learning and teaching, including the use of online cooperation. The programmes may include challenge-based learning where transnational and transdisciplinary teams work together to tackle challenges for example those linked to the United Nations' sustainable development goals or other societal challenges identified by regions, cities or companies. The intensive programme should have added value compared to existing courses or trainings offered by the participating HEIs and can be multiannual. By enabling new and more flexible mobility formats that combine physical mobility with a virtual part, blended intensive programmes aim at reaching all types of students from all backgrounds, study fields and cycles. Groups of higher education institutions will have the opportunity to organise short blended intensive programmes of learning, teaching and training for students and staff. During these blended intensive programmes, groups of students or staff as learners will undertake a short-term physical mobility abroad combined with a compulsory virtual component facilitating collaborative online learning exchange and teamwork. The virtual component must bring the learners together online to work collectively and simultaneously on specific assignments that are integrated in the blended intensive programme and count towards the overall learning outcomes[28]. A blended mobility for studies must award a minimum of 3 ECTS credits. Credit recognition is to be provided by the coordinating institution of the BIP upon completion of the BIP action, either through a hard-copy certificate or preferably via the EELISA Digital Campus for automatic recognition.

Within EELISA, BIP are perfectly matched with the challenge-based activities proposed by EELISA Communities as part of a regular course.

BIPs are funded via Erasmus+ KA131 actions.

To benefit from KA131 actions, staff mobilities can be fostered through:

- Intensive courses, guest lectures, or block teaching at partner institutions.
- Design of shared modules will allow instructors from different universities alternate or co-deliver sessions on-site.
- Organisation of seasonal schools hosted by different partners, with faculty exchanges built into the event.

[28] Blended Intensive Programmes, Erasmus+ Programme Guide 2025; page 48, https://erasmus-plus.ec.europa.eu/erasmus-programme-guide (Accessed Aug. 11th, 2025).

- Specific periods of thesis supervision and defences to allow on-site sessions at partner universities.

B7. Co-evaluation and co-supervision for dissertations

Description

B7. Co-evaluation and co-supervision for dissertations	Dissertations are supervised by at least 2 supervisors and co-evaluated by co-supervisors or a committee with members from at least 2 different institutions located in 2 different countries.	EQF 8
	EELISA Joint Degree Requirement extend this criterium to EQF 6 and 7	**EQF 6, 7**

Indicators

Possible indicators	**Compliance possibly illustrated through**	**Where/How**
Co-evaluation of dissertations	Define committees with at least 2 different institutions located in 2 different countries	**Consortium agreement**
Co-supervision of dissertations	Announcement of co-supervised dissertations for students with periodical updates	**EELISA Digital Campus**
Co-supervision of dissertations	Track record of co-supervised dissertations	**EELISA Digital Campus**

Implementation ideas for EELISA

Joint thesis supervision within a European university alliance offers several strategic advantages. It fosters deep academic collaboration by leveraging complementary expertise from different institutions, enhancing the research quality and broadening students' academic perspectives. This shared supervision also promotes the exchange of methodologies, resources, and innovative approaches, enriching both faculty and student experiences. From an institutional perspective, joint supervision strengthens formal partnerships, facilitates mobility, and builds long-term research networks aligned with European priorities. Additionally, it supports the development of European identity and belonging among graduates, preparing them as globally competent professionals. The process encourages harmonization of academic standards across institutions, contributing to the creation of a shared European educational space. Finally, joint thesis supervision reinforces the visibility and competitiveness of the alliance as a whole, positioning it as a leader in advanced research training and fostering closer ties with industry and societal stakeholders across Europe.

Organization of the thesis co-supervision shall consider:

- Define an academic board formed by academics or researchers of each HEI at programme level in charge of accepting topics, scope and methodology for the theses.
- A maximum of two supervisors from two different HEIs and countries are proposed.
- The supervisors of the thesis must hold an academic degree with an EQF equal to or higher than that of the program.
- A model combining academic and industry co-supervision is feasible to enhance employability and to connect the work to real-world challenges. The industry supervisor will have an academic representative in a second HEI.

Regarding assessment, the defence shall be carried out in front of an academic committee with members from all partner universities. This approach guarantees consistency in standards and quality criteria. At program level, the defense format (in-person, hybrid, online) and a common evaluation rubric shall be defined.

Internal regulations of the partners and national legislation related to thesis supervision must be carefully considered in advance.

C1. Values (Democratic values)

Description

C1. Values (Democratic values)	The joint programme's arrangements adhere to the values of the European Higher Education Area (academic freedom, academic integrity, institutional autonomy, student and staff participation in higher education governance, public responsibility for higher education, and public responsibility of higher education) and include a commitment to promote common European values and democratic citizenship.	EQF 6, 7, 8

Indicators

Possible indicators	Compliance possibly illustrated through	Where/How
Joint programme adheres to democratic values	Formal confirmation that the institutions have formally committed to respect the principles of democratic values, social justice, and active citizenship.	**Consortium agreement**
Joint programme policies promote democratic values	The joint programme recognises and facilitates students' engagement and participation in activities that promote democratic values and address societal needs, like student representation civic engagement initiatives, volunteering, human rights, community service projects.	**Consortium agreement**
Joint programme policies promote democratic values	Partnerships with local community organisations, NGOs, or institutions to facilitate meaningful engagement opportunities for students in different forms like forums, events, guest lectures.	**Consortium agreement**
Joint programme policies promote democratic values	Announce service-learning opportunities, volunteering and activities of EELISA Communities for students to apply	**EELISA Digital Campus**

Implementation ideas for EELISA

It is essential for students to carry democratic values into their professional practice, ensuring that principles such as equality, inclusiveness, and respect guide their work. Higher education institutions and quality assurance agencies support the inclusion of democratic values as a core principle of European Degrees, recognising its role in fostering inclusive, participatory learning environments that reflect European ideals.

Adherence to democratic values can be achieved using different implementation ideas that can be led by EELISA Communities:

- Specific lectures on specific topics such as Human Rights, civic engagement, ethics, etc. integrated in regular courses.
- Encourage acquisition of transversal skills such as critical thinking, active citizenship, social responsibility, conflict resolution, emotional intelligence and empathy in regular courses.
- Include service-learning activities via community service projects in collaboration with local communities.

- Organize specific seminars on democratic values and technology with relevant actors (external experts, NGOs, members of the European Commission).
- For joint policies, ensure non-discrimination in the admission process (for example, assessing applicants without prior knowledge of their background).
- Make students incorporate a reflection on how their dissertations relates to democratic values by addressing aspects such as inclusiveness and accessibility, ethical responsibility, transparency and accountability, or social impact.

C2. Multilingualism

Description

C2. Multilingualism	The joint programme's arrangements offer opportunities to equip each student with language skills through exposure to at least 2 different EU languages24 during learning activities or mobility	EQF 6, 7, 8

Indicators

Possible indicators	**Compliance possibly illustrated through**	**Where/How**
Exposure to at least 2 EU languages	Activities including cooperation with local communities during mobilities	**Joint programme structure** **Language certificates**
Language learning activities	Offering of language courses for students and learning resources (multimedia, online, etc.)	**Local language offices** **EELISA Digital Campus**

Implementation ideas for EELISA

In EELISA, we envision the second language exposure using different approaches:

- Specific second language courses: Designed to improve students' communication skills in a second language, including both general and technical vocabulary relevant to their field of study.
- Courses delivered in a second language: Regular academic courses taught in a second language to strengthen immersion, encourage active use of the language, and enhance international academic competencies.
- Project and challenge-based organization: foster teamwork and collaboration in project-based learning and challenge-driven activities forming teams with students from different nationalities and mother tongues.
- Internships: Practical training periods within international or European companies, allowing students to apply knowledge in real-world contexts while developing language proficiency and understanding of different work cultures.

- Participation in student associations and clubs: Encourages teamwork, leadership, and intercultural collaboration, supporting the development of soft skills and fostering a stronger sense of belonging within the European student community.
- Other extracurricular activities: Including mobility programs, workshops, and seminars, aimed at reinforcing cultural awareness, adaptability, and personal growth, supporting a holistic student learning experience.

C3. Inclusiveness

Description

C3. Inclusiveness	The joint programme's arrangements include a commitment to wide participation by fostering diversity, equality, and inclusion and by adopting tailored measures to support students and staff with fewer opportunities.	EQF 6, 7, 8
	The joint programme's arrangements include a commitment to respect the principles of the European Charter for Researchers.	EQF 8

Indicators

Possible indicators	Compliance possibly illustrated through	Where/How
Active promotion of inclusive measures	Existence of specific interventions or support programmes are clearly established for disadvantaged students to facilitate their access, participation, inclusion and achievement of the studies, for any kind of disadvantage.	**Local inclusion offices**
	Tailored admission measures to ensure socially and geographically inclusive participation in the joint programme.	**Cooperation agreement**
	Existence of mechanisms in place to monitor and assess the inclusiveness of the joint programme and its adherence to tailored measures.	**Cooperation agreement**
Compliance with WCAG in digital contents	Digital campus design, LMS, websites based on WCAG[29]	**EELISA Digital Campus** **Contents of LMS**

Implementation ideas for EELISA

- Inclusive admission processes to ensure equitable selection criteria that recognize diverse educational and personal backgrounds.
- Special scholarships available for targeted students with special needs either disabilities or economically disadvantaged.
- Adaptation of academic support materials and assessments for students with special needs.
- Establishment of a dedicated welcome desk and mentorship program to support the adjustment of specific students during mobility.
- Offer preparatory courses in English and local languages

[29] Web Content Accessibility Guidelines (WCAG) 2.2, https://www.w3.org/TR/WCAG22/. Web Content Accessibility Guidelines (WCAG) 2.2 covers a wide range of recommendations for making web content more accessible. Following these guidelines will make content more accessible to a wider range of people with disabilities, including accommodations for blindness and low vision, deafness and hearing loss, limited movement, speech disabilities, photosensitivity, and combinations of these, and some accommodation for learning disabilities and cognitive limitations; but will not address every user need for people with these disabilities. These guidelines address accessibility of web content on any kind of device (including desktops, laptops, kiosks, and mobile devices). Following these guidelines will also often make web content more usable to users in general.

- Staff training in inclusive pedagogy, use of inclusive languages and preparation of teaching materials and digital content that comply with accessibility standards (e.g. WCAG) ensuring all students can progress on the joint programme

For staff training, actions similar to the annual workshop on Inclusiveness, Differentiation and Accessibility at ENPC is recommended. This workshop aims to raise teachers' awareness of inclusiveness, educational differentiation, digital accessibility, disability, dyslexia, and many others. It offers them a set of concrete theoretical and practical tools to adapt to the diversity of their audiences[30].

C4. Environmental sustainability (Green transition)

Description

C4. Environmental sustainability (Green transition)	The joint programme's arrangements include policies and actions related to environmental sustainability and implement measures to minimise the environmental footprint of its activities and foresee opportunities for students to develop adequate green skills and competences, tailored to the nature and circumstances of the joint programme.	EQF 6, 7, 8

[30] Annual workshop on Inclusiveness, Differentiation and Accessibility, ENPC. Included as good practice in Deliverable 6.2 Digital Repository of Good Practices, 30 April 2025, EELISA.

Indicators

Possible indicators	Compliance possibly illustrated through	Where/How
Existence of an environmental policy and sustainability strategy that outlines the institutions commitment to practices. sustainable across participating institutions	Actions towards a zero-carbon campus	**Institutional declaration of zero-carbon campus policies**
	Awareness of carbon footprint impact of joint programme activities	**Sustainability reports**
Existence of measures to actively engage students, faculty, and staff on environmental sustainability issues and promote sustainable behaviours.	Presence of environmental sustainability topics and principles in modules or activities.	**Joint Programme structure**
	Existence of measures to actively engage students, faculty, and staff about environmental sustainability issues and promote sustainable behaviours (through e.g. blended intensive programmes, joint projects with municipalities, regions and the innovation ecosystem of universities, workshops, seminars, campaigns, educational materials).	**Joint programme structure and activities** **Collaboration agreements with external stakeholders**

Implementation ideas for EELISA

Implementation ideas for environmental sustainability at institutional and program level are:

- At institutional level, implement zero-carbon policies in the campuses, such us measures to avoid food waste, initiatives for recycling and proper waste collection, promote circular economy practices, etc.
- At joint programme level:
  - Minimize the use of printed materials, e.g. adopt a zero paper policy from admission to graduation aided by EELISA Digital Campus.
  - Incorporate learning outcomes related to green transition awareness, e.g.:
    - *Upon completion of the programme, the student will be able to design and evaluate engineering solutions that contribute to the green transition, applying sustainable principles, lifecycle thinking, and environmental impact assessment to ensure alignment with global sustainability goals.*
    - *The student will be able to use appropriate tools and methodologies (e.g., Life Cycle Assessment, carbon footprint calculators, sustainability indicators) to measure and critically analyse the environmental and societal impact of technological decisions in engineering contexts.*

- Incorporate activities (courses, projects, visits, etc.) that integrates societal impact, particularly related to the green transition and Sustainable Development Goals (SDGs) and demonstrate its effectiveness.
- Count on activities provided by EELISA Communities addressing challenges related to SDG 5, 7, 9, 11, 12, 13, 15 to engage students and promote awareness on green transition.

4. A comprehensive framework allowing to scale up EELISA Joint Degree

4.1 EELISA Joint Degree Road Map - A continuous and updated methodology

To ensure the smooth implementation of the Joint Degree and to support EELISA's academic initiatives, a clear methodology is proposed: EELISA Joint Degree Roadmap . The EELISA Joint Degree Roadmap follows a step-by-step approach, serving as a practical guide and toolkit for academics**. It is directly aligned with the EELISA Joint Degree Requirements and compliant with the European Criteria for a Joint European Degree Label.** [31]

EELISA Joint Degree Road Map

It outlines 7 key steps, from initiation to program launch.

1. **Initiation** Define program vision + secure institutional support → *Initial Concept Document*.
2. **Team Setup** Form a cross-university project team → *Team Assignment List*.
3. **Program Development** Design curriculum, mobility, governance, and budget → *Development Document*.
4. **Accreditation Dossier** Prepare documentation for accreditation → *Validated dossier*.
5. **Collaboration Agreement** Draft and sign a formal consortium agreement → *Signed agreement*.
6. **Submission & Adjustments** Submit dossier, address expert feedback → *Adjustments report*.
7. **Launch** Confirm accreditation, market the program, and welcome the first cohort

The EELISA Joint Degree Roadmap will include standardized models and practical tools to support the development of EELISA Joint Degree.

4.1.1Standardized Models and Support Tools for EELISA Joint Degrees

This initiative aims to **develop common frameworks** focused on:

- **Governance structures**
- **Budget management**

[31] Annexe II of the Council Recommendation of 12 May 2025

Additionally, it will provide a **comprehensive toolkit**, including:

Model of EELISA Joint Degrees Consortium

The Common Agreement for the **Executive Master in Digital Twins for Infrastructures & Cities (DIGITWINS4CIUE)** is the full legal and academic framework agreed by all partner institutions to govern the joint master programme. It defines the following key sections: the *Aims and Objectives* of the Master; the *Areas of Collaboration* among partners; and the *Steering, Coordination and Management* structure, which includes the academic committee, steering committee, and the Secretariat. The *Academic Structure* section addresses how course leaders and teachers are selected, how courses are evaluated, how modifications or amendments to the academic offering are handled, and which facilities and resources will be provided. The *Awarded Degrees* section specifies which diplomas or certifications are granted by which institutions. The *Admission Procedure* outlines entry requirements, composition of the admission jury, recruitment & selection process, the application file requirements, student selection, and the confirmation and enrolment decision. *Financial Clauses* cover tuition fees, scholarships and possible tuition reductions, budgetary responsibilities, the penalties or fallback in case the required number of participants is not reached, and professor remuneration. Additional sections deal with *Intellectual Property*, *Protection of Personal Data*, *Publicity, Publication Material, and Institutional Image*, as well as *Amendments to the Agreement*, *Dispute Resolution*, and *Confidentiality / Non-Disclosure*.

A set of pedagogical tools to design Joint Programmes

EELISA Recognition – Requirement A2

EELISA Joint Pedagogical Support Programme – Requirement A3

A definition of internship within the framework of Joint Degrees - Requirement A3

A set of mechanism to support Student Life

Digital Campus – Requirement B4 / B5

EELISA Guidelines to Prevent Gender-Based and Sexual Violence – Requirement C3

EELISA Welcome Desk – A12

EELISA Sustainability Compliance Framework – Requirement C4

EELISA Quality Assurance Templates – Requirement A5

4.1.2 Support Structure for EELISA Joint Degrees

Core Project Team

- **1 Academic Leader / Project Manager** (administrative coordination)

Supporting Entities

1. **WP5 (Production of Tools)**
    a. Develop tools based on:
        i. Experimentation and feedback
        ii. EELISA services
2. **ECO (Alliance Support)**
    a. Provides strategic support to the alliance

3. **Academic and Scientific Board**
    a. Advises on the project and WP5 tools
4. **Executive Board**
    a. Validates and supports the project
5. **ELO (EELISA Local Offices)**
    a. Offers institutional support and access to local experts

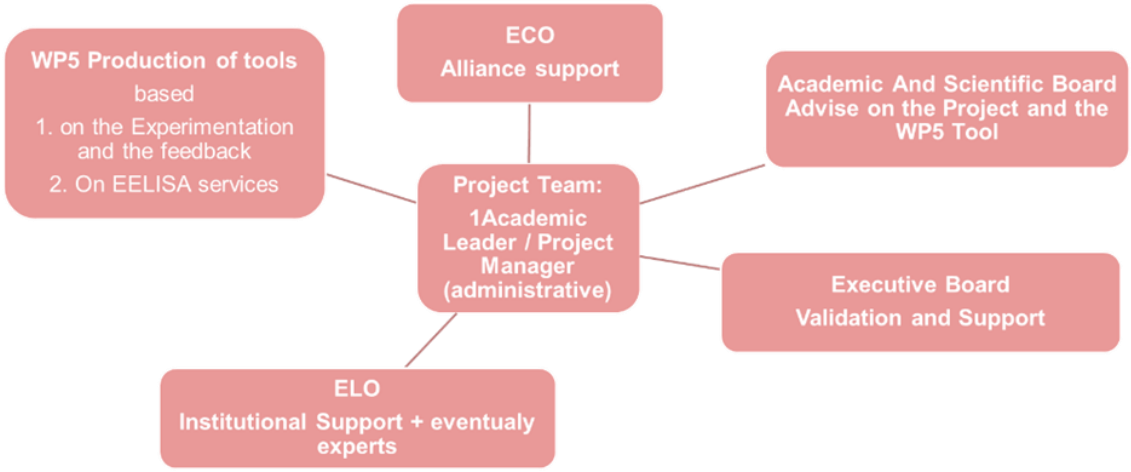

Figure 5 - Supportive framework

This structure ensures a **collaborative and well-supported framework**, with the **Academic Leader/Project Manager** at the center, coordinating input from all key entities.

4.2 Pilot Driven Implementation

The implementation of EELISA Joint Degrees (JDs) follows a structured, pilot-driven, and bottom-up approach grounded in a shared methodology and aligned with European quality standards. This model combines local academic initiative with alliance-wide coordination and support mechanisms provided primarily by WP5, under the strategic oversight of the Academic and Scientific Board (ASB) and the Executive Board of EELISA.

Strategic Rationale and Objectives

The pilot-driven strategy responds to two imperatives:

1. **Delivering on Grant Agreement commitments**, particularly the implementation or accreditation of five joint programmes.
2. **Building a systemic capability** to design and operate joint degrees across the alliance, in compliance with the *European Approach for Quality Assurance of Joint Programmes* and the European Degree label criteria.

Rather than imposing a top-down structure, EELISA empowers academic teams to propose programmes aligned with strategic priorities (e.g., sustainability, digitalisation, mobility) and to co-develop them with partner institutions. WP5 ensures coherence by providing shared tools, guidance, and validation checkpoints. Each JD initiative thus serves as a *coordinated experimentation*, producing knowledge that is then shared across the alliance and reinvested into evolving the JD support framework.

Joint Degree Pilots as Coordinated Experiments

Each pilot is considered a *laboratory* to test, improve, and scale up the joint degree methodology. This iterative approach was exemplified in the **WP5 Joint Degrees Online Workshop** held on **5 May 2025**, with nearly **50 participants** representing all EELISA member institutions. The workshop included structured peer exchanges, breakout sessions on content design, student support, and accreditation, and introduced a live pilot tracking dashboard. It also initiated a shared glossary and template library for all JD developers.

Governance and Coordination Mechanisms

The multi-level governance structure ensures both academic freedom and strategic coherence:

- **Academic Leads** from each institution drive programme design, with institutional endorsement via Academic Coordinators.
- **WP5** acts as the coordination and support hub: producing the roadmap, validating concepts, monitoring progress, and facilitating peer learning.
- The **Academic and Scientific Board** (ASB) validates academic quality, coherence with alliance priorities, and compliance with EHEA standards.
- The **Executive Board** provides final endorsement, notably on collaboration agreements and strategic alignment.

In addition, **joint workshops and annual reviews** gather stakeholders (WP5, ASB, JD developers, academic coordinators) to track overall progress, identify systemic issues, and adjust support mechanisms.

To ensure traceability and transparency, all key documents (roadmap, templates, deliverables, progress logs) are stored in a dedicated **SharePoint repository**, accessible to all stakeholders involved.

Contributions to Strategic Objectives and Future Scaling

This coordinated experimentation approach contributes directly to the achievement of the KPIs set in the Grant Agreement: at least **five joint degrees under development, discussion, implementation, or accreditation by end-2025**. Beyond these numbers, the process builds

the institutional culture, tools, and mutual trust needed to scale joint degrees across more fields, levels (Bachelor, Master, PhD), and EELISA partners.

The JD pilot strategy also interfaces with other alliance activities: e.g., the **Digital Campus** (WP4) could host application and credentialing tools; **WP6** supports pedagogical innovation; **WP2** assists in legal frameworks and long-term sustainability models.

Ultimately, EELISA joint degrees aim to become **flagship instruments** for demonstrating the alliance's ability to offer integrated, interdisciplinary, international and inclusive education—aligned with the ambitions of the European Degree policy initiative and the long-term vision of the European Education Area.

A close follow-up to ensure a continuous improvement

1. Academic and Scientific Board Meetings The Academic and Scientific Board will address Joint Degrees at each meeting, held every two months. During these meetings, the board will review the current status of each program, discuss pending issues, and provide recommendations.

2. Collaboration with the EELISA Dean of Studies To evaluate outcomes and offer guidance, the EELISA Dean of Studies will organize a bi-monthly exchange prior to each Academic and Scientific Board meeting.

3. Responsibilities of the Academic Coordinator The EELISA Academic Coordinator will be responsible for monitoring the progress of each Joint Degree and serving as the institutional liaison.

4. Semester Joint Degrees Workshops A Joint Degrees Workshop will be organized each semester to share best practices and encourage collaboration. The workshop program will be tailored to meet the specific needs of Joint Degree initiators.

5. Dissemination and Communication Strategy The follow-up activities will enable the dissemination of successful results and ensure broad communication, in coordination with WP3 (Communication).

Annex

1 Annex I Joint Education Road Map

Joint Education Road Map

2 Annexe II Joint Degree Initiation

Master Health Science and Engineering

European Master of Science in Data-Driven Innovation and Management

European bachelor's in engineering for cities, transport and energy

PhD in Quantum Technology and Nanoscience

3 Annex III EELISA Focus Group on Staff engagement

EELISA Focus Group on Staff Engagement

4 Annex IV EELISA Project Portfolio Management Framework

EELISA Project Portfolio Management Framework

5 Annex V Joint Quality Assurance supporting documents

Joint QA Repository Structure Template for Joint Degrees

Joint QA Handbook for Joint Degrees

Joint QA Protocol for Joint Degrees

6 Annex VI EELISA Degree Requirements

Annexe VI EELISA Degree Requirements

7 Annex VII Joint Degree Road Map

Annexe VII Joint Degree Road Map

Annexe VII Common Agreement Joint Digital Twin

8 Annex VIII EELISA Joint Degree Workshop

EELISA Joint Degree Workshop Summary

Alliance partners

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