



La UPCT participa en la presentación del nuevo modelo de títulos europeos

Bruselas acoge a los representantes de las alianzas de Universidades Europeas, agencias de calidad y ministerios de educación superior para abordar las primeras directrices comunes para toda la Unión Europea.

26 de abril de 2024

Tras la publicación el pasado 27 de marzo de la hoja de ruta de la Comisión Europea para un modelo de título que sea reconocido en toda Europa ([A blueprint for a European degree](#)), representantes de las alianzas de Universidades Europeas que han participado en los proyectos piloto que han permitido alumbrar los primeros criterios y directrices de estos títulos, presentarán sus conclusiones en el evento organizado en colaboración con la Comisión Europea que se celebra en Bruselas los días 29 y 30 de abril ([Enlace](#)).

La UPCT participará por partida doble a través de la European University of Technology (EUT+). El Vicerrector de Internacionalización y Universidad Europea, Rafael Toledo, participará como ponente presentado algunas de las conclusiones del proyecto **JEDI** (Joint European Degree Label in engineering), en el que participaron tres Alianzas de Universidades Europeas de universidades politécnicas europeas. Asimismo, también se presentarán los resultados del proyecto **STYX** (EUT+ SStatus and SStructure eXperience) en el que la UPCT ha liderado las tareas vinculadas con el diseño de procesos de la alianza y un marco para la armonización entre los socios.

El evento facilitará un espacio de debate entre representantes de la Unión Europea, los países miembros, rectores, personal académico y administrativo, estudiantes y otros interesados de las instituciones de educación superior. La finalidad es establecer una hoja de ruta y dar los pasos necesarios para la implantación de estos títulos europeos. Los proyectos emblema del encuentro son: ED-AFFICHE, EDLAB, ETIKETA, FOCI, JEDI, SMARTT, EGAI, ESEU, LEG UNI-GR, y STYX.



Nota de prensa

the 12 features of the EUT+ European Degree



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1. Embedded mobility

Happens when one or more substantial periods of mobility is structured to obtain a degree and that the curriculum is inherently delocalised.

2. Multilingualism

Is the ability to meet others in their own language and when international exchanges are not reduced to a single lingua franca, opening up the richness of the deep diversity of languages and cultures.

3. Innovative pedagogies

Is the decisive shift towards socio-constructivist, student-centered pedagogies, with all professors having a deep knowledge of the didactics of their fields, team-working to apply the most effective methods.

4. Academic rigour

Refers to professors having a comprehensive and extensive knowledge and a deep and critical reflection to teach and expect from their students to a high demand.

5. Modularisation and flexibility

Is the possibility for courses to be chosen (or not) in different moments, by students of different programmes, without overall

constraints, only because they fit pedagogically in the individual paths.

6. Civic engagement

Discards the concept of elitism confined to an «Ivory Tower» and holds that there is no relevant science without conscience.

7. Self-customization of study track

Is the possibility for all students to choose their own course track to fulfill the learning outcomes required for their destined degree.

8. Student-centered learning

Implies no longer being interested in the teacher's delivery, but in what the student will ultimately be able to achieve as a learning outcome. The programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

9. Interdisciplinarity

Gives students the awareness that complex problems require a synergy of very different disciplines to be tackled, and the competence to do so.

10. Exposure / engagement with research

Means raising students' awareness of research methods and results in various ways according to their level and ambitions.



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11. Alignment with future labour market

Needs enable students to be very flexible and anticipatory in a job market and competence expectation that will change dramatically in the coming decades.

12. Challenge-based experiential learning

Involves learning by nearly constantly immersing students in a conducive, stimulating, visionary environment to solve real-world challenges.

European Degrees, EUT+ Reference Guide
www.univ-tech.eu