



THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION

Member of the European Association for Quality Assurance in Higher Education - ENQA

Listed in the European Quality Assurance Register for Higher Education - EQAR

External Evaluation Report of the UNITA European Universities Alliance

INTERMEDIARY EVALUATION

August 2023

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Annex 1: ARACIS – UNITA Meetings programme

I. Introduction

This report presents the process and results of the external evaluation of the UNITA – Universitas Montium European University alliance, performed by the Romanian Agency for Quality Assurance in Higher Education (ARACIS).

The external evaluation process was conducted following the [European Framework for the Comprehensive Quality Assurance of European Universities](#), elaborated within the EUNIQ project with the support of the ERASMUS+ program. The three first criteria were considered, considering that the alliance is in its first three years of existence. A final evaluation will be performed later, considering all evaluation criteria.

The following Experts Committee (Evaluation Panel) oversaw the UNITA external evaluation:

- National expert: Prof. Ph.D. Romita Iucu; University of Bucharest, Romania.
- International expert: Assoc. Prof. PhD. Razvan Ionut Ghinea; University of Granada, Spain.
- Student: Irina Duma; Technical University of Cluj-Napoca, Romania.

The process was coordinated, on behalf of ARACIS, by Prof. Ph.D. Daniela Cristina Ghitulica, ARACIS General Director.

UNITA is an alliance of six comprehensive universities: Universidade de Beira Interior (PT), Universidad de Zaragoza (ES), Université de Pau et des Pays l'Adour (FR), Université Savoie Mont Blanc (FR), Università di Torino (IT), West University of Timisoara (RO), and also includes associate partners (international organisations, national organisations, local authorities, universities, and representatives of the socio-economic field).

To fulfil its vision, UNITA's mission is based on the partner universities' shared values, which drive them to pursue the following key objectives [doc. U_B3_Mission_Statement]:

- 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;
- Contributing to strengthening a European Identity;
- Ensuring the continuity and uptake of the UNITA approach.

Engagement with quality assurance processes allows European higher education institutions in general, and European universities alliances in particular, to demonstrate quality and increase transparency, thus helping to build mutual trust and recognition of their qualifications, diplomas, and other certificates. Quality assurance processes should support a learning environment in which the content of the study programs, learning opportunities and facilities are fit for purpose.

II. Methods used

The evaluation process was discussed during several preliminary meetings between the process coordinator and representatives of the alliance, including Quality Assurance Board (QAB), taking place in 2022 and 2023 (9th February), to clarify the methodology used for evaluation, the developmental stage of the alliance as well as the expectations in regard to the evaluation process.

The evaluation panel members were appointed through the ARACIS Council decision no. 30/H/01.02.2023. Several meetings took place between the evaluation panel members and the process coordinator to discuss the evaluation methodology and to prepare for the on-site visit.

The UNITA alliance provided relevant documents for external evaluation purposes, both submitted during the application process and elaborated for reporting purposes or deliverables of project activities. These were made available on time on the [UNITA Data cloud](#) (February 2023). Upon request from the evaluation panel members (EP), additional documents and Annexes were later provided (April 2023). Considering this is an intermediary evaluation based on the first three criteria set by the evaluation framework and that the information provided was considered sufficient, and no self-evaluation report was requested.

The Evaluation Panel performed a comprehensive analysis of documents, data and information available on the UNITA alliance and partner HEIs websites.

On 21 April, a final online clarification meeting between the representatives of the alliance and the coordinator was organised to establish the last details regarding the on-site visit. During the on-site visit that took place at the University of Torino, Italy, between 27 – 28 April 2023, the Evaluation Panel was able to meet with representatives of UNITA management, the quality assurance board, academic and administrative staff, researchers, and various stakeholders, including students involved in different activities. The meetings took place in a hybrid format. The program is included in **Annex 1**.

The draft external evaluation report was submitted to the UNITA alliance representatives for factual check in July 2023, and the final version was submitted for analysis and approval to ARACIS External Quality Evaluation Department and ARACIS Council.

III. Analysis of evaluation criteria

2.1. Strategy and Policies

The European University's strategy and policies enable the realisation of an inter-university 'campus' which assures, in close collaboration with internal and external stakeholders, the quality of a joint provision that responds to societal challenges.

- a) **The strategy and policies of the alliance integrate a vision on the quality of its provision (teaching and learning with links to research, innovation, and service to society).**

The UNITA university alliance integrates a vision of building “a fully-fledged European inter-university campus based on **excellent** teaching and learning, research, and innovation, and on civic engagement. Its goal is to drive **excellence** in the European Higher Education Area and become attractive also for students from other continents, especially Africa and the Americas, with whom we share common languages” [doc. U_B3_Mission_Statement]. With a generous scope, the alliance builds its vision on the overarching purpose to extend the visibility and attractiveness of European higher education both inside and outside the regional context, valorising the opportunities brought by diverse stakeholders and actors engaged in educational innovation at all levels.

The Alliance **aims to embed quality processes in all areas of activity to ensure its actions' successful implementation and impact.** This is proved by the monitoring tools in place, strongly linked with transparent and clear indicators for reaching the alliance's objectives [doc. Progress_Report_2nd_year], [doc. QA ACTORS AND ROLES].

The alliance **aims to provide qualitative teaching and learning opportunities, strongly emphasising integrating research and innovation strategies and projects,** leading to research-based education and training, innovative pedagogical approaches, and modern ways of restructuring the academic environment through sustainable approaches and integrated communities. While at an early stage of implementation, most of the alliance's priorities show a **strong commitment towards innovation and development of higher education practices,** succeeding in integrating several partner universities' structures to ensure a real presence of the alliance in all local communities around UNITA's HEI.

Through its QA approach, UNITA promotes **innovation and the continuous improvement of its processes,** aiming at satisfying all stakeholders and pursuing objectives of development or enhancement through coordinated actions that guarantee a precise definition of roles, responsibilities, processes, and timeframes, operating with maximum transparency [doc: UNITA QUALITY ASSURANCE POLICY].

The **UNITA QA Policy** [doc: UNITA QUALITY ASSURANCE POLICY] is an **evolving document** structured in a general and a technical part. The first release of the document outlines the general part of the UNITA Quality Assurance Policy, and it evolved during the project implementation. Efforts towards improving UNITA QA policy have been made, as the document has already been reviewed.

When **QA policy and activities within the UNITA alliance** were designed, several aspects were considered, including **QA policies within each HEI Partner and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)**. This is an adequate approach, contributing to a better integration of UNITA QA policy within each HEI Partner, considering each partner's particularities. However, **challenges related to policy uncertainty and incongruity in quality assurance procedures** at each HEI national level might occur and might put additional pressure on the governance structures of UNITA.

UNITO coordinated the work on developing a benchmarking of internal and external quality assurance approaches in each partner HEI. A workshop has been organised, involving experts in quality approach, to better understand the different systems and to provide a comparative analysis.

With a transversal quality perspective over all dimensions of UNITA, **the strategic vision of the alliance ensures not only a qualitative approach for each task and objective**, but also a cross-perspective between the subsequent projects (Re-UNITA, INNOUNITA, CONNECT-UNITA) and the main project, as it can be seen in the analysis of the UNITA quality assurance actors and roles [doc. QA ACTORS AND ROLES]. This perspective ensures that **the quality vision is integrated across all the Alliance's projects and actions**, avoids overlaps, and ensures synergies for the common aim: building a strong and sustainable alliance.

b) All internal and external stakeholders, including affiliated entities and associate partners, play an active role in the development of the alliance's strategy/policies and the realisation of the inter-university campus.

According to the UNITA project proposal [doc. U_B1_Proposal], **all internal and external stakeholders are involved in the decision-making and development processes of the alliance** from the initial stage of alliance formation – *“The Governing of the Alliance is organised on a multi-level, participatory model (...). Through an agile interconnection between the decisional, consultative, operational bodies and the coordinator, the participation of all stakeholders and beneficiaries is ensured. (...) Students have a preeminent role, having voting rights and participating actively in all levels of Governance”*. Moreover, stakeholders are mentioned in several Aims of the proposal, including *“Strengthening engagement with key stakeholders to foster societal engagement of students and staff as well as their entrepreneurial key competences”* or *“Improving the involvement of the local community.”* Furthermore, the alliance seeks **integration of stakeholders** in research and innovation thematic hubs/ activities, stimulation of stakeholders' engagement in selected educational processes, involvement of local stakeholders as associated partners to provide the link with the cultural, economic, and social ecosystem through projects involving public authorities, companies, and civil society actors.

UNITA Governance Board (GB) is the **strategic decisional body** in charge of the overall steering of the UNITA and Re-UNITA projects, strategic and political decision making and budget decisions.

The decisions are being made based on reports from the UNITA Management Committee, recommendations from the QEB, advice from the Advisory Council, the Students Assembly, the Researchers Assembly, and the External Scientific Board [doc. UNITA_Management_Guide]. Therefore, **as part of UNITA GB, different internal and external stakeholders are actively involved in developing the alliance's strategy/policies and realising the inter-university campus.**

The **UNITA Advisory Council (AC)** is a **participative governance body** with a challenge-based approach, which has the mission to support and add value to the UNITA and Re-UNITA objectives. It oversees **leading collective intelligence workshops and of thinking outside the framework**, to issue recommendations, advice and new ideas. The AC consists of a **large pool of several kinds of UNITA actors** as members with voting rights: AP - Associated Partners (private sector, NGOs, federations, local authorities, universities), University professors, researchers, administrators, students, and other attendees, such as the UNITA and Re-UNITA Coordinators, other boards or actors of the UNITA and Re-UNITA projects and other European University Alliances representatives.

After discussion with UNITA AC representatives, although those present at the meeting seemed **satisfied with how AC relates to UNITA Governance**, it seems that **recommendations from the AC are considered within UNITA to some extent** (they are not mandatory) and are **partially implemented**. There are **no precise feedback mechanisms** in place to follow up implementation of AC recommendations. This is surely an aspect that can be improved in the future.

Overall, **all internal and external stakeholders**, including affiliated entities and associate partners, **play an active role in the development of the alliance's strategy/policies**, although it seems clear that UNITA can benefit more from Advisory Council activity in the future.

Furthermore, as resulted from on-site meetings and discussions, **UNITA University Associated Partners (UAP)** are currently represented within the GB and the QEB and are also constantly participating in meetings and events organised within the UNITA Alliance (can take part as invited guests at the GB meetings or Management Committee, on demand). According to UAP representatives, their **opinions /ideas /suggestions are fully considered**, proving UNITA Governance commitment to consider all stakeholders for developing the alliance's strategy/policies and realising the inter-university campus. However, the involvement of higher education associated partners is not as strongly visible and stated as with other actors, while in some cases, some of these partners are aimed to become fully integrated in the new phase of the alliance. While the alliance's expansion signifies proper cooperation between the institutions, a **more precise role description for the associated partner higher education institutions would be required**. As described at this moment, the possible added value of these partners may not be fully integrated into the current processes of the alliance. At the same time, changes may come since, according to the current development of the Alliance, all UAPs (except one - Università degli Studi Roma 3) already **became full partners** in the new phase of development.

In terms of research, UNITA benefits from the expertise of a **Researchers Assembly (RA)** and an **External Scientific Board (ESB)** [doc. QA ACTORS AND ROLES]. The RA makes remarks and proposals on Re-UNITA implementation, and it consists of **researchers and staff in the research units** of the Alliance; namely, 3 researchers and 2 staff representatives per Partner, chosen by their peers respecting the gender balance. However, it seems that **young researchers** (post-doctoral researchers and doctoral candidates) **are not fully involved** in the decision-making processes regarding the Alliance's research objectives. Also, it was not clear the involvement of young researchers within UNITA Research Assembly. We appreciate that UNITA can **further improve/diversify representation of different stakeholders** within RA.

The External Science Board (**ESB**) is an external and independent evaluation and advisory body for Re-UNITA, appointed and steered by the GB, that provides an **external critical review of strategic orientations, roadmap, and implementation plans** and it uses **audits** to evaluate the quality of the work carried out. The ESB consists of 6 **internationally recognised experts**, respecting the gender balance, designated from outside the UNITA Alliance by the GB for a period of 3 years.

During the meetings and discussions with different UNITA stakeholders, it was certified that all internal and external stakeholders, including affiliated entities and associate partners, play an active role in developing the alliance's strategy/policies.

During onsite meetings, although the members of the Re-UNITA ESB declared themselves **satisfied with the activity of UNITA from a research perspective**, it seems that they **did not have a clear understanding of how the input of the ESB is considered and further implemented**. In this sense, UNITA alliance must ensure that **all stakeholders understand exactly what their role and mission is within the different structures** of the organisation so that their contribution can be meaningful.

Two **student representatives are respectively part of two decisional bodies**, the Governance and the Quality and Evaluation Boards. A call for participation in the Student Assembly was held granting **representatives from each university, chosen by their peers** among Bachelor, Master and PhD students, respecting the gender balance. The SA has **regular monthly online meetings**. During the last six months the SA worked on the regulation of the Assembly and on the electoral regulations. During the interviews it was stated that students, as members of the QEB, are playing an active role in making proposals for improvement of the QA policy.

Engaging stakeholders and policymakers in defining strategical priorities and actions for the Alliance presents some difficulties from time to time, especially when considering regional and/or national authorities and actors. Nevertheless, the Alliance manages to include stakeholders both at strategic and activity levels, as stakeholders play a significant role, as advisory bodies, for defining strategical priorities for the Alliance. Internal and external partners represent a significant component of the UNITA's strategical development, with strong communication and consultation processes for both governance and managerial bodies of the alliance. Moreover, these partners are actively engaged in the activities developed by the Alliance, such as internships and work-placed learning activities, through innovative learning formats such as micro-credentials.

c) The alliance's strategy and policies aim at contributing to regional development and reflect the societal and other challenges that are deemed relevant by the alliance and its stakeholders (challenge-based approach).

The challenge-based approach of UNITA comes from the **geographical positions of the involved universities**, thus standing out the necessity of **reducing inequalities between core and non-central regions through the sustainable development of rural and mountain areas**, especially in cross-border regions. In this regard, it is emphasised that *“Rural and mountain regions, especially cross-border areas, are deeply affected by core-periphery dynamics. This factor causes a gradual isolation and demographic decline in non-central areas, which are suffering significantly from a depopulation process”* [doc. U_B3_Mission_Statement]. UNITA aims at: *Formalising research and innovation projects in three thematic areas in connection with the local ecosystem; embodying research results in the teaching at all learning levels; revitalising the rural and mountain areas through life-long learning and entrepreneurship* [doc. U_B3_Mission_Statement].

The UNITA member universities, which are solidly anchored in their territories, propose to set up an experimental model to define a **framework for action shared by main public or private stakeholders of the territories wishing to collaborate with UNITA**, contributing in this way to reinforce Smart Specialisation Strategies (as described on [doc. U_B1_Proposal]) and building a **model of sustainable development for rural areas** aligned with the European Green Deal and the Sustainable Development Goals [doc. U_B1_Proposal]. The Rural Mobility program can be considered as flagship activities for the UNITA Alliance.

In terms of the contribution of the alliance towards regional development and reflecting the societal and other challenges that are deemed relevant by the alliance and its stakeholders (challenge-based approach), **UNITA supported the implementation of several cooperation experiences** for students, with the support of different actors from the regional and local communities. With an essential part in the alliance's offer, more than **200 rural internships** have been up to this moment, to reach at least 500 by the end of the project's current phase.

As the engagement of rural communities can be rather difficult in academic contexts, the alliance aims to become **more inclusive to citizens from rural areas** and provide opportunities for these communities to better connect with each other and the larger community. In this case, more than 600 citizens from rural areas took part in different survey activities, while still much is to be done to reach the objective of 1.200 such citizens by the end of this phase. It is also important to mention that the **citizens have not only participated at the surveys, but also attended, for example, courses** about European citizenship, and in September – October 2023, **rural areas will be involved in UNITA Researchers Night**.

Overall, it can be stated that community engagement and societal impact is in the focus of UNITA alliance, as their strategy and policies **aim to contribute to the sustainable economic development of the regions where their partners are located** by developing dedicated programs and activities (such as Rural Mobilities) where students work closely with companies, municipal authorities, academics and researchers to find solutions to the challenges their regions are facing.

d) The QA policies for the provision of the alliance are aligned with Part 1, and where relevant Part 2, of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).

UNITA QEB defines and regularly updates Guidelines for UNITA's QA, benchmarking the current guidelines in the partner universities and considering the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), to strengthen and disseminate good practices within the Alliance. Analysing UNITA alliance's quality assurance processes in place compared with Part 1 of the ESG 2015, it can be concluded that all standards are covered with success.

Analysing the documents and processes for quality assurance at the alliance level, it can be stated that UNITA:

- ✓ Has a clearly defined quality assurance policy framework in place, integrated in all structures of the alliance and as part of the day-to-day government of the alliance. According to documental assessment, UNITA Alliance has a policy for quality assurance that is made public and forms part of its strategic management, which is developed and implemented by different internal stakeholders through appropriate structures and processes, while involving external stakeholders [doc. UNITA QUALITY ASSURANCE POLICY]. The UNITA Quality Assurance Policy is the responsibility of the alliance's Quality and Evaluation Board (QEB), which is the transversal evaluation body in charge of QA processes and practices, through self-assessment and evaluation involving students and external stakeholders. It ensures the implementation, transparency, and fulfilment of the alliance's mission statement; performs monitoring actions and identifies and shares good practices, to pursue continuous improvement. The QEB is supported by the Quality Ecosystem (QES) that carries the QA activities. The Quality Ecosystem (QES) group is composed of 1 or 2 representatives of each partner and associate partner university, with expertise in QA [doc. UNITA QUALITY ASSURANCE POLICY]. The UNITA QA Policy is an evolving document structured in a general and a technical part. The first release of the document outlines the general part of the UNITA Quality Assurance Policy, and it evolved during the project implementation. This is a continuing process of improvement, guided by several factors that were considered, including QA policies within each partner.
- ✓ Within each UNITA HEI Partner, designed processes for the development and implementation of educational programmes and actions at all levels (BA, MA, Ph.D.), in close consultation with stakeholders and external partners, following transparent evaluation rules and procedures.

The same applies for shared educational activities or joint programs (such as PhD cotutelles) within UNITA. UNITA QA system for teaching and learning is designed to ensure that the educational objectives identified when planning the Degree Programmes (DPs) are always consistent with the cultural, scientific, and social needs and that they consider the specific characteristics that distinguish BA and MA degrees. UNITA developed two matrices gathering a) all the study programs and b) all the related subjects, in relation with the 3 strategic topics: Circular economy, Renewable energy and Cultural heritage. These matrices correspond to the basic material of a digital Cartography of study offer aiming to identify internationalised study paths for UNITA students [doc. Progress Report 2nd year]. In designing the training offer, UNITA assesses the availability of adequate – in quantity and quality – teaching, staffing, and service resources, and then monitors regularly – both at the local and Alliance level – the results and strategies adopted for continuous improvement and student-centred learning [doc. UNITA QUALITY ASSURANCE POLICY] (ESG 1.2.).

- ✓ For educational programmes within each UNITA HEI Partners as well as for shared educational activities or joint programs (such as PhD cotutelles) within UNITA, students benefit from different modes of delivery, a variety of pedagogical methods, and are ensured adequate guidance and support from the teacher. Also, appropriate procedures for dealing with students' complaints are in place within UNITA. Overall, it can be stated that students are currently highly motivated to participate in UNITA activities (rural mobilities, virtual mobilities, inter-comprehension courses, etc.) (ESG 1.3.).
- ✓ Several student management processes are currently under development at Alliance level, supporting the establishment of a UNITA student lifecycle, from admission, to registration, enrolment, mobility, assessment, up to graduation [doc. UNITA QUALITY ASSURANCE POLICY]. These processes are crucial for UNITA's developments, analysing how the alliance can successfully design a sustainable environment for ensuring the students' participation to UNITA learning activities and programmes. While this process is still underway, specific steps have been taken to ensure that a common approach is developed in UNITA. For example, starting from the European Diploma Supplement (DS), the alliance considers a common model for all partners, especially for jointly developed educational offerings (such as Joint Degrees), while already including UNITA activities in the DS of the graduating students. As, for the moment, this process is conducted manually, on a case-by-case approach, the alliance is encouraged to intensify efforts for a fully automate recognition and integration of UNITA educational activities in the students' DS (ESG 1.4.).
- ✓ Encompasses highly experienced academics in all teaching and learning areas, with high expertise on the designated topics, aiming to expand the participation of the teaching staff from all partner universities into the alliance's actions [doc. UNITA QUALITY ASSURANCE POLICY]. In this sense, UNITA benefits from the pool of academics available at each partner HEI. The proposal for establishing a legal entity aims also to create the framework for creating UNITA teaching staff members. At the same time, such a process would then require clear guidelines for recruitment and professional status. (ESG 1.5.)

- ✓ Enhances student experience through several support processes and structures integrated in the inter-university campus [doc. UNITA QUALITY ASSURANCE POLICY], in line with students needs and expectations towards an innovative educational environment, with the support of several modern tools, such as: Europass, digital credentials, European Student Card, digital learning environment, virtual mobility components, digital networking platforms, teaching and learning catalogues, and many others. UNITA also established a Hub of Success Network, which provides, among other things, counselling for building a personalised international study path [doc. Progress Report 2nd year]. However, it seems that HoS activity might be enhanced and intensified, and UNITA should further support this aspect in the future. During the on-site meetings, students claimed that they feel supported by all academic and administrative staff and that they are also satisfied with the overall financial support received from the UNITA governance for specific activities. However, there are some activities, such as PhD cotutelles that can benefit from an increased financial support. Students' commitment goes beyond learning, as they are also interested in building a European identity, and UNITA is considered an adequate and powerful tool to achieve this goal. In terms of learning and teaching related activities and resources, rather than having a common platform for sharing of learning and administrative resources for students and staff, UNITA opted for developing a webapp correlating each university's online learning platform. Although this approach might be sufficient to meet the needs of a collaborative international learning platform, UNITA is highly encouraged to develop further and promote the use of a common digital learning platform. Also, UNITA is encouraged to include as many as possible learning resources on the currently available digital learning platform. The extension of an integrated digital platform at the alliance level is at an initial stage. Having a collaborative digital platform, tools and processes is expected to contribute to an interconnected academic community development jointly. (ESG 1.6.)
- ✓ Closely monitors and assesses the information related to the development of teaching and learning, research, and society-driven actions [doc. UNITA QUALITY ASSURANCE POLICY], through constant monitoring processes (like Progress Reports and feedback, among others) aiming to assess the engagement of the alliance and partner universities' communities in the inter-connected campus [doc. Progress Report 2nd year]. Among all monitored indicators, it can be highlighted *Number of students following new joint and flexible learning paths; Number of teachers participating in workshops; Percentage of positive answers out of the total number of students' evaluation of teaching; Number of digital badges for inter-comprehension (IC) skills; Number of researchers and stakeholders integrated in the R&I Thematic Hubs; Number of students taking part in research driven learning; Number of attendees of the life-long learning courses; Number of students using co-working spaces; Number of UNITA Virtual Campus visitors; Number of programs in the three fields are included in the Cartography; Number of mobilities inside UNITA; Number of students and staff members participating in the different survey activities; Number of students participating in the teaching and dissemination activities, etc.* Some possible future areas of interest could include a UNITA student profile, UNITA graduate outcome analysis, and other related components. (ESG 1.7.)

- ✓ Supports the visibility of its actions and the projects, programmes, and initiatives of the partner universities, under a clear communication and dissemination framework, and through all relevant communication channels, such as the alliance's website (<https://univ-unita.eu>), social media channels, newsletters, leaflets, brochures, events, etc. In this sense, as stated in the internal QA Policy [doc. UNITA QUALITY ASSURANCE POLICY], UNITA produced strategic planning documents for research and third mission activities, expressing its scientific and dissemination objectives, such as the Communication Strategy [doc. UNITA Communication Strategy] and Communication Plan [doc. UNITA Communication Plan] (ESG 1.8.)
- ✓ UNITA is working towards creating a sustainable monitoring and update process for the alliance's educational offer, integrated in the quality assurance processes in place and in the designing measures of the educational programmes. As the joint educational offer is either at an early implementation stage or only in design status, no structure and content updates were yet conducted, based on societal, personal, and professional needs analyses. However, UNITA QA Policy considers them crucial components of the sustainability vision towards building attractive and meaningful education at alliance level for all types of learners [doc. UNITA QUALITY ASSURANCE POLICY] (ESG 1.9.)
- ✓ Foresees regular external quality assurance processes, in line with the ESGs and with European practices in place, also as part of the aims for establishing a legal entity of the alliance, as a facilitating body for accreditation of transnational educational programmes, and for external evaluations of the alliance and its actions. A clear example is the ongoing external Quality Assurance process, carried out by ARACIS (ESG 1.10.)

UNITA Alliance is committed to ensure quality, and they considered external QA to be carried out through cyclical external evaluation involving students and external stakeholders, through the expertise of international experts and Agencies [doc. UNITA QUALITY ASSURANCE POLICY].

Evaluation of the stage of development:

2.1.1. Aspects that are already developed:

- ✓ The strategy and policies of the alliance integrate a vision on the quality of its provision (teaching and learning with links to research, innovation, and service to society).
- ✓ All internal and external stakeholders, including affiliated entities and associate partners, play an active role in the development of the alliance's strategy/policies and the realisation of the inter-university campus.
- ✓ The QA policies for the provision of the alliance are aligned with Part 1, and where relevant Part 2, of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).

2.1.2. Aspects that are partially developed

- ✓ The alliance's strategy and policies aim at contributing to regional development and reflect the societal and other challenges that are deemed relevant by the alliance and its stakeholders (challenge-based approach).

2.1.3. Aspects that were started to be developed: NA

2.1.4. Aspects that still need to be developed: NA

Overall,

The European University's strategy and policies enable the realisation of an inter-university 'campus' which assures, in close collaboration with internal and external stakeholders, the quality of a joint provision that responds to societal challenges.

critterion is already developed.

Recommendations on further developments and quality enhancement:

- Establish a precise feedback mechanism to monitor the implementation of Advisory Council recommendations.
- Establish a precise feedback mechanism to monitor implementation of Research Assembly recommendations.
- Explore the possibility of increasing engagement of key stakeholders in decision making processes at alliance level.
- Increase awareness on UNITA-specific activities in and outside the Alliance. Also, design a strategy and action to promote UNITA as an alliance addressing societal needs, with the mission to increase awareness of the alliance and attract more interest from stakeholders.
- Continuously modify and adapt collaborative processes and bodies involved in QA, as the UNITA alliance grows and changes, to ensure a smooth integration of new partners and stakeholders.
- Ensure a synergy between the Quality and Evaluation Board (QEB) and the Quality Ecosystem, to provide data-driven and evidence-based proposals for the improvement of the QA Policy and processes within UNITA.
- Design actions to actively promote UNITA's Students Assembly recruitment in the partners' student communities.
- Increase efforts towards continuously benchmark QA policy for research and management services across the UNITA alliance.

2.2. Policy Implementation

The European University takes adequate measures to implement its strategy and policies in an effective manner and to enhance the quality of its provision (teaching and learning with links to research, innovation, and service to society).

- a) **The alliance has set specific, relevant, and attainable objectives relating to the quality of its provision (teaching and learning with links to research, innovation, and service to society).**

The UNITA alliance has **set a series of objectives** to be achieved through specific Milestones, Deliverables and Events, during the 3-year development process according to its Gantt chart [doc. U_Gantt_per_WP]. The specific tasks are in line with UNITA's mission and aims, thus contributing to the achievement of the shared vision. The aims are assessed through **Work Packages (WP) Indicators**, periodically measured through the Progress Reports (based on target, actual accomplishment, and status). Furthermore, the issues encountered in the project implementation are identified and analysed, and actions to be taken are proposed [doc. Progress_Report_1st_year; 2nd year; mid-term].

The following **four key actions** are assumed by the alliance [doc. Progress_Report_mid-term]:

- Flexible, student-centred and quality learning with a **solid commitment to the needs of rural and mountain territories**;
- **Inter-comprehension between Romance languages** to promote multilingualism and as a tool for inclusion and employability to enable diverse students to have a powerful learning experience and to offer opportunities to the various staff to enhance their professional skills;
- **Focus on sustainability** through research and innovation in Cultural Heritage, Renewable Energies, and Circular Economy, including the Bioeconomy, to strengthen local communities;
- Boost **inclusive mobility**: multiply staff and student mobility by 10, integrating “Rural Erasmus mobility”, new forms of mobility (short-term, virtual, blended), using the digital learning space of the Inter-University campus.

The key objectives that support a qualitative approach to the alliance's actions and initiatives align with the alliance's overall quality assurance planning and contribute to creating a strong and coherent internal quality management at the alliance and project level. Nevertheless, improvements can be made regarding the development of evaluation reports accessible to stakeholders as part of sharing best alliance's practices.

Integrating both societal challenges and teaching and learning perspectives, **the quality vision of the alliance** is transformed in practice through the three research & innovation HUBs on Cultural Heritage, Circular Economy, and Renewable Energies. These HUBs constitute networks of researchers across universities working in close collaboration with students and local stakeholders in the public and the private sectors.

Concerning **the UNITA QA Guidelines and models** we could observe that are drafted based on the existing literature review and a SWOT analyses of previous development steps.

According to UNITA's representatives, their approach was to start implementing shared educational activities rather than aim directly for joint programs (degrees), based on the experience of other alliances. A task was **to develop an online matrix for shared educational activities** anticipated to be delivered. Currently, there are several shared teaching courses within the alliance. However, the number of students following new joint and flexible learning paths is still limited [doc. Progress_Report_2nd_year].

The UNITA Micro-credentials (MC) strategy, (created at the inter-comprehension action's level), could be mentioned as a significant achievement in the lifelong learning area. Learning UNITO created different digital badges that are meant to be transformed and recognized as MC (<https://best.it/project/show/145>). As it is mentioned previously, the difficulty in issuing digital badges, as well as the uncertainty around the nature of MCs, future evolutions, and the bureaucratic process to create them, have significantly slowed down the realisation of the task. It is appreciated that the Alliance has decided to offer new rounds of MC on the 3 strategic areas of UNITA European Alliance. This task has been finalised and will be implemented starting from the academic year 2023-2024, as follows: Circular Economy (CE) - 3 MC (each with 10 modules: 1 MC for BA/Introduction to CE students, 1 MC for MA/CE in the business context students and 1 MC for PhD/Advanced Applied Research in CE students) / Renewable Energy (RE) - 2 MC (1 MC for BA students/Introduction to Renewable Energy Theories and Policies; 1 MC for PhD students/Advanced Research in Renewable Energy) / Cultural Heritage (CH) - 2 MCs (1 MC for BA students/Perspectives on CH; 1 MC for PhD students/Advanced Research in CH). Considering all of them, we strongly recommend extending the area of using micro-credentials not only at the processual level of recognizing learning outcomes, but also, as a philosophy of redesigning academic curriculum.

We appreciate that one of the Alliance's priorities could be to promote new instruments for designing new joint study programs. It is much appreciated that there are some micro-programs already delivered, but the future initiatives should be focused on the actions to accede to a possible joint European Degree. We would like to acknowledge here the strategic involvement of the UNITA universities in the SMARTT European degrees pilot project, which is an important asset, but we strongly recommend the intensification of the internal cooperation for designing and implementing new common / multiple / joint study programs.

b) The alliance has allocated sustainable resources to achieve the objectives.

The UNITA alliance has allocated financial, human and infrastructure resources to achieve its objectives. Regarding financial resources, the budget is built up considering the maximum EU contribution to the project and divided between the six universities [doc. U_B2_Budget_Tabel].

The number of employees at each UNITA Office varies depending on the HEI Partner. Other complementary resources need to be allocated to improve the quality of services offered at UNITA Offices.

However, the sustainability and further development of the Alliance is strongly linked with the future financial resources, which should be diversified to ensure continuity.

The infrastructure of each university is available within the alliance, to ensure an inter-connected campus and to contribute to the objectives in this regard.

According to the last Report of the Alliance, **the budget on travel, equipment and other costs** looks underspent at the time of the 2nd year reporting period UNITA.

The human resources allocated for **the project implementation are split into WPs** and are meant to ensure strategic management of the alliance and day-to-day activities through the UNITA Offices established in each university, with dedicated staff.

A critical **recommendation emerged from the QEB's side**, related to the budgetary policy, was to review the schedule and budget/human resources distribution in order to allow adequate resources on the tasks, which could create a new approach for the new application, [doc. Progress_Report_mid-term] in order to ensure proper planning and resources, and for improving well-being.

Concerning sustainability, we take note that **the long-term sustainable plan**, due for the end of April 2022, is ready and under review. According to the information provided, the plan was approved in June 2022 by the UNITA Governance Board.

The initiative of launching a legal entity was not only used for building an innovative way of governing the alliance (by defining a permanent governance model, and more in general to strengthen the collaboration among the partners) but could also be used to analyse the possibilities to manage financial resources, to participate in competitive procedures, to recruit staff and to take profit, additionally, from the international competitions on the research and development projects.

- c) The alliance is supported by relevant and efficient management structures with a clear distribution of responsibilities and tasks, demonstrating the financial, structural, and organisational commitment at the highest institutional level while giving staff and students the opportunity to be part of the co-creation of the alliance.**

UNITA alliance is supported by **participative and decisional bodies** (Governance Board, Advisory Council, Research Assembly, External Scientific Board, Student Assembly, Quality & Evaluation Board), as well as **operational bodies** (Quality Ecosystem, UNITA Offices, U Management Committee, U_WP Task Forces, Re-U Management Committee and Re-U WP Task Forces), **which are interconnected** through direct dependency, decisional flows, input sent from participative bodies and links from/to partner structures and U/Re-U bodies [doc. UNITA_Management_Guide]. In this way, it is given to the staff and students, as well as to other internal and external stakeholders, the opportunity to contribute to the co-creation and development of the alliance.

UNITA Governance Board (GB) is composed of members with voting rights and other non-voting attendees; namely, the members with voting rights are the 6 Rectors (1 of them is nominated by co-optation as President of the GB, whose assignment lasts for one year), one representative of the QEB, three representatives of the Advisory Council (1 university staff, two private expert / authority), one representative of the Students Assembly and one representative of the Researchers Assembly (with voting rights only on topics related to Re-UNITA). The other non-voting attendees are the U_CPM (Executive Coordinator and Project Manager) and the Re-U_C (Re-UNITA Coordinator), 6 Vice-Rectors, UNITA Constellation representatives (such as Re-UNITA, INNOUNITA and CONNECT-UNITA, as complementary projects of the alliance), and other actors invited depending on the meeting agenda [doc. UNITA_Management_Guide]. The GB meets at least once per semester; at least once a year, the meeting takes place physically, alternatively in one of the full partner Universities.

The UNITA Management Guide (MG) was collaboratively drafted by a transversal working group and adopted by the Management Committee on April 23rd, 2021. It contains all information related to the management structure, processes, documentation, collaboration tools to be used, reporting procedures.

It is very important to mention, in this context, that **the relations between different levels / layers of governance bodies**, such as alliance coordinator, project, and executive coordinator, **are very well designed and functionally structured**. In the same context should be also reported that the interactions between the Alliance Coordinator and the Executive Coordinator are strongly established, and trustworthy based. The Executive coordinator reports semesterly, as well as organises specific meetings for specific issues. They meet weekly with the UNITA Offices Coordinator and on a regular basis with WP1 representatives. His / her role is the classical project manager, although this is not a classical project. They work with UNITA Offices – as they are the link between what is produced in the project and implementation in the local institutions (also they receive inputs from the local university).

Arrangements for implementation in line with the dynamics of the project and the alliance led to **the revision of the entire management system** earlier this year in line with the second phase: "Datacloud update for UNITA phase II", which shows a vision focused on development and expansion through mutual collaboration, by *"explaining the Constellation tasks (in UNITA, ReU, InnoU, ConnectU and EGAI) and the most relevant documents produced by its different boards is now available in the collective app of the Datacloud"* [doc. Progress_Report_2nd year].

The UNITA Offices Coordinator coordinates and supports activities of all UNITA offices. UNITA Offices were established approximately one year later than the project start. They have included all types of stakeholders in the processes. They meet (all UNITA Offices) usually once a month (more or less). During the meetings, they tackle different problems and propose solutions (lately mostly budget-related issues). The UNITA Offices have human resources specifically hired for UNITA, but they have other roles also within UNITA's partner universities (it is seen by them as a good point, helping to spread awareness of the UNITA project inside each university).

The UNITA Offices are the entry points for UNITA in each University. Students and staff reach the Office to look for information (mobilities, joint courses, etc.).

UNITA representatives acknowledged that coordination between different projects within UNITA was a challenging task and appointing a **Liaison Manager** clearly helped improving the flow of information between the projects by transversal areas as well as to identify the overlapping tasks. The Liaison Manager is also closely working with the QEB.

According to **the internal arrangements**, the WG Task Forces are directly responsible for the implementation of the project actions and of the coordination of the different **transversal Working Groups**. They regularly meet on average every two weeks. We value these TWG as fundamental elements that support the implementation processes in an integrated and collaborative manner, which will also facilitate future transitions from project activities and deliverables to the strategic actions of the alliance. It is also essential to mention that UVT and the TFs created 2 Forums: one for the Advisory Council and one for the students using an open-source NodeBB digital platform. Both are accessible through the Virtual Campus with SSO authentication or local account.

There is **a clear structure of the governance and operational bodies of UNITA**, with the connections between decision and implementation, while supporting consultative components from different parts of the alliance. This structure permits the academic community to understand and better connect to the new academic environment while still understanding the individuality of each partner university, as can be seen in the relations between alliance operational bodies and the partner universities.

The main management tool for the UNITA Alliance is **the file sharing and collaboration system "UNITA Datacloud"**. The Datacloud was provided from the very beginning of the alliance formation with the aim to facilitate the document sharing and the communication flows among the partners in one digital and secure workspace, with useful apps such as: files, calendars, video-conference rooms, chat, boards, polls, forms, knowledge space, etc.

UNITA's **institutional structures dealing with QA processes** are organised not only in a concrete manner, but also aiming for a further virtual development. In this connectivity area, the number of active people that collaborate in the data-cloud (active users), according to the interviewed UNITA's decision makers, is around 900.

It is extremely important to note that **some distinct UNITA structures have been created** at the level of member universities (an example can be provided by UVT, where a distinct UNITA Department was established and introduced in the UVT Organigramme, directly under the coordination of the Rector).

However, UNITA's developed governance model represents, to a great extent, a project-oriented approach. To achieve **the long-term vision of the alliances**, this project-oriented approach needs to be transformed into an institutional-oriented approach covering the alliance (as a whole), as UNITA is aiming for the establishment of the legal entity.

It is noted that, despite all the steps taken by the partner universities to build alliance level processes and communities, **the UNITA governance model** still represents, at a great extent, a project-oriented approach.

While such approaches can be acknowledged in many cases, as the alliances are still exploring these new academic governance models, it is recommended that UNITA considers achieving a long-term vision on the alliance, transforming the project-based orientation into an interuniversity transnational approach, covering the alliance (as a whole). One step in this direction can be represented by the establishment of a legal entity, not with the aim of adding all partner universities into a single academic entity, but ensuring a common representation structure, legally represented at European and international level, that can support the alliance's achievements on a broader scale, on aspects such as: programme accreditation, advocacy, lobby, external funding, international visibility, etc. Another recommendation would be to strengthen the alliance-level bodies in a sustainable manner, apart the European Union funding, as joint constructs that support the day-to-day activities of the alliance. Some sustainable approaches should be considered also for educational and research purposes, exploring not only other public funding actions, but also third-party funding, fundraising, lobbying, and other similar approaches.

The UNITA Alliance has **the goal to become a legal entity** with a governance system which will explore the possibility of transforming into a Confederative University (according to the discussions with the leadership team during the site-visit in Turin), but there are some problems and difficulties which need to be considered in this transformative process (for example, the joint actions of issuing diplomas). Despite that, there is an exploration process to allow the existence of one legal entity while considering the individuality of each university, which might lead to full / deep commitment from the University partners with the alliance.

A solid point at the alliance's internal organisational structure and functional development level is **the vibrant collaboration within UNITA** through good relationships and shared understanding between different partners. These arrangements look well established now (considering the substance of the application for the legal entity project) but must be adapted to further UNITA alliance changes. **The Coordination team agreed that the UNITAs optics has been changed from "a project" to "a process"**, by activating an inter-institutional alignment to a future inter-operable teaching and learning community, which could also increase the joint research and staff exchange (they are also considering an exchange of administrative staff).

d) The alliance demonstrates effective involvement with key stakeholders and the local community to foster societal engagement, diversity and inclusiveness of students and staff, as well as their entrepreneurial key competences.

Effective involvement of key stakeholders in the alliance's activities meant to foster societal engagement, diversity and inclusiveness of students and staff, as well as their entrepreneurial key competencies. The equitable representation of different groups should be perceived as an important challenge for further developments of the alliance and a necessary enrichment in alliance collaboration.

UNITA alliance is firmly committed to supporting the **development of the societies and territories** in which it is established, particularly of those somewhat peripheral areas, such as rural and cross-borders mountain regions.

UNITA implements recommendations received from the Advisory Council (although there are no precise feedback mechanisms in place to follow up on the implementation of AC recommendations), and Rural Mobility hosting partners are constantly working together with UNITA Governance representatives to improve activities further, co-design them, better describe the mobility, profiling of the students, identifying their students and rural partners' needs, etc.

As the alliance is currently designing its educational offer to meet the needs of different stakeholders and actors at all levels, an extended mapping of the intersections between the three challenges - Cultural Heritage, Circular Economy, and Renewable Energies, and the expectations and areas of interest of the associated stakeholders would be of use for further understanding on how the collaboration between the alliance and these actors benefits on both sides. This mapping could complement the educational offer diagram with all the programmes and courses offered by partner universities, organised by the three challenges (areas of interest) of the HUBs.

In the same context, concerning **the consultation process with stakeholders**, it is important to mention that they are invited to every UNITA Governance Board meeting, being part of the UNITA Advisory Council, which meets twice a year and discuss challenges with out of the box thinking; they have **specially created forums in the digital campus** where, through self-organisation, they meet regularly or where they can post internship offers. From a dynamic perspective, internships offered by stakeholders (public and private organisations, companies, municipalities, etc.) have been **integrated in the last year on a Moodle platform where all partners have access**, as well as interested students.

We can also add here significant steps taken concerning the inter-comprehension courses which have been opened to external stakeholders, companies, high school teachers etc.

Nevertheless, there is still needed to work on a mapping of all stakeholders starting from an identification of their needs (which could be developed following the UNITA 2 application).

Launching **the UNITA contests linked to the environmental sustainability** of the Campus development, could be expected as a very good solution for promoting informal or non-formal activities which could stimulate motivation to participate. According to the Project Report, the activities have started with a consultation process, to define, in a constructive manner, the typology of contests that could be linked to environmental sustainability in each of the UNITA Campuses, but, this kind of activities could become more and more important for stimulating engagement and participation for external partners and stakeholders.

However, UNITA representatives emphasise the necessity of actively involving external partners, especially **local and regional authorities in the decision-making** and implementation processes of the Alliance, to fully respond to its mission of fostering societal engagement, diversity and inclusiveness of students and staff.

UNITA emphasises the active role and importance of external and internal partners, especially the local and regional / national authorities in the overall actions of the alliance, both at governance and implementation levels. Such intensified partnerships aim to fully respond to the Alliance's mission to foster societal engagement, diversity, and inclusiveness for all members of the academic community. One recommendation would be to consider more bottom-up actions and projects inside the alliance, in partnership with social partners and other relevant actors in the society, as well as student-led projects and the participation of the alliance in civic projects outside the university. UNITA can also intensify the alliance's participation to policy development projects and actions, such as the European Degree projects, which foster more intense cooperation between HEIs and local and regional / national authorities and institutions.

Moreover, although some **difficulties were encountered when bringing different stakeholders together** (especially the big ones, such as regional authorities), overall, it can be stated that external partners of the alliance are actively involved in providing learning and training opportunities for students, such as internships and on-the-job learning activities, being part of the design process of several teaching and learning activities across the alliance, primarily through innovative tools, such as micro-credentials.

It is strongly recommended **to intensify sharing best practices at the global level**, not only in Europe, but also in Africa and the Americas, by extending the task developed by the six UNITA Universities (UBI, UNIZAR, UPPA, USMB, UNITO and UVT), and lead by UNIZAR. Meetings with new GEMINAE partners have been organised, involving 88 members [doc. UNITA_Midterm_Report]. The GEMINAE Best Practices Awards initiative is organised by the UNITA alliance and aims to promote, enhance, and encourage the exchange of best practices developed by UNITA Geminae university partners all over the world. The contest rules are approved.

Based on actions implemented until now and with a deep sense of “experimentation”, UNITA could provide a model for an integrated European university, seen as a transition from an aspiration to a certainty, as an authentic alliance of universities.

Evaluation of the stage of development:

2.2.1. Aspects that are already developed:

- ✓ The alliance has set specific, relevant, and attainable objectives relating to the quality of its provision (teaching and learning with links to research, innovation, and service to society).
- ✓ The alliance has allocated sustainable resources to achieve the objectives.
- ✓ The alliance is supported by relevant and efficient management structures with a clear distribution of responsibilities and tasks, demonstrating the financial, structural, and organisational commitment at the highest institutional level while giving staff and students the opportunity to be part of the co-creation of the alliance.

2.2.2. Aspects that are partially developed

- ✓ The alliance demonstrates effective involvement with key stakeholders and the local community to foster societal engagement, diversity and inclusiveness of students and staff, as well as their entrepreneurial key competences.

2.2.3. Aspects that were started to be developed: NA

2.2.4. Aspects that still need to be developed: NA

Overall,

The European University takes adequate measures to implement its strategy and policies in an effective manner and to enhance the quality of its provision (teaching and learning with links to research, innovation, and service to society).

critterion is already developed.

Recommendations on further developments and quality enhancement:

- *The Alliance could extend the use of micro-credentials from the current processual level of recognising learning outcomes and lifelong interconnections already in place, towards a philosophy for redesigning the academic curriculum logic to further formats and levels, ranging from individual learning and training actions to large scale developments such as joint and multiple degree programmes, especially taking advantage of the potential premises of a legal structure.*
- *The alliance should engage more students in transnational learning activities, such as Blended Intensive Programmes or jointly designed micro-credentials, developed within the UNITA framework. Though these activities, UNITA can use the Erasmus+ framework for ensuring participation of students to international learning activities, also motivating them to enhance their own international career paths. Using this framework can also support the alliance to enhance the learning recognition process at alliance level, aiming soon for an automatic recognition.*
- *UNITA can further extend its outreach in terms of partnerships and cooperation with other relevant entities and institutions, either as full HEI partners of the Alliance, or as strategic partners in other sectors and/or regions, such as Africa, Americas, and Asia.*
- *The partner universities of the Alliance should intensify the overall sense of belonging of their own academic communities to the Alliance, by local level actions and projects meant to extend the significance of UNITA to the academic life in each member HEI.*
- *UNITA could define adequate policies and actions to identify additional sources of funding as well as stakeholders who understand the added value of UNITA Rural mobilities.*

- *The Alliance can further extend its outreach in terms of partnerships and cooperation, to diversify the resources and ensure the alliance's long-term sustainability.*
- *While each UNITA Office has a specific number of employees, based on the respective partner HEI, more resources could be allocated to raise this number, improving the overall quality of the services provided by these offices.*
- *While stakeholders are already part of the Alliance's governance and consultative bodies, UNITA still needs to work on an extended stakeholders mapping exercise, starting from identifying their needs and expectations (could be developed during the UNITA2 phase).*

2.3. Evaluation and Monitoring

The European University guarantees the effectiveness of its policy implementation for the benefit of the quality of provision (teaching and learning with links to research, innovation, and service to society), by organising appropriate evaluation and quality monitoring systems.

- a) **The alliance has developed an evaluation and monitoring system that includes specific measures for the evaluation of progress, processes, deliverables, and cost-efficiency of the alliance, and provides relevant information pertaining to all policy domains, allowing for effective governance and decision-making.**

The evaluation and monitoring system developed by UNITA consists of an indicators status tracking system, included in Progress reports and based on the initially proposed Milestones and Deliverables [doc. U_Gantt_per_WP].

The half-yearly evaluation reports conducted by the Alliance consider the level of achievement for each of the task, milestone, and deliverable proposed in the project application, measurable throughout the implementation of the project and connected with clearly defined indicators and measures of achievement. Also, the actual costs for each partner university with respect to the initial allocated budget are analysed to measure the cost-effectiveness of the activities. **The monitoring reports show the justification of those cases in which the proposed tasks could not be fully reached during the initial timeline, as well as some mitigation measures** and/or additional tasks to manage the cases. While in most cases the reasons for such blocked tasks are external to the competencies of the alliance and the project, there still are some cases in which more actions could have been taken to ensure that the objectives are reached. Yet, as the alliance is still under a piloting and experimentation phase, further developments can be made based on these indicators, in order to further develop the alliance and to ensure that all objectives are reached. However, it is noted that the monitoring system rather focuses on the project milestones and deliverables as described in the pilot phase, and not necessarily on the development of the alliance as an inter-connected campus.

Quality Assurance within UNITA is implemented **through several processes of internal QA, which result in unitary practices within the UNITA partners** (all sharing the same principles and methodology), such as a focus on program design and internal approval within each university; fostering student-centred learning, teaching and assessment; supervising student admission, progression, recognition and certification; strengthen the link between research and teaching & learning, encouraging innovation in teaching methods and the use of new technologies, accessible learning resources and support services as well as program monitoring and periodic reviewing to achieve their continuous improvement [doc: UNITA QUALITY ASSURANCE POLICY].

Regarding external QA of UNITA Alliance, this will be carried out through **cyclical external evaluation involving students and external stakeholders**, and through the expertise of international experts and Agencies. At the moment, the alliance **is pursuing an external quality evaluation**, organised in two stages, according to the different development phases of the alliance. The intermediary evaluation is performed by a panel of 3 external independent experts, while the final one will involve five such experts.

To ensure **Quality**, several actions were already proposed and mostly implemented, such as:

- defining a UNITA Quality Assurance policy [doc: UNITA QUALITY ASSURANCE POLICY],
- establishing internal quality assurance procedures and evaluation [doc. QA ACTORS AND ROLES],
- setting a Quality & Evaluation Board and
- a mechanism of implementation of QA recommendations.

To evaluate the integration success of the Alliance in terms of QA, UNITA committed **to creating and apply a common QA system** among partners based on:

- sharing best practices in simplification and transparency of the QA processes' management;
- optimising and simplifying the bureaucratic tasks;
- identifying common indicators for monitoring actions' implementation;
- stimulating internal and external stakeholder engagement, with special attention to student involvement [doc. UNITA QUALITY ASSURANCE POLICY].

After analysing the available documents as well as during discussions with UNITA QEB representatives, it was clear that **the QEB**, as well as all the other actors involved in the QA system, **effectively and efficiently support the mission of the alliance**. The QEB is a transversal body, responsible for **coordinating the UNITA and Re-UNITA QA policy, processes and practices** through self-assessment and evaluation involving students and external stakeholders [doc. UNITA_Management_Guide]. The QEB defines and regularly updates Guidelines for UNITA's QA, benchmarking the current guidelines in the partner Universities. The QEB is composed of 8 full members: 3 representatives of the Advisory Council (1 representative of university staff, 2 representatives of private experts/authorities), 2 representatives of the Students Assembly (1 Bachelor or Master student and 1 Doctoral student), 1 representative of the Re-UNITA Researchers Assembly and 2 representatives of the UNITA Offices in charge of quality [doc.

UNITA_Management_Guide]. It is structured within 8 Working Groups under supervision of one member of QEB. Each group has at least 6 members, belonging to different Partner Universities and also includes representation of different types of stakeholders. In this sense, the capacity and active role of each member of the alliance to jointly deliver the common vision, strategy and common activities is proven. The monitoring system implemented by the QEB is also focused on the quality assurance of activities related to the project implementation, thus assessing the effectiveness and achievement of the objectives.

Through sharing best governance practices, **UNITA's QEB managed to unify and take advantage of best practice examples** from the quality systems already in place in each partner Higher Education Institution of UNITA. **The administrative staff is involved in providing feedback to the QEB of UNITA**, based on the day-to-day work.

- b) The scope of the evaluation and monitoring system includes the application of innovative pedagogical models; the links between education and research and innovation (e.g., how research results and innovation feeds back into education); and the measurement of the appropriateness and impact of mobility (for students and researchers as well as for academic and administrative staff), including mobility with other organisations than higher education institutions.**

A specific Task force prepared and developed two matrices gathering all the study programs and all the related subjects, in relation with the 3 strategic themes: Circular economy, Renewable energy and Cultural heritage. The content of these study offers refer to the academic year 2021-2022. The task stays active beyond the deliverable deadline, to update the data with the academic year 2022-2023. These matrices correspond to the digital Cartography of study offers provided by partner institutions aiming to identify internationalised study paths; the Cartography is developed within the virtual campus. Since the digital Cartography process is still under construction, it is expected that an automatic tool for extracting the study programs and the subjects would be implemented, in close cooperation with other task forces at the project level.

One of the major strategic lines in this area, at the Alliance level, is the process of designing the joint certificates for shared teaching and learning activities within UNITA, towards new joint and flexible curricula (commonly inter-institutional shared).

UNITA is promoting the inter-institutional collaboration and the implementation of combined pedagogical models from each of the partner higher education institutions. A particular Task force is collecting the models of personalised learning paths that each institution applies, in order to identify the steps to be taken towards internationalising the curricula of study programs where possible. In parallel, a uniformed model of UNITA diploma supplement is developed. This UNITA diploma supplement aims to validate any pedagogical activity related to UNITA, mainly proposed by the internal experts. The development stage is advanced.

In connection to the Diploma supplement UNITAs proposal, it has been decided, from this year, that all students who have had during their studies a link with UNITA (mobility of any kind, internship, participation in Blended Intensive Program/BIP, Collaborative Online International Learning/COIL, summer schools, inter-comprehension courses, etc.) will

have these participations separately recorded on the diploma supplement. Indeed, the Alliance have not identified an automated solution so far, so they are doing it by hand for now, in connection to the new European students mobility tools, which is a good reference for a starting point. As mentioned before, as the number of students taking advantage of UNITA specific activities increases, UNITA is strongly encouraged to intensify efforts to fully automate integration of UNITA specific activities within corresponding DS.

To stimulate transfer of innovative pedagogies into the learning process, **a network of innovative teaching and learning centres was proposed**. A task force has identified within each institution the department or group of experts dedicated to supporting teachers in developing innovative pedagogies. These experts, composing the teaching and learning centres, are working as a network, organising workshops on best practices exchanges, but this process is in progress, work being not completed yet. In terms of **learning and teaching**, and the level of student participation in joint academic activities, the monitoring process and the feedback loop is not developed enough. More specifically, even though feedback is collected from participants, there is no evidence of using this feedback for proposing improvement areas of the conducted activities.

Another essential strategic line was **the development of innovative pedagogies and learning strategies**; an example could be offered through a workshop organised by UVT in an online session that covered both Innovative learning and pedagogies (as specified at T2.2.2 Exchanging best practices on student-centred pedagogies). Around 350 participants have attended. There are also other workshops scheduled on this topic until the end of the 3-year implementation period.

Mobilities and other exchange activities for administrative staff consist mainly of the Staff Week (“job shadowing” rather than seminars held during the staff week) on different topics, including staff representatives who are not directly involved in UNITA Offices work (e.g., of topic: Communication); **Staff weeks are funded both from Erasmus+ and UNITA project funds**. As an example, in UniTO, the Training Staff Office is working for the internationalisation firstly within UNITA (to organise training for staff within the UNITA alliance) and then extend to other possible cooperations with other universities / alliances. However, monitoring the impact of staff activities mainly consists of free discussions rather than a formal format of feedback collection. From these discussions inside the alliance, it was emphasised that **Administrative staff was enthusiastic about the activities** and more requests were received than the number of available places with respect to the available budget (according to the revealed information during the interviews). Despite that, in the UNIZAR context, the average age of administrative staff is quite high, and it is quite difficult to motivate people to develop themselves professionally after a certain age, as it was highlighted during the on-site visit of the ARACIS review panel.

- c) The system of regular internal and external evaluations ties in with the management model pursued and is characterised by an active role of students, staff, alumni, the professional field, and external independent experts.**

The Quality and Evaluation Board of the alliance plays a vital role in liaising between **governance and operational bodies** when dealing with the overall quality approach of the

alliance and project. As mentioned previously, most of the **quality assurance processes and actions include all representatives of the academic community**: academics, researchers, students, staff, etc., also being directly supported in these processes by the associated partners, such as the stakeholders and external institutions. Most of the alliance's initiatives **foresee the direct involvement of the students in the design and implementation stages for all teaching and learning experiences**, while young researchers find places among cooperation networking and the UNITA scientific community. Experts from outside the alliance are not visibly part of the regular processes, but the developments of the alliance foreseen no restrictions (other than the academic ones) can be enforced to peers from outside the alliance.

Internal and External stakeholders, as well as social partners are also included in the quality processes of the alliance [doc. QA ACTORS AND ROLES], engaging them from the designing phase of different projects and initiatives, ensuring that the alliance responds to societal and professional needs at regional and local level.

The administrative staff is also valued, through the feedback given to the QEB based on the day-to-day work, in order to enhance the development of the QA processes at the alliance level and to highlight the transformational role for each university within the alliance.

Student involvement in the QA processes is based on the Students' Assembly (SA) activity, **the self-ruled meeting place of the UNITA student community**.

In the future, the Alliance's plan is to involve student deeper, as they acquire more skills and knowledge (for example, a representative student participated in developing the Quality Review Checklist). In particular, **increasing students' involvement and increasing their representatives' role in the management and evaluation bodies**, as well as a strong focus on the students' evaluation of teaching and services, regularly collecting and analysing their opinion, is mentioned in the UNITA's QA policy [doc: UNITA QUALITY ASSURANCE POLICY]. Despite the QA policy being updated periodically, the process of validation is not useful enough. Since the QEB is responsible for monitoring the implementation status of the alliance's objectives and make recommendations of improvements where needed, its role is also to support the management of the alliance. However, these activities are conducted strictly in relation to the project implementation and not necessarily to the alliance as a unified structure.

d) The alliance monitors whether enhanced cooperation is sustained across different levels and areas of activity, building on complementary strengths and synergetic effects of the alliance's network.

At operational level, **UNITA identified coordination between different projects as a challenging task** and decided to appoint a Liaison Manager. The activity of the Liaison Manager was proven to have a positive impact and is a proof of how the alliance is able to identify sub-optimal areas and/or aspects of their activities, as well as to propose and implement viable solutions.

At educational level, enhanced cooperation between different Partners of the alliance was fostered by **implementation of an online matrix of shared academic activities**. Also,

standardised “labelling” of programs and subjects at each UNITA Partner was promoted so that all UNITA Partners have the same form of addressing subjects and programs. UNITA defined a specific sub-task dedicated to QA, which mainly addresses harmonisation and recognition and QA for different courses (subjects) and/or programs within UNITA.

At research level, UNITA is focusing on promoting interactions between researchers, as well as on increasing research capacity within UNITA. There are currently three Research Hubs within UNITA (Cultural Heritage, Circular Economy and Renewable Energies), all benefiting from individual coordinating committees and a Director. Blended physical/virtual co-working spaces at three different partners, related with the different Hubs, are also available. A UNITA research cartography was developed, which can be consulted by any researcher belonging to one of the UNITA Partners, with the purpose of spreading awareness on available research capacities and technologies and to build possible research connections within UNITA. However, it seems that **there is no specific monitoring instrument of joint research output, such as joint papers and research collaborations.**

UNITA has contributed both to the further development of PhD Co-tutelle programs which were already in place between some of the partner universities, and to creating new collaboration opportunities through promoting the partner universities’ research facilities for PhD students. However, the success of such Co-tutelles is strongly linked to the national legal frameworks of each country. Lastly, it seems that **UNITA actively consulted different stakeholders on possible challenges/ questions/ topics of interest**, and that research activities were folded accordingly, bridging the gap between societal needs and research within UNITA. This might be considered as a proof of UNITA alliance efforts of building on complementary strengths and synergetic effects of the alliance’s network.

Considering the aim of UNITA **to create a model of sustainable development** for the territories of partner institutions, **Rural Mobilities can be considered as flagship activities for the UNITA Alliance.** As mentioned during the interviews, Rural Mobility hosting partners affirmed that they are constantly working together with UNITA Governance and representatives to further improve activities, co-design them, better describe the mobility, profiling of the students, identifying their students and rural partner’s needs, etc. Activities developed during UNITA Rural mobilities are contributing to ensuring sustainability within their corresponding area. However, even though there are instruments in place to gather feedback from participants, there is no clear procedure to quantify these activities' impact.

After observing and analysing UNITA activities, it can be stated that **the alliance carefully monitors if enhanced cooperation is sustained across different levels and areas of activity**, building on complementary strengths and synergetic effects of the alliance’s network.

Evaluation of the stage of development:

2.3.1. Aspects that are already developed

- ✓ The alliance has developed an evaluation and monitoring system that includes specific measures for the evaluation of progress, processes, deliverables, and cost-efficiency of the alliance, and provides relevant information pertaining to all policy domains, allowing for effective governance and decision-making.
- ✓ The scope of the evaluation and monitoring system includes the application of innovative pedagogical models; the links between education and research and innovation (e.g., how research results and innovation feeds back into education); and the measurement of the appropriateness and impact of mobility (for students and researchers as well as for academic and administrative staff), including mobility with other organisations than higher education institutions.
- ✓ The system of regular internal and external evaluations ties in with the management model pursued and is characterised by an active role of students, staff, alumni, the professional field, and external independent experts.
- ✓ The alliance monitors whether enhanced cooperation is sustained across different levels and areas of activity, building on complementary strengths and synergetic effects of the alliance's network.

2.3.2. Aspects that have started to be developed: NA

2.3.3. Aspects that are partially developed: NA

2.3.4. Aspects that still need to be developed: NA

Overall,

The monitoring process for the alliance's activities are mainly put in place, by collecting feedback from participants and beneficiaries of various activities (mobilities, workshops and exchange activities dedicated to the different stakeholder groups - students, administrative staff, teaching and research personnel). However, the impact of such activities is not always monitored through progress reports from one activity to another and there is no clear evidence of closing the feedback loop by implementing the beneficiaries' feedback into the following activities.

Criterion is already developed.

Recommendations on further developments and quality enhancement:

- *Implementation of the conclusions drawn from the monitoring process of project development (in terms of progress tracking) into the alliance processes aimed for the development of the inter-connected campus.*
- *Feedback collection has started to be implemented for UNITA's activities (for example, regarding students' participation in BIPs and rural mobilities), but a thorough analysis of the received feedback has to be conducted in order to improve the alliance's activities based on the beneficiaries' experiences. (a). Therefore, the alliance must ensure that the feedback collected from*

beneficiaries of different activities (including mobility for students, researchers, academics and administrative staff) is analysed and used for the enhancement of future activities, in order to deliver data-driven solutions for improvement.

- *It is necessary to generate strong interactions within the institutions which are collecting information and feedback during all stages of the project, in order to ensure an active involvement of all stakeholders in the process of connecting the management model to the internal and external QA activities.*
- *Intensify the efforts to fully automate the integration of UNITA specific activities within the corresponding diploma supplements, as a result of inter-university cooperation for the development of common curricula, as well as a monitoring instrument for the collaboration inside the alliance.*
- *A more in-depth analysis regarding the financial sustainability of the alliance should be conducted, in order to ensure the correlation of proposed objectives with the quality of teaching & learning and research processes. (a)*
- *The Quality and Evaluation Board should have a more meaningful role in monitoring the quality assurance of UNITA's proposed objectives in terms of teaching and learning, research and administrative activities. In this regard, a more comprehensive approach to quality assurance of the alliance as an inter-connected campus should be considered, while enhancing cooperation with the UNITA management in order to ensure that QA is part of the strategic planning and implementation (b).*

IV. Conclusions and general recommendations

Following the study of UNITA's internal documents and the onsite visit, the external review panel concluded that the European alliance has taken major steps to fulfil its vision of building a fully-fledged European inter-university campus based on excellent teaching and learning, research, and innovation. Based on some milestones and principles, *like: What is the European University's vision on the quality of its education and, where possible, research, innovation, and service to society? How will the European University realise its vision? How does the European University monitor to what extent its vision is realised?* there are some **important and significant developments** which gives a strong European identity to UNITA Alliance, and need to be clearly underlined:

- UNITA has agreed upon a shared, integrated, long-term joint strategy for building an inter-institutional construction but also for high quality education with strong possible links to research, innovation and to the society, at a well-defined public level.
- UNITA has demonstrated an intense belief and motivation in the intensification of a deep institutional transnational cooperation, by applying for the first pilot addressing the construction of a legal entity and is on a consolidated path, at the level of decisional will and action, towards the realisation of such a goal.

- Despite this process which is a huge step forward for a very “young” Alliance, UNITA has the awareness to understand that a European Legal Statute / Legal entity, will not be a single solution for a single problem (the institutional legitimacy of the new transnational construction).
- The Alliance has also expressed its intention to contribute to the development of European degrees, being accepted as an associate member in the SMART application for the European degree pilot project, in partnership with seven other universities. Within this collaboration, UNITA will contribute to the testing of the European criteria by pooling a significant number of educational joint programmes at different study levels run by the alliance’s universities.
- UNITA is willing to facilitate deeper transnational cooperation between higher education institutions in Europe through a partnership between universities actors and relevant national, regional and/or institutional authorities invited to contribute to the testing process, and to empower the new process of launching European degrees as soon as the alliances will be ready to provide new academic joint programmes.
- European higher education inter-university ‘campuses’ with a diverse student body following student-customised, joint, and flexible curricula that foster an entrepreneurial mind-set and are based on cross-disciplinary approaches, innovative pedagogies, digital technologies, and civic engagement, was a constant priority for the leadership team of the Alliance. Also, the increased embedded mobility on all UNITA levels, and at least 50% student mobility within the alliance and its associated partners, was determinately pushed forward and strictly monitored.
- UNITA members have also agreed to promote “the various form of internationalisation of the students’ profiles and to facilitate the implementation of the diploma supplement, UNITA partners work on models to introduce the reference to UNITA activities and the associated skills developed in these supplements”, through an mutual exercise of creating and validating an unique template / layout for all universities involved in the alliance, for regular programs, as well as for all customised programs. As most of the UNITA activities, at this moment, are presented as optional, the Alliance enforced the use of several Bologna Process tools, such as the Diploma Supplement, as a commonly agreed and shared document among UNITA partners, thus ensuring higher visibility for the alliance's educational activities.
- European teams of students and academics, possibly together with researchers, businesses, regional actors, and civil society actors, address together societal and other challenges of their choice in a multi-disciplinary approach (“challenge-based approach”). In UNITA’s case could be identified the commitment to raise awareness about these societal challenges to strengthen the rural territories, empower the cross-border mountain communities, and reduce inequalities between the core (cities where the universities are located) and its peripheries (territories) through a creative combination of education and research.

- UNITA develops its vision around three global challenges, put in place in the shape of three Research & Innovation HUBs, aiming to provide solutions to possible environmental and societal crises: Cultural Heritage; Circular Economy; and Renewable Energies. These challenges are strongly linked with the Alliance's particular interest in the development of rural and mountain areas, through the promotion of natural resources, development of circular economy networks (including bioeconomy), connection of different economic activities (agriculture, tourism, industry, and crafts), promotion of cultural and linguistic heritage richness, and the optimisation of the relationship between different actors in each ecosystem. To achieve these goals, the HUBs bring together networks of researchers from UNITA partner universities, closely cooperating with students and local stakeholders in the public and private sectors.
- Inter-comprehension is an important work-area of the Alliance, and a particular and unique topic at the European Alliances Coordination's team level, but there are some which still needs to be achieved: Number of digital badges for competence in Romance languages with ICT skills. It is also important to emphasise that inter-comprehension courses have been opened to companies, high school teachers etc and other interested partners, identified by the universities themselves.
- To achieve specific objectives to promote UNITA at the level of FOREU, the Alliance leadership managed to propose one representative at the level of the FOREU2 coordination - Chair of the subgroup on IT & Digitalization, which is really a significant achievement for the external image of the Alliance at transnational level.

As a general conclusion, overall, all the three criteria evaluated are already developed.

Nevertheless, there are some proposed actions and tasks which are in line with UNITA's joint strategy, which can be achieved through the well-planned institutional organisation. However, there are still several actions to be implemented for the aims to be fully achieved in the short and medium term, while ensuring sustainability in the long term. Considering all the above, the external review panel has come up with the following **general recommendations**:

- There will remain forward more obstacles which European Universities, like UNITA (as an applicant for this statute) are facing due to the lack of an integrated transnational argumentation for creating such a Statute. We are recommending the Alliance to explore new ways, looking forward to working together with policymakers and all parties involved to realise a Legal Statute for UNITA and their Universities.
- The disseminations actions should be better organised and well defined to create opportunities for enlarging the number of citizens participating in the teaching and dissemination activities (until now, according to the internal reports, we notice that 706 from 3000 are proposed to be achieved, in relation to the initial application).

- There is a need for further development of those mechanisms aimed to collect, analyse, and propose enhancement activities based on stakeholders' recommendations and on UNITA's bodies, together with follow-up mechanisms for implementing progress of the recommendations.
- Further develop the tools and mechanisms for creating the interconnected UNITA campus in terms of education and research, through the online platforms already in place or in the development phase, and through the offline initiatives aimed for exchanging good practices between UNITA's members.
- UNITA should consider extending the palette of educational actions and typologies to further formats and levels, ranging from individual learning and training actions to larger scale developments such as joint degree programmes, especially taking advantage of the potential advantages of a legal structure.
- Further engage all UNITA HUBs in developing activities for students and researchers, to ensure a better connectivity within an inter-university campus (for example, by setting the Cultural Heritage HUB as a practical example for the other HUBs).
- Further actions are required to ease up the recognition of activities (such as micro-credentials and BIPs) conducted within UNITA, as well as to support the implementation and motivate students to participate in such activities, which would enhance their international career paths.
- Further develop inter-alliance collaborations and exchange on good practices in terms of strategy and policies.
- UNITA can further extend its outreach in terms of partnerships and cooperation with other relevant entities and institutions, either as full HEI partners of the Alliance, or as strategic partners in other sectors and/or regions, such as Africa, Americas, and Asia.
- The partner universities of the Alliance should intensify the overall sense of belonging of their own academic communities to the Alliance, by local level actions and projects meant to extend the significance of UNITA to the academic life in each member HEI.

Evaluation Panel:

Prof. Ph.D. Romita Iucu; University of Bucharest, Romania

Assoc. Prof. PhD. Razvan Ionut Ghinea; University of Granada, Spain

PhD Student: Irina Duma; Technical University of Cluj-Napoca, Romania

Approved by ARACIS Council Decision no. 244/H/13.09.2023



Annex 1

ARACIS – UNITA Meetings programme

Meeting Title:	ARACIS onsite visit	Meeting Date/Time:	27-28 April
Meeting Type:	<i>Online and in presence</i>	Meeting Location:	https://unito.webex.com/unito/j.php?MTID=mb70a7ee447fa0639a03f874ccee8859b
Meeting Coordinator:	Vice Rector for International Education UNITA Scientific Coordinator	Issue Date:	21/04/2023

Organization	Participant's role in the Organization	Participant's role in UNITA	Mode
UniTo	Rector	Coordinator	In presence
USMB	President	Governance Board President	In presence
UNITO	Vice Rector for European Relations	WP1 leader	Online
USMB	Vice President for international relations	WP1 member	In presence
UPPA	Vice Rector for international relations	WP1 member	Online
UNITO	Full professor	President of the QEB	In presence
UBI	Quality officer	Quality Ecosystem member	Online
Campus Iberus	Executive Director	Advisory Council	Online
UNITO	Associate professor	UNITA Office – Education counselor	Online
NEMO	Project manager	Rural mobility hosting partner	Online
VISO A VISO	Project manager	Rural mobility hosting partner	Online
UNITO	UNITA Executive Coordinator	UNITA Executive Coordinator	In presence
UNITO	International relations manager	UNITA Offices Coordinator	In presence
USMB	Project manager	UNITA Office manager	Online
UTBV	Vice Rector for international relations	University Associated Partner	Online
UPNA	Vice Rector for international relations	University Associated Partner	Online

Organization	Participant's role in the Organization	Participant's role in UNITA	Mode
HES-SO	Vice Rector for international relations	University Associated Partner	Online
UNITO	Vice Rector for Education	WP2 Task 2.3 leader	Online
USMB	Enseignant Chercheur	WP2 and WP6 leader	Online
UNITO	Full Professor	WP3 leader	Online
UVT	Associate professor	WP7 member	Online
UNITO	Full professor	WP5 member	Online
UNIZAR	International relations manager	UNITA Office manager	Online
UPPA	Full professor	U_WP4 leader and Re-U Coordinator	Online
UPPA	Project manager	Re-UNITA Project manager	Online
UNITO	Full professor	Hub Cultural Heritage Director	Online
UNIZAR	Full professor	Hub Circular economy	Online
UPPA	Full professor	Hub Renewable energies	Online
UNITO	Associate professor	Re-U Researchers Assembly Chairman	Online
Neuchatel univ. SWISS	Professeur honoraire	Re-U External Scientific Board	Online
UNITO	Student	Student Assembly	Online
USMB	Student	Student Assembly	Online
UNITO	Student	Rural mobility testimonial	Online
UVT	Student	BIP testimonial	Online
UVT	Student	BIP testimonial	Online
UPPA	PhD student	Phd Cotutelle testimonial	Online

Interviews programme 27 April 2023	Invitee	CET Time	Mode
1. UNITA Alliance Coordinator	UNITO	11:00 – 11:50	In presence
2. UNITA Governance Board President	USMB	RI	
3. WP1 representatives	UNITO	12:00 – 13:00 Raz	Online
	USMB		In presence
	UPPA		Online
4. QEB President	UNITO	14:30 – 15:20	In presence
5. QES member	UBI	RI	Online
6. Advisory Council representative	Campus Iberus	15:30 – 15:45 RI	Online

7. Rural mobility hosting partners (intro by Silvia De Marchis UNITO)	NEMO	15:50 – 16:20	Online
	VISO-A-VISO	Raz	Online
8. Executive Coordinator	UNITO	16:30 – 17:15 Raz	In presence
9. UNITA Offices Coordinator	UNITO		In presence
10. UNITA Office manager	USMB		Online
11. University Associated Partners	UTBV	17:20 – 17:45 RI	Online
	UPNA		Online
	HES-SO		Online

Interviews programme 28 April 2023	Invitee	CET Time	Mode	
12. Teaching and Learning Network and internationalization of Education - Academic staff	UNITO	09:30 – 11:00 RI	Online	
	USMB		Online	
	UNITO		Online	
	UVT		Online	
13. Moodle Platform	UNITO	11:10 – 11:4 Raz	Online	
14. Teaching and Learning Network and internationalization of Education - Administrative staff	UNIZAR	11:50 – 12:30	Online	
	UNITO	Raz	In presence	
15. Research in UNITA alliance (intro and framing)	UPPA	14:00 – 15:45 Raz	Online	
	UPPA		Online	
16. UNITA R&I Hubs – Cultural Heritage	UNITO		Online	
17. UNITA R&I Hubs – Circular Economy	UNIZAR		Online	
18. UNITA R&I Hubs – Renewable Energies	UPPA		Online	
19. Re-U Researchers Assembly	UNITO		Online	
20. Re-U External Scientific Board	UNINE		Online	
21. Student Assembly	UNITO		16:00 – 17:30	Online
	USMB			Online
22. Rural mobility	UNITO			Online
23. Erasmus+ BIP mobility	UVT	Online		
	UVT	Online		
24. Doctoral cotutelles	UPPA	Online		
25. Closing discussion	ARACIS with UNITA management	17:30 – 17:45		In presence

Related Documents	Location
UNITA project, Progress reports, QEB reports, EACEA review report, other specific documents	Datacloud:\Unita\90 WG External Evaluation