

D4.5. - Report on the pilot issuing of a joint European degree label certificate following the compliancy exercise

Attachment 2 – EDLab supporting document to guide interviews with joint programme coordinators in compliancy exercise

INFORMATION SHEET

Name of the joint programme	
Acronym of the joint programme	
EQF level (6, 7, 8)	
Programme website	
Consortium composition	Coordinating institution: <ul style="list-style-type: none"> [HEI name] [country code] Partner institution(s): <ul style="list-style-type: none"> [HEI name] [country code]
Funding scheme (if any)	
ISCED code	

CONTACT DETAILS

Interviewee (name, role, HEI)	
EDLab contact	
Facilitator	(EDLab - UCA)
Rapporteur	(EDLab - UGent)

EVIDENCE GATHERING THROUGH

- Consortium Agreement, in particular with a view to criterium 1 and 6
- Anonymized PDF version of joint diploma and joint diploma supplement
- Description of the joint study programme and corresponding mobility scheme in course catalogue / on programme website
- Self-evaluation reports, accreditation decisions
- ...

LIST OF SOURCES CONSULTED TO REFINE MINIMUM CRITERIA AND IDENTIFY MINIMUM DEFINITIONS

- European Approach for Quality Assurance of Joint Programmes (Definitions and Standards, incl. toolkit from the ImpEA project)
 - <https://www.eqar.eu/kb/joint-programmes/>
 - <https://www.eqar.eu/kb/joint-programmes/definitions/>
 - <https://www.eqar.eu/kb/joint-programmes/agreed-standards/>
 - <https://impea.eu/understanding-ea/>
- European Standards and Guidelines for Quality Assurance in the European Higher Education (2015)
 - <https://www.enqa.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area/>
- European Network of Information Centres in the European Region – National Academic Recognition Information Centres in the European Union: ENIC-NARIC
 - <https://www.enic-naric.net/page-diploma-supplement>
 - <https://www.enic-naric.net/page-ECTS>
- Eurydice (on the organization of education systems in Europe)
 - <https://eurydice.eacea.ec.europa.eu/>
- 'EUROGRADUATE Pilot Survey – Design and implementation of a pilot European graduate survey' (2020), European Commission
 - <https://op.europa.eu/en/publication-detail/-/publication/51f88c2e-a671-11ea-bb7a-01aa75ed71a1/language-en>
- Erasmus+ Programme Guide (2023), European Commission
 - <https://erasmus-plus.ec.europa.eu/nl/document/erasmus-programme-guide-2023-version-1>
- Glossaries
 - ARQUS Glossary 'Innovating in Joint Programme Development'
 - ENLIGHT and UGent Glossary on teaching formats/learning approaches
 - <https://enlight-eu.org/for-educators/challenge-based-education>
 - <https://onderwijstips.ugent.be/en/tips/challenge-based-education-wat-waarom-en-hoe/>

GATHERING EVIDENCE ON COMPLIANCE WITH MINIMUM REQUIREMENTS – EQF 6, 7

Higher education institutions involved

1. The joint programme is jointly designed and delivered by at least 2 higher education institutions from at least 2 different EU Member States.¹

Explanation of criterium/suggestion for evidence

- A. At least 2 HEIs from at least 2 EU MS:
 - a. See consortium composition, as defined in the Consortium Agreement, ruling the design/delivery of the joint programme
- B. Jointly designed:
 - a. Content: Processes for the joint design and approval of the joint programme should be in place. The programme should be designed so that they meet the objectives set for it, including explicit intended joint programme-level learning outcomes (cf. ESG 1.2). All cooperating institutions should be involved in the design of the programme.
 - b. Process: How was the programme jointly designed? How were the different partners involved in the process? At different times, at different levels, to a different extent?
- C. Jointly delivered:
 - a. Content: Related to jointly delivering the (integrated) curriculum of the joint programme, as also tuned via joint implementation policies (cf. criterium 8, but also joint decision on the awarding of the degree). All cooperating institutions should be involved in the delivery of the programme.
 - b. Process:
 - i. How are the different HEIs involved in putting the academic programme into practice?
Continuum according to the degree of integration: Is part of the curriculum offered individually by institutions of the consortium, are some parts organised jointly (e.g. summer school), or does the joint delivery include joint teaching/joint virtual offers/... ?

<i>Compliance survey</i>		<i>Evidence gathering through video call</i>	
Answer in survey	Comments in survey (if any)	Evidence/comments	Compliance
<input type="checkbox"/> Yes			<input type="checkbox"/> Yes
<input type="checkbox"/> No			<input type="checkbox"/> No

¹ Beyond this minimum, any higher education institution within or beyond the EU can take part in the joint programme.

Transnational joint degree delivery

2. The joint programme leads to the award of a joint degree.

Explanation of criterium/suggestion for evidence

- A. Definition of a joint degree according to the European Approach:
 - a. A single document awarded by higher education institutions offering the joint programme and nationally acknowledged as the recognised award of the joint programme.
- B. The above definition implies the following:
 - a. The diploma is awarded after successful completion of the joint programme²
 - b. The diploma is awarded jointly by higher education institutions that offer the joint programme
 - c. Higher education institutions involved in the joint degree do not award any other (local) diploma
 - d. Thus excluding double or multiple degrees, or a combination of double/multiple degrees and joint degrees
- C. In first instance, the joint diploma is awarded by all HEIs in the consortium regardless of the graduate's individual mobility track, because of the programme's joint design and delivery for which the joint definition of programme-level learning outcomes form the baseline.
- D. In second instance, the joint diploma is awarded by HEI consortium members dependent on the graduate's individual mobility track.
- E. Preferably, on the joint diploma reference is made to the joint organization of the programme, e.g. 'This joint programme is organized on an interuniversity level by A, B, C and D'.

<i>Compliance survey</i>		<i>Evidence gathering through video call</i>	
Answer in survey	Comments in survey (if any)	Evidence/comments	Compliance
<input type="checkbox"/> Yes			<input type="checkbox"/> Yes
<input type="checkbox"/> No			<input type="checkbox"/> No

² As per the European Approach, a joint programme is understood as an integrated curriculum coordinated and offered* jointly by different higher education institutions from two or more EHEA countries, and leading to double/multiple or a joint degree.

* joint design and joint delivery

<i>Transparency of the learning outcomes</i>			
3. The joint programme is described in ECTS.			
<i>Explanation of criterium/suggestion for evidence</i>			
/			
<i>Compliance survey</i>		<i>Evidence gathering through video call</i>	
Answer in survey	Comments in survey (if any)	Evidence/comments	Compliance
<input type="checkbox"/> Yes			<input type="checkbox"/> Yes
<input type="checkbox"/> No			<input type="checkbox"/> No

<i>Transparency of the learning outcomes</i>			
4. A joint Diploma Supplement is issued to the student at the end of the joint study programme.			
<i>Explanation of criterium/suggestion for evidence</i>			
<p>A. Following the definition a joint diploma as one single document:</p> <p style="margin-left: 20px;">a. One joint diploma supplement corresponding to the joint diploma is awarded on behalf of the consortium offering the joint programme.</p> <p>B. Content:</p> <p style="margin-left: 20px;">a. The DS gives a detailed description of a.o. its holder's learning outcomes, and <u>the nature, level, content and results of individual study components</u>, type, level and function of qualification, details of the national HE system(s) concerned.</p> <p style="margin-left: 20px;">b. The DS should include the use of transparency tools such as learning outcomes, ECTS, national qualification framework(s), and external national quality assurance and/or accreditation.</p>			
<i>Compliance survey</i>		<i>Evidence gathering through video call</i>	
Answer in survey	Comments in survey (if any)	Evidence/comments	Compliance
<input type="checkbox"/> Yes			<input type="checkbox"/> Yes

No

No

Quality assurance arrangements

5. Internal and external QA is conducted in accordance with the European Standards and Guidelines (ESG).

The programme, the study field or the institutions are accredited/evaluated by an EQAR-registered agency.

**If external quality assurance is required at programme level in the countries involved, the transnational programme should be accredited/evaluated preferably using the European Approach for Quality Assurance of Joint Programmes (EA).
(non-compulsory)**

Explanation of criterium/suggestion for evidence

- A. Context of [ESG](#):
 - a. European Standards and Guidelines for Quality Assurance in the EHEA
 - i. For internal and external quality assurance in higher education
 - ii. Setting a common framework for quality assurance systems for learning and teaching (not: standards for quality)
- B. Context of [EQAR](#):
 - a. European Quality Assurance Register for Higher Education
 - b. The EHEA's official [register](#) of QAAs, listing those that have demonstrated substantial compliance with the Standards and Guidelines for Quality Assurance in the EHEA.
- C. External quality assurance:
 - a. What form of external quality assurance does the joint programme go through?
 - i. Institutional accreditation/evaluation, programme-level accreditation/evaluation, accreditation/evaluation of a study field
 - ii. In case of programme-level;
 - 1. through the European Approach³
 - 2. or local accreditation/evaluation of the local programmes offered by the HEIs as part of the joint programme
 - b. If not through the European Approach, which quality assurance agenc(y)(ies) accredit(s)/evaluate(s) the institutions, local programme components as part of the joint programme, or study fields?
 - c. Are said quality assurance agencies registered at EQAR?

³ Cf. here: <https://www.eqar.eu/kb/joint-programmes/european-approach-cases/> overview of such accredited programmes (although it is uncertain whether the list is actually complete)

D. Internal quality assurance:			
a. What (joint) internal quality assurance mechanisms are in place within the framework of the joint programme?			
b. Are these established as part of (one or more) institutional accreditation/evaluation procedure(s), if applicable?			
<i>Compliance survey</i>		<i>Evidence gathering through video call</i>	
Answer in survey	Comments in survey (if any)	Evidence/comments	Compliance
<input type="checkbox"/> Yes			<input type="checkbox"/> Yes
<input type="checkbox"/> No			<input type="checkbox"/> No

Joint policies for the joint programme

6. The higher education institutions involved have joint policies for admission, selection, supervision, monitoring, assessment and recognition procedures for the joint study programme.

Explanation of criterium/suggestion for evidence

- A. Joint or jointly agreed upon, as per Consortium Agreement:
- Joint student admission requirements (and joint application process)
 - Joint student selection procedures
 - Joint supervision procedures in case of work placement or internships⁴, and/or thesis supervision
 - Joint procedures for monitoring students' learning/progression
 - Joint assessment/examination rules and procedures, including grade conversion table
 - Joint process for recognition of qualification and of study periods (including recognition of prior learning)

<i>Compliance survey</i>		<i>Evidence gathering through video call</i>	
Answer in survey	Comments in survey (if any)	Evidence/comments	Compliance
<input type="checkbox"/> Yes			<input type="checkbox"/> Yes
<input type="checkbox"/> No			<input type="checkbox"/> No

⁴ Although currently in the optional criteria: 'The joint programme provides opportunities for international professional internships/work-based learning recognized through the award of ECTS'.

Transnational campus – access to services

7. The joint programme provides enrolled students, regardless of their location, with seamless and free access to the participating HEI's services such as e.g. IT services, shared infrastructure and facilities, (online) library services, faculty development and support, academic guidance and psychological counseling, career advice/mentoring, alumni systems.

Explanation of criterium/suggestion for evidence

A. 'Regardless of their location', thus, as the criterium currently stands, counts for all HEI partners in the consortium.

<i>Compliance survey</i>		<i>Evidence gathering through video call</i>	
Answer in survey	Comments in survey (if any)	Evidence/comments	Compliance
<input type="checkbox"/> Yes			<input type="checkbox"/> Yes
<input type="checkbox"/> No			<input type="checkbox"/> No

Flexible and embedded student mobility

8. The joint programme includes at least 1 period of student physical mobility at another partner institution of at least 30 ECTS.

Explanation of criterium/suggestion for evidence

A. The joint programme includes the offer of physical mobility for at least 1 period of at least 30 ECTS at another partner institution.

<i>Compliance survey</i>		<i>Evidence gathering through video call</i>	
Answer in survey	Comments in survey (if any)	Evidence/comments	Compliance
<input type="checkbox"/> Yes			<input type="checkbox"/> Yes
<input type="checkbox"/> No			<input type="checkbox"/> No

Multilingualism

9. During the joint programme, each student is exposed to at least 2 different EU official languages⁵, language classes excluded.

Exposure to EU official languages can take place in active and/or passive use of language(s), at any level in teaching and/or learning activities, examinations, research activities, professional or civic engagement activities and during mobility periods, including by going on mobility to a country where a different EU official language is predominantly used in daily life⁶.

Explanation of criterium/suggestion for evidence

- A. 'Soft' criterium:
 - a. At least two EU official languages⁷
 - b. Exposure (not: immersion)

<i>Compliance survey</i>		<i>Evidence gathering through video call</i>	
Answer in survey	Comments in survey (if any)	Evidence/comments	Compliance
<input type="checkbox"/> Yes			<input type="checkbox"/> Yes
<input type="checkbox"/> No			<input type="checkbox"/> No

Innovative learning approaches

10. The joint programme includes embedded interdisciplinary and/or intersectoral components using student-centred and/or challenged-based approaches.

Explanation of criterium/suggestion for evidence

- A. Interdisciplinary and/or intersectoral components via the use of student-centred and/or challenge-based approaches
- B. Student-centred approach (example of definition) – although in principle already covered by ESG (cf. criterium 5):
 - a. The joint programme is delivered in a way that encourages students to take an active role in creating the learning process; Activating learning (as per ESG 1.3 'Student-centred learning, teaching and assessment').

⁵ This may include students' mother tongue(s).

⁶ Examples: A joint programme is offered in 2 different EU official languages; a joint programme is offered in 1 EU official language and students have the opportunity to go on mobility in a country where a different EU official language is predominantly used in daily life.

⁷ EU official languages are: Bulgarian, Croatia, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish and Swedish.

C. Challenged-based approach (example of definition):

- a. A teaching and learning strategy in which students identify a complex, real-world (global) challenge, for which they develop and implement an innovative and interdisciplinary solution. To reach this solution, students work together with peers, teachers, and external experts and delve into different disciplines.

<i>Compliance survey</i>		<i>Evidence gathering through video call</i>	
Answer in survey	Comments in survey (if any)	Evidence/comments	Compliance
<input type="checkbox"/> Yes			<input type="checkbox"/> Yes
<input type="checkbox"/> No			<input type="checkbox"/> No

Graduate outcomes

11. The joint programme has a system to monitor graduate outcomes. This system can be at the level of the programme or institutional level(s). If possible, the content is aligned to the survey content of EUROGRADUATE.

Explanation of criterium/suggestion for evidence

- A. The joint programme implements a system to monitor graduate outcomes – graduate tracking mechanism,
- a. At programme level
 - b. At institutional level
 - i. as per ESG 1.7 'Information management – career paths of graduates', thus cf. criterium 5
 - ii. as per ESG 1.8 'Public information – graduate employment information', thus cf. criterium 5
 - c. Both
- B. Non-compulsory: Is the content aligned with survey content of EUROGRADUATE?
- a. Context:
 - i. The EUROGRADUATE survey was a pilot survey conducted in eight countries over the period October 2018 – February 2019 at bachelor's and master's level.
 - ii. It was a pilot project to counter limitations of existing cross-country data making it difficult to draw conclusions from country differences and limiting mutual learning, e.g. country differences in labour market outcomes (cf. 2017 Recommendation of the EU Council of Education Ministers on tracking graduates)
 - iii. Focus on three aspects: Sustainable employment, personal skills development, active citizenship. The survey provides information on a.o. mobility experience and spatial relocation patterns.

iv. Survey could serve as a model for implementing institutional or programme-level graduate tracking systems.			
<i>Compliance survey</i>		<i>Evidence gathering through video call</i>	
Answer in survey	Comments in survey (if any)	Evidence/comments	Compliance
<input type="checkbox"/> Yes			<input type="checkbox"/> Yes
<input type="checkbox"/> No			<input type="checkbox"/> No

<i>Inclusiveness and sustainability</i>			
12. The joint programme <u>commits</u> to wide participation through socially and geographically inclusive admission through tailored measures for all categories of disadvantaged students.			
<i>Explanation of criterium/suggestion for evidence</i>			
<p>A. Commitment to make this possible, not an exclusion criterium to actually have disadvantaged students in the joint programme.</p> <p>B. Taking into account the nature and focus of the joint programme in question.</p> <p>C. Do the joint admission criteria take into account social and/or geographical background of student applicants?</p> <p>D. The partner HEIs involved in the joint programme have been awarded the Erasmus Charter for Higher Education (ECHE).⁸</p>			
<i>Compliance survey</i>		<i>Evidence gathering through video call</i>	
Answer in survey	Comments in survey (if any)	Evidence/comments	Compliance
<input type="checkbox"/> Yes			<input type="checkbox"/> Yes
<input type="checkbox"/> No			<input type="checkbox"/> No

⁸ See list here: <https://erasmus-plus.ec.europa.eu/document/higher-education-institutions-holding-an-eche-2021-2027>

Decision
<input type="checkbox"/> Compliant <input type="checkbox"/> Partially compliant <input type="checkbox"/> Non-compliant
Motivation