



D06.4 - GUIDELINES FOR CURRICULAR ENHANCEMENT

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TABLE OF CONTENTS

PURPOSE OF THE GUIDELINES.....	3
1. INTRODUCTION AND OBJECTIVES.....	3
2. STATE OF ART.....	5
3. RECOGNITION OF PRIOR, INFORMAL AND NON-FORMAL LEARNING.....	6
University of Granada.....	6
University of Graz.....	7
Leipzig University.....	7
University of Lyon 1.....	8
Vilnius University.....	9
University of Wroclaw.....	9
University of Minho.....	10
University of Padua.....	10
Conclusions.....	11
4. DEFINITION OF ARQUS ACTIVITIES FOR CURRICULUM ENHANCEMENT.....	11
4.1. Regular student mobility periods.....	11
4.2. Virtual Exchange & Collaborative Online International Learning (COIL).....	11
4.3. Twinning activities.....	16
4.4. Blended intensive programmes.....	19
4.5. Mobility windows.....	23
4.6. Summer/Winter schools.....	27
4.7. Microcredential courses.....	30
4.8. Online courses and MOOCs.....	33
4.9. Joint programmes.....	38
5. COURSE CATALOGUE.....	44
6. COMMON PROCEDURES.....	44
7. FINAL REMARKS.....	46

PURPOSE OF THE GUIDELINES

The Arqus Curriculum Enhancement Guidelines were developed by all members of the Alliance to serve as a resource for teachers and programme developers. These guidelines are developed to ensure that all students benefit from high-quality learning experiences, that internationalisation of teaching and learning is embedded at the curricular level and is supported by diverse and flexible joint academic offer.

These guidelines are built on top of the experiences from the first phase of the Alliance, aiming to share insights and encourage teaching staff and curriculum developers to implement joint academic activities. They not only provide educators with overview of the current state of internationalisation through joint academic offer, but also address the recognition of prior, informal, and non-formal learning, outlining key tools for curriculum enhancement. The guidelines provide a detailed description of each innovative Arqus activity for curriculum enhancement that is already developed or is under the development in the Alliance. Additionally, guidelines present the established joint course catalogue, common procedures within the Alliance, and principles for student selection and assessment.

These guidelines are presented as a live document on the web, rather than a static PDF, to allow continuous updates and improvements. This ensures that guidelines remain dynamic, adaptable, and reflective of the evolving needs and practices within the Arqus Alliance. They also serve as a platform for sharing best practices with teaching staff who wish to implement similar activities, making the guidelines a living resource that grows along with the Alliance.

In the future, depending on the applicability of the guidelines, improvements could focus on creating more detailed case studies or examples of successful implementation. Additional support, such as templates, trainings and other relevant information provided for curriculum developers and teaching staff could enhance the effectiveness of the guidelines.

See the guidelines on the Arqus website:
<https://arqus-alliance.eu/arqus-teaching-innovation/guidelines-for-curricular-enhancement/>.

See full text of the guidelines below.

1. INTRODUCTION AND OBJECTIVES

Since 2018, the Arqus University Alliance has been contributing to the further development of study programmes and university teaching with a variety of measures. Together, the nine universities of the Arqus University Alliance¹ are working on outstanding initiatives to increase the internationalisation of studies and have already implemented many innovative projects in teaching,

¹ The Arqus European University Alliance brings together the universities of Granada, Graz, Leipzig, Lyon 1, Maynooth, Minho, Padua, Vilnius and Wrocław, nine longstanding comprehensive research universities. <https://arqus-alliance.eu/who-we-are/> [02.10.2023].

from which many students as well as teachers benefit. Successful cooperation in teaching through, for example, so-called “twinning activities” or the development of the first joint programmes within the alliance have built bridges between teachers, researchers, students and administrative staff. In accordance with our shared Mission Statement (2022-2032)², the alliance partners work together for effective barrier-free cooperation at all levels and a co-created attractive flexible academic offer. Arqus aims at strengthening students’ intercultural competences, a deeper global understanding and respect for diversity.

The Arqus Curriculum Enhancement Guidelines have been developed cooperatively by all members of the Arqus University Alliance and provide guidance to teachers and programme developers. The internationalisation of teaching and learning through innovative activities should be anchored at the curricular level to provide all students with access to quality learning experiences by diverse flexible joint academic offers.

The Arqus Curriculum Enhancement Guidelines combine experience of the first phase of cooperation within the Arqus Alliance in order to share the gained knowledge and encourage teachers as well as curriculum developers to implement joint academic activities. Chapter two provides an introduction about the state of the art in internationalisation by joint academic offer. Chapter three deals with aspects of recognition of prior, informal and non-formal learning and presents the main instruments for curriculum enhancement. In that chapter, innovative “Arqus activities for curriculum enhancement” are described in more detail. The following chapters present the established joint course catalogue, common procedures within the Arqus University Alliance and principles for student selection and assessment.

All the information in this deliverable is also accessible through the Arqus website, in the section [Guidelines for Curriculum Enhancement](#).

² Arqus Mission Statement 2022-2032: <https://arqus-alliance.eu/vision-mission-and-goals/> [02.10.2023].

2. STATE OF ART

During the first European Commission funding phase, the Arqus alliance began implementing various initiatives related to increased mobility for students of partner universities through piloted short- and long-term initiatives, use of online mobility tools, increased cultural and language support between the partners, and, of course, increased mobility of researchers and professors. Major outcomes so far were related to:

- **Several Student Mobility Opportunities:** The Arqus Alliance started offering diverse opportunities for both undergraduate and postgraduate students to enhance their educational experience, broaden horizons, and promote cultural understanding. These were supported by Erasmus+ KA131 funding, as well as by Arqus and national/local/institutional funding. The starting point was to remove the barriers to traditional mobility, exemplified by the Open Arqus Mobility Agreement. However, Arqus did not limit itself to this and also looked at new forms of mobility, hence the development of this guide. The Alliance supports various student exchange programmes, allowing students to spend a semester, academic year, or even shorter periods at partner institutions. These programmes, such as the Twinning initiative, Mobility window, and Summer/Winter schools, BIP and others, enable students to experience different academic and cultural settings while working towards their degrees.
- **Joint programmes development:** The Arqus Alliance offers joint programmes providing students with the opportunity to earn joint or multiple diplomas from more than one university. These programmes also include mandatory virtual and/or physical mobility periods at partner institutions.
- **Researcher and Staff Mobility:** Beyond student mobility, the Arqus Alliance emphasises researcher mobility, enabling faculty members and researchers to collaborate on joint research projects and exchange expertise. This facilitates the transfer of knowledge and enhances research capabilities. Moreover, it supports the exchange of professional staff for job-shadowing and training activities at various levels.
- **Cultural and Language Support:** To ensure a smooth start for incoming students and staff, cultural and language support programmes have started in the Alliance. Not only language courses, but also cultural integration activities have been beneficial for international participants.
- **Continued Growth:** The Arqus Alliance continues to grow and evolve its mobility initiatives, expanding opportunities for students and researchers. Ongoing collaborations, funding, and strategic planning are driving the alliance's commitment to internationalisation.

In summary, the Arqus Alliance has made great progress in facilitating student and researcher mobilities, strengthening its position as a prominent European university network. The Alliance's commitment to internationalisation, collaboration, and innovation positions it for a promising future in higher education and research across Europe and beyond.

3. RECOGNITION OF PRIOR, INFORMAL AND NON-FORMAL LEARNING

Recognition of prior learning, non-formal³, and informal⁴ learning guidelines have been prepared as part of Arqus I⁵. They delve into detail through the recommended model of the recognition process. However, it's worth noting that not all Arqus universities currently follow this model. Therefore, the current situation is discussed in the following paragraphs.

University of Granada

Prior learning

Official university studies can be fully recognised, provided that the recognition does not imply the automatic award of a degree.

Official non-university studies at EQF5 can be recognised up to a maximum of 60% of the ECTS credits of the undergraduate degree.

Competence for credit recognition lies with the Rector, who may delegate it to the various Schools and Faculties.

Informal and non-formal learning

Students may request the recognition of up to 12 ECTS credits for their participation in cultural or sports activities, student representation, voluntary work or cooperation activities. In this case, the competent body for recognition is the Governing Council of the University, following a favourable report from the Advisory Committee on Degree Programmes.

Accreditation of language competence at levels higher than those required for each degree (or, as a general rule, B1) may also be recognised (2 ECTS credits per level, with a maximum of 6 ECTS credits).

³ Non-formal learning is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways

REF: Chisholm, L. (2005): Bridges for Recognition Cheat Sheet: Proceedings of the SALTO Bridges for Recognition: Promoting Recognition of Youth Work across Europe, Leuven-Louvain. (<https://pjp-eu.coe.int/en/web/youth-partnership/glossary>)

⁴ Informal learning, from the learner's standpoint at least, is non-purposive learning, which takes place in everyday life contexts in the family, at work, during leisure and in the community. It does have outcomes, but these are seldom recorded, virtually never certified and are typically neither immediately visible for the learner nor do they count in themselves for education, training or employment purposes. APEL systems are one way in which the outcomes of such learning can be made more visible and hence open to greater recognition. REF: Chisholm, L. (2005): Bridges for Recognition Cheat Sheet: Proceedings of the SALTO Bridges for Recognition: Promoting Recognition of Youth Work across Europe, Leuven-Louvain. (<https://pjp-eu.coe.int/en/web/youth-partnership/glossary>)

⁵ [Recognition of prior learning, non-formal and informal learning Guidelines](#) (2022)

Extra-curricular placements, professional experience and non-official studies at the University of Granada or other universities may be recognised up to a maximum of 15% of the ECTS credits of the undergraduate degree. There is a limit of 6 ECTS credits for the recognition of non-official studies from the University of Granada or other universities.

University of Graz

Informal learning

Only formal and non-formal learning may be validated and may lead to recognition. Informal learning is expressly excluded. Furthermore, recognition may only be sought for entire modules of a curriculum, not, for example, individual courses.

Prior and non-formal learning

With some exceptions, non-formal and informal learning leading to professional and non-professional qualifications can only be recognised upon the validation of learning outcomes. The validation procedure introduced by the statutes of the University of Graz in 2022 in the context of professional and non-professional qualifications has two stages.

The first stage involves an advice meeting between the validation officer and the student and a preliminary review of the documents submitted. The validation officer checks whether learning outcomes are identified/documented and ensures that the following three prerequisites laid down by the statutes for the recognition of these qualifications are met. At present, the option to have these qualifications recognised is limited to four programmes. If these requirements are fulfilled, the validation officer issues a confirmation thereof, and students may apply for recognition in stage two of the validation procedure.

The individual chairs of the curriculum committees review the recognition applications by comparing the learning outcomes of the professional or non-professional qualification with the learning outcomes of the module for which the recognition is sought. Criteria observed in this comparison include the level of the qualification, learning outcomes, workload, and the quality of the programme that leads to the qualification. Learning outcomes shall not differ by more than 30 per cent in total, whereby the maximum workload difference may be 20 per cent. If necessary, students can be invited to an interview with the aim of determining the competences acquired.

The maximum number of credit points for which learning outcomes of professional and non-professional qualifications may be recognised is 60 credit points.

Leipzig University

Prior learning (formal learning activities and ECTS credit mobility)

Leipzig University recognises prior learning competencies achieved in formal learning activities. The faculty's examination committee would be responsible for deciding if competences can be recognised as an additional requirement or part of the curriculum. However, Leipzig University typically only recognises achievements from a learning context in accredited HEIs according to the Lisbon Conference regulations. The maximum to which prior achievements or competencies of professional or formal learning might be recognised is 60 credit points for BA and MA programmes.

For the recognition of credit mobility, the Erasmus+ coordinator at almost each department is responsible for deciding upon the recognition of achievements from a partner university abroad. Thus, the department deciding about the recognition is usually the department responsible for the student's study programme. In this process, Lisbon Conference regulations shall be applied as well.

Informal and non-formal learning.

Usually, there is no regular or legally binding way at Leipzig University to recognise competencies achieved in non-formal or informal learning activities. This is due to difficulties in formalisation: for a valid recognition, transparent evidence is required, such as documentation, certifications, or verifications, confirming the workload/ECTS credit points of the informal/non-formal achievements. Only written and certified documentation guarantees that all applicants for recognition can be treated equally. Currently, there is no central institution at Leipzig University that will provide and monitor such formalised documents for informal/non-formal learning.

University of Lyon 1

Prior learning

Students may seek to have their competences recognised if they have been acquired within the framework of professional activities, work experiences, short or long-term internships, courses, projects, etc., whether acquired autonomously or through another activity.

Informal and non-formal learning.

Any individual, whether an employee, job seeker, business owner, or inactive individual, with professional and/or personal experience, can activate their right to VAE (Validation des Acquis de l'Expérience) - a procedure for the recognition of prior learning that allows any French educational institution to grant degrees partly or completely based on work experience. The system primarily addresses the concern of rapid professional integration. The objective is for a candidate who submits a dossier (via the France VAE platform) and is deemed admissible to be able to obtain their diploma within a period of 9 months. From 3 to 60 ECTS credits can be recognized. The department responsible for recognition depends on the degree the student is aiming for (for example, if it's a Master's degree in IT, it'll be the IT department), under the responsibility of FOCAL - the Continuing Education, Lifelong Learning, and Work-Study department at Lyon 1 University. Generally, students seek to obtain a degree, either a bachelor's or a master's. For this purpose, the student must provide a report that traces their educational journey, describes their experience, and, most importantly, attempts to align this experience with the modules of the curriculum outline of the targeted degree.

A jury is required to fully or partially validate a degree through the Recognition of Prior Learning process. The organization of a Recognition of Prior Learning jury requires the assembly of at least two, ideally three, research professors in the field of the targeted degree. Additionally, a smaller number compared to the professors, representatives from the professional field, such as non-academic individuals involved in the degree program or supervising interns, should be present. The jury will last approximately one hour (maximum one hour and thirty minutes) and will be divided into three parts: the candidate's presentation of their skills (20 minutes), a question-and-answer session, and deliberation. The final deliberation may result in a decision to

refuse validation, grant full validation (resulting in the awarding of the degree), or grant partial validation (requiring the acquisition of additional skills through experience or training).

Vilnius University

Prior learning

No more than 75 percent of the scope of the study program can be replaced with ECTS credits from prior learning. Final exams, theses, and other written works that are included in the study program as separate study subjects (modules) cannot be replaced. The recognition of foreign qualifications of prior learning at VU is carried out by the Student Admission Sub-Division.

Informal and non-formal learning.

No more than 50 percent of the scope of the study program can be replaced with ECTS credits recognized from informal and non-formal learning.

Students can seek to have their competences recognized if they have been acquired in work activities, unpaid and/or voluntary work or practice, during short-term or long-term internships, courses, seminars, projects, exhibitions, etc., or while learning independently, or in another activity.

The study program committee carries out the recognition of competences and the crediting of the study subjects. Additional appraisers or commissions can also participate.

Competences acquired through informal learning and/or self-education can be evaluated by various evaluation methods: analysis of documents and/or work samples presented in the portfolio of learning, tests, interviews, case studies, knowledge (mind) maps, essays, reflections (self-analysis), performance monitoring, assessment at the workplace, or other suitable methods proposed by the committee.

University of Wrocław

Prior learning

One of the forms of admission to studies is the confirmation of competences obtained outside the system of studies, corresponding to the learning outcomes specified in the study programme. They can be confirmed for a person who has the documents required for admission to first-cycle studies or single master studies and at least 5 years of professional experience, or a relevant full qualification and specific professional experience (depending on the level of studies to which the candidate applies for admission). Up to 50% of the ECTS credits allocated to the courses included in the study programme can be confirmed.

Informal and non-formal learning.

There is currently only a legal possibility of recognising informal learning outcomes at the recruitment stage. So far, there are no regulations governing the recognition of non-formal learning during the course of study.

University of Minho

Prior learning

At the University of Minho, students can receive credit for courses at the same level under the terms of the law, with the aim of pursuing studies to obtain an academic degree or diploma. However, the credits awarded may not exceed two-thirds of the total number of credits for the study cycle.

The crediting of training shall take into consideration the level of credits, whether they belong to first, second, or third study cycles, and the scientific field in which they were obtained. Therefore, training obtained in a specific higher education study cycle may not be credited for a study cycle at a higher level. Additionally, parts of course units may not be credited.

Informal and non-formal learning

Crediting of work experience shall be governed by regulatory rules to be approved by the Scientific Board/Technical-Scientific Board, and these rules shall establish:

- a) Ways of assessing to what extent, in light of that experience, the requesting party has developed skills, in terms of content and level, similar to those that would be developed if he/she successfully completed the course which he/she may be exempted from attending;
- b) Time limits and procedures to be adopted, including those for possible examinations;
- c) Composition of the panel responsible for analyzing and proposing the crediting of work experience, which shall include the course director.

Crediting of training or work experience may lead to:

- a) Identification of the courses from which the student is exempted from attending, as well as the mark awarded for that/those courses;
- b) A single mark for a set of duly identified courses from which the student is exempted from attending;
- c) Crediting without awarding a mark for a course or duly identified set of courses, which shall not be considered when calculating the student's final mark for the course. Articles 24th and 25th of Order RT-03/2020: [Microsoft Word - 043 Regulamento Academico 21.07.2017.docx \(uminho.pt\)](#)

University of Padua

Prior learning

According to specific regulations, some elements of the study program can be replaced with ECTS credits from prior learning obtained in study courses of the same EQF level. However, final exams, theses, and other written works that are included in the study program as separate study subjects (modules) cannot be replaced. The recognition of foreign qualifications of prior learning at the University of Padua is carried out by the International Relations Division.

Informal and non-formal learning

No more than 12 ECTS credits of the study program can be replaced with ECTS credits recognized from non-formal learning acquired in professional activities. However, the recognition of informal learning is not allowed at the moment.

Conclusions

In summary, it is evident that national as well as university-level regulations regarding the recognition of prior, informal, and non-formal learning vary significantly among different partner universities, and the model proposed during Arqus I has not been widely adopted. Each university has its own system of recognition; however, the amounts of ECTS credits that can be recognised differ.

4. DEFINITION OF ARQUS ACTIVITIES FOR CURRICULUM ENHANCEMENT

This section of the guidelines aims to comprehensively outline various activities for curriculum enhancement. It is intended to assist academic staff and administration in gaining a thorough understanding of the various aspects involved in preparing, implementing, securing funding for, and continually improving these activities. Each activity is concisely introduced in theory, followed by a more detailed explanation tailored to its specific characteristics, including its type, scale, accessibility, funding options, and more.

4.1. Regular student mobility periods

Regular student mobility periods typically involve students spending a designated period of time studying or conducting research at another institution, either domestically or internationally, as part of their academic programme. These mobility periods offer students invaluable opportunities to broaden their academic horizons, immerse themselves in different cultural and educational environments, and develop intercultural competencies. The process typically begins with students expressing their interest in participating in mobility programmes (such as Erasmus+), followed by application and selection processes coordinated by the respective institutions or programmes.

Once selected, students undertake preparations such as arranging accommodations, obtaining necessary visas or permits, and familiarising themselves with the academic requirements of the host institution. During their mobility period, students engage in coursework, research projects, or other academic activities relevant to their field of study, under the guidance of faculty members or supervisors at the host institution. Upon completion, students may receive credits or recognition for their achievements, contributing to their overall academic progression and personal growth. Regular student mobility periods thus play a vital role in promoting internationalisation, fostering cross-cultural exchange, and enriching the academic experiences of students.

4.2. Virtual Exchange & Collaborative Online International Learning (COIL)

Virtual Exchange is an accessible, pioneering international experience that utilises new technologies and does not require physical mobility. Organised jointly by at least two universities in geographically distant locations, Virtual Exchange is a form of student-centred learning, comprising

minimal traditional/lecture-based teaching to promote a learner-led collaborative experience aimed at fostering a deeper understanding of the common project and/or discussing interdisciplinary topics with a challenge-based approach.

Students collaborate remotely in intercultural (and often interdisciplinary) groups, either autonomously or with a facilitator who encourages active participation of group members and fosters a positive and collaborative debate without interfering with the course content. Virtual Exchange sets itself apart from other forms of online learning in several ways:

- The primary focus in Virtual Exchange is on people-to-people interaction and dialogue, whereas in many 'traditional' e-learning programmes, the primary focus is on content.
- The learning goals or outcomes in Virtual Exchange include soft skills that are often not formally recognised, such as the development of intercultural awareness, digital literacies, group work, etc.

Finally, a key principle of Virtual Exchange is that intercultural understanding and awareness do not automatically result from contact between different groups/cultures. Virtual Exchanges must be intentionally designed to promote intercultural and collaborative learning. This necessitates an understanding of pedagogic design, intercultural communication, and transnational collaboration. It also requires dedicated support, incentives, and recognition.

Closed questions for activity description	Detailed description	
<p>Place:</p> <ul style="list-style-type: none"> • On campus • Off campus (online) • Blended 	<ul style="list-style-type: none"> • Off campus (online) 	<p>VE/COIL activities are, by definition, implemented only off-campus (online). These activities can be integrated into blended activities, such as BIPs, or can serve as preparatory and/or follow-up activities for physical mobility. They can also function as stand-alone activities.</p>
<p>Pace:</p> <ul style="list-style-type: none"> • Self-paced (at their own pace) • Time bound (synchronous/asynchronous) 	<ul style="list-style-type: none"> • Time bound (synchronous/asynchronous) 	<p>VE/COIL activities are typically time-bound, involving both synchronous and asynchronous components. Asynchronous activities usually consist of individual tasks, serving as preparatory activities or opportunities for individual reflection linked to the synchronous activities. Synchronous activities typically involve dialogues or teamwork activities in a challenge-based format.</p>
<p>Access:</p> <ul style="list-style-type: none"> • Open • Restricted 	<ul style="list-style-type: none"> • For limited number (add comment, what is the maximum) 	<p>VE/COIL activities typically accommodate a limited number of participants, often determined by the availability of facilitators. Participants usually work in</p>

<ul style="list-style-type: none"> For limited number (add comment, what is the maximum number of participants) 	<p>number of participants)</p>	<p>groups of 5/6 members to facilitate effective and manageable dialogue and inclusive participation. Each team is facilitated by an external facilitator. Furthermore, depending on the VE topic, participation may be restricted to participants with a specific educational background. Conversely, in the case of interdisciplinary VEs, the target group is broader.</p>
<p>Funding:</p> <ul style="list-style-type: none"> Self-funded Grant/ Government funded Alliance-funded/ project funded Free of charge/ funded by university Other (comment) 	<ul style="list-style-type: none"> Self-funded Grant/ Government funded Alliance-funded / project funded Free of charge/ funded by university Other (comment) 	<p>VE/COIL initiatives can be funded by various types of grants, contingent upon the availability of funding for the participating HEIs.</p>
<p>Inclusion into the curriculum:</p> <ul style="list-style-type: none"> Part of the curriculum <ul style="list-style-type: none"> the compulsory study subject the elective study subject Extracurricular Both options are possible (included/ apart from it) 	<ul style="list-style-type: none"> Part of the curriculum <ul style="list-style-type: none"> the compulsory study subject the elective study subject Extracurricular Both options are possible (included/ apart from it) 	<p>VE/COIL activities can be integrated into the curriculum, either as elective subjects or as compulsory study subjects, or as part of a compulsory study subject. They can also be extracurricular, particularly when their topic is highly interdisciplinary and/or aims to develop soft and transversal skills. The inclusion of VE/COIL activities in a student's academic journey largely depends on the specific topic and objectives of the activity.</p>
<p>Open questions of activity description</p>	<p>Detailed description</p>	
<p>Volume of the activity Length in ECTS/ semesters</p>	<p>VEs/COILs can provide ECTS credits, which is typically desirable and commonly practiced. The duration of these activities can vary</p>	

	depending on the specific activity, with a minimum duration typically being at least a month.
<p>Price of the activity</p> <p>If the academic offer activity has a fee (as indicated in question above), what is the fee</p>	VE/COIL activities should be offered to students without any charge.
<p>Student application & selection</p> <p>How students can apply and/ or are selected/ approved for each activity</p>	Depending on the VE format, student selection may or may not be required. If the VE is a compulsory study subject (or part of it), there will be no selection, as all students taking that subject participate in the VE. However, if the VE is elective or extracurricular, participants must be selected through a transparent and public call for applications, ensuring equal treatment of all applicants. The call may be open to all students or only to certain categories, depending on the VE topic and the skills/knowledge required to participate. Selection criteria may include foreign language proficiency, academic standing, and student motivation.
<p>Student evaluation</p> <p>What methods are used to evaluate student performance in each activity</p>	Evaluation methods are collaboratively determined by all teachers involved in the design and delivery of the VE, and they may vary from one VE to another based on the anticipated learning outcomes and specific activities. Students can be assessed through various means, such as reflective reports or videos, technical/academic reports, presentations, online portfolios, and more. Reflection on the activities should be integrated into the assessment process.
<p>Recognition of student results</p> <p>How student results are transferred (if applicable)</p>	Student results are automatically recognised at their home university upon completion of the activity. If the activity is part of a study subject, the marks (if any) and the credits are included in the final assessment and should be acknowledged as a result of an international study experience, for example, by using an open badge dedicated to VE activities. The open badge is essential because VE is not necessarily a mobility activity: credits can be issued by any of the universities involved in the VE, and it is not formally classified as a mobility activity.
<p>Financial sustainability strategy</p> <p>How financial sustainability of each academic offer would be ensured</p>	<p>Sustainability should be ensured from the professors' side. An important step would be to formally recognize the teaching hours linked to VE activities within the standard teaching hours for each professor, rather than adding them on top of existing commitments.</p> <p>To ensure sustainable funding, universities are providing additional funding opportunities beyond project budgets. This includes</p>

	<p>Erasmus funding (e.g., KA2 or VE projects) or internal budget allocations, depending on the university's resources. This funding can serve as an incentive for teachers involved in developing VEs and can be used, for example, to compensate facilitators, tutors, or cover expenses related to meetings with teachers from other universities. Meeting in person can significantly aid in the design of activities, particularly if the involved teachers are not already familiar with each other.</p>
<p>Support</p> <p>How students are supported while studying through each academic offer activity</p> <p>How teachers are supported to develop each academic offer activity (administrative, academic support, training, etc.)</p>	<p>Students receive academic tutoring and/or facilitation during their VE activities, but it is typically not intensive. VEs are generally student-led activities, with teachers providing only general supervision or mild facilitation by a third party, such as a professional facilitator.</p> <p>Training for professional facilitators is desirable. The university could or should offer training courses to teachers interested in designing a VE course, enabling them to understand the characteristics of VEs and design methodologies.</p> <p>Teachers should be supported by an instructional designer who assists in the design of VE activities to meet the required specificities of dialogue and learner-led activities. These features are not spontaneous and must be intentionally embedded in the course.</p>
<p>Infrastructure</p> <p>What infrastructure and technical equipment is necessary for successful implementation:</p> <ul style="list-style-type: none"> ● for teachers ● for students. 	<p>For both teachers and students, the most crucial technical equipment includes their computers, video conferencing tools, and a stable internet connection.</p>
<p>Analysis and QA</p> <ul style="list-style-type: none"> ● What data (and how) is collected to evaluate each academic offer activity success; ● What QA tools/policies are existing to assure quality (if there are any) 	<p>Pre- and post-VE surveys are highly valuable tools. The "pre" survey assists students in self-assessing their starting point, while the "post" survey enables them to reflect on the learning experience and its outcomes. These surveys are also beneficial for teachers to assess if the VE achieved the expected learning outcomes. Various aspects of the VE can be evaluated, including the accomplishment of learning outcomes, intercultural experiences, interdisciplinary aspects (if any), the quality of facilitation, and more.</p>

4.3. Twinning activities

Twinning is perceived as the mobility of a team, comprising 1 teacher and 3-5 students, who move to another partner institution within the same subject area. The duration of the visit is typically 3-5 days, with an additional 2 days allocated for travel.

Twinning activities can vary in mode and type, encompassing internships, group trips, participation in international contests, joint workshops, summer schools, group projects, and more. Twinning activities may be implemented through regular (physical) or blended Twinning activities.

Twinning activities funded through the Arqus Joint Call must include reciprocity in the visit: both mobilities must be planned from the outset of the programme.

Closed questions for activity description	Detailed description	
<p>Place:</p> <ul style="list-style-type: none"> ● On campus ● Off campus (online) ● Blended 	<ul style="list-style-type: none"> ● On campus ● Off campus (online) ● Blended 	<p>Twinning activities could be developed in all three different formats: they could be in-person, virtual, or in a blended mode.</p>
<p>Pace:</p> <ul style="list-style-type: none"> ● Self-paced (at their own pace) ● Time bound (synchronous/asynchronous) 	<ul style="list-style-type: none"> ● Time bound (synchronous/asynchronous) 	<p>Twinning activities are time-bound because the duration of the activity needs to be carefully calculated to ensure that students can achieve their main goals within the allocated time frame.</p>
<p>Access:</p> <ul style="list-style-type: none"> ● Open ● Restricted ● For limited number (add comment, what is the maximum number of participants) 	<ul style="list-style-type: none"> ● For limited number (add comment, what is the maximum number of participants) 	<p>Twinning activities typically involve a limited number of participants, which depends on the funding received and/or the regulations of the call. A common number of participants per edition is up to 5 students and 1 teacher.</p>
<p>Funding:</p> <ul style="list-style-type: none"> ● Self-funded ● Grant/ Government funded ● Alliance-funded/ project funded 	<ul style="list-style-type: none"> ● Grant/ Government funded ● Alliance-funded / project funded 	<p>Twinning activities could be funded at the Alliance level, but they could also receive funding from the involved partner universities. This means that they should be free of charge for the participants. In some cases, partner universities may be able to obtain governmental funding or</p>

<ul style="list-style-type: none"> • Free of charge/ funded by university • Other (comment) 	<ul style="list-style-type: none"> • Free of charge/ funded by university 	<p>accommodate an additional number of participants or applications.</p>
<p>Inclusion into the curriculum:</p> <ul style="list-style-type: none"> • Part of the curriculum <ul style="list-style-type: none"> ◦ the compulsory study subject ◦ the elective study subject • Extracurricular • Both options are possible (included/ apart from it) 	<ul style="list-style-type: none"> • Part of the curriculum <ul style="list-style-type: none"> ◦ the compulsory study subject ◦ the elective study subject 	<p>Twinning are typically part of study subjects, with both compulsory and elective courses being possible options, and therefore, they are included in the curriculum.</p>
<p>Open questions of activity description</p>	<p>Detailed description</p>	
<p>Volume of the activity Length in ECTS/ semesters</p>	<p>If funded from Erasmus+ funds, twinings can provide up to 3 ECTS credits. Otherwise, they may not be defined by ECTS credits but can still be included in the content of the study subject.</p>	
<p>Price of the activity If the academic offer activity has a fee (as indicated in question above), what is the fee</p>	<p>No fee from the participants is collected.</p>	
<p>Student application & selection How students can apply and/ or are selected/ approved for each activity</p>	<p>Teachers select students for Twinning activities according to their own selection scheme, which may be an open call managed at the university level or a scheme managed by the professor, depending on each university's internal regulations. The selection scheme must be clearly defined in the Twinning implementation application.</p>	
<p>Student evaluation What methods are used to evaluate student performance in each activity</p>	<p>Evaluation methods for Twinning activities are determined individually by the teacher for each activity. They vary according to the tasks students are required to complete in the Twinning, such as evaluating a presentation, a prepared project, or a paper.</p>	

<p>Recognition of student results</p> <p>How student results are transferred (if applicable)</p>	<p>Learning outcomes are recognized by the students' home university upon successful completion of the assigned activities. As part of the corresponding study subject, the marks obtained are included in the final assessment.</p>
<p>Financial sustainability strategy</p> <p>How financial sustainability of each academic offer would be ensured</p>	<p>Sustainability should be ensured from the professors' side. When applying, they must provide information about further collaboration with partners.</p> <p>To ensure sustainable funding, universities are offering additional funding possibilities beyond project budgets, including Erasmus or internal budgets, depending on their capabilities.</p>
<p>Support</p> <p>How students are supported while studying through each academic offer activity</p> <p>How teachers are supported to develop each academic offer activity (administrative, academic support, training, etc.)</p>	<p>Students participating in Twinning Activities receive strong support from their teachers, who offer advice and counseling throughout the study course. Additionally, teachers from the partner university provide support when students are collaborating.</p> <p>Teachers are supported administratively, not only through consultations but also with assistance in filling out funding documents (if applicable) and reporting for grants (if applicable) after the activity is completed.</p>
<p>Infrastructure</p> <p>What infrastructure and technical equipment is necessary for successful implementation:</p> <ul style="list-style-type: none"> ● for teachers ● for students. 	<p>For both teachers and students, the most crucial technical equipment is their computers' video conferencing tools. This is because most Twinning activities often occur in a blended mode, where groups of students need to meet virtually before or even after the visit to discuss the implementation of assigned tasks. Other equipment requirements may vary depending on the teachers and the subjects, so they are free to choose from the equipment available at each university.</p>
<p>Analysis and QA</p> <ul style="list-style-type: none"> ● What data (and how) is collected to evaluate each academic offer activity success; ● What QA tools/policies are existing 	<p>Reporting is a crucial tool for evaluating the success of Twinning activities. Teachers are required to provide reports detailing the implementation of activities. Only the applicants are responsible for filling and providing reports; the accepting partner does not have this obligation.</p>

to assure quality (if there are any)	Quality assurance of Twinning activities is tied to their selection process. Internal commissions are responsible for reviewing the filled applications and allocating funds only for the highest-rated activities.
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4.4. Blended intensive programmes

Blended Intensive Programmes (BIPs) are defined as short, intensive programs that utilize innovative methods of learning, teaching, and training for both students and staff, including the use of online collaboration. These programs are developed and implemented by at least two higher education institutions (HEIs).

During Blended Intensive Programmes, groups of students or staff undertake a short-term physical mobility abroad combined with a compulsory virtual component that facilitates collaborative online learning, exchange, and teamwork.

According to the Erasmus+ program, the duration of the physical component ranges from 5 to 30 days, while the duration of the virtual component is not limited. The virtual component can occur before, after, or both before and after the physical mobility.

Each BIP must have one coordinating HEI and one receiving HEI. If funded by the Erasmus+ program, the BIP is based on cooperation among at least three universities from three different program countries.

In order to be eligible for Erasmus+ funding, Blended Intensive Programmes (BIPs) must fulfill the following requirements, as outlined in the Erasmus Programme Guide 2023 (pages 61/62):

- Number of Participants: at least 3 HEIs must have planned and set up the BIP project together; there must be at least 15 mobile students from two involved partner HEIs.
- Workload: minimum of 3 ECTS credit points for all participating students.
- Mandatory Participation: all participants must engage in the entire educational component, including the virtual and physical mobility phases.
- Physical Mobility Phase: study visits abroad for students at partner HEIs must be a minimum of 5 days and a maximum of 30 days; staff mobility abroad for university staff is also required.

Closed questions for activity description	Detailed description	
Place: <ul style="list-style-type: none"> ● On campus ● Off campus (online) ● Blended 	<ul style="list-style-type: none"> ● Blended 	BIP activities are exclusively conducted in a blended mode, as both virtual and physical exchanges are mandatory components of the program.

<p>Pace:</p> <ul style="list-style-type: none"> • Self-paced (at their own pace) • Time bound (synchronous/asynchronous) 	<ul style="list-style-type: none"> • Time bound (synchronous/asynchronous) 	<p>The virtual component of a BIP activity is not time-bound, while the physical part of the exchange should be synchronous.</p>
<p>Access:</p> <ul style="list-style-type: none"> • Open • Restricted • For limited number (add comment, what is the maximum number of participants) 	<ul style="list-style-type: none"> • For limited number (add comment, what is the maximum number of participants) 	<p>The number of students participating in BIP activities depends on the arrangements made by the involved partner HEIs and any regulations set by funding programs, if applicable. For example, Erasmus+ funded BIP activities stipulate that at least 15 mobile participants from all partner HEIs should participate, with a maximum of 60 funded participants according to EU regulations. The coordinating university will receive organization funds only for a maximum of 20 participants. Different national or institutional rules may apply.</p>
<p>Funding:</p> <ul style="list-style-type: none"> • Self-funded • Grant/ Government funded • Alliance-funded/project funded • Free of charge/funded by university • Other (comment) 	<ul style="list-style-type: none"> • Grant/ Government funded • Alliance-funded / project funded • Free of charge/funded by university 	<p>BIPs could be funded either through projects or grants if available. Additionally, the Erasmus+ programme can be utilized for funding, if applicable at each participating university. In this scenario, the funding would include mobility grants for participating students and teachers in accordance with the Erasmus+ guidelines, along with organization funds allocated for a maximum of 20 participants.</p>
<p>Inclusion into the curriculum:</p> <ul style="list-style-type: none"> • Part of the curriculum 	<ul style="list-style-type: none"> • Part of the curriculum <ul style="list-style-type: none"> ◦ the compulsory study subject 	<p>BIP activities may encompass both compulsory and elective study subjects, allowing for both extra-curricular and embedded activities. It's essential that all participating students document their involvement according to the</p>

<ul style="list-style-type: none"> ○ the compulsory study subject ○ the elective study subject ● Extracurricular ● Both options are possible (included/apart from it) 	<ul style="list-style-type: none"> ○ the elective study subject 	<p>regulations set by their home university.</p>
<p>Open questions of activity description</p>	<p>Detailed description</p>	
<p>Volume of the activity Length in ECTS/ semesters</p>	<p>The BIP should grant the predetermined amount of ECTS credits agreed upon by all partners. When Erasmus+ funding is utilized, students are expected to earn a minimum of 3 ECTS credit points or an equivalent workload.</p>	
<p>Price of the activity If the academic offer activity has a fee (as indicated in question above), what is the fee</p>	<p>No fee from the participants is collected.</p>	
<p>Student application & selection How students can apply and/ or are selected/ approved for each activity</p>	<p>Teachers select students for BIP activities based on their own selection criteria, which must be outlined in the BIP implementation application. These criteria should adhere to Erasmus+ requirements, ensuring transparency, publicity, and equal treatment of participants. The selection process should be open and transparent, either through a public call at the university level or through equivalent selection procedures based on institutional, regional, or national practices. Documentation of student selection is criteria-based, and any rejections are justified.</p>	
<p>Student evaluation What methods are used to evaluate student performance in each activity</p>	<p>Evaluation methods for BIP activities are determined individually by the teacher for each specific activity, varying based on the tasks assigned to students. These methods could include evaluating presentations, projects, papers, or other relevant tasks. It's important that students are informed about the evaluation regulations before the start of the BIP to ensure clarity and fairness in assessment procedures.</p>	
<p>Recognition of student results</p>	<p>The recognition of learning outcomes from BIP activities follows the recognition policy of the institutions involved. Typically, the ECTS credit points earned are integrated into the students' study</p>	

<p>How student results are transferred (if applicable)</p>	<p>plans or recognized as extracurricular achievements by their home universities following the completion of the activity.</p>
<p>Financial sustainability strategy</p> <p>How financial sustainability of each academic offer would be ensured</p>	<ul style="list-style-type: none"> ● Embedding the courses in official programmes and action lines of the offering institution, integrating them into regular curricula or offering them as extracurricular activities. This ensures institutional support and long-term integration into the academic framework. ● Diversification of funding sources beyond project-based funding to include institutional, regional, or national funding opportunities. This reduces reliance on specific grant programmes and enhances financial stability. ● Implementing dedicated promotion and dissemination plans, offering best practice models and advice for interested faculties. This involves actively promoting BIP activities to relevant stakeholders, sharing success stories, and providing guidance to faculties interested in implementing similar initiatives. ● Employing enhanced quality assurance strategies to maintain and improve the quality of BIP activities. This may include regular evaluations, feedback mechanisms, and benchmarking against established standards to ensure continuous improvement.
<p>Support</p> <ul style="list-style-type: none"> ● How students are supported while studying through each academic offer activity ● How teachers are supported to develop each academic offer activity (administrative, academic support, training, etc.) 	<p>Students participating in BIP activities receive strong support from their teachers, who offer consultations during the study course. Additionally, as students collaborate with at least two partner universities, teachers from these institutions may also assist with tasks. On the administrative side, teachers receive support not only in the form of consultations but also in navigating funding requirements, teaching criteria, recognition procedures, and other related matters.</p>
<p>Infrastructure</p> <p>What infrastructure and technical equipment is necessary for successful implementation:</p> <ul style="list-style-type: none"> ● for teachers ● for students. 	<p>For both teachers and students, the most crucial technical equipment is their computers' video conferencing tools, as BIP activities require a blended mode of operation. This means that groups of students must meet virtually before, during, or after the physical visit to discuss the implementation of assigned tasks. Other equipment requirements vary depending on the teachers and their subjects, allowing them to choose from the infrastructure provided by their home university. Essential equipment includes:</p>

	<ul style="list-style-type: none"> ● Fast and reliable internet access ● Computers equipped with a camera, microphone, and pen tablet ● Access to a Learning Management System (LMS) or other online training platforms ● Storage and backup services ● Access to editing and design software ● Facilities for video and audio recording ● Tools for collaborative group work
<p>Analysis and QA</p> <ul style="list-style-type: none"> ● What data (and how) is collected to evaluate each academic offer activity success; ● What QA tools/policies are existing to assure quality (if there are any) 	<p>BIP activities should include information regarding the number of participants, the involvement of teachers, the ECTS credit points achieved, learning outcomes, and the structure of both virtual and physical exchanges, as well as details about partner institutions.</p> <p>Quality assurance (QA) for BIP activities should adhere to the established procedures at each partner university and follow QA standards for online courses. This may involve various methods such as reporting, self-assessment, questionnaires for students and teachers, internal QA committees, and regular external evaluations.</p> <p>If funded by Erasmus+, BIP activities must also comply with the QA regulations set forth by the Erasmus+ programme.</p>

4.5. Mobility windows

A Mobility Window is a designated period within a study programme specifically allocated for international student mobility, as defined by Ferencz et al. (2013, 12).

The purpose of Mobility Windows is to enrich the appeal and quality of study programmes by integrating opportunities for both virtual and physical mobility. By offering additional international study paths, students gain access to a diverse range of learning experiences, thereby enhancing the overall academic offering. Structured mobility within the curriculum serves to alleviate barriers to mobility and encourages increased participation in student and staff exchanges. Depending on its format, a Mobility Window can also raise awareness of innovative international learning opportunities. Moreover, the implementation of structured mobility facilitates the establishment of networks and closer collaboration among partner institutions, opening up avenues for further curricular collaboration such as joint programmes.

Possible types of mobility windows:

- **Optional windows with loosely-prescribed content (Op-Lop):** These offer the highest degree of flexibility, allowing students to tailor their mobility experience according to their preferences. Content guidelines are less rigid, providing students with more freedom in shaping their learning path.
- **Mandatory windows with loosely-prescribed content (Ma-Lop):** While still offering some flexibility, these windows impose more structure on the mobility experience. However, the

content remains relatively open-ended, giving students the opportunity to customize their learning to a certain extent.

- **Optional windows with highly-prescribed content (Op-Hip):** In these windows, the mobility experience is more flexible, but the content is tightly regulated. Students have some freedom in choosing their destination and duration of mobility, but the learning content is predefined, leaving little room for customization.
- **Mandatory mobility windows with highly-prescribed content (Ma-Hip):** This type of mobility window is the most structured, with both the mobility experience and content tightly regulated. Students are required to adhere to specific guidelines regarding destination, duration, and learning objectives, leaving minimal room for deviation from the prescribed curriculum.

Additional details can be found in 'Step-by-Step Recommendations for Designing and Implementing Mobility Windows'⁶.

Closed questions for activity description	Detailed description	
<p>Place:</p> <ul style="list-style-type: none"> ● On campus ● Off campus (online) ● Blended 	<ul style="list-style-type: none"> ● On campus ● Off campus (online) ● Blended 	<p>MW activities can be developed in all three modes or locations. For instance, a MW can combine online and on-campus activities, or it can include only on-campus or only online activities.</p>
<p>Pace:</p> <ul style="list-style-type: none"> ● Self-paced (at their own pace) ● Time bound (synchronous/asynchronous) 	<ul style="list-style-type: none"> ● Time bound (synchronous/asynchronous) 	<p>MW activities are time-bound, as they must be synchronous with the partners involved, ensuring that all participants engage simultaneously.</p>
<p>Access:</p> <ul style="list-style-type: none"> ● Open ● Restricted ● For limited number (add comment, what is the maximum number of participants) 	<ul style="list-style-type: none"> ● Open ● For limited number (add comment, what is the maximum number of participants) 	<p>MW activities are typically open to an unlimited number of participants⁷. However, if physical mobility is involved, the number of mobile students depends on the available funding. Participating students may be funded through regular Erasmus+ mobility grants or other available funding schemes.</p>

⁶ [STEP BY STEP RECOMMENDATIONS FOR DESIGNING AND IMPLEMENTING MOBILITY WINDOW](#)

⁷ Some universities might have exceptions in their internal regulations.

<p>Funding:</p> <ul style="list-style-type: none"> ● Self -funded ● Grant/ Government funded ● Alliance-funded/ project funded ● Free of charge/ funded by university ● Other (comment) 	<ul style="list-style-type: none"> ● Grant/ Government funded ● Alliance-funded / project funded ● Free of charge/ funded by university 	<p>MWs are often established through interinstitutional agreements outlining coordinated mobility pathways, which may not necessarily involve direct funding but enable participants to access grants. However, MW activities, particularly mobilities within MW, can be funded through various sources, depending on the availability for the participating higher education institutions (HEIs). Funding may come from the institutions themselves, national funding sources, or the Erasmus+ programme. It's preferable for funding to be applicable for several years, and a tuition waiver for students should be included where possible.</p>
<p>Inclusion into the curriculum:</p> <ul style="list-style-type: none"> ● Part of the curriculum <ul style="list-style-type: none"> ○ the compulsory study subject ○ the elective study subject ● Extracurricular ● Both options are possible (included/ apart from it) 	<ul style="list-style-type: none"> ● Part of the curriculum <ul style="list-style-type: none"> ○ the compulsory study subject ○ the elective study subject 	<p>MW activities are integrated into the curriculum as either compulsory or elective components. Typically, the description of a mobility window includes details such as the type and duration of physical mobility, the number of ECTS credit points allocated, recognition regulations, the potential or mandatory partner universities, and the semester during which the activity should take place.</p>
<p>Open questions of activity description</p>	<p>Detailed description</p>	
<p>Volume of the activity Length in ECTS/ semesters</p>	<p>A mobility window may specify a set duration for studying abroad, or it may require students to achieve a certain number of ECTS points during their time abroad, typically ranging from 10 to 60 ECTS points. Usually, the curriculum or study plan provides information about the mobility window and its mandatory or optional components.</p>	

<p>Price of the activity</p> <p>If the academic offer activity has a fee (as indicated in question above), what is the fee</p>	<p>Mobility agreements typically include tuition fee waivers at host universities, meaning that participating students generally do not have to pay fees.</p>
<p>Student application & selection</p> <p>How students can apply and/or are selected/ approved for each activity</p>	<p>The sending universities will select students according to their local procedures used for similar types of mobility agreements. The means of funding, such as Erasmus+, may also influence the application and selection procedure.</p>
<p>Student evaluation</p> <p>What methods are used to evaluate student performance in each activity</p>	<p>Evaluation methods are determined by the teacher individually for each MW activity and must adhere to institutional regulations. They vary based on the tasks students are required to complete in the MW. For example, evaluation methods could include assessing presentations, projects, papers, and other relevant tasks.</p>
<p>Recognition of student results</p> <p>How student results are transferred (if applicable)</p>	<p>Study achievements should be recognized in accordance with national and institutional regulations. Any specific requirements should be outlined in the study plan after consulting with partner universities.</p>
<p>Financial sustainability strategy</p> <p>How financial sustainability of each academic offer would be ensured</p>	<p>Sustainability should be ensured from the professors' side. When applying, they must provide information about further collaboration with partners. To ensure sustainable funding, universities are offering additional funding possibilities, including Erasmus or internal budgets, according to their capabilities.</p>
<p>Support</p> <ul style="list-style-type: none"> ● How students are supported while studying through each academic offer activity ● How teachers are supported to develop each academic offer activity (administrative, academic support, training, etc.) 	<p>Students participating in MW activities receive strong support from their teachers, who offer consultations throughout the study course. Additionally, as students collaborate with partner universities, teachers from both institutions may assist with tasks. Teachers and coordinating staff receive administrative support, not only in terms of consultations for establishing an MW—such as identifying matching partners and selecting suitable MW types—but also in obtaining funding if applicable.</p>

<p>Infrastructure</p> <p>What infrastructure and technical equipment is necessary for successful implementation:</p> <ul style="list-style-type: none"> • for teachers • for students. 	<p>For both teachers and students, the most crucial technical equipment is their computers' video conferencing tools, particularly if MW activities involve a mixed mode. In such cases, groups of students may need to meet virtually before or after the visit to discuss the implementation of assigned tasks. Other equipment requirements vary depending on the teachers and their subjects, allowing them to choose from the resources available at their respective universities.</p>
<p>Analysis and QA</p> <ul style="list-style-type: none"> • What data (and how) is collected to evaluate each academic offer activity success; • What QA tools/policies are existing to assure quality (if there are any) 	<p>The offering institutions should apply their regular quality assurance procedures for the implementation of MWs of any type, which may include reporting, self-assessment, questionnaires for students and teachers, internal quality assurance committees, and regular external evaluations. Additionally, it is beneficial to establish a timeline in collaboration with the partner(s) for evaluating the MW. Feedback from former exchange students should be taken into account, and an evaluation questionnaire should be set up for recent students to assess the quality of administrative services, the range of study courses, the preparation for the stay abroad, and other relevant factors.</p>

4.6. Summer/Winter schools

Summer and winter schools are short-term study programmes typically offered outside of regular academic terms, yet their aims and learning outcomes are intentionally aligned with study and assessment methods. These programmes encompass various educational activities, such as courses, workshops, seminars, lectures, and practical training sessions. They often concentrate on specialized subjects, interdisciplinary topics, or emerging fields of study. Moreover, summer and winter schools frequently integrate experiential learning components, such as field trips, laboratory work, group projects, and case studies, aimed at bolstering practical skills and promoting the application of theoretical knowledge.

Closed questions for activity description	Detailed description	
<p>Place:</p> <ul style="list-style-type: none"> • On campus • Off campus (online) • Blended 	<ul style="list-style-type: none"> • On campus • Off campus (online) • Blended 	<p>Summer and winter schools can be conducted in various formats, including on-campus, online, and blended formats.</p>
<p>Pace:</p>	<ul style="list-style-type: none"> • Time bound (synchronous/asynchronous) 	<p>Learning Pace in summer and winter schools is typically time-bound, requiring synchronous participation from all</p>

<ul style="list-style-type: none"> • Self-paced (at their own pace) • Time bound (synchronous/asynchronous) 		<p>learners. While synchronous engagement is essential for collaborative activities and real-time interactions, some asynchronous components may also be included to accommodate diverse schedules and learning preferences.</p>
<p>Access:</p> <ul style="list-style-type: none"> • Open • Restricted • For limited number (add comment, what is the maximum number of participants) 	<ul style="list-style-type: none"> • For limited number 	<p>Access to summer and winter schools is typically restricted to pre-selected participants.</p>
<p>Funding:</p> <ul style="list-style-type: none"> • Self-funded • Grant/ Government funded • Alliance-funded/ project funded • Free of charge/ funded by university • Other (comment) 	<ul style="list-style-type: none"> • Grant/ Government funded • Alliance-funded / project funded • Free of charge/ funded by university 	<p>All funding options are possible.</p>
<p>Inclusion into the curriculum:</p> <ul style="list-style-type: none"> • Part of the curriculum <ul style="list-style-type: none"> ◦ the compulsory study subject ◦ the elective study subject • Extracurricular • Both options are possible (included/apart from it) 	<ul style="list-style-type: none"> • Extracurricular 	<p>Content is often extracurricular; Summer/Winter schools are organized apart from the study subjects taught at the University.</p>
<p>Open questions of activity description</p>	<p>Detailed description</p>	

<p>Volume of the activity</p> <p>Length in ECTS/ semesters</p>	<p>Since summer/winter schools are limited in time (usually 1 or 2 weeks, but may last longer), the amount of ECTS awarded is also usually limited (although it may be more in some cases).</p>
<p>Price of the activity</p> <p>If the academic offer activity has a fee (as indicated in question above), what is the fee</p>	<p>The fee is set individually for each summer/winter school.</p>
<p>Student application & selection</p> <p>How students can apply and/ or are selected/ approved for each activity</p>	<p>Typically, summer/winter schools are announced in advance with the possibility for students to apply. Participation of students and teachers from other universities or even from outside universities is encouraged.</p>
<p>Student evaluation</p> <p>What methods are used to evaluate student performance in each activity</p>	<p>Students can be evaluated using various methods such as student reflections, portfolios, end-of-activity exams, and other assessment techniques.</p>
<p>Recognition of student results</p> <p>How student results are transferred (if applicable)</p>	<p>Participants typically receive a physical and/or digital certificate of completion, which may include ECTS credits, upon finishing a summer/winter school.</p>
<p>Financial sustainability strategy</p> <p>How financial sustainability of each academic offer would be ensured</p>	<p>Some summer/winter schools sustain themselves through participation fees, while others rely on funding from universities, including institutional and/or external funds. A combination of these funding models is also possible.</p>
<p>Support</p> <ul style="list-style-type: none"> ● How students are supported while studying through each academic offer activity ● How teachers are supported to develop each academic offer activity 	<p>Each summer/winter school has academic and administrative staff dedicated to supporting students and teaching staff. Some universities have dedicated units or services that support the organization of meetings, conferences, and also summer/winter schools.</p>

(administrative, academic support, training, etc.)	
<p>Infrastructure</p> <p>What infrastructure and technical equipment is necessary for successful implementation:</p> <ul style="list-style-type: none"> • for teachers • for students. 	For an onsite option, a university auditorium with sufficient working spaces and electrical sockets is necessary. Students bring their own laptops if needed.
<p>Analysis and QA</p> <ul style="list-style-type: none"> • What data (and how) is collected to evaluate each academic offer activity success; • What QA tools/policies are existing to assure quality (if there are any) 	At the end of summer/winter schools, a questionnaire is distributed to the students to evaluate their experience.

4.7. Microcredential courses

Microcredentials certify the learning outcomes of short-term learning experiences, such as a short course or training, providing a flexible and targeted approach to help individuals develop the knowledge, skills, and competences required for their personal and professional advancement. The term is still new in education and is used in various contexts, often referring to both the certification unit awarded upon completion of a course and the course itself.

Microcredential courses:

- Offered by universities or recognized by them.
- Aim to impart specific knowledge, skills, and/or competences that address societal, personal, cultural, or labor market needs.
- Have clearly defined learning outcomes, indicating associated workload in ECTS credits, assessment methods and criteria, and are subject to quality assurance.
- Credentials are owned by the learner, portable, and can be combined into larger credentials or qualifications (stacking).
- Can be earned without, before, during, or after higher education degree programmes.

Closed questions for activity description	Detailed description	
<p>Place:</p> <ul style="list-style-type: none"> ● On campus ● Off campus (online) ● Blended 	<ul style="list-style-type: none"> ● On campus ● Off campus (online) ● Blended 	<p>Microcredentials can be delivered in various settings: on campus, off campus, or in blended formats - all modes are possible.</p>
<p>Pace:</p> <ul style="list-style-type: none"> ● Self-paced (at their own pace) ● Time bound (synchronous/asynchronous) 	<ul style="list-style-type: none"> ● Self-paced (at their own pace) ● Time bound (synchronous/asynchronous) 	<p>Microcredentials can be self-paced and time-bound, as learners have the option to complete courses online at their own pace. Alternatively, they may be time-bound to ensure all learners finish their courses within a specified timeframe.</p>
<p>Access:</p> <ul style="list-style-type: none"> ● Open ● Restricted ● For limited number (add comment, what is the maximum number of participants) 	<ul style="list-style-type: none"> ● Open ● For limited number (add comment, what is the maximum number of participants) 	<p>Microcredentials can be open to all, but they may also be offered to a limited number of participants, depending on the decision of the university or faculty.</p>
<p>Funding:</p> <ul style="list-style-type: none"> ● Self-funded ● Grant/ Government funded ● Alliance-funded/ project funded ● Free of charge/ funded by university ● Other (comment) 	<ul style="list-style-type: none"> ● Self-funded ● Grant/ Government funded ● Alliance-funded/ project funded ● Free of charge/ funded by university ● Other (comment) 	<p>Microcredentials may require a registration fee, and they can also be funded by the government, alliance, or university. Self-funding is also possible.</p>
<p>Inclusion into the curriculum:</p> <ul style="list-style-type: none"> ● Part of the curriculum <ul style="list-style-type: none"> ○ the compulsory study subject ○ the elective study subject 	<ul style="list-style-type: none"> ● Extracurricular 	<p>Microcredentials are typically optional and offered as extracurricular modules. They can be included as part of lifelong learning courses.</p>

<ul style="list-style-type: none"> o Extracurricular • Both options are possible (included/apart from it) 		
<p>Open questions of activity description</p>	<p>Detailed description</p>	
<p>Volume of the activity Length in ECTS/ semesters</p>	<p>From 3 to 5 ECTS to 15 ECTS (depending on university decisions).</p>	
<p>Price of the activity If the academic offer activity has a fee (as indicated in question above), what is the fee</p>	<p>Microcredentials could be funded at the Alliance level or by the university. They may require a registration fee, which is determined at the institutional level.</p>	
<p>Student application & selection How students can apply and/or are selected/ approved for each activity</p>	<p>Microcredentials courses can be applied for through the Learning Management System or university application procedures.</p>	
<p>Student evaluation What methods are used to evaluate student performance in each activity</p>	<p>Assessment methods are set by professors.</p>	
<p>Recognition of student results How student results are transferred (if applicable)</p>	<p>Student results in microcredential courses are defined by the number of ECTS credits earned. Upon successful completion of the course, students receive a certificate documenting their achievement.</p>	
<p>Financial sustainability strategy How financial sustainability of each academic offer would be ensured</p>	<p>Sustainability for microcredential courses can be ensured through secure funding from government sources, universities, alliances, or even from learners themselves. Additionally, regular assessments of quality are essential to maintain the integrity and effectiveness of the courses.</p>	
<p>Support • How students are supported while</p>	<p>Students participating in Microcredentials activities receive strong support from their teachers or private entities sponsoring their participation in these courses. Teachers, in turn, receive</p>	

<p>studying through each academic offer activity</p> <ul style="list-style-type: none"> • How teachers are supported to develop each academic offer activity (administrative, academic support, training, etc.) 	<p>administrative support, including consultations to develop and organize the microcredential framework.</p>
<p>Infrastructure</p> <p>What infrastructure and technical equipment is necessary for successful implementation:</p> <ul style="list-style-type: none"> • for teachers • for students. 	<p>For both teachers and students, the most important technical equipment is their computers' video conferencing tools, as some microcredential courses may be conducted online or in a mixed mode.</p>
<p>Analysis and QA</p> <ul style="list-style-type: none"> • What data (and how) is collected to evaluate each academic offer activity success; • What QA tools/policies are existing to assure quality (if there are any) 	<p>QA of Microcredential courses depends on the decisions of the implementing faculty. Each professor and faculty responsible for the microcredential course is tasked with collecting data and reviews, not only from students but also from business partners, to ensure their relevance for the business sector.</p>

4.8. Online courses and MOOCs

Online courses are learning units delivered entirely over the internet, eliminating the need for physical attendance. Like traditional courses, they have specific learning objectives and a defined curriculum aimed at developing competencies and achieving learning outcomes within a reasonable timeframe. Utilizing various online tools and materials such as video conferencing, digital documents, recordings, quizzes, blogs, chats, forums, email, and social media, online courses offer both synchronous and asynchronous activities. Synchronous activities involve immediate interaction between teachers and learners or among students (e.g., live sessions, chats), while asynchronous activities allow for interaction with a delay (e.g., forums, email). Online courses may adhere to strict time frames and pacing or offer flexibility, enabling learners to self-organize their participation based on their prior knowledge, interests, or goals. Some online courses may be self-paced and

independent, requiring no interaction with instructors or peers, but they should still include mechanisms for quality assurance and communication channels for feedback. Learners should have opportunities to monitor their progress and demonstrate competency attainment. Additionally, recognized and reliable certification of learning achievements should be provided.

MOOCs (Massive Open Online Courses) are a unique type of online course designed to accommodate large numbers of learners in an open and accessible manner. They prioritize community building and direct interaction among participants, offering self-assessment tools, peer-to-peer evaluation, and other collaborative features. MOOCs typically cover topics of broad interest and are accessible to all without prerequisites. While MOOCs and their educational resources are freely available, certain personalized services such as follow-up support, mentoring, assignment grading, and final assessment may incur fees. Additionally, while MOOCs offer free access, it's important to note that the course materials may not necessarily be open resources that can be freely reused.

Closed questions for activity description	Detailed description	
Place: <ul style="list-style-type: none"> ● On campus ● Off campus (online) ● Blended 	<ul style="list-style-type: none"> ● Off campus (online) 	Courses are exclusively conducted online.
Pace: <ul style="list-style-type: none"> ● Self-paced (at their own pace) ● Time bound (synchronous/asynchronous) 	<ul style="list-style-type: none"> ● Self-paced (at their own pace) ● Time bound (synchronous/asynchronous) 	Online courses and MOOCs can offer both self-paced and time-bound options, depending on the learner's preference or the structure of the course.
Access: <ul style="list-style-type: none"> ● Open ● Restricted ● For limited number (add comment, what is the maximum number of participants) 	<ul style="list-style-type: none"> ● Open ● Restricted ● For limited number (add comment, what is the maximum number of participants) 	Online courses may have restrictions such as fees or limited participant numbers, depending on the course and its context. Conversely, MOOCs are typically open and free of charge, designed to accommodate a large number of participants.
Funding: <ul style="list-style-type: none"> ● Self-funded ● Grant/ Government funded 	<ul style="list-style-type: none"> ● Self-funded ● Grant/ Government funded ● Alliance-funded / project funded 	All options are possible. As for the funding it is important to add that online courses are usually fee based and MOOCs can offer additional services such as mentoring, correcting and

<ul style="list-style-type: none"> • Alliance-funded/ project funded • Free of charge/ funded by university • Other (comment) 	<ul style="list-style-type: none"> • Free of charge/ funded by university • Other (comment) 	<p>grading of assignments, final assessment and certification for additional fee.</p>
<p>Inclusion into the curriculum:</p> <ul style="list-style-type: none"> • Part of the curriculum <ul style="list-style-type: none"> o the compulsory study subject o the elective study subject • Extracurricular • Both options are possible (included/ apart from it) 	<p>Part of the curriculum</p> <ul style="list-style-type: none"> • the compulsory study subject • the elective study subject • Extracurricular 	<p>Both courses can be integrated into the curriculum as compulsory or elective subjects, although MOOCs typically aren't compulsory. They can also be offered extracurricularly as standalone subjects. In the case of extracurricular subjects, they may lead to microcredential certificates if they provide specific competencies, or they may be mentioned in a diploma as separate courses.</p>
<p>Open questions of activity description</p>	<p>Detailed description</p>	
<p>Volume of the activity</p> <p>Length in ECTS/ semesters</p>	<p>The volume of online courses and MOOCs varies widely. Typically, they can last from one week to one semester, with a weekly workload ranging from 5 to 15 hours per week. Credits earned can vary, with one credit typically awarded for every 25 to 30 hours of work.</p>	
<p>Price of the activity</p> <p>If the academic offer activity has a fee (as indicated in question above), what is the fee</p>	<p>Online courses are subject to the fee policy of the offering institution, while MOOCs are generally free of charge. However, additional services such as mentoring, assignment grading, and certification may be offered for a fee.</p>	
<p>Student application & selection</p> <p>How students can apply and/ or are selected/ approved for each activity</p>	<p>Online courses typically follow the admission policy of the offering institution and the context of the course, while MOOCs generally offer free admission to participants.</p>	
<p>Student evaluation</p>	<p>Online courses may utilize various evaluation and assessment tools that do not necessitate the physical presence of students,</p>	

<p>What methods are used to evaluate student performance in each activity</p>	<p>including online interviews and exams. However, some online courses may require one or more physical exams.</p> <p>MOOCs typically rely on non-interactive evaluation tools for free courses, such as quizzes, questionnaires, self-evaluation, and peer-to-peer evaluation. For paid or sponsored MOOCs, evaluation services may resemble those used in online courses.</p>
<p>Recognition of student results</p> <p>How student results are transferred (if applicable)</p>	<p>Online courses and MOOCs are recognized according to the recognition policy of the institution responsible for granting credit or certification.</p>
<p>Financial sustainability strategy</p> <p>How financial sustainability of each academic offer would be ensured</p>	<p>Online courses and MOOCs are integrated into official programmes and action lines of the offering institution, such as regular curricula, lifelong learning/continuing education, teacher training and retraining, and extracurricular activities, as well as summer/winter schools. They benefit from a diversification of funding sources and dedicated promotion and dissemination plans. Enhanced quality assurance strategies ensure the credibility and effectiveness of these offerings. Additionally, specific support structures and training opportunities are provided for teachers involved in delivering these courses.</p> <p>MOOCs, in particular, are often bundled and offered on dedicated local, regional, national, or international platforms. Examples include AbiertaUGR in Spain, EduOpen in Italy, iMooX in Austria, Coursera, and edX.</p>
<p>Support</p> <ul style="list-style-type: none"> ● How students are supported while studying through each academic offer activity ● How teachers are supported to develop each academic offer activity (administrative, 	<p>Support for students in both online courses and MOOCs includes course-specific support opportunities tailored to the needs of participants. Additionally, information about support activities offered by the organizing institution is provided to ensure learners have access to necessary assistance throughout their learning journey.</p> <p>For teachers and course developers, support structures may include:</p>

<p>academic support, training, etc.)</p>	<ul style="list-style-type: none"> • Specific support centers for digital teaching and learning, which offer guidance, resources, and training to educators in designing and delivering online courses and MOOCs effectively. • Recognition of online courses and MOOCs as part of the regular teaching load. • Specific funding and calls for course development, providing financial support and resources for educators to create high-quality online learning experiences. • Recognized training opportunities aimed at enhancing the pedagogical skills of teachers and course developers in the realm of digital education and online course design.
<p>Infrastructure</p> <p>What infrastructure and technical equipment is necessary for successful implementation:</p> <ul style="list-style-type: none"> • for teachers • for students. 	<p>Infrastructure for both teachers and students involved in online courses and MOOCs is essential for facilitating effective teaching and learning experiences. Here are some key components:</p> <ul style="list-style-type: none"> • Fast and reliable internet access to ensure seamless connectivity for accessing course materials, participating in discussions, and engaging in online activities. • Computers equipped with essential peripherals such as cameras, microphones, and pen tablets, enabling teachers to deliver lectures, conduct live sessions, and interact with students effectively. • Learning Management Systems (LMS) or other online training platforms that serve as central hubs for course materials, assignments, communication, and assessment. • Storage and backup services to securely store course-related data, materials, and student submissions, ensuring accessibility and data integrity. • Access to editing and design software for creating engaging multimedia content, presentations, and instructional materials to enhance the learning experience. • Video and audio recording facilities to produce high-quality instructional videos, lectures, and multimedia content for asynchronous learning. • Group work facilities, such as collaborative platforms or virtual meeting spaces, to facilitate teamwork, discussions, and group projects among students and teachers.
<p>Analysis and QA</p> <ul style="list-style-type: none"> • What data (and how) is collected to evaluate each 	<p>The offering institutions should apply the regular quality assurance procedures also for online courses of any type (reporting, self-assessment, questionnaires for students and</p>

<p>academic offer activity success;</p> <ul style="list-style-type: none"> • What QA tools/policies are existing to assure quality (if there are any) 	<p>teachers, internal quality assurance committees, regular external evaluation...).</p>
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4.9. Joint programmes

Arqus joint programme (AJP) - joint and flexible curricula initiative that aims at fostering student-centered and research-based learning in a wide variety of academic disciplines or interdisciplinary areas, e.g. at unit, module or programme level. Arqus joint programmes provide an innovative, quick and easy way to set up or foster academic cooperation within the Alliance. These programmes are typically based on existing academic cooperation and mobility of students and staff. Also, they are developed in a step-by-step fashion leaving open entry points for other partners to join in at any time. Note that Arqus joint programmes approach is very broad, while the regular EU understanding is much more specific (Erasmus Mundus), therefore definitions are not considered identical.

Joint programme⁸ – jointly planned and developed programmes including a strong integration of both curriculum and organization at the participating partner institutions. Joint programmes lead to single national, multiple or joint diplomas. These programmes typically are offered jointly by two or more participating higher education institutions located in different countries. Joint programmes usually have all or at least some of the following characteristics:

- the curriculum is jointly developed and approved by the corresponding institutions;
- students study in at least two different Arqus institutions;
- students' stays in the different participating institutions are usually of comparable length;
- periods of study and exams passed at the partner institution(s) are fully and automatically recognised;
- academics of the participating institutions jointly work out the curriculum, form joint admission and examination commissions, and participate in joint teaching activities;
- after completion of the full programme, the student either obtains the national diploma of each participating institution, a double diploma, a multiple diploma, or a joint diploma offered by at least two of the participating higher education institutions.

More terms and definitions related to joint programmes development are provided in the Arqus Terminology Bank⁹.

⁸ <https://www.nuffic.nl/en/subjects/international-partnerships/jdaz-guide>

Bologna Process, the 2012 Implementation Report (p.185)

⁹ https://arquserm.ugr.es/alphabetical-index?filter_collection=joint-programme-development-english-glossary-wp-3-5

Closed questions for activity description	Detailed description	
<p>Place:</p> <ul style="list-style-type: none"> • On campus • Off campus (online) • Blended 	<ul style="list-style-type: none"> • On campus • Off campus (online) • Blended 	<p>All formats are possible to implement in the joint programmes, although some may not be feasible due to national regulations. For instance, physical mobility might not be substitutable by virtual mobility in certain partner locations.</p>
<p>Pace:</p> <ul style="list-style-type: none"> • Self-paced (at their own pace) • Time bound (synchronous/asynchronous) 	<ul style="list-style-type: none"> • Time bound (synchronous/asynchronous) 	<p>The Learning Pace is time-bound (synchronous).</p>
<p>Access:</p> <ul style="list-style-type: none"> • Open • Restricted • For limited number (add comment, what is the maximum number of participants) 	<ul style="list-style-type: none"> • Restricted • For limited number 	<p>Access is typically restricted to pre-selected students. The exact number of students depends on each programme separately.</p>
<p>Funding:</p> <ul style="list-style-type: none"> • Self-funded • Grant/ Government funded • Alliance-funded/ project funded • Free of charge/ funded by university • Other (comment) 	<ul style="list-style-type: none"> • Self-funded • Grant/ Government funded • Alliance-funded / project funded • Free of charge/ funded by university 	<p>All types of funding may be possible and depend on the individual programme. Students can pay for their studies themselves, and governmental or Alliance funding may also be available. Some programmes, such as those funded by the European Commission through Erasmus+ funds (EMJMD), may be free of charge for students, as they are fully subsidized by the institution or government..</p>
<p>Inclusion into the curriculum:</p> <ul style="list-style-type: none"> • Part of the curriculum <ul style="list-style-type: none"> ◦ the compulsory 	<ul style="list-style-type: none"> • Part of the curriculum <ul style="list-style-type: none"> ◦ the compulsory study subject 	<p>The programmes consist of the compulsory and elective study subjects.</p> <p>The joint curriculum has to be complemented with a cooperation agreement between the partner universities.</p>

<p>study subject</p> <ul style="list-style-type: none"> ○ the elective study subject ● Extracurricular ● Both options are possible (included/apart from it) 	<ul style="list-style-type: none"> ○ the elective study subject 	
<p>Open questions of activity description</p>	<p>Detailed description</p>	
<p>Volume of the activity</p> <p>Length in ECTS/ semesters</p>	<p>At the bachelor level, the cycle corresponds to the learning outcomes for EQF level 6, typically encompassing 180-240 ECTS credits. For the master-level cycle, it aligns with the learning outcomes for EQF level 7, typically comprising 90-120 ECTS credits, with a minimum of 60 ECTS. The doctoral-level cycle corresponds to EQF level 8.</p> <p>Within the ECTS system, one year equates to 60 credits, with each credit representing 25-30 hours of work, including self-study.</p>	
<p>Price of the activity</p> <p>If the academic offer activity has a fee (as indicated in question above), what is the fee</p>	<p>The exact fee is collectively determined by all participating partners and outlined in the cooperation agreement. Funding programmes, such as Erasmus Mundus Joint Masters, may influence the funding regulations.</p>	
<p>Student application & selection</p> <p>How students can apply and/or are selected/ approved for each activity</p>	<p>Student application and selection rules are mutually agreed upon by participating partners and specified in the cooperation agreement.</p>	
<p>Student evaluation</p> <p>What methods are used to evaluate student performance in each activity</p>	<p>Methodologies typically depend on institutional regulations and joint decisions made by the consortium. They are detailed in the cooperation agreement as part of the annex.</p>	

<p>Recognition of student results</p> <p>How student results are transferred (if applicable)</p>	<p>Student results are recognised according to the agreements between partner universities.</p>
<p>Financial sustainability strategy</p> <p>How financial sustainability of each academic offer would be ensured</p>	<p>Ensuring sustainability in joint programmes involves a combination of strategic planning, ongoing collaboration, and effective management to address economic, social, and environmental considerations.</p>
<p>Support</p> <ul style="list-style-type: none"> ● How students are supported while studying through each academic offer activity ● How teachers are supported to develop each academic offer activity (administrative, academic support, training, etc.) 	<p>Supporting students in joint programmes is crucial for their success and well-being. These programmes often involve collaboration between multiple institutions or organizations, and they may require additional assistance to navigate the complexities of dual or multi-institutional experiences. Here are several ways in which students are typically supported in joint programmes:</p> <ul style="list-style-type: none"> ● Orientation and Onboarding: Provide comprehensive orientation programs to introduce students to the joint programme, its structure, requirements, and the different participating institutions. ● Academic Advising: Assign academic advisors who are knowledgeable about the joint program and its curriculum. These advisors can help students plan their course schedules, provide guidance on academic requirements, and assist with any academic challenges. ● Mentorship: Offer mentorship programmes where students can connect with more experienced students or faculty members who can provide guidance and support, both academically and personally. ● Student Services: Ensure that students have access to essential support services such as career counseling, counseling and mental health services, disability services, and academic resources such as libraries and research facilities. ● Administrative Support: Have dedicated staff to assist students with administrative matters, including registration, enrollment, visa and immigration issues, and housing arrangements. ● Cultural and Social Integration: Promote cultural integration and social opportunities to help students build connections with their peers. ● Language Support: Provide language support services, especially for international joint programmes where language barriers may exist.

	<ul style="list-style-type: none"> ● Financial Aid and Scholarships: Offer financial support in the form of scholarships, grants, and loans to help students manage the costs associated with joint programmes. ● Career Services: Offer career development services, including internships, job placement assistance, and career counseling to help students prepare for their future careers. ● Health and Wellness Services: Ensure students have access to healthcare services and wellness programs to support their physical and mental well-being. ● Student Feedback Mechanisms: Establish channels for students to provide feedback on their experiences and suggest improvements. ● Support for applicants and students with special needs: Recognize and address the unique needs of students with disabilities and underrepresented groups. ● Conflict Resolution and Grievance Procedures: Develop clear processes for addressing academic and non-academic grievances, ensuring that students have a mechanism to resolve disputes or issues.
<p>Infrastructure</p> <p>What infrastructure and technical equipment is necessary for successful implementation:</p> <ul style="list-style-type: none"> ● for teachers ● for students. 	<p>The necessary infrastructure in joint programmes can vary significantly depending on the nature of the program, the institutions involved, and the specific objectives. However, there are some common infrastructure elements that are required to support the successful operation of joint programmes:</p> <p>Academic Facilities:</p> <ul style="list-style-type: none"> ● Classrooms and Lecture Halls: Equipped with modern teaching technology and suitable for collaborative learning. ● Laboratories: For science, engineering, and research-based joint programmes, well-equipped labs are essential. ● Libraries: Access to a wide range of academic resources and research materials. ● Computer Labs: Equipped with computers and specialized software for various academic disciplines. ● Specialized Research Centers: Laboratories and facilities tailored to the programme's research needs. ● Language Centers: Language support for non-native speakers, including English as a Second Language (ESL) programs. <p>Technology Infrastructure:</p> <ul style="list-style-type: none"> ● High-speed Internet: Reliable internet connectivity is crucial for research, online learning, and communication.

	<ul style="list-style-type: none"> ● Learning Management System (LMS): A digital platform for managing coursework, assignments, and communication. ● Collaboration Tools: Software for video conferencing, online collaboration, and data sharing. <p>Housing and Accommodation:</p> <ul style="list-style-type: none"> ● Student Housing: On-campus or nearby housing options for students, especially if they are coming from different locations. <p>Administrative Facilities:</p> <ul style="list-style-type: none"> ● Admissions and Registration Office: For processing student applications and enrollment. ● Administrative Offices: Handling programme coordination, student services, and general administration. ● Financial Offices: For tuition payments, scholarships, and financial aid. ● Mental Health Services: Counseling and support for students' mental and emotional well-being. ● IT Help Desk: For addressing technical issues and providing support to students and faculty. ● International Student Office: To assist international students with visa and migration matters. <p>Other Facilities:</p> <ul style="list-style-type: none"> ● Cafeterias and Dining Halls: Providing food services to students. ● Student Unions: Places for students to gather, organize events, and socialize. ● Study Spaces: Quiet and comfortable study areas. ● Conference Rooms: For hosting conferences, meetings, and events.
<p>Analysis and QA</p> <ul style="list-style-type: none"> ● What data (and how) is collected to evaluate each academic offer activity success; ● What QA tools/policies are existing to assure quality (if there are any) 	<p>Quality assurance in joint programmes, like any educational programme, is essential to ensure that students receive a high-quality education and that the programme meets its intended objectives. Data collection is crucial to assess and improve the program's effectiveness and adherence to established standards. The specific data collected can vary depending on the programme, institution, and goals, but usually includes:</p> <ul style="list-style-type: none"> ● Student Performance Data ● Enrollment Results ● Budgets and Financial Reports ● Student Feedback Survey Results

	<ul style="list-style-type: none"> • Reports from External Audits or Evaluations by accrediting bodies, external reviewers, or government agencies. <p>Internal and external reviewing tools are usually employed, such as regular reviews of collected data, meetings to review the curriculum, external evaluations, and reports for each programme-implementing faculty or university, as well as for quality assurance agencies.</p>
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5. COURSE CATALOGUE

The course catalogue¹⁰ is an online tool that includes on-site, online, or blended study activities offered by Arqus universities for alliance students, enhancing the study curriculum. It contains various types of courses aimed at developing students' general and subject-specific competences.

Courses can be searched using filters such as course name, teacher's name, university, academic year, course type, study field, degree, and language of instruction. It's important to note that not all courses are available to all students, and if unsure, students should contact the university responsible for teaching the course. Some courses may be restricted to students on particular degree programmes.

While efforts are made to ensure the accuracy of the catalogue, courses may be subject to change. For the most up-to-date information, students should inquire with the university responsible for teaching the course.

6. COMMON PROCEDURES

The development of joint curriculum enhancement activities should adhere to a systematic approach to ensure effective collaboration, alignment of objectives, and successful implementation within the Alliance. This necessitates structured design processes grounded in clear and efficient procedures. To simplify the description of these procedures for all curriculum enhancement activities outlined in Chapter 4, a common set of main principles and steps will be suggested here. These should be adaptable to the specific type of activity and the institutional frameworks of the involved partners.

1. Strategic Planning

The Arqus Education Board, together with WG14, will establish common priorities and goals for curriculum enhancement, drafting a strategic plan delineating the desired outcomes, target groups, key performance indicators (KPIs), and resource requirements for the Alliance.

2. Implementation of the Strategic Plan

¹⁰ Arqus course catalogue: <https://arqus-alliance.eu/action-lines/quality-learning/course-catalogue/>

The Arqus Education Board will delegate the implementation of the strategic plan to WG6 and other related working groups (or task forces) according to their assigned functions. These groups will identify the required activities and facilitate their development. Furthermore, they will initiate regular calls to solicit pertinent initiatives from academic staff and other stakeholders in the field. The Arqus Handbook on Joint Calls will be utilized to inform the development of these calls.

3. Faculty Training and Capacity Building

The Arqus working groups will offer training opportunities for faculty members who are interested in or already engaged in joint curriculum enhancement activities. These opportunities will encompass workshops, seminars, and other collaborative training sessions on pedagogical approaches, instructional technology, intercultural competence, and collaborative teaching strategies. Moreover, they will facilitate individual support and peer mentoring to foster continuous knowledge exchange among faculty members.

4. Implementation Planning and Timeline Development

The working groups (WG5, WG6, etc.) will assist in developing detailed implementation plans with clear timelines, milestones, and deliverables for each phase of selected joint curriculum enhancement activities. They will also establish mechanisms for regular progress monitoring, feedback collection and plan adjustments as necessary.

5. Piloting and Evaluation

The Arqus working groups (WG6, WG14, etc.) will assist in devising detailed implementation plans with precise timelines, milestones, and deliverables for each phase of selected joint curriculum enhancement activities. They will also establish mechanisms for regular progress monitoring, feedback collection, and adjustments to the plan as necessary.

6. Promotion and Dissemination

The working groups (WG15 together with support from WG4 and WG6) will devise a communication strategy to increase awareness of joint curriculum enhancement activities within the Alliance and beyond. They will primarily utilize tools developed by the Arqus communication team (such as the website, newsletters, social media, promotion events, and publications) to disseminate information and highlight successes. In later stages, alumni will be engaged to serve as ambassadors for the Alliance and its accomplishments.

The outlined common procedures will contribute to the establishment of robust and impactful joint curriculum enhancement activities. By enhancing the quality of education, fostering innovation, and maximizing the impact and effectiveness of international collaboration, these procedures will ultimately prepare students for success in a rapidly changing global landscape.

7. FINAL REMARKS

The quality assurance procedure is extensively detailed in the **Quality Assurance System for the Arqus Alliance**. It encompasses the collection of data for evaluating the academic offerings and provides guidance on evaluation methods and subsequent follow-ups.

The guidelines for curriculum enhancement serve as a roadmap to enhance the quality and efficacy of the Alliance's educational programs. These recommendations are the result of collective expertise and valuable experiences, reflecting a commitment to fostering flexible learning pathways among Alliance universities. The potential benefits of these guidelines are significant, impacting not only learners but also institutions, communities, and society at large. To make these benefits accessible to the Arqus community and to the public at large, these guidelines are also available (as mentioned in the Introduction) on the Arqus website, in the section [Guidelines for Curricular Enhancement](#).

We encourage active engagement from all stakeholders – administrative staff, academic faculty, and students. The success of these enhancements hinges on collective dedication, adaptability, and a relentless pursuit of educational excellence. The ability to enhance the curriculum of Alliance programs represents a significant stride towards creating flexible pathways for students and innovating the structure of ongoing programs. This transformation will empower universities to cultivate multilingual, intercultural, active, and responsible leaders of society.

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