



# How did the “European University Programme Start?”; Why?; What Are the Basic Principles of the Programme? ...



- 2018 EU's Programme to Support EDUCATION, TRAINING, YOUTH and SPORT.
  - € 14,7 Billion Budget for Individuals and Organisations.
- Grants for Several Actions:
- Promote Growth, Jobs, Social Equity and Inclusion
  - Promote Sustainable Development in Higher Education and in the EU Youth-Strategy



- **EUROPEAN UNIVERSITIES INITIATIVE: Building the Universities of the Future and Building the Future with Universities**
- Universities Are Given the Mandate to Trigger Unprecedented Levels of Institutionalised Co-operation, Making it Systemic, Structural and Sustainable.

## Specific Issues Tackled by the Programme:

- Reducing Unemployment
- Promoting Adult Learning (new skills)
- Encouraging Young People to Participate in European Democracy
- Supporting Innovation, Cooperation and Reform
- Reducing Early School Leaving
- Promoting Cooperation and Mobility within EU



- **In Summary: TWO Great Objectives:**
  - - Promoting Common European Values and a Strengthened European Identity
  - - Reaching a Substantial Leap in Quality, Performance, Attractiveness and International Competitiveness of European Higher Education Institutions.





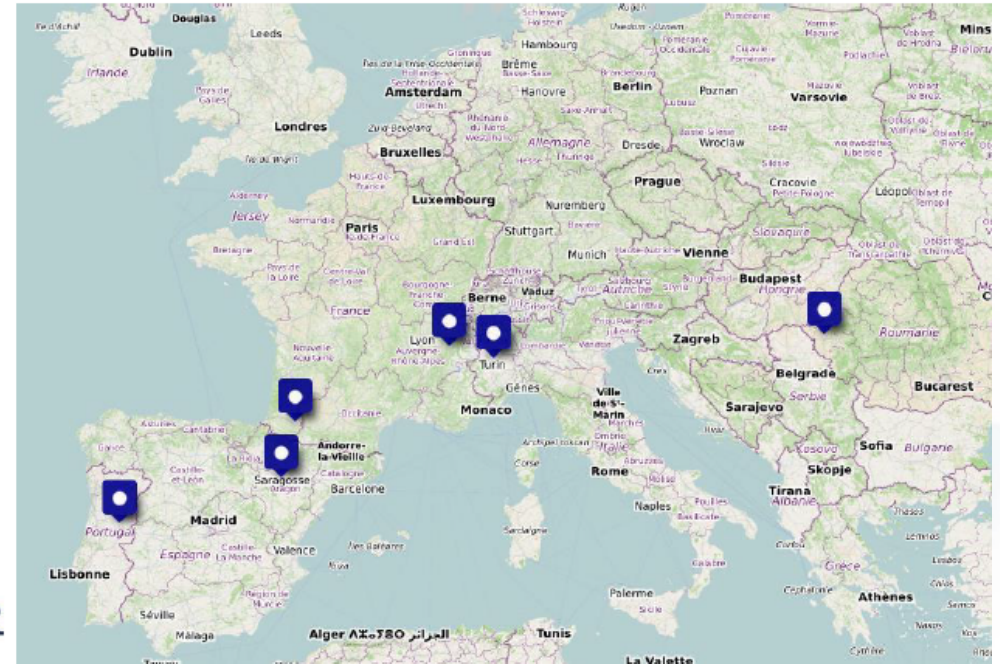
## An Eastern/Western alliance, linked by Romance languages :



UNIVERSITÀ  
DEGLI STUDI  
DI TORINO



Universidad  
Zaragoza





- **First Phase** of the Alliance from 1 Nov. 2020 to 31 Oct. 2023 with six universities, coordinated by the University of Turin.



- **Second Phase** of the Alliance will be Applied for at the Beginning of 2023 with New Members up to a Group of Eleven Universities.
- **New Members** (West to East): Instituto Politécnico de Guarda (Portugal), Universidad Pública de Navarra (Spain), Haute Ecole Spécialisée de Suisse Occidentale (Switzerland), Università degli Studi di Brescia (Italy), Universitatea Transilvania din Brasov (Romania) and as Special Associated Partner: Yuriy Fedkovych Chernivsti National University (Ukraine).





- **UNITA Alliance Was Founded on Common Features and Principles:**
  - Romance Languages and Culture
  - Mountain & Cross-border Territories with Strong Rural Bonds
  - Common Expertise and Development Interests in: Circular Economy, Cultural Heritage and Renewable Energies
  - Need to fight Depopulation in our Regions with Attractive Study, Research and Innovation Programmes in Collaboration with Social Agents



- **UNITA's Mission:**

- Creating a **participative, open, inclusive** and effective European university
- Developing **excellent** research-driven and student-centred **education**
- Promoting **multilingualism** and the diversity of languages in Europe
- **Reducing inequalities** between core and non-central regions through the sustainable development of rural and mountain areas
- Creating an **inspiring learning environment**
- Reaching Mobility for ALL
- Contribute to strengthening the European Identity
- Ensuring the continuity and uptake of the UNITA approach



## UNITA's Action is Structured in 8 Work Packages (WPs):

WP1 – Management and Coordination

WP2 – Teaching and Learning: Flexible and Student-centred

WP3 – Multilingualism

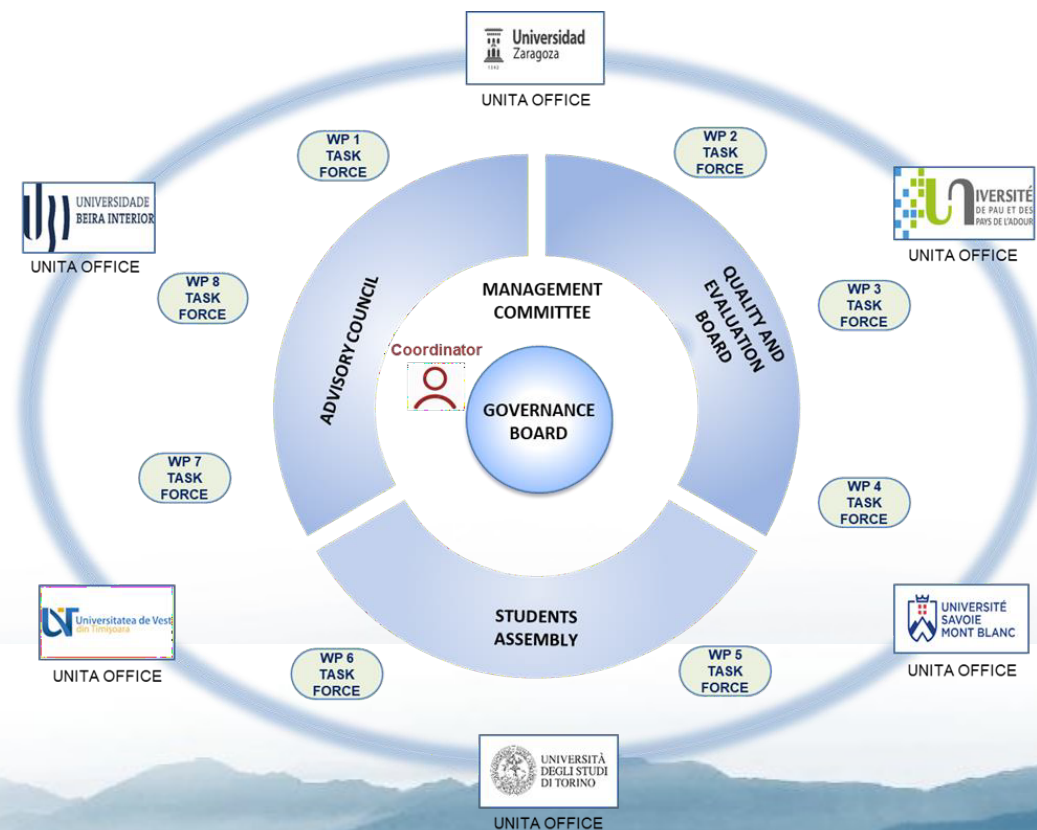
WP4 – R&I Focusing on Rural and Mountain Territories Needs in Renewable Energies, Cultural Heritage and the Circular Economy

WP5 – Inter-University Campus

WP6 – Mobility-4-All

WP7 – The Highlander Perspective on European Identity

WP8 – Sustainability and Dissemination



# WP2: UNITA Teaching and Learning => Flexible and Student-centred



		Year 1- Months						Year 2- Months						Year 3- Months					
		1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	23-24	25-26	27-28	29-30	31-32	33-34	35-36
<b>WP2</b>	<b>UNITA Teaching and Learning : flexible and student-centred</b>																		
<b>T2.1</b>	<b>Supporting the personalisation and recognition of study paths</b>																		
	T2.1.1 Developing faster recognition tracks																		
	T2.1.2 Building and networking the Hubs of Success																		
	T2.1.3 Cross-checking successful study paths																		
	T2.1.4 Promoting UNITA diploma supplements, towards new joint and flexible UNITA curricula																		
<b>T2.2</b>	<b>Sharing best practises in digital learning and student-centred pedagogies</b>																		
	T2.2.1 Networking the innovative teaching and learning centres																		
	T2.2.2 Exchanging best practices on student-centred pedagogies																		
	T2.2.3 Sharing best practices on digital learning																		
	T2.2.4 Comparing models of connected campuses																		
<b>T2.3</b>	<b>Assessing UNITA quality of teaching and learning</b>																		
	T2.3.1 Benchmarking internal and external quality assurance approaches																		
	T2.3.2 Measuring the UNITA students learning experience																		





## Developing Faster Recognition Tracks:

Certain widely used recognition tracks of our three knowledge areas can be regulated and standardized in order to offer students faster or more direct recognition tracks.



## Task: Creation of Hubs of Success

- Preparation of tools
  - matrix cartography
  - booklet of Unita's facilities for students mobility
  - international experience-skills recognition
- staff training
- organisation of HoS at Unita level
  - identification of a coordinator/university
  - identification of a coordinator/type of consultation/university



- **TASK: Continuous checking of successful study paths**
- How do we define successful in this context? => Two main factors: demand from students at universities and demand from employers in the labour market. Traditionally UNIZAR runs labour surveys 5 years after graduation.

- **TASK: European DIPLOMA Supplements:**
  - - Concept created and recommended by EU
  - - Laws regualting it => National legislation – At UNIZAR we have been producing them for 10 years now. Very useful for potential employers
  - Include UNITA references



- **TASK: Sharing Best Practices in Digital Learning and Student-centred Pedagogies**
- **- Innovative Teaching – Digital Learning – Connected Campuses**

- **TASK: Assessing QUALITY in Teaching and Learning**
- **- Benchmarking of Internal and External Quality Control Approaches**
- **- Measuring Students' Learning Experience**





- **MICROCREDENTIALS**
- MOOC-like short courses:
- Specialization focused on very specific topics demanded by the labour market.
- They must be: Certifiable, short, specific, stackable competitive
- They should be: Affordable, practical, on-line or hybrid

- LEGAL Regulations for Microcredentials
- Most EU Countries Still Working on the Legal Framework
- Spain already Has a Legal Framework:
- Real Decreto (Royal Decree) 822/2021



- RD 822/2021 specifically allows Spanish universities to teach non-official studies known as “microcredentials”. The number of ECTS granted by these studies must be under 15. Admission to those studies will not always require the applicant to hold a previous university-degree. These “microcredentials” will certify learning outcomes obtained as a result of a short educational activity.



## WP7: The Highlander Perspective on European Identity



- A Union of Law built on respect for the rights of citizens
- European Citizenship as a set of rights complementary to those corresponding to nationality
- European Citizenship as a foundation for the construction of a European Identity

- European citizenship rights catalogue

Free movement of persons and residence	Active and passive suffrage in municipal and European Parliament elections	Protection of the diplomatic and consular authorities of any Member State
Right to petition to the European Parliament and the European Ombudsman	Right to request and receive a response from any Institution of the Union	Access to documentation of the institutions of the Union



- WP7 (UNITA) Objective: Integrate the vision of the inhabitants of rural, mountainous and peripheral areas, as well as that of other groups, in the process of building a European citizenship and identity.

- Target groups:

university community  
(mainly students)

Civil society (mainly rural areas,  
migrants and refugees)

- Fields of action:

Debate and dissemination  
(Workshops, conferences, IF,  
Audiovisual contest)

Research  
(doctoral thesis and  
Prizes for  
dissertations)

Training  
(Virtual and face-to-face  
courses for the  
university community  
and civil society)