

The EUT+ Standards and Guidelines for Harmonisation

Dissemination level: **Public**

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Executive Summary

The EUT+ Standards and Guidelines for Harmonisation (SGH) are a strategic instrument developed by the European University of Technology (EUT+) Alliance to support its long-term ambition of deep institutional integration. They provide a shared reference framework to guide, monitor, and reflect on how the Alliance's mission, values, and objectives are progressively embedded within its member universities.

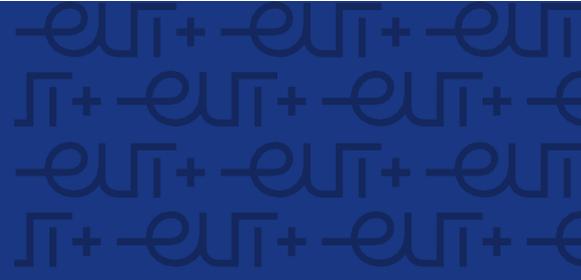
European University Alliances represent a new and evolving form of cooperation in higher education, characterised not only by collaboration but by the development of joint academic objects, shared services, and coordinated strategies. While existing European quality assurance frameworks offer robust guidance at programme and institutional levels, they do not fully address the systemic nature of alliances or the challenge of assessing collective transformation across autonomous institutions. The SGH were developed to respond to this gap.

Inspired by the principles of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the SGH adapt quality assurance concepts to the alliance level. They combine clearly articulated standards with flexible guidelines, supporting harmonisation while respecting institutional diversity, autonomy, and national contexts. Harmonisation is understood as a convergence process that fosters mutual trust, transparency, and shared understanding, rather than uniformity.

The SGH cover all core missions of EUT+, including governance, education, research and innovation, digitalisation, communication, and quality assurance. They are articulated through ten interrelated standards that describe the characteristics of an EUT+ campus and support the alignment of institutional strategies and processes with Alliance objectives.

Implementation is based on a participatory and evidence-based approach, centred on institutional self-evaluation, structured analysis at Alliance level, and continuous feedback. The SGH are used as a reflective and developmental tool, supporting dialogue, identifying good practices and barriers, and informing strategic decision-making.

By embedding the SGH within its broader quality framework, EUT+ has developed a living instrument that supports systemic transformation without disrupting existing quality assurance systems. Beyond their internal value, the SGH also contribute to wider European discussions on how quality assurance can evolve to support innovative, integrated, and sustainable forms of transnational higher education cooperation.



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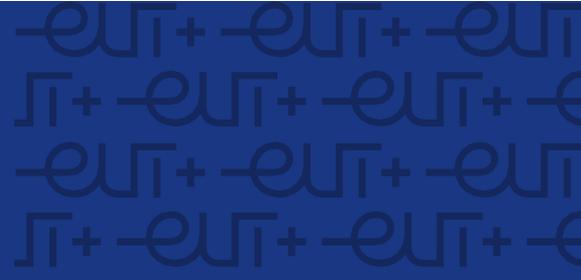
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1. Overview: EUT+ Standards and Guidelines for Harmonisation

The EUT+ Standards and Guidelines for Harmonisation (SGH) are a core instrument developed by the European University of Technology (EUT+) Alliance to support its long-term ambition of institutional integration and systemic transformation. They provide a shared reference framework to guide, monitor, and reflect on how the Alliance’s mission, values, and strategic objectives are progressively embedded within its member universities.

The SGH are designed to address a specific challenge faced by European University Alliances: how to ensure quality, coherence, and mutual trust when universities move beyond cooperation toward the development of joint academic structures, shared services, and common strategic orientations. Inspired by established European quality assurance practices, and in particular by the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the SGH adapt these principles to the scale, complexity, and experimental nature of an alliance.

Rather than prescribing uniform solutions, the SGH support a harmonisation process that embraces diversity of institutional contexts while enabling convergence toward shared objectives. They combine clearly defined standards—describing what it means to be an EUT+ campus—with guidelines that support their contextualised implementation. Their use is embedded in a broader EUT+ quality framework and follows a participatory, evidence-based, and continuously improving approach.

This document presents the European context in which the SGH were developed, the identified need they address, their conceptual and methodological foundations, and the evidence of their relevance and usefulness, both within EUT+ and beyond.

2. European context and policy background

The European Universities Initiative represents a significant evolution in European higher education policy. By encouraging groups of universities to cooperate more closely and to experiment with new forms of integration, it has opened a space for innovative academic configurations that go beyond traditional inter-institutional networks.

European University Alliances operate as laboratories for alternative visions of European higher education. Their objectives often extend across education, research, innovation, governance, and societal engagement, and they are shaped by diverse national, legal, and institutional environments. While this diversity is a defining strength, it also raises questions about how such complex and evolving entities can be meaningfully steered, assessed, and improved.

Existing European quality assurance frameworks, particularly the ESG, provide a robust and widely trusted reference for assuring quality at programme and institutional levels. However, alliances introduce new types of academic objects—such as joint study offers, shared digital infrastructures, common governance mechanisms, and integrated strategies—that are not reducible to the sum of their constituent institutions. As a result, quality assurance at alliance level cannot rely solely on the aggregation of existing national or institutional mechanisms.



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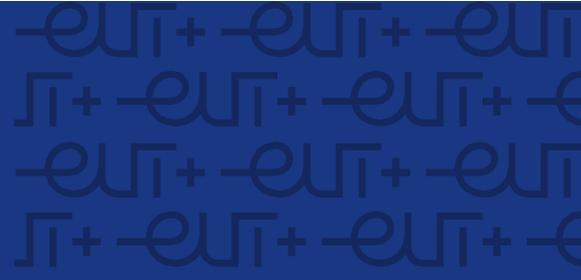
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At the same time, European higher education policy has consistently emphasised the importance of mutual trust, transparency, and recognition as foundations for cooperation within the European Higher Education Area. Harmonisation standards have proven effective in supporting these objectives in other domains, by providing shared reference points while respecting institutional autonomy and contextual differences.

Within this policy landscape, EUT+ has sought to contribute to ongoing European discussions by developing a quality-assurance-oriented approach that responds specifically to the systemic nature of alliances and their transformative ambitions.

3. The identified need: why harmonisation standards at alliance level?

A key distinction underlying the development of the EUT+ SGH is the difference between a network of universities and a European University Alliance.

A network typically provides a cooperative space in which each member pursues its own objectives more effectively through exchanges of practice, joint initiatives, or shared services. The value of the network is reflected primarily in the benefits accrued by individual members, and quality assurance remains anchored at institutional level.

An alliance, by contrast, is characterised by the decision of its members to share part of their future. Alliances develop joint academic objects and long-term ambitions that depend on collective design, shared resources, and coordinated implementation. Their value cannot be assessed solely by examining individual institutional gains; it emerges from the coherence, effectiveness, and sustainability of the collective endeavour itself.

This distinction has direct consequences for quality assurance. When universities commit to building joint structures and strategies, several questions arise that are meaningful only at alliance level:

- + Are the shared objectives coherent, relevant, and aligned with both institutional strengths and European priorities?
- + Are resources used efficiently in relation to the collective ambition?
- + To what extent are alliance objectives effectively embedded within the processes, policies, and practices of member institutions?
- + How does the alliance contribute to the wider European higher education ecosystem?

Experience within EUT+ and feedback from the broader European quality assurance community have shown that the penetration of alliance objectives into member institutions represents a critical and insufficiently addressed challenge. While quality assurance instruments exist for evaluating programmes, projects, or institutions, fewer tools are available to support and assess systemic transformation across multiple autonomous universities.

The EUT+ Standards and Guidelines for Harmonisation were developed to respond to this gap. They provide a structured yet flexible framework to support institutional dialogue, foster mutual understanding, and enable evidence-based reflection on progress toward shared European objectives, without imposing uniformity or disrupting existing legal and organisational arrangements.

4. EUT+ quality philosophy and quality assurance framework

Quality assurance within EUT+ is conceived as a strategic and enabling function, supporting the Alliance's long-term transformation rather than merely ensuring compliance. From the outset, EUT+ has sought to develop a shared quality culture that reflects its mission, values, and ambition to act as an integrated European academic space.

This quality culture is articulated in the EUT+ Quality Management Plan (QMP), which serves as a stable reference framework for quality-related activities across the Alliance. The QMP defines common principles and orientations that are subsequently applied and adapted to specific domains, projects, and joint academic objects. Subject to continuous quality enhancement, it is periodically reviewed to ensure its ongoing relevance.

At the core of the EUT+ quality philosophy is a distinction between strategic intent and operational implementation, which are treated as two complementary but analytically separate dimensions of quality assurance. On the one hand, EUT+ assesses the relevance and coherence of its strategic objectives, considering institutional strengths, external environments, and European policy priorities. On the other hand, it evaluates how effectively these objectives are implemented, based on tangible outputs, institutional uptake, and demonstrable progress toward the agreed goals. Maintaining this distinction supports transparency, preserves the legitimacy of strategic decisions, and enables meaningful evaluation of results.

The EUT+ quality framework covers all major missions and activities of the Alliance, including governance and administration, education, research and innovation, people and careers, societal engagement, and services. Quality assurance efforts operate at multiple observation levels: the Alliance as a whole, its member institutions (with particular attention to harmonisation toward common standards), and joint activities or academic objects developed collectively.

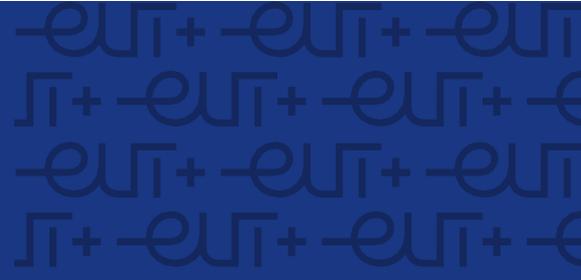
A range of instruments supports this framework, such as monitoring indicators, policy and process analysis, self-assessments, surveys, focus groups, benchmarking, evaluation reports, and the involvement of both internal and external experts. These instruments are combined through a quality matrix that ensures alignment with Alliance objectives, consistency with shared principles, and coverage of all relevant domains. Within this ecosystem, the EUT+ Standards and Guidelines for Harmonisation play a central role in linking strategic ambitions to institutional processes.

5. What the EUT+ Standards and Guidelines for Harmonisation are - and what they are not

The EUT+ Standards and Guidelines for Harmonisation (SGH) are a structured framework developed to guide and monitor the implementation of the EUT+ Mission Statement and strategic objectives across member universities. They are intended to support a progressive and systemic transformation of institutional practices in line with the Alliance's shared vision.

The SGH are composed of three interrelated elements:

- + Standards, which describe the agreed characteristics of an EUT+ campus and articulate what alignment with the Alliance's mission entails;



- + Guidelines, which provide practical orientations on how the standards can be implemented within diverse institutional contexts;
- + Harmonisation, understood as a convergence process that enables mutual trust, transparency, and recognition while respecting institutional autonomy and diversity.

The SGH do not constitute a legal or contractual framework, nor do they aim to replace national quality assurance systems or existing institutional processes. Instead, they function as a transformative, non-disruptive instrument, supporting incremental convergence within the boundaries of what is legally, financially, and socially feasible for each member university.

Rather than prescribing uniform solutions, the SGH encourage reflection, dialogue, and evidence-based self-assessment. They are designed to help institutions understand how EUT+ objectives are embedded in their strategic, key, and support processes, to identify obstacles to harmonisation, and to develop context-sensitive responses. In this sense, the SGH serve as a shared language for discussing quality and integration at alliance level.

The scope of the SGH deliberately spans all core missions of the universities, reflecting EUT+'s ambition to evolve toward a deeply integrated European academic space. At the same time, the framework acknowledges that harmonisation is an ongoing process and that diversity in implementation is not only inevitable but also a source of strength for the Alliance.

6. The ten EUT+ Standards and their scope

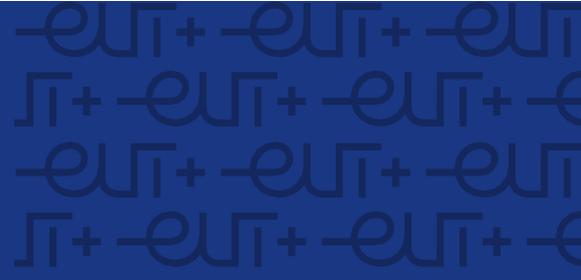
The EUT+ Standards and Guidelines for Harmonisation are articulated through ten standards, designed to reflect the breadth of the Alliance's ambitions and the complexity of its missions. While not exhaustive, the standards collectively address the key dimensions required for the progressive development of EUT+ as an integrated European academic space.

The standards cover governance, education, research and innovation, digitalisation, communication, strategic alignment, and quality assurance itself. They are not conceived as independent or isolated requirements; rather, they form a coherent and interrelated framework that mirrors the interconnected nature of higher education institutions and their processes.

At a high level, the ten standards address the following areas:

1. Resources and participation in EUT+ – ensuring that member institutions dedicate appropriate resources and organisational support to the Alliance's objectives.
2. European values in EUT+ – embedding shared European values, including inclusivity, sustainability, multilingualism, and parity of esteem for cultures and languages.
3. Student access to EUT+ information and opportunities – ensuring transparent, accessible, and effective communication with students.
4. EUT+ embedded in the study offer – integrating EUT+ objectives into the strategic design, delivery, and renewal of curricula.
5. EUT+ in research, development, innovation, and entrepreneurship – aligning research and innovation strategies with the Alliance's European ambitions.
6. Digital transition and common services – fostering seamless digital interaction and the development of shared services.





7. EUT+ brand and outreach – ensuring coherence between strategic objectives, activities, and external communication.
8. EUT+ as a long-term strategy – embedding the Alliance within institutional strategic planning and governance.
9. Internal reviews and standards self-evaluation – establishing robust internal mechanisms to support reflection and continuous improvement.
10. External reviews – facilitating engagement with external quality assurance perspectives.

The design of the standards follows common guiding principles. Each standard is rooted in the EUT+ Mission Statement and reflects the Alliance’s commitment to systemic transformation rather than isolated initiatives. The associated guidelines are intended to support interpretation and implementation without prescribing specific organisational solutions.

To illustrate this design logic let us examine standards 4 and 8. Standard 4, on embedding EUT+ in the study offer, emphasises that Europeanisation should be an integral part of regular curriculum design and renewal processes, rather than an add-on activity. Standard 8, on EUT+ as a long-term strategy, focuses on strategic alignment and coherence, encouraging institutions to reflect on how Alliance objectives are integrated into institutional planning, decision-making, monitoring, and review.

Together, the ten standards provide a shared reference framework that supports harmonisation while allowing institutions to build on their specific contexts, strengths, and trajectories.

7. How the Standards and Guidelines are used in practice

The EUT+ Standards and Guidelines for Harmonisation are implemented through a structured, participatory, and evidence-based process, designed to support institutional learning and continuous improvement rather than compliance-driven evaluation.

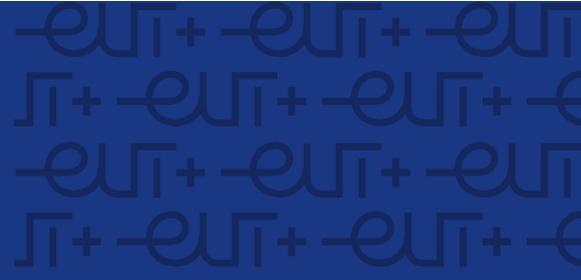
At the core of this process are self-evaluation reports (SERs) completed by each member institution. For this purpose, institutions establish local revision teams that typically include academic staff, administrative staff, and students. These teams assess the degree to which each standard is adopted within their institution, using the guidelines as a reference for interpretation and evidence collection.

Adoption is assessed using three indicative levels:

- + Fully adopted, when the standard is comprehensively implemented across relevant institutional processes;
- + Partially adopted, when implementation is uneven, adopted in specific units, programmes, or contexts.
- + Not yet adopted, when the standard is not implemented at institutional level.

These assessments are supported by documentary evidence and qualitative explanations, enabling a nuanced understanding of institutional contexts and constraints. The focus is not on comparison or ranking, but on identifying strengths, obstacles, and areas for development.





The self-evaluation phase is followed by a review and analysis process, coordinated at Alliance level. Self-evaluation reports are analysed using both quantitative and qualitative methods, including thematic analysis, interviews, and focus groups. This review process involves EUT+ internal stakeholders and, progressively, external experts acting as critical friends, in line with the Alliance's commitment to transparency and quality enhancement.

The outcomes of the process include:

- + A consolidated overview of adoption levels across the Alliance;
- + Identification of good practices and transferable solutions;
- + Analysis of common barriers linked to legal, organisational, or contextual factors;
- + Recommendations to support further harmonisation and strategic alignment.

Importantly, the use of the SGH is embedded within EUT+ governance and quality assurance structures. Institutional liaisons play a key role in linking Alliance-level standards with local processes and initiatives, ensuring that harmonisation efforts are connected to strategic, key, and support processes within each university.

Through repeated cycles of self-evaluation, review, feedback, and refinement, the SGH function as a living instrument, supporting the gradual embedding of EUT+ objectives into institutional practices and contributing to the Alliance's long-term development.

8. Development process and governance

The EUT+ Standards and Guidelines for Harmonisation were developed through a deliberate, inclusive, and iterative process, reflecting the Alliance's commitment to participatory governance and shared ownership.

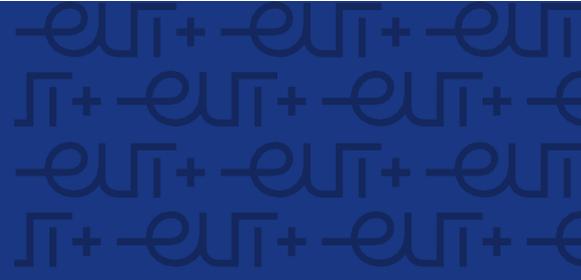
The initial conceptual design was informed by internal strategic discussions within EUT+, comparative analysis of existing European quality assurance frameworks, and exchanges with quality assurance professionals familiar with alliance-level challenges. Particular attention was given to ensuring conceptual coherence with other harmonization exercises in the EHEA, while avoiding a simple transposition of institutional or programme-level approaches to a fundamentally different object: a European University Alliance.

Draft standards and guidelines were progressively refined through consultations involving representatives from member institutions, including academic leadership, quality assurance experts, administrative staff, and students. These consultations focused on clarity, relevance, feasibility, and added value, and ensured that the framework could be meaningfully applied across diverse institutional contexts.

Governance of the SGH is embedded within the broader EUT+ governance and quality assurance structures. Responsibility for coordination and methodological coherence lies at Alliance level, while implementation and evidence collection are anchored at institutional level. This dual anchoring reflects the Alliance's commitment to shared standards combined with institutional autonomy.

The SGH are not considered static. Their content, structure, and use are subject to periodic review, informed by implementation experience, evolving Alliance objectives, and developments in European higher education policy.





9. Outcomes, evidence, and internal validation

The implementation of the EUT+ Standards and Guidelines for Harmonisation has generated a substantial body of qualitative and quantitative evidence regarding the state of harmonisation within the Alliance.

Self-evaluation reports produced by member institutions provide a structured overview of how EUT+ objectives are embedded across governance, education, research, services, and support functions. Beyond adoption levels, these reports offer insights into institutional strategies, contextual constraints, and locally developed solutions.

At Alliance level, the analysis of these reports has enabled:

- + Identification of systemic strengths, such as shared strategic orientations and emerging common practices;
- + Recognition of divergent implementation patterns, linked to national frameworks or institutional profiles;
- + Clear mapping of structural and legal barriers affecting harmonisation;
- + Collection of good practices with potential for transfer or scaling.

These outcomes have already informed internal decision-making, priority setting, and the design of support measures at Alliance level. They have also contributed to a more explicit and shared understanding of what “being part of EUT+” means in operational terms.

Internal validation of the SGH has been achieved through repeated use across institutions and domains, demonstrating their applicability, interpretability, and usefulness as a reflective and strategic tool. Feedback from participating institutions has consistently highlighted the value of the SGH in structuring internal dialogue and making Alliance-level ambitions more tangible.

10. External perspective and broader relevance

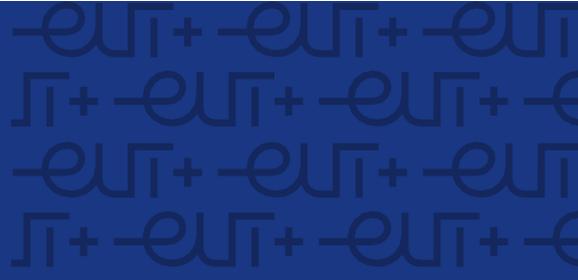
While developed for EUT+, the Standards and Guidelines for Harmonisation address challenges that are increasingly shared across European University Alliances and other forms of deep transnational cooperation.

The SGH contribute to ongoing European discussions on how quality assurance can support systemic innovation without constraining experimentation. They illustrate how a harmonisation framework can be designed to foster mutual trust and transparency while respecting institutional diversity and autonomy.

By articulating standards at alliance level, EUT+ is exploring a pathway for quality assurance that complements existing national and European instruments, rather than competing with them. This approach may be of interest to:

- + Other European University Alliances seeking structured yet flexible QA frameworks;
- + Quality assurance agencies reflecting on the evolution of QA objects and methodologies;
- + Policy makers interested in evidence-based approaches to supporting long-term institutional integration.

The SGH are therefore positioned not only as an internal instrument, but also as a contribution to the European higher education quality discourse.



11. Conclusion and outlook

The EUT+ Standards and Guidelines for Harmonisation represent a strategic response to the challenges and opportunities created by the European Universities Initiative. They provide a shared framework that supports alignment, reflection, and continuous improvement across a complex and evolving alliance.

By combining clear standards with flexible guidelines, and by embedding their use within a participatory quality culture, the SGH enable EUT+ to pursue harmonisation without uniformity and integration without loss of institutional identity.

As EUT+ continues to develop, the SGH will evolve alongside the Alliance. Their ongoing refinement, informed by evidence, dialogue, and external engagement, will support EUT+ in strengthening its role as a pioneering European academic space and in contributing to the future of European higher education.



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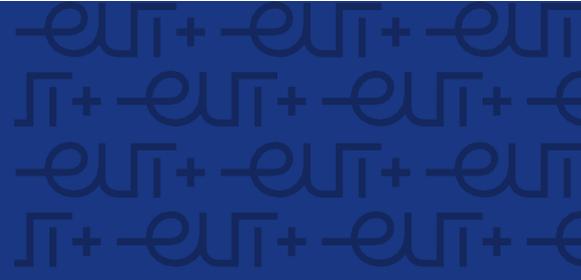
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ANNEX I The ten EUT+ Standards and Guidelines for Harmonisation

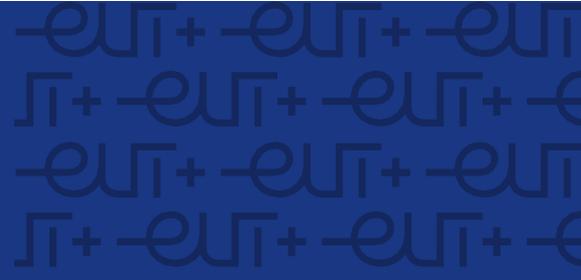
Standard 1 Resources and Participation in EUT+

An EUT+ member university allocates the necessary resources, including financial, human, infrastructure, and digital/IT means, to realize the objectives of the Alliance, participating actively in the EUT+ governance, bodies, offices, and teams, with representatives and delegates appointed and contributing to the tasks within the expected share of time, expertise, and workload. Delegates and representatives are appointed according to the regulations, procedures or other forms of documents agreed at EUT+, where applicable.

Guidelines

1. Have in place the necessary procedures and means to appoint the staff to EUT+ common structures, bodies, and working teams.
2. Foster the participation of the staff at different stages of Alliance activities, ensuring that the necessary time is allocated. EUT+ is considered an integral part of the staff work (academic and non-academic) and is recognized in university staff careers.
3. When needed, create the necessary positions and roles, with assigned responsibilities, and provide them with the means to complete their role and remits.
4. Member participants actively contribute to their assigned activities with a level of dedication appropriate to the task or role.
5. Facilitate the active participation of students in the design, development, governance, and life of the Alliance, ensuring that the skills gained through the contributions made by student volunteers and representatives towards achieving the Alliance's goals are recognized with ECTS, unless external regulations prevent it.
6. Ensure the independence of the student body by guaranteeing that the selection of student representatives is carried out by students themselves, free from external influence or interference.
7. Actively seek and promote the participation of external stakeholders in the Alliance.
8. Advocates at regional, national and international level to facilitate the achievement of the Alliance's mission.
9. Plan, execute, evaluate, and update the policies and procedures dedicated to its resources and participation in EUT+.
10. Ensure the transparent and efficient use of financial and other resources allocated to EUT+ activities, in line with sound management practices and the principles agreed within the Alliance.
11. Implement mechanisms to monitor performance indicators relevant to this standard as defined at EUT+ level, complementing them where appropriate with member-specific indicators. Report results, based on quantitative and qualitative evidence, to the





relevant EUT+ and institutional bodies and stakeholders, and apply the PDCA¹ cycle to foster continuous improvement.

Standard 2 European Values in EUT+

The EUT+ motto *European Values Empowering Technology* is embedded in the university policies and strategy. It gives parity of esteem to all European languages and cultures, providing education opportunities to learn and study both in the university official languages and in other European languages, and a working environment that fosters the learning and practice of other European languages. An EUT+ university champions Europe's Green and Digital Transitions to contribute to a carbon-neutral EU by 2050, fostering a sustainable and equitable society while embedding the principles of responsible technological education and innovation aligned with the SDG.

Guidelines

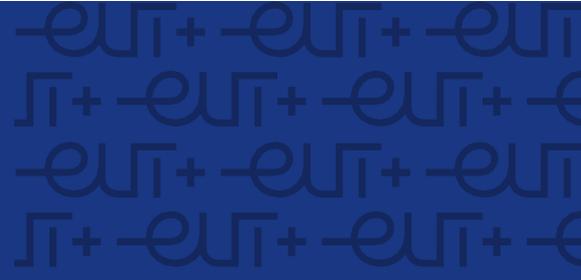
1. Plan, execute, evaluate, and update the policies and procedures dedicated to the principles of this standard, fostering societal engagement at regional and national level.
2. The European Union values are fully adopted.
3. Embed EDI and sustainability practices within the technological dimension of EUT+, ensuring that European values guide and empower the responsible development and use of technology.
4. Contribute to the EUT+ joint activities and practices that pursue the goals of this standard, aligning with their agreements.
5. Member participants are informed by applicable regulations and European references, and their contributions reflect state-of-the-art practices through alignment with the most relevant communities and benchmarking initiatives.
6. Implement mechanisms to monitor performance indicators relevant to this standard as defined at EUT+ level, supported by complementary member-specific indicators where appropriate. Report results, based on quantitative and qualitative evidence, to the relevant EUT+ and institutional bodies and stakeholders, and apply the PDCA cycle to foster continuous improvement.

Specific to Equity, Diversity, and Inclusion

7. Provide equitable access to all its community, making sure that EUT+ opportunities are equally accessible for all.

¹ PDCA stands for Plan-Do-Check-Act. See, for example, <https://en.wikipedia.org/wiki/PDCA> for further information.





8. Recognize, value and take account of the differences between people in the university community, placing a positive value on those differences to enable all students and staff realize their full potential.
9. Take corrective actions against any behaviour contrary to the EUT+ EDI principles outlined through its vision, mission and values.

Specific to a sustainable, ethical, and environmentally responsible EUT+ campus

10. Study programs include learning outcomes dedicated to the sustainable design and use of technology.
11. The study, innovation, and research works are mapped considering their impact on the SDG.
12. Commit actively to change for a fair and inclusive green and digital transition.

Specific to Multilingualism and Intercultural Learning

13. Offer language courses to its students (in preparation for mobilities) and staff.
14. Facilitates a study offer that is respectful of the principle of multilingualism, both to the enrolled students and to incoming ones.
15. Provide language courses eligible for ECTS recognition and complementary activities that foster the immersion of the incoming EUT+ students in the local culture and community.
16. Support staff in their interest and openness to learning about new languages and cultures of other EUT+ member locations, which can in turn build connections and influence attitudes to multilingualism and intercultural learning of students.
17. Have policies that foster and facilitate the learning of other European languages.
18. Recognize language and cultural activities undertaken during a mobility at a EUT+ destination by awarding the corresponding ECTS for students and workload recognition for staff.

Standard 3 Student Access to EUT+ Information and Opportunities

An EUT+ member university must facilitate the students with access to all the opportunities, offers, and relevant information of the EUT+ offer throughout all the phases of the student's academic process, including pre-admission, admission, skills, and competencies acquisition, and certifications.

Guidelines

1. Provide students with public and direct access to all information related to EUT+ opportunities throughout their academic journey, including study offers, mobility opportunities, and training, rights and duties, evaluation systems, antifraud mechanism,

timetables, use of facilities, housing, student life offers, etc., with emphasis on information for seamless mobility.

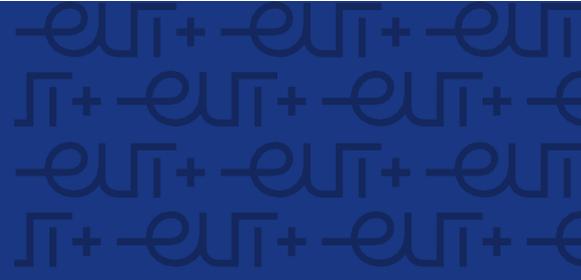
2. Ensure that relevant institutional information on EUT+ joint initiatives is systematically provided to the EUT+ website in a harmonized and consistent manner.
3. Have a system to collect, value, and use the information needed and provided to the students for what concerns the EUT+ offers so actions for continuous improvement can be designed, applied, and assessed in at least, but not limited to, the fields of:
 - + Promotion, student uptake, admission, and enrolment of students
 - + Credit recognition
 - + Support for the design of their study track
 - + Coordination among the multiple campuses of a joint program/cluster
 - + Multiple teaching/learning and evaluation methodologies
 - + Work-based experience possibilities
 - + Management of feedback and complaints
 - + Professional orientation
 - + EUT+ alumni
 - + Lifelong learning opportunities
4. Have open and transparent practices related to the content and the way the information is provided to the students.
5. Courses and curricula are described using Basic and Final Learning Outcomes respectively to ensure interoperability and transparency.
6. Define how the process involving the experience of EUT+ students is designed, developed, reviewed, and improved, involving the relevant stakeholders.
7. Member participants are informed by applicable regulations and European references, and their contributions reflect state-of-the-art practices through alignment with the most relevant communities and benchmarking initiatives.
8. Implement mechanisms to monitor performance indicators relevant to this standard as defined at EUT+ level, complementing them where appropriate with member-specific indicators. Report results, based on quantitative and qualitative evidence, to the relevant EUT+ and institutional bodies and stakeholders, and apply the PDCA cycle to foster continuous improvement.

Standard 4 EUT+ Embedded in the Study Offer

An EUT+ member university embeds the EUT+ dimension in the process of creating, maintaining, and renewing its academic offer, applying methodologies for its design, approval, implementation, control, and review that follow the relevant EUT+ frameworks. It allows its students to obtain the EUT+ Certificate and prepares its programs for European Degrees.

Guidelines

1. Consider EUT+ in the bodies, stakeholders, and procedures involved in the development of the academic offer including the phases of planning, design, approval, provision of the program, periodic review, and ending a program (if needed).



2. Have a system that allows aligning the objectives of the study programs with the EUT+ strategy, while considering the factors of its university, and society's needs, with a reasonable workload for the student, and aiming at their satisfaction and fulfilment of expectations.
3. Embed the EUT+ 12 defining Features of the European Degree across all study cycles and programs.
4. Create processes to oversee decisions concerning academic offerings throughout the program's lifecycle that consider EUT+.
5. Have a system to collect the relevant information including the international dimension so the maintenance, relevance, renewal, and updates can be assessed.
6. Determine the approach for involving and reporting to the EUT+ stakeholders in the design, organization, development, review, and improvement of the academic programs.
7. Have in place a procedure for issuing the EUT+ Certificate attached to the bachelor and master diplomas, that is compliant with the EUT+ agreements.
8. Offer to its enrolled students a study path with automatic recognition of at least 25 ECTS for one semester of studies in another EUT+ campus.
9. Students are offered EUT+ interdisciplinary and challenge-based approach training which are recognized with ECTS in their study programs.
10. Embed and reflect the principles of the other EUT+ standards, mainstreaming cross-cutting dimensions such as inclusion and the green and digital transitions.
11. Promote and ensure the effective application of the Bologna Process, the ESG, and the ECHE at the institution.
12. Member participants are informed by applicable regulations and European references, and their contributions reflect state-of-the-art practices through alignment with the most relevant communities and benchmarking initiatives.
13. Implement mechanisms to monitor performance indicators relevant to this standard as defined at EUT+ level, complementing them where appropriate with member-specific indicators. Report results, based on quantitative and qualitative evidence, to the relevant EUT+ and institutional bodies and stakeholders, and apply the PDCA cycle to foster continuous improvement.

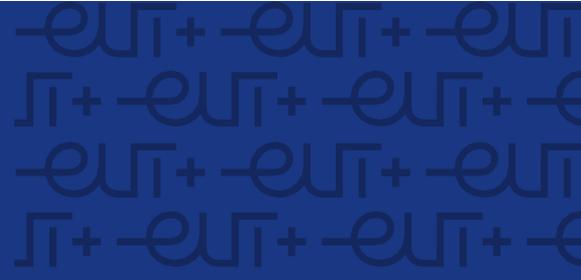
Standard 5 EUT+ in Research, Development, Innovation, and Entrepreneurship

An EUT+ member university must promote and develop R&D&I aligned with the EUT+ agreed strategy, while taking into consideration its resources, academic offer, and societal needs, considering the European dimension of its impact. Research and Innovation excellence is driven by its economic and societal impact.

Guidelines

1. Integrate the EUT+ R&D&I roadmap and strategy into the policies, objectives, and priorities of the institution, actively promoting and recognizing European Research Institutes as integral actors.

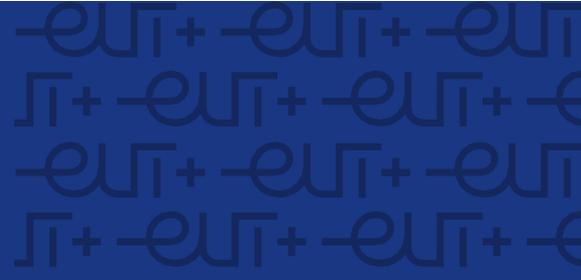




2. Establish participatory governance mechanisms involving European bodies and stakeholders in the definition of R&D&I policies, objectives, and priorities.
3. Align planning, coordination, and resource allocation with the EUT+ R&D&I strategy, ensuring institutional commitment to shared objectives.
4. Endorse and foster the EUT+ common affiliation across the institution.
5. Share and facilitate access to research infrastructure in compliance with the EUT+ Charter agreements, promoting open and efficient use across campuses.
6. Ensure societal engagement and regional impact by involving EUT+ territories and campuses in R&D&I training, capacity building, and activities that create wealth, social value, and community impact.
7. Foster international graduate training by participating in the EUT+ Graduate Research School, European master's-by-research, EUT+ Doctorate programs, while facilitating cotutelle PhDs with other EUT+ members and removing obstacles not imposed externally.
8. Strengthen international entrepreneurial and innovative culture by promoting the EUT+ entrepreneurial offer for students and staff, ensuring access to entrepreneurial semester programs, recognition of ECTS from national (cluster) initiatives², and active participation in joint actions through the EUT+ Entrepreneurship School.
9. Encourage societal co-creation of knowledge by engaging civil society, industry, and public institutions in research design, implementation, and dissemination, in line with EUT+ principles and agreements.
10. Promote ethical and sustainable research practices aligned with European values, ensuring responsible innovation and inclusivity. This includes promoting methodologies and interdisciplinarity that fosters inclusion and gender equity.
11. Promote competitiveness, visibility, and transparency of EUT+ research through benchmarking, collaboration, and reporting, ensuring continuous improvement and integration of the EUT+ dimension in monitoring systems and strategic reviews.
12. Member participants are informed by applicable regulations and European references, and their contributions reflect state-of-the-art practices through alignment with the most relevant communities and benchmarking initiatives.
13. Adopt evaluation systems with an EUT+ dimension, considering societal impact, knowledge transfer, and, where relevant, the protection and exploitation of results.
14. Implement mechanisms to monitor performance indicators relevant to this standard as defined at EUT+ level, complementing them where appropriate with member-specific indicators. Report results, based on quantitative and qualitative evidence, to the relevant EUT+ and institutional bodies and stakeholders, and apply the PDCA cycle to foster continuous improvement.

² For instance, by recognizing this semester mobility as a study path included in the cluster mobility maps.





Standard 6 Digital Transition and Common Services

An EUT+ member university promotes the harmonization of digital services towards a seamless digital experience for students and staff across the different EUT+ campuses. It promotes responsible use of technology, encouraging critical and open dialogue and foresight on green, sustainable and ethical use.

Guidelines

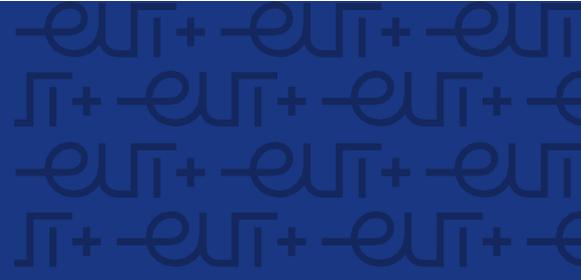
1. Support the development of common services and applications of key enabling technologies for a seamless mobility experience for students and staff, such as, but not limited to, the European Student Card (ESC)³ and the adoption of Erasmus Without Paper (EWP)⁴.
2. Facilitate the proliferation and responsible use of common digital tools, including virtual platforms, spaces for long-lasting collaboration, teaching and training courses, COILs, etc.
3. Contribute to the exchange of good practices among the EUT+ partners, including emerging practices facilitating change for a fair and inclusive twin green and digital transition.
4. Promote the European Digital Competence Framework⁵.
5. The bodies that define, follow up, and execute the policies regarding digitalization, its objectives, and priorities include the EUT+ strategy for implementation.
6. Include EUT+ in the procedures for deciding regarding its planning, coordination, and implementation of the digital transition.
7. Avoid adding constraints and limitations in its local digital strategy that jeopardize a global agreement at EUT+ level.
8. Provide technical IT support to the member-related questions dedicated to the EUT+ common tools and resources.
9. Informs its community about the EUT+ Academic Press, facilitates publishing on it, and supports the running of the EUT+ open-access repository.
10. Member participants are informed by applicable regulations and European references, and their contributions reflect state-of-the-art practices through alignment with the most relevant communities and benchmarking initiatives.
11. Implement mechanisms to monitor performance indicators relevant to this standard as defined at EUT+ level, complementing them where appropriate with member-specific indicators. Report results, based on quantitative and qualitative evidence, to the

³ <https://erasmus-plus.ec.europa.eu/european-student-card-initiative/card>

⁴ <https://erasmus-plus.ec.europa.eu/european-student-card-initiative/ewp>

⁵ https://joint-research-centre.ec.europa.eu/projects-and-activities/education-and-training/digital-transformation-education/digital-competence-framework-citizens-digcomp_en





relevant EUT+ and institutional bodies and stakeholders, and apply the PDCA cycle to foster continuous improvement.

Standard 7 EUT+ Brand and Outreach

An EUT+ member university has a policy for the use of the EUT+ brand that is respectful of the EUT+ agreements and represents the long-term vision of becoming as much as possible a single European university. This is embedded in its internal communication and outreach strategy, which sets the necessary steps towards a joint approach that enhances EUT+ visibility and presence worldwide, promoting its model of education and research.

Guidelines

1. Define a plan for brand coexistence that progressively puts EUT+ as the primary brand of the institution.
2. Foster a sense of belonging to EUT+ among internal stakeholders and strengthen external recognition of the institution as an active Alliance member.
3. Have a system to collect all relevant information regarding the use (or not) of the EUT+ brand, evaluate it, and act based on it.
4. The bodies in charge of defining, following, and implementing the outreach strategy consider the EUT+ principles for collaboration in this area.
5. Identify and pursue outreach and partnership opportunities consistent with the EUT+ vision and mission, fostering collaborations with external partners in line with the EUT+ objectives.
6. Outreach and partnership activities may include, among others, strategic collaborations in research, joint pedagogical initiatives, capacity-building projects, and other alliances with external partners that bring added value to the EUT+ community (students and staff) and to society at large.
7. Include the contribution to EUT+ in the decision-making process for outreach objectives and activities.
8. Define a model to coordinate the outreach policies with the other EUT+ members to find synergies.
9. Include the EUT+ dimension in the communication and outreach reports and its system for continuous improvement.
10. Member participants are informed by applicable regulations and European references, and their contributions reflect state-of-the-art practices through alignment with the most relevant communities and benchmarking initiatives.
11. Implement mechanisms to monitor performance indicators relevant to this standard as defined at EUT+ level, complementing them where appropriate with member-specific indicators. Report results, based on quantitative and qualitative evidence, to the relevant EUT+ and institutional bodies and stakeholders, and apply the PDCA cycle to foster continuous improvement.



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Standard 8 EUT+ as Long-Term Strategy

EUT+ is an integral part of the strategy of an EUT+ member university. This is formalized in the university's strategic plan (approved by the competent governing body) and reflected in its policies. This strategy responds to global societal challenges.

Guidelines

1. Commit to advancing the process of harmonization with other EUT+ partners in pursuit of the Alliance's shared goals.
2. The objectives of the university strategy must be aligned with the EUT+ objectives, and the university vision must be aligned with the EUT+ principles and mottos. University objectives that are not aligned with EUT+ shall not present a conflict.
3. Define and monitor strategic plan KPIs including the EUT+ dimension and provide access to their status and progress for all relevant actors.
4. Regular evaluations of the KPI results are done, including quantitative and qualitative information to get a comprehensive understanding of the progress.
5. Strategic institutional analysis and marketing assessments include the EUT+ dimension. When relevant, they are complemented by benchmarking and consultation activities involving EUT+ members, such as desk research, interviews, or focus groups.
6. Internal and external stakeholders participate actively in the development and evaluation of the university strategy and policies.
7. Facilitate the participation of EUT+ member universities in panels for strategic revisions and updates.
8. Implement mechanisms to monitor performance indicators relevant to this standard as defined at EUT+ level, complementing them where appropriate with member-specific indicators. Report results, based on quantitative and qualitative evidence, to the relevant EUT+ and institutional bodies and stakeholders, and apply the PDCA cycle to foster continuous improvement.

Standard 9 Internal Reviews and Standard Self-evaluations

An EUT+ member university conducts internal reviews to assess its contribution to EUT+ objectives and its compliance with the EUT+ standards and guidelines for harmonization, providing meaningful self-evaluations.

Guidelines

1. Establish a system to complete internal reviews aligned with EUT+ guiding documents, including the SHG self-assessments and other relevant processes, with the necessary resources. To minimize duplication of effort, this system may build on existing internal review processes.
2. Actively involve the EUT+ community in internal reviews. Internal revision teams should include students, academic and non-academic staff, and researchers.

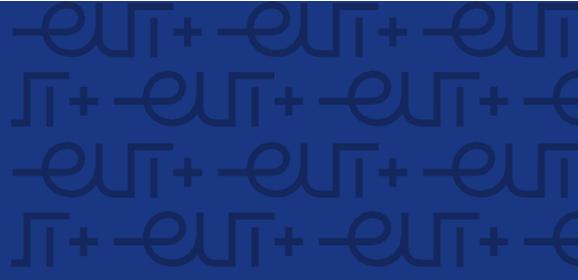
3. Facilitate complementary consultations with external stakeholders, such as alumni, professionals, and external experts, ensuring the EUt+ dimension is included when relevant.
4. Ensure self-assessments reflect on the EUt+ standards to provide a clear view of the stage of adoption.
5. Implement metrics, including qualitative and quantitative performance indicators, to understand the progress on all EUt+ standards and guidelines.
6. Share best practices that advance internal transformation and support harmonization, while learning from other EUt+ member universities to enhance the experiences of students, staff, and other stakeholders.
7. Implement mechanisms to monitor performance indicators relevant to this standard as defined at EUt+ level, complementing them where appropriate with member-specific indicators. Report results, based on quantitative and qualitative evidence, to the relevant EUt+ and institutional bodies and stakeholders, and apply the PDCA cycle to foster continuous improvement.

Standard 10 External Reviews

An EUt+ member university facilitates external reviews regarding its contribution to EUt+ and its adoption of the EUt+ standards and guidelines for harmonization.

Guidelines

1. Facilitate external reviews complementary to internal reviews, with panels including external students, academic and non-academic staff, researchers, alumni, professionals, and external experts.
2. Follow the guidance of the chair of the external review panel, who shall be external to the institution.
3. Ensure the external review panel has access to the relevant documentation necessary for evaluation, including self-evaluation reports on the adoption of the standards.
4. Facilitate a physical visit of the external review panel if necessary. The visit should have a clear agenda and enable discussions on the adoption of the standards onsite, including exchanges with key personnel and stakeholders of the internal review. All interviews must be documented.
5. Foster an appreciative and constructive approach throughout the review process.
6. Provide the panel with meaningful insights, both written and oral when necessary, to support their understanding of the adoption of the EUt+ standards as a transformation process, including any formal or sociological barriers that may affect implementation.
7. Review the external panel report, which includes findings, analysis, conclusions, and recommendations for the institution, and respond to any comments to correct possible factual errors and use the insights to foster continuous improvement at both the institution and EUt+.



8. May use the review feedback procedure for highlight concerns regarding the review content or suggest improvements to the process. Such a procedure does not affect the validity of the panel's report.



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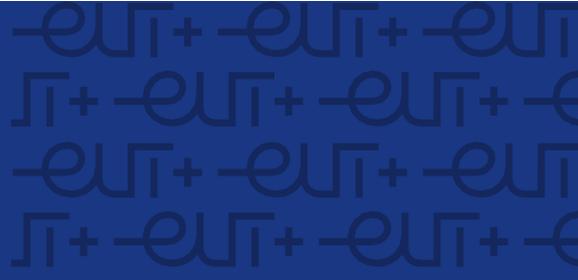
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ANNEX II HEI self-evaluation report (HEI-SER) for the EUT+ Standards and Guidelines for Harmonization

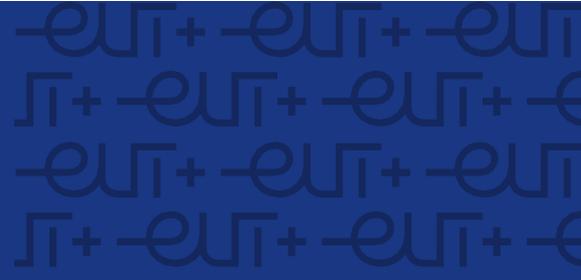
Name of HEI	Name	Role
Member of the Steering Group		
Members of the Revision Team		
Contributors		
Date		

Summary

Describe the general status of the adoption of the standards at the HEI (between 300 and 500 words).

--

ID	Standard	Adoption level (fully/ partially/ not adopted)
1	Resources and Participation in EUT+	
2	European Values in EUT+	
3	Student Access to EUT+ Information and Opportunities	
4	EUT+ Embedded in the Study Offer	
5	EUT+ in Research, Development, Innovation, and Entrepreneurship	
6	Digital Transition and Common Services	
7	EUT+ Brand and Outreach	
8	EUT+ as Long-Term Strategy	
9	Internal Reviews and Standards Self-evaluation	
10	External Reviews	



Assessments

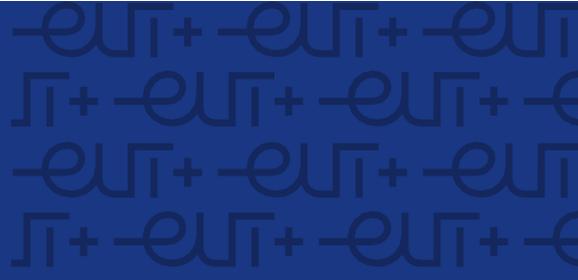
Standard i *Title of the standard (repeat for the ten standards)*

Description of the adoption
Describe the way the standard is adopted at the HEI (between 300 and 500 words). Mention the necessary agreements at different HEI boards when necessary. Explain whether the adoption covers the whole HEI or only certain faculties, study clusters, etc.

Adoption level	
Choose among “fully adopted”, “partially adopted”, and “not adopted”. Justify why you have provided such a self-assessment (100 words).	
Level of adoption	
If the level of adoption was not “fully adopted”, please explain	
Who is impacted?	
What is preventing adoption?	
Where is the issue?	
Why is this an issue to adopt the standard?	
How often does this happen? (e.g. constantly, under some circumstances, rarely).	
Is there any action planned that could help progress in the adoption of the standard?	
If yes, what is the planned schedule of the action and its result?	

Remarks on the process
Make any general remark that you feel you must share for a better understanding of the SER. You might want to consider answering some of these questions: <ul style="list-style-type: none"> f) Did the standards help you better understand the situation at your HEI regarding the adoption of the EUT+ initiative in the university? f) Did you find the description of the standards and guidelines too vague or too specific?





- f) Did you find it difficult to define the level of adoption with the information that you have available at the university?
- f) Was the fact that the standards are written in English an issue for the revision team and other potential contributors?
- f) Do you have any suggestions for improving this report?
- f) Do you have any suggestions for improving the standards and guidelines?



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