

D1.4 GOOD PRACTICES BOOK OF EUROPEAN UNIVERSITIES

11 December 2023

Produced by IPLeiria, with contributions from all partners

Table of Contents

I. Introduction.....	4
1. Good Practices at the Coordination and Management Level.....	6
1.1. Project Road Map	7
1.2. Project Management Structure	7
1.3. Guidelines for the Project Financial Management	13
1.3.1. Principles of budget allocation among the partners	13
1.3.2. Eligible and non-eligible costs	13
1.3.3. Project budget and main headings	15
1.3.4 Reporting scheme.....	18
1.3.5. Payments to partners	19
1.3.6. Language and Currency.....	19
1.3.7. Exchange rates	19
1.3.8. Responsibilities related to the financial management of the project	20
1.4. Risk Assessment and Risk Monitoring.....	22
1.5. Internal Communication	23
1.5.1. Internal communication and cooperation	23
1.5.2. External communication and cooperation	25
1.5.3. Conflict Resolution	25
1.6. Quality Control.....	27
1.6.1. Deliverables	27
1.6.2. Progress of the Project Implementation	28
1.7. Evaluation of Project Activities	30
2. Good Practices at the EIHS - European Innovation Hubs.....	32
3. Good Practices at the FASA – Future and Advanced Skills Academies	34
4. Good Practices at the EMIC – European Mobility Innovation Centre.....	38
5. Good Practices at the RDI Teams – Research, Development and Innovation.....	40
6. Good practices on development and implementation of Short Advanced Programmes.....	45
7. Good practices on development and implementation of Double Degree Programmes and Joint Programmes	46
8. Good Practices on Communication and Dissemination	48

Table of Images

Figure 1 – RUN-EU Members (2020-2023).....	5
Figure 2 – RUN-EU Governance scheme	9
Figure 3 – Budget Structure	15
Figure 4 – Payment flow.....	19
Figure 5 – Governance Structure of the RUN-EU European Innovation Hubs.....	33
Figure 6 – A conceptual compilation of the different ways the teachers described promoting generic future skills with students	35
Figure 7- RUN-EU 8 future-looking joint RUN-EU RDI teams indicative research areas.....	41
Figure 8 - Horizon Europe Pillars and Focus Areas.....	42
Figure 9 – Examples of digital pamphlets for dissemination events.....	49

Table of Tables

Table 1 - Macrostructure of the monitoring surveys	28
Table 2: Structure/management related criteria.....	28
Table 3: Partnership related criteria	29
Table 4: Products related criteria.....	29
Table 5 - Tools Supporting the quality of the progress of the project implementation	29
Table 6: Translational project meetings related criteria.....	30
Table 7: Events and courses addressing team members and staff related criteria	30
Table 8: Events and courses addressing students, target-groups/end-users and other stakeholders related criteria	31
Table 9 - Mobility Evaluation Procedure.....	44

I. Introduction

This **Good Practices Book of European Universities** results from two main pieces of information and experience: a) from the revision of the **Project Management and Quality Handbook** produced at the starting of the RUN-EU project, thus including good management practices and procedures developed under the RUN-EU implementation, aimed at sharing options for the simplification of management procedures and reduction bureaucracy; b) and from the outcomes of the various **RUN-EU Work Packages (WP)** implementation over the course of three years.

The Handbook contains quality assurance procedures, description of the management and administrative procedures, the member and WPL responsibilities, the project risks and preventive mitigation measures. Moreover, the Project Management and Quality Handbook has been used also to define good practices for clear and seamless governance, as well as the promotion of digitalisation of management and administrative procedures aiming to reduce the burden of bureaucratic processes. Furthermore, the Handbook includes a clear dispute resolution procedure integrated into the management structures and work plans.

At the end of the project implementation period this re-edition of the Handbook includes a description of the best practices developed during the work of the alliance, working as a guidebook for other Higher Education Institutions (HEIs).

This Book of Good Practices also includes a compilation that highlights successful methodologies, approaches, or strategies employed by RUN-EU at the various WPs. It showcases innovative and effective practices that have contributed positively to the academic and administrative aspects of university life.

Within its pages, this book might encompass a diverse array of topics, including:

- **Teaching and Learning Strategies:** Highlighting innovative pedagogical methods, interdisciplinary approaches, and initiatives fostering student engagement and success.
- **Research Initiatives:** Showcasing ground-breaking research projects and collaboration among consortium members that have led to significant advancements in various fields.
- **Administrative and Governance Innovations:** Illustrating effective administrative structures, policies, or management practices that have improved the internationalisation of universities.
- **Internationalisation and Diversity:** Presenting initiatives promoting cultural exchange, international collaborations, inclusivity, and diversity across universities.
- **Community Engagement and Social Impact:** Demonstrating programmes or activities that universities have initiated to address societal challenges.

The purpose of such a compilation is to serve as a reference, inspiring other universities or educational institutions to adopt or adapt these successful practices. It promotes knowledge sharing, collaboration, and continuous improvement within the academic community across Europe. By disseminating these best practices, the book aims to foster a culture of innovation, excellence, and continuous development within the higher education landscape of Europe.

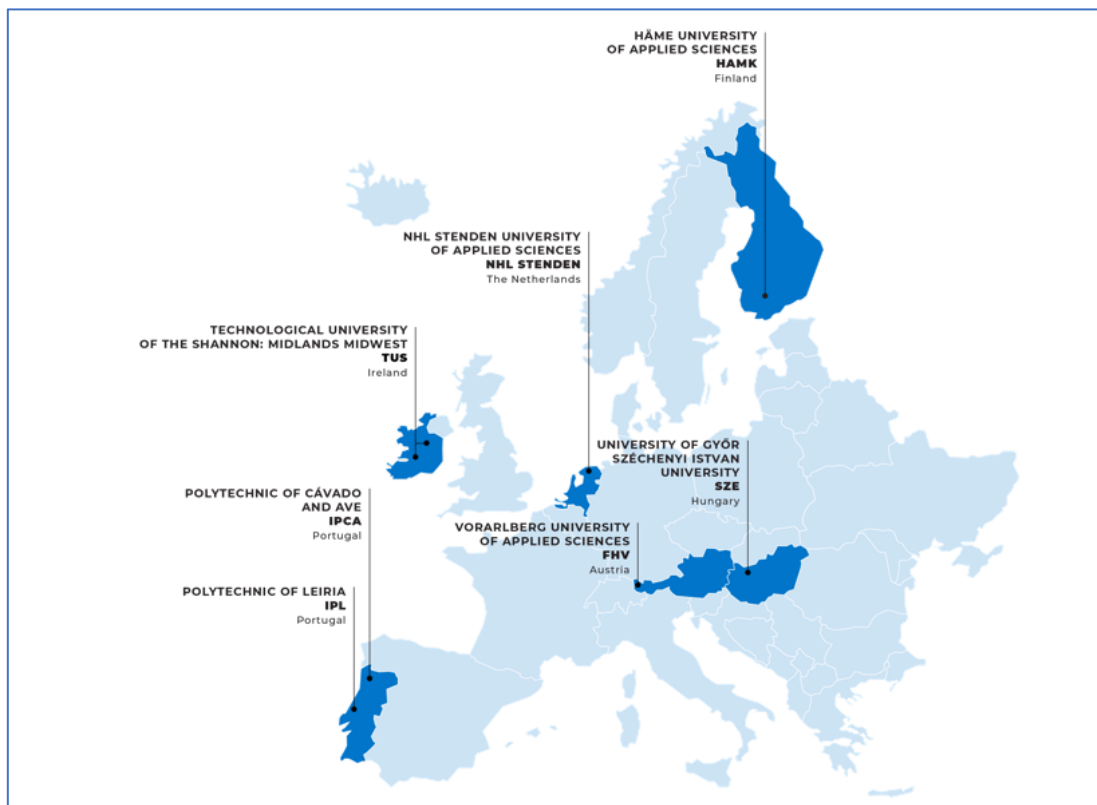


Figure 1 – RUN-EU Members (2020-2023)

1. Good Practices at the Coordination and Management Level

Any coordination team of a European University Alliance should provide partners of the consortium with the necessary guidance to support the project implementation and financial management. A **Project Management and Quality Handbook** comprising five main sections proved to be a very useful tool:

- i. A **Project Roadmap**, presenting a detailed overview of the work plan and description of the work packages objectives, tasks and results, including the project indicators and impacts to be achieved, the list of the milestones, and the Gantt chart.
- ii. A **Project Management Structure**, showing what are the management arrangements for the governance of the Alliance and the Project, and roles and responsibilities of the management bodies.
- iii. A **Financial Handbook**, containing guidelines for management, administrative work and financial control, the management and reporting tools to be used by the partners, including templates for reporting and contacts from the staff team allocated to the project.
- iv. A **Risk Assessment Table**, comprehending key information as the description of the risk, evaluation of the potential impact and the likelihood of occurring, listing mitigation measures and identifying the members involved in the controlling, monitoring, and implementation activities.
- v. A document with **Communication procedures and dispute resolution procedures**.

A **Project Management and Quality Handbook** intends to support the partners, but it is advisable to carefully read the full proposal, as well as the Grant Agreement and the Partners Agreement. So, this guide should be a complement to the applicable legislation, giving some additional clarification and practical guidance. The Handbook should contain an introductory section with a brief presentation of the project with a summary factsheet containing:

- Project name and acronym
- Name of the funding programme
- Grant Agreement Number
- Project starting and ending date
- Duration in months
- Global budget of the project
- Maximum EC grant
- Project summary

- Short section that should describe the alliance consortium with partners designation, acronym and country.

1.1. Project Road Map

The focus of the **Road Map** is presenting the details of the work plan for the implementation of the project, namely the objectives of the work packages, the tasks to be performed and results to be achieved in each work package, the indicators that will measure the performance and the milestones to reach. It also contains some advice on the peer-review process to ensure the quality control of deliverables.

The roadmap should include clear information on the:

- **Main objectives** of the project
- **Specific objectives** of the project
- **Work Plan** presenting a summary of the Work Packages presented in the form of tables. Each table includes a brief description of the work package aim and objectives, the list of the tasks, indicating its duration, the leader and the co-leader responsible for its implementation, the list of the main results and deliverable to be achieved and the specific indicators of each work package. This information is meant to guide partners in getting a helicopter perspective of the full work plan and project ambitions. However, it is strongly advised to consult the proposal texts in full where details on the contents of the tasks and deliverables are presented.
- **Gantt Chart** with the timetable
- **Deliverables list**
- **Milestones list**

1.2. Project Management Structure

The RUN-EU project management structure reflects the management structure of the network itself, aligned with its ambition and vision of creating a European University campus. The Presidents and Rectors of the alliance members have endorsed the Mission and Long-term Vision of the RUN-EU alliance committing to create joint management and governance systems to underpin the alliance. Common management structures will exist at:

- **Strategic coordination level** through the creation of the RUN-EU General Assembly, composed of the Rectors and/or Presidents and representatives of the students and of the Associated Partners. This pan-institutional Governing Body will also act as a Senate for RUN-EU supporting academic and scientific decisions. After the project ends, the RUN-EU General Assembly will secure the strategic coordination of the European University and the fulfilment of its mission and long-term statement, including the creation of an intra-institutional Academic Council.
- **Management level**, through the creation of a RUN-EU Management Committee, led by the Coordinator and co-lead by the Co-Coordinator and including all the WP Leaders and Co-leaders, which will ensure common management of the human and financial resources and the monitoring of the project implementation. This pan-institutional Governing Body will remain active after the project ends securing the management of the operations of the Alliance, including management of the common financial resources of RUN-EU.
- **Operational level**, through the delegation of responsibilities in the leaders and co-leaders (WPL and WPCL) of the different WPs, that will be responsible for the implementation of the tasks and accomplishment of the objectives and deliverables, as well as to assure the partners' involvement at the WP level.

The Coordinator and Co-Coordinator will have the responsibility to constantly monitor and ensure clear and appropriate management, along with the active participation of staff and student bodies as well as the Associated Partners and regional stakeholders.

One of the key elements of success for international projects is professional project management, comprising of a strong team for coordination, administrative, and financial management. The management of the RUN-EU project is based on a hierarchical and robust structure using international best practice to ensure strong communication and effective participation by all project members. This will ensure that the assigned responsibilities and deliverables are met on time and within budget and that appropriate resources are utilized in line with the submitted proposal.

The general governance, quality and strategical guidance of RUN-EU will be delivered through and supported by four main management structures namely the:

- RUN-EU General Assembly (RUN-EU GA)
- RUN-EU Management Committee (RUN-EU MC)
- Student Advisory Board (SAB)
- Associated Partner Advisory Board (APAB).

The coordination, management and implementation will be the responsibility of the institutional Coordinator the Co-Coordinator, the General Manager (GM) and the Work Package Leaders (WPL) and Co-Leaders (WPCL), with the support of international experts.

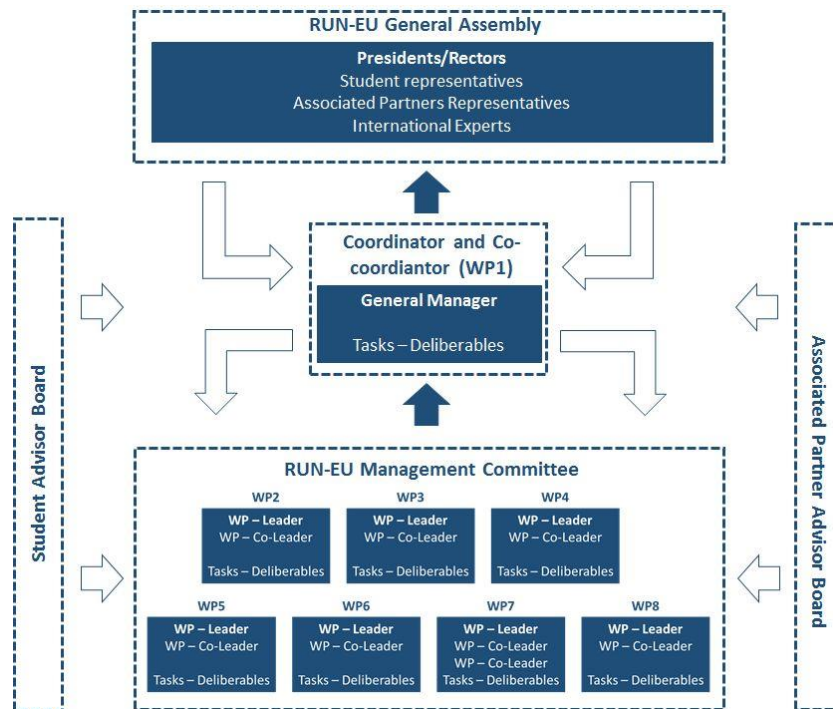


Figure 2 – RUN-EU Governance scheme

The General Manager and the Work Package Leaders will be invited to attend the RUN-EU GA meetings.

This pan-institutional Governing Body will also act as Senate for RUN-EU Alliance performing a strategic role and at the same time will agglutinate the responsibilities of a RUN-EU Academic Council, supporting the academic and scientific decisions of the Alliance. However, during the project implementation, the Alliance members will create an autonomous Academic Council that will assume the academic and scientific of the future of RUN-EU after the funding period, while the RUN-EU GA will remain as the strategic governance body. The RUN-EU GA will meet three times during the project (once a year) to:

- Evaluate and decide on the high-level RUN-EU policy decisions proposed by the Coordinator or by the RUN-EU MC;
- Strategically steer the main project decisions upon reviewing the reports of the Coordinator and the RUN-EU MC, describing the progress of the project and the individual work packages;
- Guarantee the academic and scientific coordination of the RUN-EU;

- Define the main guidelines for the sustainability of the RUN-EU and support the roll-out of the long-term vision strategy;
- Identify potential risks, difficulties and bottlenecks that could arise during the project roll-out to determine appropriate solutions and/or contingencies.

The **Coordinator** is responsible for coordinating all the project work, with the support of the **Co-Coordinator**. The operational everyday activities will be ensured by a General Manager (GM), who will be a person employed by the Coordinator, which will guarantee the coordination of the administrative work and ensure that the project is implemented effectively and within the proposed schedule, resources and budget. The main activities and responsibilities of the Coordinator include:

- Coordinate the overall activities associated with the project between all the alliance members;
- Consider and implement the strategic guidance from the RUN-EU GA, the inputs from the Advisory Boards and the WP main objectives;
- Monitor, with the assistance of the WPL and WPcL, the milestones and delivery of results at the WP level, to identify potential delays or risks to the execution of the project on time;
- Ensure proper financial management and reporting, guaranteeing the distribution of the financial resources to all the partners following the agreed budgets, member responsibilities and execution;
- Ensure effective communication with the European Commission services;
- Prepare the official interim and final reports, collecting inputs from all members and WPL, for submission to the RUN-EU GA and the EC services.

The **RUN-EU Management Committee (RUN-EU MC)** is led by the Coordinator and Co-Coordinator and composed of all the WPL and WPcL, gathering staff representing all the Alliance members. This management body has an operational role in the governance structure of RUN-EU. It is envisioned that upon conclusion of the three-year project, the RUN-EU MC and will be kept after the project ends as a management body, to assure the operationalization of the Alliance after the project ends. The RUN-EU MC will meet twice a year and its main activities and responsibilities will be to:

- Monitor and coordinate the activities and deliverables of the RUN-EU WPs;
- Detect any potential deviation in the implementation of the tasks and output delivery, deciding on corrective actions;
- Manage the project resources efficiently (human and financial resources);
- Monitor execution progress against key performance indicators such as the quality of the WP deliverables, implementation of the mobility activities (students, teachers,

researchers, technical staff), the design and delivery of the Short-Advanced Programmes and the Collaborative European Degrees.

The **work package leader (WPL)** and **work package co-leader (WPCL)** roles are assured by the staff of the RUN-EU. The WPL and WPCL of all WPs will meet virtually regularly during the project implementation, under the coordination of the Coordinator and physically at least once a year, together with the annual RUN-EU MC meeting. The responsibilities of the WPL and WPCL include:

- Ensure that the activities of the WPs are implemented according to schedule and budget, properly delivering project tasks and deliverables with the expected quality;
- Monitor the WP implementation, guaranteeing that each partner is contributing as planned to the WP implementation, and assuring a proper communication;
- Inform the RUN-EU MC and Coordinator of the progress of the implementation, identifying any constraint and potential deviation and proposing corrective actions;
- Implement the strategic actions and needed corrective actions identified by the RUN-EU GA, RUN-EU MC and Coordinator.

The project management structure also includes two advisor boards as follows:

The **Associated Partners Advisory Board - APAB** is composed of the regional, national and international associated partners of RUN-EU. The APAB will meet yearly (simultaneously with the RUN-EU GA meetings) and will advise on the societal engagement of the members of RUN-EU and the most urgent and important emerging challenges, promoting the regional, national and international relevance of the alliance and its activities. The APAB will elect six members to be part of RUN-EU GA.

The **Students Advisory Board - SAB** will strategically advise the work of the RUN-EU MC, Coordinator and WPL, with an emphasis on the student engagement activities, inclusion and multiculturalism, as well as the implementation and format of the mobility innovative programmes, Short-Advanced Programmes and Collaborative European Degrees. The SAB will work both at an institutional/regional level as well as a European level (RUN-EU). Besides the importance of the SAB in advising RUN-EU, the RUN-EU annual student week will be used as a venue to promote multiculturalism and multilingualism, in a unique International, diverse and inclusive environment.

Further to the above, it is important to highlight that the management of the project relies on a set of responsibilities as follows:

The coordinator shall:

- take all the steps necessary to correctly manage the work programme;
- guarantee the communication between the partners and management bodies and with the EACEA Agency;
- comply with all the provisions of the Grant Agreement;
- notify and provide the partners with any amendment made to the Grant Agreement;
- send to the partners a copy of the various documents concerning the project;
- define in together with the partners the role and rights and obligations of the two parties;
- manage and verify the appropriate spending of the funds;
- provide a compulsory external audit report;
- provide one copy of the partnership agreement duly signed to each partner.

Each Partner shall:

- take all the steps necessary to correctly manage the work programme;
- ensure adequate communication with the Coordinator and with other beneficiaries;
- accept responsibility for all information communicated to the Coordinator;
- define in conjunction with the Coordinator the role and rights and obligations of the two parties;
- communicate to the Coordinator any information or document required;
- report in time the activities implemented/developed, and the costs incurred, including the necessary supporting documents or evidence.

1.3. Guidelines for the Project Financial Management

This section is dedicated to the clarification of the principles of budget allocation among the partners, main budget headings, responsibilities, and reporting scheme.

1.3.1. Principles of budget allocation among the partners

The budget was designed to provide sufficient financial resources to assure the successful implementation of the tasks and activities enabling the consortium to reach the defined objectives, results and impacts while ensuring strong cooperation and liaison with end-users and multipliers. At the same time, these provisions are considered necessary to reduce risks of implementation by incorporating core expertise and experience in the partnership and ensuring maximum benefit through a continuous monitoring and evaluation exercise.

Partners fully understand that **their eligible costs will not be covered at 100%** and are thus prepared to cover the necessary part through their financial resources. However, partners are also aware that the implementation of the planned activities might require additional non-eligible costs.

On the proposal, a very detailed budget was developed considering the key activities to be implemented. Principles such as i) duration of each of the WPs and of each of the tasks to be performed, ii) content of the activities and type of outcomes and results to be produced, iii) partners' expertise and roles, were taken into consideration in the development of the budget.

1.3.2. Eligible and non-eligible costs

Eligible costs

Eligible costs are expenses incurred during the project execution, as specified in the Grant Agreement and that are identifiable as specific costs directly linked to the implementation of the project activities and which can, therefore, be directly with it. To be considered eligible, the costs must satisfy the following general criteria:

- They must relate to activities involving countries that are eligible to participate in the Erasmus+ programme;
- They must be incurred by the legal bodies/institutions of the official consortium, meaning that the payments/costs must be done/supported by a partner of the project;
- They must be related to the project (i.e. relevant and be directly linked to the execution of the project following the work plan) reflecting project activities, products or events;
- They must be foreseen in the estimated overall budget of the project. Should any partner anticipate incurring in costs that were not foreseen in the estimated budget, the

prior approval of the Project Coordinator and the Executive Agency (EACEA) should be sought before incurring those costs. Please keep in mind that contact with the EACEA should be established by the coordinator and so deviations to the project or its budget must be communicated to the coordinator;

- They must be reasonable and justified and they must accord with the principles of sound financial management, in particular, in terms of value for money and cost-effectiveness;
- They must be generated during the lifetime of the project;
- They must be recorded in the partner accounts following the applicable accounting principles and be declared under the requirements of the applicable national tax and social legislation.

It must be noticed that costs which could be considered as eligible accordingly to the criteria detailed above, might become ineligible if they are not supported by adequate evidence and support documents.

Non-eligible costs

As established on the Grant Agreement, the following types of costs cannot be considered as eligible:

- Return on capital
- Debt and debt service charges
- Provisions for losses or potential future liabilities
- Interest owed
- Doubtful debts
- Exchange losses
- Costs of transfers from the EACEA charged by the bank of a beneficiary
- Costs declared by a beneficiary in the framework of another action receiving a grant financed from the Union budget (including grants awarded by a Member State and financed from the Union budget and grants awarded by other bodies than the Agency to implement the Union budget); in particular, indirect costs shall not be eligible under a grant from an action awarded to a beneficiary which already receives operating grant financed from the Union budget during the period in question
- Contributions in kind from third parties
- Excessive or reckless expenditure.
- Deductible VAT (Value Added Tax).

1.3.3. Project budget and main headings

Regarding the specific issues, a budget is a management tool that shows all planned expenses that are considered necessary for the development of a specific project. As a prevision, the budget provides a forecast of all costs associated with the project and enables the actual financial operation during the implementation of the project activities to be measured against the forecast. In the framework of the Erasmus+ projects the usual budget structure is based on real costs and contains the following structure:

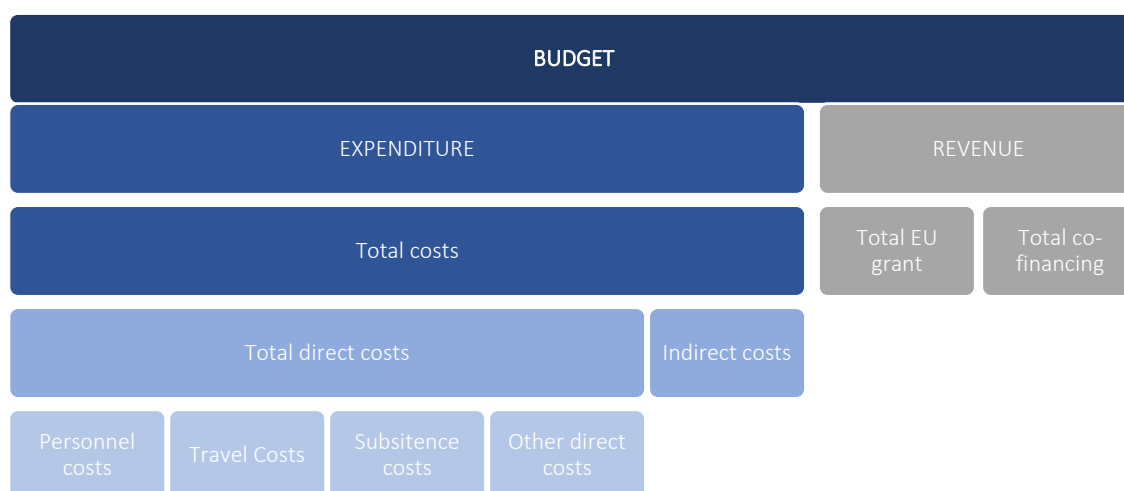


Figure 3 – Budget Structure

To simplify, we can say that the image represents the expenses/costs of the project (cells in blue) and the financial means (cells in grey). Starting with this latter category: The project is co-financed at 80%. This means that the beneficiaries will receive 80% of the reported and approved costs. Thus, the remaining amount (20%) must be supported by partners funds.

Regarding the blue segment (total costs/expenditure):

- the Project **Direct Costs** divided into different categories (personnel costs, travel costs, subsistence costs and other direct costs). Under direct costs, we must only report actual costs
- And the Project **Indirect Costs**, that will be automatically calculated, applying to a flat rate of 7%. So, the indirect costs are calculated multiplying the total direct costs by 7%.

Staff costs/Personnel costs – relates to the time effort of the persons working on the implementation of the project activities. All persons must have a direct link (established by a work contract or a similar contract) with the project partner. Under this category, you will report the actual staff costs that corresponds to the time worked on the project.

Travel costs and Subsistence costs – relates to project meetings and to the different types of mobilities actions planned for researchers and students. Usually, these costs are presented together, however, in this project they are presented and predicted separately, since these categories represent a huge amount in the project, as presented on the table below.

Other costs – relates to costs arising from the project activities or mandatory costs (e.g. costs related with organizing of events, promotional materials, audit certificate, among others).

Indirect costs – relates to costs of structure not directly allocated to the project. As refereed above, these are automatically calculated, using a flat rate of 7% to overheads.

Personnel costs

To claim the expenditure under this heading, partners must provide the project coordinator with a set of supporting documents, including:

- A document explaining the **internal policy on salaries and the calculation of the daily staff rate** (cost per person, per one full working day (FTE¹)).
- **An employment contract** or equivalent document proving the link between each staff allocated and the Entity. This document should indicate the type of contract, the starting date (and ending date if applicable), function and tasks, monthly salary, or daily/hourly rate, working hours per day, etc. This document must be signed both by the employer and the employee²
- **Timesheets signed by both the staff allocated and the person responsible of the project or the organization** mentioning the name and tasks fulfilled (with a reference to the work programme's activities) with a description of the tasks performed, the number of hours per day or days per month allocated to the project.
- **Payslips/Official payroll document** which allows checking both numbers of days worked, and amounts paid and social security charges duly paid²

At the Lump Sum model, these processes and documentation requirements will be simplified.

Travel Costs and Subsistence costs

The travel and subsistence headings refer to expenses directly linked to attending face-to-face project/consortium meetings and other events (e.g. conferences) or related to the different mobility actions for academic staff, researchers and students as described in the proposal. Expenses reported must comply with your organization internal policy and they should be previewed on Annex I of the Grant Agreement (Description of the Action - proposal). As for the

¹ Full-Time Equivalent.

² Some supporting documents will be in partners national languages and for some cases (e.g. contracts, invoices, etc) a summary in English will be requested enabling the Project Coordinator of analysing the information in the document.

personnel costs, there is some flexibility in the budget execution and so deviations are expected, especially in what is related to the costs of travel (flights, train, etc). However, deviations must be properly justified, and during the project execution, the Project Coordinator can request additional information/clarifications about the deviations (if they are significant).

In order to claim the expenditure related to travel and subsistence costs, partners need to provide the Project Coordinator with a set of supporting documents², including:

- **Internal rules defined for staff members travelling** (Internal Policy declaration including lump sum, if applicable)
- **Travel tickets** (plane, train, bus, etc.) and **invoices** (hotels, restaurants, travel agency);
- **Boarding passes**
- **For car journeys³**: declaration stating the city of departure and arrival, the calculation method with unit rate (price per Km) and number of units (Km), dates, names and activities concerned
- **List of participants duly signed** with clear identification of the activity/purpose of the trip, dates, names and functions of the participants in the project (e.g. partner team member, researcher, student, external participant, etc) – this is applicable for all the type of events: project meetings, dissemination events, staff training courses, students' courses, etc.
- **Proof that the payments have been made** by the partner and are recorded in the accountancy records.

Other Direct costs

Other direct costs include expenses directly related to the implementation action and that are not included in the previous budget lines. These are costs related to:

- Financial audit of the reported costs
- Students weeks organization
- Project Management Committees organization
- Project General Assemblies organization
- Dissemination thematic events
- Project Advisory Boards
- Organizing CDAP courses.

³ In principle for the national travel

In order to claim the expenditure related to other costs, the following supporting documents² need to be presented by the partners:

- **Contracts (if applicable) and invoices**
- **Proof that the payments have been made** by the partner and are recorded in his accountancy records.

As referred above the partners can manage their budget, with some flexibility. Nevertheless, deviations must be properly justified, and during the project execution, the Project Coordinator can request additional explanations about the costs included in the report.

Indirect costs

The indirect costs are automatically calculated using a flat-rate amount set 7% of the total amount of eligible direct costs. **Partners are not expected to provide supporting documents to claim indirect costs.**

1.3.4 Reporting scheme

To allow the Project Coordinator to effectively monitor the partners' financial expenditures towards the project progress and to submit on time to the EC the official progress and final reports (which are based on the collection of information provided by each partner) partners will be requested to report regularly through internal reports.

The internal project reporting system will also enable the financial team to identify issues that may jeopardize the efficiency of the project expenditures or the eligibility of the costs claimed, allowing the implementation of preventative actions and correct deviations. The reporting scheme will give the Project Coordinator an overview of how the partners have spent their budget and the available budget. If the significant variance is detected between the work plan and spend the Project Coordinator can advise/provide support remedial action.

In each internal report, partners will be asked to provide all the required financial data and necessary documents to support the submission of an official report to the EACEA. This will allow the Project Coordinator to assess the partners' data in the same format enabling an easier compilation, analysis and if applicable comparison.

The internal report will allow the financial team to:

- Monitor expenses and ensure that the grant is being spent on necessary items and activities in pursuance of the project objectives as set out in the application
- Check eligibility of reported costs accordingly to the funding rules described in the Grant Agreement and financial guidelines.

Each partner will provide the documents and information required for the preparation of the interim and final reports to the financial team. For this, copies of all the necessary supporting documents completed and signed by the legal representative will be required.

1.3.5. Payments to partners

For this project, there will be only two payments associated with the signature of the partners' contract and the approval of official reports, as described in the next image:

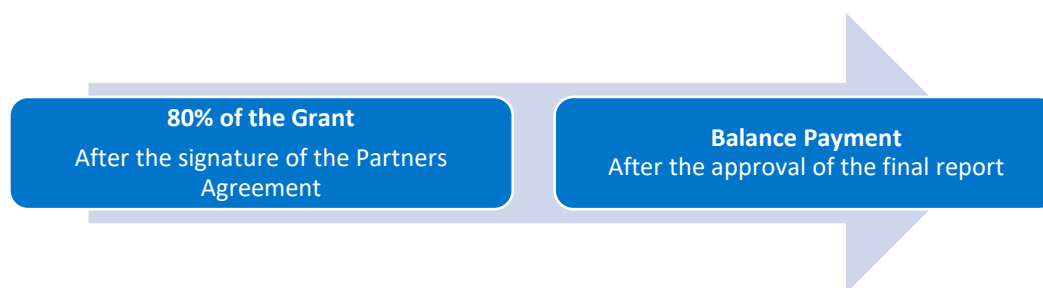


Figure 4 – Payment flow

1.3.6. Language and Currency

Requests for payment and financial statements shall be drafted in EUR and English. Normally, if partners have supporting documents in their national languages (payslips, payment proofs, bank statement, invoices), a summary in English might be requested.

However, any document created specifically for the project, such as declarations, timesheets and staff rate calculations must be written in English.

1.3.7. Exchange rates

For expenses incurred in another currency, we have two scenarios:

1. Beneficiaries with general accounts in Euro must convert any cost incurred in another currency into Euro according to their usual accounting practices. Partners can simply use the conversion described in the bank statement for example.
2. Beneficiaries with general accounts in a currency other than the Euro must convert the costs recorded in their accounts into Euro at the average of the daily euro exchange rates published in the C series of the Official Journal of the European Union, calculated over the corresponding reporting period. If no daily euro exchange rate is published in the Official Journal of the European Union for the currency in question, they must be converted at the average of the monthly accounting exchange rates published on the

Commission's website

(http://ec.europa.eu/budget/contracts_grants/info_contracts/inforeuro/inforeuro_en.cfm) calculated over the corresponding reporting period.

1.3.8. Responsibilities related to the financial management of the project

A partners' agreement was signed among partners formalizing roles, relationships, and responsibilities. This agreement will cover the implementation of management structures and roles, miscellaneous responsibilities of partners, ownership and exploitation of the project results, confidentiality of results, conflict resolution procedures and contingency planning procedures.

Role of the coordinator

Apart from sending to each partner without delay a copy of the Grant Agreement signed with the EACEA, including all its annexes, the coordinator should:

- Inform partners of any change made in the Grant Agreement with the competent EACEA
- Provide partners with copies of the official documents of the project;
- Define in conjunction with the partner the role and rights and obligations of the two parties;
- As the sole recipient of payments on behalf of the partnership, ensure that all the appropriate payments are made to the partners without unjustified delay;
- Be responsible for supplying all documents and information to the competent EACEA which may be required under the agreement;
- Establish the payment requests on behalf of the partnership, following the agreement, the estimated eligible costs and the actual costs incurred;
- Be responsible, in the event of audits, checks or evaluations for providing all the necessary documents (e.g. accounts of the co-beneficiaries, the accounting documents, signed copies of sub-contracts, if any have been concluded by the partners);
- Not delegate any part of these tasks to the partners or any other part. (Where information from the partners is required, the coordinator shall be responsible for obtaining and verifying this information and for passing it on to the EACEA).

Role of the partners

Partners shall cooperate with the project coordinator and thus:

- Comply with all the provisions of the Grant Agreement signed between the coordinator and the EACEA and the contract signed between the coordinator and the partner.

- Provide the coordinator with any information or documents it may require and which are necessary to draw up the reports, financial statements, and other documents for the administration of the Project;
- Accept responsibility for all information communicated to the coordinator, including details of costs claimed and, where appropriate, ineligible expenses;
- Inform the coordinator immediately of any event liable to substantially affect or delay the implementation of the action;
- Inform in advance the coordinator of any need for modification of their budget;
- Ensure that all information to be provided to the Executive Agency is sent via the Coordinator;
- Provide coordinator with all the necessary documents in the event of audits, checks or evaluations.

1.4. Risk Assessment and Risk Monitoring

In the implementation of an international project with partners from different countries and backgrounds, a critical risk is to ensure that the project strategy, tasks, results, and budget remain on track. A project management process including a regular assessment of project progress and risks will be implemented, where each WPL will briefly present this progress of the activities at the face to face and distance consortium meetings.

About risk assessment and risk monitoring, the RUN-EU Monitoring Committee (RUN-EU MC) will be responsible for monitoring and managing the risks and will update the RUN-EU General Assembly (RUN-EU GA) at every meeting. The RUN-EU GA can decide to adapt the risk strategy to changing circumstances during the progress of the project. The RUN-EU MC will act when required to mitigate any risks, according to the plan and when necessary, follow-up meetings will be held by the RUN-EU MC with the participation of all relevant members. If risks occur that had not been identified and there is no predefined mitigation action, the RUN-EU GA will agree on the appropriate mitigation measures.

A table shall be produced with the critical risks identified at the management level, including proposed mitigation measures. Further risks can be identified at the level of the work package (WPL) implementation and the WP Leader shall communicate to the RUN-EU MC the risks and, where possible, mitigation actions, as soon as possible.

1.5. Internal Communication

1.5.1. Internal communication and cooperation

A constant communication flow will be stimulated and maintained mostly through face-to-face meetings and regular distance meetings, complemented by traditional phone communication when needed and email.

Cooperation among partners will take place in a structured frame of responsibilities, where:

- As the Project Coordinator, IPL will supervise all activities, assure administrative-financial and technical management and coordination, coordinate the involvement of all partners and facilitate communication among them, monitor the accomplishment of the project outcomes and results and elaborate official reports;
- The WP leaders are responsible for ensuring the accomplishment of technical objectives of the tasks, develop their tasks' deliverables, control quality and schedule of the work and report back to the coordinator. They will encourage the participation of all partners and integrate their inputs within a given task that are under their responsibility (as task leaders);
- All partners will assure the regular reporting to the coordinator, co-organization of internal meetings when held in their local institutions, participation in the project's meetings and implementation of the project's activities. All partners are strongly committed to the project and will actively contribute to all steps of the work plan (self-motivated but also encouraged by task leaders and by the project coordinator).

Communication and cooperation are considered key aspects of the implementation and will be assured through the management activities (built-on the division above described). As a large part of the work will have to be done remotely, the email will be the mostly used communication tool. A list of the team members and their contacts is available at the project shared repository of documents. **Using the email** as a frequent communication tool requires the understanding of a set of communication rules as follows:

- **Include a clear, direct subject line:** use the project name in the subject and then the issue to address (E.g., "RUN-EU: WP2 Audit Report" or "RUN-EU: WP8 Dissemination Plan" "RUN-EU: 1st newsletter"). At the same time do not use an old email with a given subject to address the team with different content;
- **Think twice before sending an email to all or hitting the "reply all" option:** No one wants to read emails that have nothing to do with them. Considering the subject of the email select the team members to address or to reply. Consult the contact list and keep it updated;

- **One way to make sure the message is read and or receive** is to use the options “request a read receipt” and “request a delivery receipt”. However, use wisely these two options: only when strictly fundamental and, for example, an answer or follow-up action is needed;
- **Reply to your emails when addressed to you and when answer or feedback is requested:** it is difficult to reply to every email message ever sent to you, but you should try to. At the same time avoid replying with “well-received” for example. If the sender wants to make sure the message was received, he/she can use the option “request a read receipt”;
- **Avoid sharing unnecessary documents of high-volume documents:** share documents by email when necessary only. Alternative you can upload the documents to the project shared repository of documents and include in the email the link to the document;
- **Use “CC”:** Copying individuals on an email is a good way to send your message to the main recipient while also sending someone else a copy at the same time. This can be useful if you want to convey the same message to more than one person, but do not need an express answer or feedback from the others;
- **Be brief and concise in the email:** no one has the time to read very long emails. Go strict to the point and be concise with your message, avoiding long contextualization (a simple context sentence will be enough) or mixing in the same email different subjects. Some notes to consider are:
 - if there is a deadline, say so: if the request is not urgent, say so;
 - if you do not need a response, say so;
 - use bullets or numbered lists when possible. These are easier to skim than blocks of text;
 - when something is important, bold it (but do not overuse bold in your emails);
 - Do not hijack a thread on one topic to discuss another topic. Start a new email thread instead, with the relevant subject line and recipients.

A shared repository of documents, where all members of the RUN-EU Monitoring Committee members can find the most relevant documents supporting the project management, will be available via Microsoft Teams. This shared repository of documents is aimed at sharing the deliverables (final versions) produced over time and other key-documents that are of interest for all members, but it is not a work environment and so will not contain “working documents” or draft versions. It will also contain the tools to support the management activities, mainly for monitoring and reporting purposes, but also templates that are necessary to be used over time.

In each of the WP, the WPL will decide what communication tools and shared repository they wish to use within their respective WP and will be responsible to send to the coordinator the final version of the deliverables of their WP and any key-document that needs to be shared.

1.5.2. External communication and cooperation

The Project Coordinator will assume the external communication, including with the Executive Agency, but all partners must also assure external communication with their local/national stakeholders and networks. Specific guidelines and tools will be made available to all partners (WP8). Besides, cooperation and communication with relevant stakeholders will be also boosted via the calls for action, events, and tailored actions to be arranged according to the project work plan. These events and diffusion actions will be a perfect opportunity to engage stakeholders directly in the project activities since the very beginning of the project and bring their contributions to the project results.

For all the external communication related to the project all the partners must use the templates provided with the graphic image of the project and the logo, making sure that other elements are also included. The use of information on EU funding and use of EU emblem is compulsory. Moreover, partners need to ensure the use of disclaimers excluding Agency (EACEA) and European Commission responsibility. The European Union emblem (flag) must be used, and the name of the European Union displayed in full. The name of the Erasmus+ programme can appear with the flag.



Co-funded by the
Erasmus+ Programme
of the European Union

The following disclaimer shall be added to publications produced within the project:

“The content of this publication represents the views of the author only and is his/her sole responsibility. The European Commission and the Agency do not accept any responsibility for use that may be made of the information it contains. Grant Agreement Number: 000000000.”

1.5.3. Conflict Resolution

Considering the project duration and the size of the consortium, the day-to-day management will be conducted at different levels:

Level 1 - Coordinator: (supported by the Co-Coordinator) will appoint the General Manager, who will take responsibility for overseeing and managing the project implementation, communication and administrative support to all partners thus ensuring the smooth running of the project, the delivery of the activities and results on

time and to an appropriate quality, as well as the communication with the European Commission.

Level 2 – RUN-EU Management Committee (RUN-EU MC): The RUN-EU MC will be led by the Coordinator and will be composed of all the WPL and WPcL in order to coordinate the operational activities of the RUN-EU WP's. The RUN-EU MC will meet twice a year in order to monitor the project work, to evaluate the risk for potential deviation in the implementation of the project and to deal with any conflict between members.

Level 3 - Work Package Leaders (WPL) and Work Package Co-Leaders (WPcL): The WPL is responsible for the coordination of the work of the partners and task leaders collaborating on each WP. In each WP the WPL is supported by a WPcL, promoting shared decision making and enhanced coordination, as well as monitoring and ensuring proper task implementation and reporting each semester to the RUN-EU MC and Coordinator.

Level 4 – Alliance members: All members are responsible for implementing the project's activities and report to the WPL and WPcL at the work package level and to the Coordinator and RUN-EU MC for monitoring and coordination purposes.

The management structure is supported by a strategic coordination group, the RUN-EU General Assembly (RUN-EU GA) and two advisory boards: the Associated Partners Advisor Board and the Students Advisory Board.

Regarding the conflict Resolution procedures, all participating project partners arranged to find an exact **definition of what a conflict** is: *“A conflict arises if the interests, opinions and the points of view of the single partners vary to such an extent that the contradictions cannot be solved by themselves. In this case, it is important to solve the conflict rapidly and technically, as the fast resolution of conflicts and problems is crucial for efficient project progress.”*

Should serious disputes arise; any member of the consortium can initiate a “Red-Flag” procedure by alerting at the lower stage, the task leader of the activities in question, about the issue that needs resolution. Any serious disputes of technical nature that cannot be resolved at the level of the task/WP will be resolved by the Project Coordinator that will immediately meet with the RUN-EU MC, attempting to consider all sides of the issue and seeking to construct a unanimous agreement between contending viewpoints.

In the case that the Project Coordinator and the RUN-EU MC cannot reach a decision for reasons of conflict of interest, the affair will be handled and resolved by an independent referee appointed by the Project Coordinator (with assistance from an invited external expert) whose judgment will be considered conclusive.

In the case of persistent or exceptional disputes threatening the continuation of the project, the consortium will inform the EACEA, soliciting their advice and call for a larger meeting of the

consortium members. All the notes, minutes and decision taken during the conflict resolution process will be transmitted to the coordinator and all partners.

1.6. Quality Control

Controlling the quality of a project often involves monitoring the quality of the deliverables but also the management activities, partners engagement and commitment, communication and results. It is very important to assure a quality control process to avoid poor performance over time and results that do not reach the expected impact both for the organizations and for the target-groups / end-users.

1.6.1. Deliverables

All the project deliverables need to have good quality and will be submitted to the review of the project officer. The quality of the deliverables will be evaluated against the objectives and standards defined in the proposal texts, which describes the methodological steps, the expected format and the content of each deliverable, as well as the RUN-EU project objectives and Vision and Mission Statement. Each project deliverable will be evaluated to ensure:

- the use of the adequate methodology, according the task description (please refer to the proposal texts – work packages descriptions);
- the compliance with the standards indicated in the task and deliverable description;
- the alignment with the RUN-EU project objectives and Vision and Mission Statement.

Appropriate templates will be provided for all the deliverables, including a Word template for report-type documents, a Word template for simple documents (up to 5 pages) and a PowerPoint template for presentations.

A peer-review process will be deployed to check quality control of deliverables. This will be done through a pool of reviewers (internal staff), from which three of them will be appointed, on a rotative basis, according to their competence profile, to review each deliverable on their field of expertise.

This peer review process will be used to review the quality of key project deliverables as defined by the WP leaders. For all the other deliverables the quality control check is guaranteed by the WP leader and co-leader.

1.6.2. Progress of the Project Implementation

The quality control of the progress of the project implementation will be done quarterly (every 9 months) through online surveys addressing the team members involved in the project implementation and covering the following dimensions: structure and management, partners engagement, commitment and communication and results. The following core criteria will be used:

Table 1 - Macrostructure of the monitoring surveys

Structure/ Management	Partnership	Results/Impact
<ul style="list-style-type: none"> •Objectives •Workplan •Innovation <ul style="list-style-type: none"> •Quality •Financial / administrative issues 	<ul style="list-style-type: none"> •Partner's commitment <ul style="list-style-type: none"> •Collaboration •Communication 	<ul style="list-style-type: none"> •Impact of the main results of the project on the organizations

Structure/management aspects are linked to the project design, methodological approach and coordination (administrative, financial and technical) issues, as follows:

Table 2: Structure/management related criteria

Objectives/ Workplan	Innovation	Quality	Financial / administrative issues
Precision	Concept	Coordination	Guidance (tools/rules)
Awareness/ Knowledge	Methodology	Work distribution	Support (team)
Adjustment	Tools	Communication	
Achievement	Results	Conflict resolution	

Partnership related criteria focus on the alliance and on how partners work towards shared and common goals, namely including:

Table 3: Partnership related criteria

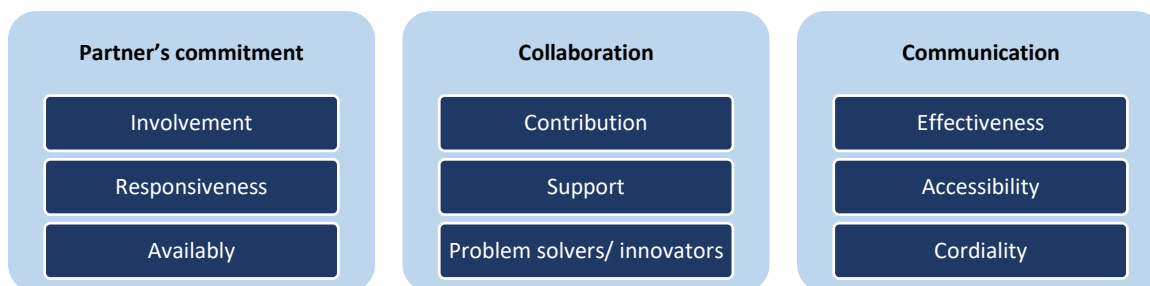


Table 4: Products related criteria



Results/Impact related criteria focus on the main results developed within the project and its impact on partners organizations: project results that potentially have a higher impact in the organizations and RUN-EU alliance, and so that provoke effective changes in the organization activities (being it forms of delivery of education, ways to cooperate for research and development, etc). The following criteria will be used to check the quality of the results considering its impact:

To assess partners perception on the results/impact we plan to define together with the WPLs the set of questions to include in the 9-months surveys that will focus impact of the activities and deliverables.

The following tools will be used to support the quality control of the progress of the project implementation:

Table 5 - Tools Supporting the quality of the progress of the project implementation

WP	Tool	When	Whom?
1	Progress quality survey	Distributed quarterly, each 9 months	Prepared by the Project Coordinator; Addresses all team members
1	Final quality survey	Distributed at M36	Prepared by the Project Coordinator; Addresses all team members
1	Monitoring, Quality Control and Evaluation reports	Quarterly reports at the end of M9, M18, M27 and M36	Prepared by the Project Coordinator

Both surveys referred above will be to be prepared at a later stage.

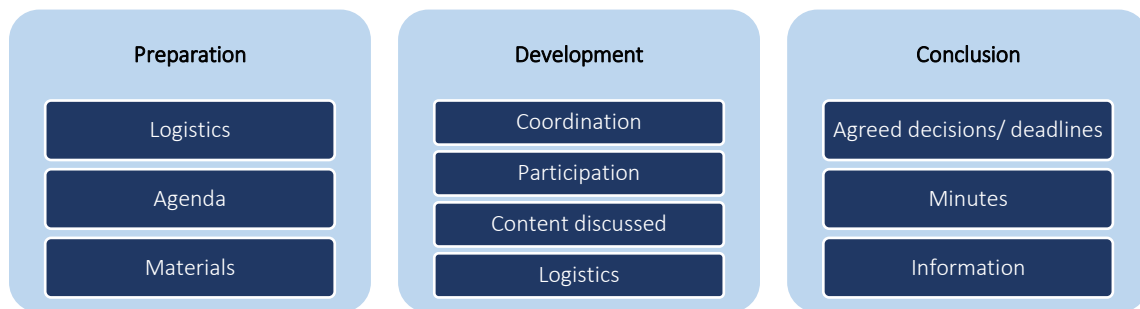
1.7. Evaluation of Project Activities

The evaluation will focus on specific project activities, events and courses which will have participation of project team members and external target-groups/end-users and stakeholders, including the transnational project meetings, courses for staff, courses for students and researchers, bootcamps and dissemination events, among others. The evaluation will be done through dedicated and customized online surveys addressing the participants of the events and courses.

Evaluation of the RUN-EU Management Committee and RUN-EU General Assembly meetings

The transnational project meetings are a key component of the project and will be monitored and assessed according to the most relevant issues, including:

Table 6: Transnational project meetings related criteria



Evaluation of the events and courses related to staff capacity building by participants

Several events and courses will include the participation of the partners' staff, aimed to promote individuals' professional development, such as Continuous Development Advanced Programmes, Design Factory Bootcamps, Design Factory Workshops and Staff Mobilities. These activities will be evaluated through different surveys to assess their quality and impact on participants. The following general criteria will be used to evaluate these activities (these criteria can be customized to the characteristics of each specific type of event and course):

Table 7: Events and courses addressing team members and staff related criteria



Evaluation of the events, courses and activities by students, target-groups/end-users and other stakeholders

Several events and courses will target students, partners staff (teachers and researchers) and external participants (target-groups/end-users and other stakeholders), such as the new academic offers (Short Advanced Programmes, RUN-EU Double and Joint Degrees), the thematic Dissemination Events and RUN-EU International Conference. Also, representatives of the target groups will be involved in mobility opportunities with learning, teaching and research purposes.

All these events, courses and activities will be evaluated by the participants through specific surveys, tools and methodologies in order to assess their quality and the impact on participants. The following general criteria will be used to evaluate these activities (these criteria can be customized to the characteristics of the events and courses):

Table 8: Events and courses addressing students, target-groups/end-users and other stakeholders related criteria

Events, courses and activities addressing students, target-groups/end-users and other stakeholders

Satisfaction

Relevance

Efficiency

Usefulness

Participation

2. Good Practices at the EIHS - European Innovation Hubs

RUN-EU European Innovation Hubs

A key objective of the RUN European University is the creation of collaborative, regionally oriented and novel mobility led education, research and innovation. The development of European Innovation Hubs (EIHS) across the RUN-EU partner network is a pivotal enabler of achieving this objective. RUN-EU sees EIHS as unique educational platforms where joint interregional research, innovation and regional stakeholder engagement activities will be created and nurtured. EIHS will seek collaborations with associated partners in government, business, society and uniquely with the OECD Secretariat of Higher Education and its Labour Market Relevance and Outcomes (LMRO) initiative. It is envisaged that the outcomes of this collaborative approach will not only feed back into education, research, and innovation development opportunities within the regions of the alliance through RUN-EU training models such as Short Advanced Programmes (SAPs), Future Advanced Skills Academies (FASAs), but could also inform innovative solutions for labour market relevance and outcomes which would be adaptable to different regions of Europe.

The principal aim of establishing European Innovation Hubs is to promote collaborative teaching and research excellence through the development of student-centred cutting edge pedagogical, research, innovation and engagement activities, using the strong links between the alliance members and their local ecosystems and businesses. This collaborative method nurtures and stimulates the student body of RUN-EU, but also other regional stakeholders to adopt a sustainable approach to the economic, social, cultural and environmental progress of the member regions. The creation of innovative mobility opportunities through new multinational academies and hubs will improve the national and international competitiveness of the associated regions and their academic community thus allowing them to: (i) complement existing capital and large city regions; (ii) retain and attract young talent and (iii) correct existing unfavourable bias in development trends in peripheral European regions. RUN-EU partners have committed to the establishment of European Innovation Hubs focusing on the three overarching thematic areas of: 1) Future and Sustainable Industries, 2) Bioeconomy, and 3) Social Innovation.

Good Practice for development of EIHS

1. A working group was established who undertook an initial audit on current Research Clusters, Associated External Partners, Associated Hubs, and Facilities that exist in partner

institutions across the RUN-EU network. The results of the audit identified each partners' readiness levels for joining an EIH in a particular thematic area. This audit is reviewed on an annual basis to maintain its relevance.

2. A shared Vision and Mission Statement was developed for the RUN-EU EIHs and each hub defined its own unique Vision and Mission Statement to reflect the needs of its thematic area.

3. A common, joint governance structure has been established for the effective and efficient running of the hubs (Figure 2). Each hub will adapt this governance structure in line with their requirements.

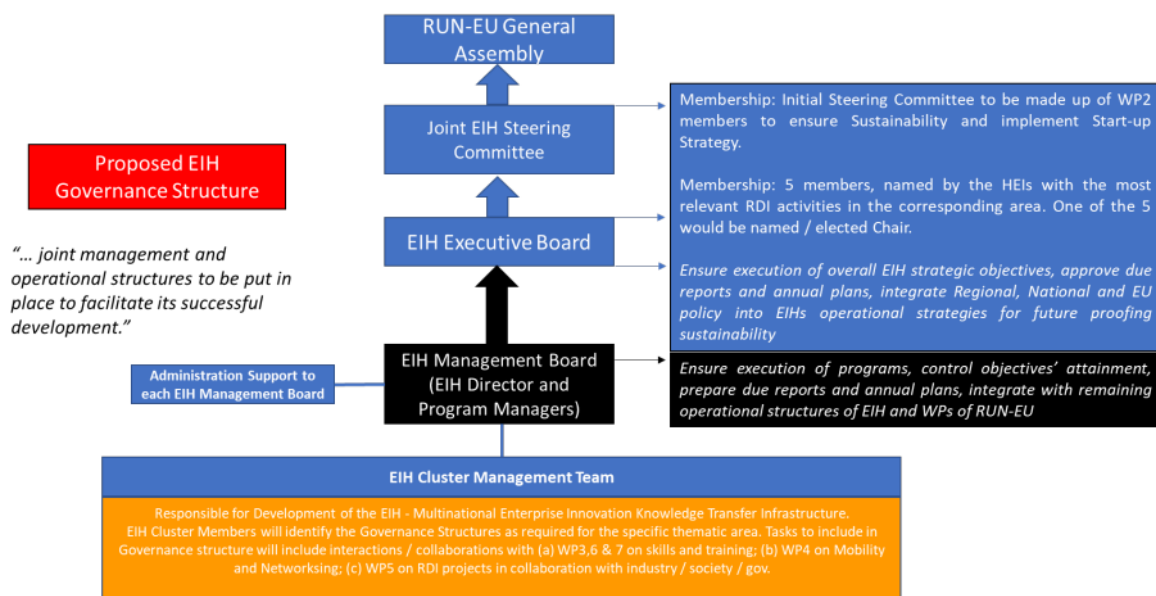


Figure 5 – Governance Structure of the RUN-EU European Innovation Hubs

4. A Strategic Plan which was developed for each of the 3 hubs based on its vision and mission statement. The Strategic Plan aims to align RUN-EU to Regional, National and European Strategy for driving Innovation to (a) bring about societal change and economic sustainability, (b) address global challenges including meeting Sustainable Development Goals, and (c) prepare Europe for the challenges of the coming decade and beyond.

5. Development of shared infrastructure and programmes to support the hubs in the implementation of their Strategic Plans such as online platforms, programmes and personnel.

6. Integration of EIHs into RUN-EU pillars including RUN Discovery Programme and FASAs.

3. Good Practices at the FASA – Future and Advanced Skills Academies

Both students (Framework for innovative pedagogical approaches and good practices report version 2.0 and 3.0, and Skills Bulletin #3) and teachers (Framework for innovative pedagogical approaches and good practices report version 1.0 and 3.0, and skills Bulletins #4) emphasised the importance of adopting student-centred and interactive approaches in teaching and learning. The reports reinforce that collaborative approaches and the development of reflective thinking and active agency of students are all critical in enhancing high-quality teaching and learning.

Moreover, the 3rd version of the Framework for innovative pedagogical approaches and good practices report highlights the link between teaching, learning and wellbeing. Firstly, the approaches to teaching and learning usually perceived as less effective, that is, unreflective and transmissive teaching and surface learning, were shown to be related to more negative wellbeing outcomes, such as higher self-criticism and low self-compassion and self-efficacy. Second, interactive teaching and pedagogical reflectiveness among teachers, as well as a deep approach to learning among students, were shown to be associated with more positive wellbeing outcomes, including higher levels of self-efficacy and self-compassion. Thus, the results highlight the importance of enhancing both student and teacher wellbeing in higher education is highly important to enhance the quality of teaching and learning.

Figure 6 illustrates findings from teachers' perspective for innovative pedagogical approaches and good practices. For instance, both the students and teachers emphasised the crucial role of linking theory to practice and linking studies to real-life contexts. However, students identified the development of soft skills as important during learning and highlighted the important role the teachers play in creating a safe space and atmosphere within which collaboration and the sharing of experiences can occur.

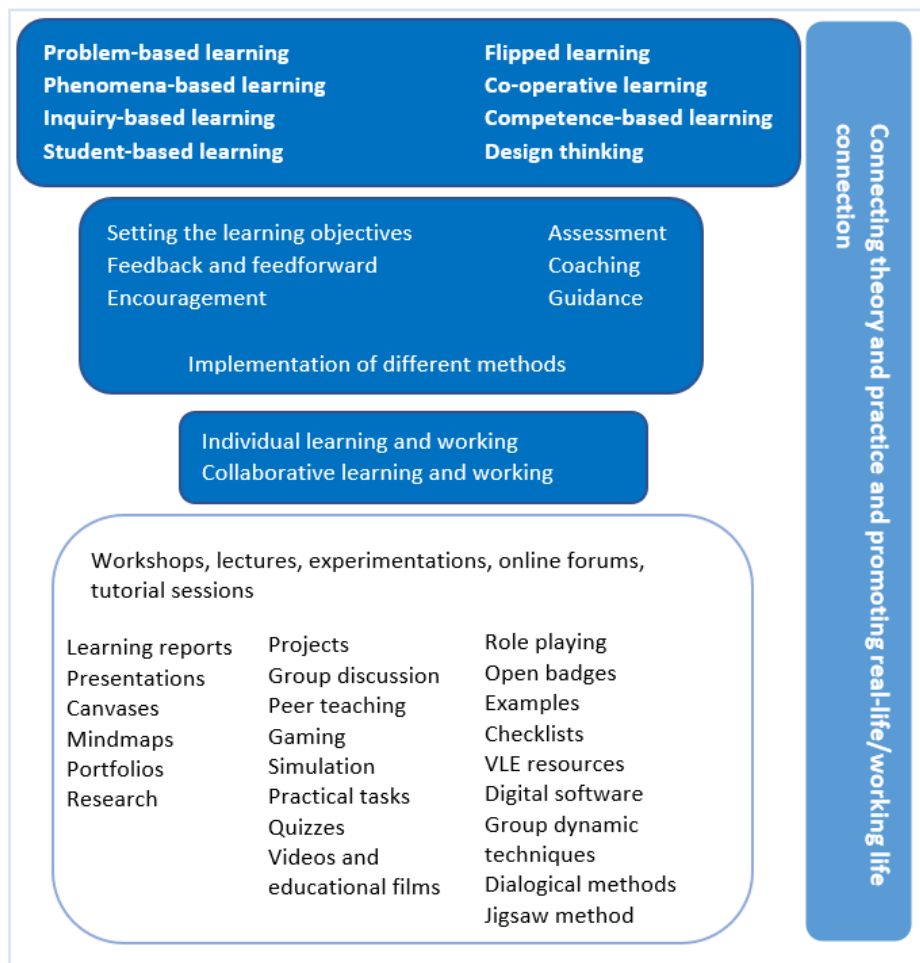


Figure 6 – A conceptual compilation of the different ways the teachers described promoting generic future skills with students

The institutions have an important role to play in how future and advanced skills can be incorporated into the curricula which in turn influences how the skills can be systematically developed during studies.

The findings also suggest that the teachers’ role in how they facilitate student learning and support the development of future skills through learning and teaching activities, is of the utmost importance. It is important to highlight that the development of future skills will probably not happen systematically during degree studies, unless the teachers themselves are encouraged to participate in pedagogical development in the RUN-EU institutions to learn methods and practices to enhance future skills development.

Main findings from the reports:

Communal pedagogical understanding within the RUN-EU alliance

- Communal understanding of the importance and the definition of the future skills by students, teachers, and institutions
- Communal understanding of the core concepts of pedagogical framework such as student-centred approach to teaching by teachers and institutions
- Recognition of the importance of future skills at the institutional level; Institutional support to enhance the role of future skills

Teaching and learning activities

- Supporting the deep approach to learning and finding ways to maintain it during studies
- Developing towards student-centeredness which, in turn, is likely to reflect positively to deeper level learning strategies, including the future skills into curricula
- Alignment of teaching: intended learning outcomes, teaching and learning activities (methods, tasks) and assessment are aligned and support the learning of future skills
- Supporting the students to identify the skills and notice their competence development
- Promotion of practice or working life connection when developing the future skills
- Enhancing student and teacher wellbeing is important and related to the quality of teaching and learning

Pedagogical development of RUN-EU teachers

- Formal qualification of pedagogical education
- Increasing engagement to participate in the pedagogical development programmes that are given by FASA and focusing on the pedagogical framework and the development of the future skills
- Employment of collaborative approaches in teaching and supporting the development of reflective thinking and active agency of students
- Guarantee teachers' possibilities for pedagogical development
- Establishment of teacher collaboration to work towards common objectives.

Main findings from the reports (Design Factory Bootcamp and Design Factory Workshops) on good practices for the development of Design Factory structures and learning opportunities for students include:

- Structures and operating models are best understood with hands-on experience of the Design Factory way of working

- Involving students and teachers in joint activities, such as prototyping the development of new Design Factory workshops, creates new learning opportunities and allows fast experiments of ideas
- Experimenting and peer-learning are the quickest and optimal way to setup new Design Factory structures
- Emphasis should not be in building walls and creating perfect spaces, rather creating activities and shaping and redesigning spaces to meet the needs of the activities
- Diversity and multidisciplinary enhances the development of Design Factories

RUN-EU provides various opportunities for teachers to create new Design Factory learning opportunities (SAPs, BIPS, COILS and MOOCs), but also for peer-learning, e.g., shadowing other teachers online or onsite at other institutions. Mobility, either physical or virtual, provides the quickest way to learn new methods and teaching practices and to bring them to home university. By sharing methods and tools openly, also other teachers can benefit from the Design Factory operations. Making teachers' learning journeys available in several European languages promotes wider pedagogical development of RUN-EU teachers and beyond, e.g. On a study trip to design-based education ([FI](#), [EN](#), [NL](#)).

The Pedagogical Guide which was developed in FASA to support teachers in designing, implementing and evaluating jointly developed programmes in the RUN-EU context, including Short Advanced Programmes (SAPs) and Joint Programmes (JPs) supports teachers to adopt student-centred and innovative methods in their teaching as well as to integrate future skills in their teaching:

https://issuu.com/hamkuas/docs/pedagogical_guide_for_short_advanced_programmes_s

4. Good Practices at the EMIC – European Mobility Innovation Centre

The **European Mobility Innovation Centre (EMIC)**, consisting of a group of like-minded international mobility experts from all RUN-EU partners, has played a critical role in facilitating and promoting opportunities for students, researchers and staff in an effort to contribute to increased inter-university mobility. Mobility has served as a key facilitator in advancing the alliance’s teaching and research agenda to promote future and advanced skills for regional transformation.

In expertise groups, devoted to administration and monitoring, mobility schemes, guidance to mobility and marketing communication, EMIC has been focused on being an enabler of mobility at all levels of the alliance and across all target groups across our institutions. This involved streamlining and aligning processes that support mobility-led educational approaches, offering a range of physical, blended and online mobility formats, and ensuring accessibility and inclusivity through a grant system that is equitable and just. Several resources are being developed to ensure participants can maximize the impact of their mobility.

At the same time, mobility opportunities for staff and researchers have been actively promoted as opportunities for personal and professional development and guidance was provided to smoothen administrative processes and enable knowledge exchange and circulation amongst the partner institutions.

Students from all alliance partners have been active co-creators to ensure that the innovative formats being developed reflect their viewpoints. The very first RUN-EU Student Council Summit brought together nearly 60 student representatives from all RUN-EU partners to discuss mobility related topics to further advance innovative, accessible, and inclusive mobility opportunities. Discussions covered, for instance, ways to increase student participation through an Ambassador Programme and green mobility solutions to identify ways of mitigating the adverse environmental effects of mobility.

EMIC has been instrumental in initiating the development of a Short Advanced Programme (SAP) on European Values and the 2024 European Parliament Elections. This programme for students and staff was aimed at raising awareness of European Values and the European Union in general. It included a simulation connected to the European Green Deal, visits to European institutions in The Hague and plenty of opportunities for exchanges and reflection on topics connected to the future of Europe, such as the human rights, democratic participation, civic engagement and climate resilience. The participation of individuals from

within and outside the European Union allowed for valuable exchanges and contributed to increased understanding and appreciation of the European Union.

5. Good Practices at the RDI Teams – Research, Development and Innovation

The RUN-EU Discovery Programme has built European future-looking Research, Development, and Innovation (RDI) teams of researchers, research students, academic staff, and regional partners (businesses and social) to address societal challenges in a multi-disciplinary approach delivering innovative solutions adaptable to different regions in Europe. Following an audit and characterisation of RUN-EU alliance Research, Development, and Innovation, **eight** RUN-EU Research Cluster Areas have been identified. The areas can be seen in Figure 7 and are as follows:

Research Area 1: Creative Art, Design and Materials Thinking

Research Area 2: Food & Biotechnology

Research Area 3: Tourism

Research Area 4: IOT & Cybersecurity

Research Area 5: Smart, Sustainable and Advanced Manufacturing

Research Area 6: Climate Change – Circular Economy & Decarbonisation

Research Area 7: Education & Social Sciences

Research Area 8: Health & Wellbeing

These clusters have each carried out a characterisation of each member's existing regional innovation cluster activities and capacity with a view to identifying areas for cooperation and collaboration particularly aligned with Horizon Europe, Erasmus, Creative Europe etc., research and innovation actions and programmes. As teams, these research training clusters brought together researchers from multiple members of the RUN European University to explore optimal work processes and procedures and learn from each other through best practices of partner universities. To date R&I joint programmes, jointly supervised and utilising facilities and training regimes of different consortium partners have been developed and successfully implemented across the research area clusters.

Knowledge transfer as a result of RUN-EU, is an important element of the Discovery Programme. We have developed a suite of templates that serve as the central point of reference for internal RUN-EU-alliance and industry-RUN-EU alliance partnerships from the perspective of knowledge transfer (KT). The template KT forms are designed to be suitable for transactions assisting in removing ambiguity in knowledge transfer by encouraging predictability and transparency across the RUN-EU knowledge transfer system. The Model

Agreements are offered in a ‘clean’ form Word document, ready to download and use as a starting point for drafting and discussion with prospective partners.



Figure 7- RUN-EU 8 future-looking joint RUN-EU RDI teams indicative research areas

The future-looking RDI teams evolved in a broad spectrum of areas, including the 8 research areas above which are aligned to the Horizon Europe Vision research cluster areas and the broader EU initiatives and educational programmes (Figure 8).

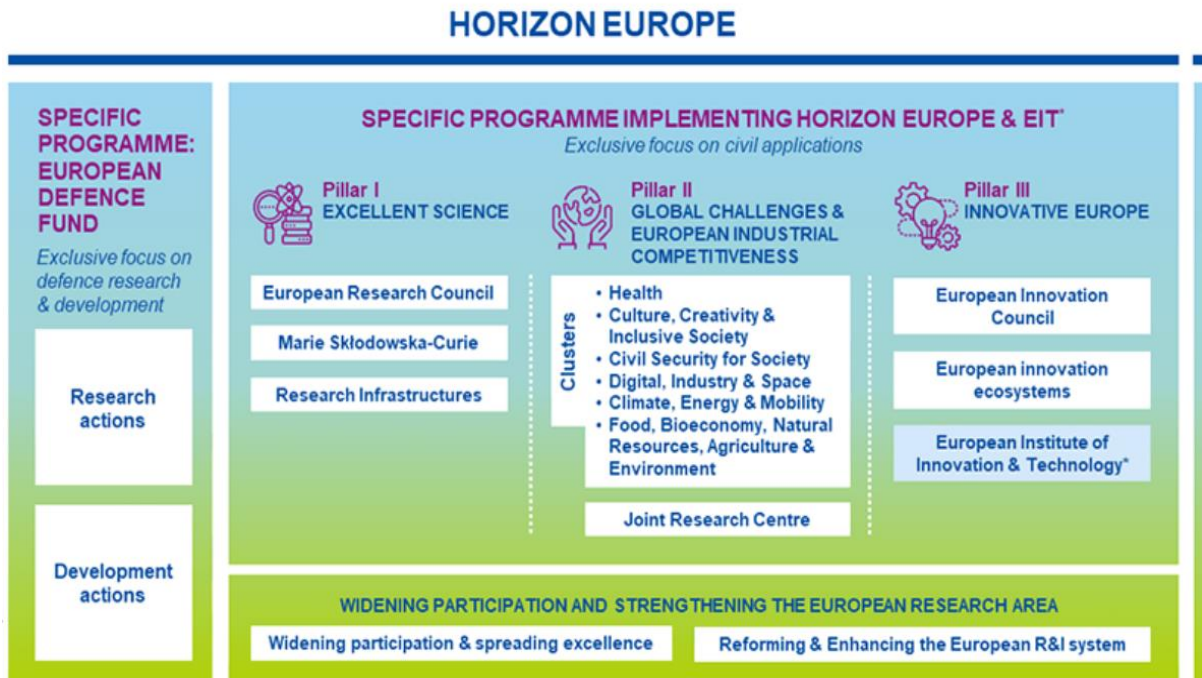


Figure 8 - Horizon Europe Pillars and Focus Areas

Good Practices in the development and implementation of RDI teams

Research Officer's Support Group- the establishment of a Research Officer's Support group across the network plays an important role in supporting RDI teams. This group can offer their expertise in grant applications and aid in the development of research proposals as well as advise on project budget and overseeing post grant management.

Size of the RDI teams- it is important that the RDI teams keep an optimal size ensuring effectiveness and efficiency. Tailoring expertise within the teams to match the specific research area topics ensures a more focused approach, boosting the team's ability to address the research area's specific challenges. Narrowing the research area themes also ensures more specialised expertise and a more targeted approach.

RDI Mobility Programme

A RUN-EU International RDI Mobility Programme was designed for the mobility of researchers. The purpose of the programme was to support the creation and development of international research collaborations within the RUN-EU alliance. The mobility programme provided networking opportunities for researchers and innovators to strengthen the RUN-EU consortium research area clusters to address Horizon Europe scientific, technological, and societal challenges in promoting and spreading excellence, fostering interdisciplinary research, and empowering independence of our young researchers and innovators.

The RUN-EU international RDI internship mobility programme included three main types of activities:

- i) 4-week mobility for research staff
- ii) 12-week mobility for research staff
- iii) 4-week mobility for research and postgraduate students

Good Practices in the development and implementation of an RDI mobility programme

Flexibility & Duration- When designing the mobility programme, the participant's needs should be considered. Flexibility in the duration of RDI mobilities acknowledges that a longer mobility duration may not suit every participant's schedule. Offering various mobility options ensures accessibility and the accommodation of diverse needs.

Researcher Career Development- As part of researcher career development to directly impact our human capital resources we see mobility as critical in strengthening the support systems available to our researcher clusters and innovators. The mobility opportunities contributed to the personal career paths of researchers encouraging inter-sectoral and international mobility and knowledge exchange.

Dissemination- It is important to document the outcomes and experiences of participants to show the programme's success and to attract future participants and potential funding.

The RUN-EU International RDI mobility programme has:

- Allowed for engagement in collaborative research activities across RUN-EU
- Led to the expansion of networks and the gaining of new insights in one's research area
- Given staff and students the opportunity to collaborate on inter-disciplinary research projects and to share knowledge

- Paved the way for lasting partnerships and co-operation opportunities

Selection Criteria & Evaluation Process for a RDI Mobility Programme- It is essential to establish a clear and fair criterion when selecting participants. Proposals for the RUN-EU RDI mobility programme were evaluated by International experts on the basis of the award criteria '**excellence**', '**impact**' and '**quality and efficiency of the implementation**'. The mobility evaluation procedure is detailed in Table 9 below.

Table 9 - Mobility Evaluation Procedure

Excellence	Impact	Quality and efficiency
<p>Quality and credibility of the research/innovation mobility project; level of novelty, appropriate consideration of inter/multidisciplinary and gender aspects.</p> <p>Quality and appropriateness of the training and of the two-way transfer of knowledge between the researcher and the host.</p> <p>Quality of the supervision and/or of the integration in the team/institution.</p> <p>Describe the hosting arrangements.</p>	<p>Expected impact of the planned research and training (i.e., the added value of the fellowship).</p> <p>Quality of the proposed measures to exploit and disseminate the project results.</p>	<p>Coherence and effectiveness of the work plan, including appropriateness of the allocation of tasks and resources.</p>
50%	30%	20%
Weighting		
1	2	2

6. Good practices on development and implementation of Short Advanced Programmes

A shared and transparent definition of **Short Advanced Programmes (SAPs)** is fundamental to foster common understanding, further development and trust within RUN-EU.

SAPs are transnational *curricula* focusing on the future advanced skills needs, enabling the promotion of flexible transnational mobility of students, innovative pedagogies and blended learning activities.

SAPs are means to increase the effectiveness and flexibility of Higher Education (HE) and to provide upskilling and reskilling opportunities to the labour force.

SAPs are designed to provide the learner with specific knowledge, skills or competences that respond to societal, personal, cultural or labour market needs.

SAPs must have explicitly defined Learning Outcomes (LO) indexed at a Qualification Framework level, an indication of associated workload in ECTS credits, assessment methods and criteria, and be subject to quality assurance in line with the European Standard Guidelines for Quality Assurance (ESG).

SAPs need to have commonly agreed standards and a clear definition regarding mode of delivery, duration, workload, LO, ECTS range, assessment process, validation, “stackability”, among others. SAPs have a common platform where students apply transparently to all partner institutions.

SAPs can be presented in diverse formats, have different typologies and be offered in multiple ways. This diversity and flexibility form part of their strength and allows for the development of rich, meaningful and competitive solutions.

SAPs must have a collaborative nature and involve at least 2 RUN-EU International full-members. English is proposed as the standard working language for SAPs, but other languages may be used, notably for the SAPs focused on Culture & Language.

Student-centred learning and teaching play an important role in stimulating students’ motivation, self-reflection, and engagement in the learning process. In the scope of RUN-EU mission, SAPs are considered as means to promote and develop joint student-centred challenge and work-based flexible learning activities through collaborative and pedagogically innovative inter-university and interregional approaches to higher education.

In the first cycle of RUN-EU, the SAPs were specifically aimed at students, but in the future a wide range of target groups will be envisaged: students from all cycles of studies, academic staff, staff, researchers, professionals, and life-long learners from regional and international stakeholders.

7. Good practices on development and implementation of Double Degree Programmes and Joint Programmes

Collaboration starts with knowing your counterparts. To this effect, we organised **General Exploratory Missions (GEMs)**. These missions were set up for the different domains in which the partners offer programmes, such as Engineering & Computer Science, Hospitality & Tourism, and Life and Physical Science. A GEM was hosted at each of the partners. The GEMs followed a structured programme, with a focus on the first day of getting to know each other and the programmes offered within the domain. On the second and third day, the participants rotated in having exploratory conversations in which areas they would like to collaborate and to develop collaborative learning activities, to culminate in joint programme development.

Terminology: Make sure you and your counterparts are on the same page when it comes to terminology of Collaborative Degree Programmes. Although there is an official definition of Joint Programmes there is still a lot of confusion around the term and different degrees that can be awarded within a Joint Programme. Especially the term of Double Degree Programmes (coordinated, not integrated and therefore no Joint Programme) proves to be especially tricky. WP7 of RUN-EU created an explanation video on definitions which is helpful in order to understand the different kinds of Collaborative Degree Programmes.

National and institutional framework: Before you start, verify the eligibility of your programme. Within European Higher Education Area, we have very different national legislations and therefore it is crucial to make sure that the national regulations allow the development of the kind of Collaborative Degree Programme the consortium is aiming for. In the very first year of the pilot phase of RUN-EU WP7 compiled a robust document providing an overview of different national and institutional regulations relevant to Collaborative Degree Programme Development. It is recommended to update this document or parts of it with the start of RUN-EU 2.0.

Make sure you understand each other's **Higher Education Systems** and what the systems prescribe – we have different durations of degree programmes at different levels within European Higher Education Area, different examination regulations etc.

Content development is important, however the part the complexity of which is often underestimated is the delivery setting: make sure you discuss the delivery setting at the very beginning, such as which academic title(s) can and will be awarded, synchronisation of relevant administrative processes, allocation of resources, different aspects of quality assurance within the programme, information and data management, dissemination and

marketing for the Joint Programme, mobility schemes, etc.. The lesson we learned is that it is crucial to understand each other's **financing structures**. One initiative was all set to go but stranded due to the financing structure of the partners as laid down in contradictive national law, the case being that one institute must charge tuition fees, and the other institution is not allowed to charge tuition fees at all. A good practice especially for development of a Joint Programme to set up a **cooperation agreement** and define all the details of delivery setting within the agreement. Also make sure you work out a sustainable financial scheme for the Collaborative Degree Programme which is compliant with the respective national regulations.

Dedicate resources to development, create a working or project plan and make sure you involve the respective experts into development how will be responsible e.g. for quality assurance topics, mobility schemes, programme marketing, etc.

Recognition is an important element in transnational collaboration. As automatic recognition is not fully established within the European Higher Education Area, including the participating countries, an Inter University Recognition team was established. They successfully created a recognition manual, to ensure seamless transfer of results within the alliance.

Overall, for the of Joint Programmes we explicitly recommend to follow **European Approach to Quality Assurance of Joint Programmes** and the standards sets. Impea.eu offers excellent online practical toolkit, which WP7 warmly recommends. When it comes to development of Double Degree Programmes (coordinated, not integrated), within D7.1. WP7 developed a guidelines and practical toolkit in format of user-friendly check lists, including the DDP agreement sample we recommend to use.

8. Good Practices on Communication and Dissemination

1. Regular meetings

Composed of representatives from each partner university, WP8 met monthly online and three times in person (2021 in Leiria, 2022 in Finland, and 2023 in the Netherlands, Ireland and Portugal). The meetings were used for sharing the range of dissemination activities carried out, how they were carried out, difficulties encountered and ways of overcoming obstacles, innovating and discussing ways of making them more impactful, for example:

- a. The video produced by NHL-Stenden to raise awareness of SAPs or improvements and shared across the network, through RUN-EU channels (website and social media) and internally, with partner institutions;
- b. The sharing of good practices in sustainable communication implemented by each partner;
- c. Dedicating the first 15 minutes of each meeting to WP4 to share their activities, concerns and ideas for improvement, focusing on the best ways to reach RUN-EU students, valuing equity, diversity and inclusion alongside European values.

2. Newsletter

The regular newsletter is a space to share RUN-EU's achievements and to connect and strengthen its community. To this end, it includes a community section with testimonials from its members: students, staff, researchers and associated partners.

3. Digital leaflets

Six digital leaflets have been produced as simple and accessible guides for the RUN-EU community and beyond to know who we are and what the opportunities and benefits of joining RUN-EU are in one glance: Opportunities for students at a glance; Opportunities for teachers at a glance; RUN-EU mobility opportunities at a glance; Opportunities for researchers at a glance; European Innovation Hubs at a glance and RUN-EU at a glance.

4. Dissemination events.

Integration of events, increasing impact on the RUN-EU community and outreach beyond, three examples:

The first dissemination event was held on 15-19 May 2023, aimed at WP8 members and focused on sharing dissemination and communication strategies with impact. This event was open to all participants of the SAP Challenge for Staff, RUN-EU Path and the parallel International Week at IPCA.

The second RUN-EU Dissemination Event and Research Colloquium took place from 24 to 27 October 2023. Participants, most of whom were RUN-EU researchers, had the opportunity to share their ways of communicating science and to participate in a seminar on sustainable and inclusive communication design. The event included a conference on science communication and ways to make an impact, open to the scientific community beyond RUN-EU.

From 13 to 17 November 2023, as part of the Students' Week in Leiria, organised by WP8, the SAP Challenges programme included participation in the international conference Youth-Action-Culture, dedicated to listening to the voice of young people for cultural citizenship and greater cultural democracy. This conference was co-organised by ENO - European Network of Observatories in the field of Arts and Cultural Education, Plano Nacional das Artes (Ministries of Education and Culture of the Government of Portugal), UNESCO Chair in Arts and Cultural Management, Cities and Creativity, from the Polytechnic University of Leiria and RUN-EU. A RUN-EU student was nominated by the student council to participate in the closing session of day 1: "Evidence and formats of youth intervention that lead to the exercise of democratic culture"; and two other students were appointed to attend the conference as observers.



Figure 9 – Examples of digital pamphlets for dissemination events

5. The Shape(s) of RUN-EU International Conference

International conference on the impact of three years of Alliance activities across Europe. Tailored to include all members, relevant European stakeholders (Erasmus+/ EC, EACEA, EURASHE, FOREU2) and associated partners.

Panels: The panels were organised according to a set of criteria agreed by the RUN-EU Management Committee: all members should be represented on all panels, each panel should include one Associated Partner and one Student Council representative, and gender balance was mandatory. Dialogue with the audience took up a third of each panel.

Topics: The topics of the panels revolved around the concept of "Shaping the European Higher Education Landscape": Beyond RUN-EU – A Broader View of European Universities; Situation: Where We Were Three Years Ago and Where We Are Now; Transits: Crossing Regions – Fostering Interregional Cooperation; Learning: The Students of the Future Now – Skills of the Future and Regional Impact; SAP Challenges results, and Results from RUN-EU.

Student involvement: Two teams of volunteers, consisting of graphic design and multimedia students and communication and media students, assisted in the production of communication and dissemination materials.

Special edition Newsletter: A special edition of the RUN-EU newsletter was published exclusively for this conference, with the aim of increasing its impact and reach, in particular through the multiplier effect. An increase in the number of subscribers is also expected.

6. Eco-friendly shapes

On the occasion of The Shape(s) of RUN-EU International Conference, WP8 prepared a set of tips for environmentally friendly communication, printed on the back of the identification badge: Bring your water bottle; Fill your water bottle with tap water; Want a RUN-EU water bottle? Use the RUN-EU sticker to personalise yours; Use public transport; Walk! It's healthy and a great way to get to know a new place; At the end, keep your badge and return your lace. It will be used again next year. The badge was worn around the neck with a cotton lace and the name of the participant was handwritten. A QR code with the full programme printed on the badge was used to replace the printed versions.



**POLITÉCNICO
DE LEIRIA**



TUS



IPCA INSTITUTO
POLITÉCNICO
DO CAVADO
E DO AVE



HAMK
HÄMEEN AMMATTIKORKEAKOULU
HAMME UNIVERSITY OF APPLIED SCIENCES



**SZÉCHENYI
EGYETEM**
UNIVERSITY OF GYŐR



**NHL
STENDEN**
university of
applied sciences



FHV
Vorarlberg University
of Applied Sciences



Co-funded by the
Erasmus+ Programme
of the European Union

The content of this publication represents the views of the author only and is his/her sole responsibility. The European Commission and the Agency do not accept any responsibility for use that may be made of the information it contains.
Grant Agreement Number: 101004068.