

Education & Examination Regulations

Urban Sustainability Studies | Academic year 2026-2027

Section 1 General provisions

Article 1.1 Applicability of the regulations

1. These regulations govern the education and examinations of the Bachelor of *Urban Sustainability Studies* (hereafter “the programme”) and apply to all enrolled students and staff involved in the programme’s execution.
2. The YUFE consortium universities (hereafter “the consortium”) administer the programme.
3. The *Strategic Council* adopts these regulations following advice and consent from the *Programme Committee* and *Quality Assurance Board*. Awaiting establishment of the *Programme Committee*, this version will be approved by the *Strategic Council* in September 2024 already.
4. The regulations are effective for the academic year 2026-2027.

Article 1.2 Definitions

In these regulations, the following definitions apply:

- **Academic Advisor:** Guides students in tailoring their curriculum and selecting Minors. This role commences during the application stage and continues throughout the entire programme of study.
- **Academic Course:** A structured educational unit within the Joint Bachelor Programme, comprising a series of related subjects designed to be completed within a specified timeframe and leading to the acquisition of Intended Learning Outcomes (ILOs). These ILOs are assessed and contribute to fulfilling the Joint Bachelor Programme requirements and may include lectures, seminars, practical sessions, and assessments. Academic Courses are either at the campus of a Partner University or blended – some elements may be taken in other locations, such as community-based activities or work-based learning.
- **Academic Year:** Period during which Bachelor Students attend YUFE courses and activities.
- **Admission:** The process of submitting an application, meeting the eligibility criteria, undergoing a Selection Procedure and gaining acceptance into the Joint Bachelor Programme.
- **Assessment:** The wide variety of methods or tools that Partner Universities use to evaluate, measure, and document learning progress and achievement of learning outcomes. References to assessment in these regulations refer to all methods of assessment, including both coursework and exams.
- **Bachelor Student:** An individual who is enrolled in the Joint Bachelor Programme.
- **Board of Appeals:** The independent committee competent to hear and decide on appeals against the decision of the *Examination Board*, as referred to in Clause 2.10 and 28 of the YUFE Bachelor Consortium Agreement.
- **Challenge Course:** This is a mandatory course of the Minor that is elaborated upon in the EER. During the course Bachelor Students engage as group members to tackle

real-life problems, fostering active learning and a student-centred pedagogy. Through this approach, critical thinking, literature retrieval, research and report preparation skills are developed further. This interactive learning experience encourages ongoing knowledge acquisition within a team environment, promoting a dynamic and participatory educational atmosphere.

- **Challenge Course Coordinators:** Staff at the Host University responsible for developing and maintaining the Challenge Course as part of the Minor as well as cultivating and sustaining relationship and maintaining ties with external, regional stakeholders.
- **Conflict Resolution Mechanism:** A YUFE body, responsible for dispute resolution when a dispute arises between Partner Universities, as described in Clause 29 of the YUFE Bachelor Consortium Agreement.
- **Consensus:** A process of decision-making that requires agreement from all members in the committee without any objections. Consensus does not imply unanimity in the initial position of each member but denotes that through discussion, negotiation, and modification of proposals, all members explicitly agree to the decision, indicating their willingness to move forward with the collective decision. It is understood that achieving Consensus may require members to set aside individual preferences for the good of the Consortium's objectives. For a decision to be considered made by Consensus, it must be documented that an attempt was made to resolve all objections and that no member has persistently opposed the proposal without offering reasonable alternatives. At least half of the members must be present at the meeting for a decision to be made.
- **Consortium:** All Partner Universities participating in (all bodies of) the Joint Bachelor Programme.
- **Consortium Agreement:** A (the) formal, legally binding document regulating rights and obligations of Partner Universities in design and delivery of the Joint Bachelor Programme.
- **Consortium Bodies:** The organizational structures or entities within the Consortium, comprised of participating members and established to facilitate the management and operation of the Joint Bachelor Programme. These bodies are responsible for overseeing various aspects of the Consortium's activities, including decision-making, resource allocation, and project execution.
- **Coordinating Committee:** Main coordinating body of the Joint Bachelor Programme, responsible for the daily management of the Joint Bachelor Programme, as described in Clause 2.5. of the YUFE Bachelor Consortium Agreement
- **Coordinating University:** One of the Degree Awarding Universities that coordinates the Joint Bachelor Programme. University of Antwerp is the coordinating university.
- **Decentral Admission Officers / Mobility Coordinators:** Staff that provides administrative processing of student-, course- and grade data, mobility calls and mobility administration in both the Partner University's local university system and the Virtual Campus.
- **Degree Awarding Partner:** A Partner University on whose behalf the degree is awarded, jointly with all other Degree Awarding Partners, after successful completion of the Joint Bachelor Programme. A Degree Awarding Partner offers content to all six semesters of the Joint Bachelor Programme. If national regulations determine that a minimum percentage of education, including final thesis, shall be followed, completed, and passed at the Degree Awarding Partner in order to receive a degree, that Degree Awarding Partner establishes additional requirements which will be further outlined in the EER.
- **European Credit Transfer and Accumulation System (ECTS):** A system as designed by the European Higher Education Area for defining learning outcomes and their associated workload in higher education programmes.

- **Education and Staff Implementation Agreement:** An implementation regulation based on the Consortium Agreement, in which all educational and staff provisions regarding the Joint Bachelor Programme are included.
- **Enrolment:** Process through which a candidate is formally awarded the Bachelor Student status within the Joint Bachelor Programme, and obtains rights and obligations associated with the Bachelor Student status.
- **Education and Examination Regulations (EER):** (This) Set of rules, that determine all vital aspects of education and examination in the Joint Bachelor Programme. The EER are in accordance with the national and institutional regulations of each Degree Awarding Partner.
- **Examination Board (EB):** Consortium Body within the organizational structure tasked with safeguarding the resulting qualification of graduates, through responsibilities elaborated in Clause 2.9 of the YUFE Bachelor Consortium Agreement.
- **Fraud:** actions or omissions by a student which make it impossible in whole or in part to properly evaluate their knowledge, understanding and skills or that make it impossible in whole or in part to properly evaluate the knowledge, understanding, and skills of their fellow students. It includes plagiarism as well as an attempt to commit fraud.
- **Host University:** This is the Partner University that is hosting a course or activity for the Joint Bachelor Programme.
- **Joint Bachelor Programme:** (This) An integrated curriculum developed and offered jointly by the Partner Universities. The Bachelor in *Urban Sustainability Studies* is an academic degree. Obtainment of 180 ECTS is a requirement for successful completion of the Joint Bachelor Programme.
- **Joint Curriculum:** The set of Academic Courses and activities that Bachelor Students can undertake to complete and fulfil requirements to obtain the Joint Diploma.
- **Joint Degree:** The academic degree that is awarded by the Coordinating University on behalf of the collaborating Degree Awarding Partners, in accordance with applicable national regulations. It can be obtained after successful completion of the Joint Bachelor Programme. The issuing of the Joint Degree may vary where current national regulations do not permit such a joint academic award.
- **Joint Diploma:** This means a single document issued by the Coordinating University on behalf of the Degree Awarding Partners, in accordance with applicable national regulations, as evidence a Bachelor Student has successfully completed the Joint Bachelor Programme and has been awarded the Joint Degree. The (issuing and) format of the Joint Diploma may vary where current national regulations do not permit such a joint academic certificate.
- **Minor:** Minors are thematic 30 ECTS study modules that are available in a blended format, with face-to-face component delivered by one of the Partner Universities as part of the Joint Bachelor Programme. Minors may include courses from both the Host University and online offerings from other Partner Universities. The total number of courses students can choose from to contribute to the intended learning outcome of the Minor is higher than the required 30 ECTS, allowing Bachelor Students to self-design part of the Minor. The content and structure of the Minors are predetermined by the Host University.
- **Minor Coordinator:** Staff at the Minor Host University responsible for developing and maintaining the intended learning outcomes of the Minor offered by the Partner University including setting up and maintaining the list of Academic Courses that are part of this particular Minor.
- **Mobility Partner:** A Partner University offering at least one Minor within the Joint Bachelor Programme (30 ECTS) which facilitates, supports and administratively processes incoming Bachelor Students both in their local management systems and in the Virtual Campus.

- **Open Curriculum Philosophy (approach):** Approach implemented within the Joint Bachelor Programme meaning that all Bachelor Students will have the opportunity to self-design parts of their learning path.
- **Partner University:** This is any university within the YUFE Alliance. A Partner University can be either a Mobility Partner or a Degree Awarding Partner.
- **Programme Committee:** One of the coordinating bodies of the Joint Bachelor Programme, responsible for managing and implementing the curriculum.
- **Quality Assurance Board:** One of the coordinating bodies of the Joint Bachelor Programme, responsible for monitoring and enhancing quality of the Programme.
- **Rules of Procedure:** Rules of Procedure indicating the procedures the EB follows in dealing with their responsibilities.
- **Selection:** This refers to the process of assessing an applicant's eligibility for the Joint Bachelor Programme and deciding on an applicant's Admission and Enrolment in the Joint Bachelor Programme.
- **Selection Criteria:** Set of jointly adopted criteria which are used to select applicants.
- **Selection Procedure:** Procedure of applying the selection criteria to rank candidates for the purpose of admission and enrolment.
- **Starting University:** This is the Partner University through which the Bachelor Student is admitted and enrolled in the Joint Bachelor Programme.
- **Strategic Council:** Highest body of the YUFE Alliance, as elaborated in Clause 2.3. of the YUFE Bachelor Consortium Agreement
- **Urban Sustainability Studies:** This is the undergraduate bachelor's programme offered jointly by the Partner Universities within the YUFE Alliance referred to in these regulations.
- **Virtual Campus (VC):** YUFE-designed virtual platform that provides a range of services and resources to facilitate learning, collaboration and streamline operational processes for Bachelor Students and staff participating in the Joint Bachelor Programme.
- **YUFE Alliance:** This is the alliance of Young Universities for the Future of Europe.
- **YUFE Quality Assurance Framework:** The YUFE QA Framework describes the QA governance system and quality assessment dimensions of the YUFE QA System.

Article 1.3 Amendments

1. The *Programme Committee* may propose to the *Strategic Council* amendments to these regulations, after advice and consent from the *Quality Assurance Board*. The *Strategic Council* is tasked with approving these regulations.
2. Amendments may take effect during the current academic year, provided they do not unreasonably affect students' interests.
3. No amendment shall retroactively affect any decision made by the *Examination Board* under these regulations to the detriment of students.

Article 1.4 Unforeseen circumstances

1. The *Examination Board* holds decision-making authority over situations not explicitly covered by this EER, but pertaining to a student's status in relation to fulfilling the programme intended learning outcomes (ILOs).
2. In the event of unforeseen circumstances affecting the entire programme, where:
 - a. executing the programme as planned becomes impossible, or,
 - b. compliance with the EER becomes unfeasible,the *Programme Committee* shall devise and propose alternative approaches to enable students to fulfil the programme's ILOs.

Article 1.5 Liability

1. Students are subject to disciplinary liability for violating regulations, policies, procedures and student terms and conditions at:
 - a. Their Starting University,
 - b. Any Partner University where they pursue a part of their degree programme,
 - c. Any institution where they undertake a challenge course or work placement.
2. Applicants who have accepted an offer of a place on the Joint Bachelor Programme are bound by the relevant Terms and Conditions

Article 1.6 Conduct

1. Students are subject to the academic appeal and academic offences policies and processes of the institution where they pursue(d) a course or Minor.
2. Students must comply with the code of conduct and non-academic complaints policies, regulations, and procedures of the institution where they pursue a course or Minor. Any alleged non-academic offences will be addressed under the disciplinary procedures of the host institution.
3. Students must also comply with the YUFE Community Code of Conduct.

Article 1.7 Appeals

1. Students may appeal *Examination Board* decisions in writing to the *Board of Appeals*.
2. In urgent cases, students may request injunctive relief from the Board of Appeals.
3. Appeals against decisions of other Consortium bodies should be submitted to the *Coordinating Committee*.
4. The Conflict Resolution Mechanism of the YUFE Alliance applies to further dispute handling.

Article 1.8 Communication & Dissemination

1. The *Strategic Council* ensures prompt and accurate dissemination of all changes to the EER.
2. The Virtual Campus serves as the primary platform for communicating changes to the EER.

Section 2 Admission and enrolment

Article 2.1 Procedure

1. Prospective students apply for admission through the Virtual Campus.
2. Applicants shall specify their preferred Starting University and demonstrate fulfilment of entry requirements via the Virtual Campus. They may indicate interest in alternative Starting Universities.
3. Complete applications are forwarded to the *Decentral Admission Officer* of the preferred Starting University. The Starting University may request additional information from the student where this is required to progress an application.
4. The *Decentral Admission Officer* assesses eligibility based on criteria established by the *Coordinating Committee* and provides an Eligibility Notice via the Virtual Campus to eligible applicants.
5. If applicable, students will be selected according to the criteria and process agreed by the Coordinating Committee.
6. The *Coordinating University* monitors application processes to prevent duplicate submissions.
7. YUFE applies standardized admission criteria across all Partner Universities, except where national legislation mandates specific requirements.
8. Partner Universities may impose enrolment limits based on national legislation or organizational capacity. Such limitations must adhere to selection criteria approved by the *Coordinating Committee* and apply only to the implementing Partner University.

Article 2.2 Academic admission requirements

1. The admission requirement is a secondary education diploma equivalent to the European Qualification Framework (EQF) level 4, granting access to one of the YUFE universities.
2. Partner Universities may impose additional admission criteria as mandated by national legislation.
3. Students who wish to apply for recognition of prior (experiential) learning against courses that would normally be taken during the degree should follow the separate policy and procedure as indicated in article 4.4

Article 2.3 Language requirement

1. Applicants must demonstrate sufficient command of English as part of the admission process. This requirement can be met through one of the following:
 - a. Evidence of English language competence at level B2 or higher on the Common European Framework of Reference for Languages (CEFR), as documented in educational policy records from the relevant country or educational authority, or
 - b. A valid language certificate, not older than two years at the time of application, with the following minimum scores:
 - i. TOEFL¹ iBT (test center only): 80
 - ii. IELTS² Academic: 6.5 overall, 6.0 per component

¹ Test of English as Foreign Language

² International English Language Testing System

- iii. ITACE³: B2
 - iv. Cambridge English: B2 First (score 176 or above)
 - v. PTE ⁴Academic: 59
- c. Alternative qualifications and tests with equivalent scores may also be considered.
2. Exemption from providing language proficiency proof is granted to applicants who have:
- a. Obtained a diploma from an English-taught programme in Australia, English-speaking Canada, Ireland, New Zealand, the United Kingdom, or the United States; or
 - b. Completed an English-taught programme elsewhere, provided the language of instruction is clearly stated on the educational documents.

Article 2.4 Preparation for study

1. Applicants need to demonstrate in their application how they will cope with the nature of study within the programme, including:
 - a. Studying at multiple locations across different countries.
 - b. Engaging in group project work involving external stakeholders.
 - c. Making independent, informed decisions within the open curriculum structure.
2. Applicants may be invited to discuss their suitability for the degree or to take part in group sessions or webinars.

³ Interuniversity Test of Academic English for Students

⁴ Pearson Test of English

Section 3 Content and structure of the programme

Article 3.1 Aim of the programme

1. The Intended Learning Outcomes (ILOs) of the programme are set out in [annex 1](#).
2. The *Programme Committee* may propose amendments to the ILOs, following the procedure outlined in article 1.3.1 of these regulations.

Article 3.2 Form of the programme

1. The Bachelor of *Urban Sustainability Studies* is a fulltime programme.
2. The programme commences at the first semester of the academic year.

Article 3.3 Language of instruction

1. The primary language of instruction for the programme is English.
2. A maximum of approximately 6 ECTS credits can be taken in another language.
3. The 6 ECTS limit does not apply to elective courses specifically focused on language study.

Article 3.4 Communications and announcement of decisions

1. The *Programme Committee*, *Examination Board* and examiners may use the *Virtual Campus*, and YUFE and/or institutional e-mail accounts for communications relating to education and examinations, and to announce decisions.
2. Students are responsible for regularly checking the *Virtual Campus* and their email accounts for official communications and announcements.

Article 3.5 Study load

1. The programme has a total study load of 180 ECTS credits.
2. One credit equals 25-30 hours of study, including all learning activities.
3. The *Programme Committee* monitors a balanced distribution of the study load across semesters and partners.

Article 3.6 Content of the programme

1. The programme is structured as a three-year programme, consisting of six semesters of 30 ECTS each.
2. Students will complete three to four semesters at one of the partner universities within the consortium.
3. Students spend a minimum of two semesters pursuing a Minor at one or two other partner universities within the consortium.
4. The curriculum structure is visualized in [annex 2](#).
5. There are three levels at which an educational unit can be offered:
 - a. Introductory: Students acquire and comprehend foundational knowledge.
 - b. Developed: Students apply and analyze knowledge in varied contexts.
 - c. Mastered: Students evaluate specialized knowledge and synthesize new ideas.

Article 3.7 Phase 1

1. Courses within the programme's first year at partner universities can have different titles and number of ECTS. The total number of ECTS always adds up to (at least) 60 ECTS.
2. ILOs 1 to 6 are operationalized at the first-year level (see [annex 1](#)).
3. A curriculum mapping table indicates how courses at each starting university contribute to the (first year) ILOs, ensuring students acquire comparable competences after the first year.
4. Students are introduced to challenge-based learning methodology, which is applied in the minors.
5. Students have at least one elective course in the programme's first year.
6. Courses with jointly developed learning materials are offered by (some) partner universities. Related teaching and learning activities may be online and/or local, with shared content and learning outcomes.

Article 3.8 Phase 2

1. A minor comprises a thematic study module of 30 ECTS credits.
2. Each minor includes a mandatory challenge course.
3. Minors may incorporate additional mandatory courses.
4. The minor course collection offers a range of courses exceeding 30 ECTS credits.
5. ILOs 1 to 7 are operationalized at the minor level (see [annex 1](#)).
6. A curriculum mapping table indicates how courses at each partner university contribute to the (minor) ILOs, ensuring students acquire comparable competences after the minor.
7. Students select courses totalling 30 ECTS credits from the minor course collection.
8. Prior to commencing a minor, the minor coordinator must confirm that the student's course selection fulfils the minor's ILOs.
9. If the minor coordinator determines that the selected courses do not meet the ILOs, the student must revise their selection.
10. Students may propose courses outside the standard collection for inclusion in their minor, subject to approval by the minor coordinator and relevant institutional processes.
11. Non-mandatory courses that are failed may be substituted with alternative courses from the minor collection.

Article 3.9 Phase 3

1. The final semester of the programme comprises the bachelor thesis & bachelor thesis related studies and elective courses.
2. The bachelor thesis & bachelor thesis related studies is a composite unit of approximately 18-22.5 ECTS credits.
3. Partner universities may organize the bachelor thesis & bachelor thesis related studies in various ways, provided that:
 - a. The achievement of the programme's ILOs is ensured, and,
 - b. Challenge-based learning can be integrated.
4. Partner Universities must submit their proposal of the design of their bachelor thesis & bachelor thesis related studies to the *Programme Committee* for approval.
5. In their final semester, students enrol in elective courses worth 7.5-12 ECTS credits. These may include:
 - a. Short-term mobility experiences

- b. Work placements
- c. Other activities based on students' initiatives and interests

Article 3.10 **Open curriculum**

1. The open curriculum in *Urban Sustainability Studies* allows students to design a substantial portion of their course of study, tailoring it to their individual interests and goals.
2. Students are responsible for their curriculum decisions, including seeking advice to ensure they will meet the ILOs of the programme.
3. An Academic Advisor supports students in their curriculum design process.
4. While a course may be offered at multiple partner universities, credits for (substantially) similar courses can only be counted once towards degree completion.

Article 3.11 **Mobility**

1. Students are required to complete three minors, of which at least two must be undertaken at partner universities other than their starting institution.

Article 3.12 **Academic calendar**

1. Modules (courses and minors) offered within the programme adhere to the academic calendar of the hosting institution.
2. Academic Advisors will discuss with students any variations in academic calendars that may impact study trajectories or available options.

Section 4 Progression

Article 4.1 Study progress administration

1. The coordinating university, and the VC, electronically documents students' academic progress, including course results.
2. Universities grant students access to their electronic study documentation.
3. Upon request, the coordinating university issues certified copies and printouts of periodic student performance transcripts.
4. The Virtual Campus maintains a comprehensive record of the full student life cycle, enabling students to monitor their progress.
5. Students are responsible for timely registration and engagement in classes, courses, and minors, adhering to local rules and guidelines.

Article 4.2 Academic advising

1. The academic advisor's primary responsibility is to help a student construct an academically sound curriculum.
2. The starting university assigns each student an academic advisor. Academic advisors are trained by YUFE under supervision of the Programme Committee.
3. Students shall receive advice on the construction of their curriculum prior to any decision-making about their curriculum.
4. Students should discuss their preferred course choices with their academic advisor. Advisors will clearly indicate whether a student's preferred choice meets the programme ILOs.
5. Students retain responsibility for their curriculum decisions.

Article 4.3 Disability support

1. Students with disabilities receive appropriate support to ensure equal opportunity for success in meeting ILOs.
2. Support is provided by and aligns with services offered at the student's starting and host universities.
3. Support is provided by the student's Starting and Host Universities. The Host Universities should, as far as possible, provide at least the same level of support as the Starting University.

Article 4.4 Exemptions and Recognition of Prior Learning

1. Students may apply for exemption from academic courses which contribute to the degree based on:
 - a. Previously acquired qualifications in higher education, or,
 - b. Recognition of prior learning outside higher education.
2. Exemption requests must be submitted to the Partner University offering the course, adhering to that institution's established procedures.
 - a. For jointly offered courses, this process must include consultation with at least one co-lecturer from a Partner University.
 - b. For courses which contribute towards a Minor, the Minor Host University should be consulted where the course is offered by another Partner University.

3. Qualifications submitted for exemption consideration must have been obtained within the past five years. Older qualifications may be considered under the recognition of prior learning procedure, e.g. if the applicant can demonstrate that the acquired competencies have been maintained and enhanced through relevant experience.

Article 4.5 Academic advancement policy

1. Students must complete the programme within a maximum of 6 years from their initial enrolment.
2. All first-year ECTS credits must be completed within two years of enrolment in the programme.
3. Progression to the first mobility minor requires:
 - a) Completion and passing of all mandatory first-year courses, and,
 - b) Attainment of a minimum of 45 ECTS credits from the first year.
 - c) Or, by derogation from a. and b, Special approval by the *examination board*.
4. Progression to the second minor is not contingent upon performance in the first minor.
5. Progression to the third minor requires:
 - a) Passing a minimum of 45 ECTS credits from the 1st and 2nd minor, and,
 - b) Completion of all mandatory courses from the 1st and 2nd minor.
6. A Minor is considered complete when the student has:
 - a) Obtained a minimum of 30 ECTS credits, and,
 - b) Passed all mandatory courses within that minor.

Article 4.6 Completion

1. The bachelor's programme is considered complete when the student has:
 - a. Obtained 180 ECTS credits, and,
 - b. Fulfilled all other programme requirements as specified in these Education and Examination Regulations.
2. Extracurricular credits do not count towards the 180 ECTS credits required for programme completion.
3. Extracurricular credits obtained beyond the 180 ECTS requirement will be recorded on a student's transcript and/or degree supplement, reflecting the total ECTS credits earned during the programme.

Section 5 Assessment

Article 5.1 Examination procedures

1. Course assessment is conducted in accordance with the procedures and regulations of the Partner University hosting the unit. This includes:
 - a. Coursework submission dates and scheduling of examinations, and,
 - b. Rules for exam registration, where applicable.
2. Placeholder to refer to flow chart ([annex 3](#))
3. Students requiring alternative forms of assessment and individual arrangements for exams and assessments should initiate discussions with the host institution (e.g. academic advisor or admission officer) well in advance of scheduled assessments and in line with the Host University's procedures and timelines. This applies to students with:
 - a. Disabilities,
 - b. Temporary medical conditions,
 - c. Top sports status, or,
 - d. Other exceptional circumstances.

Article 5.2 Grades

1. Host universities award grades for courses completed using their respective grading schemes and record these in the YUFE Virtual Campus.
2. The Coordinating University converts these grades to YUFE grades and records them on the Virtual Campus, as specified in the YUFE grading scheme ([annex 4](#)).
3. Grades will be converted to YUFE grades and from there onwards to other partner universities. There will be no direct conversion of grades between any YUFE partner universities for this joint Bachelor programme.

Article 5.3 Bachelor Thesis and Bachelor thesis related studies

1. The YUFE grading table applies for the assessment of the bachelor thesis & bachelor thesis related studies
2. A minimum of two independent assessors from different partner universities assess the bachelor thesis, using the YUFE grading table.

Section 6 Degree

Article 6.1 Degree

1. Upon successful completion of the programme, graduates are awarded a joint bachelor's degree in *Urban Sustainability Studies*.
2. The joint degree is awarded by all degree awarding partners in accordance with applicable national regulations.
3. The coordinating university issues a joint diploma on behalf of the degree awarding partners.
4. For students with the University of Eastern Finland (UEF) as their starting university, UEF will issue an additional national diploma.

Article 6.2 Certificate and supplements

1. Graduates receive from the coordinating university a joint diploma that includes, in any case:
 - a. the joint degree title,
 - b. the names of all degree awarding partners, and,
 - c. the date of award.
2. The coordinating university also provides graduates with:
 - a. a grade transcript, and,
 - b. a diploma supplement in English.
 - c. if applicable, a separate (Stars) document
3. The diploma supplement provides detailed information about, in any case:
 - a. the international character of the programme,
 - b. the nature and regulations of the programme,
 - c. the ECTS credits obtained in the programme.

Annexes

1. Intended Learning Outcomes

The Intended Learning Outcomes (ILOs) of the programme are visualised below:

Dublin Descriptor	ILOs Students are able to...	Building blocks	
1. Knowledge and Understanding + 2. Applying Knowledge and Understanding	1 ... critically evaluate the crucial historical, social, political, and economic processes and structures that have shaped the world.	Supportive sciences	
	1.1 <i>BAI</i> ...review and describe some of the historical, social, political, and economic processes and structures that have shaped the world.		
	1.2 <i>Minor</i> ...evaluate relevant historical, social, political, and economic processes and structures that relate to their chosen areas of study.		
	2 ...generate and critically evaluate different strategies, measures, and approaches to sustainable development, and assess their likely impact on stakeholders, regions and diverse communities.	Sustainability	
	2.1 <i>BAI</i> ...review different approaches to sustainable living and development, and identify their likely impact on stakeholders, regions, and diverse communities.		
	2.2 <i>Minor</i> ...undertake critical analysis of strategies, measures and approaches to sustainability that relate to their chosen area of study, demonstrating the likely impact on stakeholders, regions, and communities.		
	3 ...demonstrate a grounded understanding of and examine the similarities, differences, and connections between cities and regions with different levels of urbanisation across Europe.	Subject-specific skills	Urban Studies
	3.1 <i>BAI</i> ...understand and describe theories and approaches related to urbanism and urbanisation.		
	3.2 <i>Minor</i> ...analyse and compare different cities and regions with different levels of urbanisation across Europe and apply the chosen areas of study to theories and approaches related to urbanism and urbanisation.		
	4 ...describe and critically evaluate key concepts, theories, critiques, and debates about the natural, social, economic, developmental, and political environments as they relate to urban sustainability.	Urban sustainability	
	4.1 <i>BAI</i> ...review and describe the underlying concepts, principles, academic literature and contemporary issues associated with urban sustainability.		
	4.2 <i>Minor</i> ...describe and apply underlying concepts and principles according to their chosen areas of study.		
	5 ...illustrate and critically evaluate the relationships between, and sustainability of environmental, social, and economic systems, at scales from local to global levels.		
	5.1 <i>BAI</i> ...review and describe environmental, social and economic systems, identifying relationships between them.		
5.2 <i>Minor</i> ...analyse and critically appraise the environmental, social and economic systems that relate to their chosen areas of study.			
3. Making judge	6 ...identify, analyse, and solve problems, applying relevant research methodologies, theories, information technology, data analysis and interpretation, and techniques of writing to present findings and solutions.	Research skills	

Dublin Descriptor	ILOs Students are able to...		Building blocks	
	6.1	<i>BAI</i>	...evaluate the appropriateness of different approaches to solving problems, analysing data, and drawing sound conclusions in accordance with basic theories and concepts.	
	6.2	<i>Minor</i>	...identify, analyse and solve problems, applying relevant research methodologies, theories, information technology, data analysis and interpretation, and techniques of writing to present findings and solutions.	
	7		...apply the methods and techniques studied to review, consolidate, extend, and apply knowledge and understanding and to initiate, carry out and evaluate projects and research, including logistics, risk assessment and ethical approval where appropriate.	
	<i>BAI</i>	<i>Not applicable as the challenge teams and research tasks begin in Year 2. There may be some limited examples in Year 1, but these could be covered by the suggested first year ILO above.</i>		
	7.2	<i>Minor</i>	...under supervision, design, conduct and evaluate sustainability projects and research, including logistics, risk assessment and ethical approval where appropriate.	
	8		...consider academic norms and ways of thinking across different disciplines and subject areas, bringing them into play as appropriate.	
	9		...demonstrate intellectual curiosity, critical thinking, and exercise independence of mind and thought.	
4. Communication + 5. Learning skills	10		...communicate ideas clearly, coherently, and respectfully, in a range of disciplines and to various stakeholders, in both written and oral form, using appropriate language and referencing.	Transferable skills
	11		...demonstrate the flexibility and adaptability to collaborate in international and intercultural contexts, learning from others, recognising, and respecting diverse perspectives and needs.	
	12		...work independently, meet deadlines, manage their own time and workload, and demonstrate initiative.	
	13		...reflect on their own learning, to seek and make use of feedback on their own performance, to recognise when further knowledge is required and to undertake the necessary research.	

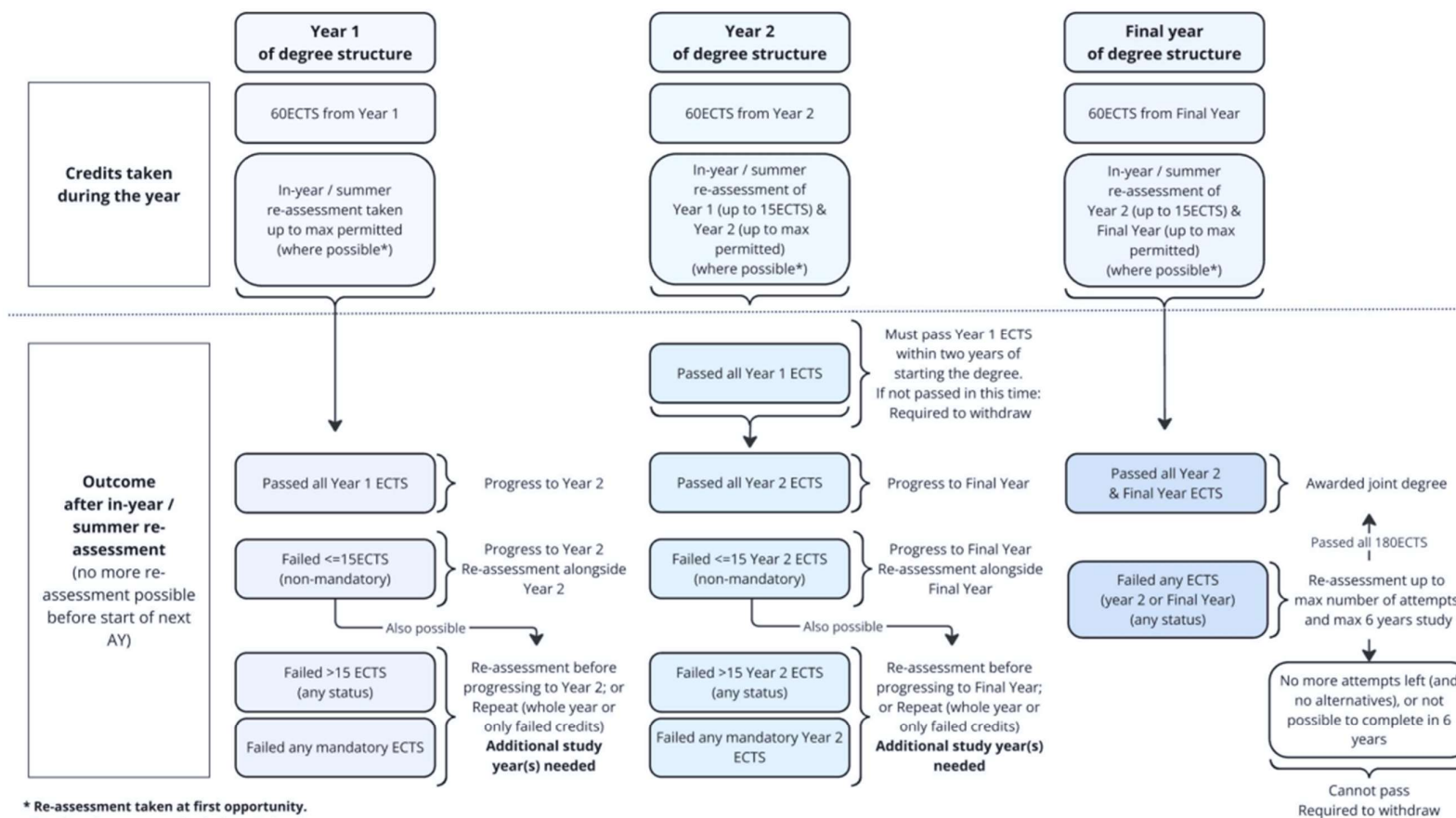
2. Curriculum structure

The curriculum structure of the programme is visualised below:

Year	Sem	Phase	Components	ECTS
1	1	1) ESTABLISHING A COMMON FOUNDATION <ul style="list-style-type: none"> On-site courses at starting university Online courses from partner universities 	<i>Courses related to</i> SUBJECT-SPECIFIC SKILLS, RESEARCH SKILLS & TRANSFERABLE SKILLS	60
	2			
2	3	2) DEVELOPING A PERSONALISED CURRICULUM <ul style="list-style-type: none"> Selecting three YUFE minors in consultation with academic advisor Travelling to a minimum of two partner universities 	YUFE MINOR 1 <i>including challenge course</i>	30
	4		YUFE MINOR 2 <i>including challenge course</i>	30
3	5	3) ROUNDING OFF ACADEMIC PROFILE <ul style="list-style-type: none"> Selecting electives in support of dissertation research and/or master application 	YUFE MINOR 3 <i>including challenge course</i>	30
	6		ELECTIVE CHOICE	10
			BACHELOR THESIS & RELATED STUDIES	20

3. Progression / assessment flow chart

YUFE Bachelor in Urban Sustainability Studies: Progression and re-assessment



*** Re-assessment taken at first opportunity.**

- Number of attempts set by the host University.
- Timing and method of re-assessment is set by the host University.
- It might not be possible to take re-assessment from another location.
- It might be possible to take re-assessment at a later date if it's not possible to take it before moving to the next study location (see 'for decision' below).
- There may be a limit to the volume of re-assessment possible in-year / over the summer (see 'for decision' below)

4. YUFE Grading Scheme

YUFE Grade	NCU	UCY	UM	UEF	UNIRI	UBremen	UEssex	UC3M	UAntwerp	SNU	
20	Very good 5	Excellent with distinction 9.5-10	Excellent 10	Excellent 5 (90-100)	Excellent A (90-100)	Excellent 0.7 – 1.15	80-100 (1)	Outstanding 9-10	Greatest distinction 20	Excellent 20	
19									Greatest distinction 19	Excellent 19	
18									Great distinction 18	Excellent 18	
17	Good plus 4.5 – 4.9	Excellent 8.50 – 9.49	Very Good 8	Very Good 4 (80-89%)	Very Good B (75-89)	Very good 1.16 – 1.50	70-79 (1)	Very Good 8-8.9	Great distinction 17	Excellent 17	
16									Great distinction 16	Excellent 16	
15	Good 4 - 4,4	Very Good 6.5 – 8.49	Good 7	Good 3 (70-79%)	Good C (68-74)	Good 1.51 – 2.50	60-69 (2.1)	Very Good 7-7.9	Distinction 15	Very good 15	
14									Distinction 14	Very good 14	
13	Satisfactory plus 3.5 - 4	Good 5,5 – 6.49	Ample sufficient 6	Satisfactory 2 (60-69%)	C (60-67)	Satisfactory 2.51 – 3.50	50-59 (2.2)	Pass 6-6.9	Satisfactory 13	Good 13	
12									Satisfactory 12	Good 12	
11									Satisfactory 11	Satisfactory 11	
Pass 10	Satisfactory 3-3,4	Satisfactory 5-5.49	Sufficient 5.5 – 5,9	Passable 1 (50-59%)	Sufficient D (50-59)	Fair 3.51 – 4.00	40-49 (3)	Pass 5-5.9	Satisfactory 10	Sufficient 10	
Fail 9	Unsatisfactory 2	0-4.99	Almost sufficient 5	Fail 0 (0-49)	Insufficient E (0-49)	Fail > 4.0	33-39	Fail 0 – 4.9	Fail 9	Fail 9	
8			Insufficient 4						8	8	
7			Low 3						7	7	
6									3	6	6
5										5	5
4			2						4	4	
3									3	3	
2			1						2	2	
1									1	1	
0									0	0	

* The further operationalization of the conversion of grades to the YUFE grade is in development