

EUROPEAN APPROACH

EU -CHARM MASTER'S IN GLOBAL CHALLENGES FOR SUSTAINABILITY

UNIVERSITY OF BARCELONA

TRINITY COLLEGE DUBLIN

UTRECHT UNIVERSITY

EÖTVÖS LORÁND UNIVERSITY

UNIVERSITY OF MONTPELLIER

ÅBO AKADEMI UNIVERSITY

JULIUS-MAXIMILIANS-UNIVERSITÄT WÜRZBURG

RUHR WEST UNIVERSITY OF APPLIED SCIENCES

UNIVERSITY OF BERGEN

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GLOSSARY

CEFR:	The Common European Framework of Reference for Languages
CHARM-EU:	The Challenge-driven, Accessible, Research-Based and Mobile European University Alliance.
DEQAR :	The Database of External Quality Assurance Results
EA:	European Approach
EQAR:	The European Quality Assurance Register for Higher Education
EQF:	European Qualifications framework
EHEA:	Higher education in the European Higher Education Area
ESG:	Standards and Guidelines for Quality Assurance in the EHEA
ECTS:	European Credit Transfer System
JVAO:	Joint Virtual Administrative Office
MGCS:	Master in Global Challenges for Sustainability Cooperation Agreement
MLO:	Module Learning Outcome
PLO:	Programme's Learning Outcome
KCT:	Knowledge Creation Team
SAR:	Self-Assessment Report
VLE:	Virtual Learning Environment

EXECUTIVE SUMMARY

This assessment report evaluates the Master's programme in Global Challenges for Sustainability, developed by the CHARM-EU Alliance—a consortium of nine prestigious European universities. The evaluation focuses on programme structure, joint design, delivery mechanisms, and alignment with the European Approach standards for quality assurance in joint programmes.

The Master's programme aims to blend academic learning with practical, real-world applications and has expanded from a 90 to a 120 ECTS framework, providing an interdisciplinary and transdisciplinary approach to sustainability challenges. Its four-phased structure includes foundational learning, thematic specialization, an experiential internship phase, and a Capstone project.

The programme's emphasis on student-centred, challenge-based learning ensures alignment with intended programme's learning outcomes (PLOs), which include critical thinking, interdisciplinary collaboration, and ethical communication. Updated learning outcomes incorporate feedback from students and staff, reflecting the programme's adaptability and commitment to continuous improvement.

The programme is designed as a collaborative effort, integrating contributions from all consortium members. Knowledge Creation Teams (KCTs) guide the development of modules, ensuring multidisciplinary input. Despite some concerns over the new partners' involvement in module delivery, discussions during the site visit revealed that these contributions are becoming more pronounced.

Governance is structured around a Joint Virtual Administrative Office (JVAO), the Academic Council, and the Programme Board. These ensure horizontal and vertical coordination across institutions. However, the Panel (i.e. the External Evaluation Committee) noted the application's lack of self-evaluative depth, which hindered initial clarity on joint delivery processes.

The programme employs innovative teaching methods such as hybrid classrooms, synchronous learning, and universal design principles to accommodate diverse student needs. Mobility is a cornerstone with students required to spend time at multiple partner institutions.

Assessment uses a programmatic approach, moving away from traditional grading systems to emphasize formative evaluations and personal development. However, students expressed concerns about transparency and feedback quality in the assessment process, suggesting the need for better communication and support mechanisms.

Staff qualifications across the consortium are a programme strength, with faculty demonstrating expertise in sustainability and interdisciplinary education. Facilities, including libraries and IT services, are sufficient, though consistency in student support across partner

institutions remains a challenge. The programme's responsiveness to financial and logistical barriers, especially for international students, is commendable but requires further standardization.

CHARM-EU has implemented robust quality assurance mechanisms, including surveys, feedback loops, and the involvement of stakeholders such as industry and civil society. However, documentation gaps in the application phase revealed areas for improvement in self-reflection and internal evaluation practices.

Key Recommendations

1. Enhance the participation of new consortium members in module delivery and governance processes to ensure balanced contributions;
2. Improve transparency in programmatic assessment, with a focus on personalized feedback and clear grading processes;
3. Standardize student support and communication mechanisms across partner institutions to address discrepancies in service quality; and
4. Strengthen documentation of quality assurance practices and provide a more analytical approach in future self-evaluations.

The Master's programme is compliant with the European Approach standards and demonstrates strong potential for academic and professional impact. Its inter- and transdisciplinary framework, focus on sustainability, and innovative learning approaches position it as a model for joint programmes in higher education. However, continued focus on integration, transparency, and support systems will be crucial for long-term success.

GENERAL ASPECTS

Basic information about the procedure

Name of the degree programme	Master’s programme in Global Challenges for Sustainability,
Partners Institutions	UNIVERSITY OF BARCELONA TRINITY COLLEGE DUBLIN UTRECHT UNIVERSITY EÖTVÖS LORÁND UNIVERSITY UNIVERSITY OF MONTPELLIER ÅBO AKADEMI UNIVERSITY JULIUS-MAXIMILIANS-UNIVERSITÄT WÜRZBURG RUHR WEST UNIVERSITY OF APPLIED SCIENCES UNIVERSITY OF BERGEN
Language of instruction	English
Workload	120 ECTS (Full time, only)
Locations	Barcelona, Dublin, Utrech, Budapest, Montpellier, Turku; Würzburg, Bergen, Mülheim an der Ruhr.

Table 1. Identification data

On April 2024, AQU Catalunya received a request for an initial accreditation procedure regarding the joint master programme Master’s programme in Global Challenges for Sustainability). The request was submitted on behalf the consortium by the Universitat de Barcelona, which coordinates the programme.

As this concerns a joint programme issued by three higher education institutions in Spain, Ireland, Sweden, Germany, Holland, Hungary, Finland, the University of Barcelona and AQU Catalunya have informed the national agencies, considered that Trinity College of Dublin is a self-accredited institution.

Therefore, the collaboration with Agencies have been fruitful. The different agencies have been active during the experts selection panel providing academic experts from their national higher education systems. The assessment panel was appointed in June 2024. AQU Catalunya has informed about panel composition to Universitat de Barcelona so the institution could indicate any possible conflicts of interest.

On June 2024, AQU Catalunya has delivered a training session on European Approach Methodology address to the panel members. Also, the consortium submitted the self-report on July. Therefore, the individual assessment took place from end July to end of

September and on the 18th of October took place the on line visit with the following schedule:

Time	Activity
11:30-12:00	Preliminary Meeting of all Cluster Inf Peers
12:00- 13:30	Meeting with Programme Coordinators and management team
13:30-14:30	Lunch
14:30-15:30	Meeting with Teaching Staff
15:30- 15:40	Disconnection Pause
15:40-16. 30	Meeting with current Students
16:30-16:40	Disconnection Pause / Lunch time
16:40- 17:30	Meeting with graduates
17:30-17:40	Disconnection Pause
17:40 – 18:30	Meeting with future employers or industry representatives (^)
18:30- 18:45	Meeting with study programme coordinators
18:45 -19:00	Disconnection Pause + Internal work
19:00-19.15	Preliminary conclusions

Table 2 On line visit programme

During the panel deliberations after the visit were agreed the main issues, strengths and weakness of the programme according European Approach standards.

The procedure is based on Guide for QA Agencies published at Impea Project website.

Panel of experts

Role	Name	Institution	Area of knowledge
Chair	Rik Leemans	Wageningen University and Research	Environmental Systems Analysis
Academic	János Józsa	Budapest University of Technology	Water
Academic	Paul Aplin	Mary Immaculate College	Environmental sustainability
Academic	Mohan Lal Kolhe	University of Agder	Smart Grid & Renewable Energy
Academic	Dominique Pallet	CIRAD	Food Quality
Professional	Josep Maria Suelves Joanxich	Departament de Salut, Generalitat de Catalunya	Public Health
Student	Bobana Samardžija	LUNEX International University of Health	PhD Student, Biotechnology
Secretariat	Ronny Heintze	AQAS (Agency for Quality Assurance through Accreditation of Study Programs)	International external assessment

Table 3. Panel of experts

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 provided documentation lists the partnering institutions which consist of five founding partners who already underwent the European Approach accreditation in 2020, and four new partners who joined the consortium lately. The partnering institutions are University of Barcelona, Trinity College Dublin, Utrecht University, Eötvös Loránd University, University of Montpellier, Åbo Akademi University, Julius-Maximilians-Universität Würzburg, Ruhr West University of Applied Sciences, University of Bergen.

The provided documentation did not provide any information on the legal status of each institution. The Panel (i.e. the External Evaluation Committee) therefore referred to publicly available information of the DEQAR database.

The consortium provided individual letters of the different partners confirming the programme is part of the national frameworks and the programmes are embedded in the respective institutional offers. This included specifications regarding the degree.

Assessment

The Panel recognizes that the CHARM-consortium is built of renowned universities in the European higher education area that are all well-established in their national Systems. Within their national frameworks they all offer Master programs in different fields and to different extents. As the provided documentation focused on the degree and its details the Panel also carefully reviewed the information available on the DEQAR database and hereby focused especially on the newly joining partners. Consequently, the Panel can confirm both

the legal status of the universities and the fitting of a master degree in their respective national systems.

Compliant

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 provided documentation explains how the programme is implemented involving the different partners. A comprehensive list of modules (Table 1 of application) explains the participation of the different partners in the delivery of modules. Furthermore, the application explains the role of the Knowledge Creation Teams (KCTs) for the continuous update and development of the contents of the programme. In these teams representatives from all partners participate, depending on the areas of expertise and topics of the modules.

Assessment

After carefully reviewing the application and discussing the programme structure with coordinators of the different institutions the Panel concluded that the programme is a genuine joint cooperation of the consortium. However, the provided documentation created doubts and concern about the involvement of the new partners as their documented footprint in the delivery of the modules seemed low. The provided table clearly outlines an imbalance in the responsibilities and delivery of/for modules. Consequently, the Panel carefully discussed that issue with the coordinators during the site visit to jointly reflect on this impression. Hereby, this discussion showed that the Knowledge Creation teams who are in charge of the continuous development of new and relevant knowledge areas, already strongly involve these new partners. Most of all, the Panel acknowledges that during the site visit the new consortium members particularly well explained, contextualised and spoke for their involvement beyond what was visible in the provided application. Consequently, the Panel concluded that this impression was more a challenge of the presentation in the document than a true problem of the jointness in the consortium.

The Panel also underlines that the design and continuous development of the curriculum requires horizontal and vertical coordination between the different partner institutions. To this end, Joint Virtual Administrative Office is a key element on the operational level, while

the Academic Council supported by the Programme Board assures the policy implementation as well as continuous development with participation of all partners including students.

In this context, the Panel was mildly challenged by the format of the provided documentation as it followed the style of an application and thereby fully missing any self-evaluative nature nor following the structure of the European Approach (EA) requirements. This did not facilitate the work of the Panel and left documentary gaps that were partially filled by alignment references that were indeed helpful but could not compensate for a report in a self-evaluative nature.

Altogether, the Panel concludes that the diverse strengths of the participating institutions all feed into the programme and jointly build its transdisciplinary character. The different pathways available to study also offer flexible learning paths to students and are only enabled by a joint delivery and the participation of all the different universities. The full inclusion of the new members should remain a priority as currently the Panel can see the process with first results that should lead to an even clearer footprint in the future.

Compliant

Recommendations

- The consortium should assure an equal participation of all partners, especially the newly added ones, in all relevant processes to the extent that they create a visible footprint.

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 consortium has agreed to Governance and Management Terms of Reference of the Charm-EU alliance that are based on its three-years' experience, and now implemented and running since January 2023 including the new partners. Within this alliance governing the Master's programme will be regulated by the specific Master in Global Challenges for Sustainability Cooperation Agreement (MGCS) .

This specific MGCS Cooperation Agreement contains:

- *Denomination of the degree;*
- *The characteristics of the Master (EC, duration, structure, award obtained by graduates and diploma supplement etc.);*
- *The CHARM-EU governance terms of reference;*
- *The responsibilities of the partner universities and the administration organisation;*
- *The fees and financial management;*
- *The quality management;*
- *Recruitment, admission, and registration processes;*
- *Mobility and marketing; and*
- *Other legal provisions.*

Assessment

The consortium is built upon a cooperation agreement that covers the relevant aspects. It was available to the Panel for review and also subject to discussion with particular focus on the degree awarding procedures during the virtual site visit.

Compliant

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 consortium explains that all Programme Learning Outcomes (PLOs), module aims and Module Learning Outcomes (MLOs) were developed in educationalist-supported workshops by academic teachers and extra-academic actors (i.e. the Knowledge Creation Teams) from the nine CHARM-EU partners. The respective learning outcomes are:

- *PLO1. Critically analyse, evaluate and apply the concept of sustainability as it is constructed and represented across multiple disciplines and sectors and non-academic actors.*
- *PLO2. Assess, Investigate, evaluate, and integrate interdisciplinary, multidisciplinary and transdisciplinary nature of challenges in addressing complex societal issues.*
- *PLO3. Creatively design and develop robust, adaptable, ethical and innovative solutions using a system-based approach and a range of research methodologies, theoretical frameworks and data analysis tools.*
- *PLO4. Effectively collaborate with a transdisciplinary team and external stakeholders to solve complex challenges, demonstrating inclusive and intercultural competencies.*
- *PLO5. Communicate effectively and ethically, both verbally and in writing, on complex issues in a way. that is appropriate and adapted to different types of audiences/stakeholders.*
- *PLO6. Apply a scientific approach and critical thinking in analysing and solving challenges showing advanced competency within a range of transversal skills.*
- *PLO7. Reflect critically on personal learning processes and professional development, integrating relevant ethical issues, and considering the role of active citizenship participation, in particular within the context of Europe.*
- *PLO8. Identify and apply the latest technological/digital tools to source, manage, analyse, use and communication.*

Assessment

The Panel carefully discussed the updated PLOs for the proposed Master's, as changes have been made to the composition of the PLOs due to evaluation and feedback from students and staff. As the Panel learned the wording of the previous PLOs combined multiple competencies within each PLO and this created complexity in assessment. Also, the Panel acknowledges and supports that in expanding the prior programme from 90 credit points to 120 credit points, collaboration with external stakeholders to acquire improved professional skills and employability competencies is now more strongly emphasised.

The Panel confirms that the newly defined learning outcomes are in alignment with the master's Level of the European Qualifications framework (EQF) as they clearly are oriented towards the Dublin Descriptors to assure coverage of all required elements of the EQF.

Compliant

Disciplinary field

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

Evidence

The provided application explains that the programme does not align with any specific disciplinary field. As it is transdisciplinary in its focus, it explains to involve academic teachers, students and extra-academic actors from a wide range of disciplines and professions. Although the Master does not lead to an accredited profession, it explains to strongly support student employability, industry-specific competencies, intercultural communication, and academic career progression. The Master is designed to support student employability through identifying multiple career pathways, align learning outcomes to industry, business, and civil society stakeholder needs, and foster a broad industry-ready skillset. Hereby inter- and transdisciplinarity are key descriptors for the qualification profile.

Assessment

Based on the academic expertise present in the consortium and recognizing the intended learning outcomes in a transdisciplinary context, the programme will enable students to foster and develop multiple transversal competencies including skills related to innovation and entrepreneurship, sustainability, and policy development, as well as research skills.

These competencies are well presented within the learning outcomes and later on didactically well embedded and reinforced through student engagement in authentic challenges with extra-academic actors. The Capstone is implemented in CHARM-EU to denote a multifaceted assignment in the final phase of the Master including the final thesis or dissertation as it is known in some institutional contexts throughout the programme. Presenting outlets for these theoretical, practical, and applied competencies throughout the programme ultimately provides broad options for student employability.

Compliant

Achievement

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

Evidence

The application explains that the proposed improved version of the Master's programme will demonstrate the achievement of its learning outcomes through this process of a gradual four phased programme structure, a rigorous constructive alignment, and thorough multi-stakeholder transdisciplinary pedagogical development. It also explains that its alumni provide a clear proof of concept for the first version of the programme.

Assessment

As the Panel's assessment understands the programme as a new programme, the achievement of the newly designed and updated learning outcomes can hardly be assessed by considering existing graduate work and capstone projects as the PLOs are to be treated as new in this context. However, at the same time the experience leading to the update and new development can also be considered when looking for a proof of concept. In this sense the Panel believes that graduates of the proposed Master can demonstrate their achievement of the PLOs both within the programme itself by creating actionable solutions to challenge-based scenarios, and also later on in the field as post-graduation as leaders and innovators in solving global challenges. The use of a four phased programme structure (moving from transversal and sustainability competencies in Phase 1, thematic areas related to sustainability in Phase 2, an 'experiential phase' including an internship in Phase 3, and a Capstone in Phase 4) will allow students to achieve the PLOs in gradually and progressively and with ample supported means. From the Panel's point of view this approach is feasible and the update of the programme provides for an even better path to achieve the PLOs.

These PLOs have been rigorously developed using academic teachers and extra-academic actors representing multiple disciplines from each of the alliance members through Knowledge Creating Teams (KCTs). This ensures that their achievement is research-based, relevant to business and civil society stakeholders, skills focused, and solutions oriented. Consequently, the Panel confirms that the new PLOs can be achieved by the programme.

Compliant

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 training 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

Not applicable

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 curriculum is based on a prior edition of the programme consisting of only 90 credit points over three Phases: Phase 1 'Introduction', Phase 2 'Flexible part' and Phase 3 'Capstone'. The adjusted design seeks to expand the programme by adding a new elective field in Phase 2 – 'Energy and Sustainable Cities', and a semester of 30 credit points as an experiential Phase. Specifically the master programme will be expanded with 30 ECTS that takes the form of an additional experiential phase, preceding the capstone phase. This phase will consist of research-based individual internships or working on challenges with external stakeholders (20 ECTS), in addition to one module to prepare students for the internships (5 ECTS) and one module to prepare the students for the Capstone (5 ECTS).

With the additional semester that focusses on the internship and collaboration with extra-academic actors, the master programme aims to align even better with the job market by providing students with the opportunity to apply and test their knowledge and competencies in a professional working environment, while building their professional and academic networks. This is also supposed to better enable students to choose a Capstone project that best aligns with their competencies and career perspectives.

The Experiential Phase (30 ECTS) is carefully structured to support students through preparation (Internship and Capstone Preparation modules) and practical experience (internship itself). The phase is supported by a team including internship supervisors, academic supervisors, and administrative internship coordinators. The opportunities for mobility are included. Mobility focusses on sustainable travel funded by Erasmus+ or CHARM-EU, in line with the course's sustainability objectives.

The Capstone Phase (30 ECTS) where students work in transdisciplinary teams on a real-world challenge. This phase emphasizes interdisciplinary collaboration in which students from diverse backgrounds work together, along with inputs from alliance universities, external academic and non-academic actors, and associate partners. Students split their time between individual research and teamwork and strongly focus on personal development.

Furthermore the application explains that originally the five founding alliance partners explored the key research and teaching themes within their institutions to create the three thematic tracks for the Master in Phase 2. The initial tracks that were chosen were 'Food',

‘Water’, and ‘Life and Health’. At this stage ‘Energy’ was discarded in the first version of the Master programme to avoid having too small groups of students in the second, flexible semester. However, the consortium explains that a further analysis involving the new Alliance partners, revealed the research and teaching strengths in energy and sustainable cities, and how the new partners will be able to support the increased number of target students. A detailed market analysis and research with existing students and alumni was done. It resulted in the definition of the new elective theme ‘Energy and Sustainable Cities’.

Assessment

From the Panel’s point of view adding an elective theme on ‘*Energy and Sustainable Cities*’ in the CHARM Master is a timely and strategic choice. This theme leverages both the existing expertise within the alliance and the strengths of new partners, and addresses rising demands in the energy and urban sustainability sectors. With over 900,000 new European jobs projected in clean energy and smart cities, this track prepares students for critical roles in sustainable development. It also aligns with Sustainable Development Goal 7 and many EU energy initiatives. This focus also addresses identified skill gaps in energy literacy, urban planning, and digital infrastructure. The theme provides students with relevant, future-oriented skills. Surveys indicate strong public and governmental support for renewable energy and energy-efficient urban infrastructure, which suggests a significant student and industry interest. Adding this track not only enhances the program’s appeal but also supports students in accessing a rapidly expanding job market. This addition thus strengthens the Master’s relevance and responsiveness to evolving societal and employment needs.

Besides this additional content, the programme was also extended from 90 ECTS to 120 ECTS with the addition of one semester that mainly focusses on an internship. The documentation of this element was carefully assessed by the Panel and exhaustively discussed during the site visit. From the Panel’s point of view, the addition of an internship is relevant and further supports the employability of future graduates. It is well embedded and connected to relevant learning outcomes. The further preparation of the Capstone project will be an additional element increasing the quality of the programme as it contributes to an even improved quality of the capstone projects. Consequently, both adjustments of the programme – extension from 90 to 120 ECTS as well as the addition of the theme ‘*Energy and Sustainable Cities*’ is strongly supported by the Panel.

A key element of success will be the appropriate supervision of internships to assure the achievement of the defined outcomes. The Panel noted different levels of supervision/support. However clearly defining and sharing the responsibilities and roles of the different support layers for the internships will be helpful.

The Panel also noted the high relevance of the capstone project to achieve the transdisciplinary learning outcomes. With the updated programme design students will move

from a practical phase to academic reflection requiring interdisciplinary teamwork. The programme should assure appropriate guidance and introductory support in this phase in the new setup.

Compliant

Recommendations

- Although the roles of internship supervisors, academic supervisors, and administrative internship coordinators are noted, a clear breakdown of each role's specific responsibilities in supporting students (e.g. research guidance, administrative logistics, or career advising) could enhance the support system.
- While the Capstone phase emphasizes interdisciplinary teamwork, guidance or introductory workshops on collaboration across disciplines could better prepare students, especially those unfamiliar with transdisciplinary approaches.

Credits

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

Evidence

The programme in the updated version will consist of 120 ECTS spread evenly across four semesters of 30 ECTS each. Each module offers a predefined number of credits and following the course plan leads to 30 credit points per semester.

Assessment

From the panel's point of view the credit distribution for the programme is clear and the assessment put special attention to the newly added elements, thus particularly the third semester: the Experiential phase and connected Capstone phase:

The Experiential Phase with 30 ECTS is carefully structured to support students through preparation which is overall part of the workload.

The Capstone Phase is reflected with 30 ECTS as well. Students work in transdisciplinary teams on a real-world challenge. The emphasis on interdisciplinary collaboration, with students from diverse backgrounds working together, is well reflected by a timespan of one semester reflecting 30 ECTS.

The document shows a deliberate distribution of credits across preparatory, practical, and project-based experiences in line with the course's sustainability goals and student needs. Each phase has a defined credit allocation and structured support, which should provide students with clear expectations and support mechanisms throughout.

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 number of credits for the new Master is 120 ECTS. Detailed tables that are part of the application explain the variation of hours per credit point between partners. It varies between 25 to 28 hours per ECTS. The application explains that this variation is accepted among the partners. As a method of simplification in the overall presentation the value of 25 hours per ECTS is used. The consortium also presents a table with the workload evaluation of the master's 90 ECTS version. The table shows that more than half of the students work between 25 and 40 hours per week with the remaining parts almost equally distributed towards working less or more.

Assessment

Expanding the Master's program from 90 to 120 ECTS introduces an additional Experiential phase, enhancing both the academic and professional development of students. This new phase, Phase 3, includes a research-focused internship (20 ECTS) along with preparatory modules for both the internship and Capstone project (5 ECTS each). The added semester strengthens the program's alignment with job market demands, allowing students to apply sustainability-focused research skills in real-world settings while engaging with external stakeholders. This hands-on experience is designed to deepen students' understanding of sustainability challenges, improve transversal skills like teamwork and problem-solving, and build professional networks. All these ultimately contribute to more impactful capstone projects. The expansion also addresses feedback from students and stakeholders, who noted that additional skill-building would enhance readiness for the capstone phase. Additionally,



the 120 ECTS structure meets legal requirements across all partner countries, resolving accreditation challenges and ensuring international recognition of the joint degree. Overall, the expanded program fosters greater academic depth, career alignment, and compliance with legal standards, benefiting students in both educational and professional dimensions while aligning well with the workload requirements shared not only in the consortium but also as defined by the FQ-EHEA.

Compliant

ADMISSION AND RECOGNITION

Admission

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

Evidence

The admission requirements are defined as follows:

- A Bachelor's degree or degree recognised as equivalent to a Bachelor's degree in the relevant national educational system (EQF level 6 or higher).
- An English language certification validating C1 or higher (CEFR). Candidates presenting a certificate validating a level B2 will be considered in conjunction with other admission criteria but must validate level C1 before programme registration.

The application also explains that admission to the programme is competitive and based on a selection of applicants. There is a defined limited capacity, and the candidates are ranked on a scale of 0-100 points. Diversity and multidisciplinary are explained to be key elements of the Master's programme and a strength of the learning environment, consequently all disciplines are welcome and encouraged to apply.

The Joint Virtual Administrative Office assesses the requirements against the documents submitted by the applicant after which the applicants are scored according to predefined criteria considering 1 Academic excellence; 2 General academic competencies; 3 Personal competencies; and 4 Inclusion. The admission process and selection criteria are published on the admission section of the website.

The previous degree accreditation process revealed that the admission requirements were well defined by the consortium and straightforward as well as simple, and that the defined requirements were appropriate for the transdisciplinary master program. The existing equal opportunity regulations are well established and result in the recruitment of a diverse group of students. This contributes positively to enhancing the learning experience through teamwork enriched by a transdisciplinary and multicultural perspective.

The consortium has adequately deployed the previous recommendation to improve the assessment of English communication skills by incorporating an interview of candidates in the student admission process. Currently, the level of English is also assessed based on the review of a video in which the candidates present their motivations for joining the master's program, and not only based on the C1 level certification.

Assessment

Already the previous accreditation process revealed that the admission requirements were well defined by the consortium and appraised them both straightforward and simple. The defined requirements were appropriate for the transdisciplinary master program. The existing equal opportunity regulations are well established and result in the recruitment of a diverse group of students. This contributes positively to enhancing the learning experience through teamwork enriched by a transdisciplinary and multicultural perspective.

As the Panel learned during the interviews, the consortium has adequately deployed the previous recommendation to improve the assessment of English communication skills by incorporating an interview of candidates in the student admission process. Currently, the level of English is also assessed based on the video interview in which the candidates present their motivations for joining the master program, and not only on the basis of the C1 level certification.

Consequently the Panel concludes that the admission criteria are appropriate, suitable, well defined and clear. The programme offers accessible and adequate information mechanisms prior to enrolment and well established procedures for welcoming and guiding new students. The planned support and guidance actions for students once enrolled are sufficiently specified. Criteria and procedures for the transfer and recognition of credits and prior learning experience are clear and adequate.

Compliant

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 consortium explains that due to the specific type of a transdisciplinary programme, challenge-based learning based on intense teamwork, CHARM-EU does not anticipate any professional or academic recognition at this stage. However, the consortium outlines that requests will be analysed by the Programme Board and the proposed resolution will be approved by the Academic Council.

The consortium agreement also covers the element of recognition of credits.

Assessment

The program's expansion from 90 to 120 ECTS credits, driven by both student feedback and regulatory requirements, aligns with ESG 1.4's emphasis on supporting student progression. Extending the program's duration allows for more comprehensive internship and thesis time, recognizing the substantial time and effort students invest, and reinforcing sustainable academic growth. In parallel, CHARM-EU's commitment to high-quality learning experiences is evident in its ongoing development of internship quality assessment, including regular supervisory meetings to ensure support and consistent oversight.

Furthermore, the Panel shares the initial thought that that professional or academic recognition is not an immediate priority and the self-evaluation report outlines a flexible approach. This overall responsiveness underscores CHARM-EU's commitment to student-centred practices. However, the Panel recognizes that regulations for credit recognition in the consortium agreement focus on recognition within the consortium and give no hint on how external regulation is regulated. While overall welcoming the indicated flexibility, there are some doubts that an individual solution that might follow individual pathways, will be smooth and transparent from a student's perspective. Consequently, the consortium should consider defining regulations on who and how qualifications are recognized in line with the Lisbon Recognition Convention. While the Panel believes that at current time the chosen approach is acceptable, there should be a more justifiable solution in the future.

Compliant

Recommendations

- The consortium should define transparent and accessible procedures for the recognition of qualifications and prior learning gained outside the consortium.

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

Student learning and teaching delivery in CHARM-EU involves a range of complementary approaches. In terms of learning content, the central principle is challenge-based learning, where tackling and solving problems is at the heart of all student activity: “Challenge-based learning is the core pedagogical approach within this Master’s; students engage in authentically situated societal challenges in partnership with academics (teachers and researchers) enterprise, and extra academic actors”. This model promotes another stated intention of CHARM-EU: student-centred learning.

In terms of teaching delivery, the standard format is on a hybrid classroom structure where synchronous sessions are delivered face-to-face in local institutions and shared/streamed between multiple institutions. The majority of teaching is synchronous, though some supporting asynchronous material is provided online. A range of delivery approaches are used, including “lectures, webinars, small group on-campus seminars in each of the institutions, collaborative synchronous and asynchronous technology enhanced learning activities delivered through the Virtual Learning Environment (VLE), and collaborative on-campus learning activities.” Within the VLE, students have a Learning Management System to aid overall organisation, management and reflection of their learning experience.

A core element of CHARM-EU is its focus on student mobility, and all students spend at least one semester at a partner university in Stage 2 of the programme, and many also engage in mobility during Stages 3 (internship) and 4 (field trip).

Programme and module learning outcomes are crafted with careful consideration of learning and teaching approaches, and vice versa: “Each module includes key elements to ensure student motivation and engagement, alignment with Programme Learning Outcomes (PLOs) and Module Learning Outcomes (MLOs), personal reflection, collaborative group work, and student-centred assessment. At the beginning of each individual module, module leaders introduce themselves and the MLOs through a short online video or a live in-person lecture.”

CHARM-EU learning and teaching practices are developed using universal design principles to enable engagement from a diverse student population with different learning styles: “CHARM-EU educational programmes are designed to respect the diversity of students and are adapted to different students’ learning needs and preferences taking into consideration their backgrounds or abilities. They enable all students to take part in learning and fulfil their potential. Designing the CHARM-EU teaching and learning environment by applying universal design educational principles (multiple means of engagement, representation, and expression) is a proactive rather than a retrospective approach which fosters access and participation in education to the greatest extent of students possible.”

Assessment

The learning and teaching programme of CHARM-EU is innovative and modern, and very well oriented towards student development via its challenge-based and student-centred approaches. The hybrid classroom structure and mobility opportunities ensure good international (also interdisciplinary) learning experiences for students. Learning outcomes are well-crafted at module and programme level, alongside development of learning and teaching content, to ensure they can be achieved explicitly. Universal design and other considerations towards diverse student needs are exploited well to ensure fair and inclusive treatment for students from different backgrounds and with different learning styles.

As can be expected and international standard for a joint programme between nine partners, the language of instruction, teaching, and examination is English. From the Panels point of view, this is both well justified and a natural requirement for this international transdisciplinary programme.

Compliant

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

CHARM-EU uses an innovative and ambitious programmatic assessment approach to grading students. A three tier system is used, with low-stake assessments taking place within modules, intermediate-stake assessments which involve student and mentor reviewing low-stake outcomes and constructing a Personal Development Plan, and high-

stake assessments involving tutor discussion of a student's low- and intermediate-stake outcomes to determine stage progression/grade. This approach moves away from traditional 'bean counting' assessment approaches which can be distracting – students focus on assessment rather than learning – and can be susceptible to outlier (un/lucky) outcomes which influence student degree outcomes.

Central principles behind programmatic assessment are to enable a fair outcome for each student and to ensure students focus on the right things – learning the subject, rather than playing the (assessment) game. The Panel raised apparent and significant concerns with programmatic assessment. These include a certain degree of opaqueness with the process and some element of subjectivity of the final grading on the part of the grading staff. Although generally two staff determine student grades, this could involve an element of 'luck' in which staff members are selected (i.e. more benign markers).

Review of early iterations (student cohorts) of CHARM-EU raised significant concerns about programmatic assessments. In particular, some students were confused about the process and felt it was untransparent. Staff may also have shared some of this confusion/uncertainty. These concerns were tackled during later programme development: "assessment approach has been evaluated and refined through phase review surveys and a full evaluation from the Quality Office".

Assessments are well in line with learning objectives and generally careful attention has been paid to the complementarity of learning content, assessment and learning outcomes. Considerable efforts have been made to share resources and provide training between institutions to ensure a common approach to CHARM-EU assessment throughout the programme consortium.

Assessment

On balance, programmatic assessment represents the success of CHARM-EU. It is a thoughtful and modern approach to assessment that overcomes shortcomings in traditional approaches. The current structure is complex but well crafted, following an earlier less effective process. However, it is not without its problems. In the external review meetings, CHARM-EU staff (managers, tutors etc.) spoke positively about the current version, acknowledging its problems in the original process but clearly suggesting that these were problems largely solved, and the current process was working. Students' views differed from this perception. Both former and current students expressed considerable concerns, consistently pointing to the lack of transparency and individual students stating strong grievances about their outcomes compared to other (group-member) students. This is where practice (outcomes) seemed to differ between staff members. The subjectivity in the process and associated opaqueness is likely to remain a challenge for CHARM-EU. The Panel believes that the adjustments made in the process are helpful and solve the identified issues

leading to reliability in the clear distinction between different level of achievement. However, transparency on the grading, communication of feedback, and providing differentiated feedback to students should be improved to increase students trust in a fair assessment.

Assessments tally well with learning outcomes throughout both modules and the programme as a whole. Broadly speaking, assessment is handled consistently between the different institutions in the CHARM-EU consortium. However, the concern above about subjectivity etc. is quite likely to be inflated by ‘local’ trends in grading.

Compliant

Recommendations

- Further attention should be paid to the communication and provision of feedback as part of the programmatic assessment approach in an effort to tackle (reduce) the concerns around opaqueness and grader subjectivity in how students’ grades are arrived at. Student concerns should continue to be heeded, and further staff training should be offered and additional checks and balances deployed (e.g. central moderation of stage grades, more staff on student decision Panels).
- Ensure that all students receive personalized feedback on their performance in assessments, helping them understand areas of improvement.
- Consider offering flexible examination options (e.g. remote proctoring) to accommodate the needs of international or mobile students, ensuring fair access to assessments for all.

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

As the application explains that the support services available to CHARM-EU students strive to create a sense of community among the cohort while also considering the unique circumstances that apply to a mobile group of students. A Joint Virtual Administrative Office (JVAO) with representatives from each university organises support activities and ensures the link to local student services available at each campus. Key support measures include:

- A focused and dedicated orientation programme provided by relevant stakeholders online for all students complemented by location orientation activities in all participating universities and for students physically located within these;
- Publication of a detailed handbook available to students in accessible formats (online and by email) before the formal commencement of modules outlining programme expectations, guidelines, and contact details for the appropriate staff; and
- Publication of a Student Services Guide containing practical information on CHARM-EU administrative topics, visa guidance, CHARM-EU student services as well as one dedicated chapter per university with country-specific and location-specific information.

Once enrolled, students receive most of their program-related information through local Administrative Officers. However, as the Panel learned during the interviews there have been reports of delays in responses at some partner universities, with students sometimes waiting weeks for crucial information. Additionally, not all program details are made fully transparent at the beginning of the course, creating challenges for students. Despite these issues, student feedback was solicited during the development of new programme elements, demonstrating an ongoing effort to incorporate student voices.

Also addressed during the interviews CHARM-EU acknowledges the financial challenges that many, especially non-EU, students face. Recognizing that the programme is expensive, CHARM-EU has been proactive in advertising various funding opportunities, such as national and EU-level scholarships. As the Panel learned during the interviews, CHARM-EU institutions are also engaging with the European Commission to explore options for non-EU students to access financial aid, including initiatives like Erasmus Mundus.

In terms of practical support, CHARM-EU offers comprehensive assistance for students seeking internships, which are integral to the curriculum. Students are required to submit a proposal that is assessed before signing agreements with external stakeholders. The Panel was explained during the interviews that if a student cannot secure a suitable internship,

they are given the opportunity to gain hands-on experience by working on challenges provided by external partners. Currently, there is an ongoing discussion about implementing a quality assurance protocol to ensure equality between different internship opportunities. This was confirmed by members of management, who emphasized that support during internships is provided through regular check-ins with both local Administrative Officers and Academic Supervisors. Current students have expressed their appreciation for the practical internship component of the program, though some voiced concerns about the short duration (two months) and the difficulty of balancing the internship with the capstone project.

CHARM-EU also addresses the specific challenges faced by mobile students, particularly those who relocate between partner universities during the program, by providing information on student accommodation. However, this support is largely dependent on the local university, and students have noted that the assistance can vary between institutions.

For non-EU students, CHARM-EU also helps facilitate their mobility by ensuring that the necessary paperwork, such as visas and residency documents, is processed efficiently.

In interviews with the committee, some students have expressed differences in the quality of the guidance and support provided by the various universities that make up the consortium.

Furthermore, students have identified areas for improvement, particularly with the novel grading system and grade appeals process. They have requested more detailed explanations for the translation of feedback into traditional numerical grades and greater transparency in the grade appeal process (see above).

Assessment

The CHARM-EU program offers commendable support to students, particularly in addressing financial challenges and providing practical learning opportunities. CHARM-EU's willingness to involve students in the feedback process for new program elements is ensuring student voices are heard. With the complexity of the programme and the innovative and non-traditional teaching and assessment approach the Panel also sees the need for flexible, coordinated and responsive student support. Recognizing the diversity is also a strength of the consortium, the differences in non-academic structures within CHARM might require more attention. It would be advisable to reduce this heterogeneity in student guidance and support. This is particularly relevant as the consortium invests a tremendous amount of thought into the knowledge creation teams leading to well balanced and coordinated academic input. While the Panel acknowledges the role and the achievements of the Joint Virtual Administrative Office (JVAO), communication, responsiveness, and timely addressing of students concerned likely is an area of development for the next phase of CHARM-EU. The well-founded academic complexity that makes CHARM-EU a landmark, should be



echoed by a coordinated support mechanism that enables the students to fully benefit from this remarkable academic offer.

Moving forward, efforts to standardize and streamline communication across universities could improve the overall student experience.

Compliant

Recommendations

- Improve communication, particularly at the local university level.
- Consider the demands placed on students during the internship and capstone project periods to ensure a balance between academic and practical experience.
- Standardize and streamline communication across universities to improve the overall student experience.

RESOURCES

Staff

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

Evidence

The application explains that the delivery of teaching content will be implemented by suitably qualified existing academic staff from all nine partner universities. All teaching staff will be fluent in English and will undergo appropriate induction training to ensure the CHARM-EU values, educational principles and teaching and learning strategies are maintained and adhered to throughout the programme.

In the Flexible, Experiential and Capstone phases, extra-academic actors (i.e. business professionals and civil society members) will participate as assessors and challenge suppliers.

The Panel could also study a list of relevant staff members involved in the KCTs and then benefit from publicly available information about these researchers/academics to further assess the portfolio of available qualifications.

Assessment

Regarding these standards, conclusions have been drawn from the partially available documentation, the extensive table on the KCTs and the meetings with the coordinators and management team, teaching staff, and current students and graduates. Hereby the Panel had a special focus on the substantial change in the composition of the consortium, luckily from a reasonably successful one to another promising one, as the meetings and discussions during the virtual visit could confirm.

The target group in the present issue was the teaching staff. The impression of the Panel was that the present staff has got a good understanding both in general on the mission and vision of the alliance as such, and in particular on the philosophy of CHARM. All of the Panel's questions could be discussed in a satisfying way, and the lead issue 'sustainability' is handled in a much up-to-date way in the programme. Also interviews with the students did not indicate any doubts regarding quantity and quality of staff. The newly added elective area is also well covered by academic staff of the (new) institutions. The Panel considers the staff a clear strength of the programme. The lecturers are very well qualified, covering

diverse aspects of the content and they are experts in their field. Most of them have substantial international teaching experience and are proficient in the English language.

Compliant

Facilities

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

Evidence

The consortium explains that students have standard access to services such as libraries and IT facilities offered by all nine partner universities. No additional requirements are envisaged, and existing arrangements are explained to be sufficient to ensure the delivery of the intended learning outcomes. With an emphasis on real-world problems and challenges, the obligatory texts and journals required by students are explained to be currently available within existing library resources. Research facilities for the capstone projects are made available as appropriate on each campus of the partner institutions.

Assessment

The facilities could only be assessed indirectly as the site visit happened virtually. As also the provided documentation regarding facilities was rather thin, the Panel decided to take an indirect approach towards the assessment of facilities. In light of the fact that all partners are well established institutions and the programme was already running in a 90 ECTS version, so that students can explain their first hand experiences, the Panel is of the opinion that this approach is not only feasible but also reliable. Based on the discussions during the visit the facts and statements presented to the Panel proved satisfactory, serving adequately the intended learning outcomes.

Compliant

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 application indicates that CHARM-EU has a dedicated communications and marketing team composed of professionals from the Alliance institutions. They have developed a detailed marketing strategy that will advertise the Master, raise awareness of the programme, and inform potential students on key aspects. It explained that CHARM-EU has a range of communication tools including a CHARM-EU dedicated website (www.charm-eu.eu), social media channels, a staff newsletter and an external newsletter, branding guidelines and visual identity. Besides CHARM-EU communication tools, partner universities communication channels are explained to also augment the CHARM-EU channels to ensure broad reach. For example, on Twitter alone, there are more than 280,000 followers across all Alliance institutions. This broad reach ensures that the Master's is successfully disseminated across countries, age groups, gender, and professions.

Furthermore, a specific communication kit has been built to promote the Master in Global Challenges for Sustainability. This communication kit has a specific webpage with detailed information about the programme (including aim and structure, module information, professors, how to apply, assessment requirements, criteria). This webpage follows accessibility requirements, ensures transparency and it is also optimized for mobile viewing.

Assessment

Generally, the Panel is satisfied with the available information regarding the CHARM-EU project and the resulting transparency. At the same time, the provided application obviously did not take the approach of required transparency for different stakeholders, but instead focused on information from a marketing perspective. To fully understand and support the well designed and coordinated marketing initiatives and tools likely raises questions on the priorities regarding (internal) communication. This aligns to the above-mentioned need for better and more efficient communication with students in the area of student support.

The course catalogue allows students to find the individual courses which make up their degree programme. The curriculum, list of mandatory and elective courses, and number of ECTS required to complete the programme are usually available on the joint programme's website.

The Panel carefully discussed and analysed if the programme consortium should also make the syllabi for each course available to assure their transparency and consistency. This enhances comparability of their content regardless of the institution offering the given module. The syllabi should indeed be easily available for students and teachers across the programme consortium. Furthermore, the transparency of the programme most definitely benefits if the curriculum and course syllabi are made public.

Like all other above-mentioned issues, examination and assessment procedures are well-documented and published, and this also considers specific needs of mobile students. The procedures are available to any current programme student, regardless of their current location. While students find information about the programme, including the programme's rules and regulations on the CHARM-EU website, the Panel judges that how these rules are applied should be better explained and communicated (see also chapter on Assessment).

The examination and assessment procedures are available on the joint programme website. Each semester has already been assigned its exams that need to be undertaken, together with the way students are evaluated.

Compliant

Recommendations

- The syllabi should be easily available for students and teachers across the programme consortium.

QUALITY ASSURANCE

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

Evidence

The SER explains that already in the MGCS Cooperation Agreement the arrangements for the governance of quality and the responsibilities of partner institutions are outlined.

The Academic Council is responsible for a number of activities relevant for quality assurance, such as:

- Development, agreement and oversight of the academic standards, regulations and quality of the Programme;
- Development, agreement and oversight of the policies, academic standards, regulations, procedures and quality of the Programme;
- Development approval and oversight of student regulations; and
- Selection and oversight of the Programmes' External Examiner/Board of Examiners.

The application described that, as a previous step, the Programme Board reviews the results of surveys and assessments at the end of each phase, and makes recommendations for the Academic Council to review. In the daily bases, the Programme Board analyses any issues identified by students, teachers or staff, and consequently proposes solution or action. This is part of the minutes of the meetings and is also registered in the internal quality tracker. The Quality Officers periodically review the issues registered and support the follow-up on the actions.

The application outlines that the Academic Council's composition is a balanced representation from each partner institution and includes student representation. Furthermore, the Board of Examiners' composition is a balanced representation of each partner institution and members that are not academic staff of the Master's programme.

Engaging stakeholders' feedback from industry, business and civil society representatives in quality assurance activities is described to be part of the principles of CHARM EU. They provide an alternate perspective to student evaluation of challenges and/or capstone projects that they assist to identify, facilitate and/or supervise. Stakeholders involved in the capstone phase have been consulted and their inputs were collated together with other quality assurance actors to improve the programme.

Quality assurance functions are supported by administrative personnel including the CHARM-EU Quality Office in collaboration with the Joint Virtual Administrative Office, and Local Administration Officers to assure the quality of teaching and learning and the student

experience, and to service the governance needs of the governance boards, and internal and/or external quality reporting. Students take a proactive role through the governing bodies such as the Programme Board, the Academic Council and the Student Council.

Exemplary elements of the quality assurance are:

- Surveys and focus groups with students, teaching and administration staff at the end of each phase of the Master's (i.e. February and July);
- Data collected from each phase review is presented at the Academic Council and Programme Board;
- Recommendations from these phase reviews are collected and shared with teaching staff for addressing at yearly hackathons; and
- Quality tracker that helps to register, assign and follow-up any quality issue.

The consortium features an agreed Quality-Management and a Phase-Review Policy.

Assessment

The Panel compliments CHARM-EU for an extensive and comprehensive internal quality-assurance system. It involves different layers and actors and also covers the broad range of topics relevant under part one of the ESG. Most importantly, the internal mechanisms manage well to identify issues of student satisfaction and challenges on the way. The Panel also was satisfied to hear and to read about the implementation of different measures based on findings from surveys and dialogue with students.

From the Panel's point of view, the internal quality assurance system covers well the different elements of the study programme and is also able to incorporate the newly integrated curricular elements in the third semester. Within the different cultures of implementing quality assurance in the consortium partners, a common core combines the required amount of jointness.

CHARM-EU manages well to navigate the programme's complexity with its many partners. The Panel is positive that the consortium has set up a sound system to assure this internal quality. However, the Panel was initially confused by the provided documentation for the external assessment. As the documentation read looked more like an application that promoted the strengths of the programme, than a self-evaluation, the Panel missed elements of self-reflection and analysis that was expected from a developed internal quality assurance. However, these initial doubts were waived during the discussions.

Compliant

Study Programme	Master
University (coordinator)	Universitat de Barcelona
Online visit date	18/10/2024 Virtual
Previous report date	2/12/2024

The Chair of the External Evaluation Committee declares that the present document constitutes the external evaluation report of the study programme indicated above .



Prof. Dr. Rik Leemans.
Wageningen, 1 December de 2024