



Facilitating EUTOPIA's curriculum

– Barriers and enablers

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1. Context and objectives

The present report is part of an analysis on the barriers to and enablers for international cooperation in the development of a EUTOPIA curriculum. This part of the research focuses on internal rules within the partner universities and conditions imposed by (sub)national legislation. It has been prepared by the University of Gothenburg, which also acts as the co-lead for the Work Package Education and Students within the EUTOPIA 2050 project. The second part of the analysis of barriers and enablers is assigned to the University of Ljubljana and deals with suggestions for Quality Assessment in a European alliance university (see Hopbach, 2020). Both reports are to be used in combination with the results of the pilot implementation in the EUTOPIA Work Package Education and will support the formulation of a policy brief to be prepared in spring 2022. International cooperation and innovative ventures in higher education are still strongly affected by various rules imposed by the academic authorities themselves and by governments in the respective home countries. The findings in the reports on barriers and enablers will therefore inspire recommendations for policy measures within the academic institutions as well as at (sub)national and EU level.

EUTOPIA seeks to address the deep paradox between the vision of openness characterising the alliance and the limitations imposed by the regulatory context. In the pilot phase, the educational approach of the alliance therefore focuses on identifying best practices of innovative teaching in the present curricula of the partner universities and connects those in cross-campus learning activities. Students and teachers stay embedded in their registration and status in the home universities, and the pilot experiments operate as an internationalisation tool that is aligned with the Erasmus philosophy and surpasses the regulatory differences in the European educational framework. However, in the long run the impact of connectedness in EUTOPIA will trigger other formats of international cooperation and sharing of resources in existing and new educational programmes. In order to make optimal use of the potential developed in the pilot experiments, it is therefore useful to have good insight into the convergence and differentiation between the regulatory contexts of the six partner universities.

The building blocks of the alliance's educational approach are Connected Learning Communities (CLC). CLCs provide the thematically and organisational framework for inter-institutional cooperation and cross-campus learning activities. Cross-campus teams of students, teachers and other actors in society join forces in a participatory learning and knowledge-creating process. CLCs are designed based on a value-adding principle: their implementation starts by identifying existing curriculum components (i.e. bachelor, master or PhD cycle) in the home universities of EUTOPIA and supporting teachers who show motivation for expanding cross-campus contacts with colleagues working on related topics in the other universities of the alliance.

Taking into account the essence of this framework, the present report on barriers and enablers starts from the descriptions of two types of regulatory context:

- I. The characteristics of curriculum building in each university, thereby dealing with the consequences of working with existing curriculum components for building the EUTOPIA educational offerings. In this respect, we cover items such as access to courses and electives,

language regulations, academic calendar, recognition and assessment of student activities and use of learning platforms.

- II. The characteristics of inter-university cooperation, thereby identifying the rules governing the participation of learners (i.e. students, teachers and stakeholders) in the connected learning communities. We therefore describe strategic plans for internationalisation and cooperation, the incentives for teacher mobility, and cooperation and the intellectual property rights governing sharing of educational resources.

The following chapters provide an insight into the details of the modus operandi and the results of the cross-campus findings on the regulatory aspects that are relevant for the future development of the EUTOPIA educational model.

2. Facilitating EUTOPIA's curriculum

The EUTOPIA 2050 project was drafted in the first call of the European Universities' initiative in 2019 and is a partnership between six universities: CY Cergy Paris Université, University of Gothenburg, University of Warwick, Universitat Pompeu Fabra, Univerza v Ljubljani and Vrije Universiteit Brussel. The EUTOPIA vision for a European university is characterised by a “[...] binding principle of openness” (EUTOPIA, 2019, 3) together with pedagogical approaches infused by ideals such as inclusiveness and societal engagement built on a structure of transnational education. The organisational framework of the EUTOPIA project, which is founded on national autonomy and transnational cooperation, is an important foundation of the EUTOPIA educational model. The design of the alliance as a transnational entity (i.e. a European university alliance of partner universities) that is not governed (at alliance level) by a legal framework (although the partnering universities have to adhere to national and local legislation and regulations; see Hopbach, 2020) ensures national independence, local autonomy and flexibility for the participating universities:

EUTOPIA is clear that all such progress towards unicity will be pursued against a backdrop of diversity and respectful autonomy. The universities collectively teach in more than six languages, operate in multiple economic and political settings, pursue different engagement and research agendas, and are respective of cultural heritage. Rather than seek to homogenise, the Alliance draws strength from these centres of insight and influence. In this, its jointly supported, institutionally innovative, structural mode of governance, which enshrines and develops a massively empowered level of cooperation and co-ownership in each of the partner institutions, is inspired by the models of governance of the European Union. (EUTOPIA, 2019, 5)

The diverse target group for EUTOPIA involves groups other than full-time and degree-seeking students, namely non-modal students who combine studies with working and other non-degree students complementing and updating their previous education. The core idea is to retain national independency for the partner universities. The educational model allows for building on and developing what already exists in the local curriculum instead of having to create completely new courses. This means that the national and local regulations, together with the national, regional and local composition and context of higher education, of the involved institutions will still be impactful in the proposed cooperation and dissemination of the educational programmes. The approach therefore uniquely highlights national, regional and local characteristics in the CLCs. The sections below identify regulatory differences and convergences for the involved partner universities for curriculum building and inter-university cooperation.

2.1. The nature of barriers to and enablers for transnational collaboration in higher education

The establishment of the European Higher Education Area through the Bologna Process sought to bring convergence and cohesion to higher education policies (e.g. by introducing three cycles, mutual recognition of qualifications and implementing a system of quality assurance) to promote inclusiveness and cross-border accessibility in Europe (European Commission, 2021). The intergovernmental process included agreeing on common objectives with which national policies and strategies in each member country should align, and a general convergence has occurred where:

“Consolidation of degree systems, implementation of European Credit Transfer and Accumulation System (ECTS) and strengthening of quality assurance are some of the highlights of this achievement.” (Klemencic, 2019, 3). However, some examples of uneven implementation remain (ibid.), and European higher education systems still represent a regulatory and organisational variation at multiple levels. National statutes and local regulations can be impactful as administrative and legal barriers to building the European University alliances, despite previous efforts of homogenising higher education policies. The complex structure of barriers to and enablers for a transnational educational model making up a new kind of ‘European University’ is predicated on national, local and institutional regulations and contextual factors.¹ Recognising this complexity, that is, the interaction between regulatory frameworks and other important contextual determinants, is a key starting point in explaining barriers, enablers and challenges to the realisation of an inter-university EUTOPIA campus.

Previous mappings of existing transnational collaborative partnerships between higher education institutions (e.g. partnerships through Erasmus Mundus Joint Degrees, Erasmus+ Strategic partnerships, Knowledge Alliances and Horizon Teaming and Twinning) point to a multitude of barriers and enablers that are impactful for staff and students (see Karvounaraki et al., 2018). Important drivers were listed as common topics and interests, existing contacts and networks between staff members, added value of partnerships towards improving internationalisation at their home institutions, and strong leadership with a common vision, while barriers consisted of obstacles to funding together with administrative and legal issues (ibid.). Proposed solutions include the introduction of a European statute that could reduce the effects of some of the administrative and legal barriers through instituting common EU-wide standards together with securing longevity in funding structures at both EU and national level (see Karvounaraki et al., 2018).

The identification of barriers to and enablers for facilitating the EUTOPIA curriculum is defined as premised on regulatory differences and convergences for the involved partner universities. Shared and locally unique administrative, legal and structural characteristics, regulations and policies that (can) affect (i.e. facilitate or challenge) the realisation of the EUTOPIA model in impactful or disruptive ways are understood as either barriers or enablers. The descriptions of barriers and enablers should be viewed as predictive rather than definitive and, at best, the report can offer some insight into current and potential future drivers and challenges.

There are pervasive patterns of structural inequalities within higher education (e.g. the social stratification of universities and institutions) that will be impactful for students and staff in setting up a transnational educational model and cooperation. While not inherent to the design of the EUTOPIA educational model, these need to be highlighted as important challenges to the goals and principles of the project. Furthermore, the character and pervasiveness of barriers and enablers will be contingent on time and place (i.e. national and local contexts). The impacts of the barriers depend

¹ While it is impossible to take all of these into consideration in view of the scope and length of the report, they are commented on where possible.

on their contextual nature, and the effects differ between groups. The dual character of barriers and enablers signifies that the effects of some of them can be context specific and/or share a reciprocal relationship, while others can be considered generic categories (e.g. Beerkens et al., 2016; Azmat, 2013). While the boundaries between them can be defined theoretically, in reality they are interlinked and are therefore discussed in a qualitative integrative manner in the following sections. The cumulative effects of interacting barriers and enablers, for example policies and local setting, are described and discussed, if possible and appropriate, in relation to the report's aims and objectives as well as limitations.²

2.2. Modus operandi

The report data consist of semi-structured interviews (online and digital) with key staff members at each partner university (N=29)³ who are responsible for curriculum building, administration, technical support and internationalisation at a central level (e.g. university management staff, administrators, educational developers, teachers, student representatives and technical staff) supported by documents describing internal regulations and strategies⁴. Reports and policies from national stakeholders or public agencies together with research articles on relevant areas are also incorporated. The number of interview respondents from partner universities varied, mainly based on access to written materials, opportunity and availability. The selection was kept dynamic in order to adjust to the specific organisational structure of each partner university. The interview guide covered different aspects of the EUTOPIA educational model based on the initial project application (see Appendix A).

2.3. Curriculum building

The characteristics of curriculum building in the involved universities can be premised on several aspects, in terms of both current opportunities and future possibilities. Consequently, the following section discusses integration of the courses across curricula, implementing them as course electives for programmes and non-modal students, as well as retaining them as complementary elements to programmes. Other sub-themes that are discussed include student accessibility, learning management systems (and digital accessibility), protective legislation (of native languages), the academic calendar, recognition and assessment of student participation.

² See Appendix A for a discussion on methodological limitations.

³ The respondents were promised anonymity to facilitate broad participation in interviews, as some individuals were initially apprehensive about participation, and therefore no detailed list of participant characteristics will be provided (to avoid individual back-identification).

⁴ The reading of documents was premised on the availability of English versions or translations being provided by each partner.

2.3.1. Student accessibility, integration of courses and electives

A long-term goal of curriculum building through integrating or importing courses into the curriculum across partner universities will be conditioned by two types of structural and administrative barriers, namely:

- (1) social stratification of higher education
- (2) national and local regulations controlling degree programmes and the administrative processes of determining and approving course electives and exchanges

Their joint effect will act as a group of barriers and affect the realisation and reach of the EUTOPIA model in several key ways. An important aim and vision of the EUTOPIA universities is to promote the core values of the European Union, specifically inclusion, openness and equality. Inclusion with regard to individual characteristics such as gender, socio-economic status, race, age, religious beliefs, ethnicity, migration background, sexual orientation and capability is important, as are regional and local uniqueness coming through in the educational model and giving attention to plurality. The premise for promoting inclusion will therefore be contingent on both place and individual, and institutional factors:

Acknowledging that the EHEA encompasses a wide variety of social, economic and cultural conditions, over the years the common orientation has been to leave each country free to identify which features that should be considered when the composition of the student body is compared with the total population. Accordingly, the categories of under-represented students usually vary according to the country examined. (Dovigo, 2020, 30)

The creation of a diverse and inclusive educational inter-university environment within the realm of EUTOPIA will be determined by national, regional and local stratification in *choices of* and *access to* higher education and the differentiated student application, enrolment and mobility patterns stemming from this. The expansion of higher education and the growth of tertiary participation reveal a global social demand for higher educational opportunities (Marginsson, 2016, 414). However, student participation in higher education and choices of the field of study are compounded by background characteristics such as gender, ethnicity, parental educational background and social class (see Isopahkala-Bouret et al., 2018; Waller et al., 2018, Marginsson, 2016; Triventi, 2013). Differences in application and retention patterns related to social class will add a multilevel arrangement of structural patterns of inequalities. For example, differences related to social class can be found between faculties at the University of Gothenburg, with students from families with lower parental education attending professional degree programmes at the Faculty of Education (Berlin, 2019; Machale-Gunnarson, 2015) to a much greater degree than at other faculties. It will therefore be important to consider the relationship between field of study, degree regulations and the composition of the student population.

Expansive developments are also illustrated in a longitudinal, flourishing Erasmus+ student uptake, with students from disadvantaged backgrounds much less likely to participate. Both intrinsic and extrinsic factors (e.g. motivation, personal attitudes, socio-economic background, location, available information on educational opportunities, allotment of grants and funding, living standards in the host country, etc.) play an important part in students' decisions to study abroad (Beerkens et al., 2016). These have traditionally been conceptualised as a divide between push and pull factors, but

underlying dimensions in student motivations have been identified: (1) Exploration, (2) Pragmatism and (3) Differentiation, which vary with the gender of students, placement within professional programmes with strict admission criteria as well as the possession of high mobility capital (Hovdhaugen & Wiers-Jensen, 2021). It is noteworthy that these were more likely to vary according to field of study rather than sociodemographic factors (ibid.). Erasmus mobility is partly predicted by social status and individual abilities, and partly by the fields of study and social segregation of higher education institutions (Schnepf & Colagrossi, 2020). Significant differences in the perception of barriers to international student mobility by Erasmus students have also been attributed to the degrees the students are pursuing (Souto-Otero et al., 2013).

Other student characteristics that are important determinants in student participation, accessibility and mobility are disabilities. In contrast to general expansive and increased participation in Erasmus+, the number of students with disabilities who partake is still low and has remained stable over time (Inclusive Mobility Alliance, 2018). The underrepresentation of students with disabilities in internationalisation programmes and initiatives is furthering their disadvantage compared to their peers (Van Hees & Montagnese, 2020). The main barriers for students with disabilities are listed as: “[...] financial burdens, separation from partners, children, friends and problems with finding adequate and accessible accommodation in the host country” (Van Hees & Montagnese, 2020, 8) as well as a lack of support and awareness of the barriers in national and transnational organisations and agencies and other involved stakeholders. Conclusively, the interaction between social stratification at higher education institutions, determinants of student mobilities and organisational differences between degree programmes lead to the field of study being an important factor in which student groups are reached by EUTOPIA.

National and local regulations that enable flexibility in course selection in degree programmes are an important driver. While the flexibility of course electives is an important enabler in terms of facilitating access to courses in general, the lack thereof is an important barrier for some student groups conditioned by their chosen degree programme and its regulatory frameworks. This can be the case for programmes geared towards professional degrees (e.g. legal, teaching, medical professions and other professional qualifications) as they are often nationally regulated with a stricter structure, goals and content, often leading to course electives and integrating courses outside the programme curriculum being heavily reduced. Local course regulations between the partners allow variance in the presence of course electives for their domestic students. The flexibility (i.e. where courses from other universities can be ‘imported’ or ‘chosen’ as options to support the choices of individual students) varies significantly between partner universities, cycles and programmes. Some can be premised on bilateral agreements (similar to ERAMUS) or ERAMUS exchanges (the principles and practices of ERAMUS can be an important facilitator in general). In some cases, course integration can be facilitated for students in degree programmes at the university partners, but the set-up varies.

For example, at CY Cergy Paris Université (henceforth referred to as CY), the opportunity to integrate course electives is only available at bachelor level. This flexibility was instituted after 2002 through a reform (resulting from the réforme LMD/licence-master-doctorate reform) to modify the French higher education system to the standards of the Bologna Process. The reform recommended that flexibility should be implemented specifically at bachelor level, but it is not found in all bachelor programmes (e.g. engineering, teacher training programmes). Courses can be integrated (2 credits per year) into degrees from other universities if the courses are validated by the faculty boards and

thereafter determined to comply with the pedagogical contents accredited by the French Ministry of Education. For example, if the majority of the degree programme is in French, the students will have to comply with the French level requirements. Courses from foreign universities must therefore be integrated into the degree programme before submissions to these validations, and this procedure can take up to one year before final validation. A possible locally suggested solution to circumvent this procedure would be to add participation for students in EUTOPIA CLCs as a complement to a degree without credits. For exchanges, CY requires bilateral agreements, as in the ERAMUS framework. Student participation in a EUTOPIA component could be highlighted in the existing degree supplement, and credits could be added to the transcript of records if integrated in the student administration and management platform APOGÉE.

At Vrije Universiteit Brussel (henceforth referred to as VUB), a majority of the bachelor-level programmes have electives (e.g. approximately 20-30% 'optional course' possibilities), though some only contain compulsory courses. Comparatively, electives are present at the master level but to a lesser extent. The main difference in course integration lies in whether an individual student chooses an elective course or the course is available as an elective to all students within a degree programme and put on the list of optional courses. For curriculum revisions, VUB differentiates between primary and secondary changes. When the change stipulates adding elective courses to a programme without changing the structure of the curriculum, the revision is considered secondary. The deadline for a secondary change request to the central Education Board (i.e. Onderwijsraad) is 1 December if the change is going to be effective in the following academic year⁵. The type of agreement needed would be the same documentation as for an exchange within the ERAMUS framework. It is generally easier to accept a single course or module than long-term mobility (i.e. an entire semester abroad). For acceptance, VUB needs to be assured that the learning outcomes of the course are useful for the programme on which the student is enrolled. If an agreement exists, there is no need to have a learning agreement in place per student. If there is an agreement between VUB and the exporting university and the programme director accepts that the student is taking the course as an integrated part of their programme, there will be an automatic exemption from another course in the student's programme and the student will be validated for the chosen course.

The nature of the exchange planned in EUTOPIA (i.e. an ERASMUS-type exchange) assumes a mutual benefit for the partner universities involved (reciprocity in compensation and students enrolling on courses) and that there is no impact on the funding. Making a EUTOPIA-labelled course visible on the diploma supplement relates to the different types of course integrations mentioned previously. If an individual student chooses a course as an elective, the course needs to be added manually to the individual curriculum of that student as an external course. If the course is integrated as an elective within a programme, the course is already on the curriculum and making it visible on the diploma supplement therefore requires less administrative efforts. An alternative path of course enrolment

⁵ The hierarchical chain of decisions for these changes is as follows: (1) consent at the level of the programme (Opleidingsraad), (2) approval by the board of the faculty and (3) approval by the Education Board. In the case of a secondary change, the VUB vice rector has the authority to approve the request. In the case of a primary change, the request has to be submitted to the plenary Education Board.

(that serves as an example of a local enabler widening access) at VUB is through a credit contract (as opposed to a degree contract). This learning path is offered at VUB but made possible at national level (i.e. Article II.199 of the Higher Education code⁶).

At the University of Gothenburg (henceforth referred to as UoG), degrees for general qualifications may have an elective term or course that allows for the integration of other courses. If the programme contains an elective term or course, there are no 'requirements' other than students adding the course to their degree⁷. However, for electives in programmes without this built-in option, requirements include administrative procedures for determining if the integrated course matches the degree and listed prerequisites for other courses within the degree programme (the process can take up to a year, depending on the programme design). For professional qualifications (i.e. a higher education qualification with a particular vocational orientation), this is not (generally) possible due to regulations and requirements for the content of those degrees. A different administrative process (taking up to a year) is required in which programme goals and content are the premise for developing a new course (as opposed to integrating an already finished course or module). Whether students can obtain an exemption for credits in their regular programme therefore varies between programmes. Two types of agreements would be needed, either an agreement within the ERASMUS framework (or similar) or a bilateral agreement with another university, and following this a learning agreement would need to be drafted for each individual student. If the courses are not a part of an exchange, they could also be credited through a multiple or joint degree partnership. It is possible to add a course or recognition of, for example, a certificate of internationalisation on the diploma supplement. The administrative efforts that are required depend on how the course is or is not integrated into the programme and if the labelling is minor.

At the University of Warwick (henceforth referred to as WU), the majority of the exchange programmes go through the usual model of an intercalated year (as opposed to a replacement year), but there are a small number of exchanges that are integrated⁸. The integration possibilities differ between programmes; for example, at the School of Engineering the course coordinator has to be able to match modules to enable students to resume year four of their degree. With regard to the procedure for accepting courses into programmes, as the courses emanate from different exchange partnerships with other university partners, the majority of students are accepted automatically. Post-Brexit, the process is still lengthy as language qualifications must meet immigration requirements, and some departments require all applications to be sent to the department for assessment.⁹ As ERASMUS comes to an end, a standard exchange agreement will be needed. As to

⁶ In accordance with Article II.199 of the Decree of the Flemish Government to codify the decretal provisions concerning higher education. See: https://www.vub.be/sites/vub/files/exam_contract_credit-eng.pdf

⁷ Depending on the type of validation needed, for example a course/learning unit from a foreign university, the students can obtain credits by applying to the Office of Degrees for general qualifications and to the home department for professional qualifications. If the students attend the course in an exchange programme with a learning agreement, the procedure is simpler.

⁸ A small number of students in Politics will transfer credits home and thus have a three-year degree, but this is not the standard model at WU.

⁹ Principally this is done to ensure the inbound students have the background to benefit from the mobility period.

whether students can obtain credits for a course emanating from another university, this is handled in various ways between departments, but the majority of students¹⁰ will receive recognition of their learning from another university on the HEAR certificate (i.e. Higher Education Achievement Record).¹¹

At Universitat Pompeu Fabra (henceforth referred to as UPF) 'mobility windows' are integrated into the bachelor programmes through which courses can be transferred based on exchange agreements, as programmes must offer the possibility of recognition through optional subjects. The number of credits of a programme that can be integrated differs between programmes. Professional degrees tend to have a smaller window (e.g. Health and Life Sciences, Engineering), but this is not necessarily determined by whether the programme is geared towards a professional degree but rather by tracks that have to be followed within the programme, for example degree programmes within Medicine are quite restrictive. Spanish regulations on bachelor degrees are generally highly restrictive, but at UPF there are currently three possibilities for course integration or electives: 1) credits acquired through an exchange or mobility programme (e.g. Erasmus or similar), 2) students being offered the possibility of cross-disciplinary courses from other degree programmes at the same university (e.g. free elective, cross-disciplinary training¹²) and 3) credits from cultural and participatory activities¹³. With regard to accepting courses into programmes, outside of ERASMUS, when there are signed agreements between universities, tables of equivalence between degree subjects are established and these need to be approved by UPF's Commission on Academic Credit Recognition (and the agreement must be approved by UPF governing council). Following this, recognition and transfer of courses to the student's records is approved (or not) by the dean or the director of undergraduate studies.¹⁴ There are also limitations pertaining specifically to the diploma supplement and whether the students can get exemptions for credits from an external course – with Spanish legislation stipulating that credits from subjects that are part of an official degree (in some cases this may include other activities that are not recognised in a degree programme) can be included in students' records (i.e. studied as part of a mobility or exchange programme; see Article 6, Royal Decree 1393/2007).

At Univerza v Ljubljani (henceforth referred to as UL), the degree programmes allow a minimum of 5% of credits (ECTS) to be obtained outside the curriculum of the study programme (from another study programme at the same institution, another higher education institution or non-formal learning). This is premised on the selection of courses being approved by the home institution

¹⁰ The School of Engineering transfers credits, but this is not the standard model at WU.

¹¹ The HEAR certificate is a formal degree transcript that contains full documentation of a student's university achievements.

¹² "Free-elective cross-disciplinary training is training that UPF students can receive at the University in the framework of the different study programmes they are enrolled on." See: <https://www.upf.edu/web/formacio-transversal>. These are only premised on internal courses (inter-faculty), however, not courses offered at other universities.

¹³ Regulated through Article 9 in The Academic Regulations for undergraduate studies (i.e. Normativa acadèmica dels ensenyaments de grau). Maximum 6 credits of the total curriculum studied by the student can be recognised this way.

¹⁴ Articles 7 and 8 of the Academic Regulations for undergraduate studies at UPF regulate credit transfers and credit recognition.

through learning agreements, a special procedure for recognition of non-formal learning or another form of written consent. These opportunities for obtaining course electives do not differ between study cycles or programme types.

To summarise, these differences regarding degree programme regulations at national and local level at each partner university (and between cycles and general and professional/vocational qualifications) and the social stratification of higher education are identified as interacting legal and administrative barriers that will affect and limit student accessibility and participation in the EUTOPIA model. These barriers represent a significant future challenge to the realisation of the educational model, its ideals of inclusivity and the CLCs in terms of reach and securing equitable access for (international) students and staff across national contexts. They also represent a significant challenge, specifically for the partner universities where regulations are stricter and organised at a national level.

2.3.2. National legislation regulating the language of instruction in higher education

The application of foreign languages to courses can be limited by national legislation on official languages in higher education, where these regulations can be important long-term legal barriers to internationalisation of the curriculum. However, the legislation and regulations differ between the affected partner universities. For example, UPF is a trilingual university where Catalan and Spanish are recognised as the official and joint official languages and English as a working language. Previous higher education reforms in Catalonia have focused on language-related concerns, where the promotion of Catalan¹⁵ (i.e. public administrators and institutions being legally obligated to communicate in Catalan) and securing the students' proficiencies in foreign languages were the main issues:

[...] public discussion began to consolidate itself around the role of universities in ensuring that future generations in Catalonia would be fluent in a 'third' language (meaning, almost invariably, English). Initially, a policy reform was passed so that universities were prompted to recommend their graduates in all disciplines that, by the time they would complete their studies, they would possess a B2 level of the CEFR in a 'third language'. In 2014, this recommendation became legally binding and economically transcendental: the requirement became part of the law that regulates the fiscal, administrative, and financial measures of Catalonia's public sector (Article 211 of Law 2/2014 of 27 January). (Soler, 2020, 59)

An agreement reached in 2018, through the Catalan parliament passing an amendment to the 2014 law, essentially postponed these binding requirements for four years (Soler, 2020). At UPF, "compulsory ECTS-credits in English" were implemented in 2009 in various forms and volumes across

¹⁵ See Regulació i foment de l'ús del català a la Universitat Pompeu Fabra/Regulation and promotion of the use of Catalan at Pompeu Fabra University: <https://seuelectronica.upf.edu/regulacio-i-foment-de-l-us-del-catala-a-la-universitat-pompeu-fabra>

bachelor degrees¹⁶. Since the implementation, the percentage of courses with English as a teaching language has increased in the bachelor degrees (see footnote 8). The language(s) of instruction is/are determined individually for courses and subjects, and the language policy stipulates that the language(s) of instruction for each course be announced in advance, where: “Respecting the language or languages of instruction as advertised is a guarantee for both students and lecturers” (UPF, 2021a). Article 4 in the *Regulation and promotion of the use of Catalan at Pompeu Fabra University* (i.e. Regulació i foment de l’ús del català a la Universitat Pompeu Fabra) further stipulates that students may express themselves freely (orally and in writing) in either of the official languages and not be discriminated against on the basis of their use of language.

The language strategy of UL stipulates important concerns for developing Slovene as a professional and scientific language. Article 8 in the Slovenian Higher Education Act¹⁷ specifies that the language of instruction in higher education shall be Slovenian. Foreign languages can only be applied in these exceptions: 1) if the course is provided in Slovenian and a foreign language in parallel, 2) if the lecturer or a majority of the students are foreign and 3) if only parts of the course are taught in a foreign language. However, in all these exceptions, Slovenian students must be given the opportunity to sit the exam in Slovene. Currently, a group of experts is auditing the language strategy of UL with a combined aim: searching for a joint solution to promoting the use and development of the Slovene language at UL while at the same time increasing involvement in the international arena.

There are similar language requirements and limitations in Flanders (specifically at bachelor level) stipulated by the *Codex for Higher Education* (i.e. Codex Hoger Onderwijs), where both the language of instruction and the number of curricula that can be taught in a foreign language are regulated:

The prevalence of Dutch as medium of instruction in higher education was reconfirmed as a cornerstone of the Bologna reform legislation in Flanders in 2003. The Flemish parliament and government refined that principle over the following decade, especially with regard to the exceptions allowing for the use of English and French in tertiary course programmes. (Vandenbussche, 2020, 74)

In Flanders, these regulations limit the number of courses in a degree programme that can be taught in a foreign language (i.e. 18.33%, 33 out of 180 ECTS in a bachelor programme¹⁸ and 50%, 30 out of 60 ECTS, for a one-year master’s programme) and has put a strict cap on the proportion of programmes at universities and colleges that is allowed to deviate with regard to the language of

¹⁶ See ‘English as a medium of instruction at Pompeu Fabra University’. https://www.upf.edu/documents/6602910/7420475/2017_English+as+a+Medium+of+Instruction+at+UPF_EN.pdf/28aa17ee-314a-12fd-f38e-9c192b0fdee9

¹⁷ Article 8: “(Language of instruction) The language of instruction shall be Slovenian. Higher education institutions may provide study programmes or parts thereof in a foreign language under the conditions laid down by their statutes. If a higher education institution provides a public service, the following may be provided in a foreign language: foreign-language study programmes, parts of study programmes if visiting higher education teachers from other countries participate in the provision thereof or a large number of foreign students are enrolled therein, study programmes if such programmes are also provided in Slovenian at the higher education institution.” (Translation provided by UL).

¹⁸ If they surpass these limits, they will be officially considered a ‘foreign language’-taught programme (see Vandenbussche, 2020).

instruction (i.e. 9% at bachelor level and 35% at master level; see Vandenbussche, 2020, 75). Local regulations stipulate several exceptions: 1) if the subject taught is a foreign language, 2) if the programme unit is taught by visiting international lecturers and staff, 3) programme units are attended at another university by individual students and, 4) programme units that are shown to: “[...] have added value for the student and the labour market and the enhance the functionality of the program” (VUB, 2021, 14). The ERASMUS exchange arrangement is another administrative exception to the rules. The Flemish education council (i.e. Vlaamse Onderwijsraad, ‘VLOR’) has made recommendations to remove these regulatory barriers (i.e. the language regulations) to support sustainable internationalisation of Flemish higher education in the future (see VLOR, 2017).

To summarise, these language legislations will influence the internationalisation aspects of curriculum building, as they can act as a barrier to incorporating international staff and students onto courses in greater volumes and/or require additional resources to run parallel activities and examinations in courses in multiple languages. However, depending on how the activities in the CLCs are organised in the long term, the importance of the barrier may be less significant if the volume of students and staff participating is kept low.

2.3.3. The academic year

The impact of the academic calendar is identified as an important barrier, both in the short and long term, and specifically for bachelor level courses and programmes (i.e. first cycle).

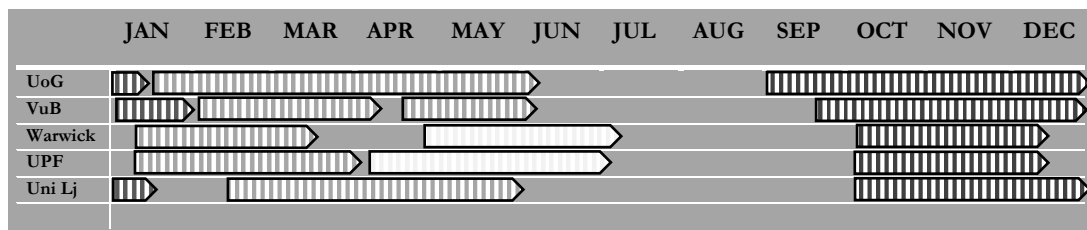


Figure 1 Visual representation of the academic calendar by partner university and year (arrows in two colours=2 semester structure, arrows in three colours=3 semester structure).

The academic year is structured differently for each partner university in terms of both the placement of each school semester during the year and how school holidays and breaks are structured within these (see Figure 1). The way the semester is partitioned into courses or modules (in terms of ECTS) will impact integration and exchange possibilities for students and staff. The academic year is divided into either two semesters (UoG, VUB and UL) or three semesters (WU and UPF). This further determines the placement of courses and follows on into conditioning inter-university cooperation, both during brief exchanges for course activities in the short term and for student participation in fully developed and integrated courses in the long term. For example, at WU, the autumn term has the broadest selection of modules, while the available modules to start in the spring term are comparatively more limited. Important conditioning circumstances include having to adhere to local regulations on specific deadlines for running examinations at set times and awarding grades/marks, providing accessibility to course materials according to local timetables, and matching teaching activities and staff schedules for course planning, course implementation and examination (+re-examination)/exams). Most importantly, they will determine (specifically full-time) students' participation in courses from different partners (depending on the extent of the requirements for participation).

The visual representation of the academic calendar (see Figure 1, p. 17) does indicate specific times at which the local semesters largely overlap. Extracting these monthly and weekly overlaps and matching them with the local course structure could potentially be a first step to planning optimal and beneficial occasions for inter-university and institutional cooperation as well as running and integrating courses with multiple partners in local curricula at partner universities. Harmonising the academic year by shifting local academic calendars in different countries could benefit inter-university cooperation and support the internationalisation of higher education as well as curriculum building. However, considering the different organisations of the academic year in European countries (see European Commission/EACEA/Eurydice, 2019) and the efforts that this would require, it seems unlikely to be a realistic solution.

To summarise, the structures of the academic calendars across partner universities will be an important barrier to curriculum building in terms of student and staff participation across them. The structure the academic calendar (see Figure 1) does indicate specific times where the local semesters largely overlap and suggests that strategic planning of overlaps could be an important way of offsetting the effects of this barrier.

2.3.4. Recognition and assessment of student activities

A part of the educational model will involve offering some type of recognition of student participation and learning outcomes. The project application stipulates that EUTOPIA will not pursue joint degrees and argues that the recognition of student participation in the educational model will need to be premised on a flexible but *tangible* approach:

By piloting our collaborative efforts through the composition of EUTOPIA-badged or –labelled modular offerings, we intend to equate our learning programmes and establish mutual and multiple recognition at degree level. This will require patient work in order to formulate the international translatability of accreditation; yet we recognise that the pilot work is precisely driven by this breakthrough goal. The result will not only challenge the national domination of teaching structures and learning outcomes; it will also massively expand the learning landscape and associated mobility and portability potentiality of learning for the European citizen. (EUTOPIA, 2019, 6)

A number of different approaches could potentially be applicable, for example: 1) examination and offering credits (ECTS), 2) certificates of internationalisation and 3) micro-credentials. While the first strategy would include harmonisation of credits and assessment techniques, the last two methods would be advantageous in that they do not require harmonisation and can be applied outside of traditional course activities and registrations. However, recognising student participation without credits risks attracting a homogenised student group, for example predominantly students with previous experience of internationalisation or with resources and time to take on additional coursework and responsibilities, while not reaching students new to internationalisation or who lack resources or time or are unwilling to take on additional workloads (without receiving a credential).

Applying the process of credit transfers will also make administrative procedures and differences in assessment regulations and grading practices interlinked barriers for recognising students' learning outcomes across partner universities. There are administrative procedures in place for students to obtain credits from a course from other universities, how they can be exempted from credits in their regular programme and how this can be supplemented on their diploma. However, these vary

significantly between partners and involve different lengths of time for execution, varied administrative burdens and restrictions on what can be integrated into the diploma supplement or exempted (see section 2.3.1). For example, as previously mentioned, Spanish legislation stipulates that only credits from subjects that are part of an official degree can be included in students' records (i.e. studied as part of a mobility or exchange programme; see Article 6, Royal Decree 1393/2007).

Applying credit transfers or using an international certificate assessing student learning outcomes is going to be premised on individual teacher assessments (of assignments and/or course activities). Discussions on assessment practices will then be an important prerequisite to avoid arbitrary assessment of student participation and develop common standards of assessment. A potential barrier (related specifically to the credit transfer approach) is identified regarding obstacles related to assessment and examination procedures as experienced by international students and differences in frameworks and policies regulating assessment (+re-examinations/re-sits/re-takes), grading practices, plagiarism policies and examination¹⁹. These differences pertain to the arrangement of examinations throughout the semesters (e.g. continuous/flexible teacher-led examinations or scheduled examination/exam periods organised by faculties and departments on set dates), grading practices and mechanisms (i.e. goals and grade scales/marks) and organisational set-ups. The variation exists within (e.g. UoG uses multiple grade scales across faculties) and between partner universities (e.g. partners using different versions of grade systems).

Policies on mark equivalence tables and grading nomenclatures with standardised credit equivalences will aid inter-university translation and comparison based on ECTS conversions. VUB and UoG are both also members of Egracons (European Grade Conversion System), which was a project previously focused on building a common understanding (and interpretation) of different grading system and resulted in a web-based digital tool that “allows direct and automatic conversions of grades on the basis of annual, statistically- based grading tables supplied by individual institutions” (Egracons, 2021). The tool allows both single and multiple conversions of grades from a university to the home university and are based on aggregation of degree programmes under the same International Standard Classification of Education (ISCED 13) study field codes²⁰. The tool is identified as a possible enabler for this specific recognition strategy.

Using micro-credentials as a method for recognising student participation would entail a more flexible strategy in which learning outcomes stemming from shorter courses or activities could be validated. There are multiple definitions of micro-credentials, and they vary in terms of characteristics regarding delivery mode, providers, credits, stackability, duration, time period, objective, assessment process and certification, but a recent report geared towards examining a

¹⁹ The assessment policies from each partner university targets domestic and international students, ingoing and outgoing students correspondingly, except regarding re-examinations (i.e. re-sits) where WU stipulates that study abroad students do not have the right of a re-sit.

²⁰ ISCED is an international classification system for organising education programmes and qualifications by levels and fields (EUROSTAT, 2021).

future European approach of offering micro-credentials summarises their common characteristics as:

[...]majority of micro-credentials are that they are acquired after a relatively short period of learning, are expected to be relevant in the labour market, and may recognise the development of wider transversal skills. (Orr, Pupinis & Kirdulytė, 2020, 39).

Another report also recognised the definitional variety but defined micro-credentials based on the learning achievement of the individual (student):

The most common core defining features of these credentials are that they provide recognition of:

- what a person knows and can do at a modular level in a very specific focus area;
- learning achievement that has been verified and assessed by a trusted source; and
- skills and competencies gained from formal, non-formal, and/or informal learning experiences that are specific to purpose. (BCCAT, 2020, 7)

The main advantages of the approach would be facilitating credentials suited to a diverse student group (including degree-seeking students and non-modal students) and that are relevant to the labour market in terms of facilitating alternative pathways within higher education for work-related purposes (cf. Orr, Pupinis & Kirdulytė, 2020). The key barriers to the use of micro-credentials would be: “[...] challenges still exist in scaling up their use, signalling their benefits, and in building trust in micro-credentials among some stakeholders” (ibid., 42).

To summarise, barriers and enablers identified for the recognition of student participation, assessment and validating learning outcomes will depend on what method(s) of recognition will be employed in the educational model. While the traditional methods of recognition involve heavier administrative burdens and require extensive harmonisation of regulations, they could potentially attract a more diverse student population. Micro-credentials could represent an interesting administrative enabler premised on regulatory flexibility but will require the development of a framework of common standards and might not appeal as a credential to all types of students.²¹

2.3.5. Learning management systems and digital accessibility

The importance of web-based learning management systems and essential characteristics such as user-friendliness, intuitive interfaces and possibilities of pedagogical creativity is highlighted by the COVID-19 pandemic, which forced higher education to shut down campus education and instead provide instructions online. The learning management system is an important prerequisite for successful internationalisation at home, and the way digital accessibility is regulated and provided can be impactful for teachers and students, either as a barrier or an enabler. A possible obstacle to consider could be what type of web-based learning management systems are being used at each

²¹ See ‘Why a European approach is needed’: https://ec.europa.eu/education/education-in-the-eu/european-education-area/a-european-approach-to-micro-credentials_en

partner university (e.g. a majority of the partners use Moodle or Canvas, and UL uses multiple systems between faculties). The possible impact of the barrier depends on what digital solutions could be developed for inter-platform communication or corresponding technological solutions that do not require an additional burden of time for student users, teachers and administrators in planning and disseminating courses or course activities. The goal of a collaborative digital platform is listed in the project application:

The EUTOPIA partners will organise cross-disciplinary content on a collaborative learning platform. An important objective of this platform is to create transparency and a portal for all stakeholders (staff, students, external) involved in the partner universities. On the platform all curriculum development within the EUTOPIA project will be kept up to date. (EUTOPIA, 2019, 29).

As for accessibility, while it is technically possible to provide open access to CANVAS, regulations at, for example, a majority of the partner universities require users to be either enrolled or employed at the university before granting access through an individual digital student ID ('student login'). Regulations on enrolment as the basis for receiving a student login ID are premised on licensing expenses for providing accounts to students to the LMS, but there are local regulations on providing certain copyrighted materials only on a closed platform or internal network.²²

In Sweden, a federated login service named SWAMID (provided by SUNET) allows universities to deliver access to their local learning management systems to all national students, as long as the students attend a higher educational institution that is part of the identity federation. In Spain, a similar local and national network of identity federations is shared between Catalan and Spanish universities. The corresponding global network would be GÉANT, which connects national research and education networking organisations in Europe with a significant number of countries around the world. MyacademicID is one of its ongoing projects, which aims to develop a European Student eID scheme for higher education²³. If successfully developed, this would permit students to identify themselves and gain access to participating higher education institutions with a single login across many countries. It also aims to link existing identification and authentication federations and could be an important future enabler and facilitator for digital accessibility and communication for students and staff at the partner universities within the EUTOPIA alliance.

Additionally, important legal ramifications for equal accessibility pertaining to a specific platform, namely Canvas, needs to be considered. Canvas is developed and published by the company Instructure, Inc. and this system is found at a majority of the involved partner universities. Instructure complies with legislation and regulation in the United States, which is the company's place of residence. Consequently, unauthorised use of Canvas is prohibited²⁴ (unless specifically permitted by the U.S. government) in a number of countries and regions (e.g. Cuba, Iran, North Korea, Syria

²² See section on intellectual property rights and copyrights for more information.

²³ Source: <https://myacademic-id.eu/the-project/about-ok>

²⁴ Source: <https://community.canvaslms.com/t5/Canvas-Basics-Guide/Which-countries-are-restricted-from-using-Canvas/ta-p/27>

and the region of Crimea)²⁵. While these countries and regions are not currently part of EUTOPIA, this could possibly affect future cooperation with potential guest lectures, travelling staff and students, additional partners as well as external stakeholders. Using Virtual Private Networks (VPN) as a workaround is an option for gaining access, depending on the legality of VPNs in the users' place of residency.

To summarise, employing a European student identity federation could serve as an important enabler to digital accessibility. However, a barrier to accessibility to learning management systems is identified in American legislation prohibiting access to CANVAS for individuals in a small number of countries. The significance of the barrier is currently deemed minor but could present potential problems in the future depending on where staff and students are recruited from.

2.4. Inter-university cooperation and networking

Fostering and nurturing collaboration is at the heart of internationalisation of higher education, and partnerships between universities benefit both staff and students. International collaboration and experiences of internationalisation prepare students for living and working in a globalised society. The EUTOPIA project envisions the development of its learning communities along the principles of openness and inclusion with strong societal engagement for its participants:

EUTOPIA is much more than a university network. It is aligned in terms of a fundamental vision regarding the value-added contribution of academia to society. We therefore believe that, in order to grasp the full benefits of its universities, Europe needs to open up higher education and foster an ambitious academic engagement with the most dynamic and transformative elements of social construction. This demands a continuous cooperation between faculty, staff, students and representatives from both public and private sectors. To achieve this, EUTOPIA's partner universities will pursue educational formats and processes that are designedly collaborative. In our learning communities we shall address the grand challenges of our societies. We shall invite and undertake assignments from market-based companies. We shall support problem-solving in for-social-profit organisations. We shall apply dual learning techniques by soliciting and organising internships. We shall favour research-inspired learning in our curricula that involves real-life contemporary challenges. (EUTOPIA, 2019, 7)

An important driver of transnational collaboration is strong leadership with a common vision, shared topics and interests (Karvounaraki et al., 2018). A joint commitment to taking on societal responsibilities speaks of the principles, core values and responsibilities of universities in the future development of Europe. The articulation of internationalisation, collaboration and partnerships with external stakeholders in the educational visions and strategic plans of the partner universities is reviewed and highlighted in the following sections together with examining national and local regulations on intellectual property rights.

²⁵ The restrictions are not specific to Canvas learning management systems but to all software that is created and licensed by companies in the United States. Similar restrictions can also be found for Zoom, source: <https://support.zoom.us/hc/en-us/articles/203806119-Will-Zoom-Work-Internationally>

2.4.1. Educational visions and strategic plans

An educational vision is a public declaration and description of a university's core values and organisational commitments. The international promotion of shared academic core values among the partners is facilitated by all the involved universities being signatories of the Magna Charta: "It recognises the more *global* nature of what universities do and the wider range of local responsibilities which they have." (Magna Charta, 2021). Internationalisation is an important joint goal in the partners' educational visions and strategic plans for the future. A joint commitment to internationalisation is an important driver for the EUTOPIA model and for supporting a future inter-university campus.

The current educational mission, vision and values of Pompeu Fabra University include commitments to internationalisation and social responsibilities in several aspects:

To become a prominent research university. We must be leaders in scientific discovery and innovation and achieve international leadership in our areas of expertise.

A leading research university, dedicated to public service which is positioned as one of the most internationally renowned higher education institutions in Europe, allowing it to draw the most talented and committed students and faculty.

Beyond the production and transmission of knowledge, we wish to associate our identity with a set of essential values that allow us to improve as people and to establish ourselves as a distinct, ethics-driven community in the increasingly global context of higher education institutions.

The UPF Strategic Plan 2016-2025 sets several strategic goals for UPF, for example "maximum internationalisation" and stipulates commitments to five strategic areas, namely: (1) teaching, (2) research, (3) outreach and reputation, (4) the university community and (5) finance and governance. The strategic area "Outreach and reputation" stipulates two main objectives: to impact the local community through outreach and to position UPF as an attractive reference point for its environment – where sub-objectives tie into internationalisation and cooperation, such as; strengthening knowledge-based partnerships, forging international partnerships and implementing policies to recruit excellent students (both Catalan and international). UPF's model of internationalisation is built on three pillars that focus on: 1) internationalisation in relation to students, 2) institutional strategies and 3) transversal aims. For students, the model stipulates important goals of developing internationalisation at home, recruiting and retaining international students, ensuring campus diversity to promote an intercultural experience and encouraging mobility experiences. Institutional strategies include facilitating and monitoring the implementation of the Strategic Plan for Internationalisation, supporting bilateral collaborations and deepening international networks and supporting initiatives in internationalised research. The transversal aims include adapting welcome services for incoming staff and students, adapting internal communication and improving external communication and international projection (UPF, 2021b).

The current educational vision and values of the University of Gothenburg are specified in the document *Vision 2021-2030: A University for the World*, in which internationalisation, collaboration and the social responsibilities of the university are highlighted:

The vision of **A University for the World** [sic] expresses the endeavour to be an international higher education institution that assumes responsibility for societal development while helping to build a sustainable world.

The University of Gothenburg will foster internationally distinguished education and research in all the sciences with a view to contributing to the evolution of knowledge and enhancing its own competitive power.

All education will be connected to research, and the quality of both teaching and research will be reinforced by collaborative projects on local, regional, national, and international levels.

The internationalisation strategy 2021-2024 recognises four strategic areas that will be prioritised: (1) sustainable development, (2) international relations and cooperation, (3) responsible internationalisation and (4) competence provisions (Gothenburg University, 2021). The measures to support goals within these strategic areas include creating staff and student opportunities for blending traditional and virtual mobilities, supporting the ongoing work on creating windows of mobility in programmes leading to general and professional qualifications and increasing and improving international recruitment of staff. A recent governmental inquiry (i.e. SOU 2018: 3) highlights important national commitments to supporting and improving internationalisation within Swedish higher education. The inquiry's strategic agenda for higher education and internationalisation aiming to "brand Sweden as a knowledge nation" stipulates:

[...] that all international activities at higher education institutions should aim to improve the quality of higher education and research and should contribute to sustainable development, both nationally and globally. These objectives should also guide the work to strengthen Sweden's attractiveness as a knowledge nation and a study destination. (SOU 2018:78).

Collaborations and partnerships with external stakeholders at multiple levels are supported and tied to the commitment of taking on social responsibilities:

In close cooperation with a variety of agents in society, on local, regional, national, and international levels, the University will pursue improvement and innovation in society at large. By way of constant development in education and research, the University will meet society's long-term need for competences and knowledge while preparing students for their future working lives.

The current educational vision and values of the University of Warwick from the document *Education Strategy. Learning beyond boundaries* underline the position of internationalisation in education:

A Warwick education will be more research-led and international in outlook, achieved through our staff and students working in partnership to co-create the educational experience. The effects will be truly transformative and enriching – for our students and their impact on society.

The education strategy consists of different strategic directions that have been defined in four thematic areas: disciplinary excellence, interdisciplinarity, internationalisation, and student research, underscoring that: "A Warwick education will be characterised by excellence and distinctiveness" (University of Warwick, 2021). Internationalisation is thus embedded in Warwick's overall strategy, and in education it is broken down into two goals: (1) international pedagogy and vision and (2) student learning beyond boundaries of nation and culture. These are broken down into objectives such as supporting departments in developing visions and practices of internationalisation, strengthening the experience of international students, building on the Monash-Warwick Alliance, developing interdisciplinary modules and internationalising the students' experience. The public facing strategy *Excellent with Purpose* further underlines internationalisation as a strategic pillar (together with innovation, inclusion and regional leadership) with priorities aimed at focusing on developing significant and deep research and education partnerships together with

ensuring both staff and students benefit from growing intercultural interactions in the university context.

The current educational mission, vision and values of the University of Ljubljana highlights the importance placed on internationalisation as a core value:

The UL encourages interdisciplinary and multidisciplinary study, exchanges results of achievements in science and art with other universities and scientific research institutions, thus contributing to the Slovenian and world knowledge treasury as well contributing to the transfer of these achievements among the students and other users.

The strategic plan of the University of Ljubljana is defined in seven strategic objectives in the document: *University of Ljubljana Strategy 2012-2030. Excellent and creative*. One of these objectives recognises ongoing work on improving international cooperation and stipulates important goals for internationalisation as a strategic priority:

The University of Ljubljana is internationally recognized in individual areas of its activities. The scope of inclusion in the international research projects is increased, as is the financial value of the obtained funds. Still low is the teachers, researchers and students mobility as well as student/foreign staff ratio. The number of joint study programmes and provision of programmes abroad is low. By 2020, the University of Ljubljana will increase the number of outgoing students by one third, the number of incoming students, foreign teachers, and researchers by one fourth. More attention will be dedicated to information and preparation on the mobility possibilities for students.

The measures to increase these ratios and work towards higher international recognition include increasing offerings of degree programmes in foreign languages, increasing the provision of own study programmes abroad, increasing staff and student mobility and exchanges, recruiting foreign teachers and researchers and prioritising research integrated into international research networks. The Slovenian government adopted a strategy for internationalisation of higher education 2016-2020 stipulating a national vision of making Slovenia “an internationally renowned centre of knowledge” by focusing on several key areas:

[...] international mobility as a key feature of the Slovenian higher education and scientific research community; openness of institutions towards the international environment; high quality international scientific research and development cooperation; promotion of intercultural competences; and a focus on targeted priority regions and countries, as well as the ongoing promotion, support and monitoring of the strategy. (Centre of the Republic of Slovenia for mobility et al., 2016)

Collaborations with external stakeholders is emphasised and tied to improvements in research and societal development:

The UL cooperates with organizations from economy and service in public and private sector, with state organizations, local communities, and civil society. With this cooperation accelerates the use of own research and educational achievements and contributes to the social development. With active responses to events in the environment represents the critical conscience of the society.

The current educational mission, vision and values of Vrije Universiteit Brussel demonstrate an orientation towards openness, connectedness and internationalisation:

For more than 180 years VUB has helped build a better society as an innovative, free inquiring and critical thinking university. We are linked to the world from within our international capital Brussels. A never-ending quest for knowledge, insights and enlightenment form the golden thread in all we do in education, research and social commitment.

At the same time we continue to advance our very personal and democratic approach that enables all the members of the VUB-community to grow, so they can successfully take up their roles in the world of today and tomorrow.

The General Strategic plan 2018-2021 (i.e. Algemeen Strategisch Plan 2018-2021) lists three main values in the VUB strategic framework: (1) Freedom, (2) Equality and (3) Connectedness. Connectedness is explained as a university-wide commitment to involvement in societal challenges and a respectful relationship with fellow human beings and the world. Two strategic objectives in relation to openness touch on committing to develop an international, interdisciplinary and excellent research environment and strengthening social and industry networks. Two other strategic objectives for connectedness stipulate a commitment to stimulating a participatory and community-based education and research and aiming to strengthen VUB as an internationally and socially connected organisation. In the third strategic plan (i.e. Algemeen Strategisch Plan 2030, ASP2030) sustainability is also specifically highlighted with future priorities including integrating sustainability into the curricula of VUB and building sustainable partnerships with various actors in society and the world, such as the government, civil society and the private sector.

To summarise, an important enabler is thus how internationalisation is embedded in educational policy and strategies at the highest level at the partner universities, while simultaneously being tied to important values such as the recognition of the social responsibilities of universities, sustainability and a willingness to take on future societal challenges. Although the partners differ in experiences and the organisation of internationalisation (i.e. proportion of international exchanges, partnerships, joint degree programmes, number of international students and staff, etc.) they share a vision of the importance of internationalisation in higher education and its role in the future of European collaboration.

2.4.2. Support and encouragement of teacher mobility and collaboration

Policies, initiatives or stipends and grants encouraging and supporting staff and teacher mobilities are important enablers for the EUTOPIA model. Previous experience of and local commitments to international collaborations and partnerships involving university staff would also be important drivers and enablers.

The French government does not offer specific incentives regarding international mobilities for staff as the ERASMUS+ programme includes funds for these types of mobilities. CY encourages teacher participation within that framework. The internationalisation strategy at CY includes supporting internationalisation of the curriculum by encouraging staff to participate in training courses in English to prepare for internationalising their courses.

Both the Catalan and Spanish governments have their own scholarship programmes that support and complement ERASMUS. The internationalisation model at UPF stipulates encouraging bilateral collaborations with universities in other countries and intensifying current international networks. The encouragement of staff mobility and exchanges can be visible in the recently approved UPF's

ECHE (Erasmus Charter of Higher Education) for 2021-2027). It specifies how Erasmus and EUTOPIA can complement each other and how UPF is building on the internationalisation strategy by highlighting important strategic goals for encouraging staff mobility, such as “piloting and expanding blended-mobility to maximize the opportunities for students and staff” and “proactively supporting professors to engage in ERASMUS Mundus and joint degree initiatives”, and it combines both “global internationalization and internationalization at home” (UPF, 2021c). The UPF model of internationalisation additionally supports staff collaboration through stipulating important strategic goals like supporting bilateral collaborations and deepening international networks.

Staff and teacher mobility is encouraged at both national and local level in Sweden. The importance of internationalisation as a tool to improve quality within Swedish higher education was stipulated in a recent governmental inquiry proposing a national strategic agenda for internationalisation (including the promotion of mobilities for staff and students) and the following government bill (see SOU 2018, 3; Prop 2020/21: 60). The Swedish Foundation for International Cooperation in Research and Higher Education (STINT) was founded by the government in 1994 and serves as an agency to promote internationalisation in higher education. Its strategies include investing in international teacher collaborations, encouraging new collaborations and partnerships, funding through initiation grants and encouraging international experience for teaching staff through stipends for teachers' sabbaticals. UoG has several exchange agreements, stipends and partnerships at Nordic, European and international levels that encourage and facilitate (e.g. through ERASMUS+/ICM, Nordplus, Linnaeus- Palme, Svenska Institutet) staff mobility, teaching sabbaticals and hosting seminars abroad. At university level, the International Centre supports and facilitates staff and students' possibilities of internationalisation and functions as strategic support in key areas of internationalisation for university management, faculties and institutions.

The Slovenian Ministry of Science and Education finances internationalisation at national level through different calls, financing incoming visiting professors and outgoing mobility of professors. UL participates in available exchange programmes at European level (e.g. ERASMUS etc.), which is facilitated through the Centre of The Republic of Slovenia for Mobility and European Educational and Training Programmes (i.e. Center Republike Slovenije za mobilnost in evropske programme izobraževanja in usposabljanja, CMEPIUS). The Slovenian Research Agency (ARRS), an independent public organisation, aims to “[...] provide the scientific community with instruments enabling stable funding of scientific excellence” (ARRS, 2021) through financing bilateral (research) cooperation with European and third countries. For some of these activities (up to a certain extent), incentives include support for developing the infrastructure for at home internationalisation. In 2012, UL detected that the mobility rates (for teachers, researchers and students), the joint study programmes and the provision of programmes abroad were low together with a small proportion of international (foreign) staff members within faculty. By 2020, UL had rectified this by increasing the number of incoming and outgoing students, teachers and researchers. More attention has been dedicated to sharing information on mobility opportunities and preparing these mobility opportunities for students.

The Flemish government sets targets that steer internationalisation activities as well as support and partially funds staff and student mobilities through additional funds if these targets are met. The government-supported activities include internationalisation at home using different applications for blended learning, which by extension enables importing of courses from other universities, offering students an international perspective without physical mobility. In 2021, the Flemish government approved the draft of the vision note *Visienota. Voorsprongfonds Hoger Onderwijs*

(Vision note, Higher education advancement fund) in which the last of the three listed actions stipulates additional devotion and attention to the digital forms of education by supporting quality preservation of new forms of education founded during the pandemic together with a pursuit of more blended learning designs in the future. Furthermore, at VUB there are university-level efforts to provide internationalisation opportunities and mobility support for professors and staff as well as multiple international agreements with other universities.

For WU, Brexit and the end of participation in ERASMUS+ will be important barriers to teacher mobility and collaborations. Previously, WU was able to send teachers on mobility activities under ERASMUS, but after May 2023, this funding will be terminated. At national level, the current government support to stimulate mobility and exchanges is the Turing Scheme, which was implemented in September 2021. However, funding for staff mobility is not included in the Turing Scheme, as the main target group is students in higher education (HE), apprentices and learners in further education (FT) and vocational education and training (VET), recent (HE+VET) graduates, individuals not in permanent education or training, and school pupils (UK Government, 2021).²⁶ The programme places strong emphasis on equality and providing international opportunities in education and training and focuses on four main objectives:

- **Global Britain** [sic] – In line with the UK Government's vision of a Global Britain, Turing Scheme projects support high-quality placements, enhance existing partnerships and encourage the forging of new relationships across the world.
- **Levelling up** [sic] – Turing Scheme projects widen participation and support social mobility across the UK. They should help and promote equal access and opportunities to all students, learners and pupils regardless of background.
- **Developing key skills** [sic] – These projects offer unique, career-building opportunities. They give participants the hard and soft skills sought by employers, and bridge the gap between education and work.
- **Value for UK taxpayers** [sic] – These projects optimise social value in terms of potential costs, benefits and risks. (UK Government, 2021)

Turing will require travelling and will not fund internationalisation at home activities. However, internationalisation at home is an important part of WU's overall strategy: "We will achieve this by considering the international dimension of everything we do, from internationalisation at home, to our activities at local, regional and global levels." (University of Warwick, 2021). International collaborations for staff and researchers are encouraged and stimulated at WU through internal and external funding opportunities, for example the International Partnership Fund, SJTU-Warwick Joint Seed fund and FAPESP-Warwick Joint Fund. Furthermore, WU has implemented an Immigration Support Scheme to support international staff and reduce the financial burden of visa procurements post Brexit as well as offering extensive guidance to both international staff and students in terms of alleviating the effects of Brexit on immigration, health care, travel, finance and mobility.

²⁶ At this time, the funding has only been awarded for one academic year (i.e. September to next August) so the future is still uncertain.

The risk of administrative overload is also identified as a barrier to staff participation in international collaboration and learning communities. While facilitating local autonomy is imperative, some oversight of local conditions and prerequisites is still necessary to safeguard the longevity of the cooperative structures and its participants and serve the common alliance ideals of inclusion and fairness. It is important that participation in EUTOPIA for teaching staff be adequately compensated at national or transnational level to avoid a cumulative administrative burden effect that will strain current and future participants as well as potentially deterring participation in the project and its activities. Without fair prerequisites for participation, there will be a risk of selection bias that could potentially have negative effects on goals of involving varied and diverse teaching teams in the learning communities.

To summarise, an important enabler is the policies, incentives and grants encouraging and supporting staff and teacher mobilities and international collaborations and partnerships that are present both at national and local level at a majority of the partner universities. However, Brexit is identified as a barrier specifically for WU, as the end of participation in ERASMUS+ will represent a significant future challenge.

2.4.3. Intellectual property rights and cross-border sharing of educational materials

An important aspect of striving to provide and facilitate open access to and co-creation of educational materials on in-learning communities and the dissemination of, for example, websites or digital learning platforms is intellectual property rights. Copyright is the legal protection for a creator of an original work and can cover different expressions: “Works covered by copyright range from books, music, paintings, sculpture, and films, to computer programs, databases, advertisements, maps, and technical drawings.” (WIPO, 2021). The oldest international agreement is the Berne Convention for the Protection of Literary and Artistic Works administrating copyrights (outside the EU). The main principles of the convention include, for example, fixed copyrights, duration of protection and automatic protection for works produced by residents in one of the member countries along the mandates of domestic legislation. Other agreements include the WIPO Copyright Treaty (signed in 1996) and The Agreement on Trade Related Aspects of Intellectual Property Rights (TRIPS; signed in 1996 and administered by the World Trade Organization). EU copyright law is comprised of 11 directives and two regulations, seeking to harmonise copyright across member countries, and a large part of these reflect the obligations stipulated in the previously mentioned agreements (European Commission, 2021).

A recent outcome of a legislative process aiming to modernise EU copyright rules has resulted in an adaption more suitable for the digital age: *the Directive on Copyright and Related Rights in the Digital Single Markets*. It contains three new main changes: 1) Text and data mining (exception), 2) Use of works in digital cross-border teaching activities and 3) Preservation of cultural heritage. The second

adaption of the directive will be an important enabler for the connected learning communities when the adapted directive has been enacted into national law²⁷. The adaption entails the following:

In order to keep up with younger generations and comply with the European Commission's Digital Education Action Plan 5, there was a great need of introducing an exception that allows the use of digital materials in cross border teaching activities. Indeed, up to now, article 5.3(a) of the InfoSoc Directive allowed for these materials to be copied and made digitally available but this was mainly limited to the national environment. (European IP Helpdesk, 2021, 5).

However, the exception to the use of protected content relies on specific conditions, for example, only for teaching and learning activities performed by educational establishments, non-commercial use only, facilitation through secure electronic environment and only to the extent that is necessary for a specific activity (European IP Helpdesk, 2021, 6). The Directive further allows member states to make the adaption to be conditioned on "suitable licenses", however, the definition of the term "suitable" has not yet been determined in terms of the conditions and prices for the offering of such licences (ibid.).

National and local laws and regulations in partner university countries grant different rights to teachers and staff producing original works within their employments. Teachers and professors employed at higher education institutions in Sweden and Belgium are primarily the owners (rights holders) of the teaching materials (e.g. lectures, PowerPoint presentations, etc) they create, if the materials fulfil a certain degree of originality and independency (Wolk, 2011; VUB, 2020). Digital storage or dissemination does not affect this copyright protection. In Swedish and Belgian contexts, permission to distribute the material through open access is therefore required from the creators²⁸. As a rule in Sweden, individual teachers retain the rights to their own material, but a governmental inquiry into the rights of the institutions of higher education also clarified their right to the material: "[...] employer has the right to use the material in its operations at no cost" (Carlson, 2015, 273; SOU 2012: 41). A unified common practice or approach is currently not in effect between the Swedish institutions of higher education, where a divide between tradition and new is visible in older universities, generally stating that the rights belong to the individual teachers and researchers while newer institutions also claim rights for their institutions (see Carlson, 2015). UoG recently amended its intellectual property rights policy post-COVID on individual staff ownership of their created teaching materials that argues that the university has the right to use the materials created by individual teachers (regardless), but this legal interpretation has been challenged by Swedish union organisations.

Bonus copyright access offers educational institutions agreements and collective licences that enable internal sharing of copyrighted material (both in print and digitally) premised on certain restrictions

²⁷ See for more information on current progress: <https://digital-strategy.ec.europa.eu/en/news/copyright-commission-calls-member-states-comply-eu-rules-copyright-digital-single-market>

²⁸ Unless other specific agreements between the employee and the employer are established that negate individual copyrights, for example in research projects together with private actors or stakeholders that could involve confidentiality agreements or commercialisation of intellectual properties or patents.

in usage and volume of photocopying (e.g. 15% of the whole text, maximum 15 pages). At VUB, exceptions from copyright include referencing or quoting material and free implementation in the context of school activities (e.g. through PowerPoint presentations or showing a video in the classroom). For other activities (e.g. photocopying 10% of a text, reproduction in teaching), VUB pays a blanket licence to Reprobel²⁹ that: “[...] ensures that for photocopies, prints and digital re-use of copyrighted work for which you cannot find a solution in the market, you need no further permission from the rightholder and you can start sharing knowledge with legal certainty.” (Reprobel, 2021).

Similar agreements and licences are used at UPF. Referencing and citing materials or images is allowed. UPF has signed an agreement that, together with intellectual property law and the negotiations of the Conference of Rectors of Spanish Universities (CRUE), enables partial reproduction. The fee agreement (i.e. based on an annual fee per student) with CEDRO (Spanish Center for Reprographic Rights) and VEGAP (Visual, Visual Artists Management Entity) enables partial reproduction of up to 10% of the total text (as a photocopy, in Aula Global³⁰ or other digital platforms). Article 32.4 of Spanish intellectual property law³¹ (IPR) stipulates important conditions for the partial reproduction and distribution of materials, namely that they are available through internal and closed networks only accessed by staff and students. In practice, the materials can therefore only be available to students registered at UPF. As for ownership of materials produced by teachers during their employment, the interpretation of the applicability of IPR differs. While IPR law stipulates that for work produced by employees within businesses, their employer owns the rights to it, there are different legal interpretations on whether this applies to the public administration sector and civil servants. The common practice at UPF includes always asking professors and teachers for their consent before making educational material available in open repositories (i.e. unofficially acknowledging individual ownership).

The basic principle that is the legal ground for UL's rules on intellectual property rights stands: “Economic rights in intellectual property, created within the course of an employment, belong to the employer (University).” (Lesjak, 2016, 2). However, Article 5 in the *Copyright and related rights Act* stipulates that “[...] copyright works are *individual* intellectual creations” and the works are defined as, for example, “lectures”, “studies”, “presentations of scientific, educational or technical nature (technical drawings, plans, sketches, tables, expert opinions, three-dimensional representations and other works of similar nature)” among others. This suggests a similar organisation of copyright as in Sweden and Belgium. If the material has been published by a UL publishing house, legal aspects of this will have to be resolved bilaterally with the publishing house.

To summarise, national legislation and regulations are identified as barriers to cross-border sharing of copyrighted and published commercial materials that will involve costs and specific permission

²⁹ Reprobel is a collective private management company that manages copyrights and legal remuneration rights.

³⁰ The Aula Global is the virtual environment at UPF. See: <https://www.upf.edu/web/factoria/aula-global>

³¹ Real Decreto Legislativo 1/1996, de 12 de abril, por el que se aprueba el texto refundido de la Ley de Propiedad Intelectual, regularizando, aclarando y armonizando las disposiciones legales vigentes sobre la material: <https://www.boe.es/buscar/pdf/1996/BOE-A-1996-8930-consolidado.pdf>

from authors or publishing houses (i.e. commercial licences). Sharing (co-created) educational materials seems less problematic, as professors and teachers within the learning communities can consent to sharing (unpublished) materials they authored. However, the new digital adaption of EU copyright rules will be an important enabler when the directive is enacted into national law in the partner university countries. The character and timeline of the national enactments will further determine the scope and effect of the enabler for the learning communities.

3. Discussion

The main purpose of the report was to provide an insight into regulatory aspects that are relevant for the future development of the EUTOPIA educational model by describing two types of regulatory context: 1) the characteristics of curriculum building in each university and 2) the characteristics of inter-university cooperation. Results emerged from the themes on what legislative and regulatory barriers and enablers were deemed impactful for a future expansion of the EUTOPIA educational model. Key findings on barriers and enablers are discussed and presented below, together with policy options and strategies that have the potential to alleviate barriers and exploit current enablers to meet future challenges. The discussion and suggestions are guided by important factors such as promoting transnational collaborative aspects and the core principle of retaining local autonomy for the six involved partner universities. The identified barriers presented previously differ in their estimated impact and effects over national contexts, therefore the discussion on both policy options and strategies will mainly focus on the barriers considered most central at this stage.

(1) Curriculum building

Barriers

- Social stratification of higher education
- National and local regulations controlling degree programmes
- The academic calendar
- Recognition of student learning outcomes (+national legislation on diploma supplements)
- Brexit
- National regulation on language of instruction in higher education

Enablers

- Regulations allowing the integration of course/module electives in degree programmes
- International and national networks of identity federations
- Micro-credentials

The social stratification of higher education, national and local regulations controlling degree programmes and the academic calendar are identified as the most relevant barriers for the EUTOPIA educational model with respect to curriculum building and student accessibility. They represent important obstacles to both equitable student access to the educational model and staff recruitment in the long term. The barrier of regulations on degree programmes and course electives is contextual, that is, where these regulations are restrictive they act as a barrier but are an important enabler at partner universities where they are less strict. Additionally, the nature of the barrier is premised on national and local legislation and regulations. Alleviating the effects of national regulations and legislation and the academic year for transnational collaboration in higher education would require EU harmonisation. Correspondingly, as concluded by previous reports (see Karvounaraki et al., 2018), these effects could be alleviated through policy reform such as instituting common EU-wide standards through the introduction of a European statute. The development of a European approach

and common framework for micro-credentials will open up learning opportunities (see European Commission, 2021) and serve as an important enabler for recognising learning outcomes within the educational model. Alternatively, working towards nationally directed policy reforms in countries with stricter regulations on degrees, programme structures and diploma supplements represents another option. Depending on the parameters of a future expansion of the educational model, creating administrative exemptions for individual students participating in EUTOPIA could serve as a temporary (albeit administratively cumbersome) solution for some of the identified barriers. The solution is premised on the number of participating students remaining low.

(2) Inter-university cooperation and networking

Barriers

- National legislation on intellectual property rights
- Brexit
- Administrative overload for participating staff

Enablers

- Educational visions and strategic plans prioritising internationalisation
- Joint academic core values
- National and local stipends encouraging staff mobility
- Directive on Copyright and Related Rights in the Digital Single Markets

The identified barriers to and enablers for inter-university cooperation and networking impact the EUTOPIA educational model peripherally compared to the context of curriculum building. Most of the impact will be on staff recruitment and participation and digital sharing of educational materials. Important enablers consist of how internationalisation of higher education is embedded at the highest level of all the partner universities together with a strong commitment towards sustainability and societal responsibilities, national and local policies/incentives/grants promoting teacher mobilities and international partnerships and the new digital adaption of EU copyright rules. The identified barriers include Brexit, national legislation on intellectual property rights and the risk of administrative overload to participating staff. As previously discussed, legislation on intellectual property rights enables co-creation and dissemination of educational materials by teachers while the barrier concerns sharing commercially published material (e.g. books, articles, etc.) with students. Restrictions limit the proportion and venue of the sharing (e.g. being constrained to making a small percentage of materials available only to enrolled students and through copies or the digital learning management system). However, a future national enactment of the Directive on Copyright and Related Rights in the Digital Single Markets will most likely offset the barrier and enable transnational sharing of educational materials. Finally, Brexit represents a significant future challenge for EUTOPIA and Warwick University, both in terms of facilitation of student exchanges and regarding financing teacher mobility without participating in the ERASMUS+ framework. Moreover, the previously proposed policy options relying on EU harmonisation will not counteract the effects of Brexit.

3.1. Conclusions

EUTOPIA can challenge the identified barriers and use the enablers by committing to future (internal) strategies that secure diversity in the Connected Learning Communities, require long-term follow-up of participants and linking identity federations between partner universities.

1. **Securing diversity in the Connected Learning Communities through a predefined selection process:**

EUTOPIA has the opportunity to challenge the barriers of social stratification of higher education and student recruitment for internationalisation and the effects of national and local regulations for degree programmes and course/module electives by implementing strategies that are aimed at reaching and securing a heterogeneous student population. Implementing future selection strategies and criteria that promote diversity (i.e. in topics, activities, qualifications/degrees and cycles/levels) when choosing courses that will be implemented in the CLCs will be crucial together with regular follow-ups on the outcome of the selection procedure. These predefined criteria should centre on wide student accessibility and recruitment and require that EUTOPIA-labelled courses be selected and promoted across different degree programmes, disciplines and faculties at each partner university. The aim of these arrangements should be to secure and capture local and regional diversities through a transparent selection process in which key indicators take into consideration the national and local student compositions.

2. **Developing evaluation strategies for long-term follow-up of staff and student participation and outcomes:**

Long-term follow-up of participation in the EUTOPIA educational model while controlling for individual background characteristics and institutional factors will be a crucial strategy to implement to examine that the inclusion ideals of the alliance are upheld over time. It also represents an excellent research opportunity to examine the added benefit effects of participation in the unique EUTOPIA model on student outcomes, which can shed light on the effects of participation on educational achievements, future career trajectories and labour market establishments. These follow-ups can be performed within the EUTOPIA project by disseminating annual surveys to staff and student participants within the educational model or implementing identifiers of EUTOPIA participation in individual level statistics that are collected at national (e.g. census, administrative population-based data registries) or local level at each partner university.

3. **Linking identity federations between the involved partner universities to promote digital accessibility to the local learning management systems/platforms:**

Enabling students to use their home student logins or the future European Student eID scheme MyacademicID would be an important enabler. The main advantages include using current digital structures and (partially) circumventing local copyright restrictions on teaching materials. In line with the transnational design of the project, the possibility of joining a European identity federation (or creating a EUTOPIA-based federation) will enable local staff to disseminate courses without having the burden of administering courses on an additional platform. It could also promote and support future digital participation and

cooperation with staff and students involved in the other transnational alliance that has been selected in the European University Initiatives.

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5. Appendix A

Interview guide – Barriers and enablers

1. Learning units and curriculum

1.1. Integration of learning units

- What possibilities do the degree programmes at your university offer to integrate courses from other/foreign universities?
- Do these integration possibilities differ for programmes that lead to professional activities (for example doctor, teacher, legal professions, etc.)?
- What is the procedure for accepting such courses or modules in the programmes? Please indicate the length of time and decision levels involved in such a procedure.
- What type of agreement is needed with the partner universities offering the course for exchange?
- Do the students' choices for such a curriculum component emanating from a foreign university have any impact on the funding of your university and/or is there a financial repercussion for the student taking this course?

1.2. Validation and transfer of credits

- When students choose a learning unit emanating from another university how can they obtain credits for this course?
- Can they get an exemption for a similar number of credits in their regular programme?
- How will the successful completion of a EUTOPIA-labelled COURSE be validated and made visible on the degree supplement?

1.3. Assessment and examination

- What are the most frequently mentioned obstacles related to assessment and examination procedures as experienced by students participating in an international exchange at your university (incoming and outgoing)?

Examples could relate to:

- Deadlines for registration
 - Information on prerequisites
 - Academic calendar
 - Procedures for re-assessment
 - Grading mechanisms
- Other ...
- What are the general rules for assessment and re-assessment at your university?

- Are there any specific procedures for regulating the situation of a student who fails one or more courses in an exchange programme?
- Does the university apply specific rules to avoid fraud/plagiarism in international exchange programmes?

1.4. Learning platform

- What virtual forum or learning platform is available at your university?
- Is the information on this platform accessible/understandable to exchange students or are they referred to parallel tools?

1.5. National context

- Are there any kinds of restrictions imposed by the government on the internationalisation of the curricula?
Examples can be related to language requirements for course activities, course material or assessment, etc.
- Does your government stimulate international mobility for staff and students?
- Do these incentives include internationalisation at home activities?

2. Learning communities and inter-university cooperation

2.1. Cooperation

- How important is cross-campus cooperation in the educational vision of your university ?
- Does your university encourage teacher mobility? If yes, are there any limitations for the staff categories that can participate in this?
- Is there a history of decisions limiting international cooperation at your university?
Examples can be measures to avoid risk for staff and students emanating from political instability or other dangers in host countries.

2.2 Intellectual property issues

- In the learning communities, course material will be exchanged and co-created across EUTOPIA universities: are there any copyright issues related to course material produced at your university?
- The EUTOPIA educational model favours cooperation with stakeholders in a wide range of public and private organisations outside academia. These stakeholders play an important role for the set-up of case studies and challenge-based assignments for the students. Do you know of any agreements regulating the confidentiality of data and other information revealed by external stakeholders to academic staff and students at your university?