Call for proposals for new joint degree programmes

1. General information

The development of new joint programmes that are aligned with the SDGs and education for sustainability is one of the main aims of EU GREEN. In fact, in the EU GREEN proposal partners stated as a long-term goal, creating at every level of study, joint programmes aligned with each of the six Research Clusters: "*During the first 4 years of the Alliance, the partners will design at least one pilot joint/multiple degree per study cycle (one Bachelor, one Master, one PhD) to be implemented by the start of the project's fourth academic year (M36). The programmes will be designed in year 2, right after the guidelines are known (M12). During year 3 the programmes will be submitted to the national accreditation agencies and, finally, in year 4 the programme will be first offered".*

EU GREEN aims to create new joint programmes that are innovative in terms of the teaching and learning process and that are aligned with EU GREEN graduate attributes and educational principles. We will follow a progressive approach, starting by creating and implementing a few pilot programmes, next evaluating their implementation, then deciding how to improve the design of future joint programmes.

To create the new joint programmes, the following process will be followed:

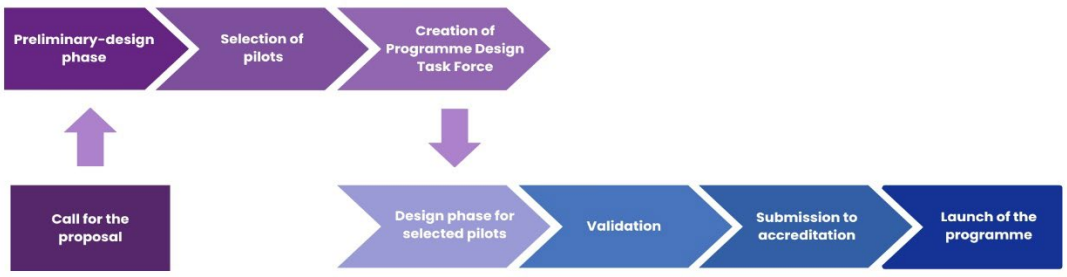

Figure 1. Steps of developing new joint programmes

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The selection of the pilot programmes will follow a **bottom-up approach** and that is why EU GREEN is launching a **Call for proposals for new joint degree programmes** where a group of academics can submit a preliminary proposal for a joint degree.
The full design of the programmes will only be made after the selection of the pilots when all the documents needed for accreditation will be prepared.

In this first call, **3 pilot degree programmes** will be selected. A second call for 3 other programmes will be open in the future.

2. Funding

The design of the selected pilot new joint programmes will require intense work by the Programme Design Task Force. To facilitate this work, each approved new joint programme pilot will receive financing to allow a maximum of two in-person meetings with a maximum of two participants per partner. The financing is exclusively for travelling, accommodation, subsistence and for preparing the face-to-face meetings. The maximum financing depends on the number of partners involved in the programme as follows:

Number of partners	**Financing**
3	17800
4	26400
5 or more	30000

Each university will finance the expenses of its participants (staff or students).

3. Definition of EU GREEN joint programmes and eligibility criteria

EU GREEN joint degree programmes are educational programmes at any level (bachelor, masters or PhD) that are **jointly designed and organised** by **at least 3 partners**, which upon successful completion are certified with either one joint degree or multiple degrees. These programmes should be constructed on the following pillars: research expertise at the Alliance level (anchored on the Research Clusters), promote sustainability through alignment with the EU GREEN graduate attributes framework and educational principles (the Annex presents the list of EU GREEN Research Clusters, the graduate attributes and the educational principles).

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The groups of academics who wish to submit a proposal for a joint programme need to define the main characteristics of the programme and provide evidence that the programme is aligned with EU GREEN graduate attributes and educational principles and that EU GREEN has excellent research capabilities in that field to support the implementation of the programme. Ideally, the proposal should be anchored in one of the 6 Research Clusters, but other proposals may be accepted if there is clear evidence of excellence in research. In these cases, together with WP 3, it should be explored whether any of the Research Clusters should expand its research topics to include the one related to the study programme, or even if it would make sense to create a new Research Cluster.

In order to be considered as a candidate to be a pilot, the proposed joint programme must satisfy the following **eligibility criteria**:

- Be jointly designed and delivered by at least 3 partners;
- Be anchored in the Research Clusters (if that is not possible, the proposal needs to show evidence of excellence in research and that steps have been taken to integrate it in Research Clusters);
- Learning outcomes have to be aligned with EU GREEN graduate attributes;
- Be aligned with EU GREEN educational principles.

4. Selection of pilots

The proposals will be evaluated by a **Selection Committee** that will include:

- 9 members from the Joint Education Commission,
- 1 member from the Joint Research Commission,
- 1 member from the Innovation Commission,
- 1 member from the Engagement Commission,
- 3 student representatives (students who are in EU GREEN Senate.

For the selection process, the following **selection criteria** will be used (evaluated on a scale of 1-10):

- Number of partners involved in the programme;
- Number of Research Clusters involved in the programme;
- Degree of alignment with EU GREEN graduate attributes and educational principles;
- Degree of innovativeness (field of study, teaching/learning process,…);
- Relevance in terms of tackling sustainability challenges;
- Leverage potential (e.g., to become an Erasmus Mundus);
- Evidence that the programme will foster research-education links;
- Evidence that the programme is filling a gap/need/demand and will stimulate links with business and society.

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After the pilots are selected, a **Programme Design Task Force** will work on developing the programme. This task force is responsible for coordinating the programme development process, but other agents, such as the teachers who are part of the teaching team and students, will also participate in the design process. The Programme Design Task Force will include at least: 1 member from each university participating in the programme, 1 member of the Research Cluster connected to the programme, 1 student from the programme study field, 1 associated partner related to the programme field. This task force will have the support of the Design Support Team**,** which will help the programme design task force with pedagogical issues, ULD design, using technology to enhance learning, plurilingualism issues and accreditation and administrative issues.
A Programme Design Task Force should be proposed when the new joint programme is submitted.

5. Calendar for Call and subsequent steps

Steps	Date
Application start	23rd February 2024
Application close (deadline for submissions)	31st May 2024
Notification of selected pilots to applicants	30th June 2024
Start of the joint degree programme design by Programme Design Task Force	15th September 2024
End of design of joint degree programme	30th April 2025
Validation by EU GREEN bodies	31st of July 2025
Submission to accreditation	According to national calendars, during academic year 2025/2026
Launch of the programme	Academic year 2026/2027

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6. Submission of the Call and application form

Proposals must be submitted through "Expression of interest" until 12th of April and after that through the application form, which will be send directly to the applicants, before the call deadline. It will not be possible to submit a proposal after the deadline. The deadline is the 31st of May at 5:00 p.m. (CEST – Central European Summer Time).

The initial information requested for analysis will include the following:

Table 1. Call for proposal – general information

	Information	*No more than 2,500 characters for each section*
1	Title of the programme	
2	Educational level	
3	Degree obtained upon graduation	
4	Number of ECTS	
5	Duration (semesters)	
6	Partners involved	
7	Related area of study and research (cluster)	
8	Programme's educational objectives	
9	Disciplinary / content related competencies	
10	EU GREEN sustainability related competencies will be fostered	
11	How will the programme promote the EU GREEN educational principles? (see grid that will be used after the pilot selection, in the programme development phase)	
12	What are the main distinctive/innovative features of the programme?	
13	How will the programme contribute to EU GREEN Alliance vision and will involve its stakeholders?	
14	How will the programme encourage research/education links?	
15	What are the gaps/needs/demand that the programme aims to fill? How will the programme foster links with business and society?	
16	Proposed Programme Design Task Force (indicate the people who will participate and their role)	
17	How many physical meetings are you planning (a maximum of 2 are financed)? Which partners will organize the meetings?	

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7. Questions

If you have any questions on this procedure, please send them to eugreen.wp2@upwr.edu.pl. A Q&A document will be provided through the EU GREEN website.

Please find here contact details for coordinators of the pilot new joint programmes in each University:

1. University of Extremadura - Laura V. Fielden, dirinternacional@unex.es
2. University of Angers - Alberic Baumard, alberic.baumard@univ-angers.fr
3. Atlantic Technological University - Frances Lucy, frances.lucy@atu.ie
4. University of Évora - Cesaltina Pires, cpires@uevora.pt
5. University of Gävle - Komal Singh Rambaree, komal.singh.rambaree@hig.se
6. University of Oradea - Codruta Bendea, cbendea@uoradea.ro
7. University of Parma - Simone Baglioni, simone.baglioni@unipr.it
8. Otto von Guericke University of Magdeburg - Anne Herbik (temporarily), anne.herbik@ovgu.de
9. Wroclaw University of Environmental and Life Sciences - Elżbieta Wróbel (temporarily), elzbieta.wrobel@upwr.edu.pl

A first online info session will be organised on the 8th of March 2024 from 9:00 to 10:00 a.m. (CEST time). The info session will be recorded, and the video will be made available. We can access the online info session by clicking on this link. An additional session is expected to be offered in April.

8. Annex

8.1. EU GREEN Research Clusters

EU GREEN research is organized into six Research Clusters:

1. Emerging paradigms for health and wellbeing
2. Agriculture, food and environmental sustainability
3. Engineering and technology for sustainable development
4. Sustainable tourism for cultural and national heritage
5. Education sciences for sustainable development
6. Challenges in ecosystem diversity and function

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8.2. EU GREEN Graduate attributes framework

One of the foundations of the EU GREEN educational strategy is the definition of a graduate attribute framework. Our concept of graduate attributes (GAs) includes a set of generic competencies deemed desirable for students to develop and enhance key competencies for sustainability and become responsible professionals and global citizens during their study time at the university. We opted for a framework instead of a list of competencies because we want to stress the functional connectivity between the competencies in the GA framework.

This framework includes general competencies (communication, critical thinking, learning), professional competencies (communication and project management), disciplinary knowledge and key competencies for sustainability. The key competencies for sustainability include: ***systems-thinking***; ***anticipatory/futures thinking***; ***normative/values thinking***; ***strategic-thinking***, ***Interpersonal/collaborative competence***; **Implementation competence**; **Integration competence**; and ***intra-personal competence*** (Figure 1 summarizes the EU GREEN graduate attributes framework and Table 1 provides more detailed description; see also the EU GREEN Educational Strategy and Guidelines).

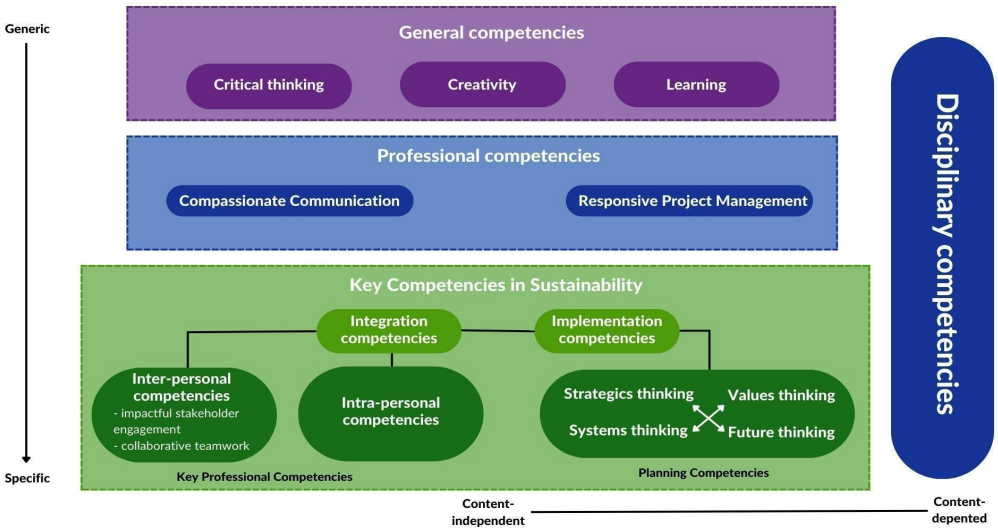

Figure 2. Expanded competencies framework (source: Redman & Wiek, 2021)

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Table 2. Key Competencies in Sustainability

Key Competencies in Sustainability				
Graduates should be able to:				
Implementation CPs	Implement, enact, adapt, manage, transfer, scale strategies/action plans, change plans, intervention plans, governance initiatives, etc., in responsible, effective and efficient ways.	**Planing CPs**	**Systems-thinking Cps**	Apply modelling and complex analytical approaches Analyse complex systems and sustainability problems across different domains (environmental, social, economic) and across different scales (local to global), including cascading effects, inertia, feedback loops, and other system dynamics; Analyse the impacts of sustainability action plans (strategies) and interventions (how they change systems and problems).
			Strategies-thinking Cps	Design, create, develop, test transformative, innovative, viable, feasible interventions, transitions, strategies, action plans, solutions and other relevant aspects considering barriers, inertia, path dependence, carriers, assets, and other variables.
			Values thinking Cps	Map, specify, apply, reconcile, and negotiate sustainability principles, morals, norms, ethics, goals, integrity, justice, conflicts, tradeoffs; Assess the (un-)sustainability of current and/or future states of social-ecological systems and, second, to collectively create and craft sustainability visions for these systems.
			Futures-thinking Cps	Construct simulations, forecasts, scenarios, and visions; Anticipate future states and dynamics of complex systems and sustainability problems; Anticipate how sustainability action plans (strategies) might play out in the future (if implemented).

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Table 2. Key Competencies in Sustainability - continuation

<table>
<tr><td rowspan="2">Integration Cps</td><td rowspan="2">Develop, apply, promote, make decisions to advance sustainability by using viable, equitable, and inclusive solution processes, procedures, frameworks and schemes.
Apply collective problem-solving procedures to complex sustainability problems:
Develop viable sustainability strategies (action plans);
Successfully implement them, in collaborative and self-caring ways.</td><td rowspan="2">Key Professional Cps</td><td>Interpersonal Cps</td><td>Enable, motivate, facilitate interdisciplinary, transdisciplinary, pluricultural collaboration in teams and among stakeholders through listening, compassionate communication, negotiation, conflict resolution, empathic leadership.
Facilitate collaborative and participatory sustainability research and problem solving.
Promote active engagement in (grand) societal change.</td></tr>
<tr><td>Intra-personal Cps</td><td>Reflect, motivate, have respect for, be responsible, be empathetic, selfcare for identity, commitment, feelings, burnout, personal boundaries, limits of capacity, and other relevant dimensions necessary to improve sustainability effective transformations.</td></tr>
<tr><td colspan="5">Professional Cps</td></tr>
<tr><td colspan="3">Compassionate communication</td><td colspan="2">Responsive Project Management</td></tr>
<tr><td colspan="3">Promote positive change through the engagement in verbal, non-verbal or written interactions between two or more people that yields agreement, shared information, or asserted support.
Enhance collaboration by strengthening the relationship between actors through attentiveness, interest, empathy, and caring.</td><td colspan="2">Achieve aspired project outcomes within a given timeframe, budget, and other constraints;
Organising the project process as part of a dynamic system by accounting for surprise and contingency plans;
Providing good time management to facilitate engagement of project participants;
Carefully monitoring and strategically reflecting about the process and warranted adjustments.</td></tr>
<tr><td colspan="5">General Cps</td></tr>
<tr><td>Critical thinking</td><td colspan="2">Creativity</td><td colspan="2">Learning</td></tr>
<tr><td>Think open mindedly within alternative systems of thought, raising questions and problems, gathering and assessing relevant information in order to come to well-reasoned conclusions and solutions.</td><td colspan="2">Be able to consider innovative solutions when the problem is not well defined (lack of knowledge of the problem or its possible solutions).</td><td colspan="2">Carry out meaningful, empowering learning experiences as citizens capable of deciding and implementing change.</td></tr>
</table>

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8.3. EU GREEN Educational Principles

To ensure that our graduates develop the set of competencies that prepare them to help solve sustainability challenges, we identified a set of educational principles or features that should be present in EU GREEN new joint programmes. We identified six macro educational principles: (i) alignment with education for sustainability; (ii) transformative teaching and learning; (iii) transnational and pluricultural learning; (iv) ethical and value driven learning; (v) technology to enhance learning and (vi) learning for employability, entrepreneurship and social impact. Each of these macro educational principles requires several features.

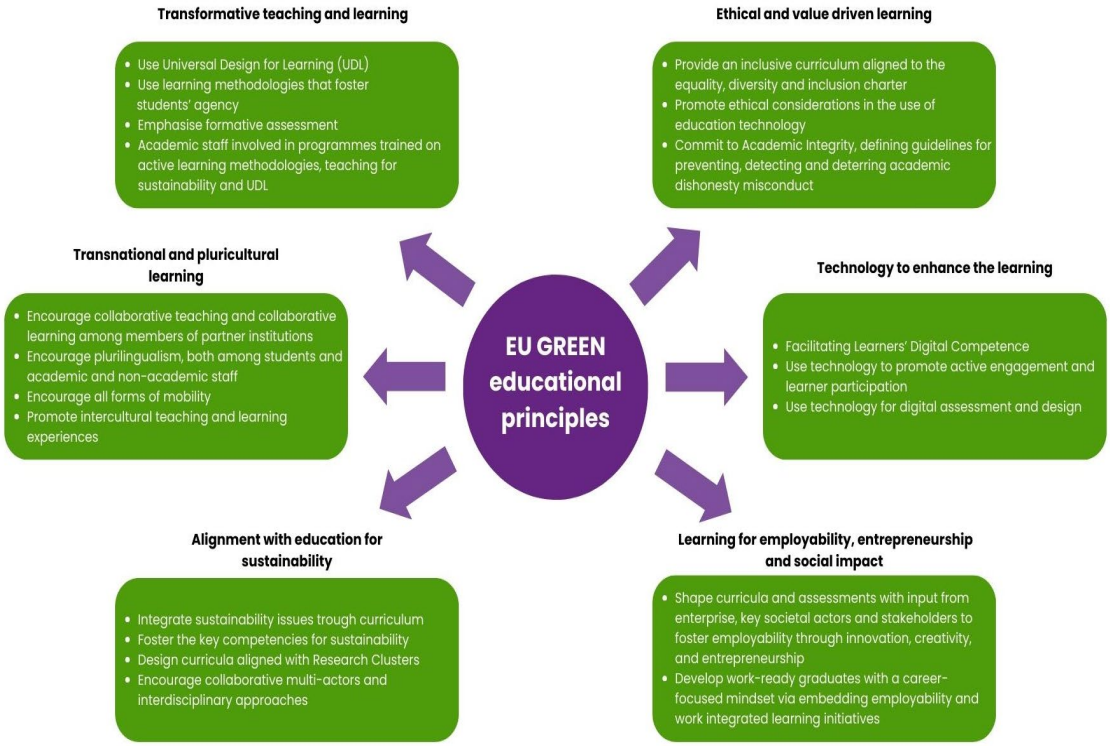

Figure 3. The EU GREEN educational principles

The detailed programme development will only be done by the Programme Design Task Force 1 of the selected pilots, between September 2024 and April 2025. At that stage, to ensure that the new programmes fit with EU GREEN educational framework the team should work based on the checklist in Table 1. This gives an idea about what is ahead and may help proponents in preparing their proposal for the call.

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Table 3. Checklist to ensure that the new programmes aligned with EU GREEN educational framework

1. Alignment with Education for Sustainable Developments	yes	no	NA
Are sustainability concepts being integrated through the curriculum, rather than being treated as a separate subject?	☐	☐	☐
Are the key competencies offered by the subject aligned with the **key competencies for sustainability** defined in the EU GREEN graduate attributes framework?	☐	☐	☐
Is the study programme related to one or more EU GREEN **Research Clusters**?	☐	☐	☐
Is the programme developed in collaboration with **multiple actors** such as students, researchers, enterprises and other institutions?	☐	☐	☐
Is the programme **interdisciplinary** in approach ensuring that the challenges are seen from multiple perspectives and more innovative solutions arise?	☐	☐	☐
2. Transformative pedagogy and learning			
Does the programme ensure personalization of learning and assessment for students, using the **Universal Design for Learning (UDL)?**	☐	☐	☐
Does the learning process foster **student agency**? *(students' capacity to take decisions and act accordingly to influence their own lives. This includes interactive, project-based and challenge-based approaches.)*	☐	☐	☐
Is the assessment formative or rather summative?	☐	☐	☐
Is training on active learning methodologies, teaching for sustainability and universal design for learning required from the teachers involved in the programme?	☐	☐	☐

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	yes	no	NA
3. Transnational and intercultural learning			
Are there courses taught collaboratively?	☐	☐	☐
Is collaborative learning encouraged within the study programme?	☐	☐	☐
Does the study programme encourage plurilingualism, both among students, and academic and non-academic staff?	☐	☐	☐
Does the study programme promote mobility (physical, virtual and blended)?	☐	☐	☐
Does the study programme promote intercultural learning experiences?	☐	☐	☐
4. Ethical and value driven learning			
Is the curriculum aligned to the equality, diversity and inclusion charter and accessible to all students?	☐	☐	☐
Are there guidelines at the level of all partners for preventing, detecting and deterring academic misconduct?	☐	☐	☐
Does the programme promote ethical considerations in the use of education technology, including data privacy, security and responsible use of learning analytics and foster digital citizenship and safe, responsible use of technology among educators and students?	☐	☐	☐
5. Technology to enhance learning			
Does the programme use Learners' Digital Competence in teaching and learning?	☐	☐	☐
Does the use of technology promote active engagement and learner participation through collaborative activities and problem-based learning approaches?	☐	☐	☐
Is technology used for digital assessment and design?	☐	☐	☐
6. Learning for employability, entrepreneurship and social impact			
Is the input from enterprise and stakeholders considered in development of curricula and assessments?	☐	☐	☐
Does the programme develop work-ready graduates with a career-focused mindset via embedding employability and work integrated learning initiatives, while fostering strong communication, collaboration, and professional skills?	☐	☐	☐

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