

Student Handbook Well-being Oriented Healthcare

June 2026



Table of Contents

Welcome to the Master in Well-Being oriented Healthcare!	3
1. Programme Information	4
A. Overview	4
B. Profile and Career Perspectives	5
C. Consortium	6
2. Programme Structure	8
A. Intended Learning Outcomes	8
B. Curriculum and Module responsibilities	12
C. Thesis	14
D. Assessment, grading and conversion table	15
E. Recognition	17
F. Type of degree	18
3. Mobility	18
Summer and Winter Schools	18
4. Procedures	19
A. Application	19
B. Admission & Enrolment	20
5. Practical Details	21
A. Student support	21
B. List of Contacts	22
C. Learning Management Platform ILIAS	23

Welcome to the Master in Well-Being oriented Healthcare!

This programme represents a pivotal step towards redefining the future of healthcare. In an era of global complexities—demographic change, digital transformation, and social inequity—the traditional, disease-centric model of care is being challenged. This master's programme is founded on a different, more comprehensive vision: one that places well-being at the very centre of healthcare practice and systems.

Grounded in the World Health Organization's definition of health as "a state of complete physical, mental and social well-being" (1948), our mission is to equip healthcare professionals with the knowledge, skills, and mindset to lead a paradigm shift. We move beyond treating isolated illnesses to fostering the complete well-being of individuals, their families, informal caregivers, and the professionals who serve them.

This unique international programme offers a transformative educational experience. You will engage with an innovative curriculum based on the biopsychosocial model, exploring the intricate interplay between biological, psychological, and social determinants of health. The programme is designed to empower you to:

- Integrate person-centred, well-being-oriented approaches directly into your professional practice.
- Navigate future demographic and social challenges with a focus on quality of life.
- Analyse and reflect on diverse European healthcare systems and best practices.
- Become an advocate and multiplier for sustainable and resilient healthcare.

This joint programme is delivered by a consortium of leading European universities committed to excellence and innovation in health education: Universität zu Köln (Germany), Semmelweis Egyetem (Hungary), Università di Firenze (Italy), Universidad de Murcia (Spain), and Universidade de Santiago de Compostela (Spain). Your learning will be enriched by their complementary expertise

and by collaborating with a diverse cohort of peers from various professional and cultural backgrounds.

We welcome you to this vibrant learning community and look forward to supporting you on your journey to become a leader in well-being oriented healthcare.

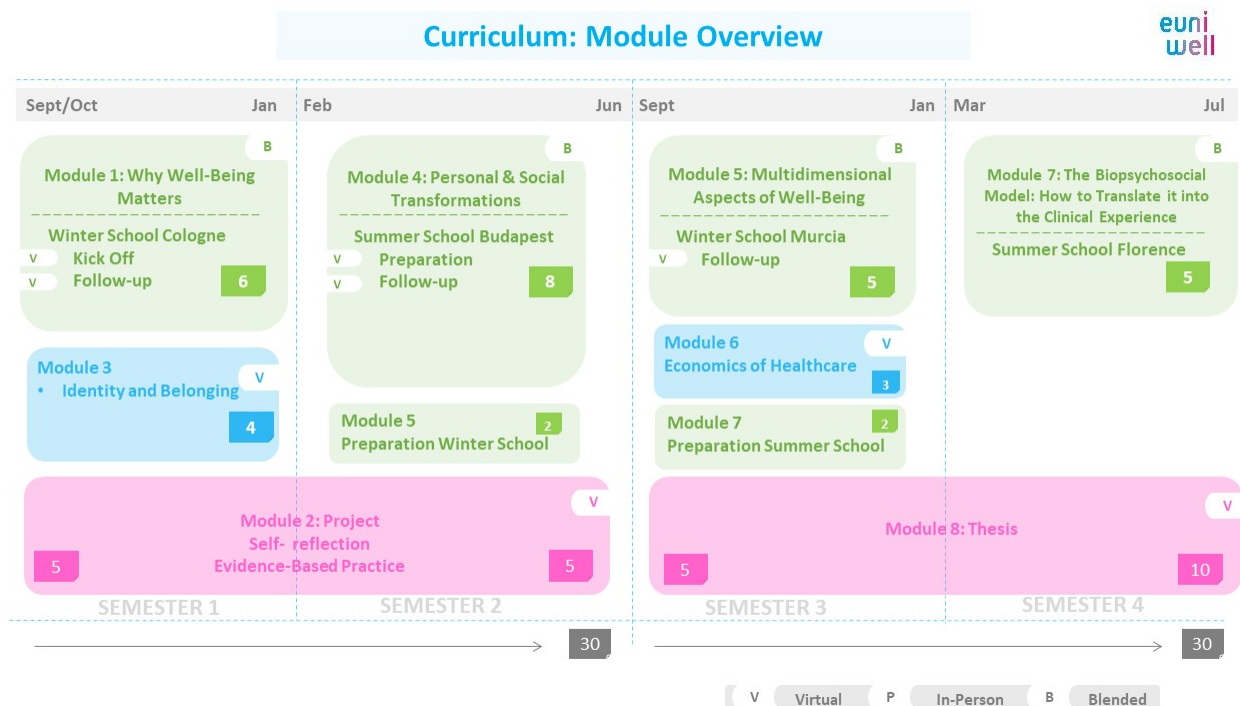
1. Programme Information

A. Overview

The master “Well-Being oriented Healthcare” is a two-year, part-time international joint programme, organized into four semesters. The programme is designed for working professionals and carries a total of 60 ECTS credits.

The curriculum is delivered through a blend (B) of virtual(V) and in-person (P) courses and course elements. A key feature of the programme is its four intensive, in-person Summer and Winter Schools, which take place at different partner universities across Europe, providing thematic complementary, immersive learning experiences and invaluable international networking opportunities.

The programme's structure over the four semesters is visualized below for a clear understanding of the journey:



This structure ensures a gradual and comprehensive learning journey, starting with foundational concepts and culminating in the application of knowledge through a master's thesis, with continuous practical exposure and peer learning throughout.

B. Profile and Career Perspectives

Target audience

The master in “Well-Being oriented Healthcare” is specifically designed for dedicated professionals already working within the healthcare system. This programme is ideal for individuals such as physicians, nurses, psychologists, physiotherapists, healthcare managers, and other clinical or administrative staff who are experiencing the complexities and challenges of contemporary healthcare systems first-hand. These are professionals motivated to move beyond a purely disease-focused model and become leaders in the paradigm shift towards holistic, person-centred care. To enter the programme, applicants must hold a relevant bachelor's degree (or equivalent) with at least 240 ECTS credits and a minimum of 12 months of proven professional experience in their field, ensuring a learning environment rich in practical insight and peer-to-peer exchange.

Career perspectives and professional impact

Graduates of this programme will be skilled change-agents, equipped to advance their careers and promote innovation across the entire healthcare sector. The comprehensive and interdisciplinary nature of the curriculum prepares them to apply their expertise in a wide variety of contexts. For instance, a clinical practitioner might advance to a leadership role, such as a Well-being Lead in a hospital, where they can design and implement new patient care models that integrate mental, social, and spiritual aspects of health. A professional in healthcare management could leverage their skills to consult for public health authorities, developing policies that incentivize value-based and preventive care, ultimately shaping a more resilient and sustainable healthcare system.

The competencies gained—ranging from analysing the economic impact of well-being initiatives to leading interdisciplinary teams and advocating for systemic change—are highly transferable. This enables graduates to act as crucial bridges between clinical practice, institutional management, and health policy. They become the advocates and multipliers of a well-being approach, whether by improving the quality of life for patients in their direct care, transforming the culture of their healthcare institutions, or influencing broader societal health strategies. This programme thus does not just train for a specific job title, but empowers professionals to redefine their roles and create meaningful impact throughout their careers, advocating for a more integral and effective future for healthcare.

C. Consortium

This joint programme is delivered by a consortium of five leading European universities, united within EUniWell ([European University for Well-Being](#)) Alliance. Each partner brings a unique and complementary expertise to the programme, creating a truly integrated and interdisciplinary curriculum.

Universität zu Köln (Germany) – Coordinating Institution

The University of Cologne contributes its strong research profile in biomedical science, particularly through its Cluster of Excellence on Aging and Aging-associated Diseases (CECAD). It provides foundational knowledge on the biological and biochemical determinants of well-being and pioneers innovative teaching methods through its faculty skills lab and simulation centre.

Semmelweis Egyetem (Hungary)

Semmelweis University enriches the consortium with a profound focus on the psychological dimensions of well-being through its renowned Institute of Mental Health. Its expertise bridges medical and social sciences, emphasizing mental health promotion at individual, family, and community levels.

Università di Firenze (Italy)

The University of Florence offers considerable competence in the biopsychosocial factors of human health. It provides key insights into socio-economic and demographic variables, gender medicine, and the integration of technology into clinical settings, strengthening the programme's person-centred and innovative approach.

Universidad de Murcia (Spain)

The University of Murcia specialises in the social aspects of well-being, with a strong commitment to inclusivity and community-oriented care. As a member of the Age-Friendly University Global Network, it offers unique practical experience through its on-campus Day Centre for the Care of the Older Adults.

Universidade de Santiago de Compostela (Spain)

The University of Santiago de Compostela brings a vital focus on preventive medicine and public health. Its expertise in epidemiology and community health intervention, such as promoting healthy lifestyles, adds a crucial population-level perspective to the well-being-oriented approach.

Together, these institutions pool their resources and academic strengths to offer a comprehensive educational experience that no single university could provide alone, ensuring graduates are equipped with a multifaceted understanding of well-being oriented healthcare.

2. Programme Structure

A. Intended Learning Outcomes

The intended learning outcomes are defined with regard to knowledge, skills and attitude and centre around 6 *themes* – overarching topics – which relate well-being on micro-, meso- and macro-level.

Theme 1: Role of Well-being in Person-Centred Healthcare

Knowledge

- Graduates differentiate the concepts of well-being, quality of life, quality of death and related measures of people's own health and life perception and emotions including PROMs (Patient's Reported Outcome Measures) by
 - relating between well-being and quality of life/quality of death.
 - reflecting on the person-centred approach in healthcare including somatic (biomedical), psychological and social (cultural) correlates
 - critically examining organ- and disease-centred clinical approaches including biomolecular signatures.
- Graduates elaborate on
 - the effect of disease and the caregiving situation on the function of family systems and
 - conversely the role of the family (and further relationships) in the process of healing and finding the resources of well-being.

Skills

- Graduates relate well-being at micro-, meso- and macro-level to the UN Sustainable Development Goals.
- Graduates judge the traditional organ- and disease-centred approach and the person-centred approach.
- Graduates apply and evaluate objective and innovative measurement instruments and readouts of well-being and quality of life, integrating PROMS appropriately.

Attitude

- Graduates systematically consider well-being in their professional practice.
- Graduates appraise the role of a person's biography in his/her health trajectory.

Theme 2: Well-Being-Oriented Decision-Making in Professional Routine (*micro-level*)

Knowledge

- Graduates review the characteristics of shared decision making.
- Graduates categorize the common determinants of well-being including important biopsychosocial and spiritual issues related to educational, cultural, social and socio-economic backgrounds, life stages (including children, young adult, adult, elder), gender including abuse and neglect, lifestyle, values, fertility, retirement, anxiety disorders, substance abuse, underreporting of symptoms and illnesses, home safety, community resources and adaptation to alternative living situations, such as long-term care facilities/hospices.
- Graduates appraise the well-being associated features of healthy longevity including spirituality, gratefulness, and optimism.
- Graduates review the well-being associated ethical issues related to advanced directives, decision-making capacity, euthanasia, assisted suicide, healthcare rationing, pain management and end-of-life care.

Skills

- Graduates identify, assess, and prioritize bio-psycho-social determinants for well-being and quality of life in relation to health and disease using a person-centred approach.
- Graduates assess the role of life expectancy and prognosis for well-being-based decisions in healthcare using a person-centred approach.
- Graduates recommend the appropriate social institution, i.e. services and support systems, such as social care, city hall, religious communities, civic centres, community gardens, for individual cases.
- Graduates recommend person-related strategies to find psychological resources for a higher quality of life, e.g. gratefulness and optimism.
- Graduates apply the principles of person-centred helping attitudes and helping relationships (e.g. family relations, ...) in their professional activities.
- Graduates support family members and family care-givers in finding the resources for well-being.

Attitudes

- Graduates include an evaluation of determinants of well-being in their tailored, shared decision-making process.

- Graduates take the patient and the whole family system of relatives and family caregivers into account in the decision-making process.

Theme 3: Well-Being in the Local Healthcare System (*meso- to macro-level*)

Knowledge

- Graduates relate roles within the healthcare system.
- Graduates distinguish basic concepts of implementation science and innovation processes.
- Graduates compare different communication strategies.

Skills

- Graduates appraise the advocates/local champions for well-being within their local, institutional and healthcare system networks based on a reflection of roles and motivations.
- Graduates develop communication strategies according to different addressees.
- Graduates reflect upon their individual role within the healthcare system; they assess the boundaries of their own and others' roles within the local, institutional, and healthcare system.
- Graduates review their own personal limitations in applying and advocating the well-being approach and act according to it.
- Graduates foster cooperation between the different social and healthcare professionals by using teamwork skills.

Attitude

- Graduates confidently connect with promoters from other disciplines and institutions -to foster well-being in healthcare systems.
- Graduates act against the background of a vision of their own mission to bring well-being into their profession, the local and wider healthcare system.

Theme 4: Well-Being within the Healthcare System and Society (*macro-level*)

Knowledge

- Graduates are familiar with policies and differences in policies in various healthcare systems.
- Graduates connect well-being in healthcare to the wider economic picture.
- Graduates inspect the consequences of neglecting well-being at population health level.

Skills

- Graduates demonstrate the ability and the best communicative practices to appropriately consider well-being in healthcare.
- Graduates propose changes in policies to better implement the person-centred approach and emphasise the importance of the family system (and further relationships) for well-being.
- Graduates measure the economic benefit of applying a well-being approach for the healthcare system and communicate it to professionals and third parties.

Attitudes

- Graduates appraise the appropriate social institution for individual cases.

Theme 5: Well-Being in the International Context (*meso- and macro-level*)

Knowledge

- Graduates compare best-practice examples in different European healthcare systems.
- Graduates categorise educational, cultural, socio-economic, and historical influences on healthcare systems.

Skills

- Graduates extrapolate international best practices for well-being in healthcare to adopt them to their own institution and healthcare system and vice versa.
- Graduates build international professional relationships between relevant healthcare stakeholders and promote mutually fruitful cooperation.
- Graduates develop rhetorical and argumentation strategies aimed for the interaction with policy makers to achieve integration of best practices in their own professional context.

Attitude

- Graduates exhibit openness, inclusivity, and endurance in integrating and enhancing well-being best practices in healthcare systems.

Theme 6: Personal Well-Being (*micro-level*)

Knowledge

- Graduates differentiate the determinants of individual well-being.
- Graduates review methods and strategies to improve individual well-being, such as lifestyle, mindfulness, self-awareness, resilience, coping strategies, embodiment, conflict management, cooperation, leadership, teambuilding, and communication.

Skills

- Graduates investigate in their own well-being and generate strategies and measures to maintain or improve it.
- Graduates assess tools to strengthen their resilience and cope with stressful/challenging situations/working contexts.

Attitude

- Graduates articulate their needs with regard to well-being and reserve time dedicated to it.

In reference to the European Qualifications Framework (EQF), the ILOs refer to level 7 in their detailed description of knowledge, skills and responsibility and autonomy (e.g. also relating to “attitude” in the programme’s ILOs) in that students will acquire specialised problem-solving skills in healthcare and integrate knowledge from different interdisciplinary fields and intercultural backgrounds.

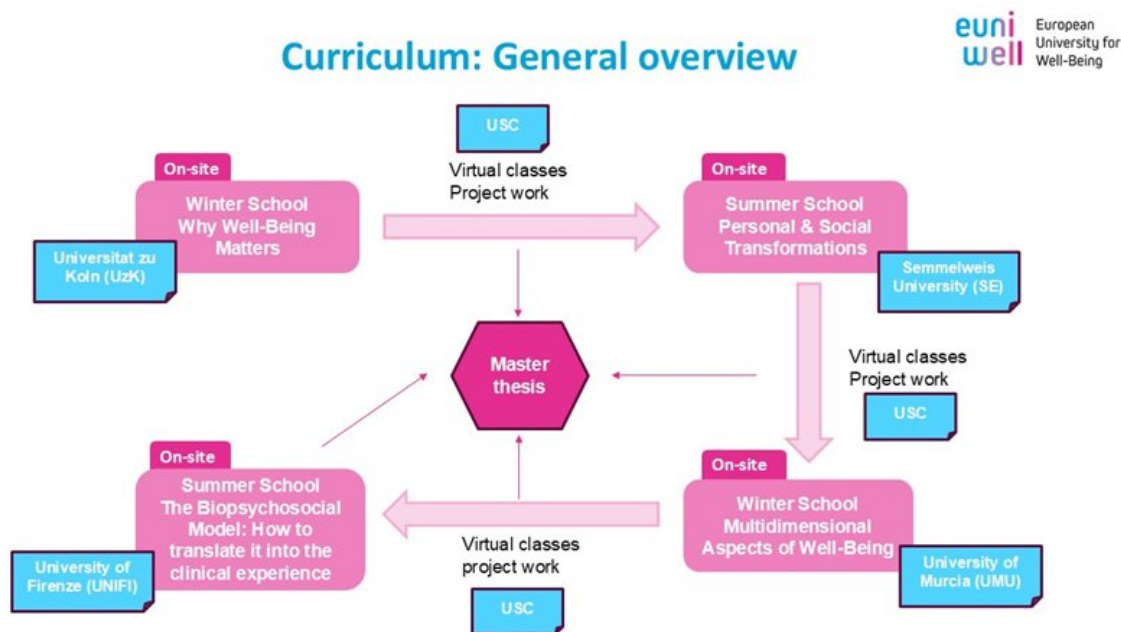
The respective national qualifications frameworks of Germany, Hungary and Spain are aligned with the EQF which ensures that the ILOs refer to the relevant level of the national regulations; in particular

- in Germany to level 7 of the German Qualifications Framework for Lifelong Learning (DQR) and the second level of the Qualifications Framework for German Higher Education Degrees
- in Spain to level 3 in MECES (in Spanish Qualifications Framework for Higher Education, i.e. master level). This also corresponds to level 7 of the Spanish Qualifications Framework for Lifelong Learning (MECU).
- in Hungary to level 7 of the Hungarian National Qualifications Framework (HuQF)

B. Curriculum and Module responsibilities

The programme's curriculum is structured as a cohesive journey through the biopsychosocial model of health. All eight modules are mandatory and each cohort studies the modules jointly in the given order, building a comprehensive understanding step by step (see module descriptions for more details).

The learning journey is organized around four intensive on-site (winter and summer) schools, each hosted by a different partner university and supported by virtual assignments or classes. This structure allows students to explore specific determinants of well-being—biological, psychological, and social—in different European contexts, culminating in a final module that integrates all perspectives into clinical practice.



Graph 2. Master's Curriculum: General Overview

A fundamental principle throughout the entire curriculum is that well-being extends beyond the individual patient to include the family, caregivers, and community systems surrounding them. This community-oriented perspective is a consistent thread in all educational elements.

Furthermore, to bridge theory with practice, the curriculum contains a project in which students work on a small-scale initiative within their own professional or national healthcare context. This project, supported by theoretical training and academic guidance, enables students to directly apply and reflect upon the person-centred approach in a real-world setting. Students then might build upon their projects to produce their master thesis. The whole academic programme culminates with the thesis' oral defence.

Module	Semester(s)	ECTS	Responsible Institution
Why Well-Being Matters	1	6	Universität zu Köln
Project	1-2	10	Coordination by Universität zu Köln, shared responsibility
Identity and Belonging	1	4	Universidade de Santiago de Compostela
Personal & Social Transformations	2	8	Semmelweis Egyetem
Multidimensional Aspects of Well-Being	2-3	7	Universidad de Murcia
Economics of Healthcare	3	3	Universidade de Santiago de Compostela
The Biopsychosocial Model: How to Translate it into the Clinical Experience	3-4	7	Università degli Studi di Firenze
Thesis	3-4	15	Shared responsibility between the degree-awarding institutions

C. Thesis

Students conduct the module “Thesis” at one of the degree-awarding partner institutions. The module contains a written thesis and an oral defence of the thesis. The thesis will be assessed by a supervisor and a second reviewer.

The thesis is an independently written work that should demonstrate the student’s ability to scientifically address and reflect upon a thematically limited problem from the subject area of study using the necessary methods within a specified timeframe. Students may propose a topic for the thesis and a supervisor.

The thesis may be a systematic review or primary empirical research.

The allocation of supervisors and the decision on the topic of the thesis are based on the following process:

- Students propose a topic and a supervisor for the thesis during the second semester.
- The programme committee selects supervisors based on proposed topics and availability of supervisors at the degree-awarding partner institutions at the end of the second semester.
- The relevant bodies of the degree-awarding partner institution to which the supervisor is associated formally assign the supervisor and the reviewer and the topic to the student.

The master's thesis and the defence will be carried out according to the regulations, policies and procedures of this degree-awarding partner institution. Notwithstanding, the following common regulations shall apply and be implemented into the respective examination regulations at the partner institutions:

- Supervisors and reviewers may be academic personnel from the partners with at least a master's degree as qualification.
- The thesis will be written in English.
- Students receive one grade for the module. The grade of the module is based on the assessment of the thesis and the defence. The grade is weighted based on 60% for the thesis and 40% for the defence.
- Students may only take the defence if the supervisor and the reviewer have approved the thesis and if all modules of the programme have been completed.
- The thesis shall contain between 40-50 pages; the oral defence shall last between 30-45 minutes.

D. Assessment, grading and conversion table

Student performance is assessed according to the regulations of the partner institution responsible for each module and outlined in the module description. Common to all modules and all partners are the following regulations:

- Admission to an examination or the award of credit points requires regular attendance of modules. Demonstrable regular attendance is generally considered to be present if absences do not exceed 25%.
- The number of examination attempts per module (except for the module "Thesis") is limited to 3. The thesis can be resubmitted once with a new topic.

To ensure a consistent and fair evaluation across the international consortium, all grades are converted into the common ECTS grading scale (A-F).

The final grade for the master's programme is a weighted average, calculated based on the following contribution from each module:

Module	Percentage of final grade
Why Well-Being Matters	/
Project	18%
Identity and Belonging	7%
Personal & Social Transformations	15%
Multidimensional Aspects of Well-Being	13%
Economics of Healthcare	6%
The Biopsychosocial Model: How to Translate it into the Clinical Experience	13%
Thesis	28%
Total	100%

Note: The "Why Well-Being Matters" module is assessed on a pass/fail basis and is not included in the final grade calculation.

The final grade will be issued on the diploma according to the German grading scale and accompanied by the conversion table below.

ECTS Grade Conversion

The following table shows how ECTS grades correspond to the national grading systems of the partner universities. This system ensures transparency and facilitates the recognition of grades across different countries.

Performance Level	ECTS Grade	Spain (0–10)	Germany (1–5)	Italy (0–30)	Hungary (1–5)
Excellent	A	9.0–10.0 (Sobresaliente)	1.0–1.5 (Sehr gut)	30 (e lode)	5 (Jeles)
Very Good	B	8.0–8.9 (Notable)	1.6–2.5 (Gut)	28-29 (Buono)	4 (Jó)
Good	C	7.0–7.9 (Notable)	2.6–3.5 (Befriedigend)	26-27 (Buono)	3 (Közepes)
Satisfactory	D	6.0–6.9 (Aprobado)	3.6–4.0 (Ausreichend)	23-25 (Sufficiente)	2 (Elégséges)
Minimum Pass	E	5.0-5.9 (Aprobado)	4.0 (Ausreichend)	18 -22 (Sufficiente)	2 (Elégséges)
Fail	F	0–4.9 (Suspenso)	4.1–5.0 (Nicht ausreichend)	0–17 (Respinto)	1 (Elégtelen)

Passing Grades:

- Spain: 5.0/10
- Germany: 4.0/5.0
- Italy: 18/30
- Hungary: 2/5

E. Recognition

Credits earned in degree programmes at other higher education institutions, or in another degree programme at the same university, will be recognised upon application, provided that there is no substantial difference between the acquired competencies and the credits being replaced.

Prior learning in the sense of extracurricular achievements may be credited provided that this knowledge and these qualifications are equivalent in content and level to the achievements they are intended to replace.

Recognition processes take place at the partner university responsible for the relevant module. Please approach the teacher or the academic responsible for the module to acquire further information on the process of recognition.

F. Type of degree

Upon successful completion of the programme, students will be awarded the joint degree **Master of Well-being Oriented Healthcare**. This degree is jointly conferred by four partner institutions: Universität zu Köln, Semmelweis Egyetem, Universidad de Murcia, and Universidade de Santiago de Compostela.

All graduates will receive a diploma, a joint Diploma Supplement and a joint Transcript of Records. The joint transcript provides a comprehensive overview of the entire study programme, detailing all modules taken across the consortium, the credits earned, and the grades achieved. The University of Cologne, as the coordinating institution, is responsible for preparing and issuing these joint documents. According to the German law, the degree is a continuing education programme.

In accordance with Italian national legislation, graduates will also receive a separate degree certificate issued directly by the Università di Firenze. This complementary document is a legal requirement in Italy and does not affect the status or recognition of the joint degree.

3. Mobility

Summer and Winter Schools

A core and innovative feature of this master's programme is the integrated series of short-term, in-person mobility periods (each covering 6 days). These intensive Summer and Winter Schools are mandatory and form a central pillar of the international and interdisciplinary learning experience.

Throughout the programme, students will participate in four dedicated schools, each hosted by a different partner university. These mobilities are not isolated events but are fully embedded into the curriculum, directly linking to specific modules and learning outcomes.

The schools are designed to provide immersive, practical exposure to diverse healthcare systems and academic expertise across Europe. Students will engage in a variety of activities, including site

visits to hospitals and community care centres, simulation lab training, interdisciplinary workshops, and networking with local professionals and stakeholders.

This structured mobility allows students to experience how the principles of well-being-oriented healthcare are applied in different national contexts, enriching their learning and building a strong, international professional network. The sequence of schools is strategically planned to guide students through the biopsychosocial model, starting with a foundational Kick-Off Winter School in Cologne and progressing through schools focused on psychological, social, and integrated clinical perspectives.

4. Procedures

A. Application

The application process for the Master “Well-Being oriented Healthcare” is centrally managed by the University of Murcia, which officially handles the pre-registration and admission procedures on behalf of the consortium.

Application Requisites

To be eligible for the programme, applicants must meet the following criteria:

- Academic Background: A bachelor’s degree (or equivalent) at EQF level 6 with a minimum of 240 ECTS credits in a relevant field such as medicine, psychology, nursing, pharmacy, healthcare management, or other related disciplines.
- Professional Experience: At least 12 months of proven professional experience in the healthcare sector, acquired after obtaining the bachelor’s degree.
- Language Proficiency: Proof of English language skills at a minimum level of CEFR B2, certified by an internationally recognized exam.

In addition to formal requirements, students need to present an idea/outline of a small-scale project they will pursue as part of the programme (in the module “Project”). The small-scale project shall be implemented in the students’ professional context and support the application of a person-centred approach in healthcare systems.

Required Documents

Applicants are required to submit the following documents:

- A completed application form.
- A project sketch outlining the intended project to be developed during the programme.
- Official degree certificates and academic transcripts.
- Proof of professional experience (e.g., employer confirmation, recommendation letter).
- An official certificate of English language proficiency (not older than two years at the time of application).

Selection Process

Eligible applications are assessed jointly by the consortium's programme committee. Selection is based on a comprehensive evaluation, with the following weightings:

- Grade Point Average (GPA) of the bachelor's degree: 40%
- Project Sketch: 20%
- (Group) Interview: 40%

Successful applicants will receive further instructions for enrolment, which is formally completed at the University of Cologne.

B. Admission & Enrolment

Applicants will be screened and processed by the University of Murcia for pre-registration, i.e. admission to the programme based on the jointly agreed upon criteria and in line with institutional regulation and practices. Enrolment to the programme takes place at the University of Cologne throughout the entire studies and at certain specific institutions where needed.

Enrolment requires additional fees applicable to the partner institution. The administrative fees will be announced on the website.

5. Practical Details

A. Student support

Recognising the unique profile of our students as working professionals engaged in a blended learning format, the programme offers a dedicated support structure tailored to their needs.

A primary point of contact is the Programme Coordinator, located at the coordinating university. This coordinator serves as a central virtual contact point, managing general communication, answering queries, and directing students to the appropriate services throughout studies, from admission to graduation.

For university-specific matters, each partner university provides a local contact person for questions related to modules or short-term mobilities hosted by their institution. Furthermore, all learning resources and virtual sessions are centralized on the EUniWell ILIAS online platform. The Programme Coordinator offers initial guidance for using this platform, and intermediation with specialized IT support to solve specific technical issues.

For the mandatory short-term mobilities, guidance or support in finding accommodation and information on potential student discounts will be provided when available. While the programme cannot guarantee travel funding, students will be orientated towards potential external scholarship/funding opportunities. Any necessary adjustments due to a medically certified absence from an in-person session will be addressed on an individual basis.

The on-site sessions are designed not only for intensive learning but also for community building, with social activities facilitated to help students connect with peers and local networks. Between sessions, guided self-reflection activities, coordinated by Semmelweis University, will support continuous personal and professional development. For matters beyond the programme's scope, such as visa procedures, students will have access to the services of the international offices at partner universities.

B. List of Contacts

Institution	Role	Contact
University of Cologne	Programme Coordinator	Dr. Dorothee Groeger, dorothee.groeger@uni-koeln.de
University of Cologne	Academic Coordinator of the Programme	Prof. Dr. Maria Cristina Polidori, maria.polidori-nelles@uk-koeln.de
University of Murcia	Local Contact	Prof. Dr. David Cecilio Iyú Espinos, Decano.ccss.lorca@um.es
Semmelweis University	Local Contact, Assistant Professor	Dr. Ádám Orosz, orosz.adam@semmelweis.hu
University of Santiago de Compostela	Local Contact	Prof. Dr. Mónica Pérez-Ríos, euniwell@usc.es
University of Florence	Local Contact, Associate Professor	Prof. Dr. Fiammetta Cosci, fiammetta.cosci@unifi.it

C. Learning Management Platform ILIAS

ILIAS is the central Learning Management System for EUniWell (hosted by University of Cologne). All courses within the programme are available on this platform.

Open the following link: <https://lms.euniwell.eun>

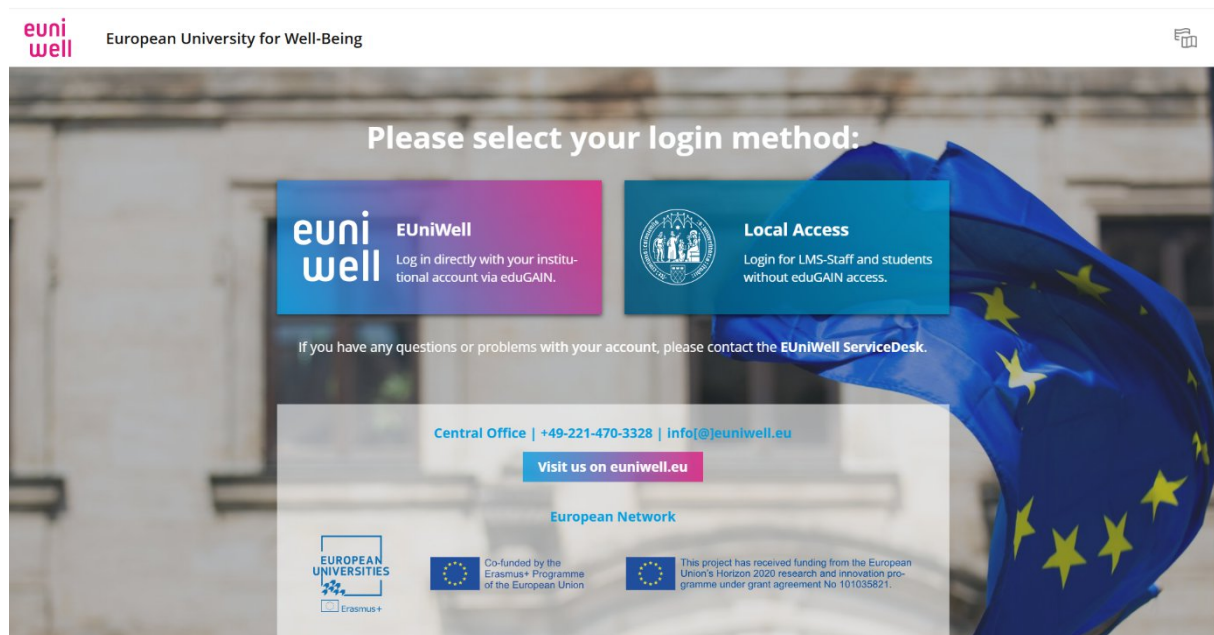


Fig.: Landing page of EUniWell ILIAS.

Select the tile on the left side in Fig. 1 to reach the institutions. Once you are enrolled, you can log-in via your dedicated institution.

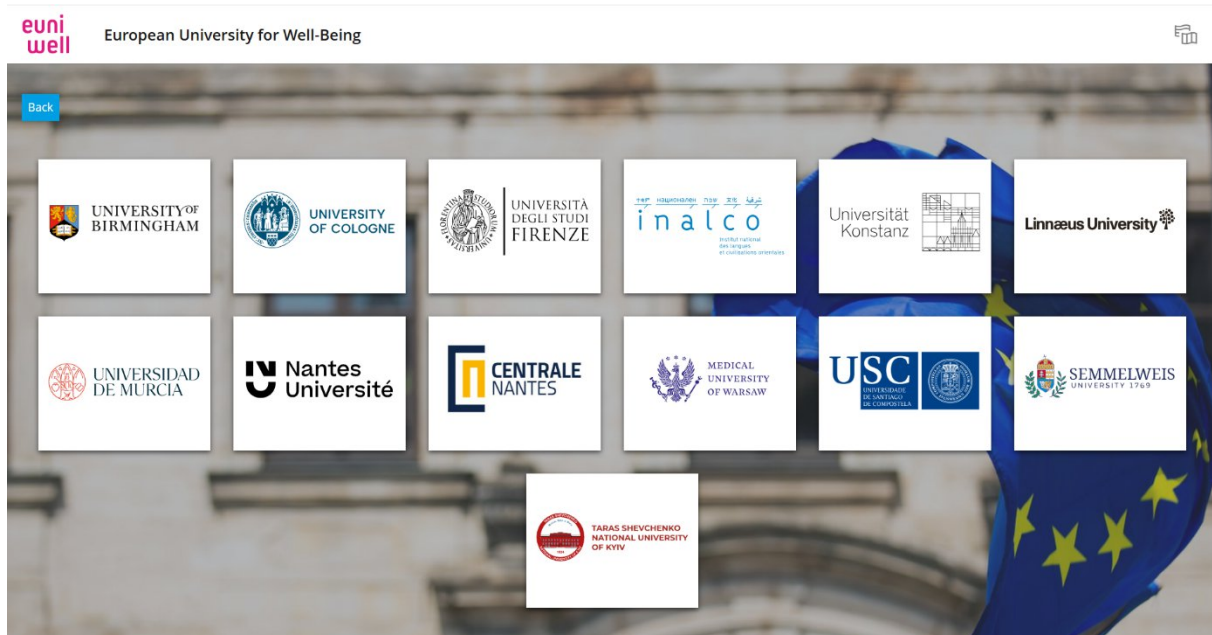


Fig.: Institutions of the EUniWell-Alliance.

In case you are a member of University of Cologne (UoC), you could also log-in via ‘Local Access’ (right side in Fig. 1), but we recommend to log-in via the institution (left side).

In case you are already enrolled for the programme, you can have a look at the onboarding course for Students in ILIAS. In this section are basic functionalities described:

https://lms.euniwell.eu/ilias.php?baseClass=ilrepositorygui&ref_id=300

European University for Well-Being

Repository > EUniWell Courses > ILIAS Onboarding > ILIAS Onboarding for Students

ILIAS Onboarding for Students

Content Info Members Unsubscribe from Course

LMS-Guide for Students

Welcome to the ILIAS Onboarding Guide and Support Page for Students! (Version 1.0)

ILIAS is the Learning Management System (LMS) used to host the courses for EUniWell. This onboarding section is designed to equip you with all the essential information to get started. It will guide you through the key structures, administrative processes, and fundamental features of ILIAS that you need to navigate the platform effectively as a student.

To begin, click on the accordion below to access the quick guides. Explore each chapter to familiarize yourself with the fundamental features of the LMS.

> The Basics (Click Here!)

Calendar: May 2026

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Subscribe

Fig.: Onboarding for Students in ILIAS.

It is possible to reach your study program via the repository, but your educators/ lecturers will provide you with all information prior to the course.

European University for Well-Being

Repository

Repository

Welcome to the EUniWell Learning Management System!

Categories

European University for Well-Being

EUniWell Courses

EUniWell Partners

ILIAS Staff Training and Support

Accessible for EUniWell-Staff only

Study programs

Fig.: Repository with study programmes.