

Decision of the Committee for Social Sciences and Law of Unibasq

on the Joint master's programme

“Green Economy and Sustainable Future” offered by

- Savonia University of Applied Sciences (Savonia) – Finland
- FH Joanneum University of Applied Sciences (FHJ) - Austria
- Mondragon Unibertsitatea (MU) – Spain
- PAR University of Applied Sciences (PAR) - Croatia

Based on the report of the expert panel on 7 March 2026 the Committee for Social Sciences and Law decides that on 16 March 2026:

1. The Joint master's programme is accredited according to the criteria and procedures defined in the European Approach for Quality Assurance of Joint Programmes.

The study programme complies with the requirements defined by the European Approach for Quality assurance of Joint Programmes and the European Qualifications Framework (EQF) in their current version.

2. The accreditation is given for a period of six years and is valid until 16/03/2032.

The following recommendations and suggestions are given for further improvement of the programme:

Recommendations:

1. The panel recommends providing clear information regarding the degree/s awarded to students, particularly in this initial phase.
2. Additionally, it is important to inform the students about the need to have 300 ECTS to access PhD programmes and that depending on their previous studies (bachelor's programmes might be 180-240 ECTS) they might need additional credits to reach 300.
3. Clarify whether part-time enrolment is possible, and if so, under what conditions it would be offered.
4. Continuous monitoring of the programme to ensure that the expected outcomes are effectively achieved once the programme is implemented. These outcomes should also be reflected in discussions with the company partners.
5. Continuous monitoring of the programme to ensure that students at each location achieve all the learning outcomes, regardless of whether they take the courses online or face-to-face.
6. Include the average time to complete the programme as an indicator and describe the way this monitoring of the students will be done, particularly if part-time enrolment is possible.
7. Define explicit selection criteria for ranking students for admission in cases where the number of applicants exceeds the available places.
8. Establish clear criteria for allocating students to the two university locations in semesters 1 and 2 when the distribution of applicants between locations is uneven.
9. Establish clear criteria for allocating students to their chosen company for the completion of the Master's Thesis.



10. Regarding the recognition of prior learning, clearly state that only prior postgraduate learning will be recognized.
11. Regarding the recognition of professional experience, clearly specify the maximum number of credits and the courses eligible for recognition.
12. Regarding the recognition of professional experience, make it clear for all potential students that the Master's Thesis cannot be recognized.
13. Regarding assessment methods include individual examinations in each of the compulsory courses.
14. Publish the Study and Examination regulations on the webpage.
15. Publish on the website information about all the possibilities for mobilities and about entities from the socio-economic environment where students will be able to carry out part of the educational process (work-placements).
16. It would also be necessary to provide information on work permits as international students might need them for the work placements.
17. Additional information should be provided on the "International Pool of Industry Experts," particularly regarding those who will be teaching in this master's programme.
18. Ensure that both awarded degrees and all awarding institutions are listed in the diploma supplement.

Suggestions for further improvement:

1. Reflect on the benefits of offering the first course of the programme in a face-to-face format to all students.
2. Develop a common policy for students obtaining visas (when needed) and finding accommodation.
3. Provide clear information on personal support services for students' mobility, ensuring effective management of relocation and project engagement at partner universities.
4. Evaluate the mobilities under the sustainability aspect from a student perspective.

With regard to the reasons for this decision the Committee refers to the attached assessment report. Unibasq would like to receive a follow-up report containing the coordinators' reactions to all the recommendations and suggestions within three years of its decision, i.e. by March 2029.



Assessment report of the Joint Master's in Green Economy and Sustainable Future offered by

- Savonia University of Applied Sciences (Savonia) – Finland
- FH Joanneum University of Applied Sciences (FHJ) - Austria
- Mondragon Unibertsitatea (MU) – Spain
- PAR University of Applied Sciences (PAR) - Croatia

Review coordinated by Unibasq following the European Approach on Quality Assurance for Joint Programmes

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Executive Summary

This report is issued by the panel appointed by Unibasq-the Agency for Quality of the Basque University System in the framework of the review procedure following the European Approach for Quality Assurance of Joint Programmes to review the Joint Master's in Green Economy and Sustainable Future proposal submitted by Savonia University of Applied Sciences on behalf of the consortium composed of:

- Savonia University of Applied Sciences (Savonia) – Finland
- FH Joanneum University of Applied Sciences (FHJ) - Austria
- Mondragon Unibertsitatea (MU) – Spain
- PAR University of Applied Sciences (PAR) - Croatia

This joint programme proposal is part of the initiatives in the framework of the EU4Dual European University Alliance. The application concerns a joint master programme of 90 ECTS that will be offered as a full-time one year and a half programme. Its aim is to provide students with holistic knowledge and skills to steer organisations toward sustainable choices. The programme is characterised by a multidisciplinary sustainability approach and a strong international focus, including two mobility opportunities for all students. Industry partners play a significant role, acting as dual partners hosting students for work placements and also contributing to the design of the master's programme and providing qualified lecturers.

This joint programme is designed to prepare future sustainability managers with a focus in: Essentials of Green Economy and Sustainable Future (First semester), Advanced and applied studies (Second semester), and Research Methods and Thesis (Third semester).

The self-assessment report, the extensive programme materials before the site visit and on site and the conversations with highly motivated delegations have provided the panel with a comprehensive view of the programme. According to the panel, who based its assessment on the standards of the European Approach for Quality Assurance of Joint Programmes, the Joint Master's in Green Economy and Sustainable Future fulfils all standards. Consequently, the panel assesses the overall quality of the programme as positive.

The panel considers that some of the programme strengths are due to its joint design with consortium partners being represented equally and involving highly qualified staff in the corresponding professional fields. The representatives of the participating institutions underlined the added value of the joint programme and how it builds on the synergies and shared resources of the partners (academic and industrial).

Without affecting its overall positive appreciation of the programme, the panel has noticed some potential areas for enhancement. The fact that the joint Master programme is new for all organizations and that there is no evidence yet of the development of the programme, makes follow-up recommended to fully develop its potential to improve. Moreover, as the application of the Dual Higher Education Study Model and its key criteria is still incipient, it will be important to monitor how everything is working with the first cohorts to make the appropriate adaptations once feedback from all the stakeholders is gathered.

Therefore, the panel advises the Joint Master's in Green Economy and Sustainable Future to consider the following

Recommendations:

1. The panel recommends providing clear information regarding the degree/s awarded to students, particularly in this initial phase.
2. Additionally, it is important to inform the students about the need to have 300 ECTS to access PhD programmes and that depending on their previous studies (bachelor's programmes might be 180-240 ECTS) they might need additional credits to reach 300.
3. Clarify whether part-time enrolment is possible, and if so, under what conditions it would be offered.
4. Continuous monitoring of the programme to ensure that the expected outcomes are effectively achieved once the programme is implemented. These outcomes should also be reflected in discussions with the company partners.
5. Continuous monitoring of the programme to ensure that students at each location achieve all the learning outcomes, regardless of whether they take the courses online or face-to-face.
6. Include the average time to complete the programme as an indicator and describe the way this monitoring of the students will be done, particularly if part-time enrolment is possible.
7. Define explicit selection criteria for ranking students for admission in cases where the number of applicants exceeds the available places.
8. Establish clear criteria for allocating students to the two university locations in semesters 1 and 2 when the distribution of applicants between locations is uneven.
9. Establish clear criteria for allocating students to their chosen company for the completion of the Master's Thesis.
10. Regarding the recognition of prior learning, clearly state that only prior postgraduate learning will be recognised.
11. Regarding the recognition of professional experience, clearly specify the maximum number of credits and the courses eligible for recognition.
12. Regarding the recognition of professional experience, make it clear for all potential students that the Master's Thesis cannot be recognized.
13. Assessment methods must include individual examinations in each of the compulsory courses.
14. Publish the Study and Examination regulations on the webpage.
15. Publish on the website information about all the possibilities for mobilities and about entities from the socio-economic environment where students will be able to carry out part of the educational process (work-placements).
16. It would also be necessary to provide information on work permits as international students might need them for the work placements.
17. Additional information should be provided on the "International Pool of Industry Experts," particularly regarding those who will be teaching in this master's programme.
18. Ensure that both awarded degrees and all awarding institutions are listed in the diploma supplement.

Suggestions for further improvement:

1. Reflect on the benefits of offering the first course of the programme in a face-to-face format to all students.
2. Develop a common policy for students obtaining visas (when needed) and finding accommodation.
3. Provide clear information on personal support services for students' mobility, ensuring effective management of relocation and project engagement at partner universities.
4. Evaluate the mobilities under the sustainability aspect from a student perspective.

The review process

This report addresses the ex-ante evaluation of a joint programme proposal as the programme has not started yet. Therefore, the assessment is less evidence-based than in the case of an ex-post evaluation.

The Joint Master's in Green Economy and Sustainable Future is a new joint programme and will be provided by four higher education institutions in the framework of the EU4Dual European University Alliance: Savonia University of Applied Sciences (Finland); FH Joanneum University of Applied Sciences (Austria); Mondragon Unibertsitatea (Spain); PAR University of Applied Sciences (Croatia). The request was submitted on 20 October 2025 on behalf of the consortium by Savonia University of Applied Sciences, which coordinates the programme.

The panel of reviewers was appointed on 24 November 2025 with the following composition:

- Dr. Juncal Cuñado Eizaguirre (chair): University of Navarre (Spain)
- Dr. Branka Sakic Bobic: University of Zagreb (Croatia)
- Rilli Lappalainen: CEO / Co-Founder of Finnsus Oy (Finland)
- Damir Solak - PhD student (Czech Republic)

The review process was coordinated by Eva Fernández de Labastida on behalf of Unibasq. All panel members signed a statement of independence and confidentiality.

The panel based its assessment on the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA) adopted by the EHEA ministers in May 2015.

The panel members studied the application documentation of the proposed programme and reported on their preliminary findings. At the preparatory meetings on 22 December 2025, 7 & 14 January 2026, the panel discussed the preliminary findings, identified the most important issues for discussion on site, and prepared the sessions with the delegations.

The site visit took place on 15 January 2026 at the premises of Savonia University of Applied Sciences in Kuopio (Finland). The panel discussed with the management, the consortium partners, as well as with lecturers, international officers and the professional field. No students of the programme were interviewed as the programme is not running yet, but the panel had the opportunity to meet with representatives of students of the EU4Dual alliance in Savonia University of Applied Sciences. The schedule of the visit is available as an annex. The materials made available by the programme either before or during the site visit are also listed at the end of the report.

Right after the discussions, the panel formulated its considerations and preliminary conclusions per standard. These are based on the findings of the site visit and build on the assessment of the programme documents.

The chair then drafted the report and circulated it to all panel members for review and feedback. The comments of the members were incorporated in a final version, which was validated by the chair on 10 February 2026. The draft report was sent to the programme for factual check and sent some comments on 20 February 2026. The chair validated the final version of the report on 7 March 2026.

Overview of the programme

The Joint Master's in Green Economy and Sustainable Future is the outcome of the collaboration of four universities in the framework of the EU4Dual European University Alliance:

- Savonia University of Applied Sciences (Savonia) – Finland
- FH Joanneum University of Applied Sciences (FHJ) - Austria
- Mondragon Unibertsitatea (MU) – Spain
- PAR University of Applied Sciences (PAR) – Croatia.

Besides the core partners, ESTIA (France) and Malta College of Arts, Science and Technology (Malta) will act as mobility partners (see Figure 1), providing teaching for the dual study programme.

| Name of the institution | Higher education institution | Degree awarding institution | Registered in EQAR | Role in the consortium |
|---|------------------------------|-----------------------------|--------------------|------------------------|
| Savonia (Finland) | Yes | Yes | Yes | Leader |
| Mondragon Unibertsitatea (Spain) | Yes | Yes | Yes | Core team |
| FH JOANNEUM (Austria) | Yes | Yes | Yes | Core team |
| PAR University College (Croatia) | Yes | Yes | Yes | Core team |
| ESTIA school of engineering (France) | Yes | No | Yes | Mobility partner |
| Malta College of Arts, Science and Technology (Malta) | Yes | No | No | Mobility partner |

Figure 1. List of participation higher education institutions and role in the consortium.

The aim of the Joint Master's in Green Economy and Sustainable Future is to provide students with holistic knowledge and skills to steer organisations toward sustainable choices. The programme is characterised by a multidisciplinary sustainability approach and a strong international focus, including two mobility opportunities for all students. Industry partners play a significant role, acting not only as dual partners by hosting students for work placements, but also by contributing to the design of the master's programme and by providing qualified lecturers.

This joint programme is designed to prepare future sustainability managers with a focus in: Essentials of Green Economy and Sustainable Future (Savonia and FHJ), Advanced and applied studies (MU and PAR), and Research Methods and Thesis (all universities).

It is a 90 ECTS master programme spread over 18 months (three semesters of 30 ECTS each):

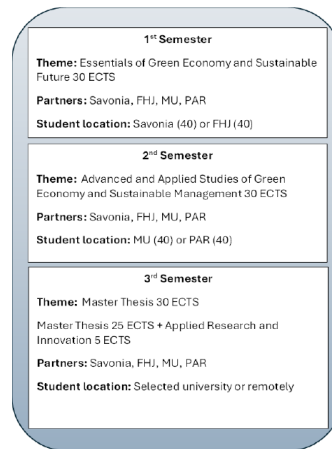


Figure 2. Overview of the structure of the Joint Master's in Green Economy and Sustainable Future

There will be up to 80 students in every cohort, and upon completion of the programme, they will be awarded a double degree consisting of a Master of Business Administration (Savonia, MU, PAR) and a Master of Arts in Business (FHJ).

Assessment

1. Eligibility

1.1 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 self-evaluation report (SER) explains that the Joint Master's in Green Economy and Sustainable Future will be offered by four core institutions: Savonia University of Applied Sciences (Finland); University of Applied Sciences FH Joanneum (Austria); Mondragon Unibertsitatea (MU, Spain); PAR University of Applied Sciences (PAR, Croatia); and mobility partners (ESTIA School of Engineering, and Malta College of Arts, Science and Technology) within the EU4Dual Alliance across Europe. As described in the Consortium agreement, and confirmed during the interviews, Savonia University of Applied Sciences, as the coordinating institution, will be responsible for issuing the physical joint master's degree award and its diploma supplement.

The Consortium agreement establishes that "Each student who successfully completes the Joint Master's Programme and who has fulfilled the requirements of the applicable national legislations shall receive a Double Degree consisting of a Master of Business Administration testified by a joint diploma on behalf of the joint degree awarding Partner Institutions (Savonia, PAR, MU) involved in the provision of that degree to that particular student, and a Master of Arts in Business degree awarded by FHJ. In addition, partner institution may issue further national degree documents in alignment with national regulations".

As outlined in the SER and the corresponding annexes, the institutions that offer the joint programme are recognised as higher education institutions by the relevant authorities of their countries and can participate in the joint programme. The SER also provides information regarding the accreditation status per institution, including the relevant external quality assurance agency in charge. The Cooperation Agreement also shows the commitment of all the partners to achieve the accreditation of the joint programme in each of the corresponding higher education systems.

Assessment

During the interviews, the added value of the programme was highlighted by the management together with the aim to create more international joint programmes building on the synergies of the partners and sharing resources as expected in the framework of the EU4Dual University Alliance.

There is no doubt that the institutions participating in the Joint Master are recognised as HEIs by the relevant authorities of their corresponding countries as outlined in the SER and evidenced by the legal documents available. As confirmed by the documentation and discussed during the interviews, particularly with the programme management, their national legal frameworks enable all the partners to participate in the joint programme. After completing the Joint Master's Programme, each student will receive a Double degree consisting of a Master of Business Administration awarded by three partner institutions (Savonia, PAR, Mondragon) and a Master of Arts in Business awarded by the fourth partner institution,

FHJ. This aspect should be clear to students before they enrol and should be published on the website (see Standard 8. Transparency and Documentation). The institutions awarding the degree ensure that the awarded degrees belong to the HE system where they are based, and the joint programme will be accredited in each of the countries. Graduates also receive a Diploma Supplement presenting the details of the student's academic programme and academic achievement, following the template developed by the European Commission, the Council of Europe and UNESCO/CEPES and adapted to any further specifications in national legislation where applicable. The panel considers that clear information regarding the degree awarded to students should be provided, particularly in this initial phase. It is also important to emphasize that only students who end up with 300 ECTS after they are awarded with this Master will gain access to PhD Studies, if not, additional credits will be needed.

The panel concludes that the standard is fulfilled.

Recommendations

The panel recommends providing clear information regarding the degree/s awarded to students, particularly in this initial phase.

Additionally, it is important to inform the students about the need to have 300 ECTS to access PhD programmes and that depending on their previous studies (bachelor's programmes might be 180-240 ECTS) they might need additional credits to reach 300.

Moreover, the panel recommends to ensure that both awarded degrees and all awarding institutions are listed in the diploma supplement.

1.2 Joint design and delivery

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

Evidence

In the framework of the EU4Dual Alliance, the consortium composed of Savonia University of Applied Sciences (Finland); University of Applied Sciences FH Joanneum (Austria); Mondragon Unibertsitatea (Spain); and PAR University of Applied Sciences (Croatia) has established the working mechanisms, governing bodies and management tools in the signed Cooperation agreement following the Policy for Joint Degree Design and Accreditation Framework (Annex 14) developed to provide guidelines for the design and accreditation of joint programmes in the EU4Dual Alliance. As explained in the SER and during the site visit, there was a selection process with the EU4Dual Alliance and this was the second programme proposal chosen, while there are some other proposals in preparation.

As stated in the SER and explained in the interview with the programme management, the four universities have actively participated in all the design processes (programme design, student and industrial partners recruitment, quality management...) and will also work for its joint delivery. The SER also describes the close relation of these institutions with companies and their previous experience with dual programmes. In addition, the panel had the opportunity to talk to industry representatives who have been involved in the design of the programme and provide placements for some other programmes in the partners' countries.

The programme will be delivered collaboratively by the four core institutions and mobility partners (Figure 1) within the EU4Dual Alliance across Europe. In addition, industrial partners will provide lecturers and work placements in the different countries. The Cooperation agreement describes the different roles and duties of the core partners, mobility partners and industrial partners.

The Cooperation agreement also establishes the programme governance through some joint governing bodies indicating that they will meet regularly, and that some additional “ad hoc” committees would be created “when required”. During the interviews, the Joint programme coordinators showed the current programme governance structure where they were developing some additional joint bodies adding to the ones initially created to guarantee the correct implementation of the programme.

As mentioned above, all the core partners participate in the programme design and its delivery, with courses taught in a coordinated manner at two different universities in each of the first two semesters (see Figure 3):

| Modules | | Courses | ECTS | Participant |
|--|------|--|------|-----------------------|
| 1 st semester (winter) Essentials of Green Economy and Sustainable Future Student location: Savonia or FHJ | | ES1. Orientation to Studies and Academic Skills | 2 | Savonia, FHJ, MU, PAR |
| | | ES2. Shaping Tomorrow: Holistic View to the Sustainable Revolution | 4 | Savonia, FHJ |
| | | ES3. European Fundamentals of Green Economy | 6 | Savonia, FHJ |
| | | ES4. Digital Transformation in Sustainability Management | 6 | Savonia, FHJ |
| | | ES5. Sustainable Technologies: Benefits, Challenges, and Solutions | 6 | Savonia, FHJ, MCAST |
| | DUAL | ES6. Innovative Interdisciplinary Sustainability Solutions | 6 | Savonia, FHJ |
| 2 nd semester (summer) Advanced and Applied Studies Student location: Mu or PAR | | AS1. Building Resilient and Agile Organization | 4 | MU, PAR |
| | | AS2. Organizational Culture and Social Responsibility | 6 | MU, PAR |
| | | AS3. Circular economy and resource wisdom | 6 | MU, PAR |
| | | AS4. Sustainable value chain management | 4 | MU, PAR, ESTIA |
| | | AS5. Sustainable finance and investment strategies | 4 | MU, PAR |
| | DUAL | AS6. Sustainable development project | 6 | MU, PAR |
| 3 rd semester (winter) Student location: Same as the home university | | ES7. Applied Research & Innovation | 5 | Savonia, FHJ, MU, PAR |
| | DUAL | Master's Thesis | 25 | Savonia, FHJ, MU, PAR |

Figure 3. Structure of the Joint Master's in Green Economy and Sustainable Future

Assessment

Based on the submitted documentation, site-visit and interviews, the panel finds that the four core partner institutions jointly designed and will deliver the programme, supported by mobility and industrial partners. This collaborative approach is evident in the programme structure, with courses delivered in a coordinated manner at two different universities in each of the first two semesters (Savonia and FHJ in the first semester, and MU and PAR in the second semester). By integrating strengths from multiple institutions across diverse regions, the alliance will deliver a curriculum spanning both academia and industry. Thanks to the programme's mobility framework, students are required to live and study in at least two different countries/universities during their studies. This may limit the feasibility of combining studies with employment for part-time students. During the interview, programme coordinators stated that the

master's programme is primarily designed for full-time students. It should therefore be clarified whether part-time enrolment is possible and, if so, under what conditions it would be offered.

The panel considers that, in addition to the joint design, all institutions are involved in the delivery of the programme. Regarding the coordination, there will be regular meetings of the governing bodies and the coordinators at each university, which will facilitate the process of improvement during the implementation phase.

Based on the discussions on site, the panel believes that there is a clear partnership and collaboration of all the institutions.

The panel considers that the standard is fulfilled.

Recommendations

Clarify whether part-time enrolment is possible, and if so, under what conditions it would be offered.

1.3 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 (Annex 2) has been developed by the Partner Institutions in accordance with the legislation in their respective jurisdictions, and it establishes joint procedures and criteria for awarding a joint degree covering, among others, the following issues:

- Legal framework, which establishes the rights and obligations of the partners' institutions.
- Programme governance, where the roles and duties of the partners and the joint governing bodies are outlined.
- Joint degree programme information (Academic programme and semester structure, including mobility paths).
- Student administration, which includes all the issues regarding students, as application, selection and admission procedures, mobility, performance monitoring, degree awarding and recognition, services available and rights and responsibilities.
- Staff, including teaching and administrative staff, covering the mobility options. It also includes non-educational actors, considering industrial partners participating as guest lecturers and providing work-placements among other potential contributions.
- Quality Assurance, referring to the EU4Dual Quality Assurance Framework and the Quality and Accreditation Committee.

- Programme information and publicity, awareness-raising and marketing.
- Financial management, where the financial management and the students' participation costs are outlined.
- Agreed intellectual property rights and data protection regulations.

The Cooperation Agreement establishes that each Partner Institution formally recognises the modules offered within the joint degree programme and the credits awarded. Regarding degree awarding, the document states that “Each student who successfully completes the Joint Master’s Programme and who has fulfilled the requirements of the applicable national legislations shall receive a Double Degree consisting of a Master of Business Administration testified by a joint diploma on behalf of the joint degree awarding Partner Institutions (Savonia, PAR, MU) involved in the provision of that degree to that particular student, and a Master of Arts in Business degree awarded by FHJ. In addition, partner institution may issue further national degree documents in alignment with national regulations.”

Assessment

The panel considers that the Cooperation agreement covers adequately the general terms and conditions to provide a joint programme. It is comprehensive and well structured. Clearly, the agreement balances the need for regulations that are specific enough to regulate required aspects while at the same time respecting the diversity of the partners and referring to national regulations when applicable.

The panel considers that the standard is fulfilled.

2. Learning Outcomes

2.1 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. The SER outlines that the Joint Master's in Green Economy and Sustainable Future has used the ESCO (European Skills, Competences, Qualifications and Occupations) Sustainability Manager competence framework as a pillar for defining the learning outcomes. In addition, they have combined them with the learning outcomes defined in the European sustainability competence framework (GreenComp) as described in the matrix in Annex 4.

The panel also reviewed the matrix indicating the contribution of the courses to the intended learning outcomes (19) grouped into 7 categories

- Knowledge and Understanding (5)
- Analysis and Problem Solving (3)
- Design and Implementation (3)
- Research and Innovation (2)
- Ethical and Social Responsibility Leadership (2)
- Communication and team-working (2)
- Lifelong Learning Skills (2)

Assessment

The described learning outcomes meet the requirements for a master's level and the defined qualification goals. The integration of the study contents is ensured in the transfer from one university to another within the framework of the study programme because of the adequate organization of the curriculum which aligns with the intended learning outcomes. The curriculum covers meaningful areas of sustainability, ESG and green economy. The programme is composed of three semesters, with a first semester of compulsory courses to provide fundamentals of green economy and sustainability, a second semester with advanced and specialized compulsory courses on sustainability management, and a final semester dedicated to the Master's Degree thesis and a 5 ECTS course focused on applied research and innovation methods.

The panel considers that the joint master programme is structured in a way that achieves an appropriate integration of theoretical instruction with practical real-world training. In addition, the panel notes that the first semester will effectively serve to harmonize and level students' prior knowledge, thereby ensuring a common foundational baseline for subsequent advanced learning.

The panel considers that the standard is fulfilled.

2.2 Disciplinary fields

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

Evidence

As explained in the SER, the academic programme has a multidisciplinary sustainability focus and its learning outcomes has been drawn from both the ESCO and GreenComp frameworks. In addition, in order to ensure that the curriculum is aligned with the professional profiles and competencies of the field, the programme has identified a specific occupation from the ESCO Framework, *Sustainability Manager*, along with the associated skills, competences and learning outcomes that would qualify graduates for this occupation.

The matrix of intended learning outcomes vs the content of each course was provided and assessed during the review.

Assessment

The description of the intended learning outcomes clearly outlines the knowledge, skills, and competences that students are expected to achieve in the field of the green economy and sustainability. The panel considers that the Joint Master's in Green Economy and Sustainable Future offers an appropriate and well-balanced combination of theoretical knowledge, practical work experience, and analytical skills, which are coherently aligned with the programme's academic objectives and professional orientation.

The qualification goals and learning outcomes of the Master's programme have been sensibly developed considering also the needs of the labour market as confirmed by the labour market representatives.

The panel considers that the standard is fulfilled.

2.3 Achievement

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

Evidence

To achieve the intended learning outcomes, the Joint Master's in Green Economy and Sustainable Future programme comprises three components spread over three semesters. As the SER outlines, the first mechanism that will ensure the achievement of all learning outcomes is that they are covered by at least one course defined in the study programme as it is reflected in the matrix showing the contribution of the courses to the learning outcomes. Secondly, the SER provides a description of how the learning outcomes under each category (see 2.1 Intended learning outcomes) will be assessed (examinations, problems sets and exercises, short online quizzes, simulations and modelling exercises, reports, case studies, oral presentations and defence, work experience assessment, co-assessment by students and industry professionals and self-assessment).

The joint curriculum is broken down into several courses, which together ensure that the 90 ECTS of the programme cover all learning outcomes that must be achieved.

Assessment

The Joint Master's Programme consists of an integrated curriculum of three semesters (90 ECTS). The first semester (30 ECTS) focuses on compulsory studies in green economy and European sustainability principles, combining onsite and online learning and close interaction with industry partners. The second semester provides compulsory advanced training (30 ECTS) in sustainability management, emphasising strategic, organisational, environmental, and financial dimensions. Both semesters include 6 ECTS of a practice-oriented dual project, which allows students to work on real industry challenges, although there is no work placement included. The final semester is dedicated to work-based learning, combining working on a company-induced Master's thesis (25 ECTS) and a 5 ECTS course on applied research and innovation methods.

As mentioned before, the SER describes several methods for assessment (examinations, problems sets and exercises, short online quizzes, simulations and modelling exercises, reports, case studies, oral presentations and defence, work experience assessment, co-assessment by students and industry professionals and self-assessment). However, upon reviewing the syllabi of each course (Annex 5), neither written nor oral individual examinations are included as assessment methods in any of the courses. In this regard, the panel considers it necessary that the assessment systems used in each course allow for the individual evaluation of each student, recommending therefore the incorporation of subject-specific individual examinations in the descriptions of each course (see recommendation at 5.2 Assessment of students).

During semesters 1 and 2, students will be enrolled at two different universities (Savonia and FHJ in semester 1, and MU and PAR in semester 2), with one group attending face to face classes and the other participating online. It must be ensured that both groups achieve all the defined learning outcomes, guaranteeing equality in the quality and coverage of instruction regardless of the mode of delivery. This may require teaching plans adapted for both modalities, shared and accessible learning materials, and consistent assessments that measure the same learning outcomes for all students.

The Master Thesis will be evaluated by a Master Thesis Joint Defence Committee (MTC), composed of the academic and industrial supervisors and at least one Master's Thesis University representative (Academic staff) from a field of study close to the thesis. Each Partner Institution will define the organisation of the MTC based on their national academic traditions. This committee will be responsible to evaluate the academic quality and originality of the master's thesis in alignment with the programme's academic standards, to ensure that the master's thesis meets the academic and research requirements and to organize and oversee the joint defence process.

Based on the documentation submitted to the panel and the conversations during the site-visit, considering that this evaluation is an ex-ante evaluation with no available evidence of actual results, the panel concludes that the intended learning outcomes of the programme are likely to be achieved. This conclusion is based on the programme's design, which aligns learning activities, teaching methodologies, and assessment frameworks with the intended learning outcomes. However, the panel emphasizes the importance of continuous monitoring to ensure that the expected outcomes are effectively achieved once

the programme is implemented. These outcomes should also be reflected in discussions with the company partners.

The panel considers that the standard is fulfilled.

Recommendations

Continuous monitoring of the programme to ensure that the expected outcomes are effectively achieved once the programme is implemented. These outcomes should also be reflected in discussions with the company partners.

Continuous monitoring of the programme to ensure that students at each location achieve all the learning outcomes, regardless of whether they take the courses online or face-to-face.

2.4 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.

Not applicable.

3. Study Programme

3.1 Curriculum

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

Evidence

As described in the SER, the aim of the Joint Master's in Green Economy and Sustainable Future is to provide students with holistic knowledge and skills to steer organisations toward sustainable choices. The programme is characterised by a multidisciplinary sustainability approach and a strong international focus, including two mobility opportunities for all students. Industry partners play a significant role, acting not only as dual partners by hosting students for work placements, but also by contributing to the design of the master's programme and by providing qualified lecturers.

The panel reviewed the contents of each course including information regarding main themes, learning outcomes, course materials, teaching and learning methodology, programme, workload, and assessment methods.

The key components of the courses are shown in figure 3 (1.2 Joint design and delivery) and in the next paragraphs a summary of each of them is outlined:

1st Semester (30 ECTS) – Essentials of Green Economy and Sustainable Future

Students will take the following 30 ECTS compulsory courses on fundamentals of green economy and sustainability. The world of work will be incorporated with a hands-on innovation course created together with dual partners. During this semester, students will choose to study at either Savonia (Finland) or FHJ (Austria). To ensure coordination, the courses will be taught by the same professors, with students attending either face-to face or online, depending on their chosen location.

- Orientation to Studies and Academic Skills (2 ECTS)
- Shaping Tomorrow: Holistic View to the Sustainable Revolution (4 ECTS)
- European Fundamentals of Green Economy (6 ECTS)
- Digital Transformation in Sustainability Management (6 ECTS)
- Sustainable Technologies: Benefits, Challenges and Solutions (6 ECTS)
- Innovative Interdisciplinary Sustainability Solutions (Dual, 6 ECTS)

2nd Semester (30 ECTS) – Advanced and Applied Studies

Students will take the following 30 ECTS compulsory courses aiming to provide students with advanced knowledge and practical skills for managing sustainable organisations. The world of work will be incorporated with a hands-on sustainable development project designed and implemented in collaboration with dual partners. During this second semester, students will choose to study at either MU (Spain) or PAR (Croatia). To ensure coordination, the courses will be taught by the same professors, with students attending either face-to face or online, depending on their chosen location.

- Building Resilient and Agile Organization (4 ECTS)
- Organizational Culture and Social Responsibility (6 ECTS)
- Circular Economy and Resource Wisdom (6 ECTS)
- Sustainable Value Chain Management (4 ECTS)

- Sustainable Finance and Investment Strategies (4 ECTS)
- Sustainable Development Project (6 ECTS)

3th Semester (30 ECTS) - Research Period

30 ECTS, dedicated to world of work experience, combining:

- A 5 ECTS course focused on applied research and innovation methods.
- The Master Thesis (25 ECTS) as an applicative project in a work placement.

Assessment

The curriculum offers a comprehensive and interdisciplinary approach to green economy and sustainability. The panel considers that the joint master programme is structured in a way that achieves an appropriate integration of theoretical instruction with practical real-world training. In addition, the panel notes that the first semester will effectively serve to harmonize and level students' prior knowledge, thereby ensuring a common foundational baseline for subsequent advanced learning. The third semester will be largely devoted to the Master's Thesis, with each student involved in a real industry project in which they will be able to apply the knowledge acquired during the first two semesters. Upon request, and prior to the site visit, the programme coordinators provided a list of potential companies and organizations in which to develop the Master's Thesis.

The programme starts with a compulsory 2 ECTS course titled "*Orientation to Studies and Academic Skills*". Although the course syllabus allows for both online and face-to-face delivery, during the site visit the coordinators indicated that they were considering offering it in a face-to-face format for all students. The panel agreed that gathering all students in one place might add value to the experience and support networking.

The panel believes that the proposed structure and content of the curriculum, including the work-placements, will enable the students to achieve the intended learning outcomes.

The panel concludes that the standard is fulfilled.

Suggestions

Reflect on the benefits of offering the first course of the programme in a face-to-face format to all students.

3.2 Credits

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

Evidence

The Joint Master's in Green Economy and Sustainable Future has a total study load of 90 ECTS (30 ECTS by semester), with each credit representing a student workload of 25 hours. The general distribution of credits can be seen in Figure 3 (1.2 Joint design and delivery), where the structure of the programme and the courses is shown.

Assessment

The distribution of credits within the programme is well defined and transparent. The time equivalence of the ECTS was agreed among the members as confirmed during the interviews, and the distribution of the credits was also agreed during the design phase. The panel considers that the European Credit Transfer System (ECTS) is applied properly, and the distribution of credits is clear.

The panel concludes that the standard is fulfilled.

3.3 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 programme comprises a total of 90 ECTS credits, with 65 credits being mandatory and 25 allocated to the Master's Thesis. Students are required to earn 30 ECTS per semester. In the first semester, all students are required to take compulsory courses on green economy and European sustainability principles, while the second semester provides compulsory advanced training in sustainability management. The final semester is dedicated to work-based learning, combining working on a company-induced Master's thesis (25 ECTS) and a 5 ECTS course on applied research and innovation methods. The allocation of the workload among course units across semesters has been jointly agreed, which guarantees that the workload is about evenly distributed across the semesters. The documentation does not specify how the average time to complete the programme will be monitored.

Assessment

The workload for the programme is clearly and systematically presented and corresponds to the regulations for a joint master's programme. The degree is awarded after completing 90 ECTS which is in the typical range for master's degrees. The monitoring of the average time to complete the programme is not described in the documentation, although intense supervision and assistance should enable the staff to track students individually, as part of the internal quality system, and the panel finds no reason for concern in this regard. The panel considers that the workload is evenly distributed on the 90 ECTS of the master programme. However, the time required to settle every time that the students have to relocate may affect the workload and should be carefully monitored to avoid overloading the students. This would be particularly relevant if part-time enrolment is possible.

The panel concludes that the standard is fulfilled.

Recommendation

Include the average time to complete the programme as an indicator and describe the way this monitoring of the students will be done, particularly if part-time enrolment is possible.

4. Admission and Recognition

4.1. Admission

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

Evidence

The Cooperation agreement states that “The Joint Admissions Board (JAB) shall be responsible for the annual selection and admission of all students to the Joint Master (JM) in accordance with the joint procedures and criteria specified in the Study and Examination Regulations.”

Access to the Joint Master's in Green Economy and Sustainable Future is open to students who hold a university first cycle degree (Bachelor, EQF level 6 or similar) in any field of study. In addition, the applicant is required to have at least two years of work experience after the bachelor's degree. During the site visit, the panel inquired whether the coordinators anticipated challenges arising from the programme's highly heterogeneous student intake. The coordinators indicated that they considered the diversity to offer more advantages than disadvantages. They further explained that the first-semester courses are structured to harmonize and consolidate students' foundational knowledge in sustainability. Moreover, the coordinators emphasized that the planned teaching methodologies will be adapted to accommodate the diverse academic and professional profiles of the students. They also emphasized that students' prior professional experience represents an asset for the programme.

Once the applications are submitted via an online application portal, applicants are deemed eligible for admission if they fulfil the general admission requirements: A bachelor's degree or equivalent with a minimum of 180 ECTS credits or equivalent academic qualifications from an internationally recognized university; a minimum of two years of work experience after the bachelor's degree; and documented English proficiency (B2). Although the requirements are clearly indicated in the SER, the admission criteria that the JAB will use to rank applicants are not detailed. This is particularly relevant when the number of applicants exceeds available places, and even more so for the allocation of students across different locations, as the SER notes that “the aim is to have a relatively even number of students at each semester university.” In addition, there is no specific regulation regarding how students will be distributed/selected for the final master thesis placement.

If local regulations require it, a university may impose additional specific admission requirements. Failure to meet these additional requirements may limit a student's mobility options. These additional admission criteria will be clearly specified on the programme's webpage (see 8. Transparency and documentation).

There is an appeals procedure available for rejected candidates.

Assessment

The panel considers that the joint admission requirements are appropriate considering the programme's level and discipline. The entry requirements, minimum eligibility criteria, and applicable legislation for master's degree programmes in the countries of the four partner universities are clearly defined. The appeals procedure is a key component, ensuring that applicants' rights are protected and that the process

aligns with transparency and equality policies, focusing on the adequacy, suitability, and clarity of admission criteria.

Although the requirements are clearly indicated in the SER, the admission criteria that the JAB will use to rank applicants are not detailed. The SER indicates that the specific admission criteria may include, but are not limited to, “success in previous studies, qualitative evaluation of work experience, individual or group assignments, letter of motivation, and interview.” However, it does not specify the weight assigned to each of these criteria for ranking applicants. This is particularly relevant when the number of applicants exceeds available places, and even more so for the allocation of students across different locations.

The panel concludes that the standard is fulfilled.

Recommendations

Define explicit selection criteria for ranking students for admission in cases where the number of applicants exceeds the available places.

Establish clear criteria for allocating students to the two university locations in semesters 1 and 2 when the distribution of applicants between locations is uneven.

Establish clear criteria for allocating students to their chosen company for the completion of the Master’s Thesis.

4.2. 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 SER outlines the procedure for the recognition of prior learning or experience, including the documentation the students might need to present. For the recognition of prior learning, the specific regulations are included. The SER states in very general terms that “subjects whose content and credit load are equivalent to those of the corresponding official Master’s degree will be recognised, provided the studies were completed within the framework of postgraduate programmes at any university,” without specifying the maximum number of credits that may be recognised. Similarly, it indicates that credits may be recognised on the basis of professional experience; however, it does not specify which courses may be recognised through professional experience, nor does it indicate the maximum number of credits that may be awarded on this basis.

Assessment

The panel considers that the Consortium has procedures in place to ensure fair recognition processes that facilitate the recognition of modules and credits awarded by the partner institutions. However, detailed information is lacking in several key aspects. First, it should be clearly stated that only prior postgraduate learning will be recognised. In addition, the Consortium should clarify how professional experience will be recognised, including the maximum number of credits and the specific subjects eligible for recognition. Moreover, with regard to the recognition of professional experience, it should be clearly communicated to all prospective students that the Master’s Thesis cannot be recognised.

Recommendations

Regarding the recognition of prior learning, clearly state that only prior postgraduate learning will be recognised.

Regarding the recognition of professional experience, clearly specify the maximum number of credits and the courses eligible for recognition.

Regarding the recognition of professional experience, make it clear for all potential students that the Master's Thesis cannot be recognized.

5. Learning, Teaching and Assessment

5.1 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 Master's degree programme in Green Economy and Sustainable Future places its students at the centre of the educational process and ensures alignment between learning outcomes, teaching activities, and assessment procedures. The course catalogue provides up-to-date information detailing objectives, relevance, methodology, and assessment criteria. Student-centred teaching methods are considered crucial to foster deeper learning and practical skills that align with industry demands. These methods emphasize active participation, problem-solving, collaboration, and real-world application, allowing students to take ownership of their learning process. These teaching methods may vary and include lectures, tutorials, seminars, flipped classrooms, case studies, simulation-based learning, workshops, collaborative and Problem-Based Learning (PBL), Work-Based Learning (WBL), and an industry-linked Master's Thesis, which are methodologies commonly used in MBA programmes, as explained by the master's coordinators during the site visit.

The course syllabi tables provided in Annex 5 include detailed information on the lecturers, intended learning outcomes, course content, teaching methods, assessment activities, and supporting bibliographical references for each course.

The SER also outlines the EU4Dual Model Framework for Dual Higher Education (Annex 13) which aims to: “enhance employability; bridge the skills gap; enable cooperative networking as well as academic and professional integration; foster applied research and development and accelerate innovation for mastering the challenges of present and future societies.” Furthermore, it provides a definition of the term “Dual”: “The Dual Study Model is a particular form of a Higher Education organisational model providing for an integration with the world of work based on collaboration and mutual commitments in learning, teaching and quality assurance.” They have developed a Dual Study Model including several dimensions covering: Policy and strategy; Admission; Formalisation of Commitment; Teaching and Learning; Work-placement; Evaluation/assessment; and Quality.

Assessment

According to the panel, the programme has been designed in correspondence with the intended learning outcomes. It applies a variety of learning and teaching approaches that enable the students to achieve the intended learning outcomes and promote active learning.

The curriculum integrates a balanced blend of theoretical content and project-based activities including work-placements. A key module of the programme is the industry-linked master thesis where students apply their knowledge to solve a real-world project linked to an industry partner. The teaching activities are student-centred, focusing on active learning, critical thinking, and problem-solving skills. Faculty members from each partner institution contribute with their unique expertise, enriching the interdisciplinary nature of the programme. As stated in Annex 13, this will be one of the first applications

of the Dual Higher Education Study Model and its key criteria so it will be important to monitor how everything is working with the first cohorts to make the appropriate adaptations once feedback from all the stakeholders is gathered.

The panel concludes that the standard is fulfilled.

5.2 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

As described in the SER, the programme uses a variety of assessment methods aligned with the teaching methods and the intended learning outcomes as already outlined at 2.3 Achievement section. These methods, according to the SER, include examinations, problems sets and exercises, short online quizzes, simulations and modelling exercises, reports, case studies, oral presentations and defence, work experience assessment, co-assessment by students and industry professionals and self-assessment. However, upon reviewing the syllabi of each course (Annex 5), neither written nor oral individual examinations are included as assessment methods in the description of the courses. In this regard, the panel considers it necessary that the assessment systems used in each course allow for the individual evaluation of each student, recommending therefore the incorporation of subject-specific individual examinations in each course. During the site visit, the coordinators indicated that there will be individual examinations and that they overlooked including them in the course descriptions.

The Study and Examination Regulations regulate the requirements for successful acquisition of ECTS credits, the consequences in case of failure to acquire them, the grading system, as well as the list of rights and responsibilities of students with respect to the academic component of the joint programme.

Partner Institutions shall conduct examinations and assessments in accordance with the policies and procedures in force at the Partner Institutions without prejudice to those adopted by the Joint Academic Coordination Board (JACB) and stated in the Study and Examination Regulations for the Joint Master (JM), in accordance with national law. Annex 9 shows the grading equivalence developed among the partners.

Once all the courses have been completed, the Joint Academic Coordination Board (ACB) will meet in a monographic session to assess the achievement of the learning outcomes of all the students individually, to give them permission to start the Master's thesis and to review and update the assessment criteria and standards. The Master's degree is awarded when the student has passed all the learning outcomes and the Master's thesis.

For students with caring responsibilities or special support needs, the Academic Coordination Team will adapt the assessment method to their specific situation.

Assessment

The programme has put in place an assessment system that is comprehensive and varied, although, as stated above, the panel considers it necessary to incorporate subject-specific individual examinations in each course.

As the joint programme includes work-placements, the assessment also includes the perspective of the industrial partners as mentors. The panel considers the proposed examination regulations and the assessment of the achieved learning outcomes correspond with the intended learning outcomes and that there are rules to be applied consistently among partner institutions.

The joint Study and Examination Regulations should be published on the webpage, which is still under construction.

The panel concludes that the standard is fulfilled.

Recommendation

Assessment methods must include individual examinations in each of the compulsory courses.

Publish the Study and Examination regulations on the webpage.

6. 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 SER describes how the support for students encompasses each stage of the students' journey: pre-arrival, upon arrival and during studies, outlining the services provided at each of the partner universities. Prior to their arrival at the different universities, students can rely on the support services for accommodation and for visa or legal issues. International Offices coordinate services, including introduction sessions, language courses, university guidance services, social assistance, support in contracting private health insurance, funding opportunities, and cultural and sports activities.

This is a summary of the available support services as described in the SER and presented during the discussions on site with the support staff from all the partners. The students will receive a joint student handbook which contains the most important information on the programme:

Pre-arrival includes all services provided to students before they actually arrive at the HEI to study the joint programme, regardless of if it is their first year or another semester at one of the consortium universities:

- Local tutors (students or faculty members).
- Communication channels.
- Student guides with practical information including immigration and visa procedures.
- Students' handbook about all the relevant information about the joint programme (joint structure, mobility options, requirements for internships and placements, master thesis and awarded degree, available staff...).
- Information about language courses available.

Upon arrival, students are offered some support services to facilitate their transition and adaptation including:

- Logistics for arrival (transportation, communication, etc.) and package with daily life information.

Orientation/Welcome Days.

- Administrative support to explain all the formal requirements of the programme.
- Meeting with the teaching staff (ECTS requirements, agenda for the semester, students' calendar as well as final thesis requirements).
- Contact details of relevant staff in case of any emergency.

Other support services and administrative support:

- Insurance.
- Equity Policies.
- Accommodation
- Bank account assistance
- Mentoring programme
- Digital support – e.g., email account, university wi-fi
- International office/student services office contact details
- Internships and exchange/mobility opportunities

- Alumni network and other students' meetings
- Intercultural training and preparation

For those students with disabilities or special medical needs, universities count on adaptation and accessibility services. When needed, lecturers make the necessary arrangements to adjust to the needs. Universities also have protocols against discriminatory practices and sexual harassment.

Upon graduation all graduates from the Master's Programme will be invited to join the GESF Alumni Network in LinkedIn.

Assessment

The panel is of the opinion that the programme plans to offer a comprehensive student support in a well-designed manner. The programme addresses the specific challenges that mobile students face. Nevertheless, the SER describes the support services available in each of the partners, while the option of having a joint support office could be considered to harmonize the services provided to students.

In addition, there are some common aspects which are usually a challenge for joint programmes and mobile students that might be considered to further improve the support services provided:

- Since the delays in obtaining visa by embassies and finding appropriate student housing are common issues to all international joint programmes, a common policy for students obtaining visas (when needed) and finding accommodation is advised.
- Provide clear information on personal support services for students' mobility, ensuring effective management of relocation and project engagement at partner universities.
- Publish all possibilities for mobilities on the webpage.
- Evaluate the mobilities under the sustainability aspect from a student perspective.
- Adding information on the website about entities from the socio-economic environment where students will be able to carry out part of the educational process (work-placements). It would also be necessary to provide information on work permits as international students might need them for the work placements.

The panel concludes that the standard is fulfilled.

Recommendations:

Publish on the website information about all the possibilities for mobilities and about entities from the socio-economic environment where students will be able to carry out part of the educational process (work-placements).

It would also be necessary to provide information on work permits as international students might need them for the work placements.

Suggestions for further improvement:

Develop a common policy for students obtaining visas (when needed) and finding accommodation.

Provide clear information on personal support services for students' mobility, ensuring effective management of relocation and project engagement at partner universities.

Evaluate the mobilities under the sustainability aspect from a student perspective.

7. Resources

7.1 Staff

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

Evidence

The SER provides a profile of the professors involved, detailing their specialized knowledge and professional experience (Annex 10), as well as the content they will teach (Annex 5). It effectively demonstrates that the programme incorporates the expertise of academic staff from the four partner universities, covering a wide range of academic specializations that are aligned with the programme's interdisciplinary approach.

The academic staff responsible for teaching in the Master's programme is composed of 14 faculty members: three from each participating core universities (Savonia, FHJ, MU and PAR), and one from each of the two mobility partners (MCAST and ESTIA). Lecturers at all partner institutions have the relevant academic qualifications, external recognitions, and suitable experience to provide quality training. According to the evidence (Annex 10), they are also involved in research projects and have made research contributions within the field of the programme. The SER also describes research groups of the four partners and some of the research initiatives developed in the framework of the EU4Dual Alliance.

To ensure coordination, the courses will be taught by the same professors, with students attending either face-to face or online, depending on their chosen location.

Regarding the administrative staff, the SER provides a table with the staff that can be involved in the programme including administration and finance staff, academic services, maintenance and IT systems, library, ...

The programme will also include lecturers from industry to provide the perspective of the industrial partners. The SER states that EU4Dual is creating an "International Pool of Industry Experts" who can lecture at universities in areas related to the master's courses. Upon request and prior to the site visit, the panel coordinators explained that the pool, collected at the EU4Dual level, currently consists of 24 industry experts from various partners. The pool is updated by the International Office of each partner. The panel recommends making the list of experts public, especially those who will be teaching in this master's programme.

Each Consortium partner appoints an academic staff member as its local coordinator, who is responsible for the academic programme, liaises with the other coordinators at the other Consortium partners on all matters concerning the programme and ensures that the programme at their university is consistent with the joint agreements.

Assessment

The panel considers the academic and administrative staff to be adequate for the programme. The lecturers are well qualified, covering different aspects of the content and they are experts in their field, contributing with diverse perspectives to the broad range disciplines of the programme.

In addition to the partners' academic staff, there will be professional experts sharing their practical experience. The panel recommends making the list of experts' public, especially those who will be teaching in this master's programme.

The panel concludes that the standard is fulfilled.

Recommendation

Additional information should be provided on the "International Pool of Industry Experts," particularly regarding those who will be teaching in this master's programme.

7.2 Facilities

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

Evidence

The SER outlines the facilities that will be used to deliver the joint master's programme like classrooms, meeting rooms, videoconference rooms or some other available spaces for events, conferences or visits. During the site visit, the panel had the opportunity to visit the premises of Savonia University of Applied Sciences. The students will also have access to libraries and their resources either online or in paper. Details regarding student facilities can be found at each institution's website.

Assessment

From the panel's perspective, the facilities cover all the needs for the students to achieve the intended learning outcomes. The visited facilities in Savonia University of Applied Sciences were very adequate and up to date with classrooms prepared for hybrid classes and with flexible options for group work. The list of companies and organizations for the Master's Thesis provided during the review is also suitable.

The panel concludes that the standard is fulfilled.

8. 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

According to the SER, the joint programme's students will sign a Student Agreement where all the relevant information regarding academic, financial, administrative and behavioural aspects will be gathered. Besides it will include the Study and Examination regulations and services provided to students. The partner institutions will inform students about any updates.

The SER states that the future website will provide relevant information such as admission requirements and procedures, course catalogue, examination and assessment procedures, etc. considering the specific needs of mobile students. This website will serve as the primary platform for publishing all relevant documents and information generated by the programme.

Assessment

The SER outlines the contents to be published including a description of the structure and content of the programme's website, as well as the educational guides to be included in future documentation. This will provide a clearer overview of how information will be organized and presented, ensuring transparency and ease of access for all stakeholders. Nevertheless, in the previous standards there are some recommendations and suggestions for further improvement about information which should be available on the website. The panel concludes that once the website is launched, relevant information about the programme will be well-documented and readily accessible. The panel concludes that the standard is fulfilled.

9. Quality Assurance

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

Evidence

The SER outlines how the EU4Dual Alliance and the Joint Master's in Green Economy and Sustainable Future address standards in part 1 of the ESG. It states that EU4Dual alliance's Policies for Joint Degree Design and Accreditation, and Evaluation and Assessment set the guidelines for quality assurance of the Joint programmes. In addition, it explains that for the implementation of the joint programme "a joint structure for academic governance, financial management and internal quality assurance has been established in integration with the EU4Dual alliance's structures". In this sense, while the EU4Dual alliance's Quality and Accreditation Committee implements the internal evaluation strategies and mechanisms, the Joint Academic Coordination Board (JACB) of the Joint Master's Programme -formed by the representatives from each of the Partner Institutions, their industry partners and student representative- is responsible for the implementation, management and quality control of the programme.

The programme is also developing its own Internal Quality Assurance Handbook (Annex 11) including the programme structure and content, internal quality assurance structures and policies and joint road maps for data analysis, decision making and quality development, as well as degree termination, if needed. The handbook states that some of the policies are in development and will be finalized before the joint programme starts. Quantitative indicators and qualitative information will be gathered by organizing surveys for students, teachers and work life partners. To ensure continuous quality development, key indicators will be monitored and evaluated. The Internal Quality Assurance Handbook (Annex 11) provides a table with the indicators, data sources, responsibilities and timing. Finally, the SER provides a description of the external quality assurance procedures in each of the partners' higher education systems.

Assessment

The joint programme is developing a comprehensive joint quality system clearly outlined in its Internal Quality Handbook. It builds on the already in place structures of the EU4Dual Alliance. It describes its quality policy, governance and management structure and the policies for continuous monitoring and enhancement of the programme. There will be surveys to measure the satisfaction of students, teachers and work-life partners (industrial partners). All the information will be managed via the online platform of the EU4Dual Alliance.

Internal stakeholders are represented in several bodies of the governance and management structure, students being represented at the Joint Academic Coordination Board (JACB), which will meet after each semester. During the site visit, the panel had the opportunity to meet with representatives of students of the EU4Dual alliance in Savonia University of Applied Sciences and discuss about their involvement in the development of this joint programme and the EU4Dual alliance. The panel considers that students' involvement in the improvement of the programme is adequate and encourages the programme to consider the involvement of alumni and the labour market as an additional source of information for potential updates of the programme. The panel concludes that the standard is fulfilled.

10. Overview of the assessment and recommendations and suggestions for further improvement

The panel concludes that all the standards are fulfilled and comes to a positive conclusion about the quality of the Joint Master's in Green Economy and Sustainable Future and recommends its accreditation. In the following table an overview of the assessments is shown:

| Standard | Assessment |
|---|----------------|
| 1. Eligibility | |
| 1.1 Status | Fulfilled |
| 1.2 Joint design and delivery | Fulfilled |
| 1.3 Cooperation agreement | Fulfilled |
| 2. Learning outcomes | |
| 2.1 Level | Fulfilled |
| 2.2 Disciplinary field | Fulfilled |
| 2.3 Achievement | Fulfilled |
| 2.4 Regulated professions | Not applicable |
| 3. Study programme | |
| 3.1 Curriculum | Fulfilled |
| 3.2 Credits | Fulfilled |
| 3.3 Workload | Fulfilled |
| 4. Admission and recognition | |
| 4.1 Admission | Fulfilled |
| 4.2 Recognition | Fulfilled |
| 5. Learning, Teaching and Assessment | |
| 5.1 Learning and teaching | Fulfilled |
| 5.2 Assessment of students | Fulfilled |
| 6. Student support | Fulfilled |
| 7. Resources | |
| ○ Staff | Fulfilled |
| ○ Facilities | Fulfilled |
| 8. Transparency and documentation | Fulfilled |
| 9. Quality assurance | Fulfilled |

The panel considers that this is a truly joint study programme. The panel considers that some of the programme strengths are due to its joint design with consortium partners being represented equally and involving highly qualified staff in the corresponding professional fields. The representatives of the participating institutions underlined the added value of the joint programme and how it builds on the synergies and shared resources of the partners (academic and industrial).

Without affecting its overall positive appreciation of the programme, the panel has noticed some potential areas for enhancement. The fact that the joint Master programme is new for all organizations and that there is no evidence yet of the development of the programme, makes follow-up recommended to fully develop its potential to improve. Moreover, as this will be one of the first applications of the Dual Higher

Education Study Model and its key criteria, it will be important to monitor how everything is working with the first cohorts to make the appropriate adaptations once feedback from all the stakeholders is gathered. Therefore, the panel advises the Joint Master's in Green Economy and Sustainable Future to consider the following

Recommendations:

- The panel recommends providing clear information regarding the degree/s awarded to students, particularly in this initial phase.
- Additionally, it is important to inform the students about the need to have 300 ECTS to access PhD programmes and that depending on their previous studies (bachelor's programmes might be 180-240 ECTS) they might need additional credits to reach 300.
- Clarify whether part-time enrolment is possible, and if so, under what conditions it would be offered.
- Continuous monitoring of the programme to ensure that the expected outcomes are effectively achieved once the programme is implemented. These outcomes should also be reflected in discussions with the company partners.
- Continuous monitoring of the programme to ensure that students at each location achieve all the learning outcomes, regardless of whether they take the courses online or face-to-face.
- Include the average time to complete the programme as an indicator and describe the way this monitoring of the students will be done, particularly if part-time enrolment is possible.
- Define explicit selection criteria for ranking students for admission in cases where the number of applicants exceeds the available places.
- Establish clear criteria for allocating students to the two university locations in semesters 1 and 2 when the distribution of applicants between locations is uneven.
- Establish clear criteria for allocating students to their chosen company for the completion of the Master's Thesis.
- Regarding the recognition of prior learning, clearly state that only prior postgraduate learning will be recognised.
- Regarding the recognition of professional experience, clearly specify the maximum number of credits and the courses eligible for recognition.
- Regarding the recognition of professional experience, make it clear for all potential students that the Master's Thesis cannot be recognized.
- Assessment methods must include individual examinations in each of the compulsory courses.
- Publish the Study and Examination regulations on the webpage.
- Publish on the website information about all the possibilities for mobilities and about entities from the socio-economic environment where students will be able to carry out part of the educational process (work-placements).
- It would also be necessary to provide information on work permits as international students might need them for the work placements.
- Additional information should be provided on the "International Pool of Industry Experts," particularly regarding those who will be teaching in this master's programme.
- Ensure that both awarded degrees and all awarding institutions are listed in the diploma supplement.

Suggestions for further improvement:

- Reflect on the benefits of offering the first course of the programme in a face-to-face format to all students.
- Develop a common policy for students obtaining visas (when needed) and finding accommodation.
- Provide clear information on personal support services for students' mobility, ensuring effective management of relocation and project engagement at partner universities.
- Evaluate the mobilities under the sustainability aspect from a student perspective.

11. Annexes

Schedule of the site visit

15/1/2026

Location:

Savonia University of Applied Sciences

Microkatu Campus (Microkatu 1, Kuopio)

Room B2031 (2nd floor)

9:00 Welcome by the Rector of Savonia University of Applied Sciences

Brief presentation of the EU4Dual European University Alliance, Director of International Affairs

9:45-10:45 Programme management (coordinators from different partners, ON SITE)

11:00-12:00 Academic staff (different universities, HIBRID)

12:00-12:30 Campus tour

12:30-13:30 Lunch

13:30-14:15 Support services (different universities, ONLINE)

14:30-15:15 Industry and companies' representatives (ONLINE)

15:15-16:00 Coffee with Student Council members and Business Center representative (ON SITE)

16:00-17:00 Internal meeting of the panel

List of reviewed evidence

Annexes to the SER

- 1) Legal status of partner institutions
- 2) Cooperation agreement
- 3) Documents supporting each partner's legal basis for:
 - a. Participating in the joint programme
 - b. (Joint) degree awarding rights (if applicable)
- 4) List of Intended learning outcomes
- 5) Course syllabi of all partners
- 6) Curriculum – Study plan and matrix of alignment with learning outcomes
- 7) Official documents indicating admission requirements and selection procedures
- 8) Official documents outlining procedure for recognition of qualifications
- 9) Students' assessment regulations
- 10) Academic staff CVs (all partners)
- 11) Relevant documents constituting internal quality assurance system
- 12) Diploma supplement (sample)
- 13) EU4Dual Model Framework for Dual Higher Education
- 14) Policy for Joint Degree Design and Accreditation Framework

Additional information

- Detailed information on dual/applied courses ES6 and AS6
- List of companies/organizations participating in the dual courses and providing placements for the Master thesis
- Information on the "International Pool of Industry Experts"