

ERUA Student Engagement Recognition Framework

Agreed on February 16th, 2026

1. Context and Purpose

ERUA acknowledges the importance and value of student engagement.

The ERUA Student Engagement Recognition Framework (hereinafter “Recognition Framework”) presented in this document is the result of a **participatory process** initiated by the ERUA Student Board (through a joint Compensation Statement) and developed collaboratively by the **Student Board, Work Package [WP] 7** (Shaping ERUA through Student Engagement) and **WP 1** (Management and Coordination).

ERUA Student Engagement here refers to **students’ participation as co-creators in joint ERUA actions** (often collaborating closely with staff), not to students attending teaching initiatives or events as learners and participants.

2. Shared Commitment across ERUA

The Recognition Framework constitutes a non-legally binding, **alliance-wide policy instrument**, expressing a shared institutional commitment and acknowledgement of the importance and value of Student Engagement in ERUA’s joint actions. It does not override national legislation or institutional regulations, but establishes minimum common standards and guiding principles at ERUA level.

However, ERUA Student Engagement Recognition should remain balanced with local student engagement practices and regulations to **avoid creating competition between local and ERUA-level engagement**.

If some recognition forms cannot be implemented in all institutions due to **national/ legal regulations, alternatives**, involving further local possibilities of recognition, shall be identified by the Local Teams (coordinated by the Local ERUA Coordinator), e.g. scholarship instead of financial payment, detailed certificate or digital badge¹ instead of ECTS. At the same time, universities are encouraged to **advance local processes** to reach more equal and fair recognition across ERUA, example:

- Creating paid student positions. EUV, NBU, UP8 and SWPS have managed to do so.
- Acknowledge ECTS for specific types of engagement that involve clearly defined learning outcomes. For example, UP8 has created a course to acknowledge ECTS for ERUA engagement. EUV and ULPGC have acknowledged ECTS for specific types of student engagement events (e.g. Young Forum for Action on Sustainability and Climate Change).

All ERUA Universities commit to checking and advancing possibilities to **acknowledge regular ERUA engagement as a form of (social) engagement** (e.g. for scholarships, awards, internships etc). SWPS has already managed to do so.

ERUA universities commit to supporting each other with engagement recognition, e.g. through **advice on good practice or other cross-institutional collaboration** (e.g. creating a winter school with mobilities and ECTS around the summit, sharing student engagement seminar concepts etc.). Regular WP1 stand-up meetings, WP Leaders meetings and/or Management Committee Meetings offer regular platforms, fostering cross-institutional and cross-WP exchange.

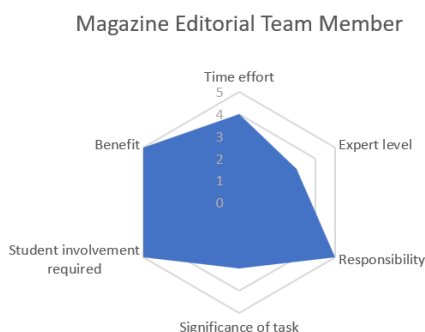
3. Methodological Approach

In order to achieve fair and transparent student engagement recognition, ERUA has developed an approach based on the following methodology:

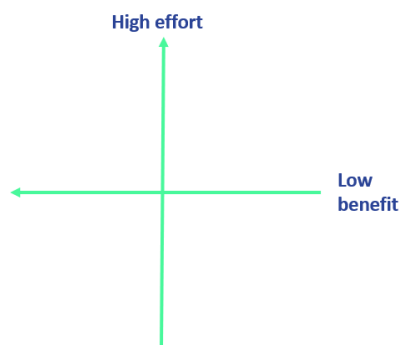
1. **Definition and assessment** of the student’s task/role based on the following criteria (relative rating 1-5 comparing tasks/ roles):
 - Time effort

¹ About digital badges: <https://epale.ec.europa.eu/en/blog/future-learning-micro-credentials-and-digital-badges>
MRU has already established [a digital badge](#), ERUA has recently set up the necessary infrastructure as well.

- required expert level/ skills
 - responsibility
 - significance of having students involved as co-creators
 - significance of the task itself (relation to a milestone or deliverable)
 - Benefits and recognition associated with the task (added value for portfolio & CV/ new networks, mobilities)
2. **Creation and visualization** of a profile of the role (example see below).
 3. **Mapping of the role in the engagement matrix** (see below) and identification of suitable recognition compared to other roles/ tasks in which students engage.



Graphic 1: Example of ERUA Magazine editor's profile.



Graphic 2: Matrix for mapping of tasks.

Note: The full excel file and matrix for mapping are available on ERUA's internal Platform (Google Workspace).

3.1 Recognition Mechanisms

Forms of recognition of students' engagement in ERUA are based on those introduced by the Student Board²:

- Funded mobilities
- Certificates and/ or digital badges
- Reference letters
- ECTS
- Financial recognition (fee/ project employment)
- Scholarships
- Administrative, pedagogical and/or organizational staff support for student projects & initiatives (including those that are not directly connected to tasks within WPs or governance bodies).

Some means are already being implemented locally, the following apply directly at alliance level.

3.1.1 Mobilities

Mobilities for meetings that require the participation of a student member of that board/ committee (e.g. Steering Committee) will be covered by the alliance. Student Board (SB) mobility is allocated by WP1 budget³ at least for one annual in-person meeting ([See Rules and Regulations of the SB](#)).

Priority for funded mobilities will be given to engaged students, while respecting any (existing or future) regulations by WP2 that limit the number of teaching mobilities (e.g. intensive courses, summer schools) per student for diversity and fairness reasons. To support prioritization of engaged students, lecturers will be informed (by WP7 & 2) about students' roles in ERUA that might appear in students' application for teaching initiatives so those can be understood and considered as a form of social and academic engagement in the student's CV.

² See [ERUA Student Board Compensation Statement](#)

³ WP1 Minutes 20-02-2024: "The Participatory Council Body was removed from the description in the Grant Agreement, as it was decided to add the student board as board of the Alliance. The idea is to include representatives of the PC in both the SC and the SB, reallocating the budget originally allocated for the PC to the SB instead."

3.1.2 Certificates, digital badges and Reference Letters

All students engaged in a constant role will receive a certificate⁴, highlighting the type of engagement and the skills/ learning outcomes involved (WP7, SB and WP1 will provide templates). A constant role refers to a clearly defined position or responsibility carried out over a sustained period (normally one semester or longer), involving recurring tasks and accountability.

Certificates will be provided when a student completes a role (not for every single activity within it). The certificate is issued by the lead(s)/ chair(s) of the body/bodies in which the student is actively involved (e.g. WP lead, task force lead). For the Student Board, certificates will be signed (at least additionally) by the Chair of the Steering Committee or the Chair of the Board of Rectors.

WP staff (at least the one from the same university working closely with the student) supports reminding the person in charge (e.g. WP Lead) to prepare and sign the certificate.

Reference letters or specific types of reference (for a specific scholarship etc.) will be provided upon request. Supervisors (Chairs, WP leads, Local Coordinators etc.) are encouraged to proactively offer that option to engaged students. (WP7, SB and WP1 will provide templates on WP8 design).

3.1.3 Staff Support for student initiatives

ERUA is a student-centered alliance. While prioritizing the mandatory responsibilities to secure tasks in the project are done, staff working in the ERUA project is committed to supporting engaged students in implementing own initiatives and project ideas (especially if those benefit the entire alliance, e.g. during ERUA Day, Summits)⁵

3.1.4 ECTS, scholarships and financial recognition

The possibility of awarding ECTS credits, scholarships, and financial recognition for student engagement depends on local and national regulations and, in the case of ECTS credits, on the requirements of the students' study programmes. ERUA's commitment to exploring and advancing opportunities for such forms of recognition is described above in Section 2.

3.2 Additional remarks on students' engagement

3.2.1 Student Authorship

Students' engagement will be visibly acknowledged, i.e. when students create or develop ideas, provide photos, designs or texts, their authorship will be clearly mentioned (also as a reference for the CV), unless they prefer not to be mentioned.

3.2.2 KPI Tracking of activities

KPI tracking is the responsibility of the respective WP staff. If students need to provide specific data, staff will make it as easy as possible to collect this data (e.g. by providing easy templates or forms and clear instructions). Certificates and/or digital badges issued for specific events will be tracked in the ERUA tracker. For tracking of certificates/ digital badges for specific roles, the Quality Assurance and Impact Manager will provide guidance.

3.2.3 Consistency and Proportionality

Student Engagement is often flexible, sometimes ad-hoc and/or driven by current relevance. Combining roles that involve complementary forms of engagement may help clarify responsibilities and recognition

⁴ Certificate, meaning here: certificate and/or digital badge

⁵ This has already been strongly established in ERUA's WP 7 (Student Engagement). Support can include but is not limited to for instance mentoring, guidance, feedback, support with communication and dissemination, project/ event management, facilitating access to (implicit) knowledge, resources and information, connection to relevant stakeholders, capacity building, recognition and validation.

mechanisms (e.g. by encouraging students who repeatedly engage in small ad hoc activities to apply to become Student Ambassadors and thereby receive the recognition associated with this role). Recognition instruments should be proportionate to the level of responsibility and workload, in order to preserve their credibility and value.

3.2.4 Inclusivity of ERUA's student engagement and students' expertise

When defining new tasks/ roles for students' engagement as co-creators, an Open Call should be prepared and published on platforms accessible to all ERUA students. The open call should already mention the foreseen recognition means (taking variations across institutions into account in ERUA-wide calls)⁶. Note: If groups or teams with relevant expertise or responsibilities already exist, they should be consulted regarding possible involvement, support, or advice.⁷

3.3. Agreed recognition for concrete examples of tasks and roles

WP1	Participation in an expert group. (e.g. legal entity)	Certificate⁸ (consider financial/ ECTS)
	Participation in the Advocacy Group	Certificate (consider financial/ ECTS)
	Student Board member	Mobilities & Certificate
WP2	Participation in teaching initiatives selection committee	Add to SB member's certificate
WP3	Participation in/ monitoring of research clusters	Certificate (consider scholarship/ ECTS)
	Statistical analysis of longitudinal research for research cluster results	Certificate (consider scholarship/ ECTS)
WP4	Mobility program for students as foreign language tutoring/ traineeship	mobility & certificate
	Support in preparing ERUA Day	Certificate (or add to certificate, if part of a role), staff support in implementation
	Design Virtual Opportunities for students to meet and study together	Certificate for highly engaged students only (design, organization, facilitation, report)
	Dissemination of alumni activities	Certificate for highly engaged students only
WP5	Phrasing Challenges for Ideathons & Science Cafes	Certificate for highly engaged students only
	Present results of Young Forum in Biennale	Add to Blue Commission Certificate
WP6	Feedback to course design	Certificate (or add to certificate, if part of a role)
	Suggesting mentors and guest lecturers	Certificate for highly engaged students only
WP7	Magazine contributors	Certificate upon request only, authorship/ credits
	Magazine editorial team	Certificate & ECTS – course to be set-up by WP7 & WP2. (Consider financial/ scholarship)
	Student Ambassadors	Certificate & one Mobility
	WP7 coordinator (no additional local staff)	Financial
WP8	Social media coverage of ERUA day etc.	No formal recognition: authorship/ credits
	Student Social Media	Certificate & Mobility/ joint workshop with WP8 (tbc)
	Coverage of mobilities	Mobility included & authorship/ credits

⁶ Example: [Call for Student Ambassadors](#)

⁷ Examples: If it's a representative role (to represent the student body): Student Board, if it's about sustainability expertise: Blue Commission, if it's about social media - local student channel teams.

⁸ Certificate meaning here in all tasks: certificate and/or digital badge

Students in ERUA work package teams (in addition to staff coordinators)

Voluntary engagement of students in work packages is highly encouraged. The main means of recognition is the **certificate** (provided by the respective WP). If workload becomes greater than expected and mandatory for the project, then both students and staff are encouraged **to discuss additional forms of recognition** (financial, scholarships, ECTS, etc). However, voluntary engagement in the WP (even if substantial), does not automatically entitle participants to financial recognition, as the activity was initially undertaken on a voluntary basis. Another way to address a high workload is to reduce it (e.g. by providing support, postponing deadlines, scaling down activities, or taking similar measures). WP staff are encouraged to adopt reasonable approaches that clearly acknowledge the student's engagement and reduce the risk of demotivating the student.

3.4. Putting the Recognition Framework into action

Local Coordinators are asked to reach out to their local ERUA teams and clarify existing student involvement and recognition mechanisms and align them with the framework within three months (May 16th, 2026). In cases where an institution is unable to guarantee the recognition outlined in this Recognition Framework for a student's role, the reasons shall be documented and a suitable alternative form of recognition shall be determined in consultation with the respective student.

A **subteam** is formed by one representative of Student Board, WP7 and WP1. This subteam will support the alliance in the implementation of the Recognition Framework (with no decision-making power over local recognition) through:

- Coordination: Collecting information about student engagement recognition from students and Local Coordinators to map and oversee the alliance-wide implementation (no personal data will be shared without consent)
- Advice and Guidance: Providing templates and guidance for certificates and for the methodology introduced above (3.).

The Recognition Framework should not be of disadvantage for students currently engaged in ERUA. Those who already receive means of recognition that provide more recognition than the one mentioned in this framework will keep their already approved individual way of recognition⁹.

The Recognition Framework is meant as a shared commitment. Local Coordinators will periodically remind their local ERUA teams about it. Respective staff (mainly WP Leads, Local Coordinators) take the initiative to approach students for recognition when their role is completed and will not rely solely on the student to ask.

4. Review and Continuous Improvement

Coordinated by the subteam (see Section 3.4), the ERUA Student Engagement Recognition Framework will be reviewed after one year of implementation, based on collected data and student feedback, in order to assess its effectiveness and equity.

⁹ E.g. if a student currently receives a previously agreed scholarship or financial payment for their engagement and the Recognition Framework does not foresee this as an alliance-wide agreement, the student will keep the previously agreed scholarship and financial payment.