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European University for Smart Urban Coastal Sustainability

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Report on Open PhD Courses

D4.3

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Executive summary/abstract:

The present report evaluates the implementation of Task 4.2. between 2022 and 2026 which aimed to develop a joint doctoral course catalogue focused on transversal and Smart Urban Coastal Sustainability (SmUCS) skills. The assessment combines quantitative indicators, including course provision, enrolment and completion data, with qualitative feedback from participants and course coordinators.

Over the four academic years, 42 courses were offered, of which 34 were successfully delivered and 8 were cancelled due to insufficient enrolment or organisational constraints. The programme recorded 699 enrolments, reflecting strong interest in the joint doctoral training opportunities provided across the Alliance. Among enrolled participants, 345 successfully completed their courses, resulting in an overall completion rate of 49.35%.

The results demonstrate the programme's capacity to foster international collaboration and provide innovative learning opportunities for doctoral candidates. At the same time, the gap between enrolment and completion rates highlights challenges related to student engagement, workload, scheduling, and course accessibility.

Description:

Within Work Package 4 of EU-CONEXUS, the main objective is to strengthen the development of a European inter-university higher education campus by establishing a common framework for the implementation of the joint EU-CONEXUS PhD programme and the creation of a shared Doctoral School. The work package aims to enhance collaboration among partner universities through the integration of doctoral training and research activities, while providing PhD students with diverse mobility opportunities, including physical, blended, and virtual exchanges. It also focuses on designing innovative, flexible, and interdisciplinary doctoral curricula that incorporate student-centred learning, digital technologies, STEAM principles, and cross-sectoral approaches. Furthermore, WP4 promotes challenge-based learning and research, fostering pedagogical innovation, international cooperation, and the development of critical thinking, entrepreneurial, creative, and transferable skills through joint activities such as co-supervised theses and PhD summer schools.

Task 4.2 – Implementation of the EU-CONEXUS Joint PhD Course Catalogue for Transversal and Smart Urban Coastal Sustainability (SmUCS) Skills focuses on establishing and maintaining a shared doctoral training offer across the EU-CONEXUS Alliance. Building on the mapping of existing doctoral courses conducted during the pilot phase and aligned with the European Competence Framework for Researchers, the task aims to provide PhD students with access to a comprehensive catalogue of courses that develop both research-related and transferable skills relevant to Smart Urban Coastal Sustainability. The catalogue will be updated annually and will include a multilingual and diverse range of courses offered by partner universities in either virtual or physical formats. Each partner institution will contribute at least one course per year, thereby fostering academic collaboration, mobility, and knowledge exchange within the Alliance. To increase visibility and participation, the course offer will be disseminated through a digital brochure and promoted during annual communication and recruitment campaigns. In addition, an EU-CONEXUS PhD Students' Week will be organised to showcase the opportunities available, strengthen the doctoral community, and encourage engagement with the joint educational offer.

For **Deliverable D4.3 and D26 – Report on the Open PhD Course**, the methodology combined both **quantitative** and **qualitative** approaches to ensure a comprehensive evaluation of the implementation and impact of the EU-CONEXUS Joint PhD Course Catalogue. Quantitative data were collected through participation records, enrolment statistics, course completion rates, attendance figures, mobility participation, and the

number and diversity of courses offered across partner institutions. These data provided measurable indicators of engagement, accessibility, and uptake of the course offer. Qualitative data were gathered through feedback questionnaires, and reflective comments from PhD students, academic staff, and course coordinators. The qualitative analysis focused on participants' perceptions of course quality, relevance, learning outcomes, interdisciplinary value, skills development, and overall satisfaction. The combined analysis of statistical indicators and stakeholder feedback enabled the assessment of the effectiveness, inclusiveness, and added value of the Open PhD Course offer, while also identifying areas for improvement and informing future updates of the EU-CONEXUS Joint PhD Course Catalogue.

1. RESULTS PER ACADEMIC YEAR

2022-2023

During the 2022–2023 academic year, **eight of the nine** EU-CONEXUS partner universities contributed to the EU-CONEXUS PhD Open Courses initiative by proposing a doctoral-level course. As a result, EU-CONEXUS PhD students were offered a diverse selection of **eight** interdisciplinary courses, enabling them to broaden their academic expertise and engage with the international educational opportunities available within the alliance. Following the completion of the registration period, all proposed courses met the required enrollment criteria and were subsequently activated, ensuring that students could benefit from the full range of educational offerings made available through the programme.

NR. CRT.	UNIVERSITY	COURSE	STATUS
1	UCV	Building my Career Project	Course enabled
2	UTCB	Geographic Informatic Systems	Course enabled
3	LRUniv	Cost and Effectiveness of Resilience Measures Proposed by the EU	Course enabled
4	SETU	Research Planning and Project Management	Course enabled
5	UROS	Introduction to Academic Writing and Presentation Skills	Course enabled
6	KU	Sustainable Business Developement	Course enabled
7	FREDU	Collection and Analysis of Research Data	Course enabled

8	UNIZD	Data Science Research Methods	Course enabled

Table 1: Courses offered in the academic year 2022-2023

By the end of the academic year, a total of **190 students** had enrolled in the EU-CONEXUS PhD Open Courses programme. The courses that attracted the highest levels of participation were ***Research Planning and Project Management*** (SETU), with 41 enrolled students, and ***Collection and Analysis of Research Data*** (FREDU), with 36 enrolled students. In contrast, the courses ***Building My Career Project*** (UCV) and ***Sustainable Business Development*** (KU) recorded the lowest enrollment figures, with 12 registrations each.

Regarding the distribution of participants by institution, the highest numbers of enrolled students came from **UTCB** (47 students) and **AUA** (36 students). The lowest levels of participation were recorded by **LRUniv**, with 3 students, and **ONU**, with 4 students enrolled in the courses.

COURSE	**SENDING INSTITUTION**										**TOTAL**
	UCV	KU	UTCB	AUA	UNIZD	LRUniv	UROS	SETU	FREDU	ONU	
Building my Career Project (UCV)	2	2	4	0	2	1	0	0	1	0	**12**
Geographic Informatic Systems (UTCB)	1	1	8	3	3	0	2	4	1	1	**24**
Cost and Effectiveness of Resilience Measures Proposed by the EU (LRUniv)	2	3	4	4	0	0	2	1	2	1	**19**
Introduction to Academic Writing and Presentation Skills (UROS)	3	1	6	7	4	0	0	1	3	0	**26**
Data Science Research	1	1	2	2	4	1	3	3	2	1	**20**

Methods (UNIZD)											
Sustainable Business Developement (KU)	2	0	4	4	1	0	1	1	0	1	**12**
Collection and Analysis of Research Data (FREDU)	1	1	10	11	4	1	0	5	3	0	**36**
Research Planning and Project Management (SETU)	1	1	9	7	4	0	0	18	1	0	**41**
Grand Total of registrations per sending university	**14**	**10**	**47**	**36**	**22**	**3**	**8**	**33**	**13**	**4**	**190**

Table 2: Number of registrations per course and sending university 2022-2023

At the conclusion of the courses, **84 out of the 190 enrolled** students successfully completed the programme and obtained certification. The highest numbers of graduates were recorded by **SETU**, with 23 graduates, and **UTCB**, with 18 graduates, reflecting a strong level of student engagement and course completion at these institutions.

In terms of course performance, ***Research Planning and Project Management*** (SETU) achieved the highest number of successful completions, with 28 graduates, followed by ***Collection and Analysis of Research Data*** (FREDU), which recorded 15 graduates.

COURSE	**SENDING INSTITUTION**										**TOTAL**
	UCV	KU	UTCB	AUA	UNIZD	LRUniv	UROS	SETU	FREDU	ONU	
Building my Career Project (UCV)	1	2	3	0	0	1	0	0	0	0	**7**

Geographic Informatic Systems (UTCB)	0	0	2	2	0	0	1	1	0	1	**7**
Cost and Effectiveness of Resilience Measures Proposed by the EU (LRUniv)	1	1	2	1	0	0	0	0	0	1	**6**
Introduction to Academic Writing and Presentation Skills (UROS)	2	0	1	0	0	0	0	0	1	0	**4**
Data Science Research Methods (UNIZD)	0	0	0	2	4	0	2	1	1	1	**11**
Sustainable Business Developement (KU)	0	0	3	1	1	0	0	1	0	0	**6**
Collection and Analysis of Research Data (FREDU)	0	0	2	3	3	1	0	4	2	0	**15**
Research Planning and Project Management (SETU)	0	0	5	4	2	0	0	16	1	0	**28**
Grand Total of registrations per sending university	**4**	**3**	**18**	**13**	**10**	**2**	**3**	**23**	**5**	**3**	**84**

Table 3: Number of graduate students per course and sending university 2022-2023

When analysed in terms of pass rates, the overall programme **completion rate reached 44%,** with 84 of the 190 enrolled students successfully completing their courses. At the institutional level, the highest pass rate was recorded by **ONU,** where 75% of enrolled students successfully completed their courses. This was followed by **LRUniv** and **SETU**, both achieving pass rates of 67%. In contrast, the lowest pass rate was observed at **UCV,** with 29% of enrolled students successfully graduating.

With regard to individual courses, the highest completion rates were achieved by ***Research Planning and Project Management*** (SETU) which recorded a pass rate of 68.29%, followed by ***Building My Career Project*** (UCV) with 58.33%, and ***Data Science Research Methods*** (UNIZD) with 55%.

COURSE	**SENDING INSTITUTION**										**TOTAL**
	UCV	**KU**	**UTCB**	**AUA**	**UNIZD**	**LRUniv**	**UROS**	**SETU**	**FREDU**	**ONU**	
Building my Career Project (UCV)	50%	100%	75%	0	0	100%	0	0	0	0	**58,33 %**
Geographic Informatic Systems (UTCB)	0	0	25%	66.66 %	0	0	50%	25%	0	100%	**29.17 %**
Cost and Effectiveness of Resilience Measures Proposed by the EU (LRUniv)	50%	33,33 %	50%	25%	0	0	0	0	0	100%	**31,57 %**
Introduction to Academic Writing and Presentation Skills (UROS)	66,66%	0	16.16 %	0	0	0	0	0	33,33%	0	**15,38 %**
Data Science Research Methods (UNIZD)	0	0	0	100%	100%	0	66,66 %	33,33 %	50%	100%	**55%**

Sustainable Business Developement (KU)	0	0	75%	25%	100%	0	0	100%	0	0	**41,66 %**
Collection and Analysis of Research Data (FREDU)	0	0	20%	27,27 %	75%	100%	0	80%	66,66%	0	**41,66 %**
Research Planning and Project Management (SETU)	0	0	55,55 %	57,14 %	50%	0	0	88,88 %	100%	0	**68,29 %**
Grand Total of registrations per sending university	**29%**	**30%**	**38%**	**36%**	**45%**	**67%**	**38%**	**67%**	**38%**	**75%**	**44%**

Table 4: Pass rate by course and sending university 2022-2023

2023-2024

During the 2023–2024 academic year, **all** EU-CONEXUS partner universities contributed to the EU-CONEXUS PhD Open Courses initiative by proposing a doctoral-level course. As a result, EU-CONEXUS PhD students were offered a diverse selection of **ten** interdisciplinary courses, enabling them to broaden their academic expertise and engage with the international educational opportunities available within the alliance. Following the completion of the registration period, **nine out of ten** proposed courses met the required enrollment criteria and were subsequently activated, ensuring that students could benefit from the full range of educational offerings made available through the programme.

NR. CRT.	UNIVERSITY	COURSE	STATUS
1	UCV	Building my Career Project	Course enabled
2	UTCB	Geographic Informatic Systems	Course enabled
3	LRUniv	Innovative Teaching Methods in Higher Education	Course enabled
4	SETU	Equality, Diversity and Inclusion for Transformative Research	Cancelled

5	UROS	Introduction to Academic Writing and Presentation Skills	Course enabled
		Modern Lab Documentation with Electronical Lab Notebooks	Course enabled
6	KU	Team Building and CReativity Development	Course enabled
7	FREDU	Collection and Analysis of Research Data	Course enabled
8	UNIZD	Data Management	Course enabled
9	AUA	Introduction to Bioinformatics and Molecular Modelling using Modern Computational Methods	Course enabled

Table 5: Courses offered in the academic year 2023-2024

By the end of the academic year, a total of **235 students** had enrolled in the EU-CONEXUS PhD Open Courses programme. The courses that attracted the highest levels of participation were ***Introduction to academic Writing and Presentation Skills*** (UROS), with **46** enrolled students, and ***Collection and Analysis of Research Data*** (FREDU), with **34** enrolled students. In contrast, the courses ***Building My Career Project*** (UCV) recorded the lowest enrollment figures, with 11 registrations.

Regarding the distribution of participants by institution, the highest numbers of enrolled students came from **AUA** (60 students), demonstrating strong engagement with the programme. Conversely, the lowest levels of participation were recorded by **ONU** and **FREDU**, with 2 students, respectively 6 students enrolled.

COURSE	**SENDING INSTITUTION**										**TOTAL**
	UCV	**KU**	**UTCB**	**AUA**	**UNIZD**	**LRUniv**	**UROS**	**SETU**	**FREDU**	**ONU**	
Building my Career Project (UCV)	2	4	1	1	0	2	0	0	0	1	**11**
Geographic Informatic Systems (UTCB)	1	3	4	5	3	3	2	4	0	0	**25**
Innovative teaching methods in higher	2	3	6	8	5	6	1	0	1	0	**32**

education (LRUniv)											
Introduction to Academic Writing and Presentation Skills (UROS)	3	8	6	9	6	9	4	0	0	1	**46**
Data Management (UNIZD)	1	3	3	4	2	3	1	1	1	0	**19**
Team building and creatovity development (KU)	1	5	6	6	2	1	1	1	0	0	**23**
Collection and Analysis of Research Data (FREDU)	0	6	4	13	3	4	0	2	2	0	**34**
Equality, Diversity and Inclusion for Transpormative Research (SETU)	0	0	0	0	0	0	0	0	0	0	**0**
Modern Lab documentation with electronic lab notebooks (UROS)	1	0	5	5	0	2	10	1	1	0	**25**
Introduction to Bioinformatics and molecular modeling using modern computational method (AUA)	1	0	0	9	0	5	1	3	1	0	**20**
Grand Total of registrations per sending university	**12**	**32**	**35**	**60**	**21**	**35**	**20**	**12**	**6**	**2**	**235**

Table 6: Number of registrations per course and sending university 2023-2024

At the conclusion of the courses, **68 out of the 235 enrolled** students successfully completed the programme and obtained certification. The highest numbers of graduates were recorded by **AUA**, with **17 graduates**, and **UTCB,** with **12 graduates**.

In terms of course performance, ***Introduction to Academic Writing and Presentation Skills*** (UROS), ***Collection and Analysis of Research Data (FREDU),*** and ***Modern Lab Documentation*** (UROS) recorded each 13 graduates.

COURSE	**SENDING INSTITUTION**										**TOTAL**
	UCV	**KU**	**UTCB**	**AUA**	**UNIZD**	**LRUniv**	**UROS**	**SETU**	**FREDU**	**ONU**	
Building my Career Project (UCV)	1	1	0	0	0	1	0	0	0	0	**3**
Geographic Informatic Systems (UTCB)	0	0	2	2	1	0	0	2	0	0	**7**
Innovative teaching methods in higher education (LRUniv)	1	2	2	2	1	2	0	0	1	0	**11**
Introduction to Academic Writing and Presentation Skills (UROS)	1	0	1	3	4	3	0	0	0	1	**13**
Data Management (UNIZD)	0	0	0	0	0	0	0	0	0	0	**0**
Team building and creatovity development (KU)	0	1	2	2	0	0	0	0	0	0	**5**
Collection and Analysis of Research Data (FREDU)	0	2	0	5	1	1	0	2	2	0	**13**

Equality, Diversity and Inclusion for Transpormative Research (SETU)	0	0	0	0	0	0	0	0	0	0	**0**
Modern Lab documentation with electronic lab notebooks (UROS)	0	0	5	2	0	0	6	0	0	0	**13**
Introduction to Bioinformatics and molecular modeling using modern computational method (AUA)	0	0	0	1	0	0	1	1	0	0	**3**
Grand Total of registrations per sending university	**3**	**6**	**12**	**17**	**7**	**7**	**7**	**5**	**3**	**1**	**68**

Table 7: Number of graduate students per course and sending university 2023-2024

When analyzed in terms of pass rates, the overall programme **completion rate reached 28.93%,** with **68 of the 235 enrolled** students successfully completing their courses. At the institutional level, the highest pass rate was recorded by **FREDU** and **ONU**, where **50%** of enrolled students successfully completed their courses. In contrast, the lowest pass rate was observed at **KU**, with **18,75%** of enrolled students successfully graduating.

With regard to individual courses, the highest completion rates were achieved by ***Modern Lab Documentation*** (UROS) which recorded a pass rate of **52%.** In contrast, the course ***Data Management*** (UNIZD) recorded a **0%** passing rate.

COURSE	**SENDING INSTITUTION**										**TOTAL**
	UCV	**KU**	**UTCB**	**AUA**	**UNIZD**	**LRUniv**	**UROS**	**SETU**	**FREDU**	**ONU**	
Building my Career	50%	25%	0	0	0	50%	0	0	0	0	**27,27 %**

Project (UCV)											
Geographic Informatic Systems (UTCB)	0	0	50%	40%	33,33 %	0	0	50%	0	0	**28%**
Innovative teaching methods in higher education (LRUniv)	50%	66.66 %	33.33 %	25%	20%	33.33 %	0	0	100 %	0	**34.37 %**
Introduction to Academic Writing and Presentation Skills (UROS)	33,33 %	0	16,66 %	33,33 %	66.66 %	33,33 %	0	0	0	100 %	**28.26 %**
Data Management (UNIZD)	0	0	0	0	0	0	0	0	0	0	**0**
Team building and creatovity development (KU)	0	20%	33.33 %	33.33 %	0	0	0	0	0	0	**21.73 %**
Collection and Analysis of Research Data (FREDU)	0	33.33 %	0	38,46 %	33.33 %	25%	0	100%	100 %	0%	**38,23 %**
Equality, Diversity and Inclusion for Transpormative Research (SETU)	0	0	0	0	0	0	0	0	0	0	0
Modern Lab documentation with electronic lab	0	0	100%	40%	0	0	60%	0	0	0	**52%**

notebooks (UROS)											
Introduction to Bioinformatics and molecular modeling using modern computational method (AUA)	0	0	0	11,11 %	0	0	100 %	33.33 %	0	0	**15%**
Grand Total of registrations per sending university	**25%**	**18.75 %**	**34.28 %**	**28.33 %**	**33.33 %**	**20%**	**35%**	**41.66 %**	**50%**	**50%**	**28,93 %**

Table 8: Pass rate by course and sending university 2023-2024

2024-2025

During the 2024–2025 academic year, **eight out of nine** EU-CONEXUS partner universities contributed to the EU-CONEXUS PhD Open Courses initiative by proposing a doctoral-level course. As a result, EU-CONEXUS PhD students were offered a diverse selection of **eleven** interdisciplinary courses, enabling them to broaden their academic expertise and engage with the international educational opportunities available within the alliance. Following the completion of the registration period, **seven out of eleven** proposed courses met the required enrollment criteria and were subsequently activated, ensuring that students could benefit from the full range of educational offerings made available through the programme.

NR. CRT.	UNIVERSITY	COURSE	STATUS
1	UCV	Strategic Data Management	Course enabled
2	UTCB	Geographic Informatic Systems	Course enabled
3	LRUniv	Innovative Teaching Methods in Higher Education	Course enabled

4	SETU	Equality, Diversity and Inclusion for Transformative Research	Cancelled
		Reseach Planning and Project Management	Course enabled
5	UROS	Introduction to Academic Writing and Presentation Skills	Course enabled
		Modern Lab Documentation with Electronical Lab Notebooks	Cancelled
6	FREDU	Collection and Analysis of Research Data	Course enabled
7	UNIZD	Religious Conversations, Slavery and Human TRafficking between the two Adriatic Coasts	Cancelled
		The Bilingual Journey	Cancelled
8	AUA	Introduction to Bioinformatics and Ai Pipelines	Course enabled

Table 9: Courses offered in the academic year 2024-2025

By the end of the academic year, a total of **131 students** had enrolled in the EU-CONEXUS PhD Open Courses programme. The course that attracted the highest levels of participation was ***Collection and Analysis of Research Data*** (FREDU), with **43** enrolled students. In contrast, the courses ***Innovative Teaching Methods in Higher Education*** (LRUniv) recorded the lowest enrollment figures, with **9** registrations.

Regarding the distribution of participants by institution, the highest numbers of enrolled students came from **AUA (35 students).** On the other hand, the lowest levels of participation were recorded by **FREDU, with 6 students**.

COURSE	**SENDING INSTITUTION**										**TOTAL**
	UCV	**KU**	**UTCB**	**AUA**	**UNIZD**	**LRUniv**	**UROS**	**SETU**	**FREDU**	**ONU**	
Strategic Data Management	3	0	3	2	2	0	1	1	0	0	**12**
Geographic Informatic Systems	1	0	3	2	3	2	0	1	0	0	**12**
Innovative Teaching	0	0	1	2	2	2	1	0	0	1	**9**

Methods in Higher Education											
Reseach Planning and Project Management	0	3	2	9	3	1	1	3	0	2	**24**
Introduction to Academic Writing and Presentation Skills	3	2	3	3	2	2	2	1	0	2	**20**
Collection and Analysis of Research Data	0	3	5	15	5	0	5	2	5	3	**43**
Introduction to Bioinformatics and Ai Pipelines	0	0	3	2	1	1	2	0	1	1	**11**
Grand Total of registrations per sending university	**7**	**8**	**20**	**35**	**18**	**8**	**12**	**8**	**6**	**9**	**131**

Table 10: Number of registrations per course and sending university 2024-2025

At the conclusion of the courses, **86 out of the 131 enrolled** students successfully completed the programme and obtained certification. The highest numbers of graduates were recorded by **AUA**, with **22 graduates**, and **UNIZD**, with **15 graduates**, reflecting a strong level of student engagement and course completion at these institutions.

In terms of course performance, ***Collection and Analysis of Research Data*** (FREDU) recorded the highest number, **27 graduates**.

COURSE	**SENDING INSTITUTION**										**TOTAL**
	UCV	**KU**	**UTCB**	**AUA**	**UNIZD**	**LRUniv**	**UROS**	**SETU**	**FREDU**	**ONU**	

Strategic Data Management	3	0	2	2	2	0	0	0	0	0	**9**
Geographic Informatic Systems	1	0	1	2	3	2	0	1	0	0	**10**
Innovative Teaching Methods in Higher Education	0	0	0	2	0	2	1	0	0	1	**6**
Reseach Planning and Project Management	0	2	1	4	3	1	0	1	0	2	**14**
Introduction to Academic Writing and Presentation Skills	1	2	0	1	1	2	2	0	0	2	**11**
Collection and Analysis of Research Data	0	3	2	9	5	0	1	2	4	1	**27**
Introduction to Bioinformatics and Ai Pipelines	0	0	1	2	1	1	2	0	1	1	**9**
Grand Total of registrations per sending university	**5**	**7**	**7**	**22**	**15**	**8**	**6**	**4**	**5**	**7**	**86**

Table 11: Number of graduate students per course and sending university 2024-2025

When analysed in terms of pass rates, the overall programme **completion rate reached 65,67%,** with **86 of the 131 enrolled** students successfully completing their courses. At the institutional level, the highest pass rate was recorded by **LRUniv**, with **100% passing rate**. In contrast, the lowest pass rate was observed at **UTCB**, with **35%** of enrolled students successfully graduating.

With regard to individual courses, the highest completion rates were achieved by ***Geographic Informatic Systems*** (UTCB) and ***Introduction to Bioinformatics and AI Pipelines*** (AUA), each recording over **80% pass rate**. In contrast, the course **Introduction to Academic Writing and Presentation Skills** (UROS) recorded **55% pass rate.**

COURSE	**SENDING INSTITUTION**										**TOTAL**
	UCV	**KU**	**UTCB**	**AUA**	**UNIZD**	**LRUniv**	**UROS**	**SETU**	**FREDU**	**ONU**	
Strategic Data Management	100%	0	66.66 %	100%	100%	0	0	0	0	0	**75%**
Geographic Informatic Systems	100%	0	33.33 %	100%	100%	100 %	0	100%	0	0	**83.33 %**
Innovative Teaching Methods in Higher Education	0	0	0	100%	0	100 %	100 %	0	0	100%	**66.66 %**
Reseach Planning and Project Management	0	66.66 %	50%	44.44 %	100%	100 %	0	33.33 %	0	100%	**58.33 %**
Introduction to Academic Writing and Presentation Skills	33.33 %	100%	033.33 %	50%	100%	100 %	0	0	0	100%	**55%**
Collection and Analysis of Research Data	0	100%	40%	60%	100%	0	20%	100%	80%	33.33 %	**62.79 %**
Introduction to Bioinformati	0	0	33.33 %	100%	100%	100 %	100 %	0	100%	100%	**81.81 %**

cs and Ai Pipelines											
Grand Total of registrations per sending university	**71.74 %**	**87.5%**	**35%**	**62.85 %**	**83.33 %**	**100 %**	**50%**	**50%**	**83.33 %**	**77.77 %**	**65.64 %**

Table 12: Pass rate by course and sending university 2024-2025

2025-2026

During the 2025–2026 academic year, **all** EU-CONEXUS partner universities contributed to the EU-CONEXUS PhD Open Courses initiative by proposing a doctoral-level course. As a result, EU-CONEXUS PhD students were offered a diverse selection of **thirteen** interdisciplinary courses, enabling them to broaden their academic expertise and engage with the international educational opportunities available within the alliance. Following the completion of the registration period, **ten out of thirteen** proposed courses met the required enrollment criteria and were subsequently activated, ensuring that students could benefit from the full range of educational offerings made available through the programme.

NR. CRT.	UNIVERSITY	COURSE	STATUS
1	UCV	Strategic Data Management	Course enabled
		Data processing for researchers	Course enabled
2	UTCB	Geographic Informatic Systems	Course enabled
3	LRUniv	Innovative Teaching Methods in Higher Education	Cancelled
		European Funding: understanding the context and identifying opportunities	Course enabled
4	SETU	Reseach Planning and Project Management	Course enabled
5	UROS	Introduction to University Teaching	Course enabled
		Introduction to Academic Writing	Course enabled

6	FREDU	Collection and Analysis of Research Data	Course enabled
7	UNIZD	Religious Conversations, Slavery and Human TRafficking between the two Adriatic Coasts	Cancelled
		Happiness and the Good Life: Insights from Positive Psychology	Cancelled
8	AUA	Introduction to Bioinformatics and Ai Pipelines	Course enabled
9	KU	Leadership for Change and Innovation	Course enabled

Table 13: Courses offered in the academic year 2025-2026

By the end of the academic year, a total of **143 students** had enrolled in the EU-CONEXUS PhD Open Courses programme. The course that attracted the highest levels of participation was ***Research Planning and Project Management*** (SETU) with 27 enrolled students. In contrast, the courses ***Strategic Data Management*** (UCV) and ***Introduction to University Teaching*** (UROS) registered 7 students each..

Regarding the distribution of participants by institution, the highest numbers of enrolled students came from **AUA** and **LRUniv,** (**22, respectively 21 students**), demonstrating strong engagement with the programme. On the other hand, the lowest levels of participation were recorded by **FREDU,** with **1 student**.

COURSE	**SENDING INSTITUTION**										**TOTAL**
	UCV	**KU**	**UTCB**	**AUA**	**UNIZD**	**LRUniv**	**UROS**	**SETU**	**FREDU**	**ONU**	
Strategic Data Management	1	1	1	1	0	1	2	0	0	0	**7**
Data processing for researchers	1	6	4	2	2	2	2	0	0	2	**21**
Geographic Informatic Systems	0	1	1	0	2	2	1	0	0	1	**8**
European Funding: understanding the context and identifying opportunities	0	2	2	3	3	12	1	0	0	0	**23**
Reseach Planning and	0	1	5	3	1	2	2	11	1	1	**27**

Project Management											
Introduction to Academic Writing	2	2	2	1	4	1	2	0	0	0	**14**
Introduction to University Teaching	1	1	0	1	2	1	0	0	0	1	**7**
Collection and Analysis of Research Data	2	4	2	6	2	0	0	2	0	0	**18**
Introduction to Bioinformatics and Ai Pipelines	1	1	1	0	0	0	3	0	0	4	**10**
Leadership for change and innovation	0	0	1	5	0	0	1	1	0	0	**8**
Grand Total of registrations per sending university	**8**	**19**	**19**	**22**	**16**	**21**	**14**	**14**	**1**	**9**	**143**

Table 14: Number of registrations per course and sending university 2025-2026

At the conclusion of the courses, **107 out of the 143 enrolled** students successfully completed the programme and obtained certification. The highest numbers of graduates was recorded by **UNIZD**, with **19 graduates**, reflecting a strong level of student engagement and course completion at these institutions.

In terms of course performance, ***European Funding: understanding the context and identifying opportunities*** (LRUniv) recorded each 20 graduates.

COURSE	**SENDING INSTITUTION**										**TOTAL**
	UCV	**KU**	**UTCB**	**AUA**	**UNIZD**	**LRUniv**	**UROS**	**SETU**	**FREDU**	**ONU**	
Strategic Data Management	1	1	1	1	0	1	2	0	0	0	**7**
Data processing for researchers	1	6	3	1	2	2	1	0	0	1	**17**

Geographic Informatic Systems	0	1	0	0	2	2	1	0	0	1	**7**
European Funding: understanding the context and identifying opportunities	0	2	1	3	3	11	0	0	0	0	**20**
Reseach Planning and Project Management	0	0	1	1	0	2	0	11	1	0	**16**
Introduction to Academic Writing	1	1	2	1	3	1	1	0	0	0	**10**
Introduction to University Teaching	0	1	0	0	2	0	0	0	0	0	**3**
Collection and Analysis of Research Data	0	3	1	4	1	0	0	2	0	0	**11**
Introduction to Bioinformatics and Ai Pipelines	1	1	1	0	0	0	3	0	0	4	**10**
Leadership for change and innovation	0	0	0	4	0	0	1	1	0	0	**6**
Grand Total of registrations per sending university	**4**	**16**	**10**	**15**	**13**	**19**	**9**	**14**	**1**	**6**	**107**

Table 15: Number of graduate students per course and sending university 2025-2026

When analysed in terms of pass rates, the overall programme **completion rate reached 74,82%** with **107 of the 143** enrolled students successfully completing their courses. At the institutional level, the highest pass rate was recorded by **SETU** and **FREDU** with **100% passing rate**. In contrast, the lowest pass rate was observed at **UCV,** with **50%** of enrolled students successfully graduating.

With regard to individual courses, the highest completion rates were achieved by ***Strategic Data Management*** (UCV) and ***Introduction to Bioinformatics and AI pipelines*** (AUA) each recording 100% pass rate. In contrast, the course Introduction to ***Introduction to University Teaching*** (UROS) recorded 42,85% passing rate.

COURSE	**SENDING INSTITUTION**										**TOTAL**
	UCV	**KU**	**UTCB**	**AUA**	**UNIZD**	**LRUniv**	**UROS**	**SETU**	**FREDU**	**ONU**	
Strategic Data Management	100 %	100%	100%	100%	0	100%	100%	0	0	0	**100%**
Data processing for researchers	100 %	100%	75%	50%	100%	100%	50%	0	0	50%	**80,95 %**
Geographic Informatic Systems	0	100%	0	0	100%	100%	100%	0	0	100%	**87,5%**
European Funding: understanding the context and identifying opportunities	0	100%	50%	100%	100%	91.66 %	0	0	0	0	**86.95 %**
Reseach Planning and Project Management	0	0	33.33 %	0	100%	0	0	100 %	100 %	0	**59.25 %**
Introduction to Academic Writing	50%	50%	100%	100%	75%	100%	50%	0	0	0	**71,42 %**
Introduction to University Teaching	0	100%	0	0	100%	0	0	0	0	0	**42,85 %**
Collection and Analysis of	0	75%	50%	66.66 %	50%	0	0	100 %	0	0	**61.11 %**

Research Data											
Introduction to Bioinformatics and Ai Pipelines	100 %	100%	100%	0	0	0	100%	0	0	100%	**100%**
Leadership for change and innovation	0	0	0	80%	0	0	100%	100 %	0	0	**75%**
Grand Total of registrations per sending university	**50%**	**84,21 %**	**52,63 %**	**68,18 %**	**81,25 %**	**90,47 %**	**64,28 %**	**100 %**	**100 %**	**66.66 %**	**74.82 %**

Table 16: Pass rate by course and sending university 2025-2026

2. OVERALL RESULTS

Over the four academic years, a total of 42 courses were included in the EU-CONEXUS PhD Open Course offer, reflecting a substantial effort by partner institutions to provide a diverse and interdisciplinary learning portfolio for doctoral candidates. Of these courses, 34 were successfully delivered, while 8 were cancelled either because the minimum required number of participants was not reached or due to unforeseen circumstances affecting the host institution or course facilitator.

The fact that more than 80% of the proposed courses were implemented demonstrates a generally strong level of commitment and operational capacity across the Alliance. The successful delivery of 34 courses contributed to the diversification of doctoral training opportunities and supported the development of both disciplinary and transferable skills among PhD students. At the same time, the cancellation of nearly one-fifth of the planned courses highlights several challenges that are typical of transnational educational initiatives.

The courses cancelled due to insufficient enrolment may indicate a mismatch between the topics offered and the actual interests or needs of doctoral candidates, but they may also reflect broader structural constraints. PhD students often face significant pressures related to research, publication requirements, teaching duties, and project deadlines, which can limit their availability to participate in additional training activities.

Furthermore, competition with local doctoral training offers, scheduling conflicts, language considerations, and varying levels of institutional recognition may have influenced participation rates.

Courses cancelled for organisational reasons point to another important aspect of joint programme implementation: the vulnerability of international educational initiatives to institutional changes, staffing constraints, and unforeseen operational challenges. While such cancellations are understandable, they can affect the perceived reliability and continuity of the programme and may discourage future participation if alternative arrangements are not provided.

From a quality assurance perspective, these results suggest the importance of continuously monitoring student demand, improving communication and promotional strategies, and strengthening coordination mechanisms among partner institutions. Greater use of needs analyses, early registration systems, and flexible delivery formats could help reduce cancellation rates and ensure a better alignment between course supply and doctoral students' expectations. Overall, despite the challenges encountered, the implementation rate achieved demonstrates that the EU-CONEXUS Open PhD Course initiative has established a robust foundation for collaborative doctoral training, while also identifying areas where further optimisation is needed to enhance sustainability and impact.

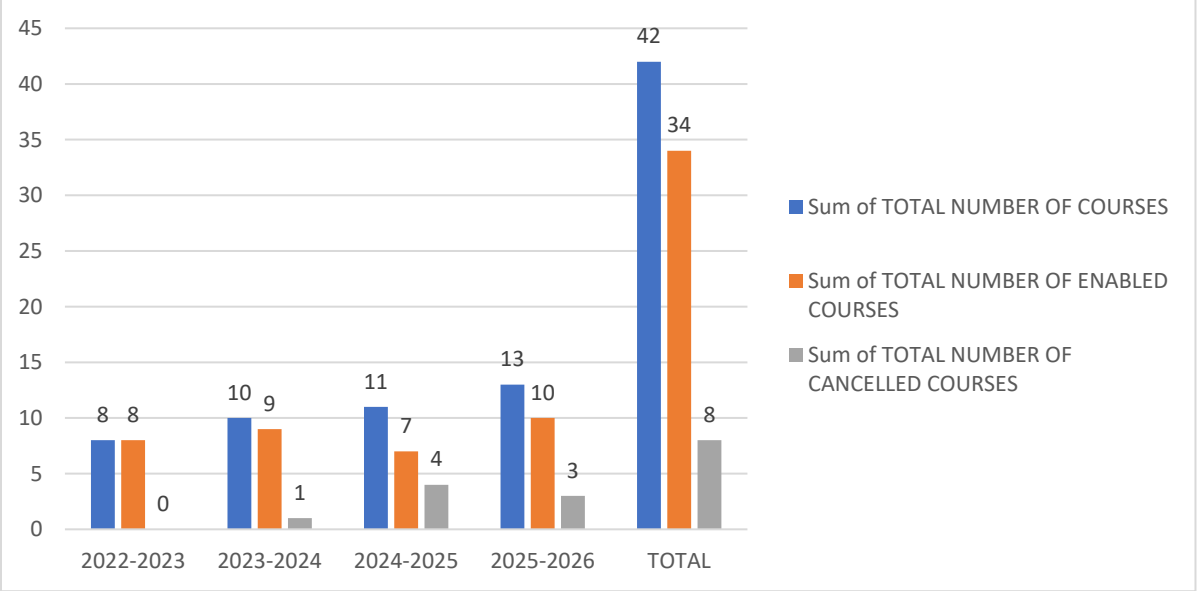


Table 17. Academic offer per year

Between 2022 and 2026, the EU-CONEXUS PhD Open Courses attracted a total of 699 student enrolments, demonstrating a sustained interest in the Alliance's joint doctoral training offer and confirming the relevance of the courses proposed within the framework of transversal and Smart Urban Coastal Sustainability skills development.

Of these enrolments, 345 resulted in successful course completion, corresponding to an overall completion rate of 49.35%.

While the number of enrolments reflects the programme's capacity to reach a significant doctoral audience across partner institutions, the completion rate indicates that only about half of the enrolled participants completed the courses successfully. This finding deserves careful consideration. On the one hand, the result is not uncommon in international, voluntary, and often extracurricular learning initiatives, where participants must balance course requirements with demanding doctoral research activities, teaching responsibilities, professional commitments, and mobility periods. The flexible and cross-institutional nature of the courses may also contribute to a higher withdrawal rate, as students often enrol to explore learning opportunities without necessarily committing to full completion.

On the other hand, the gap between enrolment and completion suggests the need for a deeper analysis of the factors influencing student retention and engagement. Potential challenges may include scheduling conflicts, workload intensity, language barriers, differences in institutional recognition of the courses, varying levels of digital preparedness, or mismatches between course expectations and participants' needs. The data therefore highlight the importance of complementing quantitative indicators with qualitative feedback in order to better understand students' motivations, obstacles, and learning experiences.

From a programme development perspective, the completion rate should not be interpreted solely as a measure of success or failure. Rather, it should serve as a valuable indicator for continuous improvement. Strengthening communication about course requirements, enhancing mentoring and learner support mechanisms, increasing flexibility in course delivery, and ensuring stronger integration of the courses into doctoral training pathways could contribute to higher completion rates in future editions. At the same time, the substantial number of enrolments demonstrates that the Open PhD Course initiative has succeeded in creating a visible and attractive transnational learning environment, laying a solid foundation for further development of the EU-CONEXUS doctoral education ecosystem.

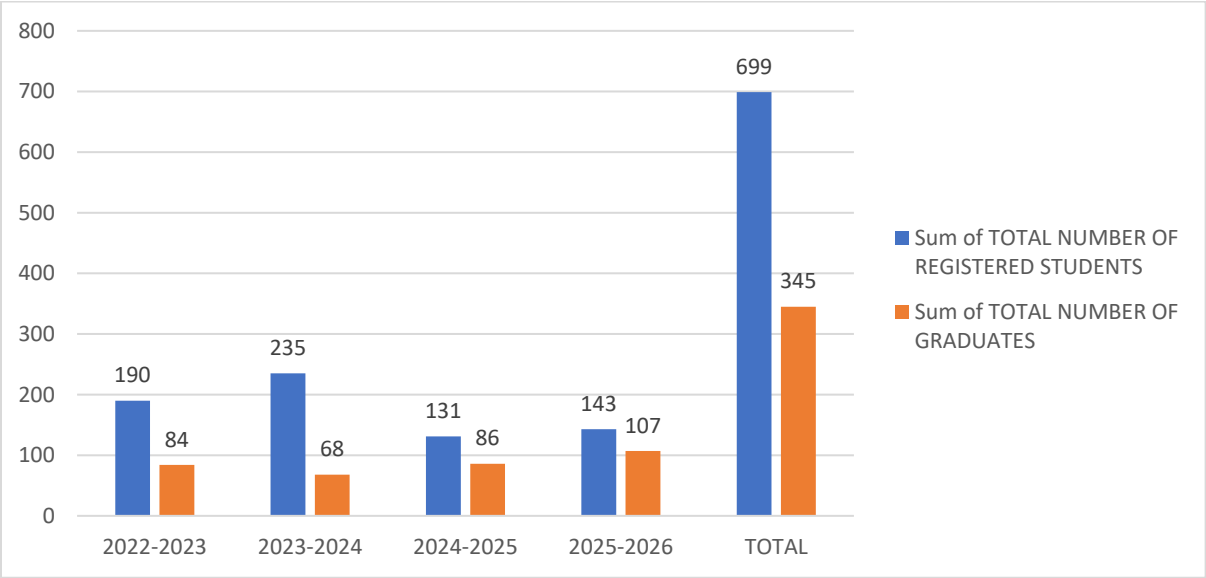


Table 18. Number of registered students vs number of graduates

An analysis of enrolment data reveals that the EU-CONEXUS partners with the highest levels of participation were AUA, with 153 enrolments, followed by UTCB with 121 and UNIZD with 77. These figures indicate a strong capacity of these institutions to promote the Open PhD Courses and engage doctoral candidates in the programme. However, a comparison with course completion data presents a different perspective. While AUA and UTCB recorded the highest enrolment numbers, the highest pass rates were achieved by ONU (70.83%), SETU (65.67%), and UNIZD (60%). This discrepancy suggests that high participation does not necessarily translate into high completion rates. The results may reflect differences in student engagement, course design, support mechanisms, workload management, or participant motivation across institutions. They also highlight the importance of looking beyond enrolment figures when assessing programme success. Future evaluations could benefit from investigating the factors that contribute to student retention and successful course completion, thereby enabling the identification and dissemination of good practices across the Alliance.

SENDING INSTITUTION	2022-2023		2023-2024		2024-2025		2025-2026		TOTAL		PASS RATE
	REG	GRAD	REG	GRAD	REG	GRAD	REG	GRAD	REG	GRAD	
UCV	14	4	12	3	7	5	8	4	41	16	39,02%
KU	10	3	32	6	8	7	19	16	69	32	46,37%
UTCB	47	18	35	12	20	7	19	10	121	47	38,84%
AUA	36	13	60	17	35	22	22	15	153	67	43,79%
UNIZD	22	10	21	7	18	15	16	13	77	45	60%
LRUNIV	3	2	35	7	8	8	21	19	67	36	53,73
UROS	8	3	20	7	12	6	14	9	54	25	46,29
SETU	33	23	12	5	8	4	14	14	67	46	65,67%
FREDU	13	5	6	3	6	5	1	1	26	14	53.84%
ONU	4	3	2	1	9	7	9	6	24	17	70,83%
TOTAL	190	84	235	68	131	86	143	107	699	345	49,35%

Table 19. Number of registered students vs number of graduates per university

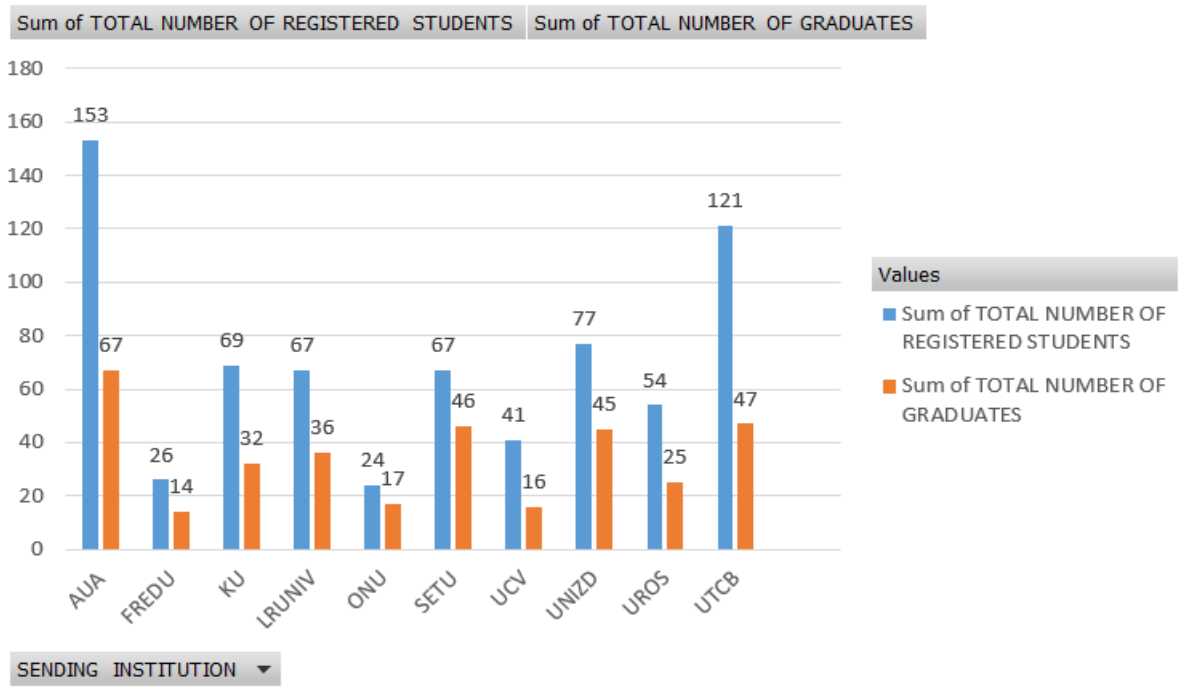


Table 20. Number of registered students vs number of graduates per university

3. FEEDBACK

Strengths

The feedback demonstrates that the EU-CONEXUS PhD Open Courses constitute a highly valuable learning initiative for doctoral candidates. One of the programme's greatest strengths lies in the relevance of its content to both doctoral research and future professional careers. Participants repeatedly highlighted the practical usefulness of the courses in developing research methodologies, project management skills, academic writing competencies, data analysis techniques, and digital research skills. Many students emphasized that the knowledge acquired could be directly applied to their doctoral projects and that similar training opportunities would otherwise require significant financial investment.

Another major strength concerns the quality of teaching. Across almost all courses, lecturers were described as knowledgeable, well-prepared, supportive, and highly engaged with students. Participants appreciated instructors' willingness to answer questions, provide guidance, and explain complex concepts in an accessible manner. Several students described particular courses as among the best online learning experiences they had encountered during their doctoral studies.

The international and interdisciplinary nature of the programme also emerged as a significant asset. Students valued the opportunity to interact with doctoral researchers from different countries, academic disciplines, and research cultures. These exchanges facilitated networking, broadened perspectives, and encouraged interdisciplinary thinking. For some participants, collaborations and professional connections established during the courses continued beyond the duration of the programme.

Furthermore, the programme successfully addresses contemporary research needs by offering courses on topics such as GIS and GeoAI, data science, bioinformatics, artificial intelligence, academic writing, project management, and research data management. Students consistently reported improvements in their research skills, digital literacy, critical thinking, communication abilities, and career planning competencies. These outcomes demonstrate the programme's capacity to enhance both disciplinary expertise and transferable skills that are increasingly important in academic and non-academic careers.

Weaknesses

Despite the overwhelmingly positive feedback, several recurring weaknesses were identified. The most frequently mentioned issues relate to programme organization and communication. Students reported delays in the publication of course materials, difficulties accessing Moodle platforms, insufficient information regarding schedules and assignments, and a lack of transparency concerning registration procedures and selection criteria. Some participants also indicated that communication between partner institutions and doctoral candidates could be improved to ensure that all eligible students are adequately informed about available opportunities.

Scheduling represented another important challenge. Many doctoral candidates were unable to participate fully because courses overlapped with work commitments, research activities, teaching obligations, or other doctoral requirements. The concentration of several courses within similar periods further limited students' ability to enroll in multiple modules. Long online sessions were also perceived as difficult to follow and maintain concentration throughout.

A related weakness concerns the limited flexibility of course delivery. Numerous students requested greater availability of recorded lectures, easier access to learning materials, and more asynchronous learning opportunities. Several participants noted that fully synchronous formats created difficulties for working doctoral candidates or those facing time-zone differences and competing professional responsibilities.

The level of interactivity also emerged as an area requiring improvement. While students generally appreciated the quality of instruction, many expressed a desire for more hands-on activities, practical exercises, real-world case studies, group projects, and opportunities for discussion. Some courses were perceived as overly lecture-based or teacher-centred, limiting active student engagement and peer interaction.

Finally, concerns were raised regarding assessment workload and differentiation. Some students found assignments excessively demanding relative to the available time, while others felt that course content did not sufficiently accommodate varying levels of prior knowledge. Advanced participants occasionally perceived certain courses as too introductory, whereas beginners sometimes struggled with highly technical content.

Opportunities

The feedback reveals numerous opportunities for the future development of the EU-CONEXUS PhD Open Courses. Perhaps the most evident opportunity lies in expanding the portfolio of high-demand topics. Students repeatedly expressed interest in additional training related to artificial intelligence, machine learning, Python programming, advanced statistical methods, data visualization, GIS and remote sensing, digital twins, bioinformatics, grant writing, and research data management. These topics reflect emerging trends in contemporary research and could significantly enhance the attractiveness of future editions of the programme.

There is also a clear opportunity to develop more advanced learning pathways. Many participants requested follow-up courses, intermediate and advanced modules, and specialised tracks tailored to specific disciplines or methodological needs. Such progression routes would allow students to deepen their expertise beyond introductory levels and create greater continuity within the programme.

Another opportunity involves strengthening practical and experiential learning. Students consistently requested more case studies, project-based activities, peer-review exercises, workshops, and opportunities to apply concepts to their own research projects. Increasing the practical dimension of the courses would likely improve engagement, learning outcomes, and perceived relevance.

The programme is also well positioned to further strengthen the EU-CONEXUS research community. Networking opportunities, mentoring activities, researcher talks, collaborative projects, and doctoral peer communities could reinforce the international dimension that participants already value highly. These activities could contribute to a stronger sense of belonging within the alliance and encourage future research collaborations.

Finally, the increased use of digital learning technologies presents another important opportunity. Improved Moodle integration, centralized repositories of learning materials, recorded lectures, hybrid delivery formats, and AI-supported learning tools could enhance accessibility and flexibility while accommodating the diverse needs of doctoral candidates across partner institutions.

Threats

Several external and structural factors may affect the long-term success of the programme. The most significant threat identified by students is the persistent lack of

time among doctoral candidates. Many participants reported difficulties balancing course attendance with employment, research activities, teaching responsibilities, publication deadlines, and thesis completion. If these pressures continue to increase, participation rates may decline regardless of the quality of the courses offered.

Another threat stems from competition with local doctoral requirements and institutional obligations. Students often need to prioritize compulsory courses, research milestones, and university commitments. Consequently, EU-CONEXUS courses may be perceived as supplementary rather than integral components of doctoral training.

Administrative issues also pose a potential risk. Recurrent problems related to communication, scheduling, access to learning platforms, and course organization could negatively affect student satisfaction and reduce future participation if not addressed systematically.

A further challenge concerns the heterogeneity of the participant population. Doctoral students come from diverse disciplines, research traditions, and levels of methodological expertise. Designing courses that meet the expectations of both beginners and advanced learners remains a complex task. Failure to adequately differentiate learning experiences may reduce the perceived value of certain courses for particular groups of participants.

Finally, prolonged online learning and digital fatigue represent an additional threat. Several students reported difficulties maintaining attention during lengthy online sessions and following complex software demonstrations remotely. Without adaptations to course design and delivery, these factors may negatively affect engagement and learning effectiveness.

Overall Conclusion

Overall, the feedback demonstrates that the EU-CONEXUS PhD Open Courses are highly appreciated by participants and make a substantial contribution to doctoral training. Students particularly value the quality of teaching, the relevance and modernity of the course content, and the opportunities for international and interdisciplinary collaboration. At the same time, recurring concerns related to communication, scheduling, flexibility, and the need for more interactive and practical learning experiences highlight important areas for improvement. Addressing these challenges would not only enhance student satisfaction but would also strengthen the programme’s capacity to support doctoral researchers across the EU-CONEXUS alliance and maximise its long-term educational impact.

Content of the course	Necessity for research and academic career	Teacher interaction	Quality of materials received	Moodle and other platformed used	Total
4.03	4	4.33	4.16	4.5	4.23

Table 21. Average Course Ratings (2022–2026) by Key Evaluation Aspects (Scale: 1–5)

Discussion/content:

The results showed that the implementation of Task 4.2 was largely successful, with most of the planned objectives being achieved.

Achieved

- Implementation of the EU-CONEXUS Joint PhD Course Catalogue for transversal and SmUCS skills.
- Annual updating of the course offer, as evidenced by the continuous provision of courses over four academic years.
- Provision of transferable and research-related skills training, demonstrated by the diversity of the courses included in the catalogue.
- Organisation of EUCONEXUS PhD students Week.

Not achieved

- Opening at least one course per year by each partner institution. While a significant number of courses were offered, and some partners offered even 2 courses per academic year, there were also two academic years when one partner institution did not contribute with any course to the catalogue. Moreover, the cancellation of eight courses suggests that the intended annual contribution may not always have materialised.
- Offering courses in several languages; all courses have been offered in English language.

Conclusion:

The implementation of the EU-CONEXUS PhD Open Courses successfully established a joint doctoral training offer that strengthened collaboration among partner institutions and provided PhD students with access to interdisciplinary and transferable skills development opportunities. The high number of courses delivered and the enrolment figures demonstrate the relevance and attractiveness of the initiative within the Alliance. At the same time, the analysis revealed challenges related to course sustainability, student retention, and completion rates, indicating the need for continued efforts to improve engagement and participation.

The results of this report provide valuable evidence for future cooperation and doctoral level. The quantitative and qualitative findings can be used to optimise course design, improve promotion and recruitment strategies, strengthen support mechanisms for doctoral candidates, and better align the course offer with students' needs and expectations. Lessons learned from the implementation period will contribute to enhancing the quality, accessibility, and long-term sustainability of the EU-CONEXUS joint educational offer, while supporting the Alliance's broader objective of building an integrated European higher education and research ecosystem.

ANNEX 1

Guidelines for EU-CONEXUS PhD Open Courses

These Guidelines have been developed by the EU-CONEXUS working group on PhD joint level actions to harmonize practices for courses offered in the EU-CONEXUS catalogue of open courses for PhD students.

The courses are offered yearly to PhD and Postdoctoral students in EU CONEXUS alliance and each partner should offer at least 1 course every year. We invite also EU-CONEXUS associated partners – Odessa National University and ACECOR – University fo Cape Coast, Ghana, to send students. The courses are either transversal courses or related to SmUCS.

Before the course

- Until the announced deadline every year the exact schedule for the PhD courses (dates, hours,) and all other information shall be transmitted by all partners;
- The minimum number of synchronous sessions / contact hours with the teacher is 5 hours and this should represent in general 1/3 of the total hours (contact hours + autonomous work hours).
- The courses are given ECTS if the partner university is using ECTS for PhD studies. 1 ECTS has 25 total hours (contact + autonomous work);
- When scheduling the sessions, keep in mind that one session shall not have more than 3 hours and the suggested schedule is 13:00 -17:00 CET to accommodate all time zones;
- Each course should have a form of evaluation and this has to be announced at the beginning.
- When defining the maximum number of accepted students for one course try to propose/accept a number multiple of the no. of partners (9+2 for ONU and ACECOR) – ex. 9*3 places per partner = 27 + 2 for ONU and ACECOR = 29 places or 9*2 places per partner=18 + 2 for ONU and ACECOR = 20 places;
- Students will register sending the Registration form signed by their supervisor to their home university contact from the EU-CONEXUS website https://www.eu-conexus.eu/en/for-students/studies/phd-courses/ before the initial start of the course. UTCB will send to each professor the excel file with the students registered and accepted to the course minimum 1 week before the start of the course;
- The courses for each academic year will be advertised on the website;
- If a university needs LA in order to recognize ECTS/the course the PhD officer from the respective/sending university will send the LA completed with the student data and

signatures to the PhD officer from the hos university to complete the information and signature.

- UTCB uploaded a model of LA in WP4 folder.

During the course

- During the first session of the course, the professor shall clearly present and explain the information related to the course, including the course objective and content, timetable, assessment methods, exam date(s), communication platforms, connection, contact details;
- The professors will provide the teaching materials/support and communicate with the students by email. Each professor can use their preferred repository platform and video-conference platform (most common in EU-CONEXUS are Microsoft Teams and Zoom);
- When possible it is recommended the sessions to be recorded so that those students who cannot attend the class can review the recordings in their own time. The recorded classes can be sent to the students or made available on a repository platform. The students are encouraged to attend all classes synchronously. The attendance rules shall be established by the professor and the home university;
- It is advisable the teacher to send a reminder for the course the day before each session;
- If the teacher wants to have an EU-CONEXUS Moodle for the course, UTCB has to be informed ASAP so we can ask Smart Campus to create one;
- It is recommended to encourage students to have their cameras switched on during the classes, to promote group work and interactions/debates between students and teacher ;
- Also outside the synchronous classes, it is strongly recommended that the teacher encourages communication and interaction between the students of various nationalities, coming from different universities and study fields by discussions and asynchronous assignments. The latter could be achieved by giving group assignments in which the students shall work on joint reports, projects, problems, etc. during their individual studying hours. This shall encourage the development of soft skills such as teamwork, flexibility, internationalization, intercultural communication, etc.
- During the course sessions it is recommended to use innovative teaching methods and technologies to involve the students from various universities to collaborate in group debates, works and projects, to encourage students to give feedback and benefit from tutoring;
- The teacher shall establish clear communication rules with the students. While out of the office (business trip, teachers' holiday, etc.), the students shall be informed.

- If the exam date and time clashes with another exam of a student at his/her home institution, the teacher should agree, if possible and applicable, on another day and time for the exam directly with the student;
- The teacher shall announce the grades to the students (via e-mail). If a student does not agree with the grade, he/she shall inform the teacher in due time;

After the course/evaluation

- Exams and evaluations will take place until June. Freedom is given to teachers regarding the method of evaluation and for imposing prerequisite or other conditions for his/her course;
- Until the end of June each teacher will send to UTCB a excel with the situation for each student – passed/not passed and grades;
- Transcript of Records will be sent by the host university (PhD officer) to home university (PhD officer) for the universities that need this in order to recognize the course/ECTS, the PhD officers have to ask;
- Each student will receive in June/July an EU-CONEXUS certificate with number of registration, signed by EU-CONEXUS Governing Board president;
- Each student will receive a student survey for feedback and the results will be sent to the teachers, WP4 members, Academic Council and Research Council;

The Coordinator/UTCB is responsible for:

- overall implementation of the catalogue;
- reporting to the Academic and Research Councils;
- initiation, review and update of the Guidelines;
- coordination between universities & teaching collaboration ;
- collecting feedback from students and professors;
- to create and send the certificates to each student;
- data centralization, give model of Learning Agreements and Transcript of Records;

PhD officers and their contacts

- AUA - ntolga@aua.gr
- LRUniv - manon.bernard@univ-lr.fr
- KU - alvyda.obrikiene@ku.lt
- UCV - euconexus@ucv.es

- UNIZD - zpenezic@unizd.hr
- UTCB - euconexus@utcb.ro
- SETU - eu-conexus.wd@setu.ie
- UROS - yue.hu@uni-rostock.de
- FredU - l.nardi@frederick.ac.cy
- ONU - ozinchenko@onu.edu.ua
- ACECoR – University of Cape Coast, Ghana - emmanuel.acheampong@ucc.edu.gh

Responsibilities of PhD officers and partner universities:

- To propose at least one course/year and find the most suitable one from the partner university
- To be involved during the PhD Week and during the registration at the partner university in promoting the event to the local PhD students ;
- To act as contact person between WP4 and the local teachers delivering the course ;
- To present and promote the PhD Courses offer among the students and answer any queries ;
- To run the call for applications for students and the selection process at the home university and to nominate the students ;
- To facilitate, coordinate and track the signing of learning agreements between the institutions (if it is the case to exchange Las) ;
- To assist incoming students and answer queries related to the offered courses and enrollment at the university ;
- To exchange information about the grades of incoming students and issue Transcripts of Records together with the teachers ;

Annex 1

- **COURSE INFORMATION**
- Academic Year 2023/2024
- University
- Course name

- Teacher/ Course Responsible
- Institutional email
- Short description of the course (approx. 100 words)
- Learning Outcomes (approx. 100 words)
- Max. no of students
- Min. no of students
- Language
- ECTS
- Number of contact hours (teaching hours)
- Hours of study autonomous individual work
- Period – dates and hours
- Timetable
- Teaching mode
- Prerequisite (if any)

EU-CONEXUS trainings

June 2020, https://www.youtube.com/playlist?list=PLAX0fqwDiKVE4wf33Abi-waxelOBr89yh

November 2020, **Virtual and Blended Teaching**

https://www.youtube.com/playlist?list=PLAX0fqwDiKVEh5SLafvwcu4CrORQ4-A_L

EU CONEXUS
European University for Smart Urban Coastal Sustainability

Co-funded by the European Union

ANNEX 2

Certificate of Attendance

NAME SURNAME
Name of the University

has graduated from the course „**Name of the course**" proposed by the **Name of the University**, from EU-CONEXUS PhD Open Catalogue for Transversal and Smart Urban Coastal Sustainability Skills, in the academic year **xxxX-xxxx**, consisting of **X** ECTS and a total number of **X** hours (**Xh** for teaching, **Xh** for autonomous individual work).

Registration No: Date:

EU-CONEXUS Chair of the Governing Board

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