



PATH – MASTER'S ON PLANETARY HEALTH

EÖTVÖS LORÁND UNIVERSITY (ELTE, HUNGARY)

ÅBO AKADEMI UNIVERSITY (AAU, FINLAND)

TRINITY COLLEGE DUBLIN (TCD, IRELAND)

UNIVERSITY OF BARCELONA (UB, SPAIN)

Julius Maximilians Universität Würzburg (JMU, GERMANY)

2025

Contents

Glossary.....	4
Executive summary.....	5
General aspects	6
Basic information about the procedure.....	6
Eligibility.....	8
Status.....	8
Joint design and delivery	11
Cooperation Agreement.....	13
LEARNING OUTCOMES	16
Level.....	16
Disciplinary field	18
Achievement	20
Regulated Professions	23
STUDY PROGRAMME	24
Curriculum.....	24
Credits.....	27
Workload	28
Admission and Recognition	30
Admission.....	30
Recognition	32
LEARNING, TEACHING AND ASSESSMENT	34
Learning and teaching.....	34
Assessment of students.....	36
STUDENT SUPPORT	38
RESOURCES	41
Staff.....	41
Facilities.....	44

TRANSPARENCY AND DOCUMENTATION.....	46
QUALITY ASSURANCE	48
RESULT.....	51
Summary of the assessment.....	51
Summary of requirements.....	53
Summary of recommendations	53

GLOSSARY

ÅAU: Åbo Akademi University

CBL: Challenge-Based Learning

EA: European Approach

EHEA: Higher Education in the European Higher Education Area

ELTE: Eötvös Loránd University

EMJM: Erasmus Mundus Joint Masters

EQAR: The European Quality Assurance Register for Higher Education

ESG: Standards and Guidelines for Quality Assurance in the EHEA

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

JMU: Julius Maximilians Universität Würzburg

LO: Learning Outcome

MLO: Module Learning Outcome

PATH: Master's on Planetary Health

PLO: Programme Learning Outcome

SER: Self-Evaluation Report

TCD: Trinity College Dublin

UB: University of Barcelona

EXECUTIVE SUMMARY

The Joint Master's Programme in Planetary Health (PATH programme) meets the requirements of the European Approach for Quality Assurance of Joint Programmes. All partner institutions are authorised to award Master's degrees, are active participants in the European Higher Education Area (EHEA), and have established a robust legal and academic foundation for delivering a joint degree.

The PATH programme is a highly ambitious and forward-thinking programme, designed to address the emerging and complex field of planetary health through a transdisciplinary, challenge-based curriculum. It integrates knowledge across academic disciplines and engages students in real-world problem-solving. This innovative design is a clear strength of the programme and reflects current best practices in higher education.

At the same time, the complexity inherent in the programme's scope and structure—including the diversity of student backgrounds, the variety of academic disciplines, the coordination of multiple institutions, and the integration of hybrid teaching methods—calls for thoughtful implementation.

The programme is supported by a diverse and highly qualified faculty, bringing together academic expertise across multiple disciplines, career stages, and institutions. Their demonstrated readiness to adopt innovative teaching methods and their strong commitment to the programme's educational goals contribute significantly to its quality and ambition.

The programme aligns well with the Framework of Qualifications in the European Higher Education Area (QF-EHEA), and its pedagogical model supports deep learning, intercultural engagement, and flexible delivery. The assessment approach is holistic and student-centred, and the admissions process, while inclusive, would benefit from additional time and more transparent communication to manage administrative coordination.

A joint quality assurance system, grounded in CHARM-EU principles and aligned with the European Standards and Guidelines (ESG), is in place. The creation of a programme-specific QA manual is recommended to further clarify roles, timelines, and procedures across partner institutions.

In summary, the PATH programme represents a well-conceived and innovative joint initiative. Its ambitious transdisciplinary design, while complex, is supported by strong institutional commitment and a solid framework for delivery. With continued attention to coordination, staff development and engagement, and the monitoring of workload and progress of students, the PATH programme is well-positioned to provide a high-quality, future-oriented educational experience in line with the European Approach.

GENERAL ASPECTS

Basic information about the procedure

Full name of the programme: PATH – Transdisciplinary Master’s on Planetary Health (MSc)

Partner institutions: ELTE Eötvös Loránd University (coordinator); Åbo Akademi University; Julius-Maximilians-Universität Würzburg; Trinity College Dublin; University of Barcelona

EQF level: Level 7 of European EQF level; Level 9 in Ireland; Major Award/Joint

Degrees awarded: joint

Number of ECTS: 120

ISCED field(s) of study: multidisciplinary/interdisciplinary

Panel composition

Role	Name	Institution	Area of knowledge
Chair	Francisco Guillén Grima	Universidad Pública de Navarra	Preventive Medicine and Public Health
Academic	Mirja Ruohoniemi	University of Helsinki	Veterinary Medicine
Academic	Toril Forbord	Norwegian University of Science and Technology	Public Health and Nursing
Academic	Gyula Bándi	Pázmány Péter Catholic University	Public Policies Environmental Law / Public Health
Professional	Anastasiia Martynenko	Health Care Without Harm Europe	Circular Economy Research and Training Coordinator
Student	Gaga Gvenetadze	Ivane Javakhishvili Tbilisi State University	Doctor's Degree, Applied Social Psychology
Secretariat	Paula Ranne	European University Institute	Assessment methodology

Agenda – 26th of June

Time	Activity
09:00- 9:20	Panel meets online with AQU coordinators to see connection is ok
09:20- 10:00	Meeting with Management Team
10:00-10:15	<i>Disconnection Pause</i>
10:15-11:00	Meeting with the Programme Coordinators
11:00-11:15	<i>Disconnection Pause</i>
11:15-12:00	Meeting with Teaching Staff (one from every partner university)
12:00- 12.10	<i>Disconnection Pause</i>
12:10-12.40	Meeting with support staff of the programme: quality assurance, admission, student support, mobility, learning technologies.
12:40-13:00	<i>Disconnection Pause</i>
13:00-13:20	Meeting with future employers or industry representatives (^)
13:20-13:45	<i>Disconnection pause</i>
13:45-14:10	Additional meeting for any clarifications; Programme Coordinators
14:10-14:45	<i>Disconnection Pause + Internal work</i>
14:45-15.00	Preliminary conclusions

ELIGIBILITY

Status

The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.

Evidence

The five participating institutions in the PATH programme meet the requirements of Standard 1.1 of the European Approach. Each institution is legally recognised as a higher education institution (HEI) by the relevant authorities in their respective countries and is authorised to award Master's degrees in the relevant subject area in accordance with national legislation. Their eligibility to engage in joint programmes under the European Approach is established in the Self-Evaluation Report (SER, pp. 24, 93) and the Cooperation Agreement.

The institutions are:

- Eötvös Loránd University (ELTE), Hungary
- Åbo Akademi University (AAU), Finland
- Trinity College Dublin (TCD), Ireland
- University of Barcelona (UB), Spain
- Julius-Maximilians-Universität Würzburg (JMU), Germany

The Cooperation Agreement confirms the institutions' joint intention to issue a single joint degree that is recognised across all partner countries. The programme awards a Joint

Master's Degree in Planetary Health, issued on a single joint diploma by ELTE, acting as the coordinating institution.

The recognition of the degree in the national frameworks is as follows:

- Hungary: Master's degree in Planetary Health, pursuant to Act CCIV of 2011 on National Higher Education and Decree No. 87/2015.
- Ireland: Master's in Planetary Health, approved by the University Council of Trinity College Dublin.
- Finland: Filosofie magister (Master of Science in Planetary Health), in accordance with Government Decree 794/2004.
- Spain: Official Master's programme registered in the national registry RUCT.
- Germany: Master's in Planetary Health, registered under JMU in the Accreditation Council's registry and covered by the BayStudAkkV framework.

Supporting documentation confirming the legal recognition of each partner institution and the recognition of the joint degree within national frameworks has been submitted as part of the SER and the Cooperation Agreement. The submitted documentation includes explicit references to national legislation and official registries, in line with the expectations outlined in the Guide to the Accreditation of Joint Programmes Using the European Approach (2025).

Assessment

The panel's evaluation concludes that the PATH programme fully meets the eligibility requirements outlined in Standard 1.1 of the European Approach for Quality Assurance of Joint Programmes.

The PATH programme demonstrates alignment with the eligibility requirements of the European Approach. All partner institutions are recognised higher education institutions with the legal authority to confer Master's degrees, and the compatibility of national frameworks with the joint degree structure is well established. The cooperation agreement not only clearly defines the joint degree arrangements but also includes contingency planning for exceptional cases, such as the issuance of double degrees. The coordinating role of ELTE is effectively structured, ensuring legal compliance and clarity in diploma issuance across jurisdictions. In exceptional circumstances, should a partner institution be unable to confer the joint degree, a double degree arrangement may be considered as an alternative for affected students.

While no significant weaknesses are identified, the programme's reliance on a single institution for issuing the joint diploma could pose a minor operational risk. It is therefore recommended that the consortium continues to monitor national legislative developments

that may impact the joint degree structure, particularly regarding diploma issuance, to prevent any obstacles.

Compliant

Recommendations

- It is recommended that the consortium continues to monitor potential changes in national legislation that could affect the recognition and issuance of the joint diploma, especially given that a single institution (Eötvös Loránd University) is designated as the diploma-issuing authority.

Joint design and delivery

The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.

Evidence

The PATH programme aligns with the requirements of the European Approach Standard 1.2, demonstrating a genuine joint design and delivery by the participating institutions. Evidence of this joint approach is demonstrated both in the SER and in the interviews. The programme was developed through a collaborative process, involving academic and administrative representatives from each partner, resulting in a curriculum that draws on the diverse disciplinary strengths of the consortium. This collective development reflects a broad interdisciplinary perspective essential to planetary health. Based on the interviews, it was observed that the joint collaborative process has not yet been completed - knowing the complex nature of the programme, it is evolving in the course of time. However, the partners remain committed to continuing the fine-tuning throughout the active phase of the program to achieve the best results.

Teaching and delivery responsibilities are shared among the partners in a manner that reflects their respective expertise and capacities. While the coordinating institution manages overall programme administration, the roles of the other partners somewhat vary according to their specific contributions. For instance, the JMU is primarily responsible for coordinating the Experiential Phase of the programme, and it does not physically host students during the earlier phases. Although this division of responsibilities results in differing levels of involvement across institutions, involvement appears to be sufficiently supported by ongoing academic participation and joint governance arrangements.

The programme relies to a large extent on the shared governance structures established within the CHARM-EU framework. Regular meetings of the management and academic bodies are reported, ensuring joint decision-making and operational alignment. Additionally, most of the digital platforms used for teaching, communication, and administrative coordination are shared, supporting a joint learning experience across institutions. The structured rotation of students through different partner campuses and the use of hybrid teaching methods further reinforce the transnational and joint nature of the programme.

While the PATH programme currently relies on CHARM-EU-level staff for its coordination and support, dedicated personnel assigned explicitly to the PATH programme at each institution are not yet in place; however, this may still change if the programme begins. The absence of programme-specific staff may limit the programme's ability to respond promptly to specific administrative or academic needs and could impact longer-term continuity. Nonetheless, the existing arrangements seem to provide a solid foundation for joint delivery, supported by committed institutional leadership and the existing structures of the CHARM-EU consortium.

Overall, the programme reflects a strong commitment to genuine joint design and delivery. Despite some variation in partner involvement across different phases, the consortium has established mechanisms that can ensure shared responsibility. The joint nature of the PATH programme is well embedded especially in its curriculum development, aligning with the expectations of the European Approach.

Assessment

The proposal meets the necessary conditions, incorporating all fundamental elements required for joint project development and implementation. Existing European educational programmes provide a strong foundation for addressing future requirements as well. Each partner institution has a clearly defined role and contribution to the project, both in terms of scientific expertise and managerial experience.

Compliant

Recommendations

- It is recommended that the consortium considers appointing dedicated personnel in due time to support the administration and coordination of the PATH programme as it matures. Appointing such personnel would strengthen the programme's operational resilience and ensure focused attention on programme-specific needs.

Cooperation Agreement

The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:

- > Denomination of the degree(s) awarded in the programme*
- > Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.)*
- > Admission and selection procedures for students*
- > Mobility of students and teachers*
- > Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.*

Evidence

The Cooperation Agreement provides a comprehensive and well-structured framework that aligns with the requirements of European Approach Standard 1.3. It defines the core elements necessary for the joint management, governance, and delivery of the programme, ensuring legal and academic coherence across all partner institutions.

The agreement specifies the denomination of the degree awarded, confirming that graduates will receive a single joint Master's degree in Planetary Health, issued ELTE as the coordinating institution. The degree's equivalence and recognition within each partner country's national qualification framework are explicitly described, providing clarity on its academic standing and legal validity. Furthermore, the inclusion of the Diploma Supplement supports transparency regarding qualification level (e.g., QF-EHEA level 7) and content.

Governance structures are clearly defined, with the PATH Programme Board composed of one representative from each partner university overseeing academic standards, operational decisions, and quality assurance. ELTE's role as coordinator encompasses overall programme management, financial administration, and ensuring compliance with agreed regulations. Financial arrangements are outlined, reflecting the principles of the Erasmus Mundus Joint Master's framework and the broader CHARM-EU alliance, including fee collection, scholarship management, and equitable distribution of income among partners based on teaching, administrative responsibilities, and resource availability.

The Cooperation Agreement specifies the admission and application procedures, managed jointly by all partners and facilitated through ELTE's online platform. The programme's intake capacity is determined annually by the Steering Committee to balance demand and

resources, with a target of approximately 70 students per cohort, distributed equally among partners. Mobility among the participating institutions is an integral component of the programme and is embedded structurally within the curriculum. All students are expected to undertake physical mobility at a minimum of two partner universities, each for at least one whole academic semester. In addition, shorter mobility opportunities and flexible arrangements allow for personalised academic interests and practical experience, such as internships and the Capstone project. Staff mobility is similarly encouraged, supported by Erasmus+ funding and institutional agreements to foster shared teaching, supervision, and collaborative development across institutions. The Cooperation Agreement includes provisions for mobility support, facilitating student and staff transitions between institutions, and supporting administrative continuity. Academic regulations governing examination procedures, assessment methods, credit recognition, and degree awarding are harmonised and jointly developed by the partners. They are based on shared CHARM-EU principles. Grading criteria and assessment transparency are emphasised to maintain consistency and fairness across different institutional contexts, ensuring that credits earned at any partner institution are fully recognised and transferable within the consortium.

As further clarified in the interviews, tuition fees are collected by ELTE as the coordinating institution and redistributed among partners according to their participation and teaching load. The Cooperation Agreement also anticipates contingencies related to funding sources, such as Erasmus Mundus grants, and details processes that aim to ensure the programme's financial sustainability.

Assessment

In summary, the Cooperation Agreement establishes a robust legal and operational foundation for the PATH programme, defining the roles, responsibilities, and processes essential for its joint delivery. All major aspects typically expected for a joint programme are addressed. The agreement supports comprehensive mobility provisions, harmonised academic standards, and shared governance mechanisms, all of which contribute to the programme's alignment with European joint degree standards and long-term viability. It is advisable to regularly review and update the Cooperation Agreement to reflect any changes in national regulations, consortium capacities, or funding arrangements. Continuous monitoring will help maintain clear roles and responsibilities and ensure financial transparency.

Compliant

Recommendations

- Establish a Regular Review Mechanism: To maintain alignment with evolving regulatory, financial, and institutional contexts across partner countries, the consortium should implement a formal mechanism for the periodic review and

updating of the Cooperation Agreement. Implementing such a mechanism will help ensure ongoing compliance with national legal frameworks, clarity in institutional roles, and the long-term sustainability of the joint programme.

- **Integrate Contingency Protocols:** Although the agreement already addresses specific scenarios (e.g., issuance of double degrees), it would benefit from more detailed procedures for managing unforeseen disruptions—such as the withdrawal of a partner or significant regulatory changes. Including such contingency measures would enhance the resilience and reliability of the framework.

LEARNING OUTCOMES

Level

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

Evidence

The programme is positioned at QF-EHEA level 7, which is the standard level for Master's-level qualifications across Europe. In Ireland, the corresponding national level is 9. This alignment is documented in the SER, which includes a matrix mapping programme learning outcomes (PLOs) to EQF level 7 descriptors (SER, Table S2). Additional mapping of module-level learning outcomes (MLOs) against PLOs (SER, Table S3) supports a coherent educational structure throughout the curriculum.

The eight PLOs cover a broad spectrum of knowledge, skills, and competencies relevant to Planetary Health. These include scientific understanding of Earth systems, health determinants, and societal responses, alongside transversal skills such as interdisciplinary collaboration, governance, ethics, and effective communication. The learning outcomes are formulated using level-appropriate descriptors such as “evaluate,” “analyse,” “implement,” and “formulate,” demonstrating their alignment with the expectations of second-cycle education (SER, pp. 32-33). The demonstration of second-cycle level skills is embedded throughout the programme. These demands reflect the academic maturity expected at EQF level 7. The primary objective of the programme's horizontal and holistic approach is to develop skills that enable vision-oriented, long-term problem solving.

The current programme, with its horizontal and holistic approach, seems to differ from existing planetary health master's programmes (SER, pp. 14); It offers a more complex and highly multidisciplinary perspective, better reflecting the nature of the challenge itself. The anticipated learning outcomes align with the demands of rapidly changing global conditions and therefore meet the requirements.

It is reported that the curriculum design has been a collaborative effort involving academic experts from all partner institutions, guided by the CHARM-EU principles and supported by pedagogical specialists. The development process considered both European-level descriptors, such as the Dublin Descriptors, and national accreditation requirements. As noted in the SER, PLOs were developed through extensive dialogue, with attention to

ensuring consistent interpretation and application across different institutional and disciplinary cultures.

Consistency in learning outcomes delivery is supported by shared academic coordination structures, including joint module design and digital tools for monitoring student progress. While national traditions in teaching and assessment differ, the programme aims to harmonise practices through collaborative structures and shared quality assurance mechanisms. Structured cross-institutional dialogue, calibration activities, and staff development are already planned and will be necessary for the achievement of harmonised learning outcomes.

Assessment

The PATH programme shows a high level of alignment with the European Approach Standard 2.1. The intended learning outcomes correspond clearly with the second cycle level as defined in the QF-EHEA) and the relevant national qualification frameworks of the five participating countries. While the alignment of learning outcomes with the expected qualification level is demonstrated, it would be beneficial to maintain ongoing dialogue to support consistent interpretation and application of learning outcomes across the partner institutions during implementation.

Compliant

Recommendations

- Promote consistency in the interpretation and application of learning outcomes across partner institutions by implementing structured cross-institutional dialogue, coordinated calibration activities, and targeted staff development initiatives.

Disciplinary field

The intended learning outcomes should comprise knowledge, skills, and competencies in the respective disciplinary field(s).

Evidence

A clear strength of the PATH programme lies in the way it translates the concept of planetary health—still emerging as a formalised academic field—into a robust and academically credible curriculum. The programme demonstrates good practice in how it assembles knowledge from diverse disciplines into an integrated, transdisciplinary learning framework. The effectiveness of this approach is evident not only in the broad disciplinary base of the content but also in the structure and coherence of its learning outcomes, which move beyond simple aggregation of topics to foster genuine integration and synthesis.

The programme draws from a wide array of disciplines—including environmental science, public health, ecology, epidemiology, climate science, sociology, political and administrative science, economics, medicine, agricultural science, planning (with an emphasis on urban planning), and anthropology—reflecting the inherently integrated and systems-based nature of planetary health (SER, pp. 33-34). As presented in the SER (Tables S2, S3), this multidisciplinary foundation is translated into eight Programme Learning Outcomes (PLOs), which together capture both core disciplinary and transversal competencies. PLOs 1 to 4 focus on scientific and analytical capabilities in planetary systems, ecological drivers, public health impacts, and risk evaluation. PLOs 5 to 8 target governance, communication, ethical reasoning, and interdisciplinary collaboration—competencies essential for influencing complex systems and engaging with societal stakeholders.

The articulation of learning outcomes shows careful consideration of both scientific knowledge and application-oriented competencies. The curriculum addresses not only domain-specific expertise but also equips students with cross-cutting skills necessary to engage with policy, governance, and social transformation—core elements of the planetary health paradigm. The inclusion of modules explicitly targeting these transversal skills, and their alignment with the overall programme learning outcomes, demonstrates thoughtful pedagogical design.

The programme's commitment to transdisciplinarity is particularly notable—and ambitious. Bringing together such a broad spectrum of disciplines necessarily presents a challenge of integration at both curriculum and teaching levels. Ensuring that students and staff alike can navigate this complexity and develop a shared understanding across disciplinary boundaries requires deliberate scaffolding. The programme addresses this through team-teaching, coordination across modules, and ongoing staff dialogue, which together support a shared vision and academic coherence. However, the challenge remains an ongoing one, especially

in ensuring that disciplinary depth is not lost within the breadth of topics, and that all students—regardless of background—are supported in building a meaningful learning trajectory.

The programmatic assessment approach further supports this complex learning journey, using continuous feedback and formative assessments to build up student competence over time. Such an approach aligns well with contemporary assessment practices suited to complex, integrative learning domains, where knowledge cannot be assessed solely in disciplinary silos.

The consortium also demonstrates awareness of the challenges posed by different academic traditions and cultures across partner institutions. Regular dialogue, joint planning, and shared teaching platforms help ensure consistent interpretation of learning outcomes, while also allowing flexibility for innovation and necessary modifications. The digital infrastructure supports coordination and joint delivery, enhancing coherence and transparency.

Assessment

The disciplinary focus is well aligned with the intended learning outcomes and meets the required conditions. The programme demonstrates good practice and clear strengths in how it addresses the disciplinary field of planetary health. It meets the standards and shows thoughtful integration of disciplines, well-aligned learning outcomes, and appropriate assessment strategies. Continued attention to transparency, scaffolding, and depth will further strengthen an already robust approach.

Compliant

Recommendations

- The broad scope of topics presents a potential risk of insufficient disciplinary depth. Ongoing monitoring is recommended to ensure students achieve both the necessary breadth and depth in their learning.

Achievement

The programme should be able to demonstrate that the intended learning outcomes are achieved.

Evidence

The PATH programme presents a well-structured and comprehensive approach to ensuring the achievement of intended learning outcomes. The programme's strengths include:

- A four-phase structure (Preparatory, Synergies, Experiential, Capstone) that supports progressive achievement of the eight PLOs.
- Diagnostic testing during the Preparatory Phase to assess student backgrounds and tailor learning pathways.
- A programmatic assessment model incorporating student e-portfolios, formative feedback, individual and group assignments, and summative assessments at phase-end.
- A dedicated Portfolio Assessment Committee (PAC) that evaluates progression using structured rubrics and multiple assessors, ensuring that students meet minimum standards in each PLO without compensating poor performance in one domain by excellence in another.
- Use of authentic, real-world assessments with external stakeholders, promoting integrated application of knowledge through projects, reports, and presentations.
- A strong feedback culture with feedforward mechanisms involving academic staff and mentors.
- Personalised learning strategies, including mixed-level group work, peer teaching, and remedial modules based on individual needs.

At the same time, the diversity of student backgrounds, while a strength in interdisciplinarity, presents challenges in ensuring consistent achievement of learning outcomes. The diagnostic and levelling mechanisms are promising but require careful, ongoing implementation. Managing workload equitably is essential to avoid student fatigue, especially given:

- The screening and possible exemption system, designed to allow students to focus on levelling-up in weaker areas without excessive additional workload.

- The need for flexible grouping and foundational modules to support diverse academic preparations.
- The use of teaching assistants and digital platforms for workload and progress monitoring, which may benefit from more detailed mechanisms for capturing student wellbeing and effort.

Staff calibration sessions aimed at harmonising teaching standards and balancing cultural perspectives represent a positive step toward consistency across consortium universities. However, the transdisciplinary nature of the programme inherently complicates the uniform interpretation of learning outcomes and assessment. The programme acknowledges this as a real challenge and demonstrates awareness through ongoing development and support.

While the programme has not yet graduated a cohort, the curriculum and assessment design provide a solid framework to demonstrate achievement of learning outcomes. Future data on actual student performance will be vital to validate the effectiveness of the programme's approach and allow refinement of support measures and workload balance.

Overall, the PATH programme exhibits a thoughtful and solid foundation for enabling students to achieve the intended learning outcomes in a demanding, transdisciplinary context. With continued attention to personalised support, workload management, and staff coordination and development, it is well-positioned to meet the challenges posed by its innovative educational model.

Assessment

The PATH programme presents a well-structured and comprehensive approach to ensuring the achievement of intended learning outcomes through its phased design, programmatic assessment, and emphasis on real-world, challenge-based learning. The continuous feedback and portfolio assessments align well with the European Approach Standard 2.3 and reflect a thoughtful integration of educational principles. At the same time, the transdisciplinary nature of the programme and the diversity of student backgrounds pose a recognised challenge to ensuring consistency in the interpretation of learning outcome achievement.

Compliant

Recommendations

- Closely monitor the achievement of learning outcomes among students from diverse academic backgrounds and be prepared to adjust diagnostic and support mechanisms as needed.

- Continue regular staff calibration sessions to maintain consistency in teaching standards and to ensure a balanced student workload across all consortium institutions.

Regulated Professions

If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account.

Evidence

This standard is not relevant for the assessment of this master's programme

Assessment

This standard is not relevant for the assessment of this master's programme

Compliant

STUDY PROGRAMME

Curriculum

The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.

Evidence

The PATH programme's curriculum is coherently structured, jointly developed, and effectively designed to enable students to achieve the intended transdisciplinary learning outcomes in planetary health. The curriculum follows a clear four-phase structure, with each phase aligned to specific learning outcomes and fostering progressive acquisition of knowledge and skills. The final phase culminates in a capstone project that integrates transdisciplinary approaches with real-world applications, consistent with the programme's educational aims.

Confirmed by the teaching staff, the curriculum embraces a challenge-based and transdisciplinary pedagogy, in line with CHARM-EU's educational philosophy. This pedagogical approach ensures students engage actively with complex, real-world planetary health problems while integrating knowledge across multiple disciplines. The defined PLOs are clearly articulated and mapped to curriculum components, supported by tools like e-portfolios and continuous assessment, which enable ongoing monitoring of student achievement.

Stakeholder consultation has played an important role in curriculum development, involving representatives from academia, public health organizations (e.g., WHO, EFSA), private sector partners (e.g., Bayer, Richter Gedeon), and other experts. These consultations have reinforced the curriculum's relevance to labour market needs and the importance of interdisciplinary skills.

While the engagement with external stakeholders is a strength, there is room to further deepen and broaden these collaborations. In the interviews, some stakeholders expressed interest in more sustained involvement to help the curriculum remain responsive to evolving sector needs. This continued dialogue will be important to ensure that graduate competencies stay aligned with real-world demands, especially in emerging areas like digital literacy and advanced risk assessment, which are recognised gaps in many European programmes.

One area that the curriculum currently does not explicitly address—but which is critical in planetary health education—is the problem of “false solutions”. These are interventions or approaches that may appear to address environmental or health challenges but ultimately

fail to tackle root causes or may even cause unintended harm. Incorporating critical reflection and analysis of such false solutions into the curriculum would strengthen students' ability to engage ethically and effectively with complex planetary health problems. Encouraging students to assess the sustainability and equity impacts of proposed solutions should be an explicit learning outcome moving forward.

The curriculum also prioritises inclusivity and accessibility through Universal Design for Learning principles, promoting equity in student participation. Its joint development and delivery across CHARM-EU universities leverage complementary expertise in medicine, environmental sciences, and social sciences, aligning well with the European Approach requirements for joint programmes.

The curriculum thoughtfully combines new and existing elements from partner institutions, offering 98 courses grouped into 12 modules covering a wide range of disciplines critical to planetary health, including natural sciences, social sciences, law, management, and policy. This multidimensional approach equips graduates with the diverse skills needed to address planetary health challenges effectively.

The complexity described above—which includes elements of traditional planetary health sciences as well as legal, managerial, and social competencies—makes a strong case for developing differentiated introductory courses for the diverse student body. The panel recognises that such preliminary courses are necessary, given that admission is not restricted to specific bachelor's backgrounds and students enter with diverse competencies. For instance, those from the natural sciences may require foundational training in law, administration, and policy, while those from the social sciences may need essential grounding in the natural sciences. Offering tailored introductory pathways would not only level the preparatory phase, but also enhance the impact of the subsequent three phases. Moreover, this adjustment could be incorporated into the existing framework without major disruption.

Assessment

The curriculum is well-structured and supports transdisciplinary learning in planetary health through a clear, phased design and a practical capstone project. It uses challenge-based teaching and involves diverse stakeholders, ensuring relevance to real-world needs.

Aligned with ESG 1.2 standards, the curriculum has precise, achievable learning outcomes linked to EQF Level 7. It balances disciplinary depth with interdisciplinary breadth and incorporates a mix of theoretical, methodological, and practical components. Student

mobility is embedded in the learning path, enhancing international and intercultural competence.

Ongoing collaboration with external stakeholders adds valuable relevance, and further expanding these partnerships alongside strengthening internal coordination will help ensure the programme remains current, coherent, and fit for purpose as it develops.

The ambitious curriculum, combined with the diverse educational backgrounds of the student cohort, presents a challenge to ensuring that all students can engage with the programme content at the required depth. To support students in reaching a common foundational level early in their studies, it is required that tailored introductory courses be offered at the outset of the programme.

Compliant with conditions

Requirements

- Develop tailored introductory courses during the preparatory phase to address the diverse academic backgrounds of students. For example, one course could provide foundational knowledge in legal, administration and policy disciplines for students with mostly natural science backgrounds, and another one to cover basic natural science perceptions for students from mostly social science backgrounds.

Recommendations

- It is recommended that the curriculum incorporate opportunities for critical reflection and analysis of false solutions, in order to strengthen students' capacity to engage ethically and effectively with complex planetary health challenges. Present more specific information on how the integration of stakeholder feedback will be continuously used to adapt and refine the curriculum during implementation.
- Make a more precise articulation of assessment methods for each phase regarding how they map to acquiring specific learning outcomes, particularly in the context of students' diverse educational and cultural backgrounds.

Credits

The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.

Evidence

The Master's in Planetary Health awards 120 ECTS over two academic years (four semesters), in line with the typical structure for a full-time second-cycle degree. The programme is organised into four clearly defined pedagogical phases:

Phase 1: Preparation

Phase 2: Synergies

Phase 3: Specialisation

Phase 4: Capstone (including the thesis or dissertation)

Each phase accounts for 30 ECTS, resulting in a coherent and balanced structure across semesters. The allocation of credits reflects the academic weight of each phase and supports progressive learning.

Workload estimations are in line with ECTS guidelines (25–30 hours per credit). The reported variation in partner institutions—between 25 and 28 hours per ECTS—falls within the acceptable range defined by the ECTS Users' Guide (2015) and has been mutually agreed upon within the consortium. Importantly, all institutions guarantee full and automatic recognition of credits, ensuring academic coherence and mobility throughout the joint programme.

While the credit distribution is clear and justified, the programme may consider periodically monitoring student feedback on workload alignment to further ensure consistency between estimated and actual workload across institutions and learning phases.

Assessment

The programme meets the criterion. The ECTS is correctly and consistently applied, and the credit distribution is transparent and aligned with the standards of the European Higher Education Area (EHEA).

Compliant

Workload

A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified.

The workload and the average time to complete the programme should be monitored.

Evidence

The planned workload is structured in line with the intended learning outcomes and follows EHEA and ECTS expectations. While workload planning appears coherent, monitoring mechanisms are still under development.

The PATH programme is designed as a full-time joint degree awarding 120 ECTS over two academic years (four semesters). This conforms to standard practice in the European Higher Education Area. The four phases—Preparation, Synergies, Specialisation, and Capstone—are each allocated 30 ECTS, with an estimated student workload of 25–28 hours per credit. Planning documents specify that 25 hours per credit was used as a baseline.

The workload breakdown at the module level includes lectures, seminars, tutorials, project work, and mentoring, distributed appropriately across phases. Early phases emphasise structured learning and tutorials, while later phases rely more on mentoring and self-directed research, supporting logical progression.

Although no empirical data on actual workload exists yet, the programme has identified some intended mechanisms for workload monitoring and adjustment:

- Regular student feedback surveys to capture workload perceptions.
- Teacher coordination meetings to discuss workload and intensity of challenge-based learning activities.
- An e-portfolio system to facilitate student progress tracking.
- The use of teaching assistants and digital platforms to support workload and progress monitoring. These tools may benefit from further development of detailed mechanisms to capture not only student effort but also wellbeing.

It should be noted that students will need to orient themselves to different institutional environments across the consortium partners during their studies, which may add to their

overall workload and adjustment demands. The consortium is encouraged to consider targeted support measures to ease these transitions and help prevent potential overload.

The expected time to completion is 24 months, with mobility accommodated across three semesters and the Capstone in the final semester.

The planned coordination meetings and the involvement of teaching assistants are promising mechanisms to ensure consistent workload management across institutions. However, monitoring procedures are still indicative and would benefit from more precise definition and systematisation, particularly regarding the systematic tracking of student wellbeing and effort in this transnational context.

Assessment

The criterion is met. The workload is clearly structured and aligned with EHEA standards. It supports progressive learning across four phases. While planning is sound, workload monitoring tools—such as feedback surveys and e-portfolios—require further development, particularly to track student wellbeing. Given the programme’s transnational nature, additional support is advised to ease mobility-related workload challenges.

Compliant

Recommendations

- Once implemented, the consortium should ensure that systematic workload monitoring tools (e.g., student surveys, feedback on time management, completion tracking) are in place from the first cohort onward to validate and, if necessary, adjust the workload assumptions used in the programme design.
- Support cross-institutional alignment on workload expectations by facilitating regular coordination meetings between teaching staff across partner universities. This can help ensure a balanced workload across modules, especially with regard to challenge-based activities.

ADMISSION AND RECOGNITION

Admission

The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.

Evidence

The planned admission process for the PATH programme is comprehensive and designed to uphold principles of fairness, transparency, and inclusiveness. It reflects the interdisciplinary nature of the programme by welcoming applicants from a broad range of academic and professional backgrounds.

As outlined in the SER (Section 4.1), applicants must hold a bachelor's degree (or equivalent) and demonstrate proficiency in English. The application requirements are extensive, including academic transcripts, motivation letters, CVs, recommendation letters, a pre-recorded video presentation, and an oral examination. The selection procedure is multi-staged and centrally coordinated by ELTE as consortium leader, involving pre-screening, joint evaluation across partner universities, and final ranking during a joint meeting. Candidates are assessed against multiple criteria such as academic and personal competencies, inclusion, and relevant experience. The applicant may get additional points e.g., from certain performed studies as well as from work experience or volunteering at a relevant organisation. Students of under-represented communities can obtain extra points. The criteria for giving these additional or extra points are not completely transparent in the SER.

Clarifying the conditions for awarding additional points could support greater transparency and consistency in the admission process. For instance, the term “environmental protection experience” may benefit from a more precise definition. The current allocation of 40 points for General Academic Competencies based solely on the video component could be reviewed to consider whether other elements, such as a detailed CV, might also be relevant. Additionally, the inclusion criteria mention both 5 and 10 points for students from underrepresented communities, which may warrant clarification to avoid potential confusion.

While this process aims to ensure transparency and thoroughness, the panel notes that the suggested timeline, as explained in the interviews—starting in February and concluding within approximately one month—appears ambitious given the volume of application materials, the multi-institutional coordination required, and the need for consensus on final rankings. The complexity of the multi-layered evaluation and the potential for additional

rounds of applications or appeals suggest that a longer timeframe would be necessary to maintain fairness and quality.

The programme's inclusive approach encourages a diverse student body with different academic and professional backgrounds, which is beneficial to its transdisciplinary goals. However, as already discussed, this diversity also raises challenges in ensuring that admitted students have comparable levels of academic maturity and preparedness. The panel encourages the consortium to consider further support mechanisms to assist students from varied backgrounds in succeeding.

Assessment

In summary, the admission process is designed to be inclusive and to accommodate the diverse profiles of prospective students. However, the panel notes that the process is also multifaceted, involving several steps and coordination between multiple partner institutions. This complexity raises concerns about the feasibility of completing all necessary procedures within the projected one-month timeframe. The panel considers this timeline to be potentially insufficient, particularly given the administrative demands and the need for consistent decision-making across institutions. It is recommended that the consortium consider extending the admission timeline or incorporating contingency periods to accommodate the demands of joint evaluation and appeals. Clear communication with applicants about the admission schedule and possible delays will also be essential.

Compliant

Recommendations

- Consider extending the admission timeline or incorporating contingency periods to accommodate the demands of joint evaluation and appeals.
- Confirm clear communication with applicants about the admission schedule and possible delays.
- Clarify the description of providing additional or extra points to the applicant and consider whether any alternative documentation could increase their transparency
- Once the programme is operational, it should be ensured that mechanisms are in place to monitor the fairness and effectiveness of the admission procedures through applicant feedback, diversity metrics, and selection outcome analysis.

Recognition

Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.

Evidence

The PATH programmes's recognition system for qualifications and prior learning aligns broadly with the principles of the Lisbon Recognition Convention and its subsidiary documents. The programme applies the European Credit Transfer and Accumulation System (ECTS) consistently, facilitating transparency and mutual recognition of credits among consortium partners. A cooperation agreement ensures full recognition of credits earned at any partner institution.

However, recognition of prior learning (RPL) remains limited (SER, Section 4.2). Due to the programme's transdisciplinary and challenge-based learning approach, which emphasises intensive teamwork and integrated modules, professional or academic recognition of prior learning or study periods is not systematically foreseen at this stage. Requests for RPL will be reviewed on a case-by-case basis by the PATH Programme Board. Developing a more structured RPL policy could improve flexibility and inclusiveness for applicants with diverse academic or professional backgrounds, and perhaps first and foremost provide greater consistency by reducing reliance on ad hoc decisions.

Regarding diploma recognition, the joint degree will bear signatures from all five partner universities and will be accompanied by a single, unified Diploma Supplement. The consortium plans to seek designation as a European Degree, which would enhance its

international recognition. For example, in Spain, efforts will be made to include the Erasmus Mundus diploma “sticker,” a mark of quality and mobility.

Importantly, the cooperation agreement ensures that the joint degree is appropriately listed within each participating country’s national qualifications framework. This alignment guarantees that the qualification corresponds to the expected level and learning outcomes in each national context, aiding its recognition by employers and educational institutions.

This approach aligns well with established standards and should ensure that the qualification is appropriately recognised within the national systems of the participating countries. However, information should be provided to students regarding the recognition of their joint degree, particularly for use beyond the partner countries or in professional contexts where national recognition procedures may vary.

Assessment

The PATH programme’s recognition system aligns well with the Lisbon Recognition Convention and applies ECTS consistently across partner institutions, supported by a cooperation agreement ensuring full credit recognition. While diploma recognition is well-structured—with a joint degree signed by all partners, a unified Diploma Supplement, and alignment with national qualification frameworks—recognition of prior learning (RPL) remains limited and handled case-by-case. Developing a more structured RPL policy could enhance flexibility. Additionally, students should receive clear information on the legal status and international recognition of the joint degree to support their academic and professional mobility.

Compliant

Recommendations

- The consortium should explicitly outline its intended approach to RPL in the programme documentation. This should include planned methodologies for assessing informal and non-formal learning and a roadmap for developing and operationalising these mechanisms.
- Provide information to students on the recognition of the joint degree, especially for use outside the partner countries and in varied professional contexts.

LEARNING, TEACHING AND ASSESSMENT

Learning and teaching

The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.

Evidence

The PATH programme is well aligned with its intended learning outcomes and the principles of the European Approach. Its pedagogical design reflects a strong commitment to innovative, student-centered, and inclusive education, tailored to meet the needs of a diverse international student body. The core characteristics of the pedagogical approach are its challenge-based methodology and team-based learning.

Central to the programme is challenge-based learning (CBL), a methodology confirmed by teaching staff during interviews as the core pedagogical approach. This approach, inspired by the CHARM-EU model, ensures students engage with authentic, real-world problems through collaborative, practical, and problem-solving activities—essential for mastering complex planetary health challenges. CBL is systematically embedded throughout all modules and phases of the programme, promoting deep learning, reflection, and student responsibility.

The programme combines hybrid learning environments, virtual mobility, e-portfolios, and transnational projects to enhance flexibility, accessibility, and intercultural collaboration across the five partner institutions. These methods address diverse learning styles and accommodate cultural, academic, and personal diversity. The planned inclusion strategies, such as admission preferences for under-represented communities and mixed-level groupings, further demonstrate a commitment to equity.

Teaching is student-centered, with a strong focus on self-directed learning, continuous feedback, and mentoring. Faculty possess extensive expertise in interdisciplinary education and joint programme delivery, contributing to the feasibility and quality of the pedagogical approach. Interviews with teaching staff confirmed enthusiasm for the transdisciplinary and intercultural dimensions of the programme, and their commitment to fostering collaborative learning across institutions.

The curriculum (SER, Section 3.1) is structured in four progressive phases, moving from core competency development to a final Capstone phase where students collaboratively address wicked problems in planetary health with academic and external stakeholders. International

mobility is embedded throughout, enriching students' intercultural competence and transversal skills.

Areas for further and continuous development include, as confirmed by the programme coordinators, further enhancement of faculty training to sustain effective delivery in hybrid, transdisciplinary, and intercultural settings. Strengthening coordination among partner institutions could improve consistency in assessment and student support, ensuring all students can fully benefit from the programme's flexible and mobility-intensive design. Additional focus on tailored support may be needed to assist students navigating diverse learning contexts and academic backgrounds.

Assessment

The PATH programme is well aligned with its intended learning outcomes and the principles of the European Approach. Its pedagogical approach is built around challenge-based learning (CBL), applied consistently across modules to support collaborative engagement with real-world issues in planetary health.

The programme efficiently integrates hybrid learning, virtual mobility, e-portfolios, and transnational collaboration to promote flexibility and intercultural competence. Inclusion measures, such as admission preferences for underrepresented groups and diverse group composition, are part of the programme design, and the curriculum progresses through four phases, concluding with a Capstone project involving academic and external stakeholders. To address the challenges posed by the programme's ambitious transdisciplinary and intercultural scope, further development is recommended in strengthening faculty training for hybrid and intercultural teaching, as well as continued coordination among partner institutions.

Compliant

Recommendations

- Strengthen specialised faculty training to enhance effectiveness in hybrid and intercultural teaching environments.
- Continue to develop coordination mechanisms among partner institutions to support consistent programme delivery.

Assessment of students

The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

Evidence

The PATH programme employs a robust, holistic assessment framework that is aligned with the intended learning outcomes and applied across all partner institutions. As outlined in the SER (Section 5.2), the assessment system is designed to comprehensively evaluate both academic knowledge and transversal competencies through a diverse and integrated set of methods.

Grounded in a programmatic assessment philosophy, the framework incorporates continuous formative assessments, individual and group assignments, peer reviews, e-portfolios, capstone projects, and real-world problem analyses. This broad spectrum of assessment approaches ensures a multi-faceted evaluation of student learning, reflecting the complexity and transdisciplinary nature of the programme's challenge-based learning (CBL) model.

Central to this holistic assessment is the e-portfolio system, which aggregates multiple evidence points to provide a comprehensive picture of student progress against Programme Learning Outcomes (PLOs). This approach aims to move beyond isolated exams to embrace an ongoing, reflective, and personalised assessment process, supported by mentorship and continuous feedback and feedforward.

The assessment structure comprises two complementary bodies: the Board of Examiners and the Student Portfolio Assessment Committee (PAC). The Board of Examiners is an independent entity composed of faculty members from partner institutions who are not directly involved in teaching the programme, ensuring impartial oversight. In contrast, the PAC operates within the programme and is responsible for the continuous assessment and monitoring of student progress.

Critically, workload considerations should be systematically integrated into the design and implementation of assessment tasks to ensure that student assignments are manageable, promote deep learning, and avoid undue burden. This reflects the programme's commitment to student-centred and process-oriented evaluation.

Diagnostic assignments at the programme outset and a variety of low-stakes formative tasks throughout the curriculum provide students multiple pathways to demonstrate competencies and receive timely, constructive feedback. Summative decisions are made

holistically by the PAC based on aggregated evidence from diverse assessment forms, facilitating informed judgements about student achievement and progression.

The academic team appears to have extensive experience with innovative, and collaborative assessment models—particularly from the experience of the other master programmes in the CHARM-EU consortium. This supports the practical viability and quality of the assessment framework. The centralised assessment platform is considered a good practice supporting transparency by allowing continuous monitoring of student progression.

Assessment

The assessment framework exemplifies a genuinely holistic, integrative, and student-centred approach that aligns with the programme’s transdisciplinary challenge-driven pedagogy, maintaining rigorous academic standards while fostering a balanced and supportive learning environment. The required handbooks, academic standards, and regulations are in place, along with a shared grading framework that helps prevent the need to reassess previously earned results.

The programmatic assessment employed here takes a practical, problem-solving approach. This method allows for individualisation of student outcomes, effectively addressing the need for a comprehensive and holistic perspective. At the same time, it highlights the importance of teamwork. The necessary conditions to support this approach are fully met.

Compliant

Recommendations

- It is recommended that the consortium further details the operational procedures for the Board of Examiners and Portfolio Assessment Committees, including how calibration and cross-institutional moderation will be ensured.

STUDENT SUPPORT

The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.

Evidence

The PATH programme outlines a comprehensive approach to student support, reflecting the specific needs of mobile and international students. Drawing on the CHARM-EU Alliance's prior experience with transnational education, the programme includes a range of planned services that span the entire student journey—from pre-arrival through on-site engagement and academic progression. These services are designed to contribute to the achievement of intended learning outcomes by addressing both academic and personal challenges commonly encountered in multi-institutional programmes.

Pre-arrival support is a key focus, and is described in the SER (Section 6, pp. 73–76). Planned services include the provision of information packages covering visa processes, accommodation, health insurance, and other logistical matters. Mobility-specific guidance is expected to be provided through the CHARM-EU Joint Virtual Administrative Office (JVAO), which will serve as a coordination and support hub across all partner institutions. Additional preparatory components include virtual orientation sessions, peer mentoring, and the introduction to the programme's Virtual Learning Environment (VLE) to support digital readiness. The SER also refers to planned measures for students from underrepresented backgrounds, informed by CHARM-EU's Inclusiveness Work Package (WP6).

Upon arrival, support will be delivered through local onboarding protocols at each partner institution, with designated PATH student support contacts and mobility coordinators providing direct assistance. According to the SER, institutional services will include psychological counselling, academic advising, housing support, IT services, and language assistance—adapted to the needs of mobile students and delivered in English. Students will be integrated into common digital platforms such as MS Teams, Canvas, and eJournal, and peer mentoring is expected to continue post-arrival to support social integration. A joint

student handbook, tailored for the PATH programme, is also under development and will address core areas such as visa, housing, insurance, and scheduling.

The panel learned that academic mentoring is a core element of the student support model, consistent with the programme's challenge-based and transdisciplinary approach (SER Sections 3.1 and 5.2). Faculty members from across partner institutions are expected to guide students through portfolio-based learning, with additional support through workshops, e-portfolios, and access to alumni networks. Mentors are to receive guidance and training, and while one-to-one mentoring is intended, the ratio may vary depending on cohort size. Career guidance, intercultural training, and digital support are also planned.

While the support framework is well-articulated, it is important to note that many of the planned services have not yet been fully implemented. As acknowledged in the SER, much of the infrastructure remains in development, and several components—such as comprehensive handbooks, clear communication protocols, and uniform access to local services—are still in progress. The SER also identifies future developments, such as improving access to internship placements and refining student service coordination across partners. Attention will be needed to ensure consistency of implementation, adequate mentor allocation, and clear communication during mobility phases.

Given the ex-ante nature of this accreditation, it is not yet possible to assess how these student support services will function in practice. While the planned structures are built on relevant institutional experience and are thoughtfully designed, their effectiveness will depend on coordinated implementation across partner institutions. Once students are onboarded, their feedback—collected through surveys and support mechanisms referenced in SER Section 6—will be essential for evaluating the accessibility, quality, and responsiveness of the services provided. Regular monitoring and adjustment based on student experience will be critical to ensuring that support contributes meaningfully to both student well-being and the achievement of intended learning outcomes. Depending on the programme's scale and evolving needs, the introduction of dedicated PATH-specific support staff or services may become necessary to ensure adequate and responsive delivery across the consortium.

Assessment

The PATH programme meets the criterion for student support by providing a comprehensive and well-structured framework that addresses the specific challenges of mobile students and builds on established consortium experience. However, as many of the support services are still in development and not yet fully implemented, their effectiveness will depend on successful rollout and continuous refinement based on student feedback once the

programme is operational. Ensuring these conditions will be key to maintaining alignment with the criterion throughout the programme's delivery.

Compliant

Recommendations

- Implement an early-stage diagnostic or needs-assessment survey to identify individual student support requirements—such as digital skills, language assistance, or mental health needs, to provide tailored guidance and service upon arrival.
- Introduce structured feedback mechanisms during each phase of mobility to evaluate the effectiveness of welcome and support services, to identify areas of improvement and to make timely improvements.

RESOURCES

Staff

The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.

Evidence

The PATH programme involves a well-qualified and experienced academic staff team from the five partner institutions, as described in the SER (Section 7.1). Lecturers and researchers with relevant disciplinary and pedagogical expertise are assigned to each phase of the programme. The number of staff per module and phase appears adequate, reflecting institutional readiness based on prior experience with international joint programmes such as CHARM-EU.

Academic staff members hold high-level qualifications, including PhDs and postdoctoral degrees, across diverse but relevant fields such as environmental science, public health, political science, law, and education. Several faculty have participated in EU-funded projects like Horizon 2020 and Erasmus+ KA2, evidencing academic excellence and experience in international collaboration. The staff brings interdisciplinary expertise essential for the transdisciplinary nature of planetary health, turning also towards environmental law, analytical chemistry, public policy, and sustainability education among many other subjects. English proficiency and experience teaching in already ongoing international, English-taught programmes are widely demonstrated.

Many staff have significant international teaching and research experience, including visiting positions, EU mobility grants, and participation in international academic networks. Several have worked within CHARM-EU, which supports their ability to manage mobility, student-centered pedagogy, and intercultural education. Experience with challenge-based learning and digital platforms central to the PATH pedagogy is common.

In total, as listed in the SER (pp. 77-82), 98 teaching staff from the five institutions contribute to the programme. Their CVs indicate strong academic and international experience and reflect the programme's broad interdisciplinary scope. However, CV formats vary, and a standardised template could enhance clarity.

The teaching staff includes full professors, associate professors, assistant professors, and researchers with relevant academic titles across disciplines such as environmental chemistry, law, psychology, ecology, marine biology, social sciences, and education. Core academic members of the PATH Knowledge Creation Team (KCT) have been identified, with the following distribution: ELTE (24 staff, 10 core members), Åbo Akademi (17 staff, 3 core

members), Julius-Maximilians-Universität Würzburg (10 staff, 2 core members), Trinity College Dublin (13 staff, 3 core members), and University of Barcelona (34 staff, 4 core members). All teaching staff are fluent in English and will receive induction training to align with PATH and CHARM-EU educational values and teaching approaches.

The programme also plans involvement from external stakeholders, including business professionals, civil society members, and indigenous, to enhance interdisciplinary learning and global perspectives on planetary health.

The evident commitment and enthusiasm of the teaching staff witnessed in the interviews is visible and promising. Many have worked together previously within CHARM-EU or other collaborative projects, fostering a collegial atmosphere and facilitating cooperation across institutions. This prior collaboration is expected to support smoother programme delivery and team cohesion.

To support faculty engagement, the programme allows staff to initially participate in roles such as mentors or contributors to hackathons. This low-threshold entry point encourages involvement by making it easier for new staff to start contributing without immediately taking on full teaching responsibilities. Over time, these contributors can transition into full teaching roles, facilitating gradual integration into the programme's academic team. Continuity of teaching staff is further supported by contractual arrangements within the consortium, which help ensure long-term commitment and stability across the different mobility phases. However, as confirmed in interviews, forming real teaching teams remains a challenge in this context, particularly in coordinating staff across multiple institutions and disciplines.

To maintain faculty engagement and continuity, the programme team is planning to develop a PATH network that includes monthly webinars and other activities. This plan is fully supported by the panel.

At present, pedagogical support to faculty is provided only at the institutional level and is not dedicated specifically to the PATH programme. While this support complements induction training and ongoing professional development for teaching staff, given the programme's ambitious and transdisciplinary nature, it is recommended to establish dedicated pedagogical support at the PATH programme level. Such a structure would better coordinate and enhance teaching quality across partner institutions.

Furthermore, areas for development include standardising CV formats and further refining teaching teams for better cohesion. Staff training sessions, including orientation to the CHARM-EU teaching model, are planned to ensure consistent teaching quality while respecting academic freedom - but perhaps participation could be made mandatory.

Assessment

The teaching staff, diverse both in disciplinary backgrounds and in number, provides the necessary complexity and inter- and transdisciplinary expertise essential for the programme's success. They represent a range of disciplines and institutions, offering varied perspectives that enrich the approach to addressing complex challenges. The team includes professionals at all career stages—from experienced leaders to PhD students—supporting a diverse and dynamic educational methodology. This breadth of expertise is well documented in the CVs, including publications. Staff members have demonstrated readiness to adapt to the programme's challenge-based teaching methods and continue to develop their scientific expertise. Last but not least, their enthusiasm for supporting the programme is tangible and will make a positive contribution to the programme. Overall, this criterion meets the required standards.

Compliant

Recommendations

- The consortium should implement a shared framework for pedagogical training and exchange of best practices, particularly for transdisciplinary teaching, digital pedagogy, and challenge-based learning. A regular staff development and coordination mechanism would further reinforce programme coherence and quality.
- Introducing a standardised CV template for academic staff would enhance transparency and facilitate easier assessment of their qualifications and expertise.
- It is recommended to establish dedicated pedagogical support at the PATH programme level. Such a structure would better coordinate and enhance teaching quality across partner institutions.

Facilities

The facilities provided should be sufficient and adequate in view of the intended learning outcomes

Evidence

The planned facilities—both physical and digital—are sufficient, accessible, and well aligned with the intended learning outcomes of the PATH programme. Integration of institutional resources across the CHARM-EU alliance further supports the feasibility and quality of implementation.

All five partner universities are said to offer technologically equipped classrooms suitable for hybrid and in-person sessions, enabling joint teaching and learning across institutions. Access to advanced laboratories, particularly at ELTE, JMU, and UB, supports scientific and research components of the programme. Students also have access to physical and digital library resources, including academic journals, books, and databases, with interlibrary cooperation facilitating access to necessary materials for interdisciplinary studies.

Given the programme's transnational and hybrid delivery model, digital infrastructure is a key component. The Virtual Learning Environment (VLE), which integrates Microsoft Teams, Canvas, and a dedicated eJournal platform, supports communication, coursework, and assessment across partner institutions. The JVAO provides centralised support for academic, administrative, and technical issues. Additionally, a transnational online course catalogue increases flexibility by enabling access to hybrid and online courses across the partner institutions.

The facilities plan includes provisions for inclusion, with attention to physical accessibility and adaptive learning tools for students with disabilities, as well as quiet study spaces and counselling services at each site to support student well-being.

While all institutions have adequate facilities—including libraries, learning spaces, laboratories, and digital platforms—the consistency of quality and access across sites could vary. For example, laboratory resources considered advanced at one institution might differ from those at another. Greater clarity on how support for students with disabilities will be consistently provided across all campuses might be beneficial.

Hybrid classrooms are available at all partner institutions, facilitating real-time, cross-border teaching and collaborative learning. The CHARM-EU guide on the hybrid classroom model

standardises technology use, supported by the Joint Virtual IT Office, which coordinates technical expertise across the consortium to address any technology-related issues.

Data management and student rights are coordinated by ELTE, the programme coordinator, ensuring compliance with data protection laws and agreements. Students have equal access to the library and IT services at all partner universities. Existing resources are considered sufficient to meet the programme's learning outcomes. Required academic texts and journals are available through current library holdings, and research facilities for Capstone projects are accessible as needed at each campus.

Overall, the facilities offered by the partner institutions provide a solid foundation for delivering the PATH programme. Continued attention to harmonising resource quality and accessibility across sites would enhance the student experience, particularly for those requiring specific accommodations.

Assessment

The PATH programme is supported by adequate and well-aligned physical and digital facilities across the CHARM-EU alliance. The infrastructure enables hybrid, transnational delivery and supports both academic and student well-being needs.

Compliant

Recommendations

- Establish a structured, ongoing feedback system involving students and staff to regularly assess the quality, accessibility, and effectiveness of both digital and physical infrastructure. This will support continuous improvement, promote equity, and ensure a cohesive and adaptive hybrid and transnational learning environment.

TRANSPARENCY AND DOCUMENTATION

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.

Evidence

The PATH programme broadly aligns with the expectations of the European Approach regarding transparency and documentation, with relevant information on admission, curriculum, and assessment generally well-structured and intended for publication in accessible formats. The programme shows a clear commitment to transparency and student support, particularly in the context of mobility and international collaboration.

The admission requirements and procedures are defined and include standard criteria such as a relevant bachelor's degree, English language proficiency at CEFR C1 level (or equivalent), and a motivation letter, as outlined in the SER (Section 4.1). The process is coordinated by a Joint Admission Committee representing the partner institutions. While there are plans to make this information available through a dedicated programme website, CHARM-EU portals, and institutional platforms, at the time of review, not all materials are consolidated or fully accessible to applicants. The complexity of the joint structure and involvement of multiple institutions poses challenges for clear and unified communication. From a student perspective, the admissions process may appear fragmented, and further work is needed to ensure consistency, completeness, and user-friendliness across platforms.

The curriculum is coherently structured and well-documented in internal materials, with a clear four-phase design outlined in SER Sections 3.1 and Annex 6. These phases include preparatory modules (21 ECTS), advanced disciplinary and transdisciplinary modules (21 ECTS), a mobility semester with challenge-based learning (24 ECTS), and a capstone project (30 ECTS). Associated learning outcomes, teaching methods, and assessment formats are clearly linked to these phases. Course catalogues and syllabi are expected to be published via the Virtual Learning Environment (VLE) and university websites. Documentation included in the SER and annexes provides a strong foundation, with syllabi outlining course objectives, weekly topics, pedagogical approaches such as challenge-based learning, assessment criteria, grading schemes, and bibliographic references. Transparency could be further enhanced by publishing detailed mappings between module learning outcomes and disciplinary fields, and ensuring the timely availability of full module descriptors, contact hours, and reading lists.

Examination and assessment procedures are described in detail and aligned with the programme's competence-based pedagogical model as presented in SER Sections 5.2 and 8. The approach includes formative and programmatic assessment methods such as e-

portfolios tracking individual progress, continuous assessment beyond final exams, challenge-based assessments during mobility phases, capstone projects, and oral defenses. Oversight is provided by a Portfolio Assessment Committee (PAC) and Board of Examiners (BoE), with representatives from all partner institutions to ensure fairness, consistency, and transparency. While assessment principles and responsibilities are clearly outlined, the degree to which this information is currently accessible to students remains unclear. Minor clarification on processes such as re-sits and appeals, as noted in the SER, would support a more complete and transparent framework.

Assessment

In summary, the programme demonstrates a strong intention to meet transparency and documentation standards, particularly in curriculum and assessment design. The curriculum is well-documented, supports student mobility, and aligns with intended learning outcomes. Examination and assessment methods are coherent, transparent, and rooted in a competence-based model, with strong governance structures in place. However, further consolidation and publication of admissions and programme information will be important to meet the needs of mobile and international students.

Compliant

Recommendations

- Design a system to monitor and verify that all admission criteria and selection procedures—including evaluation rubrics, appeal procedures, and timelines—are available online before the application cycle begins.
- The consortium should establish a procedure to ensure that the course catalogue and all syllabi are publicly available and up-to-date before each application cycle.
- In addition to publishing required documents (e.g., admission criteria, syllabi, appeal procedures), ensure they are presented in a user-friendly, accessible format suitable for diverse international applicants, including those with limited prior experience in joint programmes.
- It is advisable to explicitly detail the procedures for re-assessment, failure management, and appeals across institutions in one unified document to support student mobility and procedural consistency.

QUALITY ASSURANCE

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.

Evidence

The PATH programme is committed to establishing a joint internal quality assurance (QA) system that reflects the shared responsibilities and collaborative efforts of all partner institutions. This joint QA process aims to ensure consistent academic standards, promote continuous improvement, and support a high-quality, student-centered educational experience across the consortium. At the same time, to further clarify and operationalise the internal quality assurance system, it is recommended that the consortium develop a Quality Assurance Handbook. It can be based on the existing CHARM-EU principles, but it could specify procedures, responsibilities, timelines, and communication strategies specific to the PATH programme, to support consistent implementation, ownership and transparency across all partner institutions. The following section outlines briefly how the programme addresses each of the ten ESG Part 1 standards.

ESG 1.1 Policy for Quality Assurance

The PATH programme has established a joint QA policy aligned with CHARM-EU Alliance principles, emphasising continuous improvement, transparency, and stakeholder involvement. Governance structures such as the Programme Board and Academic Council include representatives from all partners and students. While the overall framework is sound, further clarification on the practical implementation and coordination across institutions would help strengthen the system's consistency. This could be done in the form of a PATH-specific handbook.

ESG 1.2 Design and Approval of Programmes

The curriculum was collaboratively developed by faculty from all partner institutions via the Knowledge Creation Team, demonstrating a joint approach to programme design and approval.

ESG 1.3 Student-Centred Learning, Teaching and Assessment

The programme integrates student-centered teaching methods, including challenge-based learning and formative assessment, with diverse assessment approaches aligned to learning outcomes. Considering the ambition and complexity of the programme, tight cross-

institutional coordination and solid staff support and development practices for faculty will remain crucial.

ESG 1.4 Admission, Progression, Recognition and Certification

Admissions are managed through a joint committee using agreed criteria, and academic regulations governing progression and certification are harmonised to support student mobility. The admission process is multifaceted and inclusive, and raised concerns that the projected one-month timeframe for finalising admissions may be insufficient given the complexity of the procedures and the involvement of multiple institutions. Clarifying practical arrangements for recognition of prior learning and ensuring consistent student support when moving between institutions would be beneficial.

ESG 1.5 Teaching Staff

Teaching staff from all partner institutions contribute to the programme, with recruitment managed locally. There is ongoing collaboration and joint teaching, though elaboration on coordination mechanisms and shared staff development opportunities could further support a cohesive programme experience.

ESG 1.6 Learning Resources and Student Support

The consortium provides equitable access to learning resources and student support through shared platforms and coordinated services. More detailed monitoring and evaluation of these services across institutions would help ensure a consistently high level of student support.

ESG 1.7 Information Management

A framework is in place for collecting and sharing QA data using common platforms, which supports evidence-based improvements. Greater clarity on data governance, responsibilities, and how insights from data are systematically used could enhance transparency and effectiveness.

ESG 1.8 Public Information

The information in the SER is somewhat limited in this aspect, but the panel was informed that programme information will be available via joint portals and partner websites. Further specification of processes to maintain up-to-date and coherent information over time would strengthen this area.

ESG 1.9 Ongoing Monitoring and Periodic Review

The programme includes regular feedback mechanisms, phase and cohort reviews, and oversight by the Academic Council and Programme Board. While these processes are well established, clearer communication of review outcomes and improvement actions to

students and partners would support a shared understanding and engagement with quality enhancement.

ESG 1.10 Cyclical External Quality Assurance

The PATH programme is currently undergoing ex-ante accreditation under the European Approach, with future external evaluations planned involving multiple QA agencies as well as the self-accrediting process of Trinity College Dublin. It is proposed that the programme closely follows any policy developments regarding external quality assurance of joint programmes on both European and national levels.

Assessment

The PATH programme demonstrates a strong commitment to establishing a joint internal quality assurance (QA) system across partner institutions, guided by CHARM-EU principles and underpinned by shared governance structures and collaborative processes. The programme design, delivery, and review processes reflect a clear alignment with the ESG Part 1 standards, with strengths in joint curriculum development, student-centred teaching and assessment, and inclusive admission practices. However, to ensure greater consistency, transparency, and operational clarity, the development of a PATH-specific quality assurance handbook is recommended. This would help define responsibilities, procedures, and timelines, and support implementation across institutions. While the QA framework is solid in principle, areas for enhancement include the coordination of teaching staff and development, detailed monitoring of learning resources and student support, clarity in data governance and use, and systematic communication of review outcomes. Addressing these areas would further strengthen the programme's QA system and ensure a coherent, high-quality experience for all stakeholders.

Compliant

Recommendations

- Develop a quality handbook tailored specifically to the PATH programme. It can build on existing good practices, but to enhance consistency, transparency, and ownership in quality assurance.

RESULT

Summary of the assessment

STANDARD	ASSESSMENT
ELIGIBILITY	Compliant
- <i>Status</i>	Compliant
- <i>Joint design and delivery</i>	Compliant
- <i>Cooperation agreement</i>	Compliant
- <i>Extension credit load</i>	Compliant
LEARNING OUTCOMES	Compliant
- <i>Level</i>	Compliant
- <i>Disciplinary fields</i>	Compliant
- <i>Achievement</i>	Compliant
- <i>Regulated professions</i>	Compliant
STUDY PROGRAMME	Compliant
- <i>Curriculum</i>	Compliant with conditions
- <i>Credits</i>	Compliant
- <i>Workload</i>	Compliant
ADMISSION AND RECOGNITION	Compliant
- <i>Admission</i>	Compliant
- <i>Recognition</i>	Compliant
LEARNING, TEACHING AND ASSESSMENT	Compliant
- <i>Learning and teaching</i>	Compliant
- <i>Assessment of students</i>	Compliant
STUDENT SUPPORT	Compliant
RESOURCES	Compliant
- <i>Staff</i>	Compliant
- <i>Facilities</i>	Compliant
TRANSPARENCY AND DOCUMENTATION	Compliant
QUALITY ASSURANCE	Compliant
FINAL RESULT PROPOSAL	ACCREDITED

This External assessment committee recommends to the Institutional and Programme Review Commission of AQU Catalunya the favourable ex-ante accreditation of the programme evaluated with the level of “Compliant”.



The Chair of the external evaluation committee confirms that this document serves as the assessment report.

Dr. Francisco Guillén Grima

Pamplona, September 2025

SUMMARY OF REQUIREMENTS

Study Programme

Develop tailored introductory courses during the preparatory phase to address the diverse academic backgrounds of students. For example, one course could provide foundational knowledge in legal, administration and policy disciplines for students with mostly natural science backgrounds, and another one to cover basic natural science perceptions for students from mostly social science backgrounds.

SUMMARY OF RECOMENDATIONS

Eligibility

- It is recommended that the consortium continues to monitor potential changes in national legislation that could affect the recognition and issuance of the joint diploma, especially given that a single institution (Eötvös Loránd University) is designated as the diploma-issuing authority.
- It is recommended that the consortium considers appointing dedicated personnel in due time to support the administration and coordination of the PATH programme as it matures. Appointing such personnel would strengthen the programme's operational resilience and ensure focused attention on programme-specific needs.
- Establish a Regular Review Mechanism: To maintain alignment with evolving regulatory, financial, and institutional contexts across partner countries, the consortium should implement a formal mechanism for the periodic review and updating of the Cooperation Agreement. Implementing such a mechanism will help ensure ongoing compliance with national legal frameworks, clarity in institutional roles, and the long-term sustainability of the joint programme.
- Integrate Contingency Protocols: Although the agreement already addresses specific scenarios (e.g., issuance of double degrees), it would benefit from more detailed procedures for managing unforeseen disruptions—such as the withdrawal of a partner or significant regulatory changes. Including such contingency measures would enhance the resilience and reliability of the framework.

Learning outcomes

- Promote consistency in the interpretation and application of learning outcomes across partner institutions by implementing structured cross-institutional dialogue, coordinated calibration activities, and targeted staff development initiatives.
- The broad scope of topics presents a potential risk of insufficient disciplinary depth. Ongoing monitoring is recommended to ensure students achieve both the necessary breadth and depth in their learning.

- Closely monitor the achievement of learning outcomes among students from diverse academic backgrounds and be prepared to adjust diagnostic and support mechanisms as needed.
- Continue regular staff calibration sessions to maintain consistency in teaching standards and to ensure a balanced student workload across all consortium institutions.

Study programme

- It is recommended that the curriculum incorporate opportunities for critical reflection and analysis of false solutions, in order to strengthen students' capacity to engage ethically and effectively with complex planetary health challenges. Present more specific information on how the integration of stakeholder feedback will be continuously used to adapt and refine the curriculum during implementation.
- Make a more precise articulation of assessment methods for each phase regarding how they map to acquiring specific learning outcomes, particularly in the context of students' diverse educational and cultural backgrounds.
- Once implemented, the consortium should ensure that systematic workload monitoring tools (e.g., student surveys, feedback on time management, completion tracking) are in place from the first cohort onward to validate and, if necessary, adjust the workload assumptions used in the programme design.
- Support cross-institutional alignment on workload expectations by facilitating regular coordination meetings between teaching staff across partner universities. This can help ensure a balanced workload across modules, especially with regard to challenge-based activities.

Admission and Recognition

- Consider extending the admission timeline or incorporating contingency periods to accommodate the demands of joint evaluation and appeals.
- Confirm clear communication with applicants about the admission schedule and possible delays.
- Clarify the description of providing additional or extra points to the applicant and consider whether any alternative documentation could increase their transparency
- Once the programme is operational, it should be ensured that mechanisms are in place to monitor the fairness and effectiveness of the admission procedures through applicant feedback, diversity metrics, and selection outcome analysis.
- The consortium should explicitly outline its intended approach to RPL in the programme documentation. This should include planned methodologies for assessing informal and non-formal learning and a roadmap for developing and operationalising these mechanisms.

- Provide information to students on the recognition of the joint degree, especially for use outside the partner countries and in varied professional contexts.

Learning, teaching and assessment

- Strengthen specialised faculty training to enhance effectiveness in hybrid and intercultural teaching environments.
- Continue to develop coordination mechanisms among partner institutions to support consistent programme delivery.
- It is recommended that the consortium further details the operational procedures for the Board of Examiners and Portfolio Assessment Committees, including how calibration and cross-institutional moderation will be ensured.

Student support

- Implement an early-stage diagnostic or needs-assessment survey to identify individual student support requirements—such as digital skills, language assistance, or mental health needs, to provide tailored guidance and service upon arrival.
- Introduce structured feedback mechanisms during each phase of mobility to evaluate the effectiveness of welcome and support services, to identify areas of improvement and to make timely improvements.

Resources

- The consortium should implement a shared framework for pedagogical training and exchange of best practices, particularly for transdisciplinary teaching, digital pedagogy, and challenge-based learning. A regular staff development and coordination mechanism would further reinforce programme coherence and quality.
- Introducing a standardised CV template for academic staff would enhance transparency and facilitate easier assessment of their qualifications and expertise.
- It is recommended to establish dedicated pedagogical support at the PATH programme level. Such a structure would better coordinate and enhance teaching quality across partner institutions.
- Establish a structured, ongoing feedback system involving students and staff to regularly assess the quality, accessibility, and effectiveness of both digital and physical infrastructure. This will support continuous improvement, promote equity, and ensure a cohesive and adaptive hybrid and transnational learning environment.

Transparency and documentation

- Design a system to monitor and verify that all admission criteria and selection procedures—including evaluation rubrics, appeal procedures, and timelines—are available online before the application cycle begins.
- The consortium should establish a procedure to ensure that the course catalogue and all syllabi are publicly available and up-to-date before each application cycle.

- In addition to publishing required documents (e.g., admission criteria, syllabi, appeal procedures), ensure they are presented in a user-friendly, accessible format suitable for diverse international applicants, including those with limited prior experience in joint programmes.
- It is advisable to explicitly detail the procedures for re-assessment, failure management, and appeals across institutions in one unified document to support student mobility and procedural consistency.

Quality assurance

- Develop a quality handbook tailored specifically to the PATH programme. It can build on existing good practices, but to enhance consistency, transparency, and ownership in quality assurance.