Assessment Report

on the Joint Master's program in "Entrepreneurship based on Business, Research and Value" (BRaVe) following the

European Approach for Quality Assurance of Joint Programs

28. Meeting of the ZEvA Commission on 30. of June 2026

Study Program	Joint Degree	ECTS	Program Duration	Type of Program	Annual Intake Capacity
BRaVe	M.Sc.	120	4 Semesters	Full Time	25

ISCED-F 2013: 0413
EQF level: 7

Consortium Partners:
Magdeburg-Stendal University of Applied Sciences (h2)
Ss. Cyril and Methodius University in Skopje (UKIM)
University of Caen Normandie (UNICAEN)

Self-report submitted: 06 March 2026

Date of site visit: 10 April 2026

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Website of the program: https://bravemaster.lovable.app (draft)

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Hanover, 29.06.2026

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I. Outcomes of the Review Process and Accreditation Decision

1. Accreditation Decision of the ZEvA Commission

The ZEvA Commission follows the experts' report and recommendations and acknowledges the university's response to the accreditation report.

The ZEvA Commission decides to accredit the following Master degree programme offered by the Consortium without conditions for a period of six years:

1. Entrepreneurship based on Business, Research and Value (BRaVe)(M.Sc.)

This decision is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the Framework of Qualifications of the European Higher Education Area, and the procedure and criteria of the so-called European Approach.

2. Central Outcomes of the Assessment and Final Vote of the Expert Panel

2.1 Summary of the Experts' Findings

The expert group considers the Master's program to be well designed and clearly aligned with the recent needs not only of the regions represented by the partners but of many other European regions, too.

The experts appreciate that the study structure follows the idea of: ideate, prototype, commercialize and distribute. This thematical logic could be emphasized even more and communicated to the outside world.

On the website of the EntreComp Framework the following definition of "Entrepreneurship" is given: *"Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social".*

The expert group got the impression that the study program and the program team work very closely in line with this definition and identify with it. It should be noted that the application of the European Approach for this joint program goes beyond the facilitation of an accreditation procedure, including the intended reduction of administrative redundancies (accreditation) and the acceptance of its results in the various partner countries. Rather, it should be a demonstration of jointness that increases the visibility of the individual universities, sharpens their university profile and ultimately increases their attractiveness for prospective students. And the application of the European Approach is also supposed to function as a message to further promote joint European endeavors of entrepreneurship.

The experts found the program, overall, of good quality. Nevertheless, some room for optimization was identified including e.g. a more coherent visualization on the website of the program and an approach to assess the impact of the program, too.

2.2 Recommendations for Enhancement

As already described, the experts found the program to be of good overall quality. It is important to note that this procedure is about the accreditation of a concept. In some cases, and for some criteria, only the plausibility can be assessed, as implementation of the program has not yet taken place and there is a lack of relevant experience and results.

The following recommendations are aimed at improving the program even further:

Joint Design

- To ensure the smooth implementation of the joint degree, a draft of the joint certificate should be already developed.

Structure and Curriculum

- The evaluators commend the well-designed onboarding system at the three universities. To facilitate an even smoother transition between the three universities, the

review panel would like to encourage the universities to also establish an "off-boarding phase" at the end of the 1st to 3rd semester. On the one hand, students should be given a clear sense of closure regarding the course content at the end of each semester, and on the other hand, the universities and students should define what specific areas they intend to build upon in the following semester.

- The desired relation between the thesis proposal and the research project could become more explicit. An obvious way to underline this connection could be by merging the two into one module.
- Given the expected diversity of ideas and interests, it is particularly important not only that students are given a good start in each partner country on a personal level, but also that they have the opportunity to connect with their chosen professional community at every location. An easy access to people in a professional context will also contribute to overcome the problem of disintegration. This cannot be achieved through academic mobility alone, but through immersion into the local professional environment, too.
- Given the national and disciplinary differences in the handling of academic work, and in particular regarding correct citation practices, it is recommended that, where possible, a single method be agreed upon, or at the very least that a summary be provided of which format or formats are preferred at the various locations. The same applies to the use of AI. A brief summary and a reference to the applicable local rules should be included in the study handbook.

Workload

- The workload is evenly distributed, with 30 ECTS credits per semester. Nevertheless, it seems that the second semester is particularly intense and may involve a heavier workload due to the projects. The project team is encouraged to keep track, in particular of the workload in semester 2 and 3 to maintain a balanced distribution of the workload.

Learning and Teaching

- In order to provide better support for project ideas and thereby increase their chances of success, it would be desirable to secure small start-up funds. These seed money could also be offered in the form of prizes for the best ideas, which would provide further motivation for students and generate publicity.

Transparency:

- The website should be better aligned with the given documentation. This involves a critical reflection on the wording used in the self-documentation and the

regulations as well as the Module Handbook. To guarantee credibility towards students a more modest wording is advisable – promises made should be achievable.

- In order to increase the transparency of the program also in the future, it is recommended to regularly check and update the website to the current version of regulations and jointly decided content and information.
- The Joint Study and Examination Regulations should be published on the website.

Resources:

- Students arrive with a wide range of prior knowledge and ideas. To increase the feasibility of their ideas, the microcredentials offered by h2 should be made available online to students in Caen from the start of Semester 1. This will enable students to independently acquire any missing knowledge in areas not covered by the curriculum. This applies in particular to microcredentials in the fields of coding, technological knowledge, AI, sustainability, right through to the basics of impact assessment.

Quality Assurance

- To better assess the quality of the program at strategic level it is recommended to define a small set of program success factors. They may cover KPIs on the ecosystem as e.g. industries and sectors covered, number of start-ups realized as well as the research outputs. KPIs should contribute to assess the impact of BRaVe.

2.3 Final Vote of the Expert Panel

The expert panel recommends the Joint Master's program Entrepreneurship based on Business, Research and Value (BRaVe)(M.Sc.) for accreditation without conditions. In accordance with the stipulations of the European Approach for the Quality Assurance of Joint Study Programs, accreditation is recommended for a period of six years.

II. Assessment Report of the Expert Panel

1. Purpose, Design and Context of the Assessment Procedure

In October 2025, ZEvA Hannover received the mandate from Hochschule Magdeburg-Stendal/Magdeburg-Stendal University of Applied Sciences to conduct an external quality assessment of the Joint Master's program in "Entrepreneurship based on Business, Research and Value" (BRaVe).

The program had been jointly developed by Magdeburg-Stendal University of Applied Sciences (Germany), the University of Ss. Cyril and Methodius in Skopje (North Macedonia), and the University of Caen (France).

The consortium decided to apply for an accreditation within the framework of the European Approach for Quality Assurance of Joint Study Programs (hereinafter: EA).

For the purpose of the assessment, ZEvA assembled an expert panel (compare following chapter). In addition to the Self-Assessment-Report (hereinafter: SAR) submitted in English language by the consortium (including all annexes), the experts received written background information on the European Approach and further documents and information from the agency. Before the on-site talks, experts had time for desktop validation and during an additional video conference held approximately two weeks before the site visit, the procedure and criteria of the EA were discussed. On-site talks with the representatives of the BRaVe consortium took place on 10. April 2026. One day before, the ZEvA project coordinator met with the experts to discuss the documents provided and to clarify their roles and tasks.

Representatives of all signatories of the consortium agreement and degree-awarding universities participated in the talks, including members of the university leadership boards, administrative staff, academic and administrative program coordinators and members of the teaching faculty. As this is a concept accreditation, there are no students yet. Nevertheless, the expert group got the chance to speak with international students matriculated at a very related Master program of h2 to get an impression e.g. on student support. All discussion rounds were conducted hybrid – meaning some participants were present and others participated online (the agenda and schedule of the site visit can be found in the annex of the report).

This assessment report is based on the self-evaluation report of the consortium and the outcomes of the discussion rounds. It is meant to serve as a basis for the accreditation decision of the ZEvA commission.

2. Panel of Experts

In all external quality assurance procedures, ZEvA applies the peer-review principle. The expert group of this procedure includes two experts from academia, one from professional practice and one student. Accordingly, the panel of this procedure adequately represents expertise in the relevant disciplines, the labor market/world of work in the relevant field(s), the students' perspective and expertise in quality assurance in higher education. Experts are carefully

selected based on the areas of expertise that has to be covered in the expert group. The panel includes members from all three participating countries involved in the consortium. Additional criteria to be considered are e.g. disciplinary background and among others experience with quality assurance procedures and gender diversity. Upon proposal of the project officer in charge, the panel was approved by the ZEvA Commission and by the consortium.

Besides the criteria mentioned above, panel members must be independent and impartial. ZEvA signs contractual agreements with experts. These agreements include a code of conduct and a manual detailing their task and cooperation with the agency. Through these contracts, ZEvA ensures their impartiality. The following criteria for conflict of interest are applied throughout:

- Family ties or personal relations or conflicts.
- Teaching positions (also as external lecturer or guest professor) at the university to be assessed within the last 3 years or in the foreseeable future.
- Participation in on-going or recently completed appointment procedures at the university to be assessed.
- Participation of members of the university to be assessed in recent assessments of the experts' university.
- Personal or shared economic interest in the accreditation.
- Direct competition of the university to be assessed with the expert's projects or programs.
- Close cooperation (e.g., conjoint research projects or other close collaboration) within the last 3 years.
- Current or recent enrolment as a student at the university to be assessed.

In all procedures, the Higher Education Institutions (HEI) can object to the composition of the expert group but has no explicit vetoing right. Objections can be based either on conflicts of interest or insufficient expertise for the subject matter to be assessed. In this procedure, the expert group was presented to the HEIs and no objections were raised.

The experts would like to thank all members of the consortium for the comprehensive self-evaluation report and the open, constructive discussions during the talks in Magdeburg.

3. Introduction: The Study Program at a Glance

The "**Joint Master's Program in Entrepreneurship based on Business, Research and Value (BRaVe)** is based upon the idea that entrepreneurial activity is fundamentally guided by normative orientations – ethical, social, ecological, or personal values – rather than purely by profit motives.

The BRaVe program is implemented by a consortium of three universities: Magdeburg-Stendal University of Applied Sciences (h2) with its Faculty of Business Management as the Leading Institution, the University of Caen with the Faculty of Economic Sciences, Management, Geography and Territorial Planning (SEGGAT), and UKIM Skopje with the Faculty of Economics as main partners and the Faculty of Computer Science and Engineering (FINKI) as associated partner. This strategic alliance combines complementary academic strengths and integrates diverse cultural, technological, and economic perspectives in the field of entrepreneurship. The program is designed as an excellency initiative, it strategically links the potentials of three complementary European start-up regions represented by the partner universities. The development of the program took place between December 2024 and February 2026, with support from an Erasmus+ Design Measures (EMDM) grant. The consortium is currently applying for Erasmus Mundus Joint Masters funding for program implementation.

The program's core offer is a highly integrated, project-based curriculum centered on a three-semester Entrepreneurship Project and complementary modules on entrepreneurship ecosystem development and applied research. It wants to provide advanced students from engineering, technology, and economics backgrounds with a structured pathway to design and iteratively test their own start-up concepts and business models in close cooperation with local, regional, and international ecosystem partners.

The clear mobility path involves all students starting in France, moving to Germany for the second semester, and studying in North Macedonia for the third semester. The fourth semester and the writing of the Master's thesis can be undertaken at any of the three universities.

It is expected that graduates will gain advanced, specialized knowledge in (tech-related) entrepreneurship, business modelling, strategic foresight and start-up ecosystem development; the ability to apply research-based and methodical problem-solving in real-world and research contexts; leadership and intercultural communication skills for guiding teams and engaging stakeholders; and the capacity for independent planning, execution and critical reflection of complex innovation processes. The learning outcomes of BRaVe were jointly developed of the three partners not only considering the applicable national qualification frameworks, the Framework for Qualifications of the European Higher Education Area at level 7 but, also the EU EntreComp framework. On the website "EntreComp" is described as the Entrepreneurship Competence Framework. EntreComp[1] describes entrepreneurship as a lifelong competence, identifies what are the elements that make someone entrepreneurial and describes them to establish a common reference for initiatives dealing with entrepreneurial learning. This framework was guiding the overarching development process of the study program.

[1] https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework_en
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4. Quality Assessment of the Study Program

4.1 Eligibility

4.1.1 Status

The institutions that offer a joint program should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint program and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.

According to the self-assessment report, all partners of the consortium are

- state-recognized in their respective countries and
- entitled to award joint degrees.

Every single partner has checked with their legal authorities regarding their right to award joint degrees.

The final draft of the consortium/partner agreement will be signed by the authorized representatives of each partner university once financing is granted. The jointly developed diploma supplement can be found in appendix 7. The diploma supplement is providing on how information e.g. on the level of qualification and access requirements translates into the national systems of the participating partners.

BRaVe is designed as a single joint degree at Master's level (120 ECTS, EQF level 7 / second cycle QF-EHEA); the degree awarded will be a Master of Science.

As of February 2026, the following documents are available:

Partners	Partnership Agreement	Diploma Supplement	HEI Status declaration
Hochschule Magdeburg-Stendal (GER)	prepared	Yes	Yes
Caen Université de Normandie (France)	prepared	Yes	Yes
Cyril and Methodius University, Skopje, North-Macedonia	prepared	Yes	Yes

In addition to the documents mentioned above, a Framework Agreement of International Academic Cooperation is signed by the three partners. The framework agreement comprises in particular the cooperation in the fields of teaching and research and the development of programs. Signature took place in February 2026.

In France, all joint programs are permitted to undergo evaluation through the European Approach. This process is voluntary and, in most cases, does not replace an accreditation. Only, in case of the renewal of an institutional evaluation of already running programs, there are possibilities to apply the EA in an adapted manner. Hence, the program BRaVe as offer from UniCaen is already successfully accredited according to French legislation since December 2025.

Experts' Appraisal

The degree-awarding partners are all public universities. As such, they are all fully recognized by the authorities in their respective countries and in the Bologna region[2]. They are all entitled to award degrees at Master level and to actively participate in joint programs. The awarded degree (Master of Science) is clearly associated with the second cycle of qualifications in the Framework of Qualifications for the European Higher Education Area. The universities have ensured that the awarded degree is in line with their national higher education degree systems. A joint diploma supplement depicts how the Joint Master Degree is embedded in the three national higher education system. The only document missing is an example of the joint certificate.

The experts have no doubt whatsoever that the participating universities and the jointly-awarded degree fulfil all formal requirements of the European Approach. Based on the formal stipulations of the cooperation agreement, it can be safely assumed that the joint degree is in accordance with national legislative demands and will therefore be fully recognized in the respective countries. In addition, the consortium perceives the procedure as very valuable for all partners. It must be mentioned that during the development of the program in North Macedonia the legislative background on the application of the European Approach recently changed. The new Law on Higher Education is right now going to parliament (April/May 2026) to soon enter into force. Some of the changes of the new law relate to the new provision that programs accredited under the EA with North Macedonian participation are now automatically considered accredited. This means that the EA is now fully implemented in North Macedonia as well.

The experts regard the standard as fulfilled.

The experts like to recommend the following:

- *To ensure the smooth implementation of the joint degree, a draft of the joint certificate should be already developed.*

[2] The term Bologna region refers to all signatory states of the so-called 'Bologna Declaration'.

4.1.2 Joint Design and Delivery

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

In the following you find the overview of joint development activities as shown in the SAR.

February 2024	Erasmus Mundus Design Measures (EMDM) application submitted
November 2024	EMDM Project Kick-Off Meeting
Jan - Mar 2025	Three online Consortium Workshops
May 2025	Consortium - Workshop in Caen (France): Development of a first version of the curricula based on the ENTRECOMP framework5, start the monthly workshop meeting phase
June 2025	Pre-Concept development: approval process at h2 University (faculty, rectorate, senate); first discussion of potential contents of the *partner agreements,* based on a recommendation from the HRK (Hochschulrektorenkonferenz Germany); Partnership Agreement (UKIM, h2, UniCAEN), see ZEvA Appendix 1
July - October 2025	Concept Development Phase: three online workshops, development of full study concept, diploma supplement, accreditation self-report incl. Appendices; Partner Agreement (UniCAEN, h2)
November 2025	Consortium Workshop in Skopje (12.11. - 14.11.2025): end of monthly workshop meeting phase; Joint Study & Examination Regulations, Partner Agreement incl. Financial and Administrative Regulations
December 2025	Preview of Accreditation Documents incl. ZEvA Self-Report and Appendices
January	Joint Finalization of Accreditation Documents and EMJM Application Documents, Signing of Framework Agreement by all Partners (ZEvA Appendix 18, Annex 5)
February 2026	BRaVe Erasmus Mundus Joint Masters Application (Appendix 18, Annex 3); EMDM Report
March 2026	Transmission accreditation ZEvA self-report
April 2026	Site visit accreditation agency (10th of April 2026)

Each partner contributes distinct expertise to the curriculum: UNICAEN in entrepreneurship theory, innovation, and ecosystem analysis; h2 in practice-oriented entrepreneurship education and ecosystem development; and UKIM in tech, digital, and impact-oriented entrepreneurship, including accelerator and innovation hub activities.

The BRaVe program has been jointly designed and is continuously developed by coordinators, quality managers, and academic staff from all three partner institutions, with Magdeburg-Stendal University of Applied Sciences acting as the coordinating institution. Consortium workshops and operational team meetings (online, in Skopje, and in Caen) were used to co-create the curriculum, module descriptions, governance structures, study and examination regulations, diploma supplement, and financial and administrative procedures, culminating in a full concept between July and October 2025 and the joint finalization of accreditation and EMJM application

documents in early 2026. This joint process relies on shared reference frameworks (EntreComp, QF-EHEA, EQF, and a BRaVe learning-outcome scheme) and is supposed to ensure that all modules and learning outcomes are aligned across sites.

In the SAR it is described that each partner contributes distinct expertise to the curriculum: UNICAEN in entrepreneurship theory, innovation, and ecosystem analysis; h2 in practice-oriented entrepreneurship education and ecosystem development; and UKIM in tech, digital, and impact-oriented entrepreneurship, including accelerator and innovation-hub activities. While certain courses build on existing institutional programs (e.g., MEsIM at h2, Management and Entrepreneurship at UKIM), they are specifically adapted and integrated into a single, coherent joint curriculum. Therefore, they see the added value of the joint delivery in the integrated four-semester, 120-ECTS joint degree that combines mobility across three entrepreneurial regions, exposure to complementary research and innovation ecosystems, and coordinated accreditation under the European Approach, which none of the partners could offer alone in this scope and configuration. Two documents are of special importance to indicate the joint "European Approach": the draft partnership agreement in appendix 1 (or consortium agreement) and the Erasmus Mundus Joint Master application.

Experts' Appraisal

The joint design and future delivery of the program are well described in the self-report and the accreditation process was used as an opportunity to continuously develop the program further, resulting in the curriculum that forms the basis of further assessments below.

During the on-site visit the partner universities explained that existing research projects between Skopje and Magdeburg acted as starting point. Relations of Skopje with Caen made sure that they joined the project as third partner.

All in all, the expert group gained the impression that the consortium developed a common understanding of the project and the jointness of the approach was evident. The detailed, 36 pages partnership agreement is a good proof of a well-established joint initiative with the purpose to offer the joint program.

It is appreciated that that the consortium intends to enlarge the consortium even further. According to the EMJM grant application in appendix 18 it is desired to add at least one partner from the Western Balkans. Whilst such an initiative is welcome, the current focus should be on getting the program up and running.

The experts regard the standard as fulfilled.

4.1.3 Cooperation Agreement

The terms and conditions of the joint program should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:

- *Denomination of the degree(s) awarded in the program*

- *Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.)*
- *Admission and selection procedures for students*
- *Mobility of students and teachers*
- *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.*

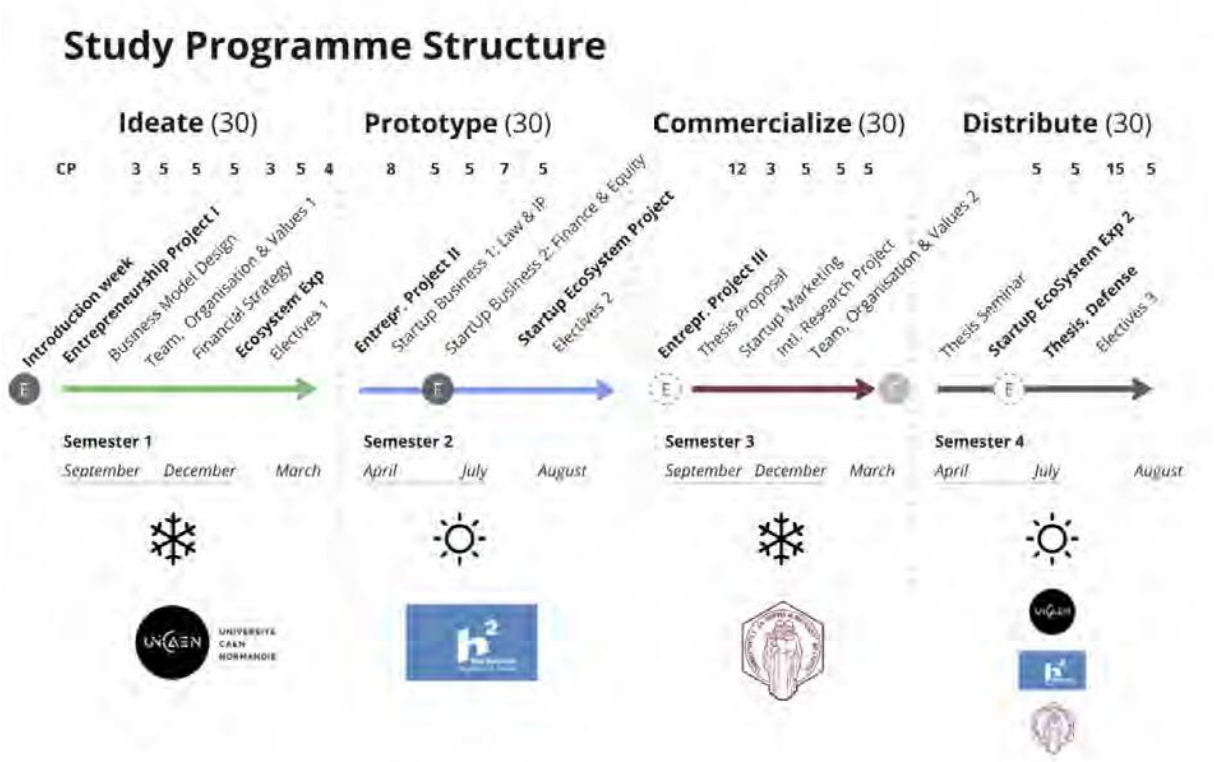
The self-report describes that a general Framework Agreement (ZEvA Appendix 18, Annex 5) was signed between the three consortium partners (h2, UNICAEN, UKIM) in January 2026. An additional partner agreement, which forms the legal basis for the jointly awarded master under the European Approach, was drafted during late 2025 (notably at the November 2025 Skopje meeting), submitted for legal review at all three universities in January 2026 and is scheduled for ratification by the partners' rectorates in the second quarter of 2026; no amendments or supplementary agreements have been adopted so far, and any future changes will follow the provisions on duration, amendment, review and termination in §8 of the Partner Agreement (ZEVA Appendix 1). All three partners are full signatories of the agreement; there are no additional non-European partners.

According to the partnership agreement the title of the joint program is named Master "Entrepreneurship based on Business, Research and Value" (BRaVe) and this title shall be used on the joint diploma supplement by all universities when referring to the Master. The degree will be a Master of Science (M.Sc.).

The partnership agreement is complemented by the following (joint) documents:

- Appendix 2: Study and Examination Regulations
- Appendix 3: Regulations for Student Selection, Admission and Enrolment
- Appendix 4: Module Handbook/Syllabi
- Appendix 5: Overview Curriculum/Progression Path
- Appendix 7: Diploma supplement
- Appendix 8: Regulations for Recognition of Prior Learning
- Appendix 10: Information Materials for Students
- Appendix 12: Quality Assurance Policy (including sample survey questionnaires)

The following Study Program Structure depicts the planned consecutive nature of studying and gives an **overview** of the Brave-consortium and its contributions to the curriculum:



Chapter 6 of the partnership agreement defines the Organizational Structure, Party Duties and Responsibilities and the Quality Scheme. Most important body is the Steering Board which is led by the Program Chair. The Steering Board is the Consortium's joint governing and decision-making body responsible for the strategic, academic, and administrative management of the program across all Party Institutions. The Steering Board is composed of representatives of the deans' offices (Deanships) of the three partner universities, the Program Chair (h2) and the two Vice Program Chairs (Program Leadership and Deputy Program Leadership), and one representatives of the administration (Administration Leadership) of Magdeburg-Stendal University of Applied Sciences (h2).

The Steering Board shall meet at least once per academic year, including at least one physical meeting. Meetings may be hosted in rotation by the Partners in their facilities. Extraordinary virtual meetings may be held at any time upon request of any permanent member of the Steering Board and upon approval of the Chair of the Steering Board.

Questions on financing as distribution of costs, funding principles and payments to parties are regulated in chapter 7 "Financial Provisions" of the consortium agreement.

Students are selected and scholarships awarded by the Selection Committee. It consists of (at least) one representative of each partner institution. The Chair of the Selection Committee will be appointed annually through the Operational Team.

The Study and examination regulations include a Standardized Assessment Table to adequately convert grades in a transparent manner. For final grading the German grading system must always be used. Modules that have been graded according to the French and North Macedonian grading systems are converted to the German grading system in accordance with the table.

Student Mobility:

All students follow a compulsory mobility path, spending each of the first three semesters at a different partner university as also depicted in the Study Program Structure. (Physical) mobility is therefore embedded in the curriculum, with each semester focusing on a distinct phase of entrepreneurial value creation. Students are supposed to gain exposure to diverse entrepreneurial, cultural, and innovation ecosystems, and participate in joint modules, challenge-based projects, and ecosystem engagement activities. In addition to physical mobility the curriculum provides for Virtual Mobility, too. Courses, seminars, and project work may be delivered in hybrid or online formats, especially for joint modules and cross-institutional teaching. The INCOM e-learning platform is used consortium-wide for course materials, mentoring, and communication, ensuring continuity and support across mobility periods.

Staff Mobility:

Academic staff from all partner universities participate in teaching, mentoring, and project reviews across semesters. Co-teaching and joint supervision are embedded in modules, ensuring cross-institutional standards and complementary expertise. Co-Supervision becomes especially important during the supervision of the final thesis.

Each semester includes a one-week integrated program (at the beginning of each semester) where academics from the other two partners contribute through on-site teaching, workshops, and mentoring, complemented by virtual sessions as needed. This results in at least 9 academic staff mobilities across the four semesters, with additional or longer stays possible.

Mobility arrangements are overseen by the Steering Board and the Review Committee, which ensure strategic alignment, quality assurance, and continuous improvement. The joint governance is guaranteed by consortium-wide management structures to coordinate mobility, admissions, curriculum delivery, and student support, ensuring balanced partner representation and transparent decision-making.

All participating institutions have accredited programs in related topics at Bachelor level and have also accreditations for related study programs at Master level. All partners benefit from the complementarity of the consortium partners' academic profile.

Experts' Appraisal

The implementation of this curriculum is regulated in a cooperation agreement. This agreement includes regulations for the governance of the program and its quality management to guarantee an integrated character of the program.

Recognition of academic achievements among the partners is transparent and well organized.

All aspects that are expected to be regulated by the cooperation or consortium agreement are

adequately covered. This includes the denomination of the degree awarded, the coordination and responsibilities of the partners involved regarding management and financial organization, the admission and selection procedures for students, the mobility of students and teachers, the examination regulations, the student assessment methods and the recognition of credits and degree awarding procedures in the consortium.

The following chapters provide detailed information and assessment on the topics mentioned.

The experts regard the standard as *fulfilled*.

4.2 Intended Learning Outcomes (ILOs)

4.2.1 Level

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

In summary, the BRaVe Erasmus Mundus Joint Master Program in Entrepreneurship based on Business, Research and Value aims to develop graduates who are equipped to become entrepreneurial leaders, venture creators, and ecosystem builders in strategic European technology domains.

According to the Self Evaluation Report (SAR) the BRaVe program is explicitly developed according to the principle of constructive alignment (Biggs & Tang, 2011), where learning activities and assessments are directly aligned with the intended learning outcomes. On program level the learning outcomes are derived from the EntreComp framework in accordance with the EQF at level 7. EntreComp is the entrepreneurship competence framework[3]. EntreComp consists of the 3 competence areas "Ideas & Opportunities", "Resources" and "Into action". These competence areas also guided the development of the ILOs of BRaVe.

The following table demonstrates the ILOs and their supporting modules.

Table 1: General Learning Outcomes of the BRaVe Program (p. 13 of SAR)

Competence field / cross-module learning outcomes	Modules
1. Ideas and Opportunities – Graduates will be able to …	
analyze entrepreneurial opportunities by evaluating societal, technological, and market trends and translating them into viable business concepts.	BR02, BR06

[3] https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework_en

Competence field / cross-module learning outcomes	Modules
develop and refine novel ideas through creative thinking techniques and validate them systematically against real-world needs.	BR02, BR03, BR08
develop a sustainable, ethical, and inclusive mindset in the design and support of ventures, especially within international Tech-ecosystems.	BR01, BR02, BR06, BR11, BR14, BR18
2. Resources – Graduates will be able to …	
analyze financial models for startups and understand financial strategies aligned with business goals and growth phases.	BR05, BR10
apply legislation in the context of startup structuring, e.g., intellectual property law; analyze the context and suitable actions for startup creation and development, and understand legal strategies aligned with securing business goals.	BR09
understand and apply proven venture-building frameworks, tools, and methods (Lean Startup, Design Thinking, Lean or Business Model Canvas) to structure and evolve their projects.	BR02, BR03, BR08
evaluate a network of mentors, ecosystem partners, and industry stakeholders to mobilize resources and create a network event.	BR06, BR11, BR18
analyze leadership roles and team dynamics in entrepreneurial contexts and evaluate their own entrepreneurial competence profile using validated assessment frameworks.	BR01, BR02, BR04, BR08, BR11, BR14, BR17, BR20
design and lead interdisciplinary teams in face-to-face and virtual international environments to achieve defined project outcomes.	BR01, BR02, BR04, BR08, BR11, BR14, BR17
analyze the concept of value creation in entrepreneurial contexts using economic, social, and environmental dimensions.	BR03, BR04, BR11, BR14, BR16
3. Into Action – Graduates will be able to …	
integrate interdisciplinary, scientific knowledge to design business models for advanced Technology Readiness Levels (TRL 4–7).	BR03, BR08, BR15

Competence field / cross-module learning outcomes	Modules
assess uncertainty and risk in emerging technology markets and design adaptive responses for entrepreneurial action under fast-changing conditions.	BR04, BR09, BR10
apply the building blocks of marketing strategy in the context of startups, create measures, including evaluation metrics.	BR03, BR08, BR15, BR16
apply and evaluate startup financing strategies (e.g., equity, grants, crowdfunding).	BR10, BR15
develop a research project and publish an international research paper.	BR20, BR21, BR17
organize personal scientific research and deliver a practice-based Master's Thesis.	BR13, BR20
apply digital tools for business model innovation, agile planning, market validation, and data-driven decisions.	BR03, BR08, BR15, BR17

Experts' Appraisal

The formal requirements to comply with the second cycle of "The framework of qualifications for the European Higher Education Area" are clearly fulfilled because the study program Brave covers 120 ECTS.

The outcomes are structured into "Ideas and Opportunities", "Resources" and "Into Action". The acquisition of specialized knowledge, personal and social skills, and methodical competences is distributed over the competence fields specified in the table before.

According to the EQF a typical qualification that signifies completion of the second cycle is for example that *"…alumni can apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environment within broader (or multidisciplinary) contexts related to their field of study*. This qualification is e.g. met by following three defined ILOs like *"develop and refine novel ideas through creative thinking techniques and validate them systematically against real-world needs", "apply the building blocks of marketing strategy in the context of startups, create measures, including evaluation metrics"* and *"apply and evaluate startup financing strategies (e.g., equity, grants, crowdfunding)".*

Another required qualification is the "*ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information".* This qualification is e.g. met by the ILO "*assess uncertainty and risk in emerging technology markets and design adaptive responses for entrepreneurial action under fast-changing conditions".*

An example for defined communication and personal skills is: *"design and lead interdisciplinary teams in face-to-face and virtual international environments to achieve defined project outcomes".*

All in all, the experts perceive the overarching learning outcomes in regard to methodological competences, communication and to knowledge and understanding in their field of study as adequate. The experts have no doubts that alumni obtain the necessary learning skills to allow them to continue to study in a manner that may be largely self-directed and autonomous. To achieve this ILO, not only the teaching contents and formats contribute but in particular the chosen structure of the program that includes the necessity to make individual choices on their individual entrepreneurial projects. In summary, the ILOs defined cover all key points of the EQF for Master's programs and the ILOs clearly correspond to a Master's level and in addition they are aligned to the EU EntreComp framework, too.

The experts regard the standard as *fulfilled*.

4.2.2 Disciplinary field

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

The program has an explicitly interdisciplinary focus. The interdisciplinary focus and nature of the program is systematically supported on several levels, both academically and didactically. Academically, interdisciplinarity is ensured through the curriculum's content, which integrates three complementary specializations at various partner universities: Start-up Business Model Development (UNICAEN), Business Case and Ecosystem Development (h2), and Start-up Scalability and market orientation (UKIM). This thematic diversity allows students to build knowledge upon one another, while the built-in mobility path offers differing perspectives on entrepreneurship and sustainability provided by the partner countries. Didactically, the program employs a design-research principle, combining design processes with research methods. Students are trained in tools and methods such as Lean Startup, Design Thinking, and Agile Development, with all of these activities carried out in internationally diverse teams.

The consortium explains in the SAR that the following activities and measures will be applied:

- fostering an open classroom climate (explicitly value diverse perspectives and encourage respectful dialogue),
- using inclusive teaching strategies, e.g. use culturally varied teaching methods, sensitive materials, diverse examples and integrate formative feedback (regular check-ins, low-stakes assignments, peer feedback),
- applying scaffolding techniques (structured guidance for academic writing, research, and critical discussion) and the establishment of clear expectations (assessment criteria, participation norms, academic integrity) from the beginning,
- encouraging peer group learning and intercultural collaboration (mixed-group work with defined roles and reflection tasks),
- Provide language support (writing workshops, consultation hours).

Research competences are developed in an interdisciplinary setting too, with students working in diverse teams as well and engaging with real-world problems across different European innovation ecosystems. This exposure enhances their ability to conduct research in varied contexts and with multiple methodologies.

Although the modules appear to be primarily inspired by the field of business administration, the individual module descriptions and the explanations provided during the on-site visit make it clear that additional knowledge is to be acquired on a highly individualized project basis. This allows e.g. for the inclusion of technological aspects as well as social work topics whenever it makes sense in the context of an entrepreneurial project.

The following table on the distribution of modules over the semesters provides an overview of the possible topics that may be addressed in the projects of the program. Further details on the curriculum are given in chapter 4.3.1.

1st Semester (UniCAEN)	2nd Semester (h2)	3rd Semester (UKIM)	4th Semester (ALL)
Introduction Week | Intercultural Management **(3 ECTS)**	Entrepreneurship Project II **(8 ECTS)**	Entrepreneurship Project III **(12 ECTS)**	Ecosystem Exposure II **(5 ECTS)**
Entrepreneurship Project I **(5 ECTS)**	Startup Business I: European Law & Intellectual Property **(5 ECTS)**	Team, Organisation & Values II **(5 ECTS)**	Thesis Seminar II **(5 ECTS)**
Business Model Design **(5 ECTS)**	Startup Business II: Finance & Equity **(5 ECTS)**	Thesis Seminar (Proposal) **(3 ECTS)**	Thesis incl. Defence **(15 ECTS)**
Team, Organisation & Values I **(5 ECTS)**	Startup Ecosystem & Sustainability Project **(7 ECTS)**	Startup Marketing & Value **(5 ECTS)**	Elective III **(5 ECTS)**
Financial Strategy **(3 ECTS)**	Elective II **(5 ECTS)**	International Research Project **(5 ECTS)**	
Ecosystem Exposure I **(5 ECTS)**			
Elective I **(4 ECTS)**			

Figure 1 Overview over the modules and ECTS distribution (cf. Partnership agreement)

A detailed summary of the ILOs is provided in the SAR in chapter 2.2.2 (see also previous chapter).

As example for building up knowledge and methodological skills, the following ILO can be mentioned:

"Graduates will be able to analyze financial models for startups and understand financial strategies aligned with business goals and growth phases".

Another example ILO depicting competencies in the respective (inter)disciplinary field is:

"Graduates will be able to apply digital tools for business model innovation, agile planning, market validation, and data-driven decisions".

Experts' Appraisal

The ILOs sufficiently reflect the different disciplines involved, in particular business administration and entrepreneurship. Overall, the ILOs are in line with the contents of the curriculum. The intended learning outcomes comprise the required knowledge, skills, and competencies in the field of entrepreneurship and beyond.
The expert group discussed the title of the program (Business, Research and Value (BRaVe)) and in particular in how far the "value" is reflected in the program in general and in each semester in particular. During discussions it became clear that the consortium has a clear vision of how to incorporate values beyond economic profitability into the project design. A key focus is on fostering critical dialogue among students regarding the importance of ethical, social and environmental values in the project design of their entrepreneurial ideas.

The experts regard the standard as *fulfilled*.

4.2.3 Achievement

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

The BRaVe program aims to achieve the intended learning outcomes through an appropriate pedagogical approach, a well-designed curriculum - including appropriate assessments - and a quality management system that continuously supports these aspects.
In the following you find a summary of measures and activities that contribute to the achievement of ILOs.

1. Integrated, Project-Based Curriculum

- The curriculum is integrated and project-based, centered on a three-semester Entrepreneurship Project (I–III), complemented by modules on entrepreneurship ecosystem development, applied research, and a jointly supervised Master's Thesis.
- Each semester follows a value-creation logic: **Ideate – Prototype – Commercialize – Distribute**. This progression ensures that students develop competences in line with the EntreComp framework: from opportunity recognition and ideation, through prototyping and validation, to market entry and dissemination.

2. Mobility and Ecosystem Immersion

- Students study in three European countries, with each semester hosted by a different partner university. This mandatory mobility path exposes students to diverse entrepreneurial, cultural, and innovation ecosystems, fostering intercultural competence and a nuanced understanding of different business contexts.
- The curriculum includes field trips, founder exchanges, and ecosystem projects, ensuring direct engagement with startups, SMEs, innovation hubs, and public authorities.

3. Experiential and Challenge-Based Learning

- The core Entrepreneurship Project (I–III) is designed as an experiential, team-based journey where students develop, test, and refine their own venture ideas using methods such as Design Thinking, Lean Startup, and Agile methodologies.
- Students iteratively build business models, prototypes, and market-ready solutions, with regular feedback from mentors, industry experts, and peers. This approach ensures that learning is authentic, situated, and directly aligned with real-world entrepreneurial practice.

4. Constructive Alignment and Assessment

- The program is explicitly developed according to the principle of constructive alignment: learning activities and assessments are directly mapped to the intended learning outcomes.
- Assessment methods include project work, presentations, written and oral exams, reflective logs, and the Master's Thesis. These are designed to provide evidence of competence in all outcome areas (knowledge, skills, social and personal competences).
- A joint examination methodology and harmonized grading system ensure consistency and transparency across partner institutions.

5. Interdisciplinary and Inclusive Approach

- The curriculum is open to students from broad backgrounds (both tech and non-tech), fostering interdisciplinary teamwork and learning.
- Teaching and learning formats include intercultural workshops, mentoring, peer group learning, and work-based learning with professional partners, supporting the development of leadership, communication, and cooperation skills.

6. Quality Assurance and Continuous Improvement

- Achievement of learning outcomes is monitored through an integrated internal and external quality assurance system, including regular student and staff surveys, focus groups, and expert reviews.
- The Review Committee and Advisory Committee (including external stakeholders) evaluate program relevance, graduate competences, and alignment with ecosystem needs, feeding recommendations into a continuous improvement cycle.

7. Example Implementation

- In Semester 2, students at Magdeburg-Stendal University develop functional prototypes and MVPs, organize startup events, and interact with innovation actors, directly applying financial, legal, and ecosystem knowledge in practice
- The Master's Thesis in Semester 4 is jointly supervised and can be research-based, practice-oriented, or hybrid, ensuring that students demonstrate mastery in independent research, project planning, and scientific reporting.

Experts' Appraisal

The described organization and implementation of the program seems to be suitable to achieve the learning outcomes. The intended operationalization of teaching seems to be very reasonable that graduates achieve the intended learning outcomes through curriculum design, teaching methods, assessment, and quality assurance.

During on-site discussions the BRaVe team clearly described the different fields of employment they perceive for their graduates. As the curriculum is adaptable to different career paths and individual project ideas students want to follow up, the intentions of the program of their desired graduate profile should be highly matching.

As the curriculum attaches in addition to the applied orientation also great importance to the research orientation of the degree program, the scientific quality of the final theses should be ensured. In this context, it would be useful to track if some graduates continue their studies with a doctorate or if all go into practice. All in all, the achievement of ILOs is plausible.

The experts regard the standard as *fulfilled*.

4.2.4 Regulated Professions

If relevant for the specific joint program, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account.

Not applicable.

4.3 Study Program

4.3.1 Curriculum

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

The BRaVe Erasmus Mundus Joint Master Program is a four-semester, 120 ECTS Master's degree delivered by a consortium of three European universities (France, Germany, North Macedonia). Each semester contains 30 ECTS.

The program is designed to develop entrepreneurial leaders, venture creators, and ecosystem builders in strategic European technology domains. The study structure follows the idea of: ideate, prototype, commercialize and distribute (see study program structure, chapter 4.1.3).

The table on the distribution of modules over the four semesters was already shown in chapter 3.2.2.

Semester Breakdown and Mobility Path:

- Semester 1 (France – Université de Caen):
    - Focus: Ideation, opportunity recognition, and entrepreneurship ecosystem fundamentals.
    - Modules: Introduction to entrepreneurship, ecosystem analysis, creative thinking, and team formation.
- Semester 2 (Germany – Hochschule Magdeburg-Stendal):
    - Focus: Prototyping, business model development, and applied research.
    - Modules: Lean Startup, Design Thinking, financial strategies, legal frameworks, and prototype development.
- Semester 3 (North Macedonia – Ss. Cyril and Methodius University):
    - Focus: Commercialization, market entry, and scaling ventures.
    - Modules: Marketing strategy, startup financing, ecosystem engagement, and scaling operations.
- Semester 4 (Joint Supervision):
    - Focus: Master's Thesis (research-based, practice-oriented, or hybrid), demonstrating mastery in independent research, project planning, and scientific reporting.

One core feature of the program is the Entrepreneurship Project (I–III) which takes place from semester I to III. It is a team-based project, where students develop, test, and refine their own venture ideas. Another important main thematic area is the ecosystem development. Modules on ecosystem analysis, stakeholder engagement, and innovation hub interaction are supposed to enable students to become familiar with this necessity in entrepreneurship.

Despite the applied character of the program emphasis is also on conducting applied research. Modules on research methods and scientific writing support this claim. The following modules provide important input:

- Business Model Innovation:
    - Lean Startup, Design Thinking, Business Model Canvas, and agile planning.
- Financial and Legal Strategies:
    - Startup financing, intellectual property law, and legal structuring.
- Marketing and Commercialization:
    - Marketing strategy, market validation, and scaling operations.
- Leadership and Teamwork:
    - Interdisciplinary team management, leadership roles, and intercultural competence.
- and in particular, the International research project:
    - suitable research methods dependent on research question, scientific

presentations and articles.

The teaching and learning formats are composed of project-based learning, challenge-based modules, field trips, founder exchanges, mentoring, peer group learning, and work-based learning with professional partners. The types of assessments are also quite diverse: project work, presentations, written and oral exams, reflective logs, and the Master's Thesis. During discussions the program team also mentioned to judge the quality of pitches, scientific articles, and the business models presented.

Both research expertise and expertise in project management benefit of the interdisciplinary setting, with students working in diverse teams and engaging with real-world problems across different European innovation ecosystems. To better guarantee this exposure the consortium explained that lecturers may form groups based on diversity criteria.

At first glance, the research focus of the curriculum is less apparent, whereas the project-driven approach is very obvious. The consortium explained that research competences are not isolated to a single module but are systematically embedded across the four semesters of the BRaVe program. The curriculum is designed to develop research-based and methodical problem-solving skills in real-world and academic contexts.

As already mentioned the key modules of practical and applied learning are the Entrepreneurship Projects I–III. These project-based modules span over the first three semesters and require students to apply research methodologies to identify opportunities, validate business models, and develop prototypes. It helps to progressively develop the required competences across all semesters.

Scientific writing is trained at all partner universities from the beginning but particular emphasis on research is placed in the modules "Thesis Proposal" and "International Research Project" in semester 3. Here, also basics of qualitative and quantitative research are repeated that students are eventually enabled, among others, to conduct user interviews, market research, and iterative testing.

The Thesis Seminar in semester 4 supports this process with structured guidance and co-supervision from faculty across partner institutions. In semester 4 each student is supposed to produce a thesis that synthesizes their entrepreneurial project with academic research and presenting its findings at a final event.

A central role in the implementation of the program is played by the e-portfolio which is a central digital tool that documents, supports, and assesses students' entrepreneurial learning journeys. It is embedded in the INCOM platform, which is accessible to all BRaVe students across partner institutions and facilitates reflection, feedback, and ensures transparency and recognition of competences across the joint degree structure. Students, for example, upload their business model canvas or record a video pitch and then write a reflection on the feedback received from mentors. The lecturer reviews these entries, provides comments, and marks the achievement of specific learning outcomes. The students then update their action plans for the next project sprint, all within the e-portfolio environment. This is why it is also referred to as the "Start-Up ePortfolio.

Experts' Appraisal

All in all, the structure and content of the curriculum enable the students to achieve the intended learning outcomes. (Inter-)disciplinary competences are developed progressively across all semesters, ensuring graduates are equipped for both academic and applied research in entrepreneurship.

The experts appreciate that the study structure follows the idea of: ideate, prototype, commercialize and distribute. This thematical logic could be emphasized even more and communicated to the outside world. The course structure is very logical and easy to follow. It is only the fourth semester when the Master thesis is to be written when the study location is not fix. Already in the second semester students are expected to know from the outset where they want to finish their studies. This individual mobility pathway must be therefore well supported and consulted by the partner universities. The experts also discussed the relation between the thesis proposal and the research project. It may be helpful to make the transition between the International Research Project, Thesis Proposal, and final Master Thesis slightly more explicit for students, in order to strengthen clarity around how research progressively contributes to to the final thesis. This relation could become more explicit in the module descriptions.

A key feature of the program is the exposition of students to a particular ecosystem – depending on their individually chosen and developed projects. This is the reason that the consortium already invested in building up a network of business industries – which is very much appreciated by the expert group. The goal of the program is to connect all students with suitable partners from a wide range of industries, from food technology to social enterprises. This goal could be even better achieved by providing students with the opportunity to connect with their chosen professional community starting in semester one in each study country. It could be valuable to further strengthen structured access to founders, startups, companies, mentors, accelerators, and investors in each location, so students benefit not only from academic mobility but also from professional immersion.

All in all, the curriculum clearly supports the achievement of the competence areas of EntreComp and the ILOs defined by BRaVe. It can be confirmed that the consortium has carried out a well-thought-through process of aligning ILOs and modules. The module handbook and course descriptions were agreed by all partners. This was part of the development of the program.

The optional courses (electives) provide a good opportunity to students for complementing their individually chosen projects and specializations. Together with the learning didactics and the project-driven methodology, it can be ascertained that a student-centered learning process is established. H2 is offering a variety of online microcredentials on very different topics that also cover engineering and computer sciences. The experts perceive this as an opportunity to offer them on a voluntary basis already during the first semester that students can mitigate individual knowledge gaps with the intention that their projects become scientifically better founded (compare chapter 4.7.2 on facilities/resources).

As students also attend modules that are not specifically developed for the BRaVe program, BRaVe students mix up with locals and other international students for the benefit of all. In addition, it has the advantage that existing resources of partners are efficiently used, which

means the sustainability of the program is better guaranteed.

During the on-site-visit, the importance of applied research within the program and for the field of entrepreneurship was also discussed. It was found that scientific working and in particular citation practices vary according to discipline and culture. It is recommended that, where possible, a single method be agreed upon, or at the very least that a summary be provided of which format or formats are preferred at the various locations.

It is acknowledged that the consortium intends to enlarge its group by another partner from the Balkan region (cf. 4.1.2). Here, it should be taken care that the logical structure of the program will not suffer.

The experts regard the standard as *fulfilled*.

The experts like to recommend the following:

- *The desired relation between the thesis proposal and the research project could become more explicit. An obvious way to underline this connection could be by merging the two into one module.*
- *Given the expected diversity of ideas and interests, it is particularly important not only that students are given a good start in each partner country on a personal level, but also that they have the opportunity to connect with their chosen professional community at every location. An easy access to people in a professional context will also contribute to overcome the problem of disintegration. This cannot be achieved through academic mobility alone, but through immersion into the local professional environment, too.*
- *Given the national and disciplinary differences in the handling of academic work, and in particular regarding correct citation practices, it is recommended that, where possible, a single method be agreed upon, or at the very least that a summary be provided of which format or formats are preferred at the various locations. The same applies to the use of AI. A brief summary and a reference to the applicable local rules should be included in the study handbook.*

4.3.2 Credits

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

The BRaVe program uses the European Credit Transfer and Accumulation System (ECTS) consistently across all modules and partner universities. The program comprises 120 ECTS credits over four semesters (30 ECTS per semester), corresponding to a standard full-time workload of 1,500–1,800 hours per academic year. Each module is assigned a specific ECTS value based on intended learning outcomes and estimated student workload, including contact hours, project work, independent study, and assessment preparation. Module sizes range from 3 to 12 ECTS, but most of the modules range between 5 – 6 ECTS, balancing workload and studyability. The Master's thesis (including defense) is worth 15 ECTS.

One ECTS credit equals 25–30 hours of total student work (classroom, self-study, exam preparation, coursework). Students are expected to earn 30 ECTS per semester, which corresponds to 750–900 hours of work per semester.

All partner institutions (Germany, France, North Macedonia) recognize the teaching units and ECTS allocation as described in the partnership agreement (article 5.2). The periods of study and examinations passed at one university will be fully recognized by the other cooperating universities, ensuring seamless mobility and joint degree awarding.

Credit values, module descriptions, and assessment formats are documented in the Module Handbook, Study & Examination Regulations, and published on the program website and in the Student Handbook. Students receive a joint Transcript of Records and Diploma Supplement detailing all credits earned, grades, mobility path, and learning outcomes.

A complete breakdown of modules, examinations and allocated credits can be found as "Standard study and examination plan" which is annex to the joint examination regulations.

Experts' Appraisal

The European Credit Transfer System (ECTS) is applied properly to the program as such but also to modules and underlying courses. The distribution of credits is clear and made transparent by the module handbook and in the regulations. An overview of how credits are provided, allocated, and recognized in the BRaVe program can be also found on the website where each module can be explored.

The experts regard the standard as *fulfilled*.

4.3.3 Workload

A joint master program will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified.

The workload and the average time to complete the program should be monitored.

The overall distribution of 120 ECTS over 4 semesters and the distribution of the credits over the modules was already shown in chapter 4.3.1. and 4.4.2. The application and the amount of ECTS is regulated in the examination regulations (among others). As this mobility scheme is for all students consecutive, it does not allow deviations from the credits earned (on a voluntary basis students may earn more credits but less is not possible).

The quality assurance policy and the draft questionnaires on evaluating classes and the program as such, also tackle the issue of workload. The monitoring of the actual student workload for the single courses is the responsibility of each partner as part of course evaluations. This is also the case for any requirements to adjust in case of inaccurate workload. The quality reports will deal with results of evaluations including workload. The review committee is in charge of developing mitigation measures including the adaptation of workload, if necessary.

Experts' Appraisal

According to the Framework for Qualifications of the European Higher Education Area (QF-EHEA) second cycle qualifications typically include 90 or 120 ECTS credits. With the allocation of 120 ECTS the joint program corresponds to this requirement.

The expert group concludes that the allocation of credits according to the estimated workload of modules seems plausible. The consortium describes how they intend to conduct a monitoring and evaluations of the learning process based on courses and modules (Appendix 13a). In this context questions are raised on the workload, too. Therefore, adaptations of the curriculum and the workload can be initiated if evidence through the means of evaluations is given.

In addition, to rather classical online evaluations the consortium encourages lecturers to make use of the so called "Teaching Analysis Poll for large learning groups" (TAP). The TAP is a feedback instrument for qualitative mid-semester evaluation and can generate direct feedback in face-to-face events. Especially at the program start these direct feedbacks are considered as very useful in case small adjustments of the program are necessary.

It can be summarized that according to the given documentation the program will be adequately monitored and credit allocation, defined learning outcomes and estimated workloads are achievable, realistic and suitable.

The experts regard the standard as *fulfilled*.

The experts like to recommend the following:

The workload is evenly distributed, with 30 ECTS credits per semester. Nevertheless, it seems that the second semester is particularly intense and may involve a heavier workload due to the projects. The balance between the second and third semester should be observed.

4.4 Admission and Recognition

4.4.1 Admission

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

In the following you find a summary of information on the admission process:

1. Admission Requirements

Proof of a Bachelor's degree or equivalent from a state-recognized university (minimum 180 ECTS). The degree must be completed with very good grades (overall grade ≤ 1.7 or equivalent). Comprehensive English language proficiency at C1 level of the Common European Framework of Reference (CEFR), e.g., TOEFL, IELTS, telc, UNIcert, Cambridge Advanced English, or equivalent certificates. Application documents must be submitted as certified English translations.

2. Application Process (Phase 1)

Application via the German uni-assist portal with the following documents: Application form, CV (Europass, English), Bachelor's certificate and transcript, proof of English proficiency, proof

of identity (passport, residence), project outline (Start-up Outline), motivation letter, if applicable, reference letters, proof of entrepreneurial experience (optional). For scholarship applications are additionally a motivation letter, reference letters, a project portfolio, and if applicable, patent applications requested.

3. Selection Procedure (Phase 2)

A preliminary check of formal criteria is conducted by the Student Registration Office in Magdeburg and uni-assist. An academic and entrepreneurial evaluation is carried out by the Selection Committee: Assessment of academic and entrepreneurial qualifications, project portfolio, motivation, reference letters. The evaluation matrix works with a standardized points system (max. 100 points): 15 points: degree grade, 20 points: academic qualifications, 20 points: entrepreneurship qualifications, 25 points: project portfolio (motivation, project outline, additional documents), 20 points: interview performance. The selection interview (at least 25 minutes, online or on-site) is on the assessment of motivation, a brief project presentation, the general communication skills and the entrepreneurial orientation. At the end a ranking list and a waiting list will be elaborated (max. 29 students per cohort, up to 100 candidates on invitation list). The ranking considers also diversity, geographical balance, and inclusion (e.g., underrepresented groups, NDICI countries, people with disabilities).

4. Enrollment (Phase 3)

After acceptance of the study place, parallel enrollment at all partner universities will take place (UNICAEN, h2, UKIM). Further administrative documents will be submitted, a transfer of data to partner systems, the assignment of contact persons, and the initiation of scholarship payments will be coordinated. Students receive support with visa and residence procedures by the partner universities.

5. Recognition of Prior Learning

The recognition of study achievements according to the Lisbon Convention and the recognition of competences and qualifications that have been acquired outside the higher education institutions (max. 50% of the program) can be applied for. The review and recognition take place by the Examination Board, possibly with conditions.

6. Transparency and Documentation

All admission requirements, application and selection procedures are published on the program website and in the Student Handbook. Applicants receive individual feedback on their application, including strengths and areas for improvement.

In addition to entry requirements, the website provides information on the application timeline. Students gain an impression on how long the process will take and what happens at its different stages. Another important information provided are the costs of the program and the possibility to apply for scholarship.

Experts' Appraisal

The expert group perceives the admission criteria and the selection procedure as transparent and adequate. Different documents provide detailed information on the admission process which is also sufficiently formalized. Most important documents to be mentioned are the

Appendix 3 Regulations for Student Selection, Admission & Enrolment and the Appendix 2 on Study & Examination Regulations. The Selection Committee is responsible for admissions. They make use of an Evaluation Matrix to guarantee a transparent decision process. The Selection Committee is made up of the Program Teaching Staff. Therefore, the jointness of the selection procedure is given. The Consortium Coordinator attends the selection meetings and acts as the secretary.

The expert group appreciates that the consortium tries to guarantee a high level of English language skills. However, there was some debate as to whether a B2 level would be sufficient to avoid potentially excluding suitable candidates from the admissions process at an early stage. It is recommended that this criterion be monitored across the first cohorts and, if necessary, adjusted from C1 to B2.

The experts regard the standard as *fulfilled*.

4.4.2 Recognition

Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.

The recognition of qualifications and of periods of prior studies are part of the admission process (compare previous chapter).

Credits earned at each partner university are fully recognized by the others, ensuring seamless academic progression and joint degree awarding. Chapter 6.1.9 of the partnership agreement is defining the joint recognition and the awarding of degrees. The transcript of grades from each of the partner institutions issued with the joint certificate gives a complete list of subjects included in this program of study and grades awarded for each subject. The common Diploma Supplements issued in English language by all parties provides the description of the nature, level, context and status of the studies pursued in this program.

Under § 14 "Recognition of achievements, crediting of knowledge and skills" (Study and examination regulations) also the regulations for recognition of prior learning can be found.

When recognizing periods of study, academic achievements and examinations that were completed outside the scope of the laws of the German federal states' universities, the "Convention on the Recognition of Qualifications in Higher Education in the European Region" ("Lisbon Convention"), the equivalence agreements approved by the Standing Conference of the Ministers of Education and Cultural Affairs and the German Rectors' Conference, and agreements within the framework of university partnerships must also be observed.

Knowledge and skills acquired outside of higher education institutions can be credited towards a higher education degree if

1. the requirements for university admission are met and

2. the knowledge and skills to be credited are equivalent to the coursework and examinations

they are intended to replace.

In total, knowledge and skills acquired outside higher education can replace a maximum of 50% of a university degree. The documents submitted are used to check whether and to what extent these qualifications are equivalent to parts of the degree program in terms of content and level and can therefore replace them.

For recognition in the context of admission to a degree program, the application should be submitted to the examination board immediately after the start of studies in order to ensure a speedy start to study activities. The achievements completed and recognized and credited for a degree program must be indicated in the Diploma Supplement.

Experts' Appraisal

The recognition of qualifications and of periods of studies (including recognition of prior learning) are fully in line with the Lisbon Recognition Convention and its subsidiary documents. Also, the implementation during the admission procedure is well regulated.

The experts regard the standard as *fulfilled*.

4.5 Learning, Teaching and Assessment

4.5.1 Learning and Teaching

The program should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.

The self-report explains that the didactic approach and program structure follows the value-creation logic: Ideate – Prototype – Commercialize – Distribute. Resulting out of this logic, teaching and learning are integrated, project-based, and evidence-driven, combining design thinking, lean startup, and agile methodologies with research principles.

This structure makes sure that student can fully benefit from the fact that each semester is hosted at a different partner university, leading to exposure to diverse entrepreneurial and innovation ecosystems.

Teaching Formats and Methods

- A wide variety of teaching formats are used: lectures, seminars, exercises, colloquia, laboratory practicals, projects, excursions, and blended/hybrid courses.
- The core of the programme is the three-semester Entrepreneurship Project (I–III), where students work in teams to develop, test, and refine their own venture ideas, culminating in a market-ready product or proof of concept.
- Challenge-based, experiential, and project-based learning are central, with students engaging in real-world problems, field trips, founder exchanges, and ecosystem events.

- Interdisciplinary and intercultural collaboration is fostered through mixed-nationality teams, peer group learning, mentoring, and coaching.
- Digital tools and platforms (e.g., INCOM LMS) are used for course materials, communication, peer tutoring, and mentoring.

Constructive Alignment and Assessment

- The programme follows constructive alignment: learning activities and assessments are mapped directly to intended learning outcomes.
- Assessment methods include written and oral exams, project work, presentations, portfolios, e-portfolios, seminar contributions, term papers, and certificates of participation.
- The Master's thesis is jointly supervised and assessed by examiners from all partner institutions, with harmonized grading and recognition procedures.

Support for Learning Progress and Diversity

- Students' prior knowledge is assessed at admission and induction; targeted mentoring, bridging courses, and additional exercises are provided for those needing support.
- Diversity in disciplinary and cultural backgrounds is leveraged as a didactic resource, with interdisciplinary project teams and peer learning.
- Inclusive teaching strategies, scaffolding techniques, and language support (English as main language, French and German as electives) are integrated.

Integration of Ecosystem and Industry Partners

- The curriculum includes modules on startup ecosystem exposure, sustainability projects, and international research, with contributions from guest lecturers, industry mentors, and associated partners.
- Students organize and participate in ecosystem networking events, conferences, and field trips, connecting academic learning with real-world entrepreneurial practice.

Monitoring, Quality Assurance, and Continuous Improvement

- Teaching and learning quality are monitored through internal and external quality assurance mechanisms, including student surveys, staff questionnaires, focus groups, and expert reviews.
- The Review Committee and Advisory Committee oversee curriculum alignment, teaching quality, and achievement of learning outcomes, feeding recommendations into a continuous improvement cycle.

Example Implementation

- In Semester 2, students at Magdeburg-Stendal University develop prototypes, organize startup events, and interact with innovation actors, applying financial, legal, and ecosystem knowledge in practice.

- The Entrepreneurship Project I–III follows a structured didactical pattern (7 stages per semester), including alignment, team setup, challenge framing, building, validation, reflection, and communication.

During the on-site visit the partners emphasized the importance of group work. Part of the group work is being challenged by diverse groups. To guarantee this diversity, the lecturers themselves form the groups.

Experts' Appraisal

Teaching and learning expectations directed towards each partner are pointed out in the chapter "Structure of the Program" of the partnership agreement. Further details can be found in the module handbook.

The different forms of teaching seem to be diverse and adequate. Details of expected learning outcomes and teaching methods used are provided in the module descriptions. The good supervision is also illustrated by the fact that the thesis is supervised by two different partners.

The "heart" of the didactical approach is very likely the Entrepreneurship Project I–III which makes the program unique.

The consistent application of team-teaching is very appropriate for the topic of entrepreneurship and for a joint program, as well. It will be interesting to evaluate how future students may perceive cultural differences in teaching and supervision.

The experts regard the standard as *fulfilled*.

4.5.2 Assessment of Students

The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

The SAR provides the following information on assessments:

1. Assessment Methods and Alignment

The program uses a wide range of assessment methods, all aligned with intended learning outcomes and teaching formats. Assessments are designed to match the program's project-based, interdisciplinary, and applied learning philosophy. Accordingly, the assessment types vary from written exams to e-portfolios (compare list).

2. Transparency and Communication

Students are informed about assessment regulations through:

The Joint Study and Examination Regulations, the module catalogue and syllabi, local university examination regulations and the Student Handbook and the joint program website.

Key documents are provided in English and, where required, in national languages.

3. Grading and Recognition

The grading system is harmonized across partner institutions, with a conversion table aligning local grades to the ECTS grading scheme. This ensures fairness and comparability for all students. Table 9 of the SAR depicts this joint grading table. It is meant to show students the value of the individual grade obtained at a partner institution and how it is transferred into the other system. Therefore, it is also part of the joint examination regulations (§ 22).

The total grade for each module is calculated as a weighted average of its assessments, and local grades are converted to a common scale for the joint Transcript of Records and Diploma Supplement.

4. Assessment of the Master's Thesis

The Master's thesis is assessed through a joint procedure:

Students must complete all required modules and the thesis itself before being admitted to a common thesis defense. 15 credits are awarded for the successful completion of the Master's thesis and colloquium. The total module grade is calculated as follows: 2/3 from the grade for the Master's thesis and 1/3 from the grade for the colloquium. The examination board includes supervisors and additional examiners from all partner faculties. Joint evaluation criteria ensure consistent standards for the final award.

5. Quality Assurance and Continuous Improvement

Assessment methods and their alignment with learning outcomes are regularly reviewed through internal and external quality assurance processes. Student feedback is systematically collected via surveys, focus groups, and representation in governance bodies. The Review Committee and Advisory Committee oversee the implementation of quality assurance plans, including the evaluation of assessment procedures and student satisfaction.

6. Special Provisions and Inclusivity

The program provides adapted assessment formats and support for students with disabilities or special needs, ensuring equitable access and learning outcomes. Examples include extended deadlines, alternative assessment formats, and personalized support coordinated by local administrative coordinators.

7. Documentation and Transparency

All assessment results are documented in a joint degree management system (HISinONE), and students receive a joint diploma and Diploma Supplement detailing their achievements, grading scheme, and learning outcomes.

Example Implementation:

A student in Semester 2 might be assessed through a combination of a group project (Entrepreneurship Project II), an individual written exam (Startup Finance & Equity), and a portfolio submission (Startup Ecosystem & Sustainability Project). Each component is graded locally, then converted and combined for the final module grade, which is recorded in the joint system and reflected in the student's transcript.

The following types of examinations are possible and may be required during the course of study (cf. joint examination regulations §18 (1)):

- Written examination (K)
- Oral examination (O)
- Term paper (H)
- Design (D)
- Experimental work (EA)
- Scientific project (WP)
- Presentation (R)
- Practical report/internship report (PB)/practical work (PA)
- Presentation (Prä)
- Group presentation (GP)
- Project report (Pro)
- Fact sheet (F)
- Submission assignment (EAg)
- Seminar contribution (SB)
- Performance assessment (LN)
- Open book examination (OBK)
- Receipt (R)
- Portfolio (PF)
- E-portfolio (EPF)
- Proof of participation (TN)

Experts' Appraisal

The BRaVe program's assessment system is comprehensive, transparent, and harmonized across partner institutions, ensuring that all students are evaluated fairly and in alignment with the intended learning outcomes. The system supports continuous improvement and inclusivity, with clear communication and documentation at every stage. The different forms of assessment are well suited to support the achievement of the intended learning outcomes. The module descriptions provide proof that the assessment of the achieved learning outcomes correspond with the intended learning outcomes. A consistent application among partner institutions is guaranteed through the joint examination regulations and the described module handbook.

The expert group appreciates the fact that two supervisors are nominated for the Master thesis. Also, the joint evaluation during the thesis colloquium seems to be a very good approach to underline the cooperation of the three partner universities.

The experts regard the standard as *fulfilled*.

4.6 Student Support

The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.

Information material and student support services are described in chapter 2.6 of the SAR and in appendix 10.

Among most important services for student mobility are the Welcome Weeks and the Buddy Programs. Each host university organizes orientation activities, campus tours, and buddy programs to support incoming students. Local administrative coordinators and academic advisors provide guidance on practicalities, academic matters, and integration. English is the main language of instruction, with French and German offered as electives at UNICAEN and H2. Language training is integrated into the timetable and counts as elective ECTS credits. Comprehensive support includes visa assistance, accommodation, health insurance (compulsory and paid from program budget), inclusion and accessibility measures, and individualized arrangements for students with disabilities. The INCOM e-learning platform ensures seamless communication, course access, peer tutoring, and mentoring across all mobility periods.

To be more precise, activities to support students in the BRaVe Program can be divided into pre-arrival, onboarding, academic, social, personal, and inclusion support, as well as planned and ongoing monitoring and alumni engagement.

1. Pre-Arrival and Onboarding Support

- Students receive detailed administrative information and guidance on visa applications, registration, accommodation, and payments before arrival at each partner university.
- Local administrative coordinators provide step-by-step instructions and remain available throughout the student's mobility path.
- Each semester begins with a Welcome Week or Buddy Program, including campus tours, orientation activities, and social events to foster cohort cohesion and early engagement.
- Students are assigned a local buddy (volunteer student) and an academic advisor at each institution for practical and academic support.
- A comprehensive Welcome Package and BRaVe Student Handbook are provided, containing information on program structure, mobility paths, university services, and practicalities.

2. Academic and Personal Support

- Academic advisors (teaching staff) accompany students during their stay, providing guidance on academic matters, course selection, and research projects.
- Tutoring and mentoring programs are available for seminars, lectures, and project work, including advice from lecturers and external experts.
- Peer tutoring and mentoring systems are established, with PhD student mentors assigned to each BRaVe student for ongoing support.

- Students have access to language courses (English, French, German) as electives, supporting integration and academic success.
- Regular consultation hours, structured mentoring, and targeted academic skills support are provided by program staff.

3. Social, Cultural, and Health Support

- Cultural and sports activities are organized at each partner university, including cinema, concerts, workshops, and over 100 sports courses per semester.
- Social and networking events, alumni association support, and buddy programs foster community and professional integration.
- Student Services (e.g., Studentenwerk at h2) offer free social, psychosocial, and legal counseling.
- Compulsory health and travel insurance are provided for all students, paid from the BRaVe budget.

4. Inclusion and Accessibility

- Dedicated support for students with disabilities or special needs is coordinated at all partner universities, including personalized adaptations, counseling, accessible facilities, and assistive technologies.
- Case-by-case adaptations to teaching and assessment (extended deadlines, alternative formats, adapted study facilities) are available.
- EU-funded infrastructure investments at UKIM ensure barrier-free access and inclusive digital learning environments.
- Inclusion support covers additional costs for excursions, field trips, and mobility-related activities (e.g., accessible transport, sign-language interpretation).

5. Ongoing Monitoring and Progress Support

- Student progress is monitored individually by the Operational Team and local coordinators, with extra mentoring or support arranged as needed.
- Annual internal quality assessments, structured feedback, and regular surveys track student satisfaction and engagement.
- Measures to prevent drop-out include assigning tutors, organizing team-building activities, and reviewing selection procedures.

6. Alumni Engagement and Career Support

- Alumni networks are encouraged and supported, providing long-term evaluation of employability and program impact.
- Associated partners (industry, research, NGOs) offer internships, placements, mentoring, and guest lectures, enhancing employability and professional development.

7. Digital and Learning Platforms

- The INCOM e-learning platform is used consortium-wide for course materials, peer tutoring, mentoring, and program-level communication.
- Access to academic publisher subscriptions, digital libraries, and IT infrastructure is provided at all partner universities.

During the on-site visit international students from another related Master program in Magdeburg explained that they feel well supported: there is a structured feedback process in regard to learning activities and they appreciate to take electives. Information before arrival also covered the availability of dormitories. They confirmed the existence of a buddy system that matches local students to international students to facilitate their integration and help with small problems.

Experts' Appraisal

All in all, student support is well planned and seems to be sufficient and functional. Very much appreciated is the orientation week at the beginning of each semester. In this context the reviewers like to repeat the possibility of including an additional "off-boarding" of each semester, too (compare chapter on curriculum).

During the on-site visit, in particular the topic of housing was discussed. Apparently, each location is well prepared to receive international students based on private and state-supported local housing facilities. All three partners provide information to students in advance of their arrival including information about dormitories. Students are generally grateful for the support they receive from coordinators at different locations because administrative issues are not always easy. This applies also to Magdeburg and Caen where e.g. necessary visits at local immigration for non-EU-citizens may be cumbersome when local language skills are limited.

Apparently, the consortium is still busy to further develop a BRaVe Students Handbook. It is supposed to offer the following information:

- information on orientation activities for international students (e.g. campus tours),
- other relevant information specific to the Partner Institution,
- overview of the Master Program (e.g., mobility paths, meaning of the joint degree, etc.) including syllabus; practical information (e.g., regarding fees, visa, accommodation, email set up, student/ staff ID cards, contact information for university specific services, platforms etc.).

A sound foundation to be further elaborated on is the appendix 10 "Information material for students". The development of a comprehensive student handbook is very much appreciated by the experts and they like to encourage the consortium not only to include administrative aspects but also depict differences (or raise awareness) of the 3 partners in academic matters.

The experts regard the standard as *fulfilled*.

4.7 Resources

4.7.1 Staff

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

The self-documentation provides detailed information on staff. Informative CVs of 17 permanent teaching staff are provided. The CVs include teaching experience and recent teaching activities and their research activities as well. The module handbook provides the person responsible for a module and the lecturer(s) involved. In addition, the table on capacity planning in appendix 6 is providing detailed information on the persons involved per semester and on the amount of credits taught.

Staff is equally composed of the 3 consortium members. It includes academic representatives, local administrative coordinators, and operational team members from each partner institution, ensuring international and interdisciplinary collaboration. Teaching staff, administrative staff, and external experts (including visiting scholars and industry mentors) contribute to the program, with joint teaching, co-supervision, and staff mobility embedded in the curriculum.

The cooperation and coordination of the partners is described in the consortium agreement. Accordingly, the roles and governance structure ca be summarized as following:

- **Program Chair:** Leads the consortium, manages compliance, reporting, and financial oversight (h2)
- **Vice Chairs:** Senior researchers and teachers from partner institutions (especially the counterparts of UKIM and UNICAEN).
- **Operational Team:** Manages day-to-day delivery, curriculum, and student support; includes academic and administrative representatives from all partners.
- **Steering Board:** Strategic and administrative management, approves curricula, oversees quality assurance, and resolves disputes; includes deans, student representatives, and consortium coordinators.
- **Review Committee:** Monitors teaching quality, curriculum alignment, and achievement of learning outcomes; includes quality assurance experts from each partner.
- **Advisory Committee:** External stakeholders (industry, alumni, employers) provide input on program relevance and graduate competences.
- **Selection Committee:** Teaching staff responsible for student selection and scholarship awards.

Most of the Staff is holding PhDs and professorships in fields such as entrepreneurship, management, finance, law, innovation, and technology transfer (see CVs in appendix 6). An important feature of BRaVe is the intended staff mobility and joint teaching. Staff mobility takes place physically and virtually, with academics from all partners participating in teaching, workshops, mentoring, and project reviews across semesters. Part of the mobility scheme is that, at the start of each semester, representatives from the other universities are also available

during the onboarding process. The mobility of staff and their joint teaching activities are depicted in table 10 of the SAR.

Co-teaching and joint supervision are embedded in modules, ensuring cross-institutional standards and complementary expertise. Visiting scholars and industry mentors (approx. 12 per cohort) contribute to theoretical instruction, practical training, and research activities.

Academic and administrative support is coordinated by local administrative coordinators and international offices at each partner university. Staff participate in quality assurance, curriculum development, and student support activities, including mentoring, advising, and program-level communication. Institutional support includes access to research centers, digital learning platforms, library resources, and academic networks.

The staff team is internationally diverse, representing multiple countries and disciplines. The program actively encourages participation from underrepresented groups and integrates inclusive practices in teaching and support.

Local staff is complemented by visiting scholars and industry mentors: The already mentioned external experts are invited for guest lectures, seminars, and applied training, delivered both in person and online. These contributions enrich the curriculum and foster knowledge exchange.

In addition to lecturers also mobility of administrative staff is supported. E.g. International Offices and administrative coordinators participate in mobility activities, supporting student onboarding, admissions, and program management.

Experts' Appraisal

The experts have no doubts that the planned teaching staff is adequate in terms of quantity and quality.

During the site visit, the expert group gained the impression that the participants all appeared highly motivated and have developed a shared understanding of the program.

It is not only the fact that staff is available in sufficient quality and quantity but the efforts undertaken to ensure a regular exchange e.g. by the means of co-teaching will create an added pedagogical value to all of them. In addition, it is appreciated that an applied topic as entrepreneurship is taught with the support of external lecturers (also from practice) representing a diversity of nationalities.

The experts regard the standard as fulfilled.

4.7.2 Facilities

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

The following summary of the descriptions of the SAR highlights physical, digital, academic, and social facilities, as well as accessibility and inclusion measures.

Physical and Academic Facilities (by Partner University)

- **Université de Caen Normandie (UNICAEN, France – Semester 1):**
    - Access to FabLab Campus 2 for digital manufacturing, prototyping, and experimentation.
    - Le Dôme: Centre for scientific, technical, and industrial culture, supporting open innovation and interdisciplinary collaboration.
    - CIREVE: European Centre for Virtual Reality, offering immersive and simulation technologies for experimentation and training.
    - Co-working spaces for student-entrepreneurs.
    - Multimedia Centre (CEMU) and a dozen libraries across campuses (management, entrepreneurship, sciences, technology).
    - Partnerships with Normandie Incubation, Normandie Valorisation, Club Phénix, and regional industry clusters for networking, project-based collaboration, and employability.
    - Sports department with 40+ physical and sporting activities, cultural activities, conferences, and workshops.
    - Dedicated support for students with disabilities via the "Relais handicap santé" department (personalized adaptations, counselling, accessible facilities).
- **Magdeburg-Stendal University of Applied Sciences (h2, Germany – Semester 2):**
    - State-of-the-art maker-education facilities, co-working spaces, AI and eye-tracking laboratories.
    - Physical and online libraries, computer pools, campus-wide Wi-Fi.
    - INCOM e-learning platform for course materials, peer tutoring, mentoring, and program-level communication.
    - Pick-up service from train station, buddy program, social and networking events.
    - Studium Generale: Continuing education courses (computer skills, subject-specific knowledge, creative fields).
    - 100+ sports courses per semester.
    - Student Services (Studentenwerk): Free social, psychosocial, and legal counseling.
    - Flexible examination arrangements, study assistance, financing of assistive devices, guidance on barrier-free housing for students with impairments.
- **Ss. Cyril and Methodius University in Skopje (UKIM, North Macedonia – Semester**

3):

- Vibrant teaching facilities, digital classrooms, hybrid learning environments.
- Entrepreneurship and Innovation Hub, Yunus Social Business Centre, ProLab spaces for applied research, innovation challenges, and internships.
- INNOFEIT: European Digital Innovation Hub, Business-Technology Accelerator UKIM (BAU) for startup support and technology transfer.
- Guest lectures, conferences, networking events, strong emphasis on sustainability, innovation, and leadership.
- EU-funded infrastructure investments for accessibility (barrier-free access, internal mobility, compliance with standards).
- Accessible digital learning environments, assistive technologies, inclusive e-learning platforms, hybrid formats, recorded lectures.
- Individualized arrangements for students with disabilities (adapted teaching, flexible exams, extended deadlines, counselling).

Student support facilities including opportunities for leisure activities were already mentioned in chapter 4.6.

In terms of accessibility and inclusion it can be added that personalized support for students with disabilities are available at all partner universities (adapted facilities, teaching, assessment, counselling). This includes infrastructure improvements as well as inclusive digital learning environments and assistive technologies.

The INCOM e-learning platform (provided by h2) was already mentioned under "student support". It is used by all partners for course materials, online learning, peer tutoring, mentoring, and program-level communication. In addition, it supports students in tracking their learning experience via the Start-Up ePortfolio. The platform is complementing the local IT infrastructures and ensuring continuity of support across mobility periods.

All students, independently of their home countries, have access to academic publisher subscriptions, digital libraries, and IT infrastructure at all partner universities. Also, other learning devices are accessible within the facilities of the partner university or in cooperation with regional associated partners. These additional resources may also cover maker-education facilities, educational or computer labs.

In addition, to summarizing the existing facilities, the consortium provided a budget proposal, breaking down the income and expenditure over the first four years. The income is mainly dependent on the scholarship grants (12 per cohort) including a contribution of institutional costs. The costs include all registration and service fees, student and management costs. The distribution of funding over the three partners is planned for the first four intakes.

Accordingly, the consortium submitted a draft of the study agreement between student and consortium of the study program if scholarships are granted.

A less obvious resource is the list of associated partners (appendix 4 of further documents). The individuals and organizations listed there are largely from the consortium's partner

countries, but also from other EU countries, as well as the USA and Canada. In most cases, letters of intent have already been signed. This list is supposed to offer or facilitate contacts to business and industry dependent on the different interests and needs of students.

Experts' Appraisal

The experts have no reason to doubt that the adequacy of the facilities and services at different locations is given. The mentioned buddy program (cf. chapter on student support) is apparently already established in the context of other study programs at all three partner universities which means that this type of service is already working. Although the list of associated partners is based on rather generic LOIs, nevertheless it shows that many initial contacts have already been made what eases the way for students approaching these businesses. The module handbook is elaborated in detail which includes up-to-date and meaningful recommended or required readings.

During the on-site visit it was mentioned that Skopje for physically disabled is a rather challenging city. Also, the housing situation would require specific attention. Here, adequate and early information of potentially interested persons would be a necessity. Another issue was raised during discussions with students of the related Master program. Their wish to get access to more online electives in Magdeburg is considered as a general good idea to partly overcome the problem of offering very different technical support on a large variety of topics. Therefore, the expert group recommend that a large variety of microcredentials offered by h2 should be made available online to students in Caen from the start of Semester 1.

The experts regard the standard as fulfilled.

The experts like to recommend the following:

- *To increase the feasibility of student ideas by providing further technical input from the beginning, the microcredentials offered by h2 should be made available online to students in Caen from the start of Semester 1. This will enable students to independently acquire any missing knowledge in areas not covered by the curriculum. This applies in particular to microcredentials in the fields of coding, technological knowledge, AI, sustainability, right through to the basics of impact assessment.*

4.8 Transparency and Documentation

Relevant information about the program like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.

The self-report covers all the criteria required by the European Approach. Many appendices support statements of the self-report and provide further evidence.

Information for the public is mainly given on the following joint website: https://bravemaster.lovable.app. This includes information on admission (https://bravemaster.lovable.app/admission) and the curriculum (https://bravemaster.lovable.app/curriculum).

The website and the Student Handbook (see appendix) contain a comprehensive course catalogue in English, including module descriptions and the mobility paths between partner institutions. For specific mobility needs Local Coordinators are the students first touchpoint at the three Universities. Also, examination and assessment regulations are summarized in an accessible form and linked to the full Joint Study and Examination Regulations, so that students understand which local rules apply at each study location.

The consortium explains that for communication with enrolled students and for internal coordination between partners, a shared e-learning platform (INCOM) is used. This platform hosts course materials, announcements, and program-level information and facilitates interaction between students, instructors and administrators (compare previous chapter).

From the students' perspective, the "Start-Up ePortfolio" further documents their learning progress over the four semesters by capturing their venture development, reflections on the achievement of intended learning outcomes and the competences acquired throughout the program.

Experts' Appraisal

The self-report and the documentation of the program in terms of regulations, agreements, available templates etc. is very comprehensive. It is obvious that the consortium put lots of efforts into guaranteeing consistency between partners. All necessary aspects such as admissions, examinations, the course catalogues and mobility tracks are sufficiently described. It can be summarized that all necessary information is available and even much more. In some cases, however, access to this information could be improved. This applies in particular to the website. Essential information is provided but it is apparent that the websites is still under development. One key focus of the website is certainly the appeal to prospective students. Nevertheless, the website should be also well aligned with the given documentation. This involves a critical reflection on the wording used in the self-documentation and the regulations as well as the Module Handbook. To guarantee credibility towards students a more modest wording is advisable – promises made should be achievable.

Experience shows that joint programs often face difficulties to maintain correct and up-to-date information on their websites. In order to increase the transparency of the program also in the future, it is recommended to regularly check and update the website to the current version of regulations and jointly decided content and information. In addition, all relevant information on studying the program must be available on the website. This includes the legal framework and documents on the program. For example, it must be guaranteed that students can access the grade conversion table at any time.

The experts regard the standard as *fulfilled*.

The experts like to recommend the following:

- *The website should be better aligned with the given documentation. This involves a critical reflection on the wording used in the self-documentation and the regulations as well as the Module Handbook. To guarantee credibility towards students, in some cases a more modest wording is advisable – promises made should be achievable.*

- *In order to increase the transparency of the program also in the future, it is recommended to regularly check and update the website to the current version of regulations and jointly decided content and information.*
- *To guarantee that students are informed about their regulatory framework the Joint Study and Examination Regulations should be published on the website.*

4.9 Quality Assurance

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

Most important documents to be consulted are the quality assurance policy (appendix 12) and the two example questionnaires (appendix 13 a and b). The consortium explains the setup of the quality management as follows:

1. Internal Quality Assurance Mechanisms

- The program implements a comprehensive internal quality assurance (QA) system across all partner universities. This includes regular monitoring of teaching, learning outcomes, and student support services.
- Internal QA is coordinated by a Review Committee, which includes academic staff from all partner institutions. The committee oversees the implementation of QA policies, reviews module content, and ensures alignment with intended learning outcomes.
- Regular student and staff surveys, focus groups, and feedback sessions are conducted to gather input on teaching quality, curriculum relevance, and support services. Results are systematically analyzed and discussed in committee meetings.
- Module evaluations and course feedback are used to identify strengths and areas for improvement. Adjustments to teaching methods, assessment formats, and support structures are made based on this feedback.

2. External Quality Assurance and Accreditation

- The program is subject to external accreditation and periodic review by national and international quality assurance agencies. This ensures compliance with European and national standards (e.g., EQF, EHEA, Erasmus Mundus requirements).
- External stakeholders, including industry partners, alumni, and ecosystem actors, are involved in advisory roles. Their feedback is integrated into curriculum development and strategic planning.

3. Stakeholder Involvement

- The Advisory Committee, which includes external experts, industry representatives, and alumni, provides ongoing input on program relevance, graduate competences, and alignment with labor market needs.
- Students are actively involved in QA processes through surveys, focus groups, and representation in program committees.

4. Monitoring and Continuous Improvement

- Achievement of learning outcomes is regularly monitored through assessment results, graduate tracking, and feedback from employers and alumni.
- The QA system operates on a continuous improvement cycle: feedback is collected, analyzed, and used to implement targeted changes in curriculum, teaching, and support services.
- Annual QA reports are produced and reviewed by the Review and Advisory Committees, ensuring transparency and accountability.

5. Example Implementation

- If student surveys indicate a need for more practical experience, the curriculum may be adjusted to include additional field trips, internships, or project-based modules.
- If external reviewers highlight gaps in digital skills, new workshops or modules may be introduced to address these needs.

This summary is meant to provide an overview of the BRaVe program's quality assurance system, highlighting its internal and external mechanisms, stakeholder engagement, and commitment to continuous improvement.

Experts' Appraisal

With the means of the quality assurance policy the consortium proves that it has a framework for quality assurance. This policy defines among other things that course evaluations are taking place at the end of each semester. A joint review committee is playing the central role by looking into the evaluation results and developing mitigating measures, if necessary. As the standardized course questionnaire (Annex 13a) is already part of the annex it can be confirmed that the student perspective is formally integrated into the quality assurance process. In addition to course and program evaluations an External Advisory Committee, composed of representatives from industry, alumni, and external academic experts, provides further independent oversight to the program. During on-site discussions also, the use of annual study program surveys which cover the entire student cycle were discussed. All evaluation results will be discussed in the review committee.

The experts perceive the alumni as very valuable resource persons that should be supported to stay in contact and may build up a "BRaVe community". Here, activities of the partners should be encouraged: not only for the sake of the community but also for gathering feed-back for continuous improvement or adaptation of the program to current needs. This means graduate surveys and activities to build up and/or strengthen the alumni network are highly welcomed.

It is obvious to the expert group that the cooperation is well planned and solid administrative structures are established. Evidence of already conducted and planned regular meetings and exchange are given in the SAR. The experts acknowledge that the consortium is well prepared to evaluate the quality of the program in regard to output quality and student satisfaction. To go beyond these evaluations at operational level, it is encouraged to also assess the

achievement of strategic goals of the program and the cooperation as such. Given that Brave pursues highly ambitious overarching goals, it seems to be more than adequate to assess not only the quality of the study program, but also the impact of the collaboration among the three partners and with the respective local entrepreneurial communities. From an entrepreneurship perspective, it could also be useful to define a small set of programme-specific success indicators over time, such as ecosystem engagement, research outputs, venture continuation, prototype development, and post-programme entrepreneurial activity, complementing traditional academic indicators.

The experts regard the standard as *fulfilled*.

The experts like to recommend the following:

- *To better assess the quality of the program at strategic level it is recommended to define a small set of program success factors. They may cover KPIs on the ecosystem as e.g. industries and sectors covered, number of start-ups realized as well as the research outputs. KPIs should contribute to assess the impact of BRaVe.*

III. Appendix

1. Schedule and Participants of the Site Visit *(names deleted for publication)*

In addition to the physical meetings, two weeks before the site visit a video conference was held on the particular procedure and criteria of the EA.

Day 1: Thursday, 09 of April 2024

Internal Prep-meeting of expert group and the program manager in the hotel

Topics: Mission of the expert group, distribution of roles and tasks, analysis of the university's self-report; open questions, (information/briefing on the accreditation framework & criteria of the "European approach" was conducted in a separate online meeting 2 weeks before)

Day 2: Friday, 10th of April 2024 (all meetings were conducted hybrid)

09:00 Talks with members of the university leadership board and Coordinators/Academic Directors of partner universities

Topics: General strategy and development plan of the university, position of the program(s) in the general portfolio; future perspectives of the program from the leadership's point of view, internationalization strategy, quality assurance, equal opportunities policy etc.

Participants: Vice-rector International Relations (UNICAEN), Vice-rector from the Commission for Curriculum and Student Affairs (UNICAEN), Rector UKIM, Vice-Rector (h2), Deans from UNICAE, h2 and UKIM, Vice-Dean h2, BRaVe Program Lead (h2), members from the development team, team members from all 3 participating members, Heads of Administration (UNICAEN, h2) and representatives of departments for international programs (UNICAEN)

10:30 Meeting with students of related study programs (Master) and at Bachelor level programs with prospective students

Topics: (Achievement of) intended learning outcomes, contents and structure of study programs, workload, examination system, student mobility, Counselling, support and advisory services at partner universities, Resources and infrastructure at h2, quality assurance and student participation, Employability/Career Paths

Participants: from a related international Master program

11:15 Meeting with support staff (representatives of career service, student counselling, quality assurance… of all main partners, as e.g. Director of Admissions, International Office, Quality Management…)

Topics: student support and advisory services, examination system, matriculation, student mobility, quality assurance and student participation

1:30 pm Talks with program managers and teaching faculty involved in the program

Topics: Intended Learning Outcomes, curricula, contents, teaching methods; advisory and

support services for students, design and organization of exams, employment market for graduates/career paths, internationalization

Participants: BRaVe Program Lead (h2) and academic representatives of all 3 locations and lecturers of different modules. members from the development team, team members from all 3 participating members,

4:30 pm Final round of talks with the university leadership board and coordinators at partner universities

Topics: Open questions, general feedback of the expert group, further proceedings + milestones of the accreditation procedure

2. Response of the Consortium to the Expert Report

In a brief feedback statement, the consortium made it clear that the Joint Certificate already exists as a template. They also claim that activities to provide students with opportunities to connect with the professional world, right from the beginning, are already planned. In each semester, there will be an ecosystem module linked to the local incubators, which will facilitate these connections.

3. Summary for the German Accreditation Council

§ 10 Sonderregelungen für Joint Programmes	Bewertung
(1) 1Ein Joint Programme ist ein gestufter Studiengang, der von einer inländischen Hochschule gemeinsam mit einer oder mehreren Hochschulen ausländischer Staaten aus dem Europäischen Hochschulraum koordiniert und angeboten wird, zu einem gemeinsamen Abschluss (Joint Degree) oder einem Doppel- oder Mehrfachabschluss (Double oder Multiple Degree) führt und folgende weitere Merkmale aufweist:	Erfüllt. Es handelt sich um einen viersemestrigen Masterstudiengang, der auf einem Bachelorstudiengang aufbaut. Es wird ein Joint Degree verliehen (Kap. 4.1. Eligibility
1. Integriertes Curriculum,	Erfüllt. S. gemeinsame Studien- und Prüfungsordnung (App. 2 und 5 des Kooperationsvertrages sowie Modulkatalog)
2. Studienanteil an einer oder mehreren ausländischen Hochschulen von in der Regel mindestens 25 Prozent,	Erfüllt. 3 Partner, die alle mind. für ein Semester besucht werden (App. 5 Progression Path des Kooperationsvertrages)
3. vertraglich geregelte Zusammenarbeit,	Erfüllt. S. Kooperationsvertrag
4. abgestimmtes Zugangs- und Prüfungswesen und	Erfüllt. S. gemeinsame SPO und gemeinsame Zulassungsordnung (App. 2 und 3 des Kooperationsvertrages)
5. eine gemeinsame Qualitätssicherung.	Erfüllt. Im Kooperationsvertrag definiert, App. 12
(2) Qualifikationen und Studienzeiten, Lissabon-Konvention, ECTS wird entsprechend §§ 7 und 8 Absatz 1 angewendet und die Verteilung der Leistungspunkte ist geregelt. Für den Bachelorabschluss sind 180 bis 240 Leistungspunkte nachzuweisen und für den Masterabschluss nicht weniger als 60 Leistungspunkte. Die wesentlichen Studieninformationen sind veröffentlicht und für die Studierenden jederzeit zugänglich.	Erfüllt. Vgl. Kap., 4.3.2 Credits, 4.3.3 Workload, 4.4. Admission and Recognition, 4.6 Student Support und 4.8 Transparency and Documentation
(3)	Nicht anwendbar. Alle teilnehmenden Hochschulen gehören dem Europ. Hochschulraum an
§ 16 Sonderregelungen für Joint Programmes	
Zu § 11 Qualifikationsziele und Abschlussniveau	Erfüllt. S. Kap. 4.2
Zu § 12 Absatz 1 Sätze 1 bis 3,	Erfüllt. S. Kap. 4.3.1, 4.5.1
Zu § 12 Absatz 2 Satz 1,	Erfüllt. S. Kap. 4.7.1
Zu § 12 Absätze 3 und 4	Erfüllt. S. Kap. 4.7.2, 4.5.2
Die Zugangsanforderungen und Auswahlverfahren sind der Niveaustufe und der Fachdisziplin, in der der Studiengang angesiedelt ist, angemessen.	Erfüllt. s.o.
2. Es kann nachgewiesen werden, dass mit dem Studiengang die angestrebten Lernergebnisse erreicht werden.	Erfüllt. S. Kap. 4.2.3

3. Soweit einschlägig, sind die Vorgaben der Richtlinie 2005/36/EG vom 07.09.2005 (ABl. L 255 vom 30.9.2005, S. 22-142) über die Anerkennung von Berufsqualifikationen, zuletzt geändert durch die Richtlinie 2013/55/EU vom 17.01.2014 (ABl. L 354 vom 28.12.2013, S. 132-170) berücksichtigt.	Nicht einschlägig
4. Bei der Betreuung, der Gestaltung des Studiengangs und den angewendeten Lehr- und Lernformen werden die Vielfalt der Studierenden und ihrer Bedürfnisse respektiert und die spezifischen Anforderungen mobiler Studierender berücksichtigt.	Erfüllt. Vgl. insbesondere Kap. 4.5 und 4.6
5. Das Qualitätsmanagementsystem der Hochschule gewährleistet die Umsetzung der vorstehenden und der in § 17 genannten Maßgaben.	Erfüllt. Vgl. Kap. 4.9
§ 16 (2)	Nicht angezeigt