

Nr. 5095/05.05.2026

HOTĂRÂREA

SENATULUI UNIVERSITĂȚII TEHNICE DE CONSTRUCȚII BUCUREȘTI Adoptată de Senat în data de 05.05.2026

Având în vedere actele normative de certificare a înființării și funcționării cu continuitate a învățământului superior de construcții din București;

Decretul nr. 175/2 august 1948 al Marii Adunări Naționale de reformă a învățământului, publicat în Monitorul Oficial nr.177/3 august 1948, privitor la înființarea "Institutului de Construcții București";

Hotărârea Guvernului nr. 458/29 iulie 1994, privitoare la schimbarea denumirii "Institutului de Construcții București" în "Universitatea Tehnică de Construcții București";

În conformitate cu prevederile Legii Învățământului Superior nr. 199/2023, cu modificările și completările ulterioare;

În temeiul Art. 69 din Carta Universității Tehnice de Construcții București;

În baza avizului Consiliului de Administrație al UTCB prin Hotărârea Nr. 4999 din 30.04.2026,

SENATUL UNIVERSITĂȚII TEHNICE DE CONSTRUCȚII BUCUREȘTI HOTĂRĂȘTE:

Art. 1. Se aprobă acordul de cooperare instituțională "Cooperation Agreement for the implementation of the Joint Master in Leadership for Sustainable Urban and Coastal Development", master care va fi acreditat în cadrul universității europene EU-CONEXUS. Acordul este prezentat în Anexa 1, parte integrantă a prezentei Hotărâri.

Hotărârea a fost luată cu 24 voturi „De acord” din 24 de voturi valabil exprimate.

Art. 2. Rectoratul va duce la îndeplinire prevederile prezentei hotărâri.

PREȘEDINTE SENAT
Prof. univ. dr. ing. Alexandru Octavian Aldea





COOPERATION AGREEMENT

for the implementation of the Joint Master in Leadership for Sustainable Urban and Coastal Development

Interdisciplinary Master Degree

Preamble:

The European University for Smart Urban Coastal Sustainability (EU-CONEXUS) is a transnational European higher education and research institution that covers the smart urban sustainable coastal development from a global point of view. EU-CONEXUS is comprised of nine European universities, which are located in Ireland, France, Spain, Germany, Croatia, Lithuania, Romania, Greece, and Cyprus:

- South East Technological University (SETU)
- Université de La Rochelle (LRUniv)
- Universidad Católica de Valencia 'San Vicente Martir' (*in English* Catholic University of Valencia) (UCV)
- Universität Rostock (*in English* the University of Rostock) (UROS)
- Sveučilište u Zadru (*in English* University of Zadar) (UNIZD)
- Klaipėdos Universitetas (*in English* Klaipeda University) (KU)
- Universitatea Tehnica de Constructii Bucuresti (*in English* Technical University of Civil Engineering Bucharest) (UTCB)
- Geoponiko Panepistimion Athinon (*in English* Agricultural University Athens) (AUA)
- Frederick University (FredU)





The Partners act as consortium initially established by Consortium Agreement, signed on 20/09/2019, under the Erasmus+ KA2 European Universities multi beneficiaries project No. 612599-EPP-1-FR-EPPKA2-EUR-UNIV. Then, upon expanding the alliance from 6 original partners to 9 in November 2022 under the Erasmus+ 'European Universities' call, the strengthened and nine strong EU-CONEXUS alliance commenced its second phase with one of its main objectives to create an interdisciplinary Joint Masters programme in the thematic area of Smart Urban Coastal Sustainability. The EU-CONEXUS consortium aims to play a central role in promoting 'Blue Economy' and 'Blue Growth' and to contribute to the skills and competences of the graduates who can work in a complex and challenging labour market. Nine universities joined together to merge their strengths and know-how in an interdisciplinary Joint Master Programme in leadership for Sustainable Urban and Coastal Development (JMPLS) and to offer students the opportunity to study at an international inter-university campus EU-CONEXUS.

South East Technological University, Coordinator, hereinafter referred to as **SETU**, located in **Cork Road, Waterford City, Co. Waterford, Ireland, X91K0EK** represented by **its President Veronica Campbell**, duly authorised for the purposes hereof and Coordinating Institution of the Consortium composed by

Catholic University of Valencia, Partner, hereinafter referred to as **UCV**, located in **2 Quevedo Street, Valencia 46001, Spain**, represented by **its Rector Jose Manuel Pagan Agullo**, duly authorised for the purposes hereof

Universität Rostock, Partner, hereinafter referred to as **UROS**, located in **Universitätsplatz 1, 18055 Rostock, Germany** represented by **its Rector Elizabeth Prommer**, duly authorised for the purposes hereof

Université de La Rochelle, Partner, hereinafter referred to as **LRUniv**, located in **23 Avenue Albert Einstein BP 33060-17031, La Rochelle, France**, represented by **its President Gerard Blanchard**, duly authorised for the purposes hereof

University of Zadar, Partner, hereinafter referred to as **UNIZD**, located in **Mihovila Pavlinovica 1, Zadar, Croatia**, represented by **its Rector Josip Faričić**, duly authorised for the purposes hereof

Klaipeda University, Partner, hereinafter referred to as **KU**, located in **84 Herkaus Manto St., Klaipeda 92294, Lithuania**, represented by **its Rector Artūras Razbadauskas**, duly authorised for the purposes hereof

Agricultural University Athens, Partner, hereinafter referred to as **AUA**, located in **Iera Odos 75, Athina 118 55, Athens, Greece**, represented by **its Rector Spyridon Kintzios**, duly authorised for the purposes hereof



Technical University of Civil Engineering Bucharest, Partner, hereinafter referred to as **UTCB**, located in **122-124 Lacul Tei Bld, s2, 020396, Bucharest, Romania**, represented by **its Rector Radu-Sorin Vacareanu**, duly authorised for the purposes hereof

Frederick University, Associate Partner, hereinafter referred to as **FredU**, located in **7, Y Frederickou Str. Pallouriotissa, Nicosia 1036, Cyprus**, represented by **its Rector George Demosthenous**, duly authorised for the purposes hereof

HAVE AGREED to the following terms and conditions, including those in the annexes which form an integral part of this Cooperation Agreement.

This document serves as the primary agreement for all partners, eight full (degree-awarding) partners and one associate (non-awarding) partner, involved in the Joint Master in Leadership for Sustainable Urban and Coastal Development.

1. Purpose of the agreement

The purpose of the agreement is to agree on the implementation and management of a Joint Master Programme and the Consortium Coordinator of the Partners from the Consortium of Universities.

This agreement shall specify the respective rights and obligations of the Partners with regards to the running of the joint programme.

This Cooperation Agreement (“Agreement”) formalises collaboration between the partners listed previously for the design, delivery, quality assurance, management, and promotion of the new Joint Master Programme in Leadership for Sustainable Urban and Coastal Development (“the Programme”).

1.1 Validity

This agreement shall come into force from the accreditation via the European Approach of the Joint Master Programme in Leadership for Sustainable Urban and Coastal Development in all countries of the Consortium in accordance with the partners’ national law and apply for the period until 31st August 2032.



Summary of Programme:

Programme title: Leadership for Sustainable Urban and Coastal Development

Official length of programme: 120 ECTS, 2 years

Mode of study: Full time

Degree awarded: Master Degree in Leadership for Sustainable Urban and Coastal Development

EQF level: 7

ISCED field(s) of study: 9999

Streams:

- Sustainable Agri-Food Systems
- Climate-Responsive and Green Urban Infrastructure
- Sustainable Urban Coastal Communities
- Coastal Ecosystem Services

Mode of delivery: This programme will primarily be delivered face-to-face.

Language of instruction: English

Access to: Third cycle (doctoral) studies/labour market

Partners and their roles:

- South East Technological University (SETU) – coordinator
- Université de La Rochelle (LRUniv) – accrediting partner
- Universidad Católica de Valencia ‘San Vicente Martir’ (*in English* Catholic University of Valencia) (UCV) – accrediting partner
- Universität Rostock (*in English* the University of Rostock) (UROS) – accrediting partner
- Sveučilište u Zadru (*in English* University of Zadar) (UNIZD) – accrediting partner
- Klaipėdos Universitetas (*in English* Klaipėda University) (KU) – accrediting partner
- Universitatea Tehnică de Construcții București (*in English* Technical University of Civil Engineering Bucharest) (UTCB) – accrediting partner
- Geoponiko Panepistimion Athinon (*in English* Agricultural University Athens) (AUA) – accrediting partner
- Frederick University (FredU) – associate partner



Programme Objectives:

Comprehensive Expertise

- To apply advanced technological knowledge to contribute to resilient sustainable urban planning and design for coastal areas.

Sustainable Leadership

- To cultivate leaders with the ability to critically assess the interplay between economic growth and environmental and social sustainability, applying ethical judgement and systems thinking and driving organisational change for sustainability in urban and coastal areas.

Global Impact and Continuous Improvement

- To equip graduates with international perspectives, specialised skills in sustainability, and a commitment to continuous improvement, aligning with global goals and addressing emerging challenges.

Specialised Focus and Global Impact

- To specialise in designing resilient coastal infrastructures and enhancing climate change preparedness.
- To contribute to global goals addressing issues such as clean water, affordable energy, and sustainable cities.

The Joint Master Programme in Leadership for Sustainable Urban and Coastal Development is designed to accommodate students from varied academic backgrounds including science, social sciences, engineering, law, business, arts and humanities. The programme aims to equip students with a comprehensive, interdisciplinary perspective on sustainability, preparing them to create innovative solutions and lead teams across diverse sectors such as renewable energy, sustainable urban and coastal development, manufacturing and production. As a Joint Master Programme in a thematic area of the EU-CONEXUS Alliance, this programme is built from the strengths of all partners. It is designed to ensure that students get essential training in key subjects related to sustainability, have the opportunity to thematically specialise, and can tailor their study programme to their aspirations via research and project work. This programme offers a range of mobility opportunities while ensuring integration as a cohort.

The programme has a duration of two years which is equivalent to four semesters. Students earn a total of 120 ECTS. These credits are implemented in line with the ECTS Users' Guide (European Commission, Directorate-General for Education,



Youth, Sport and Culture, ECTS Users' Guide 2015) to ensure that ECTS are explicitly linked with both learning outcomes and student workload and in order to include the attainment of learning outcomes in assessment procedures.

The 120 ECTS Joint Master Programme consists of:

- **Core modules** (60 ECTS) are taught in the first academic year of the programme in the areas of:
 1. Sustainability, Literacy and Systems Thinking
 2. Green Entrepreneurship and Innovation
 3. Circular Economy, Bioeconomy and Sustainable Finance
 4. Sustainable Leadership for Innovative transformative Change in Urban and Coastal Regions
 5. Statistics, AI and Big Data Analysis
 6. Ethics, Regulation and Social Sustainability
- **Modules** of the chosen stream (30 ECTS)
 1. Sustainable Agri-Food Systems
 2. Climate Responsive and Green Urban Infrastructure
 3. Sustainable Urban coastal Communities
 4. Coastal Ecosystem Services
- **Master Thesis** (30 ECTS)

Elective modules represent 25% of the programme ECTS.

Study Organisation/Mobility Scheme:

Semester:	Host University:
1st Semester	South East Technological University, Ireland
2nd Semester	Université de La Rochelle, France
3rd Semester	Agricultural University Athens, Greece Technical University of Civil Engineering, Romania University of Zadar, Croatia Catholic University of Valencia, Spain
4th Semester	The Master Thesis is carried out by the student with the choice to be based in a partner university, associate partner university or other higher education and/or research



institution according to the master thesis topic. Within this Joint Master Programme there are three options for the Master thesis project; an individual dissertation or research-based project, an individual applied project addressing a challenge identified within the masters' programme, and a team-based applied project which involves a written paper and a group presentation.



2. Programme Management

2.1 Programme Coordinator University

The Consortium will be coordinated by SETU. The Programme Coordinator University (PCU) manages the administrative, legal and financial matters of the Consortium of Universities and the Joint Master in Leadership for Sustainable Urban and Coastal Development programme.

The PCU shall report to the Consortium of Universities in such a way that these have full understanding of the administrative, legal and financial matters.



The PCU will review and implement the decisions taken by the Programme Board. The partners mandate South East Technological University (SETU) to act as the programme coordinator on behalf of the partners and manage in particular the following activities:

- General coordination and implementation of the programme activities in collaboration with the partners
- Coordination of the decision-making procedures according to agreed academic regulations for the Joint Master Programme
- Collection of tuition fees and distribution to partners based on their costs
- Payment of invoices resulting from the Joint Master Programme management activities
- Signing the student agreements, i.e., the formalised relationship between students and partners regarding rights and responsibilities, academic matters, financial matters etc.
- Registration of students and provision of university email account, access to the EU-CONEXUS Smart Campus, and issuing student cards
- Administration of students' mobility documents and recognition of credits within the programme
- Issuing and registering diploma and diploma supplements – (as there may be different regulations in each partner university regarding the parchment the Programme Coordinator University will work with the awards offices in each university to agree on the final version and ensure that it meets the criteria for national registrations as well.)
- Managing banking facilities for enrolled students and faculty staff
- Drafting administrative and financial reports to the consortium for Programme Board meetings and to the EU-CONEXUS Academic council
- Organising the meetings of the Programme Board
- Organising the meetings of the Joint Master External Advisory Board
- Following up on decisions made within the Programme Board and reporting to the Programme Board on progress
- Appointing and overseeing external examiners to ensure academic standards, quality of teaching and fairness in assessment.

The Programme Coordinator University will nominate an Academic Coordinator who will be responsible for academic issues and will be chair of the Programme Board.

2.2 Obligations of the Consortium

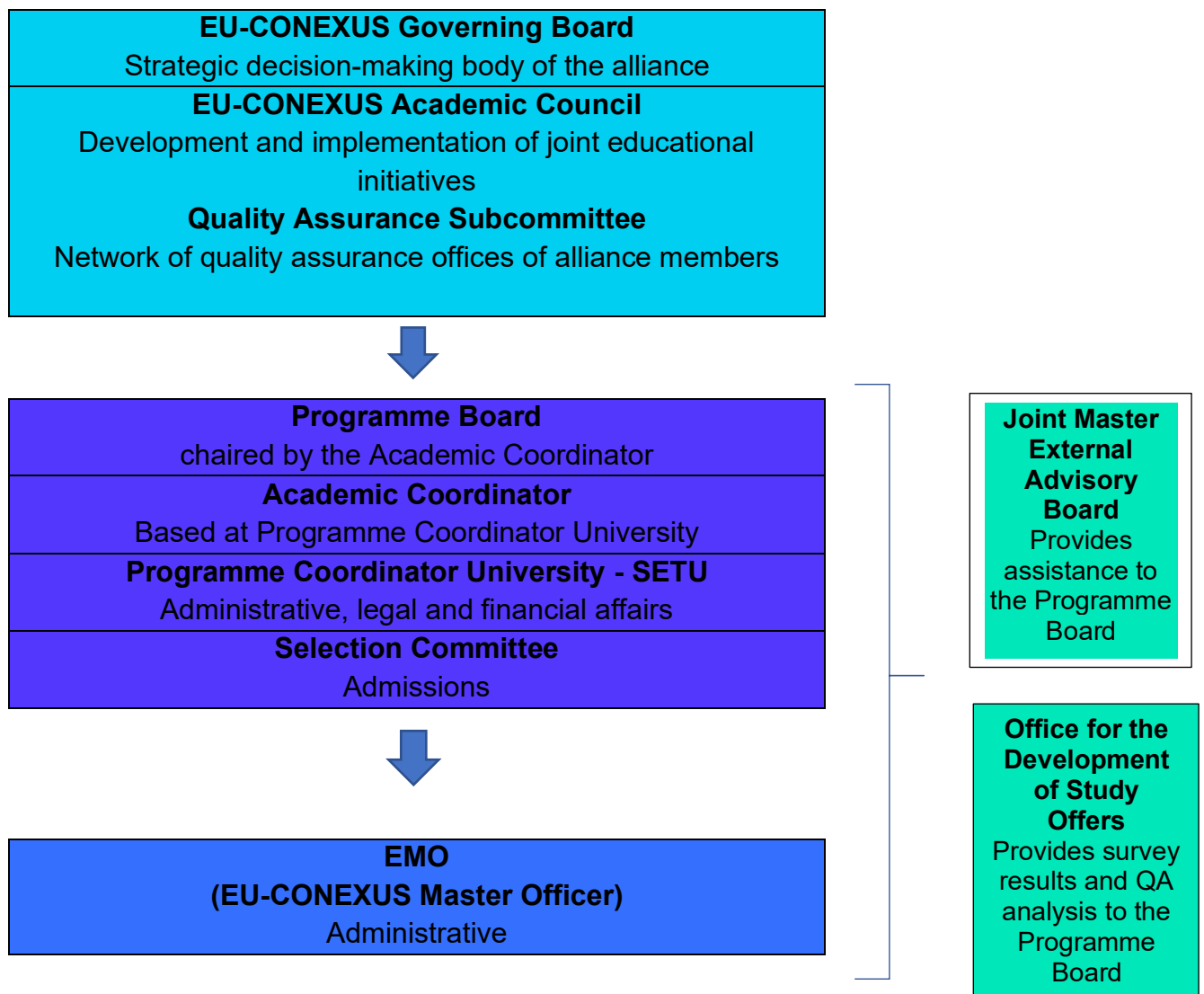
The Consortium shall undertake:

The partners will organise programme activities in their own institutions and in particular:



- The partners will nominate their representatives to the respective joint governing bodies, such as the Programme Board, Selection Committee, etc., for at least two years and provide them with necessary resources to fulfil their tasks
- Collaborate in the promotion of the programme on a national and international level and use its own networks to disseminate the promotional materials as widely and effectively as possible
- Contribute to the implementation of the programme and joint quality assurance guidelines
- Provide information, services and assistance to students and faculty staff visiting the institution, prior to and during their stay e.g., visa request, insurance, accommodation, admission, registration and social integration
- Keep careful records of each students' achievement and report to the Programme Coordinator University once per semester while ensuring adherence to data protection regulations
- Support all students in achieving the programme learning outcomes

Organisation of the Consortium:





Joint Governing Bodies:

All governing bodies established by this agreement which have responsibility for the various aspects of the Joint Master Programme shall be subject to the internal governance and management arrangements and oversight of the respective partner institutions. The following governing bodies are established:

– Programme Board chaired by Academic Coordinator

The Programme Board is comprised of one academic member from each participating university voting on behalf of his/her institution, one administrative member for each institution responsible for the administrative issues and two students. The Programme Board is chaired by the Academic Coordinator who is responsible for academic issues and based in the Programme Coordinator University. The Academic Coordinator will be supported in this work by Academic Leads; that is members of the Programme Board from each partner university who act as 'local' academic coordinators. They are responsible for the organisation and coordination of activities related to the programme in their institution and are the link between Partners and the Programme Coordinator University.

– Programme Coordinator University

The Partners mandate SETU to act as the Programme Coordinator University of the Joint Master Programme in Leadership for Sustainable Urban and Coastal Development on behalf of the Partners. A full description of the duties of the Programme Coordinator University is provided above at article 2.1.

– Selection Committee

The selection committee is comprised of one expert from each partner who has the required knowledge and competencies to perform tasks such as; coordinating the recognition of prior learning, providing the list of selected students to the Programme Board for their approval and informing the EU-CONEXUS Master Officer of the selection, and making suggestions on any potential improvements to the selection process. As the interviews and programme will be delivered in English the selection committee must be fluent. The selection committee will meet virtually or physically for the selection procedure once a year or more if needed. Decisions are taken by majority vote with one vote per full partner.

– Joint Master External Advisory Board

The Joint Master External Advisory Board is comprised of eight stakeholders (one per (full) partner university, two students and one alumnus. The stakeholders will be



appointed by the Programme Board. For the first two years of the Joint Master Programme the alumni will be replaced with alumni of a comparable study programme of the Programme Coordinator University. The students will be elected from the students registered in the programme one month after the beginning of the programme. The role of the Joint Master External Advisory Board is to provide assistance to the Programme Board on the academic content and quality of the programme, the promotion of the programme, professional networks related to the programme, and on opportunities relating to the Master thesis project. The Joint Master External Advisory Board will be organised by the Programme Coordinator University and will meet once a year virtually or physically.

– **EU-CONEXUS Master Officer (EMO)**

An EU-CONEXUS Master Officer will be appointed by the Programme Coordinator University and charged with performing the following tasks:

- consulting with the applicants, reviewing the applications and ensuring that they meet admission requirements
- preparing the candidate list for the selection committee, communicating with applicants as well as selected students and enrolled students regarding application procedures, interviews etc
- communicating with and assisting the governing bodies in daily affairs; the administration of consortium documents; carrying out surveys, reviews and analysis for quality assurance
- preparation of the content for programme marketing; preparation and update of content for the programme website and student handbook
- administration of timetables and teaching collaborations
- communication and cooperation with other EU-CONEXUS joint offices, boards and working groups for joint activities
- performing other administrative functions as required for successful implementation of the programme

The Programme Board may establish ad hoc committees or task forces for specific tasks that fall outside the direct scope or capacity of the aforementioned joint governing bodies to successfully achieve the goals of the programme and its management

– **Office for the Development of Study Offers (ODSO)**

This is a technical body responsible for conduction student satisfaction surveys, collecting statistical data, preparing annual QA reports, assisting in the development



of modules, courses and programmes, describing and preparing for accreditation/labelling. ODSO provides results of surveys and QA analyses to the Programme Board and teachers involved in delivering the programme.

– **Academic Council**

The Academic Council of EU-CONEXUS is an alliance level governance body that oversees the development and implementation of joint education initiatives, programmes, projects and partnerships with the Alliance. The Academic Council is responsible for curriculum development and the development of pedagogical innovations. The Academic Council includes a Quality Assurance Subcommittee which is in charge of quality assurance and providing recommendations. The Quality Assurance Subcommittee is made up of a network of Quality Assurance offices of the EU-CONEXUS Alliance members. Their tasks are reported to the Academic Council at least twice a year and they are responsible for promoting quality culture and establishing quality assurance related procedures within the alliance.

The programme will be overseen by the EU-CONEXUS Academic Council.

2.3 Breach

A partner may be required to terminate its commitment to this agreement if said partner consistently fails to fulfil its obligations and requirements as outlined in this agreement.

2.4 Specific Responsibilities Regarding Data Protection

The partners commit to respecting the European Regulation EU 2016/679 on the protection of natural persons regarding processing personal data and on the free movement of such data (GDPR) as well as the applicable national laws.

The students' data is managed according to EU-CONEXUS GDPR policy and register of data available on EU-CONEXUS website: [Privacy policy - EU-CONEXUS](#) Students may or may not authorise the image rights. They must agree on copyrights and exchange of data if they wish to proceed with the application.

Intellectual Property Rights:

Results are owned by the party that generates them. In case results are generated from work carried out jointly by two or more parties, those results shall be jointly owned. The joint owners shall agree on a joint ownership agreement on the allocation



and terms of the exercise of their joint ownership, in compliance with their obligations under this Agreement.

Confidentiality of Dissertation and Examination:

Each Partner shall make the students aware of the provisions of this Agreement. Where confidentiality of results of any work is an issue, the supervisor should make their institution aware and arrange to put in place a confidentiality agreement. This may need to extend to the external examination of the Master thesis, and other study results arising from this programme. 'Confidential Information' is all information in whatever form or mode of transmission, which is disclosed by a Partner (the 'Disclosing Partner') to any other Partner or external actor (the 'Recipient') in connection with the Joint Master Programme in Leadership for Sustainable Urban and Coastal Development during its implementation and which has been explicitly marked as 'confidential' or when disclosed orally, has been identified as confidential at the time of disclosure at the latest as confidential information by the Disclosing Partner.

The Recipients hereby undertake for a period of five years after the end of the Master thesis or Academic Research Integration or other study results:

- Not to use Confidential Information other than for the purpose for which it was disclosed
- Not to disclose confidential information to any third partner without prior written consent by the Disclosing Partner
- To ensure that internal distribution of confidential information by a Recipient shall take place on a strict need-to-know bases
- To return to the Disclosing Partner, on demand, all Confidential Information which has been supplied to or acquired by the Recipients including all copies thereof and to delete all information stored in a machine-readable form. If needed for the recording of ongoing obligations, the Recipients may however request to keep a copy for archival purposes only.

The above shall not apply for disclosure or use of Confidential Information, if, and as far as the Recipient can show that:

- The Confidential Information becomes publicly aware by means other than a breach of the Recipients' confidentiality obligations
- The Disclosing Partner subsequently informs the Recipient that the Confidential Information is no longer confidential
- The Confidential Information is communicated to the Recipient without any obligation of confidence by a third partner who is in lawful possession thereof and under no obligation of confidence to the Disclosing Partner
- The Confidential Information, at any time, was developed by the Recipient completely independently of any such disclosure by the Disclosing Partner, or



- The Confidential Information was already known to the Recipient prior to disclosure, or
- The Recipient is required to disclose the Confidential Information in order to comply with applicable laws or regulations or with a court or administrative order.

The Recipient shall apply the same degree of care with regard to the Confidential Information disclosed within the scope of the Project as with its own confidential and/or proprietary information but in no case less than reasonable care.

Each Partner shall promptly advise the other Partner in writing of any unauthorised disclosure, misappropriation or misuse of Confidential Information after it becomes aware of such unauthorised disclosure, misappropriation or misuse.

If any Partner becomes aware that it will be required to disclose Confidential Information, in order to comply with applicable laws or regulations or with a court or administrative order, it shall, to the extent that it is lawfully able to do so, prior to any such disclosure

- Notify the Disclosing Partner
- Comply with the Disclosing Partner's reasonable instructions to protect the confidentiality of the information.

Plagiarism of information included in thesis reports or any other reports will not be allowed and may lead to exclusion from the programme. Proper reference need to be provided in all documents used.

2.5. Meetings

Regular meetings will take place at all governance levels. These meetings will follow structured procedures including sharing agendas, minute taking, and dissemination of minutes, action points and reports. The meetings will take place on a collaborative online platform such as Whaller, and programme materials will be stored there. The Programme Board, governed by EU-CONEXUS Governing Board and Academic Council, will meet virtually once per semester or as is needed. The External Advisory Board will meet once a year, virtually or physically. The Selection Committee will meet virtually or physically for the selection procedure once a year or more if needed.

3. Implementation

3.1 Course Delivery & Mobility track

The modules are designed to include the best teaching and research practices of the Partners, and therefore the majority are taught by the teachers from the universities via physical mobility with some virtual mobility where required. In order to ensure the



content integrity and quality assurance, the coordination of a module is assigned to the Partner responsible for designing the syllabi of the module (see annex 3 ECTS Course Catalogue). The module coordinating university and teacher is responsible for overall implementation (timetables facilities, visiting professors, assessment etc.) and quality assurance of the module.

1st Semester: Hosted by SETU

TRACK	MODULE	ECTS	MANDATORY/ELECTIVE	YEAR
Core	Sustainability, Literacy and Systems Thinking	10	Mandatory	1st
Core	Green Entrepreneurship and Social Innovation	10	Mandatory	1st
Core	Circular Economy, Bioeconomy and Sustainable Finance	10	Mandatory	1st

2nd Semester: Hosted by LRUUniv

TRACK	MODULE	ECTS	MANDATORY/ELECTIVE	YEAR
Core	Sustainable Leadership for Innovative Transformative Change in Urban and Coastal Regions	10	Mandatory	1st
Core	Statistics, AI and Big Data Analysis	10	Mandatory	1st
Core	Ethics, Regulations and Social Sustainability	10	Mandatory	1st

3rd Semester: Hosted by Stream Leads

STREAM 1 AUA	MODULE	ECTS	MANDATORY/ELECTIVE	YEAR
Sustainable Agri-Food Systems -	Agri-Forestry Systems and Conservation Genetics	10	Elective	2nd
	Integrated Soil Health and Water Resources Management	10	Elective	2nd
	Sustainable Livestock and Aquaculture Management	5	Elective	2nd
	Sustainable and Resilient Agri-Food Supply Chain	5	Elective	2nd
STREAM 2 UTCB	MODULE	ECTS	MANDATORY/ELECTIVE	YEAR
Climate Responsive	Green Cities and Coastal Challenges	10	Elective	2nd



and Green Urban Infrastructure				
	Renewable Energy and Storage	10	Elective	2nd
	Green Infrastructure	5	Elective	2nd
	Engineering Green Cities	5	Elective	2nd
STREAM 3 UNIZD	MODULE	ECTS	MANDATORY/ELECTIVE	YEAR
Sustainable Urban Coastal Communities	Global inequalities in Sustainable Development	10	Elective	2nd
	Environmental Management and Community Engagement	10	Elective	2nd
	Sociology of Population Migration and Climate	5	Elective	2nd
	Community Health and Wellbeing	5	Elective	2nd
STREAM 4 UCV	MODULE	ECTS	MANDATORY/ELECTIVE	YEAR
Coastal Ecosystem Services	Coastal Marine Environment	10	Elective	2nd
	Ecosystem Services of Coastal Areas	10	Elective	2nd
	Challenges of Marine Environment under Climate Change Scenario	5	Elective	2nd
	Coastal Resilience and Tourism	5	Elective	2nd

4th Semester: Hosted according to Research Supervision

TRACK	MODULE	ECTS	MANDATORY/ELECTIVE	YEAR
Core	Master Thesis	30	Mandatory	2nd

3.2 Awarded Degrees

The student will be awarded a Joint Master of Science Degree in Leadership for Sustainable Urban and Coastal Development of the Consortium of Universities. South East Technological University has the responsibility to issue and register the



diploma and diploma supplement. The joint master degree is a single document awarded by the participating higher education institutions offering the joint programme. It is awarded in accordance with the legal frameworks governing the awarding institutions and is recognised as a joint degree in the higher education systems of the awarding institutions.

Degree designation in partner universities:

- South East Technological University (SETU) – Master of Science (MSc) in Leadership for Sustainable Urban and Coastal Development
- Université de La Rochelle, France (LRUniv) – Diplôme de Master mention Science de la durabilité parcours ‘Defis globaux pour le developement durable’
- Universidad Católica de Valencia San Vicente Mártir (UCV) – Master Universitario en Liderazgo para el Desarrollo Urbano y Costero Sostenible (Master in Leadership for Sustainable Urban and Coastal Development)
- Universität Rostock, Germany (UROS) – Master of Science (MSc) in Leadership for Sustainable Urban and Coastal Development
- Sveučilište u Zadru (UNIZD) – Magistar/Magistra Upravljanja Odrzvim Urbanim I Obalnim Razvojem (Master in Sustainable Urban and Coastal Development Management)
- Klaipėdos Universitetas, Lithuania (KU) – Verslo Vadybos Magistro Kvalifikacinis Laipsnis (Master of Business Management)
- Universitatea Tehnica de Constructii Bucuresti (UTCB) – Masterat în Leadership pentru Dezvoltare Urbană și Costieră (Master in Leadership for Urban and Coastal Development)
- Geoponiko Panestipimion Athinion (AUA) – Master of Science (MSc) in Leadership for Urban and Coastal Development
- Frederick University (FredU) – non-awarding partner

4. Student Administration and Organisation

4.1 Timetable

The partners agree on the joint academic calendar for the Joint Master Programme in order to ensure smooth student mobility and credits transfer. The academic calendar



for the following academic year will be proposed by the Programme Board and approved by the EU-CONEXUS Academic Council by 30th May of the previous academic year. The joint academic calendar will be inclusive of lectures, exam periods, resit of exams, welcome week, information days, and thesis defence. The academic calendar will allow a minimum of two weeks for students to move from one host university to another and respect the public holidays in the country of physical stay. The academic calendar will be published on the programme website. (See annex 5 for the academic calendar for 202X-202X).

4.2 Promotion

The promotion of the Joint Master Programme will be the joint responsibility of all partners. The consortium, through EU-CONEXUS Joint Communication Unit (JCU) shall market, advertise and promote the Joint Master Programme to recruit students and ensure its worldwide visibility. The Programme Board in cooperation with the JCU will hold discussions at least once a year on the promotion strategy and the channels to be used, including but not limited to; the EU-CONEXUS website, social media, websites of partners' institutions and interaction with European and national agencies for higher education, diplomatic representations of the partners' countries and the European Union, scientific and professional bodies and organisations and international scientific conferences. Promotional materials developed by the JCU will be approved by the Programme Board and always include a statement on the joint nature of the programme. A section for this programme on the EU-CONEXUS website will comprehensively provide all necessary information on the programme for future students and employers. Crucially promotion of this programme will highlight the key value propositions which are its interdisciplinary nature, novel pedagogical methods, a stakeholder-engaged programme with the ethics of sustainability embedded throughout and with the aim of developing sustainability leaders of the future for private and public organisations.

4.3 Eligibility

The partners agree to apply a joint application, selection, enrolment and registration procedure for students in order to assure the involvement of all partners in the admission process, and to apply transparent and consistent criteria for all applicants. Where a partner institution has a RPL (recognition of prior learning) policy this will apply to all applicants.

The Programme Coordinator University is responsible for publishing application, selection and admission procedures for the next intake on the EU-CONEXUS website.

The procedures can be reviewed on the recommendation of the Selection Committee or the Programme Board. The EU-CONEXUS Academic Council shall approve any



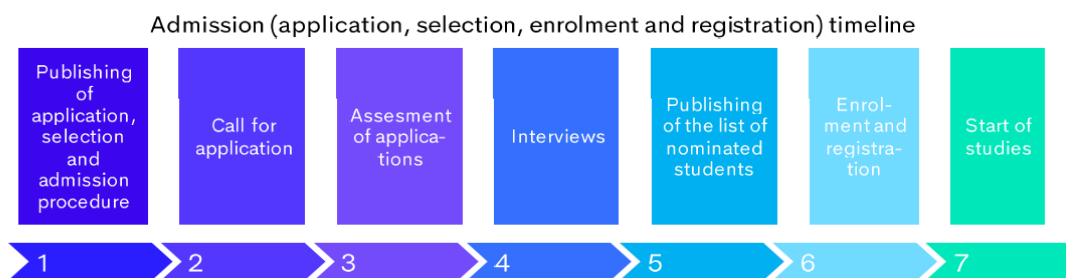
new admission procedures and requirements until 15 November for the next intake, based on the Programme Board proposal.

The admission dates for each intake shall be proposed by the Programme Board and approved by EU-CONEXUS Academic Council not later than 15 November for the next intake.

An applicant to the Joint Master Programme will fill in the application form and upload the following scanned documents through the EU-CONEXUS application website:

- Bachelor degree diploma or equivalent
- Diploma supplement or transcript of records
- Certificate of English language proficiency, minimum CEFR B2/ IELTS 6.5
- CV
- Copy of the photograph page of the passport (if EU citizen) or ID

An applicant who is completing the final year of his/her undergraduate degree or who has yet to provide the required evidence of proficiency in English will be considered for entry but will receive a conditional offer of a place in the programme until his/her final degree and/or English language test results are received. In such cases the applicant may be offered a conditional admission on finishing their Bachelor's degree at the required grade and/or obtaining the required English language test results. This documentation must be submitted to the EU-CONEXUS Master Officer. The EU-CONEXUS Master Officer is responsible to communicate and consult potential applicants and assist them in the application procedure.



The dates may be influenced by timelines of external scholarships e.g., Erasmus Mundus.



4.4 Selection

The selection process, performed by the selection committee, consists of three steps to ensure the involvement of every partner institution in the selection of potential students.

1. Eligibility evaluation

The submitted applications will be thoroughly reviewed. The EU-CONEXUS Master Officer will check the submitted documentation. The selection committee will evaluate if the presented qualifications are recognised. Appropriate recognition of foreign qualifications procedures shall rely on each Partner's institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention.

2. Assessment of application

Eligible applications are then evaluated by the Selection Committee according to the following criteria: previous study programme and grade/GPA of bachelor degree or equivalent.

3. Interview

The selected applicants will be interviewed by the Selection Committee to evaluate their suitability as well as to ensure their competency to undertake a study programme at masters' level through English.

The Selection Committee decides whether the applicant receives an offer of a place for the programme. There should be a shared understanding and agreement on the profile of the students accepted in the programme. In the case that one member of the Selection Committee is not willing to admit an applicant, the acceptance or non-acceptance of that student will be decided by a majority vote.

4.5 Admissions, Enrolment and Assessment

The programme is open to holders of bachelor honours degrees or equivalent in Science, Engineering, Social Sciences, Law, Business, Humanities and Arts. The minimum eligibility requirements to study the Joint Master Programme are:

- University Bachelors' degree of minimum 180 ECTS or equivalent, EFQ level 6
- English language proficiency; at least CERF B2/IELTS 6.5
- Successful interview (all applicants will be screened for eligibility prior to any invitation to interview for a place on the programme)
- All eligible applicants will be invited for interview

The partners agree to apply a joint application, selection, enrolment and registration procedure for students in order to (1) assure the involvement of all partners in the admission process, (2) apply transparent and consistent admission criteria for all applicants, and (3) to perform a joint communication, marketing and recruitment strategy. For these purposes, the partners agree on joint eligibility requirements,



application documents, selection procedure and final nomination, enrolment and registration and appeals procedures.

The EU-CONEXUS Master Officer is charged with communicating with selected students following the evaluation process undertaken by the Selection Committee. The EU-CONEXUS Master Officer sends the following documents to the successful applicants:

- Offer letter inclusive of start dates, tuition fees
- Personalised letter explaining next steps regarding documentation, health insurance, visa applications is needed
- Student agreement to be signed and returned (see annex 4)

When the signed student agreement is returned, this is considered a formal acceptance of the invitation to study. The EU-CONEXUS Master Officer will then send out:

- Tuition fees invoice
- Student handbook
- Information about welcome events/week

The student who has signed the student agreement and paid the tuition fees is **registered as a full-time student** of the Joint Master Programme in Leadership for Sustainable Urban and Coastal Development at **all 8 degree awarding partner universities of the Consortium for the entire duration of the studies**. When students are on campus, they will be required to present an original passport/national ID to the relevant office in the partner university to confirm their identity.

New statutory enrolled learner protection arrangements will come into effect in Ireland on 1st September 2027 building on previous arrangement that took effect on September 1st 2024. Protection of Enrolled Learners (PEL) aims to safeguards a learner's academic journey and their course fees and ensure that a learner can complete a programme they have begun if the programme is no longer offered by their provider for any reason. This policy is being initiated in Ireland in 2026. The initiation of this policy in other partner countries is to be confirmed.

[A Guide to Learner Protection Jan 2026](#)

4.6 Assessment

The partners agree to joint assessment guidelines to evaluate whether the students have achieved the intended learning outcomes of each module and of the overall programme. The assessment guidelines attached to this Cooperation Agreement regulate the examination and assessment of students of the Joint Master Programme, including joint agreements on the order of examinations, assessment methods and criteria, grading the joint conversion table for grades, access to



information on grading, resits and re-assessments, functional disorders and disabilities, unfair practice and fraud.

4.7 Students Matters

Student support is organised to support the students in their programme mobility and to support students in achieving the learning outcomes. The EU-CONEXUS office and/or International Office in each partner institution will enhance the provision of extensive services to the students of the Joint Master in Leadership for Sustainable Urban and Coastal Development.

The partners agree to use the institutional services, human resources, and best practices in a coordinated way. The students will receive the contact details of the Academic Coordinator of the programme relating to academic issues and after accreditation each partner who will host students physically will communicate contact details for the EU-CONEXUS Office and Academic Lead for smooth mobility and integration and all partners will nominate an academic lead for processing the academic affairs at each of the partner universities.

The Student Handbook provides students with the contacts, information and advice needed in preparation for the commencement of their studies as well as preparation for physical mobilities supporting them as they move from one university to another. The EU-CONEXUS Master Officer at SETU will support the arrival, registration and integration of students to the programme and to the university for the first semester. Support may also be needed relating to visas and/or health insurance and this will be provided.

The Student Handbook also provides information on the academic calendar, course catalogue, assessment guidelines, and connections to e-learning platforms.

Together and individually the partners will provide the following services to the students where required:

- Arrival and mobility guidance
- Registration, details on accommodation, health insurance
- Student ambassadors/mentoring where available
- Academic counselling
- Career counselling
- National language courses
- Virtual learning environment support
- Library
- Laboratories
- Cultural and academic integration
- Assistance for special needs



4.8 Student Agreement

The Student Agreement (see Annex 4) contains the rights and responsibilities of students enrolled in the Joint Master Programme and describes their social and academic rights, access to the partners' facilities and services, general rights and responsibilities, intellectual property rights as well as the Consortiums' obligations towards the student.

Rights of Students

While registered at one of the partner universities, the student shall:

- Be supported by the Mobility Lead as an initial point of contact and source of guidance for any queries and concerns at the host university
- Receive the student card of the programme coordinator university and will have the right to access the student card of each university he/she will be hosted at during the programme.
- Have access to all services that are available to students at the host university, for example, library access, internet access, sports facilities etc.

Obligations of Students

Students will be subjected to the regulations and standards of conduct which are in force at the hosting university. The student is obliged to:

- Attend and actively participate in the programme
- Follow the agreed mobility pathway
- Uphold professional and academic ethics for the entire duration of studies
- Commit no fraudulent act and abstain from cheating, falsification or plagiarism of academic work
- Not misuse or abuse equipment and facilities

5. Visiting Scholars

Teaching mobility may be of two types:

- Teaching mobility within the universities of the consortium to ensure teaching collaboration and supervision of joint activities
- Visiting teaching staff which may be stakeholders from industry and public institutions, and teaching staff from associate partner university or other universities. This may take a virtual format.

6. Financial Management

The Programme Coordinator University South East Technological University (SETU) shall be responsible for financial management. The signatories to the Cooperation



Agreement authorise SETU to handle the financial management of the programme on their behalf. This signifies overall responsibility for the financial management of the Joint Master Programme including the administration and intake of student participation costs (fees), the management and distribution of scholarships and teaching costs, as well as managing all other income and general expenditures in relation to the consortium in its delivery of this programme. The partners will issue invoices annually and the coordinating partner will make the transfer of funds accordingly. The coordinating partner does not intervene in the management of partner's institutional or national scholarships or any other financial arrangements.

6.1 Budget

Details regarding the programme's budget and costings across all partners are available in annex 9.

6.2 Payments

Following receipt of confirmation of students' acceptance of a place on the programme, SETU as the Programme Coordinating University will issue invoices to students on an annual basis. Students will also be offered the option to pay per semester. Along with collecting tuition fees the Programme Coordinating University is responsible for distributing funds to partners in line with their delivery costs as well as making payments to guest's lecturers. Payment of invoices resulting from programme management activities will also be undertaken by the Programme Coordinator University.

The tuition fee amount will be distributed proportionally according to each partner's share of the total costs of delivery and management of the programme, as follows: SETU will receive 26.8% of the tuition fees, LRUniv 14.29%, UCV 17.32%, UROS 9.08%, AUA 11.49%, UNIZD 9.49%, KU 5.75%, UTCB 4.61%, FredU 0.49% and stakeholders 0.68%

6.3 Tuition Fees

The partners agree to finance the implementation of the Joint Master Programme from the tuition fees, institutional resources and in the future, external scholarships. The costs for the implementation of the programme are calculated by each partner for teaching, organisation of studies and teaching facilities. Based on these costs, tuition fees are calculated for an optimum number of students in each intake (60 students per intake). The partners agree to charge annual tuition fees of:

- 5,500 euros per year for EU citizens and permanent residents
- 11,000 euros per year for non-EU citizens



Tuition fees do not cover travel to and from partner universities, travel documents (visa, passport) or any costs beyond the duration of the programme.

7. Monitoring, Quality Assurance & Evaluation

7.1 Monitoring

Annual monitoring will be carried out jointly by all partners to ensure that students are successful in attaining the learning outcomes set out in the programme specification. This will include consideration of the delivery of the programme by all those directly involved in it. The annual monitoring report will be focused on critical self-reflection; be based on the facts derived from the delivery of the programme the preceding year including data relating to student recruitment and performance; comment on issues relating to teaching, learning and assessment; identify issues which have been critical in the delivery of the programme that year; demonstrate how any issues raised by external examiners or any other external bodies have been addressed; include mechanism to gather and respond to student feedback; report on the outcome of actions taken in response to previous reports, and provide an action plan for the future as appropriate. The Programme Board will be responsible for collecting this data and reviewing feedback on an annual basis.

7.2 Quality Assurance & Evaluation

Partners agree to apply EU-CONEXUS quality assurance guidelines in the Joint Master Programme. Partners agree to apply joint EU-CONEXUS quality assurance guidelines (see annex 8) in the Joint Master Programme in Leadership for Sustainable Urban and Coastal Development.

Strategic objectives in joint quality assurance guidelines include:

1. Collaboration in creating cross-disciplinary, multidisciplinary and cross-sectorial study programmes and academic offers based on complementarity of existing excellence in teaching and research and on close cooperation with their socio-economic partners in order to proactively respond to actual and future needs of related industries, support the regional innovation and development and foster an entrepreneurial mindset of their students.
2. Development of strong quality support, monitoring and control mechanisms of EU-CONEXUS educational offers in all its phases: design, validation and implementation.
2. Development of a common evaluation mechanism for EU-CONEXUS educational offers.
3. Implementation of rigorous mechanisms to address and correct failures or improving EU-CONEXUS educational offers.

The EU-CONEXUS quality assurance guidelines describe the procedures and methodologies for quality enhancement. Students and the stakeholders of the Joint



Master Programme in Leadership for Sustainable Urban and Coastal Development will be involved in the quality assurance procedures.

ODSO, the Office for the Development of Study Offers, collects statistical data and prepares annual quality assurance reports, as well as assisting in the development of modules and programmes. ODSO provides quality assurance analysis to the Programme Board and lecturers involved in delivering the programme.

The Programme Board is responsible for the quality of the programme, and shall be responsible for ensuring that the programme is delivered to the highest academic standards. For this purpose, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) shall serve as a reference. Accreditation and external review of the programme will follow the European Approach for Quality Assurance of Joint Programmes approved by the EHA ministers in May 2015. The Academic Council Quality Assurance Subcommittee assists the Programme Board in its quality assurance tasks and responsibilities including but not limited to, the implementation of quality enhancement and curriculum development. The ultimate responsibility for academic standards in each partner institution rests with the representative of that partner institution on the Programme Board.

8. Dissemination

The partners commit to the transparency of all processes that impact on the students, e.g., admissions, progress, results, etc.). The information will be transmitted both internally, on the virtual/smart campus, and externally through the EU-CONEXUS website. For the internal dissemination of the programme important sources of information include EU-CONEXUS manuals such as ECTS course catalogue, assessment guidelines, capstone/thesis guidelines. For the external dissemination of the programme important sources of information include the EU-CONEXUS website, partners' websites, social media platforms such as Facebook and LinkedIn, and relevant national and international information and registration platforms.

9. Liability

Each partner will be solely liable for any loss incurred by, or damage or injury to, third partners, resulting from its own actions in the execution of this agreement. Each partner shall be fully responsible for the performance of any part of its share of the agreement and for the requirements of insurance and social security for its personnel, involved herein. With respect to any injury to any person or any damage to any property of any person occurring at any establishment of the partner or arising out of the execution of this agreement, the partner at whose establishment the injury or damage occurs shall be solely responsible for the payment of compensation to such extent as this partner shall be under a legal liability in respect of such injury or damage. This article shall not apply with respect to any such injury or damage, the



causing of which is attributable to any act of an agent of the partner committed with the intention of causing harm to any person or property with reckless disregard for the consequences of his/her act.

(Further details on liability relating to UCV are available in Annex 10)

10. Applicable Law and Competent Court

All partner institutions are subject to the rules and regulations established by this agreement regarding both their responsibilities towards students and other parties to this agreement. For the duration of the agreement this cooperation agreement establishes a 120 ECTS Joint Master Programme, i.e., Level 7 of the European Qualifications Framework. The partner institutions are subject to national legislative requirements and agree that they shall provide all necessary assistance as may be reasonable requested by any partner institution to enable compliance with such obligations.

11. Severability

Should any article of this agreement become invalid or unenforceable, it shall not affect the validity of the remaining articles of this agreement. In such a case, partners are entitled to request that a valid article be negotiated that fulfils the purpose of the original article.

12. Termination Conditions and Procedures

Partners to this agreement are entitled to terminate their commitment to this agreement through a phased withdrawal by giving at least 12 months' notice in writing to the Programme Board prior to 31st of August of any given year during the applicability of this agreement. If any party to this agreement does not fulfil their obligations and requirements as outlined in the agreement, they may be required to terminate their commitment. In the event of a partner institution withdrawing from the consortium the coordinating partner will manage the phased withdrawal, ensuring the optimal conditions for the effective continuation of students' studies. Any partner institution wishing to terminate its commitment shall agree on a phased withdrawal plan during which its legal obligations to students must be assessed. Should the partner institution be unable to honour its commitment to their students during the course of its withdrawal, arrangements shall be made to transfer those obligations to another partner institution which may involve the transfer of funds between the parties involved.

13. Conditions and Procedure for Amending the Agreement

No alteration or addition to this agreement is valid unless agreed in writing and properly executed by all parties. Any request or communication in connection with



this agreement shall be in writing to the Programme Board. Subject to the approval of the partner institutions the study and examination regulations, student handbook, and other course documentation can be revised without requiring a renewal of this cooperation agreement.

14. Force Majeure

None of the Partners to this Agreement shall be responsible to another Partner for any delay in performance or non-performance due to Force Majeure (which for the purpose of this Agreement, means any cause preventing any Partner from performing any or all of its obligations which arise from or are attributable to the acts, events, omissions or accidents beyond the reasonable control of the Partner so prevented, including without limitation, any strike, lock-out or other form of industrial action, war, riot, civil commotion, terrorism, malicious damage, compliance with law or governmental order, rule, regulation or direction, accident, breakdown of plant or machinery, fire, flood, storm or other natural disasters.)

The affected Partner shall promptly inform the other Partners stating that such a cause has delayed or prevented its performance and thereafter the affected Partner shall take all action within its power to comply with the terms of the Agreement as promptly as possible. Should the Force Majeure prevail for a continuous period in excess of one month, the Partners shall enter into discussion with a view to alleviating its effects or to agreeing upon such alternative arrangements as may be fair and reasonable. Throughout the duration of the Force Majeure event(s), the affected Partner shall use reasonable efforts to reduce the effects thereof.

15. Dispute Resolution

In the event of any dispute between partners regarding this Agreement, the details of the circumstances of the dispute shall be communicated in writing by the Partner to the Programme Board alleging the same to the other Partner/Partners. In the event of any dispute between the Partners regarding this Agreement, the Partners agree to attempt to reach an amicable settlement in good faith, which should be facilitated by the Programme Board. In the event that such an attempt is unsuccessful (or, in the case of multiple claimants and/or respondents, the multiple claimants, jointly, and/or the multiple respondents, jointly) shall each nominate one panel member. The nominated members shall appoint a third panel member, who shall also serve as the chairperson of the Dispute Resolution panel. This panel shall set its own rules of procedure and adjudicate the matter. The decision of the panel shall be final and upon it being communicated to the Partners, they shall abide by it, forthwith as far as legally possible.



Signatures

A signature to this Cooperation Agreement may be provided electronically and such signatures shall have the same authority, effect and enforceability as an original signature.

Authorised to sign on behalf of **Coordinating Institution** By (signature):

Name:

Position:

Date:

Authorised to sign on behalf of **Cooperating Institution** By (signature):

Name:

Position:

Date:



Annexes

Annex 1 – Glossary of Roles

Annex 2 – Admissions Procedures and Timeline

Annex 3 – ECTS Course Catalogue

Annex 4 – Student Agreement

Annex 5 – Academic Calendar

Annex 6 – Assessment Guidelines

Annex 7 – Master Thesis Guidelines

Annex 8 – EU-CONEXUS Quality Assurance Guidelines

Annex 9 – Programme Budget



Annex 1 – Glossary of Roles

Programme Coordinator University - manages the administrative, legal and financial matters of the Consortium of Universities and the Joint Master in Leadership for Sustainable Urban and Coastal Development course.

Programme Board - comprised of one academic member from each participating university voting on behalf of his/her institution, one administrative member for each institution responsible for the administrative issues, and two students.

EU-CONEXUS Master Officer - appointed by the Programme Coordinator University and charged with performing administrative functions required for the implementation of the programme.

Academic Coordinator - responsible for academic issues and chair of the Programme Board.

Academic Lead - members of the Programme Board from each partner university who act as 'local' academic coordinators.

Mobility Lead - an initial point of contact and source of guidance for any queries and concerns at each physical host university.



Annex 2 – Admissions Procedures and Timeline

1. General Provisions

The student admission includes the procedures and rules for application, selection, enrolment and registration of the students in the Joint Master programme in Leadership for Sustainable Urban and Coastal Development (JMPLS)

The Partners agree to apply a joint application, selection, enrolment and registration procedures for JMPLS students.

This Students admission procedure is approved by the EU-CONEXUS Academic Council.

The procedure can be reviewed on recommendation of the Selection Committee or Programme Board. The EU-CONEXUS Academic Council shall approve any new admission procedures and requirements until 15 November for the next intake, based on the Programme Board proposal.

The Programme Coordinator University is responsible for publishing application, selection, enrolment and registration procedures for the next intake on the EU-CONEXUS website until 30th November.

The application, selection, enrolment and registration dates for every intake shall be proposed by the Programme Board and approved by the EU-CONEXUS Academic Council not later than 15th November for the next intake indicating the dates for the following processes:

- Publishing of application, selection and admission procedure for the next intake;
- Call for application;
- Eligibility and assessment of applications;
- Interviews period;
- Pre-nomination and final list of nominated and pending students' confirmation
- Publishing the list of nominated students;
- Sending the admission offers. 1 round;
- Signing the Student agreement. 1 round;
- Revision of accepted/refused admission offers and invitation of students from the pending list. 2 round
- Signing the Student agreement. 2 round;
- Registration of students;
- Start of classes.

The dates may be influenced by timelines of the external scholarships (e.g., Erasmus Mundus).



2. Admission Requirements

The programme is open to holders of bachelor honours degrees in Science, Engineering, Social Sciences, Law, Business, Humanities and Arts. The minimum eligibility requirements to study the joint master programme are:

- University Bachelors' degree minimum 180 ECTS or equivalent, EFQ level 6
- English language proficiency; at least CERF B2/IELTS 6.5 or equivalent
- Positive results of the interview within the selection process

The partners will apply a joint application, selection, enrolment and registration procedure for students in order to assure the involvement of all partners in the admission process, and to apply transparent and consistent criteria for all applicants. The Partners agree to aim at selecting the best students in the JMPLS. The Consortium will select the students by assessing the applications in order to evaluate the eligibility criteria in three selection rounds: (1) eligibility evaluation, (2) assessment of applications and (3) interview.

3. Application

An applicant to the Joint Master programme in Leadership for Sustainable Urban and Coastal Development shall fill in the application form (which shall indicate their stream preference) and upload the following scanned documents through the EU-CONEXUS website:

- Diploma of Bachelor degree, or equivalent.
- Diploma Supplement or Transcript of records, showing full details of courses studied and grades/marks obtained
- Certificate of proof of English language proficiency (at least CEFR B2, IELTS 6.5 or equivalent) if English is not a native language or language of previous Bachelor or Master studies
- CV
- Copy of the photo page of passport or ID (for EU citizens only)

Where required for certain partner universities transcripts will need to be translated and notarised.

All documents, if not in English or bilingual, when English is one of the languages, shall be duly translated and notary verified. The diploma shall be apostilled or legalised by any embassy of the consortium.

The qualifications must give access to university postgraduate programmes and be recognised by the NARICs (National Academic Recognition Information Centres) of consortium countries.

Applications shall be submitted until the end of Call for applications. If any of the required documents are missing, the application will not be considered.



An applicant who is completing the final year of his/her first degree or who has yet to provide the required evidence of proficiency in English will be considered for entry to the JMPLS but will not receive an unconditional offer of a place in the programme until his/her final degree and/or English language test results are received. In such cases the applicant may be offered a conditional admission on finishing Bachelor's degree at the required grade and/or obtaining the required English language test results. This documentation must be submitted to the EU-CONEXUS Master Officer.

EU-CONEXUS Master Officer is responsible to communicate and consult potential applicants and assist them in the application procedure. After the applications are submitted, the EMO prepares the applicants lists and their documentation to the Selection Committee.

4. Selection

The selection process, performed by the Selection Committee, consists of three steps to ensure the involvement of every Partner institution in the selection of potential students. These steps include the assessment of applications in a gradual flow of choosing the best applicants.

The selection is based on criteria guaranteeing a fair evaluation of the applications and does not give priority to any applicant depending on his/her nationality, race, religion or gender.

Eligibility Evaluation:

The submitted applications shall be thoroughly reviewed:

- 1) first the formal aspects to be checked (required documents, documents in English, etc.),
- 2) and then the eligibility requirements to be reviewed.

The relevance of the Bachelor's degree (or equivalent) of the applicant in respect to the access to the second cycle studies and the JMPLS programme will be assessed:

- The degree issuing higher education institution must be an accredited institution in the country where the studies are conducted/registration of HEI and to have a right to issue the degree which is submitted.
- The programme must be accredited for the period when the applicant has studied there.
- The qualification must provide access to Master's studies.
- The qualification must be recognised by the NARICs (National Academic Recognition Information Centres) of the Partners.



- The qualification (or together with additional formal and non-formal qualifications) shall meet specific requirements to study JMPLS.

In case of doubt regarding the quality of the issuing institution, external advisors will be consulted, in order to establish the status and quality of the institution concerned.

The recognition of the learning outcomes gained through non-formal and informal learning may be used for (1) admission purposes (under the responsibility of the Selection Committee), (2) recognition and transfer of (part of) credits in the JMPLS (under the responsibility of the course coordinating Partner in collaboration with the Programme Committee).

If applications are found to be incomplete and/or non-eligible, the applicants will be informed about this per email.

Assessment of Applications:

Eligible applications are then evaluated and ranked by the Selection Committee according to the following selection criteria:

Selection criteria – previous study programme (if it fits the requirements, grade (GPA -grade point average) of Bachelor or equivalent study. Selection will be based on:

1. Academic achievement demonstrated by transcripts (20%)
2. Interview to determine suitability for the programme (80%)

Consideration will also be given to ensuring that each partner has a notional number of places for students.

The applicants will be informed about the ranking by the EMO.

Interview:

The applicants will be interviewed to evaluate their skills by the Selection Committee. Within the interview, the skills of the applicants in the fields of sustainability are assessed according to the following criteria:

Groups of Questions:	Questions/Topics:
Sustainability knowledge and current affairs – foundational knowledge of sustainability principles and awareness of industry trends	<ul style="list-style-type: none"> • Can you describe the three pillars of sustainability? • What is the Greenhouse effect and is it all bad? • Can you explain the concept of a Carbon footprint?



	<ul style="list-style-type: none"> • What do you believe is the most pressing environmental concern currently? • What are the key challenges facing the field of sustainability today?
Academic and professional background – previous experience	<ul style="list-style-type: none"> • How has your undergraduate studies prepared you for this programme? • Tell us about a research project or professional experience you are most proud of? • What is the relevance of your degree to this field of study? • What skills, e.g., analytical, research, communication, do you bring to this programme?
Motivation and personal passion – genuine commitment to the field Career goals and future vision -	<ul style="list-style-type: none"> • What inspired you to pursue a career in sustainability? • What does sustainability mean to you personally? • How do you incorporate it into your everyday life? • What do you envision for the future of sustainability in your industry? • Where do you see yourself in five years?

To successfully pass the interview as part of the selection procedure, students must achieve a positive result in at least two out of the three groups of questions. A common numerical scale will be used to evaluate the candidates' responses.

Score	Definition	Evaluation Examples
1	Poor/Significant Gap – fails to answer or provides no relevant examples	Lacked relevant experience, preparation or interest. Gave incomplete answers to most questions. Would require much support.
2	Fair/Below Requirements – includes some points but largely incomplete or irrelevant	Could not provide concrete examples or misunderstood prompts. Responses were inconsistent or off-topic.
3	Good/Meets Requirements – satisfactory response covering key points but lacks depth	Some answers were vague, inconsistent or lacked concrete examples. Showed potential in providing tangible examples in some areas.
4	Very Good/Exceeds – strong response covering most points with relevant examples	Answers were clear and relevant, though slightly less detailed than desired. Provided reasonable examples for most questions. Showed enthusiasm.
5	Excellent/Far Exceeds – well-argued answer with excellent examples	Answers were confident, thoughtful and well-structured. Demonstrated strong self-awareness. Actively



	engaged in the conversation. Gave specific, relevant examples for nearly every (if not all) questions.
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The Selection Committee decides whether the applicant is nominated for the programme. There should be a shared understanding and agreement on the profile of students accepted into the programme. In case, that one member of the Selection Committee is not willing to admit an applicant; the (non)acceptance will be decided by a simple majority of SC members.

(There are 14 questions in total, each is marked out of 5.71, 80 marks in total).

5. Final Nomination List

The final ranking will be based on the selection criteria evaluation and interview evaluation. In case of high competition, the priority will be given to the applicants based on their indicated priorities for the stream (indicated on their application form) to ensure the homogenous distribution of students among the streams.

The Selection Committee approves the pre-nomination list and submits to the Programme Board for the final approval.

The list of nominated students and pending applicants is announced on the EU-CONEXUS website and all applicants are informed by the EU-CONEXUS Master Officer by the email within the admission timeline.

If the nominated student is still due to present his/her final documents, the conditional offer is issued until the pending documents are received.

If a nominated student withdraws his/her application or refuses the offer to study JMPLS, the next person from the pending students list moves up to take the study place.

6. Enrolment and Registration

The EU-CONEXUS Master Officer is in charge of communication with successful applicants. The EMO has to send the following documents to the invited students:

- (Conditional) acceptance letter and notification of tuition fees.
- Individualised explanatory letter, where the nominated student will be informed about the next steps to take, what documents to present, how to obtain a health insurance, and, how and where to apply for visa, if needed.
- Student agreement.

When the nominated applicant returns the signed Student agreement, it is considered the student accepted the invitation to study.

As a next step, EMO sends out:



- Tuition fees invoice;
- Student Handbook (with travelling, migration procedures, accommodation, health insurance, academic regulation information, etc.) and contacts;
- Connection to social media networks;
- Information about the Welcome Week.

Any other documents, requested by the student for personal reasons (for scholarship, bank loan, visa application, military service, etc.) shall be provided by EMO.

The student who signed the Student agreement and paid the tuition fees (or the latter were paid by third parties) is registered as a full-time student of the Joint Master programme in Leadership for Sustainable Urban and Coastal Development at all nine universities of the Consortium for the whole period of the studies.

Programme Board members at each Partner are in charge to provide all required information to the institutional administrative departments to finalise these procedures.

When the student arrives at the first university (SETU) of the JMPLS, he/she shall present original Bachelor (or equivalent) diploma, diploma supplement or transcript of records and notary verified copies. The copies are stored at the Programme Coordinator University, and the copies of all students' documents to be sent to Partners. The Partners store student data according to the respective rules of each institution.

7. Appeals

The Selection Committee and Programme Board guarantee an absence of any conflict of interest as well as transparency and equal treatment for all applicants. In case of any objection in any stage of the application, selection and admission process, the applicant may file his/her appeal to the Academic Coordinator at the Programme Coordinator University.

The appeal shall be dealt by the Programme Committee within 5 working days, or if the complaint requires more time to verify the facts and/or documents, to notify the person about possible time to answer.



8. Admissions Timeline

Procedure	Timeline	Responsible
Publishing of application, selection and admission procedure for intake of 202X	December 202X	Programme Coordinating University
NB The procedure won't be available for public view until the accreditation of the JMPLS		
Call for application	tbc post accreditation (December-April)	Applications should be submitted online
Confirmation of the selection committee	tbc post accreditation	Programme Board
Eligibility and assessments of applications	May 202X	Selection Committee
Interviews	May 202X	Selection Committee
Pre-nomination and final list of nominated and pending students' confirmation	May 202X	Programme Board
Publishing the list of nominated students	June 202X	Programme Board
Sending the admission offers – 1 st round	June 202X	EU-CONEXUS Master Office
Signing the student agreement – 1 st round	June 202X	Programme Coordinating University
Revision of accepted/refused admission offers and invitation of students from the pending list. 2nd round.	June 202X	Programme Board
Signing the student agreement - 2 round	June 202X	Programme Coordinating University
Registration of students	September 202X	EU-CONEXUS Master Office/Registrar Offices
Start of classes	September 202X	SETU, Ireland

Further detail to be added post accreditation.



EU CONEXUS
European University for Smart
Urban Coastal Sustainability



**Co-funded by
the European Union**

Annex 3 – ECTS Course Catalogue

Introduction

The Joint Master Programme in Leadership for Sustainable Urban and Coastal Development is designed to accommodate students from varied academic backgrounds including science, social sciences, engineering, law, business, arts and humanities. The programme aims to equip students with a comprehensive, interdisciplinary perspective on sustainability, preparing them to create innovative solutions and lead teams across diverse sectors such as renewable energy, sustainable urban and coastal development, manufacturing and production. As a Joint Master Programme in a thematic area of the EU-CONEXUS Alliance, this programme is built from the strengths of all partners. It is designed to ensure that students get essential training in key subjects related to sustainability, have the opportunity to thematically specialise, and can tailor their study programme to their aspirations via research and project work. This programme offers a range of mobility opportunities while ensuring integration as a cohort.

The programme has a duration of two years which is equivalent to four semesters. Students earn a total of 120 ECTS. These credits are implemented in line with the ECTS Users' Guide (European Commission, Directorate-General for Education, Youth, Sport and Culture, ECTS Users' Guide 2015) to ensure that ECTS are explicitly linked with both learning outcomes and student workload and in order to include the attainment of learning outcomes in assessment procedures.

The programme learning objectives are:

Comprehensive Expertise

- To apply advanced technological knowledge to contribute to resilient sustainable urban planning and design for coastal areas.

Sustainable Leadership

- To cultivate leaders with the ability to critically assess the interplay between economic growth and environmental and social sustainability, applying ethical judgment and systems thinking and driving organisational change for sustainability in urban and coastal areas.

Global Impact and Continuous Improvement

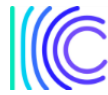
- To equip graduates with international perspectives, specialised skills in sustainability, and a commitment to continuous improvement, aligning with global goals and addressing emerging challenges.

Specialised Focus and Global Impact

- To specialise in designing resilient coastal infrastructures and enhancing climate change preparedness.
- To contribute to global goals addressing issues such as clean water, affordable energy, and sustainable cities.

Programme content

Title of the programme	Leadership for Sustainable Urban and Coastal Development
Official length of the programme:	120 ECTS, 2-year studies
Mode of study:	Full time
Qualification degree:	Master's Degree in XXXX (or equivalent according to the national qualification of participating universities/countries)
Type of diploma:	Joint Diploma and French Diploma
Field of study (ISCED):	9999 (Interdisciplinary)
Streams:	<ul style="list-style-type: none"> – Sustainable Agri-Food Systems – Climate-Responsive and Green Urban Infrastructure – Sustainable Urban Coastal Communities – Coastal Ecosystem Services
Language of studies:	English
Partner universities:	<ul style="list-style-type: none"> • South East Technological University (SETU) – coordinating partner • Université de La Rochelle (LRUniv) – accrediting partner • Universidad Católica de Valencia 'San Vicente Martir' (<i>in English</i> Catholic University of Valencia) (UCV) – accrediting partner • Universität Rostock (<i>in English</i> the University of Rostock) (UROS) – accrediting partner



	<ul style="list-style-type: none"> • Sveučilište u Zadru (<i>in English</i> University of Zadar) (UNIZD) – accrediting partner • Klaipėdos Universitetas (<i>in English</i> Klaipeda University) (KU) – accrediting partner • Universitatea Tehnica de Constructii Bucuresti (<i>in English</i> Technical University of Civil Engineering Bucharest) (UTCB) – accrediting partner • Geoniko Panepistimion Athinon (<i>in English</i> Agricultural University Athens) (AUA) – accrediting partner
Associated partner universities:	Frederick University (FredU)
Access to:	Third cycle (doctoral) studies and/or labour market

The diagram below shows the modules and mobility pathway within this programme. All students commence their studies at SETU, move to LrUniv for semester 2. Then for year 2, students will travel to the host university which are hosting their chosen stream, this could be AUA for stream 1, UTCB for stream 2, UniZD for stream 3 or UCV for stream 4. The final semester location will be one of the partner universities and will depend on the choice of Master thesis chosen by the student and which university are hosting this thesis.



The 120 ECTS Joint Master Programme consists of:

- **Mandatory modules** (60 ECTS) are taught in the first academic year of the programme in the areas of:
 1. Sustainability, Literacy and Systems Thinking
 2. Green Entrepreneurship and Social Innovation
 3. Circular Economy, Bioeconomy and Sustainable Finance
 4. Sustainable Leadership for Innovative transformative Change in Urban and Coastal Regions
 5. Statistics, AI and Big Data Analysis
 6. Ethics, Regulation and Social Sustainability
- **Modules** of the chosen stream (30 ECTS)
 1. Sustainable Agri-Food Systems
 2. Climate Responsive Urban Infrastructure
 3. Sustainable Urban Coastal Communities
 4. Coastal Ecosystem Services
- **Master Thesis** (30 ECTS)

Elective modules represent 25% of the programme ECTS.

The study organisation/Mobility scheme:

Semester:	Host University:
1st Semester	South East Technological University, Ireland



2nd Semester	Université de La Rochelle, France
3rd Semester	Agricultural University Athens, Greece Technical University of Civil Engineering, Romania University of Zadar, Croatia Catholic University of Valencia, Spain
4th Semester	The Master Thesis is carried out by the student with the choice to be based in a partner university, associate partner university or other higher education and/or research institution according to the Master thesis topic. Within this Joint Master Programme there are three options for the Master thesis project; an individual dissertation or research-based project, an individual applied project addressing a challenge identified within the Joint Master's Programme, and a team-based applied project which involves a written paper and a group presentation.

Programme Learning Outcomes

The programme learning outcomes align with the corresponding level in the framework for Qualifications in the European Higher Education Area (FQ-EHEA).

Knowledge:

Within the programme, students will obtain highly specialised knowledge as the basis for original thinking and/or research to able to:

K1. Critically evaluate complex coastal sustainability challenges using systems thinking, integrating ecological, social, and economic perspectives to propose innovative and actionable solutions.

K2. Integrate knowledge from transdisciplinary fields to develop forward-thinking research and evidence-based solutions.

K3. Critically evaluate the theoretical and practical potential benefits, drawbacks, and trade-offs of various sustainability solutions from an interdisciplinary perspective.

Skills:

Students will acquire specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields to be able to:

S1. Design and lead multidisciplinary and transversal working groups to foster ethical, inclusive and socially aware initiatives for sustainable urban and coastal development.

S2. Propose and implement measure to facilitate transnational and cross-border development of innovation and research projects in smart urban coastal sustainability.

S3. Critically assess and interpret local, national and European regulations and standards related to climate adaptation and formulate strategic recommendations for policy-compliant project implementation.

S4. Collaborate effectively across communities, environmental sectors, technological domains and institutional frameworks to ensure the integrated implementation of sustainable development activities and measures.

Responsibility and Autonomy:

Upon successful completion of the programme students will able to:

R1. Convincingly communicate scientific results to an audience of peers and non-peers by means of highly organised, coherent and cohesive both written and oral discourses to contribute to the advancement of the field and to influence public policy decisions.

R2. Design and lead data-informed monitoring and evaluation frameworks to assess the performance and impact of proposed/applied measures and existing policies.

R3. Critically reflect on their own professional practice and contribute to institutional, regional or European strategies for sustainable development.

Achievement and Assessment of Learning Outcomes:

The primary objective in determining learning outcomes is to articulate the knowledge, skills and competencies that students acquire through the Joint Master Programme in Leadership for Sustainable Urban and Coastal Development and to provide information for students and other interested parties about the specific profile developed through the programme.

The Joint Master Programme is structured to encompass:

1. The expected learning outcomes that are achieved by fulfilling individual study obligations in the entire study programme, along with the expected number of hours required for each study obligation to ensure the achievement of the intended learning outcomes.
2. Each study obligation is assigned an assigned number of ECTS based on the average total amount of work that the students need to invest in order to achieve the expected learning outcomes.

The allocation of ECTS is linked to the evaluation of students' work which includes attending modules, taking periodic tests, and undertaking written, oral or other forms of exams (clearly described in assessments for each module and defined in this section). The study programme implements stringent quality monitoring procedures to guarantee the acquisition of relevant knowledge, skills and competencies. Class attendance and the satisfactory completion of all student responsibilities will be verified.

3. The method of conducting classes and the assessment of the acquired learning outcomes for each module obligation.

The learning outcomes of individual modules contribute to achieving the learning outcomes of the programme. The modules are structured in such a way to ensure that students achieve certain learning outcomes through a combination of lectures, seminars, exercises, and hands-on-activities. Throughout the programme students will participate in a range of formative assessments designed to provide ongoing feedback. This allows for the identification of individual strengths and areas needing improvement, providing a nurturing and supportive educational environment.

Detailed assessment criteria and specific requirements for each module are outlined and distributed to students in advance, within syllabi for each module. This allows students to manage their study efforts effectively and creates an environment that fosters academic success by employing clearly defined and structured assessment methods.

The final set of assignments is decided by the coordinators of each module/stream and may include: written exams, oral exams, oral/poster presentations, practical exams, portfolios/e-portfolios, peer assessments, written reports, academic papers, reviews, project work, group work, online quizzes, research, master thesis.



Programme syllabi				
Module	Language	Year	Semester	ECTS
Sustainability, Literacy and Systems Thinking	English	1	Autumn	10
Green Entrepreneurship and Social Innovation	English	1	Autumn	10
Circular Economy, Bioeconomy and Sustainable Finance	English	1	Autumn	10
Sustainable Leadership for Innovative Transformative Change in Urban and Coastal Regions	English	1	Spring	10
Statistics, AI and Big Data Analysis	English	1	Spring	10
Ethics, Regulations and Social Sustainability	English	1	Spring	10
Elective modules				
Stream 1. Sustainable Agri-Food Systems				
Agri-Forestry Systems and	English	2	Autumn	10



Conservation Genetics				
Integrated Soil Health and Water Resources Management	English	2	Autumn	10
Sustainable Livestock and Aquaculture Management	English	2	Autumn	5
Sustainable and Resilient Agri-Food Supply Chain	English	2	Autumn	5
Stream 2. Climate Responsive Urban Infrastructure				
Green Cities and Coastal Challenges	English	2	Autumn	10
Renewable Energy and Storage	English	2	Autumn	10
Green Infrastructure	English	2	Autumn	5
Engineering Green Cities	English	2	Autumn	5
Stream 3. Sustainable Urban Coastal Communities				
Global inequalities in Sustainable Development	English	2	Autumn	10
Environmental Management and Community Engagement	English	2	Autumn	10
Sociology of Population Migration and Climate	English	2	Autumn	5

Community Health and Wellbeing	English	2	Autumn	5
Stream 4. Coastal Ecosystem Services				
Coastal Marine Environment	English	2	Autumn	10
Ecosystem Services of Coastal Areas	English	2	Autumn	10
Challenges of Marine Environment under Climate Change Scenario	English	2	Autumn	5
Coastal Resilience and Tourism	English	2	Autumn	5
Master Thesis				
Master Thesis	English	2	Spring	30

Streams

The students can choose a specialisation from four streams they would like to deepen their knowledge in during the 3rd semester:

- Sustainable Agri-Food Systems
- Climate-Responsive and Green Urban Infrastructure
- Sustainable Urban Coastal Communities
- Coastal Ecosystem Services

The students who choose the specialisation of **Sustainable Agri-Food Systems** will focus on understanding, managing, and transforming agricultural and food production systems through integrated ecological, technological, and socio-economic approaches. They will develop expertise in agri-forestry systems, conservation genetics, soil health, and water resource management, while addressing challenges related to climate change, biodiversity loss, and food security. Students will gain skills in sustainable livestock and aquaculture management, as well as in designing resilient

and efficient agri-food supply chains. They will be able to develop evidence-based solutions that enhance productivity while minimising environmental impacts. The students will be able to engage in multi-level governance processes and effectively communicate sustainability challenges and strategies to diverse stakeholders, supporting public authorities, private sector actors, and international organisations in advancing sustainable and resilient agri-food systems upskilling his/her knowledge on agriculture/horticulture and food production areas.

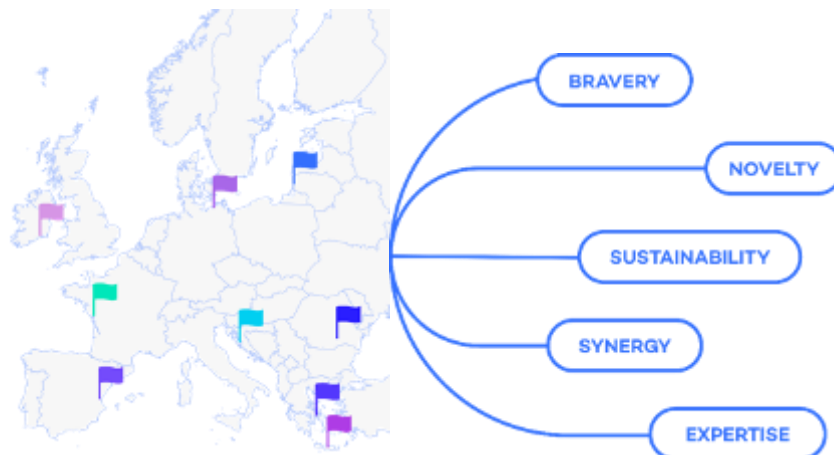
The students who choose the specialisation of **Climate Responsive Urban Infrastructure** will focus on planning, designing, and managing urban systems that respond effectively to climate change challenges through integrated engineering, environmental, and spatial approaches. They will develop expertise in green cities and coastal challenges, renewable energy and storage solutions, and the design and implementation of green infrastructure. Students will gain the skills to apply engineering principles to create sustainable, low-carbon, and climate-resilient urban environments, addressing issues such as urban heat, flooding, and energy efficiency. They will be able to design evidence-based solutions that enhance urban resilience and liveability while supporting ecosystem services. The students will be able to engage in multi-level governance processes and effectively communicate urban sustainability challenges and strategies to diverse stakeholders, supporting public authorities, private sector actors, and international organisations in advancing climate-responsive urban development

The students who choose the specialisation of **Sustainable Urban Coastal Communities** will focus on fostering socially inclusive, equitable, and resilient coastal urban environments through integrated social, environmental, and governance approaches. They will develop expertise in global inequalities in sustainable development, environmental management, and community engagement, while critically examining the social dimensions of climate change, including population migration and vulnerability. Students will gain skills in promoting community health and wellbeing, with particular attention to the needs of diverse and at-risk populations in coastal areas. They will be able to design evidence-based, people-centred solutions that strengthen social resilience, enhance quality of life, and support inclusive development pathways. The students will be able to engage in multi-level governance processes and effectively communicate social and environmental challenges and strategies to diverse stakeholders, supporting public authorities, civil society organisations, and international institutions in advancing sustainable and resilient urban coastal communities.

The students who choose the specialisation of **Coastal Ecosystem Services** will focus on understanding, assessing, and managing coastal and marine ecosystems through integrated ecological, socio-economic, and spatial planning approaches. They will develop expertise in evaluating ecosystem services, addressing climate change impacts, and promoting sustainable and resilient coastal tourism, while designing evidence-based solutions for sustainable coastal management. The students will be able to engage in multi-level governance processes and effectively communicate environmental challenges and strategies to diverse stakeholders, supporting public authorities, private companies, and international organisations in advancing sustainable coastal development.



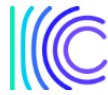
Module Descriptions



Mandatory modules

Module 1: Sustainability Literacy and Systems Thinking

	Language	Year	Semester	ECTS
	English	1	Autumn	10
Type:	Mandatory			
Cycle:	First			
Synopsis:	<p>This module will provide the learner with the fundamentals of sustainability and the facts behind climate change. It will empower the learner to embrace sustainability values and complexity and to be able to act and lead others towards a more sustainable future. Finally, it will provide them with many of the sustainability competencies required towards solving a range of sustainability challenges.</p>			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Critically analyse the concepts and conflicts of sustainability and sustainable development under the pillars of environmental, social and economic sustainability 2. Evaluate the key challenges of sustainability, underlying causes, the need for change and mitigation from a systems perspective 3. Apply systems thinking in a local, regional and/or global context 4. Act as change agents through engaging society and industry in acting for sustainability 5. Effectively share sustainability justice concepts and their implications to diverse audiences, including policymakers, communities, and interdisciplinary academic fields. 6. Evaluate and propose amendments to environmental legislation and reporting regulations for corporations and their civil engagement 			
Mode:	face-to-face			
Content:	<ul style="list-style-type: none"> • Introduction to sustainability, SDGs, history of environmental concern and sustainability. Ethics of sustainability • Defining key concepts and sustainability challenges, GreenComp Framework, systems thinking in sustainability • Global Environmental Issues – overconsumption and population growth • Introduction to Climate Science and Climate in the Past • The Carbon Cycle and Atmosphere Ocean Exchange • The Smoking Gun – GHGs and the climate of the Future • Sustainability in Action: Coastal Biodiversity, Nature-Based Solutions, and Ecosystem Services for Managing Coastal Waste (2 weeks) • UN Documents, sustainability plans, strategy development, regulations • Legislation, laws and multilateral agreements • Green businesses and circular (bio)economy • Environmental and Climate Justice • Behaviour change and education • Futures thinking on sustainability 			

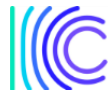


Learning and teaching:	<ul style="list-style-type: none">• Lectures (35 h)• Guest speaker (1 h)• Case studies and real-world problem analysis (3 h)• Interactive workshops (3 h)• Group discussions (6 h)• Flipped classroom (2 h)
Assessment:	<ul style="list-style-type: none">• Moderated Quizzes: 40% (LO 1,2)• Presentation: 20% (LO 6)• Mini research case study and media post: 20% (LO 4,5)• Mind map and discussion forum: 20% (LO 1,3)



Module 2: Green Entrepreneurship and Social Innovation

	Language	Year	Semester	ECTS
	English	1	Autumn	10
Type:	Mandatory			
Cycle:	First			
Synopsis:	<p>This module will equip innovators and entrepreneurs with the skills, knowledge, and mindset needed to integrate social innovation with green entrepreneurship. It will allow participants to explore how sustainability, social impact, and financial viability intersect, gaining practical tools to design and scale solutions that address global sustainability challenges and drive meaningful change, and enable learners to understand and analyse complex environmental, social, and economic systems, helping to identify leverage points for creating scalable and sustainable solutions. It will also enable learners to develop purpose-driven ventures or embed sustainability and social innovation into existing organisations, tackle systemic challenges by identifying opportunities for scalable, impactful solutions, and apply systems thinking to map interconnections and develop strategies that address root causes of sustainability challenges, and enable learners to use design thinking and prototyping to create and refine innovative green business models.</p>			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Critically analyse green entrepreneurship and social innovation principles, evaluating systemic challenges and identifying opportunities for scalable, transformative solutions to environmental and societal issues. 2. Develop strategies that integrate sustainability, ethical leadership, and social innovation, aligning environmental responsibility with organisational goals. 3. Apply advanced design thinking and creativity techniques to conceptualise and test innovative green business models for sustainable impact. 4. Evaluate frameworks for prototyping, piloting, and scaling innovations, identifying pathways to embed solutions into practices, policies, and markets. 5. Critically assess the role of networks, collaboration, and participatory approaches in driving systemic change and enabling a just transition. 6. Synthesise and present a green business prototype or social innovation plan, demonstrating integration of sustainability principles and entrepreneurial thinking. 			
Mode:	face-to-face			
Content:	<ul style="list-style-type: none"> • Sustainability, Green Enterprise and Green Innovation • Introduction to Artificial Intelligence • Exploring the Entrepreneurial Mindset Profile • Sustainable Entrepreneurship • Sustainable Entrepreneurship and AI in Green & Sustainable Entrepreneurship • Sustainable Business Innovation • Sustainable Business Innovation in Practice • Commercialising Sustainable Business Opportunities 			



	<ul style="list-style-type: none">• Building a Sustainable Business/Green Innovation Strategy – Questions and Future Steps• Leading Sustainability/Green Innovation Projects• Foundations and Principles of Social Innovation• Social Business Models• Social Innovation and Human Centred Design• Social Business Model Development• Stakeholder Engagement and Human Centred Design
Learning and teaching:	<ul style="list-style-type: none">• Lectures (35 h)• Online materials (2 h)• Group discussion (3 h)• Workshops and simulations (10 h)
Assessment:	<ul style="list-style-type: none">• Student Reflection Portfolio: 20% (LO1-6)• Quiz: 10% (LO 1,2)• Case Study Analysis: 30% (LO1,2,5,6)• Final Exam: 40% (LO 3,4)

Module 3: Circular Economy, Bioeconomy & Sustainable Finance

	Language	Year	Semester	ECTS
	English	1	Autumn	10
Type:	Mandatory			
Cycle:	First			
Synopsis:	<p>This module will equip learners with the skills, knowledge, and mindset needed to integrate circular bioeconomy into broader sustainability efforts, exploring the concept of circular bioeconomy to transition from linear, resource-intensive systems to regenerative, circular models in biological processes. It will introduce learners to the core principles of circular economy, bioeconomy, emphasising the use of renewable biological resources to produce food, materials, and energy, while promoting closed-loop systems that minimise waste, and enable learners to explore nature-based solutions—strategies that influence ecosystems and natural processes to address food security and sustainability targets, biodiversity loss and climate change.</p> <p>This module will educate the learner on sources, types and volumes of waste, current waste management practices, and waste prevention and reduction strategies, and review the concept of circularity and its purpose and the mechanisms and strategies being adopted at present to promote the concept of the circular bioeconomy. Finally, this module will educate students on how to design and evaluate circular systems that align with environmental, economic, and social sustainability, covering specific technical areas such as the bioeconomy, circular economy, challenges of circular systems, policy with respect to circularity and the bioeconomy, waste management, prevention, and reduction strategies.</p> <p>The second half of this module on sustainable finance will equip learners with the knowledge and analytical skills required to integrate sustainability considerations into financial decision-making by examining the relationship between the financial system and sustainable development and clarifying key concepts such as ESG, Socially Responsible Investment, and impact investing. It will present the European regulatory framework for sustainable finance, including the Sustainable Finance Action Plan, the EU Taxonomy, and the CSRD, highlighting their implications for transparency, reporting, and capital allocation. Learners will explore the role of financial markets and a range of traditional and sustainable instruments in supporting environmental and social objectives, while applying SRI strategies, impact measurement approaches, and ESG integration techniques to portfolio construction and evaluation. Ultimately, the module will enable participants to design responsible investment policies and asset management practices that align regulatory compliance with measurable sustainability outcomes.</p>			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Analyse the concept of circular economy and illustrate its application to the operation of agri-food systems. 2. Select and interpret relevant research findings and innovations relating to food waste management, prevention and reduction strategies and assess their effectiveness. 3. Appraise the mechanisms and strategies being adopted to promote circular bioeconomy and investigate the challenges of circular agri-food systems. 			



	<ol style="list-style-type: none"> 4. Analyse the role of the financial system in advancing sustainable development, including its contribution to the achievement of the SDGs and the implications of ESG-related risks and opportunities. 5. Differentiate and critically evaluate the principal approaches to sustainable finance, including ESG, Socially Responsible Investment and impact investing 6. Design and implement responsible investment policies for organisations or investment funds by integrating ESG criteria into asset analysis and selection processes.
<p>Mode:</p>	<p>face-to-face</p>
<p>Content:</p>	<ul style="list-style-type: none"> • Circular economy – concept of circular thinking, circular economy in action at local and community level • Agri-food systems – definition and elements the system, current status and challenges • Introduction to circular bioeconomy concept – importance and relevance in global agri-food systems • Food loss and waste – Food waste vs loss, avoidable and unavoidable waste, causes and impacts of food loss and waste, relevance to sustainability and food security • Waste management – waste hierarchy, innovative and technological solutions in waste reduction, consumer behaviour change, case studies and examples • Waste valorisation – circular strategies, composting, anaerobic digestion, biochar production, bio-based products, trends and challenges in bio-based industries • Policies and regulations around circularity and bioeconomy – International and European policies, environmental regulations and standards, incentives and funding for circular initiatives • Introduction to Sustainable Finance • Financial Markets and Instruments for Sustainability • Socially Responsible Investment • Impact Investing • Asset Management and Responsible Investment Policies
<p>Learning and teaching:</p>	<ul style="list-style-type: none"> • Lectures - 22 h • Case and project-based learning: 16 h • Seminar - 2 h • Field work - 5 h • Oral presentation - 5 h
<p>Assessment:</p>	<ul style="list-style-type: none"> • Written exam: 40% (LO 1,4,5) • Group project/Case Analysis (as outlined below): 30% – (LO2,3) • Oral presentation: 20% – (LO5,6) • Reflective Essay 10% - (LO1-6)



Module 4: Sustainability Leadership for Innovative Transformative Change in Urban and Coastal Regions

	Language	Year	Semester	ECTS
	English	1	Spring	10
Type:	Mandatory			
Cycle:	First			
Synopsis:	This module will introduce learners to social responsibility, sustainable leadership, corporate social responsibility and ethics management, and educate specialists who would take responsibility and leadership to actively manage processes and make important decisions in the field of sustainable development.			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate the theoretical and practical potential benefits, drawbacks, and trade-offs of various sustainability solutions from interdisciplinary perspective 2. Apply and critically assess innovative technology solutions to management demonstrating proficiency in utilising advanced technologies to enhance sustainability practices 3. Lead and manage diverse teams and stakeholders fostering inclusive and participatory approaches to promote and implement bottom-up sustainable initiatives in complex and dynamic environments. 4. Design sustainable solutions to ethical and social management issues collaboratively and inclusively along with multiple stakeholders involved. 5. Embrace and consequently formulate socially responsible strategic policies demonstrating a deep understanding of sustainability principles and the ability to integrate ethical considerations into strategic decision-making processes. 6. Exhibit advanced advocacy skills to influence public policy decisions that promote sustainable development in urban and coastal areas. 			
Mode:	face-to-face			
Content:	<ul style="list-style-type: none"> • The Concept of Sustainable Development and SDGs • Understanding Coastal Regions: Challenges, Vulnerabilities and Sustainability Opportunities • Foundations of Leadership Models: Key Theories and Behaviour Change Mechanisms • Principles and Practices for Ethical Leadership: Building Ethical and Socially Responsible Frameworks • Resilience and Change Management: Strategies to Navigate and Lead during Transitions • GreenComp Framework for Sustainability Competencies: Core Skills for Sustainable Transformation • Creative Problem-Solving Methodologies for Sustainable Solutions • Innovative and Transformative Leadership: Integration of Advanced Technologies in Leadership Practices • Strategic Management: Frameworks for Urban and Coastal Sustainable Development • Policy and Advocacy: Methods to Influence and Drive Policy Changes for Sustainability 			



Learning and teaching:	<ul style="list-style-type: none">• 80 contact hours
Assessment:	<ul style="list-style-type: none">• Case Study: 30% (LO 1,2,4,6)• Performance Reflection: 20% (LO 1,2,3,5,6)• Quiz: 10% (LO 1, 2, 5)• Exam: 40% (LO 1, 2,5)



Module 5: Statistics, AI, and Big Data

	Language	Year	Semester	ECTS
	English	1	Spring	10
Type:	Mandatory			
Cycle:	First			
Synopsis:	<p>This module aims to introduce the fundamentals of statistics, artificial intelligence, and big data to all students in this Joint Master's Programme. The main objective is to enable them to understand the major categories of methods used in automatic data analysis and to identify the limitations of current systems. Another goal is to foster an understanding of the ethical and societal risks associated with these technologies when applied to data collected from a very large number of sensors. Finally, students will be able to engage with domain experts in order to select the most relevant approaches for building dashboards that facilitate informed and conscious analysis of territorial and infrastructure developments.</p>			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Analyse use cases to apply AI in real-world scenarios related to urban and coastal planning. They will critically assess the feasibility and impact of AI solutions, ensuring alignment with sustainability goals and stakeholder needs 2. Understand, recognize and evaluate the ethical dilemmas posed by AI and big data (such as privacy concerns or algorithmic bias in decision-making) to mitigate these risks 3. Examine and organise sources of Data and Refine Data Quality to ensure high quality and reliability for analysis and modelling 4. Build simple ML models and evaluate results through hands-on exercises, to understand the whole AI chain, with its performance evaluation. 5. Articulate business cases for sustainable AI and able to craft compelling arguments for AI adoption in sustainable development, balancing technical, economic, and environmental factors. They will learn to present business cases that highlight cost-benefit analyses, scalability, and long-term societal impact, tailored to both public and private sector stakeholders 			
Mode:	face-to-face			
Content:	<ul style="list-style-type: none"> • Data Collection (3 weeks) <ul style="list-style-type: none"> ○ Data Collection - Extract (1 week) ○ Data Collection - Transform (1 week) ○ Data Collection - Load (1 week) 			

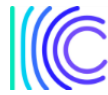


	<ul style="list-style-type: none">• Learning and AI - Basics (3 weeks)<ul style="list-style-type: none">○ Exploratory Data Analysis○ Statistical Reasoning○ Evaluation protocol and Metrics○ Introduction to Machine Learning • Learning and AI - Advanced (3 weeks)<ul style="list-style-type: none">○ Multimodal models○ Clustering and Classification○ Introduction to Deep Learning○ Generative AI and RAG • Impact of AI (3 weeks)<ul style="list-style-type: none">○ AI, Cybersecurity and privacy○ Ethics○ Impact on climate
Learning and teaching:	<ul style="list-style-type: none">• Lectures (24 h)• Tutorial / Group work / Exercises (36 h)• Guest speaker (2 h)• Case studies and real-world problem analysis (12 h)• Group discussions (6 h)
Assessment:	<ul style="list-style-type: none">• Moderated Quizzes: 40% (LO 1,2,3)• Presentation: 20% (LO 5)• Real-case transverse project: 40% (LO 4,5)



Module 6: Ethics, Regulation and Social Sustainability

	Language	Year	Semester	ECTS
	English	1	Spring	10
Type:	Mandatory			
Cycle:	First			
Synopsis:	<p>This module will explore contemporary ethical, legal, cultural, and socio-economic challenges and their dynamic relations to global environmental issues including the climate crisis and sustainability. It will examine key debates, controversies, ethical frameworks and policy areas around social sustainability, and critically engage with potential ethical, societal and legal solutions to complex socio-environmental problems. This module will support students to develop the skills to contribute to research, policies, initiatives and projects addressing environmental resilience and social change for sustainability and to develop skills and knowledge in critical enquiry, research, analysis and evaluation. Students will evaluate different issues and positions within a team setting, working toward well-reasoned consensus-based solutions. Finally, students will understand the key ethical principles related to the prevention of environmental harm, as well as an understanding of methods and challenges of effective implementation and enforcement of regulation.</p>			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Identify and critique the dynamic relations between environment, society and social life, and ethical and societal norms' relationship to global environmental issues. 2. Demonstrate knowledge of various ethical frameworks that can guide sustainable development management 3. Analyse historical and contemporary understandings of diverse intellectual traditions and substantive environmental problems from a social scientific and ethical perspective and examine and discuss key issues of environmental justice. 4. Evaluate policies and initiatives addressing societal transitions towards sustainability and critically reflect on how sustainability can be achieved in specific situations, ensuring the approach is conceptually and methodologically sound. 5. Critically appraise the ethical and legal dimensions of national, European and International environmental regulation and their effectiveness in addressing global challenges such as climate change, biodiversity loss, and pollution. 6. Identify both religious and secular justifications for sustainability and apply them in academic and practical contexts. 			
Mode:	face-to-face			



Content:

- Introduction to Social Sustainability
 - Introduction to examining society, social life, and social research of complex environmental problems.
 - Reflection and critical engagement with sustainability
 - Principles of Social Sustainability, Sustainable Development and origins of sustainability concepts.
- Historical Background of Sustainable Development; Ethics of Social Sustainability
 - Challenges and Goals of Social Sustainability
 - Evolution of environmental movements
 - Ethical concepts in Social Sustainability (e.g., Justice, Responsibility, Rights & Dignity, Ecological Stewardship)
 - Ethical Traditions applied to Social Sustainability (deontological, consequentialist, virtue-ethical perspectives)
 - Environmental problems and social solutions
- Global and Local Approaches to Sustainability
 - Global and local perspectives to sustainability and development
 - Ethical Positions and Frameworks that stimulate reflection and critical engagement with sustainability
 - Key Ethical Tensions: Justice, Responsibility and Legitimacy Across Scale
- Sustainable Development Public International Law
 - United Nations Framework Convention on Climate Change
 - Convention on Biological Diversity
 - Paris Agreement on Climate Change
 - International Court of Justice and environmental disputes
 - Compliance mechanisms in environmental treaties
 - Role of non-state actors in sustainable development
- Sustainable Development in European Union
 - EU Environmental Action
 - Programmes Circular Economy
- Case Studies in Social Sustainability
 - Successful Case Studies
 - Methodologies for assessing social sustainability
- Circular Economy
 - Principles of the Circular Economy
 - Policy and Regulatory Frameworks
- Digitalisation and Sustainable Development
 - Impact of Digitalisation on sustainability and environmental issues
 - The Digital Divide and Digital Inclusion and their impact on Social Sustainability
- Maritime Law or Legal Protection off Cultural Goods
- Ethics of Sustainable Development
 - Ethical Frameworks in Sustainable Development: Theory and Practice
 - Case studies in Ethics of Sustainable Development
- Ethical Dilemmas in Sustainable Development



	<ul style="list-style-type: none">○ Sustainable Degrowth, Post-Growth, and Green Growth: Economic Models and Ethical Challenges○ Evaluate different issues and positions to develop ethical guidance within a team setting● Ethics of Sustainable Development Regulation and Corporate Social Responsibility<ul style="list-style-type: none">○ Ethical Principles in Sustainable Development○ Regulatory Challenges and Ethical Dilemmas○ Stakeholder Engagement and Ethical Governance○ CSR Strategies and Implementation○ Measuring and Reporting CSR Performance
Learning and teaching:	<ul style="list-style-type: none">● Lectures - 54 h● Tutorials - 13 h● Case and project-based learning - 11 h● Seminar - 2 h
Assessment:	<ul style="list-style-type: none">● MCQ assessment: 40% (LO2, 3, 5, 6)● Oral presentation recorded and submitted: 30% (LO 1, 3, 6)● Reflective Presentations: 30% (LO4, 5)



Stream 1: Sustainable Agri-Food Systems

Agroforestry Systems and Conservation Genetics				
	Language	Year	Semester	ECTS
	English	2	Autumn	10
Type:	Elective			
Cycle:	Second			
Synopsis:	This module explores the integration of agroforestry and conservation genetics as critical tools for sustainable development in urban and coastal landscapes. It covers the foundations of agroforestry systems, examining their role in enhancing ecological resilience and providing socio-economic benefits within densely populated and dynamic environments. The module investigates biodiversity at genetic, species, and ecosystem levels, with a focus on genetic diversity, gene flow, and inbreeding depression in the fragmented habitats characteristic of urban-peri-urban interfaces and degraded coastal zones. Additionally, the module addresses conservation genetics strategies to prioritize populations for preserving biodiversity in the face of intense development pressure and climate change impacts			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Analyze the strategic role of nature-based solutions (NBS), including agroforestry, in sustainable development plans for urban and coastal systems, and critically assess their feasibility within specific socio-economic and political contexts. 2. Evaluate the key Agri-ecological and social-ecological interactions in agroforestry systems and summarize their contributions to ecosystem services. 3. Evaluate the roles of genetic, species, and ecosystem diversity in maintaining ecological resilience and prioritize populations for conservation based on adaptive potential using synthesized data. 4. Critically assess population genetics models (e.g., Hardy-Weinberg equilibrium) and evaluate the long-term evolutionary consequences of processes like gene flow and founder effects. 5. Critique conservation strategies for mitigating genetic risks (e.g., inbreeding depression) in small, isolated populations and design plans to counter the effects of habitat fragmentation on genetic diversity. 6. Synthesize genetic and ecological data to prioritize populations for conservation based on adaptive potential. 			
Mode:	face-to-face			
Content:	<ul style="list-style-type: none"> • Foundations of Agroforestry (Definition, history, and global significance of agroforestry, types of agroforestry systems, components of agroforestry, spatial and temporal arrangements) • Agro-ecological and socio-ecological Interactions (nutrient cycling and biodiversity enhancement, tree-crop-livestock interactions, gender roles, community adoption, microclimate regulation) • Ecosystem services (habitat connectivity, food security, livelihood diversification) • Innovations and future trends (Digital tools for agroforestry, urban agroforestry, regenerative techniques, restoration) • Biodiversity at genetic, species, and ecosystem levels • Genetic diversity measures and Hardy-Weinberg equilibrium in natural populations, 			



	<ul style="list-style-type: none">• Gene flow, migration patterns and founder effects• Inbreeding depression and habitat fragmentation – population subdivision• Conservation genetics, measures and prioritizing populations.
Learning and teaching:	<ul style="list-style-type: none">• Lectures - 58 hours• Case studies - 8 hours• Literature review - 10 hours• Seminars - 4 hours
Assessment:	<ul style="list-style-type: none">• Exam 50% - (LO 1, 2, 3, 4)• Marked Assignment 20% - (LO4, 5)• In class activities 30% - (LO3,6)



Integrated Soil Health and Water Resources Management				
	Language	Year	Semester	ECTS
	English	2	Autumn	10
Type:	Elective			
Cycle:	Second			
Synopsis:	<p>This module transitions from traditional approaches to modern paradigms of integrated soil and water health for resilient cities and coasts. Students will learn to assess these critical systems using physical, chemical, and biological indicators. Through practical work, they will analyse challenges like soil sealing, stormwater management, and saltwater intrusion. The module integrates technical tools like GIS and modelling with policy and governance frameworks. Emphasis is placed on green-blue infrastructure and multi-stakeholder decision-making. Students will learn to design strategies for sustainable soil and water management in urban and coastal contexts.</p>			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Analyse the evolution of soil management, critically assess the spatio-temporal stability of soil properties, and evaluate their socio-agronomic implications. 2. Design, critique, and implement comprehensive soil health assessment frameworks, justifying the selection and application of physical, chemical, and biological indicators for specific agroecosystems. 3. Evaluate, compare, and apply a range of soil health assessment methodologies and tools, constructing critical analyses of their reliability and suitability for addressing real-world agricultural challenges. 4. Critically evaluate water resource management strategies and policies for sustainability, assessing their applicability across different regulatory and geographic contexts. 5. Design integrated and optimized water resource development and distribution plans that balance hydrological, economic, environmental, and future climate constraints. 6. Formulate strategic risk management and contingency plans for water systems, incorporating uncertainty assessment and proposing innovative technological or policy solutions. 			
Mode:	face-to-face			
Content:	<ul style="list-style-type: none"> • Historical overview of the conceptual transition from productivity to quality and soil health in agricultural lands • Soil properties: the more static vs. the more spatially and temporally variable ones • Institutional framework for monitoring soil health • Physical, chemical, and biological indicators of soil health • Methodological standards for determining soil health indicators • Integrated indicator evaluation systems for holistic soil health assessment • Rapid field assessment methods for soil health • Measurements of Key Indicators and Assessment of Agricultural Soil Health in the Lab and Field • Water resources assessment framework (Water resources systems and Hydrology, hydrological cycle, surface/groundwater) 			



	<p>systems, sustainable development, water infrastructure, storage, supply, wastewater, and systems analysis.)</p> <ul style="list-style-type: none">• Planning and management strategies (contingency planning, policy analysis, and decision-making methodologies, water resources management, supply/demand, quality, watershed management).• Economic & Environmental Considerations (cost-benefit analysis for water projects and economic criteria, pollution, water/sewage/stormwater systems, and regulatory frameworks)• Modelling and decision support systems (DSS) (simulation/optimization models, risk assessment, and DSS for water management, uncertainty, scenario planning, and normative methods for future projections.• Risk, strategy and future challenges (risk perception, assessment, and crisis management in water systems, macro-engineering, interdisciplinary approaches, and emerging technologies for future water sustainability)
Learning and teaching:	<ul style="list-style-type: none">• Lectures: 44 h• Team Project (COIL): 14 h• Case studies: 8 h• Literature review 10 h• Seminars: 4 h
Assessment:	<ul style="list-style-type: none">• Exam 50% - (LO3,4,5)• Team Project (COIL) 10% - (LO4)• Marked Assignment 20% - (LO1,6)• In class activities 20% - (LO2 ,4)



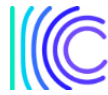
Sustainable Livestock and Aquaculture Management				
	Language	Year	Semester	ECTS
	English	2	Autumn	5
Type:	Elective			
Cycle:	Second			
Synopsis:	<p>This module examines animal production systems (aquaculture and livestock) through the lens of sustainable urban and coastal development. It moves beyond farm-level management to analyse the broader role of these systems in the urban-coastal nexus, focusing on their environmental footprint, resource use, and integration with regional food systems.</p> <p>Students will explore science-based strategies for environmental impact mitigation, including emerging technologies like Recirculating Aquaculture Systems (RAS) and Integrated Multi-Trophic Aquaculture (IMTA). The module equips future leaders to critically assess and govern these industries, prioritizing data-driven decision-making, spatial planning (such as Allocated Zones for Aquaculture), and circular economy principles for sustainable outcomes.</p>			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate and design advanced animal husbandry systems by integrating knowledge of animal welfare, housing, biosecurity, health, and emerging technologies to optimize production, health, and sustainability. 2. Analyse the global, European, and environmental role of livestock production, assessing its socio-economic impact and ecological implications within broader agricultural systems. 3. Critically assess aquaculture business viability and competitive positioning by analysing financial, market, and policy environments using appropriate strategic frameworks (e.g., SWOT, PESTEL). 4. Analyse and propose innovations in aquaculture production, evaluating the trade-offs between traditional and emerging technologies to enhance sustainability and minimize ecological footprints. 5. Evaluate the influence of regulatory frameworks, policies (e.g., EU, national), and market mechanisms (e.g., labelling) on the standards, growth, and sustainability of the aquaculture industry. 			
Mode:	face-to-face			
Content:	<ul style="list-style-type: none"> • Introduction to livestock production, farming systems and Housing principles (Socio economic role of livestock, types of production systems, important breeds of farm animals, principles for animal housing, ventilation, space requirements, and sanitation) • Management of Dairy and Beef cows (Species-specific practices for dairy and beef cattle, including milking routines, calf rearing, breed selection, diet management, reproduction, health control, manure management) • Management of small ruminants (flock management, daily care routines, record-keeping, shearing, diet management, lambing, reproduction and mating systems, milking practices, disease control, meat and wool production) 			



	<ul style="list-style-type: none">• Management of non-ruminant species (piggery operations, farrowing management, reproduction, biosecurity in pig farms-broiler and layer management, hatchery operations, and disease control in poultry units).• Climate-Resilient and Emergency Livestock Management (adaptive strategies for climate change, mitigation of heat stress, GHG emissions from livestock, methodologies for estimating GHG emissions in a livestock unit, mitigation strategies towards emissions from livestock).• Strategic business management in aquaculture (Business plans, market analysis, risk assessment, competitive advantages, site selection, corporate responsibility)• Sustainable aquaculture practices (environmental impact assessment, mitigation measures, best practices, Allocated Zones for Aquaculture)• Certification in aquaculture (certification schemes and their impact on product quality)• Operations and supply chain management (production planning and optimization, feed management, hatchery operations, and grow-out systems, logistics, cold chain management, traceability)• Policy, regulations, and compliance (national and international aquaculture policies, food safety standards, permits, legal framework)• Innovation and emerging trends in aquaculture (Recirculating Aquaculture Systems (RAS), IMTA, open ocean, biofloc technology, climate change adaptation strategies)
Learning and teaching:	<ul style="list-style-type: none">• Lectures - 30 hours• Case studies - 2 hours• Literature review - 6 hours• Seminars - 2 hours
Assessment:	<ul style="list-style-type: none">• Exam 50% - (LO1,2,5)• Marked Assignment 30% - (LO3,4)• In class activities 20% - (LO2,3,4)



Sustainable and Resilient Agri-Food Supply Chain				
	Language	Year	Semester	ECTS
	English	2	Autumn	5
Type:	Elective			
Cycle:	Second			
Synopsis:	<p>This module provides a critical introduction to the sustainability and resilience of Agri-Food Supply Chains (AFSCs), framing them as pivotal, yet often vulnerable, components of urban and coastal systems. Students will explore core principles—from environmental stewardship and social well-being to multi-capital approaches and stakeholder engagement—that underpin sustainable AFSCs. The module equips future leaders with the tools to transform these chains, introducing Life Cycle Assessment, social impact evaluation, and digital technologies for enhancing traceability and efficiency. Through case studies and novel business models, the module investigates the application of agroecology, circular economy, and ethical sourcing to mitigate critical challenges like climate volatility, labour shortages, and trade disruptions. Ultimately, the module empowers students to design and govern integrated, resilient AFSCs that contribute to the ecological health and socio-economic equity of urban and coastal communities.</p>			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Analyze the foundational principles of sustainability, resilience, and circularity within agri-food supply chains, and evaluate their role in transforming traditional models and achieving ESG goals. 2. Develop and evaluate strategies for integrating sustainability across the supply chain, including ethical supplier partnerships, ethical sourcing, and the adoption of circular economy and agroecological principles. 3. Critically assess the role of digitization and specific technologies in enhancing the transparency, efficiency, and sustainability performance of agri-food supply chains. 4. Evaluate and apply key tools and frameworks for measuring, managing, and communicating the environmental and social impact of supply chain operations. 5. Design and implement integrated risk management strategies to build resilient supply chains that minimize disruption and align sustainability with long-term profitability. 			
Mode:	face-to-face			
Content:	<ul style="list-style-type: none"> • Introduction to basic concepts and principles of AFSC sustainability (e.g., environmental stewardship, economic viability, multi-capital approach, social well-being, traceability, and stakeholders' engagement) 			



	<ul style="list-style-type: none"> • Introduction to basic concepts and principles of AFSC resilience (e.g., adaptability, anticipation, recovery, holistic management, redundancy, diversity, collaboration, visibility, flexibility, risk management) • Implementing ethical sourcing practices (e.g. fair treatment of workers, environmental protection, and community respect) • Introduction to environmental life cycle assessment concept and applications • Introduction to social impact assessment concept and applications • Introduction to basic concepts of digitization and case studies highlighting the role digital technologies play on sustainability • Case studies of strategies and methodologies and novel technologies actioned within agri-food supply chain and their impact on sustainability • Integrating sustainability into the AFSC (e.g., AFSC mapping, technology, and ESG management) • Agroecology and circular economy principles to transform traditional AFSC models • Introduction to novel business models value chains in alignment with green and social entrepreneurship across the AFSC • Risk management strategies to minimize disruptions and maximize profitability of AFSC • Common Challenges in Modern AFSCs (e.g., AFSC volatility, environmental risks and climate change, labour shortages, and trade disruptions)
Learning and teaching:	<ul style="list-style-type: none"> • Lectures - 30 hours • Case studies - 2 hours • Literature review - 6 hours • Seminars - 2 hours
Assessment:	<ul style="list-style-type: none"> • Exam 50% - (LO1,2, 3) • Marked Assignment 30% - (LO1,4) • In class activities 20% - (LO5)



Stream 2: Leadership for Climate-Responsive and Green Urban Infrastructure

Green Cities and Coastal Challenges				
	Language	Year	Semester	ECTS
	English	2	Autumn	10
Type:	Elective			
Cycle:	Second			
Synopsis:	<p>This interdisciplinary module introduces the environmental dimensions of risk and resilience, with a particular emphasis on natural hazards (NH) and disaster risk reduction (DRR) from an engineering perspective. Students will investigate the occurrence, distribution, and impact of major hazard types—such as earthquakes, tsunamis, windstorms, floods, and coastal erosion—on various structural systems, including concrete, steel, and timber. Special focus is placed on challenges specific to coastal zones and the performance of materials in marine environments.</p> <p>The module integrates key theoretical concepts such as extreme value theory, probabilistic hazard modeling, and structural vulnerability analysis with hands-on practical activities. These include laboratory investigations on concrete exposed to saline conditions, simplified hydraulic simulations for flood protection, and comparative durability studies of different materials in harsh environments. Students will also explore cutting-edge sustainability tools, including GIS, Life-Cycle Assessment (LCA), Environmental Product Declarations (EPD), Building Information Modeling (BIM) for operations and maintenance, and the use of green building certification systems.</p> <p>In addition, the module emphasizes stakeholder engagement, ethical risk communication, and real-world resilience planning. Students will interact with professionals from civil protection agencies and sustainable development firms to co-develop solutions for both coastal and inland settings. Field visits—such as to Romania’s greenest buildings—will reinforce the importance of integrative, place-based approaches. Relevant EU legislation on green cities and urban adaptation is embedded in module activities, ensuring students are well-versed in both technical and regulatory aspects of environmental engineering.</p> <p>By the end of the module, students will have developed critical competencies in hazard assessment, sustainable structural design, interdisciplinary collaboration,</p>			



	and systems thinking—skills essential for modern civil and environmental engineers.
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Identify and classify major natural hazards (e.g., earthquakes, tsunamis, floods, windstorms, landslides) and explain their mechanisms, spatial distribution, and impacts on the built environment. 2. Analyse the vulnerability and performance of different structural materials (concrete, steel, timber) under coastal and extreme environmental conditions. 3. Apply probabilistic methods such as extreme value theory and basic hazard modelling to evaluate the risk of natural hazard events on infrastructure. 4. Assess the durability and sustainability of structures in marine environments using laboratory testing, Life-Cycle Assessment (LCA), and Environmental Product Declarations (EPDs). 5. Incorporate green building principles and understand the role of BIM in the design, operation, and maintenance of sustainable infrastructure. 6. Simulate basic flood protection strategies using simplified hydraulic models and interpret their effectiveness for estuarine and coastal regions. 7. Interpret and apply relevant standards and regulations, including Eurocodes and EU legislation on green cities and sustainable construction. 8. Engage effectively with stakeholders, including civil protection agencies, environmental planners, and developers, to communicate risk and co-create adaptive solutions. 9. Demonstrate ethical awareness and critical thinking in the planning and design of resilient infrastructure in environmentally sensitive areas.
Mode:	face-to-face
Content:	<ul style="list-style-type: none"> • Seismic and Geological Hazards <ul style="list-style-type: none"> ○ Natural hazards and disaster risk reduction (DRR): Definitions, risk components (hazard, exposure, vulnerability), resilience concepts ○ Earthquake fundamentals: Plate tectonics, fault mechanics, seismic waves, magnitude vs. intensity ○ Seismic hazard: Return periods, ground motion parameters, probabilistic modelling, hazard maps, introduction to GIS for mapping ○ Impact of earthquakes on structures: dynamic response, fragility and damage mechanisms ○ Volcanoes and tsunamis: Eruption types, tsunami generation, exposed regions, impact on infrastructure • Hydro-Meteorological Hazards <ul style="list-style-type: none"> ○ Wind hazards: Data science and extrema values theory for the climatic recorded data; probability concepts used to describe wind loading, urban exposure, design principles for wind-resistant structures ○ Coastal protection structures: Groynes, breakwaters, seawalls, beach nourishment, erosion control ○ Flood risk in estuaries and deltas: Storm surges, river flooding, tidal interactions, coastal inundation modelling ○ Slope stability and landslide risk: Triggers, slope failure modes, stabilization methods, hazard zoning • Structural Materials in Coastal Environments <ul style="list-style-type: none"> ○ Offshore steel structures: Environmental loading (wave, current, wind), corrosion, fatigue, design criteria



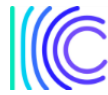
	<ul style="list-style-type: none"> ○ Concrete durability in marine environments: Chloride ingress, carbonation, protective coatings, service life estimation, Laboratory investigation of concrete in the marine environment. ○ Timber in coastal zones: Biological degradation, fungal attack, moisture sensitivity, protection strategies ● Sustainability and Stakeholder Integration <ul style="list-style-type: none"> ○ Sustainability tools: Life-Cycle Assessment (LCA), Environmental Product Declarations (EPD), Green building certification systems (LEED, BREEAM) ○ Digital tools for sustainable infrastructure: Building Information Modelling (BIM) in operation and maintenance phases ○ Stakeholder engagement and ethics: Role of civil protection, developers, and community in resilience planning; ethical communication of risk ○ European policy and regulation: EU Green Deal, green city initiatives, urban adaptation strategies ○ Field experience: Visit to a green-certified building to link theory with real-world sustainable design
Learning and teaching:	<ul style="list-style-type: none"> ● The 80-hour class contact time module will combine face-to-face lectures, seminars, practical Excel, GIS workshops, and supervised fieldwork. Teaching methods include Team project (COIL), case-based learning, problem-solving tasks, simulation exercises, and team collaboration. Students will also engage in participatory mapping and laboratory activities. Regular feedback will be provided through mentoring and peer-to-peer review. ● Lectures, Seminars etc as outlined above: 66 h ● Team Project (COIL): 14 h
Assessment:	<ul style="list-style-type: none"> ● Continuous Assessment – 100% ● Hazard Assessment Project: 40% (LO1,2,3,4) ● Oral Presentation and Stakeholder Brief: 20% (LO7,8) ● EU legislation on green cities: 20% (LO5,7) ● Seminar Participation and In-Class Activities: 10% (LO5, 6) ● Team Project (COIL): 10% (LO 4,6) <p>Each component aligns with specific learning outcomes and encourages the integration of theoretical knowledge with applied, community-based practice.</p>



Renewable Energy and Storage				
	Language	Year	Semester	ECTS
	English	2	Autumn	10
Type:	Elective			
Cycle:	Second			
Synopsis:	<p>This module explores the integration of renewable energy systems and storage technologies in urban contexts, aiming to promote climate-responsive infrastructures. Students will gain knowledge of how renewable energy sources—such as solar, wind, geothermal, biomass—can be harnessed effectively in cities.</p> <p>Focus is placed on energy conversion technologies, storage strategies, system design, and the role of digitalization in energy management.</p> <p>The module emphasizes life cycle thinking and interdisciplinary approaches, combining engineering, environmental science, and policy. Students will engage in applied simulations of renewable systems, analyze energy flows in buildings and neighborhoods, and evaluate the socio-economic and environmental impacts of energy systems. Emphasis is placed on the integration of storage solutions to ensure reliability and flexibility in decentralized systems, with special attention to net-zero buildings and energy communities.</p>			
Learning outcomes:	On successful completion of this module, students should be able to			



	<ol style="list-style-type: none"> 1. Apply advanced engineering and environmental design principles to configure renewable energy and storage systems adapted to urban environments and climate-related constraints. 2. Evaluate the technical and environmental performance of solar, wind, geothermal, biomass systems using appropriate simulation tools and performance indicators (COP, efficiency). 3. Design integrated renewable energy and storage solutions (electrical, thermal) that enhance building resilience, support decarbonization, and align with Net-Zero Energy Building (NZEB) targets and the EU Green Deal. 4. Critically assess the compliance of renewable energy interventions with European frameworks (e.g., EPBD recast, Fit for 55) 5. Formulate and justify investment strategies for energy efficiency and renewable deployment using life-cycle assessment (LCA), environmental product declarations (EPD), and cost-benefit analysis.
Mode:	Face-to-face
Content:	<ul style="list-style-type: none"> • Introduction to Renewable Energies in Urban Contexts – UTCB, KU <ul style="list-style-type: none"> ○ Urban energy needs; overview of EU energy targets; carbon neutrality and decentralization. • Solar Energy Systems – UTCB <ul style="list-style-type: none"> ○ Solar PV and solar thermal technologies; building integration; orientation; tracking. • Wind and Geothermal Energy – KU <ul style="list-style-type: none"> ○ Small and medium wind systems in built areas; heat pumps. • Biomass and Waste-to-Energy – UTCB <ul style="list-style-type: none"> ○ Anaerobic digestion, bioenergy crops, syngas, and district heating applications. • Thermal and Electrical Storage – KU <ul style="list-style-type: none"> ○ PCM, hot water tanks, batteries. • Design of Hybrid Systems – UTCB, KU <ul style="list-style-type: none"> ○ Coupling RES + storage; modelling energy balance; case study. • Energy Policy and Community Engagement – UTCB <ul style="list-style-type: none"> ○ Fit-for-55, Repower EU, local energy communities. • Lifecycle Thinking and LCA – KU <ul style="list-style-type: none"> ○ Environmental and economic performance of RES over their lifecycle.
Learning and teaching:	<ul style="list-style-type: none"> • 80 hours class contact time • Lectures and case-based discussions: Introduce theory, tools, and regulatory frameworks • Hands-on labs and simulations: TRNSYS, PVsyst, Excel modelling • Seminars and workshops: Evaluate real case studies and policy briefs • Team project: Develop an energy and storage plan • Field visit: To a PV plant, energy community, or building with integrated RES
Assessment:	<ul style="list-style-type: none"> • Group Project (30%): Design and justify a renewable energy and storage system for a building or small group of buildings (LO 1,2)



	<ul style="list-style-type: none"> • Individual Technical Report (20%): Characterization of one RES + storage combo with performance indicators (LO3,4) • Final Oral Exam (20%): Presentation of system design and critical discussion of challenges (LO2,3,5) • In class activities and Seminar Involvement (30%): (LO1-5)
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Green infrastructure				
	Language	Year	Semester	ECTS
	English	2	Autumn	5
Type:	Elective			
Cycle:	Second			
Synopsis:	This module explores green infrastructure (GI) as an essential component of integrated urban systems, with a particular focus on its intersections with urban planning (including sustainable mobility), water management and climate resilience. GI is presented as a multifunctional network of natural and semi-natural elements, such as urban forests, green corridors, wetlands, rain gardens, and vegetated buffers, that deliver ecosystem services critical to resilient and livable cities.			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Apply interdisciplinary engineering and planning methods and approaches to understand and design multifunctional green infrastructure systems that address complex urban sustainability and resilience challenges. 2. Critically evaluate the environmental, social, and spatial impacts of green infrastructure interventions within urban contexts, particularly in relation to water management, ecological connectivity, public space equity, and sustainable mobility. 3. Design and implement action-oriented strategies that use green infrastructure to tackle pressing challenges such as urban flooding, climate vulnerability, heat island effects, and the disconnection of active mobility networks. 			



	<p>4. Demonstrate leadership, adaptability and digital fluency in the planning, governance, and performance evaluation of green infrastructure, using tools as GIS to support data informed decision making.</p>
<p>Mode:</p>	<p>face-to-face</p>
<p>Content:</p>	<ul style="list-style-type: none"> • Foundations of Green Infrastructure – UTCB <ul style="list-style-type: none"> ○ Definitions, scope, and principles of green infrastructure (GI) ○ GI as multifunctional urban infrastructure ○ Typologies: vegetated surfaces, wetlands, corridors, urban soils, street-level interventions ○ Relationship with grey and hybrid infrastructures • Methods and Tools in GI Planning and Design – UTCB <ul style="list-style-type: none"> ○ GIS-based mapping and spatial analysis for GI ○ Hydrological modelling tools ○ Indicators for GI performance (environmental, social, spatial) • GI for Urban Water Management – UTCB <ul style="list-style-type: none"> ○ Urban hydrology and the water cycle ○ Nature-based solutions for stormwater: bioswales, wetlands, retention basins, rain gardens ○ Groundwater recharge and aquifer protection# ○ Risk-based approaches for urban flooding and drought adaptation • GI for Sustainable Mobility and Urban Connectivity – SETU <ul style="list-style-type: none"> ○ Green corridors, ecological and active mobility linkages ○ Soft mobility infrastructure: integrating GI with walking and cycling networks ○ Vegetation and microclimate benefits along transport corridors ○ Co-benefits: air quality, safety, accessibility • Social and Spatial Justice in GI Deployment – SETU <ul style="list-style-type: none"> ○ Public space equity and access to green infrastructure ○ Green gentrification and socio-spatial impacts ○ Inclusive planning and community-driven GI ○ Urban health, wellbeing, and nature exposure • Climate Resilience through GI – UTCB <ul style="list-style-type: none"> ○ Heat island mitigation: tree canopy, surface albedo, evapotranspiration ○ Climate-sensitive urban design and adaptation strategies ○ Carbon sequestration and biodiversity ○ Resilient infrastructure networks (water, mobility, energy interdependencies) • Governance, Finance, and Institutional Frameworks – UTCB <ul style="list-style-type: none"> ○ Urban governance and GI integration in planning policy ○ EU policy context: Green Deal, Biodiversity Strategy, Urban Agenda ○ Maintenance models ○ Innovative financing (green bonds, PPPs, etc.) • Designing GI for a Real Urban Context – UTCB & SETU <ul style="list-style-type: none"> ○ Case-based collaborative project: neighborhood or corridor-scale GI plan ○ Interdisciplinary teamwork: applying tools and proposing interventions ○ Stakeholder roles and policy alignment ○ Peer review, group presentation and feedback



Learning and teaching:	<ul style="list-style-type: none">• Lectures: 20 h• Seminars and workshops: 10 h• Problem based learning: 6 h• Site visits: 4 h
Assessment:	<ul style="list-style-type: none">• Group Project: 40% . (LO1, LO3, LO4)• Individual Essay or Policy Brief: 30%(LO2)• Final Examination: 30%(LO1, LO2)



Engineering Green Cities				
	Language	Year	Semester	ECTS
	English	2	Autumn	5
Type:	Elective			
Cycle:	Second			
Synopsis:	<p>This interdisciplinary module equips engineering students with the knowledge and tools to design climate-neutral, resource-efficient, and socially inclusive cities. Integrating civil, environmental, and digital engineering perspectives, the module covers green infrastructure, low-carbon construction materials, nature-based solutions, circular-economy thinking, sustainable mobility, and data-driven urban planning. Through studio workshops and a city-lab project, students collaborate with municipal stakeholders to prototype engineering solutions that advance the EU Climate-Neutral & Smart Cities Mission.</p>			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Explain the principles and indicators of green-city performance (carbon, energy, water, biodiversity, liveability). 2. Evaluate urban environmental quality 3. Assess urban material and energy flows using life-cycle assessment (LCA) and urban metabolism methods. 4. Design small-scale nature-based or blue-green infrastructure (BGI) elements that enhance climate resilience and ecosystem services. 5. Select low-carbon, circular construction materials and justify choices with Environmental Product Declarations (EPDs). 6. Model pedestrian- and mobility-friendly land-use for scenario comparison. City/ building info-modelling 7. Communicate engineering proposals to non-technical audiences, integrating policy, equity and ethical considerations. 			
Mode:	Face-to-face			
Content:	<ul style="list-style-type: none"> • Foundations of Green Cities: Sustainable-city frameworks; SDG 11; EU Green Deal & Mission Cities; urban metabolism basics • Systems and Metrics: LCA, material flow analysis, carbon inventory, urban heat-island metrics, comfort assessment, ecosystem-service valuation • Green & Blue Infrastructure: Urban green spaces, green roofs/walls, storm-water systems, permeable pavements, daylighting watercourses • Low-Carbon Materials & Circularity: Recycled aggregates, geopolymers, concrete, timber-hybrid systems, design for deconstruction • Energy & Mobility Transitions: Positive-energy districts, district heating/cooling, active travel networks, shared & electric mobility. Model land-use /mobility scenarios in GIS-BIM • Digital Tools & Co-Design: CIM/BIM (city or building information modelling) integration, parametric urban modelling, participatory mapping, stakeholder involvement, street-section simulation 			



	<ul style="list-style-type: none">• Governance & Finance: Climate-budgeting, green bonds, EU taxonomy, public-private partnerships, social-justice lenses, nature-based or heritage-sensitive regeneration
Learning and teaching:	<ul style="list-style-type: none">• 40 h total contact time• Lectures and case-based discussions: Key theories, methods, and case studies• Hands-on labs and simulations: Modelling and simulation hands-on sessions• Seminars and workshops: Assessment of different urban indicators• Team project: Teams co-create a green-engineering intervention with a partner city- City-Lab• Field visit: To a pilot project site in Bucharest or Rostock
Assessment:	<ul style="list-style-type: none">• City-lab project report & drawings 40 % (LO 2-6)• Design-review presentation 30 % (LO 2-7)• Policy / financing brief (1500 words) 20 % (LO 1,7)• Seminar participation & peer feedback 10 % (LO 1-7)



Stream 3: Sustainable Urban Coastal Communities

Global Inequalities in Sustainable Development				
	Language	Year	Semester	ECTS
	English	2	Autumn	10
Type:	Elective			
Cycle:	Second			
Synopsis:	This module introduces students to the study of global inequalities from a development perspective. It examines the historical, structural, and ethical dimensions of inequality on a local/regional as well on a global level, focusing on how economic, social, political and environmental disparities affect sustainable development. Through interdisciplinary approaches, students will engage critically with debates on globalization, poverty, gender, race, religion, health, education, and climate justice. The module emphasizes comparative analysis and the role of society and global governance in addressing inequality.			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Define and critically analyse different dimensions of inequality (economic, social, religious, political, spatial etc.) 2. Evaluate historical and structural causes of inequality in a global context 3. Assess the consequences of inequality for poverty reduction, human development, and sustainability 4. Apply key theories and concepts (dependency theory, systems theories, human development & flourishing approaches, SDG 10 etc.) 5. Compare patterns of inequality within and between societies/countries using case studies, 6. Critically examine global and national policy responses (taxation, social protection, education, trade, climate policies, ethics and worldview dialogues etc.), 7. Develop and present evidence-based arguments on inequality issues, especially in urban and coastal areas. 			
Mode:	face-to-face			
Content:	<ul style="list-style-type: none"> • Introduction: Concepts, measures, and theories of inequality and development • Historical perspectives: Colonialism, globalization, and structural dependency • Dimensions of inequality: Wealth, income, gender, race, space, education, health, culture and religion, regional and digital divide • Inequality between countries and regions: Global North vs. Global South • Inequality within countries: Urban–rural divides, class, ethnicity etc. • Inequality, politics and global governance: International institutions, trade regimes, debt, climate justice etc. • Case studies: inequalities and sustainability in urban and coastal areas 			



	<ul style="list-style-type: none">• Policy responses and debates: Redistribution, inclusive growth, global justice, sustainability etc.
Learning and teaching:	<ul style="list-style-type: none">• Lectures and Seminars: 60 h• Case- and project-based learning: 10 h• Field visits and virtual activities: 10 h
Assessment:	<ul style="list-style-type: none">• Presentation on student research project: 50% (LO: 3, 4, 5 ,6 7)• Final oral exam: 50% (LO: 1, 2, 3, 5 ,6 ,7)



Environmental Management & Community Engagement				
	Language	Year	Semester	ECTS
Social & Environmental Resilience in Coastal Regions	English	2	Autumn	10
Type:	Elective			
Cycle:	Second			
Synopsis:	<p>This module introduces students to the social, spatial, and environmental dimensions of risk and resilience, with a particular focus on natural hazards (NH) and disaster risk reduction (DRR) from a geographic perspective. Students explore the occurrence, distribution, and impact of key hazard types—such as floods, wildfires, landslides, droughts, and coastal hazards—through the lens of spatial vulnerability and socio-environmental exposure. Drawing on geographic methods, including GIS-based risk mapping, remote sensing, and landscape analysis, students assess how physical processes intersect with community structures and governance frameworks.</p> <p>Through fieldwork and participatory practice, students engage directly with communities affected by natural hazards, using geospatial tools and stakeholder interviews to co-develop solutions for resilience. Emphasis is placed on ethical engagement, risk communication, and real-world application in both coastal and inland rural settings, highlighting the importance of integrative, place-based approaches in contemporary environmental management.</p>			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Analyse hazard dynamics and spatial vulnerability 2. Apply GIS and participatory mapping in real-world contexts 3. Engage with stakeholders and design inclusive mitigation strategies 4. Interpret international and national risk frameworks 5. Communicate findings to technical and lay audiences 6. Interpret spatial patterns of exposure and vulnerability using geospatial datasets 7. Evaluate the effectiveness of disaster risk reduction strategies across different geographic contexts 			
Mode:	face-to-face			
Content:	<ul style="list-style-type: none"> • Introduction to Environmental Management & Community Engagement <ul style="list-style-type: none"> ○ Key definitions: hazard, vulnerability, risk, resilience ○ Risk governance and participatory approaches • Natural Hazards and Vulnerability <ul style="list-style-type: none"> ○ Types of hazards (hydro-meteorological, geophysical, climatic) • Mapping risk and assessing exposure <ul style="list-style-type: none"> ○ Participatory Methods ○ Participatory mapping, stakeholder analysis, interviews ○ Community-based disaster risk management (CBDRM) • Geospatial Analysis <ul style="list-style-type: none"> ○ Introduction to GIS for hazard mapping ○ Remote sensing and open data sources 			



	<ul style="list-style-type: none">• Policy and Governance<ul style="list-style-type: none">○ EU and global frameworks: SDGs, Sendai, Green Deal○ Local governance and planning integration• Communication and Fieldwork<ul style="list-style-type: none">○ Risk communication and public awareness○ Field trip to risk-exposed site and community engagement○ Group project: co-development of a resilience proposal
Learning and teaching:	<ul style="list-style-type: none">• Lectures: 42 h• Team Project (COIL): 14 h• Computer-based practical's): 12 h• Fieldwork: 6h• Seminar: 6 h
Assessment:	<ul style="list-style-type: none">• Community Risk Assessment Project: 30% (LO: 1, 2, 3, 4, 6)• Oral Presentation and Stakeholder Brief: 30% (LO: 3, 5, 6, 7)• Team Project (COIL): 10% (LO: 2, 5)• GIS Skills Exercise and Reflective Log: 20% (LO: 1, 2)• Seminar Participation and In-Class Activities: 10% (LO: 4, 5, 7)

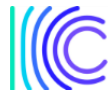


Population Migration and Climate

	Language	Year	Semester	ECTS
	English	2	Autumn	5
Type:	Elective			
Cycle:	Second			
Synopsis:	This module will provide students with a detailed understanding definitions and concepts of spatial mobility and migration, types of migration, migration concepts and theories, historical and contemporary migrations, and climate-related migrations. Student will gain clear insight into main theories and types of migration, as well as the main causes and consequences of migration. Students will critically assess the effects of contemporary migration in particular areas and develop relevant skills to analyse the migration and differentiate it from other types of spatial mobility.			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Identify and delimit migration from other types of spatial mobility. 2. Classify and evaluate different forms of migration, particularly the ones resulting from interrelation of population development and climate change, using contemporary insights into migration forms diversification. 3. Critically interpret and explain migration flows and types using current, most relevant social science concepts and theories integrating multidisciplinary scientific knowledge in the field. 4. Assess the challenges of climate change in terms of sustainable development goals and contemporary migration 5. Critically analyse the impact of climate change on coastal environments, social and economic developments, and migration. 6. Communicate research results related to migration and climate change clearly and effectively, both in written and oral forms, using the appropriate terminology and discourse. 			
Mode:	face-to-face			
Content:	<ul style="list-style-type: none"> • Spatial mobility and migration: definitions and concepts • Migration types: characteristics and classifications • Migration concepts and theories: explanations and predictions • Migrations in World History • Contemporary Migrations in the World • Migration, Climate Change and Sustainable Development Goals 			



Learning and teaching:	<ul style="list-style-type: none">• Lectures: 24 h• Seminar: 6 h• Case and problem-based learning: 4 h• Oral presentation: 6 h
Assessment:	<ul style="list-style-type: none">• In class assessment: 30% (LO 1,2, 3, 4)• Seminar: 20% (LO 2,3,4,5,6)• Presentation: 20% (LO 5,6)• Project: 30% (LO 5, 6)



Community Health and Wellbeing				
	Language	Year	Semester	ECTS
	English	2	Autumn	5
Type:	Elective			
Cycle:	Second			
Synopsis:	<p>This module examines how social, environmental, behavioural, and structural factors shape community health. Students explore public and global health, health inequalities, and wellbeing promotion. The module highlights environmental influences—air, water, and soil quality, biodiversity loss, climate change, pollution, and chemical contaminants—and their links to a wide range of diseases. It also addresses urbanisation, noise, waste, food-related risks, and the health impacts of agriculture, industry, and emerging technologies. Connecting scientific evidence with real-world examples and policy contexts, the module equips students with the knowledge needed to understand and improve health and wellbeing across diverse communities.</p>			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Identify and critically evaluate key social, economic, cultural, environmental, and behavioral determinants shaping community health and wellbeing. 2. Analyze historical, structural, and policy-driven factors that produce and sustain health inequalities across diverse populations. 3. Assess the health impacts of environmental risks, including air, water, and soil pollution, biodiversity loss, climate change, and emerging technologies. 4. Apply major theories and frameworks in community and global health (e.g., social determinants of health, health equity, SDGs) to real-world contexts. 5. Compare health patterns within and between communities using case studies and empirical data. 6. Design and communicate evidence-based strategies to improve community health, mitigate inequalities, and support sustainable wellbeing. 			
Mode:	face-to-face			
Content:	<ul style="list-style-type: none"> • Determinants of Health and Inequality – Examination of social, environmental, behavioral, and structural factors shaping community health, along with the influence of social inequalities, cultural contexts, and policy frameworks at local, national, and global levels. • Environmental Influences on Health – Exploration of how living and working environments affect individual, family, and community health, including the consequences of biodiversity, landscape, and geological diversity loss. 			



	<ul style="list-style-type: none">• Atmospheric Pollutants and Climate Change – In-depth understanding of air pollution, smog, acid deposition, ozone depletion, and climate change, with emphasis on respiratory, cardiovascular, oncological, reproductive, metabolic, and other health impacts.• Water and Public Health – Study of water pollution, sources of contaminants, drinking water safety, sanitation, and the health effects of chemical agents such as toxic metals, pesticides, PAHs, PCBs, dioxins, furans, and phthalates.• Soil, Food, and Health – Analysis of soil degradation and contamination, the health consequences of pesticides and other pollutants, and microbiological and chemical risks related to food safety.• Urbanisation, Waste, and Noise Pollution – Assessment of population growth, urbanisation, waste management issues, and noise pollution, focusing on their impacts on sleep, stress, hypertension, mental and cardiovascular diseases.• Industry, Energy, and Transport – Review of environmental pressures from industry, energy production, transportation, and resource extraction, including long-term exposure to industrial chemicals (e.g., PCB, DDT).• Agriculture, Technology, and Emerging Risks – Investigation of environmental and health impacts of agriculture, forestry, fisheries, and tourism, as well as new and emerging technologies (GMOs, nanotechnology, electromagnetic radiation) whose health effects remain uncertain.
Learning and teaching:	<ul style="list-style-type: none">• Lectures: 20 h• Seminar: 10 h• Field visit: 5 h• Oral presentation: 5 h
Assessment:	<ul style="list-style-type: none">• In-Class Activities 40% (LO 1, 2, 3)• Seminar presentation 30% (LO 1, 3, 4, 5)• Project 30% (LO: 1, 2, 3, 4, 5, 6)



Stream 4: Coastal Ecosystem Services

Coastal Resilience and Tourism				
	Language	Year	Semester	ECTS
	English	2	Autumn	5
Type:	Elective			
Cycle:	Second			
Synopsis:	This module explores the interaction between coastal environments and the tourism industry in the context of sustainability and climate resilience. Focusing on European coastal destinations, the module examines tourism dynamics, infrastructure, environmental challenges, and strategies to promote sustainable and resilient coastal tourism.			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Integrate advanced methods and processes in the fields of geography, environmental studies, and territorial planning to develop innovative solutions addressing complex societal needs and demands. 2. Critically evaluate the social, economic, and environmental impacts of tourism within the context of geography, the environment, and territorial planning to recommend innovative and sustainable solutions. 3. Design and implement action-oriented strategies and intervention proposals to tackle socio-demographic, ethical and environmental challenges related to tourism development. 4. Demonstrate entrepreneurship skills in managing emerging challenges in geography, environmental planning, territorial development, and other areas associated with sustainable coastal tourism. 			
Mode:	face-to-face			



Content:	<ul style="list-style-type: none"> • Introduction to Coastal Tourism and Sustainability. Definitions and key concepts: tourism, coastal tourism, resilience, sustainability. Coastal tourism trends in Europe. The role of tourism in sustainable development goals (SDGs). Climate change and coastal vulnerabilities. • Geography of European Coastal Tourism. Major coastal tourism regions in Europe (Mediterranean, Atlantic, Baltic, North Sea). Physical and human geography influencing tourism development. Regional disparities and seasonality. Tourism carrying capacity. • Coastal Accommodations and Environmental Impact. Types of coastal accommodations (hotels, resorts, rentals, eco-lodges). Environmental footprint of tourism infrastructure. Coastal land use conflicts and management. Best practices in eco-friendly and resilient accommodations. • Transport Systems and Coastal Access. Role of transportation in shaping coastal tourism. Coastal mobility: roads, airports, ferries, cruises. Sustainable and low-carbon transport solutions. Case studies of green transport initiatives in coastal areas. • Coastal Recreational Activities and Ecosystem Pressure. Types of recreational activities: beach tourism, water sports, nature-based tourism. Socioeconomic importance vs. ecological impact. Marine protected areas and tourism regulation. Stakeholder conflicts and community involvement. • Sustainable Tourism Strategies and Governance. Principles of sustainable coastal tourism. Tourism planning and destination management. Certification schemes and tourism sustainability indicators. Policy instruments and governance frameworks in Europe. • Case Studies and Best Practices in Coastal Resilience. Resilient destinations and community-led tourism models. Post-disaster recovery in coastal regions. Blue Economy and tourism. Coastal adaptation and climate mitigation strategies.
Learning and teaching:	<ul style="list-style-type: none"> • Lectures - 18h • Case and problem-based learning - 14h • Seminar - 2 h • Fieldwork - 2h • Oral presentation - 4h
Assessment:	<ul style="list-style-type: none"> • Written exam: 30% – (LO 1,2) • Group project: 30% (LO 3,4) • Marked assignment: 25% (LO 3,4) • Oral presentation 15% – (LO3,4)



Ecosystem Services of Coastal Areas				
	Language	Year	Semester	ECTS
	English	2	Autumn	10
Type:	Elective			
Cycle:	Second			
Synopsis:	<p>This module provides a deep and critical understanding of the ecosystem services (ES) provided by coastal and marine ecosystems. Students explore service classification, spatial mapping, valuation methods, and policy integration frameworks using international standards such as the Common International Classification of Ecosystem Services (CICES) and the Mapping and Assessment of Ecosystems and their Services (MAES) framework of the EU. The module aligns with UN SDGs, UN Ocean Decade, and introduces concepts such as Blue Carbon, Blue Diplomacy, and the Blue Carbon Footprint.</p>			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Interpret and classify ecosystem services in coastal contexts by applying advanced international frameworks such as CICES and MAES, demonstrating the ability to critically analyse their conceptual structure and real-world applicability. 2. Integrate and evaluate multi-source scientific, social, and economic data to characterise ecosystem functioning and service provision—particularly carbon sequestration, resilience, and multifunctionality—using appropriate analytical models and frameworks. 3. Design and construct decision-support tools and planning instruments based on ecosystem services (ES) to guide sustainable coastal development, ensuring alignment with the UN SDGs and the guiding principles of the UN Ocean Decade (e.g., equity, co-design, interdisciplinarity). 4. Quantify, model, and critically assess the role of blue carbon ecosystems in climate regulation, evaluating their effectiveness and limitations as nature-based solutions within carbon neutrality strategies and global climate frameworks. 5. Engage in co-produced, transboundary governance processes, demonstrating the ability to apply stakeholder-informed, inclusive, and diplomatically sensitive approaches to coastal planning and conflict resolution in multi-jurisdictional marine environments. 6. Communicate the value, trade-offs, and uncertainties of ecosystem services using appropriate formats and tools (e.g., policy briefs, infographics, technical reports), tailoring the message to diverse audiences including policymakers, local communities, and scientific peers. 			
Mode:	face-to-face			



Content:	<ul style="list-style-type: none">• Introduction to Ecosystem Services: definitions, ES frameworks, overview of coastal ES, CICES intro• Coastal and Marine Ecosystems: saltmarshes, mangroves, seagrass, coral reefs; typologies and pressures• Provisioning Services: fisheries, aquaculture, raw materials, water, and their sustainable limits• Regulating & Supporting Services: Carbon sequestration, nutrient cycling, coastal protection• Cultural Ecosystem Services: recreation, heritage, aesthetic, spiritual values• Blue Carbon: Climate Services: Ecosystems as carbon sinks, quantification methods, carbon markets• ES Classification and Mapping: CICES structure, linkage to MAES, ecosystem accounting• Spatial Modelling Tools Mapping and modelling: ES with InVEST, QGIS, and remote sensing.• ES Valuation Methods: Monetary and non-monetary valuation, TEEB, multi-criteria analysis• Ecosystem Accounting SEEA: EA framework, ecosystem extent, condition and service accounts• Nature-based Solutions & Coastal Resilience: Green infrastructure, restoration, managed retreat, disaster risk reduction• Marine Spatial Planning & Policy: MSP, ICZM, policy instruments in EU and international contexts• Blue Diplomacy & Transboundary Governance: Marine conflicts, cooperation frameworks, SDG 14.2, UNCLOS• Stakeholder Engagement & Co-Design: Co-creation of knowledge, participatory mapping, inclusive decision-making• Future Challenges & Integrated Strategies: Coastal sustainability, resilience thinking, foresight
Learning and teaching:	<ul style="list-style-type: none">• Lectures - 46 h• Team project (COIL) - 14 h• Hands-on computer lab: 12 h• Seminar - 2 h• Field visit- 2h• Oral presentation - 4h
Assessment:	<ul style="list-style-type: none">• Written exam: 30% (LO 1,4)• Group project: 30% (LO 3,2,5)• Marked assignment:25% – (LO 1,2,4)• Oral presentation: 15% – (LO 6)



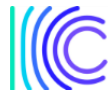
Challenges of Marine Environment under Climate Change Scenario				
	Language	Year	Semester	ECTS
	English	2	Autumn	5
Type:	Elective			
Cycle:	Second			
Synopsis:	<p>This module explores the key environmental, ecological, and socio-economic challenges faced by marine ecosystems in the context of accelerating climate change. It adopts an interdisciplinary approach to examine how ocean warming, acidification, deoxygenation, sea level rise, and extreme events impact biodiversity, fisheries, ecosystem services, and human livelihoods. The module also evaluates mitigation and adaptation strategies at global, regional, and local levels, using case studies and policy frameworks including the Paris Agreement, IPCC reports, and the UN Ocean Decade.</p>			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Synthesize and interpret multidisciplinary scientific data (e.g., IPCC, satellite, in situ monitoring) to explain the spatial and temporal variability of climate-related stressors such as ocean warming, acidification, and deoxygenation. 2. Assess and compare the vulnerability, exposure, and adaptive capacity of marine ecosystems and dependent socio-ecological systems using resilience frameworks and scenario analysis. 3. Design and propose ecosystem-based adaptation and mitigation strategies (e.g., blue carbon, nature-based solutions) to address specific climate risks in coastal and marine areas, considering local to international governance levels. 4. Communicate effectively complex climate-ocean interactions, risk scenarios, and policy recommendations to both scientific and policy-making audiences using appropriate tools (e.g., briefing notes, infographics, policy briefs). 			
Mode:	face-to-face			
Content:	<ul style="list-style-type: none"> • Introduction to Climate Science, climate systems, greenhouse effect, IPCC framework • Ocean Warming, heat distribution, thermal expansion, marine heatwave • Ocean Acidification, pH dynamics, carbonate chemistry, effects on calcifiers, deoxygenation, biological impacts, hypoxia zones, ecosystem collapse • Sea Level Rise & Extreme Events, coastal flooding, erosion, storm surges, SLR projections • Ecosystem Responses, coral bleaching, species shifts, productivity change • Socio-economic Impacts, fisheries, tourism, coastal communities, equity • Mitigation Strategies, blue carbon, marine protected areas, decarbonization • Adaptation & Resilience, ecosystem-based adaptation, early warning, NbS 			



	<ul style="list-style-type: none">• International Frameworks, UNFCCC, IPCC, UN Ocean Decade, EU Climate Policy
Learning and teaching:	<ul style="list-style-type: none">• Lectures - 20h• Case and problem-based learning - 14h• Seminar - 2 h• Oral presentation - 4h
Assessment:	<ul style="list-style-type: none">• Written exam: 30% (LO1,2)• Group project: 40% (LO 3,4)• Peer assessment: 10% (LO 2,3)• Oral presentation: 20% (LO4)



Coastal Marine Environment				
	Language	Year	Semester	ECTS
	English	2	Autumn	10
Type:	Elective			
Cycle:	Second			
Synopsis:	<p>This module provides a comprehensive introduction to the structure and functioning of coastal marine environments, with a focus on the biogeographic and ecological characteristics of European coastal ecosystems. Students will explore the physical, chemical, and biological gradients from the supralittoral to the circalittoral zones, emphasizing the Mediterranean region while also incorporating examples from Atlantic and Baltic coasts. The module is designed for students from diverse academic backgrounds and aims to develop foundational knowledge in marine ecology, coastal geography, and conservation. Through a combination of lectures, fieldwork, case studies, and project-based learning, students will gain practical and theoretical understanding of the main coastal habitats and biocenoses, the species that characterize them, and the environmental pressures they face.</p>			
Learning outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Classify and evaluate the main coastal zones (from supralittoral to circalittoral) and assess the structure and functioning of their associated habitats and biological communities. 2. Interpret and synthesize the ecological roles and benefits of key species within different coastal biocenoses 3. Assess and critically reflect on major anthropogenic threats to coastal ecosystems and formulate evidence-based mitigation strategies considering ecological, social, and regulatory dimensions. 4. Evaluate the effectiveness of conservation approaches and analyse the implementation and impact of European environmental policies related to marine and coastal protection. 5. Design and lead field-based ecological assessment processes, integrating habitat mapping, key-species identification and critical data interpretation through multidisciplinary and ethical scientific approaches for Sustainable Urban and Coastal Development. 6. Communicate complex scientific information related to coastal environments clearly and effectively, both in written and oral forms, adapting discourse to suit specialized as well as non-specialized audiences. 			
Mode:	face-to-face			
Content:	<ul style="list-style-type: none"> • Introduction to Coastal Marine Environments. Definition and classification of coastal zones. Physical and oceanographic features: tides, waves, salinity, temperature. Coastal geomorphology and sediment types. Zonation and Biocenoses: Supralittoral, mediolittoral, infralittoral, and circalittoral zones. Biotic and abiotic factors influencing zonation. Overview of biocenoses and key habitats: rocky shores, sandy beaches, seagrass meadows (<i>Posidonia oceanica</i>), macroalgal communities, coralligenous assemblages. • Biodiversity and Key Species. Characteristic and indicator species in each zone. Ecological roles of species and inter-species relationships. Endemic and protected species in the Mediterranean and other European seas. 			



	<ul style="list-style-type: none">• Human Impact and Threats. Coastal development, pollution, eutrophication. Climate change, sea level rise, ocean acidification. Invasive species and biodiversity loss. Marine litter and microplastics.• Conservation and Management. Marine protected areas (MPAs). Restoration projects and habitat monitoring.• Fieldwork and Applied Case Studies. Field trips to local coastal environments (where possible). Identification of zones and key species in situ. Mini research project: mapping a coastal habitat and assessing its ecological status.
Learning and Teaching:	<ul style="list-style-type: none">• Lectures - 44 h• Case and project-based learning: 24 h• Seminar - 2 h• Field work - 6h• Oral presentation - 4h
Assessment:	<ul style="list-style-type: none">• Written exam: 30% (LO1,2,4)• Group project: 40% (LO5)• Peer assessment: 10% (LO3)• Oral presentation: 20% (LO6)



Master Thesis				
	Language	Year	Semester	ECTS
	English	2	Spring	30
Type:	Mandatory			
Cycle:	Second			
Synopsis:	<p>This module will develop the learner's ability to access relevant scientific information from the primary literature, collate the information and write an overview of a chosen research topic. This will be completed through literature review component of the module. The experimental phase of the thesis project will be carried out at one of the partner university sites under the supervision of individual members of the academic staff. The format of completion of the project will take two potential forms. A student can focus on a specific subject and complete a comprehensive body of research and experimental/data collection to investigate a solution and generate new knowledge on the chosen subject. Alternatively, students can complete their project via challenge based learning. Here, a stakeholder (industry or community group) will set a challenge, students will participate in groups, following the Engage, Investigate and Act framework of challenge based learning. Here, students from different discipline backgrounds will be grouped to work collaboratively on coming up with and designing a solution to the challenge. As such, projects will be linked to a relevant industrial or societal problem and the stakeholder who proposes the challenge will also be involved as a co-supervisor/mentor for the group as they embark on the research. Having applied the knowledge and skills they acquired during modules of the previous 3 semesters, the students will present their research findings in the form of a written Master thesis and also at a presentation in a formal research environment.</p>			
Learning Outcomes:	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Formulate advanced knowledge and understanding of a particular topic relevant to sustainability through exploration of a real-world problem 2. Investigate and evaluate complex challenges in collaboration with relevant stakeholders and contribute to the successful management of the project and the development of leadership capabilities 3. Apply the appropriate qualitative and/or quantitative methodology following responsible and ethical research practices at all times 4. Analyse data and draw appropriate conclusions based on collected data and synthesise new knowledge based on real world/experimental findings. 5. Acquire advanced competencies and transversal skills such as original thought, logical argument, and the ability to effectively communicate findings in written and oral forms, adapted to suit specialist and non-specialist audiences. 6. Execute self-directed research contributing to the development of reflexive skills, reflective practice and a life-long learning disposition. 			
Mode:	face-to-face			



Content:	<ul style="list-style-type: none">• Literature search strategies, including the use of online databases to effectively research the scientific literature• Preparation of a literature review and critical evaluation of the literature related to an industrial or societal research topic or challenge• Use of specialised referencing manager packages• Technical writing skills & designing report templates• Academic writing and data analysis• Planning and design of a scientific project in the context of a literature review and informed by current research, either informed through gap analysis of literature or through stakeholder assigned challenges• Interpretation and critical evaluation of results in the context of the relevant published scientific literature• Quality of written report on project• Preparation and presentation of presentations such as oral presentations, A0 sized poster presentations.
Learning and Teaching:	<ul style="list-style-type: none">• The Masters' thesis is an individual work of the student working under the supervision of their designated supervisor for the duration of their research. If students opt for a team-based project, there will be a significant amount of collaboration, project planning and project management in order to ensure timely completion of the project.• Thesis• Presentation
Assessment:	<ul style="list-style-type: none">• Thesis (including group work if relevant): 70% (LO1-7)• Presentation and defence: 30% (LO4,5)



Sustainability Literacy and Systems Thinking (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 – R3
MLO1- Critically analyse the concepts and conflicts of sustainability and sustainable development under the pillars of environmental, social and economic sustainability	X	X				X			X	X
MLO2 - Evaluate the key challenges of sustainability, underlying causes, the need for change and mitigation from a systems perspective	X		X							
MLO3 - Apply systems thinking in a local, regional and/or global context	X									
MLO4 - Act as change agents through engaging society and industry in acting for sustainability				X						
MLO5 - Effectively share sustainability justice concepts and their implications to diverse audiences, including policymakers, communities, and interdisciplinary academic fields			X				X	X		
MLO6 - Evaluate and propose amendments to environmental legislation and reporting regulations for corporations and their civil engagement	X	X			X	X			X	
Green Entrepreneurship and Social Innovation (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 – R3
MLO1 - Critically analyse green entrepreneurship and social innovation principles, evaluating systemic challenges and identifying opportunities for scalable, transformative solutions to environmental and societal issues		X				X				X
MLO2 -Develop strategies that integrate sustainability, ethical leadership, and social innovation, aligning environmental responsibility with organisational goals	X									X
MLO3 - Apply advanced design thinking and creativity techniques to conceptualise and test innovative green business models for sustainable impact.	X	X							X	



MLO4 - Evaluate frameworks for prototyping, piloting, and scaling innovations, identifying pathways to embed solutions into practices, policies, and markets.						X			X	
MLO5 - Critically assess the role of networks, collaboration, and participatory approaches in driving systemic change and enabling a just transition.			X	X	X		X			
MLO6 - Synthesise and present a green business prototype or social innovation plan, demonstrating integration of sustainability principles and entrepreneurial thinking.				X	X	X	X	X		
Circular Economy, Bioeconomy and Sustainable Finance (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO 1 - Analyse the concept of circular economy and illustrate its application to the operation of agri-food systems.	X		X			X				X
MLO2- Select and interpret relevant research findings and innovations relating to food waste management, prevention and reduction strategies and assess their effectiveness.		X	X		X	X				
MLO3 - Appraise the mechanisms and strategies being adopted to promote circular bioeconomy and investigate the challenges of circular agri-food systems.	X		X					X	X	
MLO4 - Analyse the role of the financial system in advancing sustainable development, including its contribution to the achievement of the SDGs and the implications of ESG-related risks and opportunities.	X	X	X		X	X			X	
MLO6 - Differentiate and critically evaluate the principal approaches to sustainable finance, including ESG, Socially Responsible Investment and impact investing	X	X				X				
MLO7 - Design and implement responsible investment policies for organisations or investment funds by integrating ESG criteria into asset analysis and selection processes.	X	X			X				X	
Sustainable Leadership for Innovative Transformative Change in Urban and Coastal Regions (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3



MLO1- Critically evaluate the theoretical and practical potential benefits, challenges, drawbacks, and trade-offs of various sustainability solutions for Smart Urban Coastal Sustainability from an interdisciplinary perspective.	X		X							
MLO2- Apply and critically assess innovative technology solutions to management demonstrating proficiency in utilising advanced technologies to enhance sustainability practices				X	X					
MLO3 - Lead and manage diverse teams and stakeholders fostering inclusive and participatory approaches to promote and implement bottom-up sustainable initiatives in complex and dynamic environments.						X	X			
MLO4- Design sustainable solutions to ethical and social management issues collaboratively and inclusively along with multiple stakeholders involved.				X	X		X			
MLO5- Embrace and consequently formulate socially responsible strategic policies demonstrating a deep understanding of sustainability principles and the ability to integrate ethical considerations into strategic decision-making processes.								X		
MLO6- Exhibit advanced advocacy skills to influence public policy decisions that promote sustainable development in urban and coastal areas.									X	X
Statistics, AI and Big Data Analysis (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
ML01 – Analyse use cases to apply AI in real-world scenarios related to urban and coastal planning. They will critically assess the feasibility and impact of AI solutions, ensuring alignment with sustainability goals and stakeholder needs	X	X		X	X			X	X	X
ML02 – Understand, recognize and evaluate the ethical dilemmas posed by AI and big data (such as privacy concerns or algorithmic bias in decision-making) to mitigate these risks		X	X		X				X	
ML03 – Examine and organise sources of Data and Refine Data Quality to ensure high quality and reliability for analysis and modelling		X	X		X	X		X		



ML04 –Build simple ML models and evaluate results through hands-on exercises, to understand the whole AI chain, with its performance evaluation.											
ML05 –Articulate business cases for sustainable AI and able to craft compelling arguments for AI adoption in sustainable development, balancing technical, economic, and environmental factors. They will learn to present business cases that highlight cost-benefit analyses, scalability, and long-term societal impact, tailored to both public and private sector stakeholders		X					X	X			
Ethics, Regulation and Social Sustainability (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3	
Identify and critique the dynamic relations between environment, society and social life, and ethical and societal norms’ relationship to global environmental issues.	X	X	X				X				X
Demonstrate knowledge of various ethical frameworks that can guide sustainable development management	X			X							X
Analyse historical and contemporary understandings of diverse intellectual traditions and substantive environmental problems from a social scientific and ethical perspective and examine and discuss key issues of environmental justice.		X				X					X
Evaluate policies and initiatives addressing societal transitions towards sustainability and critically reflect on how sustainability can be achieved in specific situations, ensuring the approach is conceptually and methodologically sound.	X		X		X	X				X	
Critically appraise the ethical and legal dimensions of national, European and International environmental regulation and their effectiveness in addressing global challenges such as climate change, biodiversity loss, and pollution.	X	X	X			X				X	
Identify both religious and secular justifications for sustainability and apply them in academic and practical contexts.	X		X				X				X
Agroforestry and Conservation Genetics (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3	



MLO1 - Analyze the strategic role of nature-based solutions (NBS), including agroforestry, in sustainable development plans for urban and coastal systems, and critically assess their feasibility within specific socio-economic and political contexts.	X	X	X						X	
MLO 2- Evaluate the key Agri-ecological and social-ecological interactions in agroforestry systems and summarize their contributions to ecosystem service								X		X
MLO3 - Evaluate the roles of genetic, species, and ecosystem diversity in maintaining ecological resilience and prioritize populations for conservation based on adaptive potential using synthesized data.	X	X	X					X		
MLO4 - Critically assess population genetics models (e.g., Hardy-Weinberg equilibrium) and evaluate the long-term evolutionary consequences of processes like gene flow and founder effects							X		X	
MLO5 - Critique conservation strategies for mitigating genetic risks (e.g., inbreeding depression) in small, isolated populations and design plans to counter the effects of habitat fragmentation on genetic diversity.				X	X			X		X
MLO6 - Synthesize genetic and ecological data to prioritize populations for conservation based on adaptive potential.							X	X		
Integrated Soil Health and Water Management (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1 - Analyse the evolution of soil management, critically assess the spatio-temporal stability of soil properties, and evaluate their socio-agronomic implications.		X	X							X
MLO2 -Design, critique, and implement comprehensive soil health assessment frameworks, justifying the selection and application of physical, chemical, and biological indicators for specific agroecosystem	X							X	X	
MLO3 -Evaluate, compare, and apply a range of soil health assessment methodologies and tools, constructing critical analyses					X		X	X		



of their reliability and suitability for addressing real-world agricultural challenges.										
MLO4 - Critically evaluate water resource management strategies and policies for sustainability, assessing their applicability across different regulatory and geographic contexts.	X	X								
MLO5 - Design integrated and optimized water resource development and distribution plans that balance hydrological, economic, environmental, and future climate constraints.				X						
MLO6 - Assess the reliability of risk assessment methods in water infrastructure planning under climate uncertainty.						X		X		
MLO7 - Formulate strategic risk management and contingency plans for water systems, incorporating uncertainty assessment and proposing innovative technological or policy solutions.									X	
Sustainable Livestock and Aquaculture Management (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 – R3
MLO1 - Critically evaluate and design advanced animal husbandry systems by integrating knowledge of animal welfare, housing, biosecurity, health, and emerging technologies to optimize production, health, and sustainability	X	X				X			X	X
MLO2 - Analyse the global, European, and environmental role of livestock production, assessing its socio-economic impact and ecological implications within broader agricultural systems.			X	X		X				X
MLO3 - Critically assess aquaculture business viability and competitive positioning by analysing financial, market, and policy environments using appropriate strategic frameworks (e.g., SWOT, PESTEL).	X					X				
MLO4 - Analyse and propose innovations in aquaculture production, evaluating the trade-offs between traditional and emerging technologies to enhance sustainability and minimize ecological footprints.		X						X		



MLO5 - Evaluate the influence of regulatory frameworks, policies (e.g., EU, national), and market mechanisms (e.g., labelling) on the standards, growth, and sustainability of the aquaculture industry.					X	X				X
Sustainable and Resilient Agri-food supply chains (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1 - Analyze the foundational principles of sustainability, resilience, and circularity within agri-food supply chains, and evaluate their role in transforming traditional models and achieving ESG goals.	X	X	X							
MLO2 - Develop and evaluate strategies for integrating sustainability across the supply chain, including ethical supplier partnerships, ethical sourcing, and the adoption of circular economy and agroecological principles.			X	X		X		X		
MLO3 - Critically assess the role of digitization and specific technologies in enhancing the transparency, efficiency, and sustainability performance of agri-food supply chains.		X			X					
MLO4 - Evaluate and apply key tools and frameworks for measuring, managing, and communicating the environmental and social impact of supply chain operations.									X	
MLO5 - Design and implement integrated risk management strategies to build resilient supply chains that minimize disruption and align sustainability with long-term profitability	X			X			X			
Green Cities and Coastal Challenges (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO 1 – Identify and classify major natural hazards (e.g., earthquakes, tsunamis, floods, windstorms, landslides) and explain their mechanisms, spatial distribution, and impacts on the built environment.	X		X							
MLO 2 – Analyse the vulnerability and performance of different structural materials (concrete, steel, timber) under coastal and extreme environmental conditions.			X			X				
MLO 3 – Apply probabilistic methods such as extreme value theory and basic hazard modelling to evaluate the risk of natural hazard events on infrastructure.		X			X					



MLO 4 – Assess the durability and sustainability of structures in marine environments using laboratory testing, Life-Cycle Assessment (LCA), and Environmental Product Declarations (EPDs).		X		X		X				
MLO 5 - Incorporate green building principles and understand the role of BIM in the design, operation, and maintenance of sustainable infrastructure.	X	X								
MLO 6 – Simulate basic flood protection strategies using simplified hydraulic models and interpret their effectiveness for estuarine and coastal regions.	X				X					
MLO 6 –Interpret and apply relevant standards and regulations, including Eurocodes and EU legislation on green cities and sustainable construction	X			X			X	X		X
MLO7 - Engage effectively with stakeholders, including civil protection agencies, environmental planners, and developers, to communicate risk and co-create adaptive solutions.								X		
MLO8 - Demonstrate ethical awareness and critical thinking in the planning and design of resilient infrastructure in environmentally sensitive areas.			X							X
Renewable Energy and Storage (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 – R3
MLO1 - Apply advanced engineering and environmental design principles to configure renewable energy and storage systems adapted to urban environments and climate-related constraints.		X					X			X
MLO2 - Evaluate the technical and environmental performance of solar, wind, geothermal, biomass systems using appropriate simulation tools and performance indicators (COP, efficiency).	X		X			X			X	
MLO3 - Design integrated renewable energy and storage solutions (electrical, thermal) that enhance building resilience, support decarbonization, and align with Net-Zero Energy Building (NZEB) targets and the EU Green Deal.		X				X		X		
MLO4 - Critically assess the compliance of renewable energy interventions with European frameworks (e.g., EPBD recast, Fit for 55)							X			X
MLO5 - Formulate and justify investment strategies for energy efficiency and renewable deployment using life-cycle assessment		X				X			X	



(LCA), environmental product declarations (EPD), and cost-benefit analysis.											
Green Infrastructure (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 – R3	
MLO1 - Apply interdisciplinary engineering and planning methods and approaches to understand and design multifunctional green infrastructure systems that address complex urban sustainability and resilience challenges.	X	X						X			
MLO2 - Critically evaluate the environmental, social, and spatial impacts of green infrastructure interventions within urban contexts, particularly in relation to water management, ecological connectivity, public space equity, and sustainable mobility.	X	X					X				
MLO3 - Design and implement action-oriented strategies that use green infrastructure to tackle pressing challenges such as urban flooding, climate vulnerability, heat island effects, and the disconnection of active mobility networks			X			X				X	
MLO4 - Demonstrate leadership, adaptability and digital fluency in the planning, governance, and performance evaluation of green infrastructure, using tools as GIS to support data informed decision making.				X	X				X	X	
Engineering Green Cities (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 – R3	
MLO1- Explain the principles and indicators of green-city performance (carbon, energy, water, biodiversity, liveability)	X								X		
MLO2 - Evaluate urban environmental quality	X								X	X	
MLO3 - Assess urban material and energy flows using life-cycle assessment (LCA) and urban metabolism methods	X								X		
MLO4 - Design small-scale nature-based or blue-green infrastructure (BGI) elements that enhance climate resilience and ecosystem services	X	X	X								
MLO5 - Select low-carbon, circular construction materials and justify choices with Environmental Product Declarations (EPDs).	X	X									



MLO6 - Model pedestrian- and mobility-friendly land-use for scenario comparison. City/ building info-modelling	X								X	X
MLO7 - Communicate engineering proposals to non-technical audiences, integrating policy, equity and ethical considerations.								X		
Global Inequalities in Sustainable Development (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1 - Define and critically analyse different dimensions of inequality (economic, social, religious, political, spatial etc.)		X								
MLO2 - Evaluate historical and structural causes of inequality in a global context	X		X							
MLO3 -Assess the consequences of inequality for poverty reduction, human development, and sustainability		X				X				
MLO4 -Apply key theories and concepts (dependency theory, systems theories, human development & flourishing approaches, SDG 10 etc.)							X			
MLO5 -Compare patterns of inequality within and between societies/countries using case studies						X				
MLO6-Critically examine global and national policy responses (taxation, social protection, education, trade, climate policies, ethics and worldview dialogues etc.)			X			X				
MLO7 -Develop and present evidence-based arguments on inequality issues, especially in urban and coastal areas		X						X		
Environmental Management and Community Engagement (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1 -Analyze hazard dynamics and spatial vulnerability	X					X				
MLO2- Apply GIS and participatory mapping in real-world contexts						X				
MLO3 - Engage with stakeholders and design inclusive mitigation strategies		X		X	X					
MLO4 - Interpret international and national risk frameworks		X				X				
MLO5 - Communicate findings to technical and lay audiences								X		
MLO6 - Interpret spatial patterns of exposure and vulnerability using geospatial datasets	X	X				X				



MLO7 - Evaluate the effectiveness of disaster risk reduction strategies across different geographic contexts	X						X			
Population, Migration and Climate (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1 -Identify and delimit migration from other types of spatial mobility.	X	X								
MLO2 - Classify and evaluate different forms of migration, particularly the ones resulting from interrelation of population development and climate change, using contemporary insights into migration forms diversification.			X					X		
MLO3 -Critically interpret and explain migration flows and types using current, most relevant social science concepts and theories integrating multidisciplinary scientific knowledge in the field.		X							X	
MLO4 - Assess the challenges of climate change in terms of sustainable development goals and contemporary migration			X			X				
MLO5 - Critically analyze the impact of climate change on coastal environments, social and economic developments, and migration.	X					X				
MLO6- Communicate research results related to migration and climate change clearly and effectively, both in written and oral forms, using the appropriate terminology and discourse.				X				X		
Community Health and Wellbeing (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1 -Identify and critically evaluate key social, economic, cultural, environmental, and behavioural determinants shaping community health and wellbeing.	X									
MLO2 - Analyse historical, structural, and policy-driven factors that produce and sustain health inequalities across diverse populations.			X			X				
MLO3 - Assess the health impacts of environmental risks, including air, water, and soil pollution, biodiversity loss, climate change, and emerging technologies.		X				X				
MLO4 - Apply major theories and frameworks in community and global health (e.g., social determinants of health, health equity, SDGs) to real-world contexts.							X		X	
MLO5 - Compare health patterns within and between communities using case studies and empirical data.								X	X	



MLO6 - Design and communicate evidence-based strategies to improve community health, mitigate inequalities, and support sustainable wellbeing.								X		X
Coastal Marine Environment (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1 - Classify and evaluate the main coastal zones (from supralittoral to circalittoral) and assess the structure and functioning of their associated habitats and biological communities.		X								
MLO2 -Interpret and synthesize the ecological roles and benefits of key species within different coastal biocenoses			X							
MLO3 - Assess and critically reflect on major anthropogenic threats to coastal ecosystems and formulate evidence-based mitigation strategies considering ecological, social, and regulatory dimensions.		X								
MLO4 - Evaluate the effectiveness of conservation approaches and analyse the implementation and impact of European environmental policies related to marine and coastal protection.									X	
MLO5 - Design and lead field-based ecological assessment processes, integrating habitat mapping, key-species identification and critical data interpretation through multidisciplinary and ethical scientific approaches for Sustainable Urban and Coastal Development.				X						
MLO6 - Communicate complex scientific information related to coastal environments clearly and effectively, both in written and oral forms, adapting discourse to suit specialized as well as non-specialized audiences.								X		
Ecosystem Services of Coastal Areas (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1 -Interpret and classify ecosystem services in coastal contexts by applying advanced international frameworks such as CICES and MAES, demonstrating the ability to critically analyse their conceptual structure and real-world applicability.									X	
MLO2 - Integrate and evaluate multi-source scientific, social, and economic data to characterise ecosystem functioning and service provision—particularly carbon sequestration, resilience, and									X	



multifunctionality—using appropriate analytical models and frameworks.											
MLO3 - Design and construct decision-support tools and planning instruments based on ecosystem services (ES) to guide sustainable coastal development, ensuring alignment with the UN SDGs and the guiding principles of the UN Ocean Decade (e.g., equity, co-design, interdisciplinarity).								X			
MLO4 - Quantify, model, and critically assess the role of blue carbon ecosystems in climate regulation, evaluating their effectiveness and limitations as nature-based solutions within carbon neutrality strategies and global climate frameworks.			X								
MLO5 - Engage in co-produced, transboundary governance processes, demonstrating the ability to apply stakeholder-informed, inclusive, and diplomatically sensitive approaches to coastal planning and conflict resolution in multi-jurisdictional marine environments.					X			X			
MLO6- Communicate the value, trade-offs, and uncertainties of ecosystem services using appropriate formats and tools (e.g., policy briefs, infographics, technical reports), tailoring the message to diverse audiences including policymakers, local communities, and scientific peers.									X		
Challenges of Marine Environment under climate change scenario (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3	
MLO1 - Synthesize and interpret multidisciplinary scientific data (e.g., IPCC, satellite, in situ monitoring) to explain the spatial and temporal variability of climate-related stressors such as ocean warming, acidification, and deoxygenation.		X									
MLO2 - Assess and compare the vulnerability, exposure, and adaptive capacity of marine ecosystems and dependent socio-ecological systems using resilience frameworks and scenario analysis.										X	
MLO3 - Design and propose ecosystem-based adaptation and mitigation strategies (e.g., blue carbon, nature-based solutions) to address specific climate risks in coastal and marine areas, considering local to international governance levels.							X				
MLO4 - communicate effectively complex climate-ocean interactions, risk scenarios, and policy recommendations to both scientific and									X		



policy-making audiences using appropriate tools (e.g., briefing notes, infographics, policy briefs).											
Coastal Resilience and Tourism (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3	
MLO1 - Integrate advanced methods and processes in the fields of geography, environmental studies, and territorial planning to develop innovative solutions addressing complex societal needs and demands.	X										
MLO2 - Critically evaluate the social, economic, and environmental impacts of tourism within the context of geography, the environment, and territorial planning to recommend innovative and sustainable solutions.	X										
MLO3 - Design and implement action-oriented strategies and intervention proposals to tackle socio-demographic, ethical and environmental challenges related to tourism development.							X				
MLO4 - Demonstrate entrepreneurship skills in managing emerging challenges in geography, environmental planning, territorial development, and other areas associated with sustainable coastal tourism.		X									
Master thesis-(30 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3	
MLO1 - Formulate advanced knowledge and understanding of a particular topic relevant to sustainability through exploration of a real-world problem	X	X	X	X			X	X		X	
MLO2 - Investigate and evaluate complex challenges in collaboration with relevant stakeholders and contribute to the successful management of the project and the development of leadership capabilities				X	X			X			
MLO3 - Apply the appropriate qualitative and/or quantitative methodology following responsible and ethical research practices at all times		X	X					X			



MLO4 - Analyse data and draw appropriate conclusions based on collected data and synthesise new knowledge based on real world/experimental findings.	X	X								X
MLO5 - Acquire advanced competencies and transversal skills such as original thought, logical argument, and the ability to effectively communicate findings in written and oral forms, adapted to suit specialist and non-specialist audiences.	X	X						X		
MLO6- Execute self-directed research contributing to the development of reflexive skills, reflective practice and a life-long learning disposition.		X	X							X

Sustainability Literacy and Systems Thinking (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1- Critically analyse the concepts and conflicts of sustainability and sustainable development under the pillars of environmental, social and economic sustainability	X	X				X			X	X
MLO2 - Evaluate the key challenges of sustainability, underlying causes, the need for change and mitigation from a systems perspective	X		X							
MLO3 - Apply systems thinking in a local, regional and/or global context	X									
MLO4 - Act as change agents through engaging society and industry in acting for sustainability				X						
MLO5 - Effectively share sustainability justice concepts and their implications to diverse audiences, including policymakers, communities, and interdisciplinary academic fields			X				X	X		
MLO6 - Evaluate and propose amendments to environmental legislation and reporting regulations for corporations and their civil engagement	X	X			X	X			X	
Green Entrepreneurship and Social Innovation (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1 - Critically analyse green entrepreneurship and social innovation principles, evaluating systemic challenges and identifying		X				X				X



opportunities for scalable, transformative solutions to environmental and societal issues											
MLO2 -Develop strategies that integrate sustainability, ethical leadership, and social innovation, aligning environmental responsibility with organisational goals	X										X
MLO3 - Apply advanced design thinking and creativity techniques to conceptualise and test innovative green business models for sustainable impact.	X	X								X	
MLO4 - Evaluate frameworks for prototyping, piloting, and scaling innovations, identifying pathways to embed solutions into practices, policies, and markets.						X				X	
MLO5 -Critically assess the role of networks, collaboration, and participatory approaches in driving systemic change and enabling a just transition.			X	X	X		X				
MLO6 - Synthesise and present a green business prototype or social innovation plan, demonstrating integration of sustainability principles and entrepreneurial thinking.				X	X	X	X	X			
Circular Economy, Bioeconomy and Sustainable Finance (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3	
MLO 1 - Analyse the concept of circular economy and illustrate its application to the operation of agri-food systems.	X		X			X					X
MLO2- Select and interpret relevant research findings and innovations relating to food waste management, prevention and reduction strategies and assess their effectiveness.		X	X		X	X					
MLO3 - Appraise the mechanisms and strategies being adopted to promote circular bioeconomy and investigate the challenges of circular agri-food systems.	X		X					X	X		
MLO4 - Analyse the role of the financial system in advancing sustainable development, including its contribution to the achievement of the SDGs and the implications of ESG-related risks and opportunities.	X	X	X		X	X				X	
MLO6 - Differentiate and critically evaluate the principal approaches to sustainable finance, including ESG, Socially Responsible Investment and impact investing	X	X				X					



MLO7 - Design and implement responsible investment policies for organisations or investment funds by integrating ESG criteria into asset analysis and selection processes.	X	X			X				X	
Sustainable Leadership for Innovative Transformative Change in Urban and Coastal Regions (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1- Critically evaluate the theoretical and practical potential benefits, challenges, drawbacks, and trade-offs of various sustainability solutions for Smart Urban Coastal Sustainability from an interdisciplinary perspective.	X		X							
MLO2- Apply and critically assess innovative technology solutions to management demonstrating proficiency in utilising advanced technologies to enhance sustainability practices				X	X					
MLO3 - Lead and manage diverse teams and stakeholders fostering inclusive and participatory approaches to promote and implement bottom-up sustainable initiatives in complex and dynamic environments.						X	X			
MLO4- Design sustainable solutions to ethical and social management issues collaboratively and inclusively along with multiple stakeholders involved.				X	X		X			
MLO5- Embrace and consequently formulate socially responsible strategic policies demonstrating a deep understanding of sustainability principles and the ability to integrate ethical considerations into strategic decision-making processes.								X		
MLO6- Exhibit advanced advocacy skills to influence public policy decisions that promote sustainable development in urban and coastal areas.									X	X
Statistics, AI and Big Data Analysis (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
ML01 – Analyse use cases to apply AI in real-world scenarios related to urban and coastal planning. They will critically assess the feasibility and impact of AI solutions, ensuring alignment with sustainability goals and stakeholder needs	X	X		X	X			X	X	X
ML02 – Understand, recognize and evaluate the ethical dilemmas posed by AI and big data (such as privacy concerns or algorithmic bias in decision-making) to mitigate these risks		X	X		X				X	

ML03 – Examine and organise sources of Data and Refine Data Quality to ensure high quality and reliability for analysis and modelling		X	X		X	X		X		
ML04 –Build simple ML models and evaluate results through hands-on exercises, to understand the whole AI chain, with its performance evaluation.										
ML05 –Articulate business cases for sustainable AI and able to craft compelling arguments for AI adoption in sustainable development, balancing technical, economic, and environmental factors. They will learn to present business cases that highlight cost-benefit analyses, scalability, and long-term societal impact, tailored to both public and private sector stakeholders		X					X	X		
Ethics, Regulation and Social Sustainability (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
Identify and critique the dynamic relations between environment, society and social life, and ethical and societal norms’ relationship to global environmental issues.	X	X	X				X			X
Demonstrate knowledge of various ethical frameworks that can guide sustainable development management	X			X						X
Analyse historical and contemporary understandings of diverse intellectual traditions and substantive environmental problems from a social scientific and ethical perspective and examine and discuss key issues of environmental justice.		X				X				X
Evaluate policies and initiatives addressing societal transitions towards sustainability and critically reflect on how sustainability can be achieved in specific situations, ensuring the approach is conceptually and methodologically sound.	X		X		X	X			X	
Critically appraise the ethical and legal dimensions of national, European and International environmental regulation and their effectiveness in addressing global challenges such as climate change, biodiversity loss, and pollution.	X	X	X			X			X	
Identify both religious and secular justifications for sustainability and apply them in academic and practical contexts.	X		X				X			X
Agroforestry and Conservation Genetics (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3



MLO1 - Analyze the strategic role of nature-based solutions (NBS), including agroforestry, in sustainable development plans for urban and coastal systems, and critically assess their feasibility within specific socio-economic and political contexts.	X	X	X						X	
MLO2 - Evaluate the key Agri-ecological and social-ecological interactions in agroforestry systems and summarize their contributions to ecosystem service								X		X
MLO3 - Evaluate the roles of genetic, species, and ecosystem diversity in maintaining ecological resilience and prioritize populations for conservation based on adaptive potential using synthesized data.	X	X	X					X		
MLO4 - Critically assess population genetics models (e.g., Hardy-Weinberg equilibrium) and evaluate the long-term evolutionary consequences of processes like gene flow and founder effects							X		X	
MLO5 - Critique conservation strategies for mitigating genetic risks (e.g., inbreeding depression) in small, isolated populations and design plans to counter the effects of habitat fragmentation on genetic diversity.				X	X			X		X
MLO6 - Synthesize genetic and ecological data to prioritize populations for conservation based on adaptive potential.							X	X		
Integrated Soil Health and Water Management (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1 - Analyse the evolution of soil management, critically assess the spatio-temporal stability of soil properties, and evaluate their socio-agronomic implications.		X	X							X
MLO2 -Design, critique, and implement comprehensive soil health assessment frameworks, justifying the selection and application of physical, chemical, and biological indicators for specific agroecosystem	X							X	X	
MLO3 -Evaluate, compare, and apply a range of soil health assessment methodologies and tools, constructing critical analyses of their reliability and suitability for addressing real-world agricultural challenges.					X		X	X		
MLO4 - Critically evaluate water resource management strategies and policies for sustainability, assessing their applicability across different regulatory and geographic contexts.	X	X								



MLO5 - Design integrated and optimized water resource development and distribution plans that balance hydrological, economic, environmental, and future climate constraints.				X							
MLO6 - Assess the reliability of risk assessment methods in water infrastructure planning under climate uncertainty.						X		X			
MLO7 - Formulate strategic risk management and contingency plans for water systems, incorporating uncertainty assessment and proposing innovative technological or policy solutions.									X		
Sustainable Livestock and Aquaculture Management (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 – R3	
MLO1 - Critically evaluate and design advanced animal husbandry systems by integrating knowledge of animal welfare, housing, biosecurity, health, and emerging technologies to optimize production, health, and sustainability	X	X				X			X	X	
MLO2 - Analyse the global, European, and environmental role of livestock production, assessing its socio-economic impact and ecological implications within broader agricultural systems.			X	X		X				X	
MLO3 - Critically assess aquaculture business viability and competitive positioning by analysing financial, market, and policy environments using appropriate strategic frameworks (e.g., SWOT, PESTEL).	X					X					
MLO4 - Analyse and propose innovations in aquaculture production, evaluating the trade-offs between traditional and emerging technologies to enhance sustainability and minimize ecological footprints.		X						X			
MLO5 - Evaluate the influence of regulatory frameworks, policies (e.g., EU, national), and market mechanisms (e.g., labelling) on the standards, growth, and sustainability of the aquaculture industry.					X	X				X	
Sustainable and Resilient Agri-food supply chains (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 – R3	
MLO1 - Analyze the foundational principles of sustainability, resilience, and circularity within agri-food supply chains, and evaluate their role in transforming traditional models and achieving ESG goals.	X	X	X								
MLO2 - Develop and evaluate strategies for integrating sustainability across the supply chain, including ethical supplier partnerships,			X	X		X		X			



ethical sourcing, and the adoption of circular economy and agroecological principles.											
MLO3 - Critically assess the role of digitization and specific technologies in enhancing the transparency, efficiency, and sustainability performance of agri-food supply chains.		X			X						
MLO4 - Evaluate and apply key tools and frameworks for measuring, managing, and communicating the environmental and social impact of supply chain operations.									X		
MLO5 - Design and implement integrated risk management strategies to build resilient supply chains that minimize disruption and align sustainability with long-term profitability	X			X			X				
Green Cities and Coastal Challenges (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3	
MLO 1 – Identify and classify major natural hazards (e.g., earthquakes, tsunamis, floods, windstorms, landslides) and explain their mechanisms, spatial distribution, and impacts on the built environment.	X		X								
MLO 2 – Analyse the vulnerability and performance of different structural materials (concrete, steel, timber) under coastal and extreme environmental conditions.			X			X					
MLO 3 – Apply probabilistic methods such as extreme value theory and basic hazard modelling to evaluate the risk of natural hazard events on infrastructure.		X			X						
MLO 4 – Assess the durability and sustainability of structures in marine environments using laboratory testing, Life-Cycle Assessment (LCA), and Environmental Product Declarations (EPDs).		X		X		X					
MLO 5 - Incorporate green building principles and understand the role of BIM in the design, operation, and maintenance of sustainable infrastructure.	X	X									
MLO 6 – Simulate basic flood protection strategies using simplified hydraulic models and interpret their effectiveness for estuarine and coastal regions.	X				X						
MLO 6 –Interpret and apply relevant standards and regulations, including Eurocodes and EU legislation on green cities and sustainable construction	X			X			X	X		X	



MLO7 - Engage effectively with stakeholders, including civil protection agencies, environmental planners, and developers, to communicate risk and co-create adaptive solutions.								X		
MLO8 - Demonstrate ethical awareness and critical thinking in the planning and design of resilient infrastructure in environmentally sensitive areas.			X							X
Renewable Energy and Storage (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1 - Apply advanced engineering and environmental design principles to configure renewable energy and storage systems adapted to urban environments and climate-related constraints.		X					X			X
MLO2 - Evaluate the technical and environmental performance of solar, wind, geothermal, biomass systems using appropriate simulation tools and performance indicators (COP, efficiency).	X		X			X			X	
MLO3 - Design integrated renewable energy and storage solutions (electrical, thermal) that enhance building resilience, support decarbonization, and align with Net-Zero Energy Building (NZEB) targets and the EU Green Deal.		X				X		X		
MLO4 - Critically assess the compliance of renewable energy interventions with European frameworks (e.g., EPBD recast, Fit for 55)							X			X
MLO5 - Formulate and justify investment strategies for energy efficiency and renewable deployment using life-cycle assessment (LCA), environmental product declarations (EPD), and cost-benefit analysis.		X				X			X	
Green Infrastructure (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1 - Apply interdisciplinary engineering and planning methods and approaches to understand and design multifunctional green infrastructure systems that address complex urban sustainability and resilience challenges.	X	X						X		
MLO2 - Critically evaluate the environmental, social, and spatial impacts of green infrastructure interventions within urban contexts, particularly in relation to water management, ecological connectivity, public space equity, and sustainable mobility.	X	X					X			



MLO3 - Design and implement action-oriented strategies that use green infrastructure to tackle pressing challenges such as urban flooding, climate vulnerability, heat island effects, and the disconnection of active mobility networks			X			X				X
MLO4 - Demonstrate leadership, adaptability and digital fluency in the planning, governance, and performance evaluation of green infrastructure, using tools as GIS to support data informed decision making.				X	X				X	X
Engineering Green Cities (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1- Explain the principles and indicators of green-city performance (carbon, energy, water, biodiversity, liveability)	X								X	
MLO2 - Evaluate urban environmental quality	X								X	X
MLO3 - Assess urban material and energy flows using life-cycle assessment (LCA) and urban metabolism methods	X								X	
MLO4 - Design small-scale nature-based or blue-green infrastructure (BGI) elements that enhance climate resilience and ecosystem services	X	X	X							
MLO5 - Select low-carbon, circular construction materials and justify choices with Environmental Product Declarations (EPDs).	X	X								
MLO6 - Model pedestrian- and mobility-friendly land-use for scenario comparison. City/ building info-modelling	X								X	X
MLO7 - Communicate engineering proposals to non-technical audiences, integrating policy, equity and ethical considerations.								X		
Global Inequalities in Sustainable Development (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1 - Define and critically analyse different dimensions of inequality (economic, social, religious, political, spatial etc.)		X								
MLO2 - Evaluate historical and structural causes of inequality in a global context	X		X							
MLO3 - Assess the consequences of inequality for poverty reduction, human development, and sustainability		X				X				
MLO4 - Apply key theories and concepts (dependency theory, systems theories, human development & flourishing approaches, SDG 10 etc.)							X			



MLO5 - Compare patterns of inequality within and between societies/countries using case studies						X					
MLO6 - Critically examine global and national policy responses (taxation, social protection, education, trade, climate policies, ethics and worldview dialogues etc.)			X			X					
MLO7 - Develop and present evidence-based arguments on inequality issues, especially in urban and coastal areas		X						X			
Environmental Management and Community Engagement (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3	
MLO1 - Analyze hazard dynamics and spatial vulnerability	X					X					
MLO2 - Apply GIS and participatory mapping in real-world contexts						X					
MLO3 - Engage with stakeholders and design inclusive mitigation strategies		X		X	X						
MLO4 - Interpret international and national risk frameworks		X				X					
MLO5 - Communicate findings to technical and lay audiences								X			
MLO6 - Interpret spatial patterns of exposure and vulnerability using geospatial datasets	X	X				X					
MLO7 - Evaluate the effectiveness of disaster risk reduction strategies across different geographic contexts	X						X				
Population, Migration and Climate (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3	
MLO1 - Identify and delimit migration from other types of spatial mobility.	X	X									
MLO2 - Classify and evaluate different forms of migration, particularly the ones resulting from interrelation of population development and climate change, using contemporary insights into migration forms diversification.			X					X			
MLO3 -Critically interpret and explain migration flows and types using current, most relevant social science concepts and theories integrating multidisciplinary scientific knowledge in the field.		X							X		
MLO4 - Assess the challenges of climate change in terms of sustainable development goals and contemporary migration			X			X					
MLO5 - Critically analyze the impact of climate change on coastal environments, social and economic developments, and migration.	X					X					



MLO 6- Communicate research results related to migration and climate change clearly and effectively, both in written and oral forms, using the appropriate terminology and discourse.				X				X		
Community Health and Wellbeing (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1 -Identify and critically evaluate key social, economic, cultural, environmental, and behavioural determinants shaping community health and wellbeing.	X									
MLO2 - Analyse historical, structural, and policy-driven factors that produce and sustain health inequalities across diverse populations.			X			X				
MLO3 - Assess the health impacts of environmental risks, including air, water, and soil pollution, biodiversity loss, climate change, and emerging technologies.		X				X				
MLO4 - Apply major theories and frameworks in community and global health (e.g., social determinants of health, health equity, SDGs) to real-world contexts.							X		X	
MLO5 - Compare health patterns within and between communities using case studies and empirical data.								X	X	
MLO6 - Design and communicate evidence-based strategies to improve community health, mitigate inequalities, and support sustainable wellbeing.								X		X
Coastal Marine Environment (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3
MLO1 - Classify and evaluate the main coastal zones (from supralittoral to circalittoral) and assess the structure and functioning of their associated habitats and biological communities.		X								
MLO2 -Interpret and synthesize the ecological roles and benefits of key species within different coastal biocenoses			X							
MLO3 - Assess and critically reflect on major anthropogenic threats to coastal ecosystems and formulate evidence-based mitigation strategies considering ecological, social, and regulatory dimensions.		X								
MLO4 - Evaluate the effectiveness of conservation approaches and analyse the implementation and impact of European environmental policies related to marine and coastal protection.									X	



MLO5 - Design and lead field-based ecological assessment processes, integrating habitat mapping, key-species identification and critical data interpretation through multidisciplinary and ethical scientific approaches for Sustainable Urban and Coastal Development.				X							
MLO6 - Communicate complex scientific information related to coastal environments clearly and effectively, both in written and oral forms, adapting discourse to suit specialized as well as non-specialized audiences.								X			
Ecosystem Services of Coastal Areas (10 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3	
MLO1 - Interpret and classify ecosystem services in coastal contexts by applying advanced international frameworks such as CICES and MAES, demonstrating the ability to critically analyse their conceptual structure and real-world applicability.									X		
MLO2 - Integrate and evaluate multi-source scientific, social, and economic data to characterise ecosystem functioning and service provision—particularly carbon sequestration, resilience, and multifunctionality—using appropriate analytical models and frameworks.									X		
MLO3 - Design and construct decision-support tools and planning instruments based on ecosystem services (ES) to guide sustainable coastal development, ensuring alignment with the UN SDGs and the guiding principles of the UN Ocean Decade (e.g., equity, co-design, interdisciplinarity).							X				
MLO4 - Quantify, model, and critically assess the role of blue carbon ecosystems in climate regulation, evaluating their effectiveness and limitations as nature-based solutions within carbon neutrality strategies and global climate frameworks.			X								
MLO5 - Engage in co-produced, transboundary governance processes, demonstrating the ability to apply stakeholder-informed, inclusive, and diplomatically sensitive approaches to coastal planning and conflict resolution in multi-jurisdictional marine environments.					X		X				
MLO6- Communicate the value, trade-offs, and uncertainties of ecosystem services using appropriate formats and tools (e.g., policy briefs, infographics, technical reports), tailoring the message to								X			



diverse audiences including policymakers, local communities, and scientific peers.											
Challenges of Marine Environment under climate change scenario (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 – R3	
MLO1 - Synthesize and interpret multidisciplinary scientific data (e.g., IPCC, satellite, in situ monitoring) to explain the spatial and temporal variability of climate-related stressors such as ocean warming, acidification, and deoxygenation.		X									
MLO2 - Assess and compare the vulnerability, exposure, and adaptive capacity of marine ecosystems and dependent socio-ecological systems using resilience frameworks and scenario analysis.									X		
MLO3 - Design and propose ecosystem-based adaptation and mitigation strategies (e.g., blue carbon, nature-based solutions) to address specific climate risks in coastal and marine areas, considering local to international governance levels.						X					
MLO4 - Communicate effectively complex climate-ocean interactions, risk scenarios, and policy recommendations to both scientific and policy-making audiences using appropriate tools (e.g., briefing notes, infographics, policy briefs).								X			
Coastal Resilience and Tourism (5 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 – R3	
MLO1 - Integrate advanced methods and processes in the fields of geography, environmental studies, and territorial planning to develop innovative solutions addressing complex societal needs and demands	X										
MLO2 - Critically evaluate the social, economic, and environmental impacts of tourism within the context of geography, the environment, and territorial planning to recommend innovative and sustainable solutions.	X										
MLO3 - Design and implement action-oriented strategies and intervention proposals to tackle socio-demographic, ethical and environmental challenges related to tourism development.							X				
MLO4 - Demonstrate entrepreneurship skills in managing emerging challenges in geography, environmental planning, territorial		X									



development, and other areas associated with sustainable coastal tourism.											
Master thesis-(30 ECTS)	PLO 1 – K1	PLO 2 – K2	PLO 3 – K3	PLO 4 – S1	PLO 5 – S2	PLO 6 – S3	PLO 7 – S4	PLO 8 – R1	PLO 9 – R2	PLO10 -R3	
MLO1 - Formulate advanced knowledge and understanding of a particular topic relevant to sustainability through exploration of a real-world problem	X	X	X	X			X	X		X	
MLO2 - Investigate and evaluate complex challenges in collaboration with relevant stakeholders and contribute to the successful management of the project and the development of leadership capabilities				X	X			X			
MLO3 - Apply the appropriate qualitative and/or quantitative methodology following responsible and ethical research practices at all times		X	X					X			
MLO4 - Analyse data and draw appropriate conclusions based on collected data and synthesise new knowledge based on real world/experimental findings.	X	X								X	
MLO5 - Acquire advanced competencies and transversal skills such as original thought, logical argument, and the ability to effectively communicate findings in written and oral forms, adapted to suit specialist and non-specialist audiences.	X	X						X			
MLO6- Execute self-directed research contributing to the development of reflexive skills, reflective practice and a life-long learning disposition.		X	X							X	

Annex 4 – Student Agreement

Student Agreement

Between the Programme Coordinator University, South East Technological University, Ireland (SETU) represented for the purposes of signing the Student Agreement by **Name(s) Surname(s)**,

On behalf of the EU-CONEXUS Joint Master Programme in Leadership for Sustainable Urban and Coastal Development consortium universities:

- South East Technological University, Ireland (SETU)
- Université de La Rochelle, France (LRUniv)
- Universidad Católica de Valencia, Spain (UCV)
- Universität Rostock, Germany (UROS)
- Sveučilište u Zadru (in English University of Zadar), Germany (UNIZD)
- Klaipėdos Universitetas (in English Klaipėda University), Lithuania (KU)
- Universitatea Tehnică de Construcții București (in English Technical University of Civil Engineering Bucharest), Romania (UTCB)
- Geoponiko Panepistimion Athinon (in English Agricultural University of Athens), Greece (AUA)
- Frederick University, Cyprus (FredU)

All together hereinafter referred to as ‘Consortium of Universities’

And the student **Name(s) Surname(s)** born in **Country of Birth** on **Date of Birth**; holding the citizenship of **Citizenship**; with the ID/Passport number **xxxxxx** hereinafter referred to as ‘Student’, and collectively referred to as ‘Parties’.

This Student Agreement hereinafter referred to as ‘Agreement’, defines joint implementation rules and mechanisms as well as mutual rights and responsibilities between the Consortium of Universities and the Student.

1. General Provisions

The agreement shall be valid for the whole study period. It shall define the procedure and costs of the studies, obligations of the parties, and the provisions of the agreement validity, amendment and termination. Legal acts of the Republic of Ireland or other

national legislations of the Consortium of Universities, the EU-CONEXUS Joint Master Programme in Leadership for Sustainable Urban and Coastal Development Agreement and other EU-CONEXUS legal documents shall be applied in cases where the agreement cannot regulate certain study issues of the Student.

The Student is registered for the first year of the Joint Master Programme in Leadership for Sustainable Urban and Coastal Development (hereinafter referred to as the 'Programme') for full-time study. This will commence on X September 202X.

2. Study Programme

Title of the Programme	Joint Master Programme in Leadership for Sustainable Urban and Coastal Development
Length of the Programme	120 ECTS, 2 years
Mode of Study	Full-time studies
Qualification Degree	Master of Science
Type of Diploma	Joint Diploma and double degree
Field of Study (ISCED)	9999
Streams	<ul style="list-style-type: none"> – Sustainable Agri-Food Systems – Climate-Responsive and Green Urban Infrastructure – Sustainable Urban Coastal Communities – Coastal Ecosystem Services
Language of Studies	English
Partner Universities	South East Technical University (SETU)
Access to	Third level doctoral studies/labour market

The 120 ECTS Joint Master Programme consists of:

- **Mandatory modules** (60 ECTS) are taught in the first academic year of the programme in the areas of:
 1. Sustainability, Literacy and Systems Thinking
 2. Green Entrepreneurship and Innovation
 3. Circular Economy, Bioeconomy and Sustainable Finance
 4. Sustainable Leadership for Innovative Transformative Change in Urban and Coastal Regions
 5. AI, Statistics and Big Data Analysis

6. Ethics, Regulations and Social Sustainability
- **Modules** of the chosen stream (30 ECTS)
 1. Sustainable Agri-Food Systems
 2. Climate Responsive Urban Infrastructure
 3. Sustainable Urban coastal Communities
 4. Coastal Ecosystem Services
 - **Master Thesis** (30 ECTS)

The course catalogue with learning outcomes, assessment regulations, admission procedures and timelines can be found on the EU-CONEXUS website.

3. Academic Calendar

Academic Calendar for 202X-202X

Autumn Semester (202X-202X)	
Lectures Period (1 st and 2 nd Year)	7 September – 3 December
Welcome Week (1st Year)	1 September – 5 September
Welcome Week (2nd Year)	1 September – 5 September
Exam Session (1 st Year)	6 December – 20 December
Exam Session (2 nd Year)	6 December – 20 December
Resit of Exams (1 st Year)	26 January – 2 February
Resit of Exams (2 nd Year)	10 January – 20 January
Winter Holidays	22 December – 9 January
Staff Grading/Reviews/Examination Boards (1 st Year)	3 January – 14 January
Exam Results Online (1 st Year)	24 January
Resit of Exams (1 st Year)	26 January – 2 February
Resit of Exams (2 nd Year)	10 January – 20 January
Spring Semester (202X-202X)	
Lectures Period	15 February – 5 May
Welcome Day	15 February



Master Thesis Period (2 nd Year Students)	7 February – 17 June
Study Period	8 May – 12 May
Exam Session	15 May – 26 May
Staff Grading/Reviews/Examinations Boards (1 st Year)	28 May – 9 June
Exam Results Online (1 st Year)	9 June
Resit of Exams (1 st Year)	20 – 30 June
Thesis Defence (2 nd Year)	18 June
Graduation Ceremony	27 – 31 October
Summer Holidays	1 July – 1 September

The academic calendar for the academic year 202X-202X is confirmed by 30th May 202X. Public holidays depend on the country where the Student is studying physically.

4. Registration and Student's Status

Having provided final documents required for admission to the Programme Coordinator University, the Student is registered as a full-time student of the Joint Master Programme in Leadership for Sustainable Urban and Coastal Development in all EU-CONEXUS Joint Master Programme in Leadership for Sustainable Urban and Coastal Development consortium universities for the full duration of the programme. When the Student is physically at one university, the status of the Student at the other consortium universities is 'on mobility'. The Student will receive the student card (digital or physical card) of the Programme Coordinator University and will have the right to the student card in each university where he/she will be physically located at during the Programme.

5. Individual Study Plan

The Student follows the study plan of the Programme as confirmed in the ECTS Course Catalogue for intake 202X. The Programme is designed to ensure that students get essential training in key subjects related to sustainability, but also have the opportunity to thematically specialise, and tailor their study programme to their

aspirations via research and project work. Elective modules in the second year of the Programme are as follows; Sustainable Agri-Food Systems, Climate Responsive Urban Infrastructure, Sustainable Urban Coastal Communities, and Coastal Ecosystem Services.

The Student will have the opportunity to take additional local language courses at each host university if they so wish.

6. Mobility

The Student enrolled in the Programme has both mandatory and elective mobilities among universities of the Consortium with a full academic acknowledge of the credits acquired. During the two years of the Programme Students will study and be hosted by at least three universities of the Consortium.

Study Organisation/Mobility Scheme:

Semester:	Host University:
1st Semester	South East Technological University, Ireland
2nd Semester	Université de la Rochelle, France
3rd Semester	Agricultural University Athens, Greece Technical University of Civil Engineering, Romania University of Zadar, Croatia Catholic University of Valencia, Spain
4th Semester	The Master Thesis project is carried out by the student with the choice to be based in a partner university, associated partner or other higher education and/or research institution according to the Master thesis topic.

7. Achievement and Assessment of Learning Outcomes

The primary objective in determining learning outcomes is to precisely articulate the knowledge, skills, and competencies that students acquire at the Joint Master

Programme in Leadership for Sustainable Urban and Coastal Development, and to provide comprehensive information to students and other interested parties about the specific profile developed through the programme.

The Joint Master Programme in Leadership for Sustainable Urban and Coastal Development is structured to encompass:

1. The expected learning outcomes that are achieved by fulfilling individual study obligations in the entire study programme, along with the expected number of hours required for each study obligation to ensure the achievement of the intended learning outcomes.

2. Each study obligation is assigned a corresponding number of ECTS credits based on the average total amount of work that the student needs to invest in order to achieve the expected learning outcomes within that obligation.

The allocation of ECTS points is linked to the evaluation of students' work, which includes attending modules, taking periodic knowledge tests, and undertaking written, oral or other forms of final exams (clearly described in assessments for each course and defined in this section). The identification of student tasks is achieved through the assessment and evaluation of their work throughout classes, as well as the final examination. The study programme implements tough quality monitoring procedures to guarantee the acquiring of highly relevant knowledge, skills, and competences by every course professor. Class attendance and the satisfactory completion of all student responsibilities will be verified.

3. The method of conducting classes and the assessment of the acquired learning outcomes for each course obligation.

The modules are structured in such a way to ensure that students achieve certain learning outcomes. This is achieved through a combination of lectures, seminars, exercises, and hands-on activities. Each course provides a complete description of the requirements for students to achieve. Additionally, the assessments for each element of the module are clearly outlined.



The learning outcomes of the course may be assessed through the number of assignments. Throughout the semester, students will participate in a range of formative assessments designed to provide ongoing feedback. At the end of a module, a summative assessment will be conducted to evaluate the students' mastery of the module's content and learning objectives. This approach ensures that students are given the opportunity to demonstrate their full understanding and knowledge and skills outlined in the course curriculum.

Detailed assessment criteria and requirements for each module will be clearly outlined and distributed to students in advance, within syllabi for each module. This allows students to plan and manage their study efforts effectively. This approach will create an environment that fosters academic success by employing clearly defined and systematically structured assessment methods.

The final set of the assignments is decided by module coordinators and may consist of:

- Written exam
- Oral exam:
- Oral/Poster presentation
- Practical exam/Laboratory test/Modelling:
- Portfolio/e-Portfolio:
- Peer assessment:
- Report/project:
- Term paper:
- Review:
- Project work
- Group work
- Online quiz:
- Master Thesis via Challenge-Based Learning
- Thesis defence

The Student has right to access to appeal in case of doubts about the assessment.

Each university of the Consortium uses its own grading system which is converted to the ECTS grading system at the end of each exam session and is available in the Assessment Regulations Annex 6.

After having successfully passed all prior exams the Student is allowed to choose the Master thesis topic offered by the Consortium of Universities or propose his/her own. Master thesis is carried out by the student in one of Partners' institution during the 4th semester. The Student will receive the guidelines for Master theses. The Master thesis will be assessed by the joint Jury of the Master thesis and defended publicly.

8. Degree

The Student will be awarded a joint Master's degree in Leadership for Sustainable Urban and Coastal Development of the Consortium of Universities after having successfully passed all exams and defended the Master thesis.

Master's degree in Leadership for Sustainable Urban and Coastal Development refers to the following degrees issued by the universities of Consortium:

South East Technological University (SETU)	Master of Science (MSc) in Leadership for Sustainable Urban and Coastal Development
Université de La Rochelle, France (LRUniv)	Diplôme de Master mention Science de la durabilité parcours 'Defis globaux pour le development durable'
Fundacion Universidad Catolica de Valencia (UCV)	Master Universitario en Liderazgo para el Desarrollo Urbano y Costero Sostenible (Master in Leadership for Sustainable Urban and Coastal Development)
Universität Rostock, Germany (UROS)	Master of Science (MSc) in Leadership for Sustainable Urban and Coastal Development
Sveučilište u Zadru (UNIZD)	Magistar/Magistra Upravljanja Održivim Urbanim I Obalnim Razvojem (Master in Sustainable Urban and Coastal Development Management)

Klaipėdos Universitetas, Lithuania (KU)	Verslo Vadybos Magistro Kvalifikacinis Laipsnis (Master of Business Management)
Universitatea Tehnica de Constructii Bucuresti (UTCB)	Masterat în Leadership pentru Dezvoltare Urbană și Costieră (Master in Leadership for Urban and Coastal Development)
Geononiko Panestipimion Athinon (AUA)	Master of Science (MSc)
Frederick University (FredU)	Non-awarding

The Student has to apply for issuing of the diploma and diploma supplement at the Programme Coordinator University. The joint diploma and diploma supplement will be issued and registered by South East Technological University, Ireland (SETU) within six months of receipt of the request and can be collected at the Programme Coordinator University.

South East Technological University (SETU) will issue a provisional diploma and transcript of records to the Student at the Graduation ceremony or deliver it to the Student by post/email. The latter shall be eligible to apply for further studies or to enter labour market until the final diploma and diploma supplement are issued.

9. Tuition Fees, Payments, Refunds and Financial Provisions

Annual tuition fee of the Programme for EU students is 5,500 EUR (and for non-EU students 11,000 euro). The tuition fee is confirmed by the Consortium of Universities and cannot be changed during the duration of Programme.

The tuition fee includes all materials, facilities, laboratory consumables, teaching and counselling required to fulfil the Programme requirements and achieve the Programme outcomes.

The tuition fee does not include accommodation, travelling, health insurance and any other living costs of the Student.

The Student shall be charged an additional fee for the modules he/she has to retake in proportion to the number of the credits of the course.

The Student shall be charged an additional fee for additionally selected modules in proportion to the number of the credits in accordance to the procedure determined by the host or course providing University of the Consortium.

Following confirmation of their acceptance of a place on the Joint Master Programme the student will be issued with an invoice and will pay the annual fee of 5,500 euro as part of their enrolment. They will however have the option of paying per semester and therefore could pay a fee of 2,750 euro upon enrolling in the programme and again at the beginning of semester 2, 3 and 4. If the Student fails to receive a visa (if required to start the studies) and to start studies on time, the paid tuition fee is fully refunded after providing the proof of visa rejection to the Programme Coordinator University.

The Student who fails to pay the tuition fee by the terms listed in this Agreement has the right to terminate the Agreement and make an agreement for the terms of paying the debt. Expulsion from the Consortium of Universities does not provide an exemption from obligation to pay the debt and penalties.

If the Student goes on academic leave or suspends the studies for any justified reasons (sickness, financial problems, etc.) at the end of the semester without accomplishing his/her tasks of the study course(s) and before passing the final exam or getting accumulated total grade, he/she shall have to pay for the modules he/she has to retake after returning from the academic leave of absence in accordance to the credit fee determined for the current academic year by the Consortium of Universities.

The tuition fee shall not be refunded to the Student who left the Consortium of Universities or was expelled from it.

The Student might be granted an incentive grant based on his/her grades and other academic achievements or other scholarship by the Consortium of Universities. Under special circumstances (e.g., loss of parents, illness, other), which severely impacts the financial status of the Student, he/she might be granted a one-off scholarship by the Consortium of Universities in compliance with the established procedure.

10. Obligations of the Consortium of Universities

The Consortium of Universities jointly and each university individually shall:

- ensure the quality of the studies in the Programme;
- provide the Student with an access to the EU-CONEXUS Smart Campus and university's intranet and a university email address which shall be used for sending all information related to the Student's studies at the Consortium of Universities;
- provide free course support materials on physical or electronic format;
- inform the Student on the Programme's legal and academic aspects in a transparent manner;
- provide access to adequate services and means of support in order to complete the programme;
- provide transparent information and advice the Student on mobility within the programme, migration, health insurance, accommodation, cultural integration, etc. aspects;
- provide the Student all services and facilities (e.g., sports activities, library, co-studying spaces, counselling, psychological support, etc.) which are available to the students of the host university;
- provide the Student with the contacts of academic tutor, international tutor, Erasmus Student Network and other important staff at each host university;
- administer personal data of the Student in compliance with the requirements of the legal acts of the European Union;
- award a Master's degree in Leadership for Sustainable Urban and Coastal Development and a diploma and a diploma supplement to the Student who finished the whole programme and completely accounted for it.

11. Rights of the Student

The Student has the right to:

- academic freedom of thought;
- fair recognition of comparable qualifications;
- be informed at the beginning of the programme regarding the curricula, year structure and course objectives, the general competences/learning outcomes they will achieve by finalising the course, as well as the assessment method;

- access educational materials available in university libraries or institutional websites; receive an objective and non-discriminatory evaluation of acquired skills as stated in the pre-defined curriculum, after attending a course/programme and successfully finalising the responsibilities related to it;
- freely appeal the received grades in exams, according to the joint or internal regulations; benefit from counselling, both before and during programme;
- students with physical disabilities have the right to be informed about special facilities, support and receive counselling to help them access the Programme and graduate;
- be considered an equal partner in the programme activities and to participate in the continuous assessment and improvement of their educational programmes;
- be treated by the Consortium of Universities in the same way as 'home' students, irrespective of gender, ethnic background, religion or other belief, sexual orientation, or disability; appeal against any act he/she would consider discriminatory at coordinator of the Programme and/or EU-CONEXUS Student Board;
- to associate in structures or student organisations, to organise themselves freely. The Student must not suffer academic, financial or legal consequences stemming from such involvement;
- be informed about the email contacts of the EU-CONEXUS Student Board and the Student Ombudsman;
- be informed how to become a member of EU-CONEXUS Student Board and Erasmus Mundus Students and Alumni Association.

12. Obligations of the Student

The Student shall:

- at the beginning of the studies familiarise him/herself with legal acts regulating the organisation of study process and other relevant legal acts published at the Programme's website;
- fulfil the requirements of the Programme;
- give feedback and participate in discussions about the quality of the programme;

- participate in evaluation/surveys conducted by the Consortium of universities and/or European Commission or its delegated authority;
- comply with the academic discipline and the procedures determined in internal legal acts of the Consortium of Universities and each university individually;
- respect the copyright of others and recognise the ownership of ideas and the intellectual properties of the elaborated works;
- develop and present original academic work;
- equip themselves with all the facilities necessary to participate in the online activities;
- not use the information, take photographs or register other students without permission during classes/events;
- behave with ethics during the studies and commit no fraudulent act;
- not abuse or misuse the access to equipment and installations and will not perform any unauthorised access or violation of departments/universities rules;
- regularly check and use the email service provided by the Consortium of Universities and the access to the EU-CONEXUS Smart Campus. If the Student does not fulfil this obligation, he/she shall have no right to file a complaint about undelivered messages;
- pay the tuition fee established in Article 9 of this Agreement or delegate this obligation to the third party under a separate agreement and pay the fee if the third party fails to do so;
- allow the Consortium of Universities to provide information about the Student's academic performance to third parties who sponsor his/her studies in the Programme;
- protect his/her own personal data and that of other persons: not share his/her passwords and other login data used at the Smart Campus systems, university's computers, not leave an active computer with personal data without logging off;
- in case of changes in the Student's contact data (place of residence or email) or other data, the Student must notify Consortium of Universities in written (by e-mail) during 5 (five) days at the latest;
- fulfil the requirements for legal stay in the country different than original country of residence of the Student and have a valid health insurance;

- fulfil any other obligations outlined in the other legal acts of the Consortium of Universities.

13. Intellectual Property Rights

The Student owns author's property and moral rights for the study works created by him/her (e.g., thesis, laboratory works, course projects, papers, scientific articles, conference thesis, etc.), except in cases described further in this Article of the Agreement.

The Student provides the Consortium of Universities, for the duration of the validity of property rights, with a non-exclusive right to submit and publicly disclose study works created by the Student while fulfilling their obligations, as determined by the legislation defining the study process in the Consortium of Universities, in the intranet databases of the EU-CONEXUS Smart Campus.

Property rights to computer programmes, databases, study works and other works created by the Student are transferred permanently to the Consortium of Universities if the works were created by using the experience gained at the University, intellectual property, financial support, equipment or premises of the University.

14. Final Provisions

The Agreement shall be valid from the date of signing.

The Student shall have the right to terminate this Agreement by warning the Programme Coordinator University in writing at least fourteen days in advance.

The Agreement shall be terminated:

- following the issue of a (provisional) diploma and diploma supplement verifying the completion of the Programme;
- in the cases determined when the Student is expelled from the Consortium of Universities.

The Student is expelled from the Consortium of Universities due to:

- violation of the Agreement;

- failure of the Student to fulfil the requirements of the Programme;
- other cases determined in the academic regulation and other legal acts of the Consortium of Universities.

The Student must comply with the regulations of the legal acts of the country of studies and be responsible for his/her legal stay while studying. When the Student breaks the laws of legal stay, in the case of expulsion from the Consortium of Universities, the tuition fee shall not be refunded, and the agreement is terminated.

The Student shall agree that the Consortium of Universities legally administers his/her personal information.

The Student shall confirm that he/she provided valid personal and academic regulation when signing the Agreement. The Student shall be responsible for any losses due to provision of fallacious data.

During all the period of studies at the Consortium of Universities all information related to studies is delivered to Student only by the email provided by the Consortium of Universities; it is considered appropriate provision of information to the Student. After termination or expiration of the Agreement all notifications, applications, requests and other correspondence is considered duly served to the Student if it is delivered personally, sent by post or personal email indicated by the Student. Notification sent by any means of delivery is considered received on the day it is delivered (if delivered personally), on the day it is served (if sent by post), or on the day it is sent (if sent by email).

Student's login data to EU-CONEXUS Smart Campus (user name and password) is logically linked to a signed document; it unambiguously identifies a specific Student and is considered an electronic signature, having the same legal effect as signature in the Consortium of Universities internal written documents.

Conflicts between the Parties shall be solved in compliance with the procedures determined by the EU-CONEXUS Consortium Agreement. In cases when the Parties cannot reach peaceful resolution, the conflict shall be brought to court of the registered address of the Programme Coordinator University in compliance with the procedure determined by Ireland. The Agreement, except electronic agreements, shall be signed

in two copies of equal legal effect. One copy shall be given to the Student and the other one kept at the Consortium of Universities, in the personal file of the Student.

By signing this Agreement, the Parties confirm that the content of the Agreement is understandable, clear and conforms to the will expressed by the Parties.

15. Information of the Parties

Addresses of the Parties of the Agreement:

South East Technological University (SETU)

The Programme Coordinator University on behalf of the EU-CONEXUS Joint Master Programme in Leadership for Sustainable Urban and Coastal Development consortium universities

Address: Cork Road, Waterford, Ireland, X91 Y074.

Tel.: +353 (0) 818 121212

Contact e-mail : info@setu.ie

Bank account details for fees payment:

Recipient: South East Technological University

Name of the Bank:

Address of the Bank:

Account holder: South East Technological University

Account number:

BIC/Swift:

IBAN code:

Student Name(s) Surname(s)

Address in the permanent country of residence: name of street, house No, flat No., province, postal code City, Country

Tel.: +xx xxx

Contact e-mail: xxxxxxxxxxxx

Signatures of the Parties

Representative

Student

(signature, date)

(signature, date)

Name(s) Surname(s)

Name(s)

Surname(s)



EU CONEXUS
European University for Smart
Urban Coastal Sustainability



**Co-funded by
the European Union**



Annex 5 – Academic Calendar

Academic Calendar for 202X-202X

Autumn Semester (202X-202X)	
Lectures Period (1 st and 2 nd Year)	7 September – 3 December
Welcome Week (1st Year)	1 September – 5 September
Welcome Week (2nd Year)	1 September – 5 September
Exam Session (1 st and 2 nd Year)	6 December – 20 December
Resit of Exams	1 February – 15 February
<i>Winter Holidays</i>	22 December – 9 January
Staff Grading/Reviews/Examination Boards	3 January – 14 January
Exam Results Online (1 st Year)	24 January
Resit of Exams (1 st Year)	26 January – 2 February
Resit of Exams (2 nd Year)	10 January – 20 January
Spring Semester (202X-202X)	
Lectures Period	7 February – 5 May
Welcome Day	7 February
Exam Session	15 May – 26 May
Staff Grading/Reviews/Examination Boards	28 May – 9 June
Exam Results Online (1 st Year)	9 June
Resit of Exams	20 June – 30 June
Master Thesis Defence	18 June
Graduation Ceremony	27 October – 31 October
<i>Summer Holidays</i>	1 July – 1 September

Public holidays depend on the country where the student is studying physically.

If a student did not submit the Master Thesis on time, or fails the thesis defence, he/she will have an opportunity to defend in September of the following academic year.



Annex 6 – Assessment Guidelines

The Joint Master Programme in Leadership for Sustainable Urban and Coastal Development is implemented by eight universities; South East Technological University (SETU), Université de La Rochelle (LRUniv), Universidad Católica de Valencia (UCV), Universität Rostock (UROS), Sveučilište u Zadru (in English University of Zadar) (UniZD), Klaipėdos Universitetas (in English Klaipeda University) (KU), Universitatea Tehnica de Constructii Bucuresti (in English Technical University of Civil Engineering Bucharest) (UTCB), Geoniko Panepistimion Athinon (in English Agricultural University of Athens) (AUA), and Frederick University (FredU). These universities will hereinafter be referred to as 'Partner' and together as 'Partners' or 'Consortium of Universities'.

The partners agree to apply the following joint guidelines for the students' assessment.

General Provisions

1. Students' assessment provides the professors/lecturers with the information that they need to assess whether students have achieved the learning outcomes.
2. The examiners will make every effort to ensure fairness, consistency and equity in their assessment procedures.
3. The partner who coordinates the module is responsible for organising the student assessment.
4. The assessment methods and the timeline of each assessment will be communicated to the students in a timely manner and published on the module Moodle page. The ECTS course catalogue includes the description of each module with the assessment methods and weightings.
5. The dates of exam sessions and exam resits will be clearly indicated in the academic calendar each academic year and available on the programme website.
6. For students with disabilities, the Programme Board sets the regulated examination conditions taking into account individual cases and decides according to the students' needs.
7. Examinations passed and credits accumulated at one of the Partners as part of the programme are fully and automatically recognised by the Partners.
8. Assessment guidelines will be published on the programme website and the EU-CONEXUS Smart Campus.



Examiners

1. The module is conducted by the teacher or teachers who are members of the academic staff of the Consortium of Universities with the participation of visiting teachers and industry experts.
2. Both formative and summative assessment is conducted by the module teachers.
3. The module coordinating teacher is responsible for organising the module assessment. Other collaborating teachers may be invited to participate in this process as best practice.

Assessment Methods

1. The type and length of assessments are specified in the ECTS course catalogue.
2. If the student has achieved the learning outcomes of a module may be evaluated through a number of assessments. The final set of assessments is decided by the coordinator of the module. It may consist of:
 - Written exams at the end of a module/course. The student will have to answer one or more questions as requested by the teacher with or without documents. It is recommended to formulate 'open' questions where the student may demonstrate his/her ability to analyse, evaluate, apply case analysis and make conclusions or propose solutions.
 - Oral exams: face to the teacher, the student has to answer questions, comment on articles, present a work previously asked. It is recommended to formulate 'open' questions where the student may demonstrate his/her ability to analyse, evaluate, apply case analysis and make conclusions or propose solutions.
 - Oral/Poster Presentation of supervised projects, teamwork results, project-based works, case analysis, etc. to convincingly communicate scientific results.
 - Practical exam/Laboratory test/Modelling: the student is evaluated if he/she acquired hands-on skills and knowledge to efficiently and skilfully manage a wide range of sophisticated laboratory equipment, to retrieve the results, apply theory, etc.
 - Portfolio/e-Portfolio: allows students to collect and display the results of their practical exercises and projects throughout the course, showcasing their skills, creativity, and critical engagement. This will foster the demonstration of gained skills and competencies and critical engagement of students throughout the course.



- Peer assessment: the students or their peers grade assignments or tests based on the teacher's benchmarks to develop critical and analytical thinking, arguments, etc. skills, efficiently to integrate problem-solving skills and specialised knowledge and understanding from cost subject for innovative solutions.
- Report: the student has to write a report following teacher's instructions. This exam can concern a project, a proposal, bibliographical analysis, case study analysis, etc.
- Academic paper: essay presenting a research or critical piece on a specific topic, demonstrating the student's understanding and critical engagement with the subject matter. Formal aspects of a term paper are the formatting according to academic standards and the presence of a formatted list of cited sources.
- Review: critical evaluation of a scholarly work (e.g., book, research paper, digital edition, academic presentation, research output) involving the summarizing of the content, assessment of strengths and weaknesses, and analysis of its contribution to the field. Formal aspects of a review are the formatting according to academic standards and the presence of a formatted list of cited sources.
- Project work involves students' ability to independently plan, execute, and deliver a comprehensive project that demonstrates critical thinking and applied knowledge. This assessment type focuses on the quality of research, problem-solving skills, project organization, and the effectiveness of the final deliverable in addressing a specific challenge or inquiry. Students have to present/report on the results in written or oral form.
- Group work involves tasks which students have to accomplish in groups, evaluates students' ability to collaborate effectively, contribute diverse perspectives, and achieve common objectives through shared responsibilities. This assessment emphasizes teamwork, encourages peer learning, and aims to prepare students for real-world professional environments where collaboration is essential.
- Online quiz students' understanding of course material is assessed through a series of questions designed in online environment. This format provides immediate feedback, and reinforces learning by identifying areas for improvement while fostering independent study habits.

- Master Thesis via Challenge-Based Learning: While students will be encouraged to adopt a challenge-based approach to their research project of which the final result will be the written thesis, students may opt for a traditional master thesis. This will involve extensive research on a specific topic, demonstrating the student's understanding and critical engagement with the subject matter. Formal aspects of a term paper are the formatting according to academic standards and the presence of a formatted list of cited sources. An oral examination is then held during which the candidates will give a presentation of thesis work, covering the theoretical, experimental, and analytical aspects. After the presentation, the jury will hold a 30 minutes question session with the candidate. The thesis defence generally lasts 45 minutes.
3. Depending on the type of assessment, the student can submit the work by email, upload to EU-CONEXUS Moodle, or present orally.
 4. If necessary, examinations could be carried out remotely in accordance with the procedures established by the host country and university.

Grading System

1. The results of assessments and examinations are given as a local grade (in accordance with the national norms of the university where the course takes place). The grades are then converted to the grading system in other Partner universities according to the following conversion table:

ECTS description	Exceptional	Excellent	Very good	Good	Sufficient	Fail
ECTS Grade	A	B	C	D	E	F
Requirements	outstanding performance without errors	above the average standard but with minor errors	generally sound work with some errors	fair but with significant shortcomings	performance meets the minimum criteria	Fail – considerable further work is required
Percentage of successful students normally achieving the grade	10%	25%	30%	25%	10%	--
LRUniv (France)	20-18	17.9-16	15.9-13	12.9-11.0	10.9-10	<10
AUA (Greece)	10-8.5	10-8.5	8.4-6.5	6.4-5	6.4-5	<5
UTCB (Romania)	10	9	8-7.0	6	5	<5
KU (Lithuania)	10	9	8-7.0	6	5	<5
UCV (Spain)	10	9.9-9	8.9-7	6.9-6	5.9-5	<5
UNIZD (Croatia)	5	4	3	2	2	<2
SETU (Ireland)	80-100	70-80	60-70	50-60	40-50	<40
UROS (Germany)	1.0	1.3	1.7-2.7	3.0-3.3	3.3-4.0	5.0



2. All modules must be assessed by the teacher according to the corresponding grading system of the Partner where the assessment is assigned. A requirement is deemed to have been met if it is given a grade of at least 'E' i.e., Sufficient. The student must be formally notified of the grade.
3. If requirements for a particular module consist of several parts, the accumulated grade for the course is to be generated as the weighted average of all grades. The assessment can be performed by different teachers.

Completion of Module Requirements

1. The final cumulative grade is calculated as a sum of all the assignments during the module and the final examination applying their weighted input in the final grade.
2. If, due to long-standing health or any other justifiable issues, a student cannot complete particular requirements on time, the Programme Board may allow the requirements to be completed at an extended deadline. In order to get the Programme Board's approval, the student must apply formally and provide sufficient documentation.
3. To progress from Year 1 to Year 2, the student must achieve a minimum ECTS grade of E, i.e., sufficient, in all courses of Year 1. If the student failed a module, then he/she has to repeat the module when it is next available. In the case of serious problems, force majeure, the student may apply for an exception to this rule to the Academic Coordinator. The EU-CONEXUS Academic Council will make the final decision under the Provision of the Programme Board.
4. A student can defend a master thesis only when all other modules in the programme and individual study plan have been passed.

Access to Information on Grades/Records

1. Students have the right to know the assessment methods and criteria used by the teacher and are entitled to an objective assessment on their achievements on all summative assessments. Module coordinators will provide information at the beginning of the course detailing the types of assessment to be used.
2. Each university where the student follows part of his/her programme will be responsible for registering the individual results of the student obtained at that university and for supplying transcripts of records to the Programme Coordinator University and all Partners (dates for Autumn and Spring will be confirmed before the start of Programme).
3. For the Master thesis, the grades will be communicated to the Programme Coordinator and the Partners by the course coordinating university.
4. In order to effectively guarantee the right of students to the objective assessment of their academic performance, and if necessary to challenge the



them, a student has the right to obtain information on the teachers' application of assessment methods and criteria in their grading.

5. The student has the right to have access to his/her examination during the examination period for records. The student has the right to appeal.
6. Each Partner must keep and safeguard all the assessment evidence of each student for at least two years after their graduation.

Failure, Withdrawal, Appeal

1. If the deadline for an examination or assignment is missed without a valid and documented reason, it will be recorded as failed. In the cases where the examination or assignment cannot be completed in time for a valid reason, the coordinating teacher decides. The principles of equal opportunities and the precedence/priority of academic performance over the observance of procedural rules, should be taken into account. In this case, the examination or assignment should be extended or a new one set.
2. Performance in an examination is recorded as failed if the student, without valid reason, is not present on the date of the examination, withdraws from the examination after it begins, or does not repeat an examination within the specified time period.
3. The student must notify the coordinating teacher of the course and satisfactory evidence must be provided. If this is not done, it will be recorded as failed. The reason for withdrawal must be adequately documented and if this is accepted, a new deadline should be set.
4. At least one resit per module should be allowed if a student fails a course. This resit will preferably take place in the Partner university where the course was taught.
5. To accommodate the mobility of students, resits can be relocated. When the calendar and mobility of the student do not allow for a resit at the university where the course was taken, a common resit session will be organised for all students by the coordinator of the course and the Academic Coordinator will be informed.
6. Each student has the right to appeal against assessment results. The student may file his/her appeal to the Academic Coordinator at the Programme Coordinator University, including a statement detailing the reasons for the appeal. Within three working days the Programme Board will be informed and will communicate with the examiner who will either accept the appeal and change the grade or rejects it. In either case, the student accepts the grade or requests further assessment. Upon the students' request, the Programme Board assigns the evaluation to two other examiners, and the final grade will result as the average of the two marks.

Cheating, Plagiarism, Falsification of Results



1. The Consortium of Universities has a zero-tolerance policy on cheating. Plagiarism, fabrication or falsification of results are acts or omissions by the student designed to partly or wholly hinder the correct assessment of his/her knowledge, skills and competence.
2. If the student cheats on an examination, it will be recorded as 'failed'. In this case the teacher must notify the Academic Coordinator. The Programme Board may decide to withdraw the student from the programme. The regulations of the partner university where cheating is discovered, will also come into effect.

Date of Commencement

These regulations shall come into effect on September 1st 202X as decreed by the EU-CONEXUS Academic Council. Any amendments to these regulations will, after consultation with Partners, be confirmed by Academic Council.

Annex 7 – Master Thesis Guidelines

1. General Provisions

The Master Thesis via challenge-based learning - is an integrated part of the Joint Master Programme in Leadership for Sustainable Urban and Coastal Development with a workload of 30 ECTS. It is carried out by the student in one of Partners' university, Associate Partner university or other higher education and/or research institution according to the chosen thesis topic.

The Master Thesis represents and is assessed as an individual student effort, with a weighting of 30 ECTS inclusive of Research Methods, designed to prepare students to conduct authentic, self-directed research, and the project itself.

This Research Methods training will be delivered via EU-CONEXUS Moodle and include qualitative and quantitative research methods, the framework of challenge-based learning from a students' perspective, the structure and sample template of the thesis, and information relating to how to search for relevant literature, to avoid plagiarism, how to reference, how best to present data as we all as academic and scientific writing skills and submission dates.

Before starting their research, the student must have completed all previous modules and gained at least 90 ECTS.

During the thesis work, students focus on a specific subject for a certain amount of time.

The students work under the supervision of a thesis supervisor and, if relevant, a co-supervisor.

During thesis work, students can apply the techniques and knowledge they gained during the modules in the three previous semesters. The final product of the research project is a written document ('Master thesis', 'thesis') stating the main scientific results. The Master thesis results are presented and defended publicly ('Master thesis defence').

During research work, all students are insured by the host university against the consequences of physical accidents and liabilities towards the third parties via the appropriate insurance.

The Programme Coordinating University will be in charge of the coordination of the Master Thesis course.

2. Timeline (Year 2, Semesters 3 and 4)

Challenges published	November
Choosing the challenge (In communication with supervisor)	October - November
Confirmation of challenges and host universities (if mobility involved)	20th December
Master Thesis Plan	To be agreed with supervisor by early February
Training in research methods	Available from January to June (entirety of semester 4)
Challenge work – thesis writing	February – mid-June
Submission of Thesis	15 June
Approval for public defence	15 June
Thesis defence	18 June
Announcement of final grade	10 July
Complimentary thesis defence	September (following academic year)

The exact dates will be announced together with the publishing of the challenge topics.

2. Supervisor and Co-Supervisor

The Master Thesis via Challenge-Based Learning, may be an individual piece of work by one student under the supervision of an academic advisor (supervisor) or a piece of work by a group under the supervision of an academic advisor (supervisor). In the latter case it is required that individual students still produce an individual thesis and will be assessed individually. If students opt for a team-based challenge they are still assessed individually. The academic advisor/supervisor will meet the following requirements:

- Be a teaching and/or research member of staff of one of the Partner universities

- Meet the requirements to supervise the Master thesis under the host university institutional regulation, holding a doctoral degree in the chosen field.
- Have at least CEFR B2 proficiency in English.

The supervisor has the following responsibilities:

- to supervise the student in the development of the thesis;
- to provide the student with necessary equipment and software to carry out Master thesis research;
- to evaluate the performance of the student during the Master thesis work;
- to propose the members for the Jury of Master thesis;
- to confirm if the Master thesis can be defended publicly (approval).

The Master thesis supervisor may suggest, or the student may apply to have the Master thesis co-supervisor. The co-supervisor must be approved by the supervisor.

The Master thesis co-supervisor can be:

- a teaching and/or research staff from host or any other higher education institution, or
- an expert from industry (industrial mentor) who holds at least a Master's degree or equivalent professional experience in the field of Master thesis;

And, the main responsibilities of the co-supervisor are:

- to assist the student in the development thesis;
- to evaluate the performance of the student during the Master thesis work.

If for any reason there is any disagreement between the Master thesis supervisor and the student, the student has right to ask for a new supervisor by means of an appropriately justified written request addressed to the Academic Coordinator of the JMPLS.

The programme handbook should outline clearly the exact level of involvement of a supervisor in the thesis so that student's expectations are clear.

3. Catalogue of Challenges/Topics

A capstone project is a final, comprehensive academic project at the end of a programme of study that requires students to apply knowledge and skills gained

throughout their studies to a real-world issue or problem. Within this Joint Master Programme there are three options for the capstone project; an individual dissertation or research-based project, an individual applied project addressing a challenge identified within the Master's programme, and a team-based applied project which involves a written paper and group presentation.

Challenge-Based Learning is a student-centred framework with a focus on learning while solving real-world challenges. This framework encourages collaboration to identify, investigate and solve challenges. There are three interconnected phases that supports students progressing through the lifecycle of a challenge; engage, investigate and act. Within each phase there are opportunities for mini-exploration cycles or if needed a return to an earlier phase and throughout the entire process ongoing documentation and reflection.

ENGAGE – big ideas – essential questioning

INVESTIGATE – guiding questions – guiding activities – synthesis

ACT – solution concepts – solution development – implementation and evaluation

A capstone project using challenge-based learning integrates real-world problems into a final project engaging students to investigate and develop solutions for significant issues guided by the structured framework of engage, investigate and act. With this approach students move beyond theory focusing on skills such as critical thinking and collaboration and benefit from learning that is relevant to the real world and pressing societal issues, preparing them to solve complex and open-ended challenges. For students participating in the group challenge, the module coordinator will make every effort to ensure sufficient multi-disciplinarity is present within the group as to maximise the cross-disciplinary collaboration and engagement as they work towards tackling the challenge.

Types of Challenges:

- Research-informed dissertation
- Field work-based mapping project
- Business plan design based on industry/market research

- Product/intervention/programme design to address a specific problem
- Feasibility study report on proposed initiative to address specific industry need

External stakeholders such as extra-academic actors who are active in addressing sustainability challenges may propose challenges. Academics can also propose challenges linked to their research areas, and students can also suggest their topic and supervisor. The challenges/topic, collected by the Academic Coordinator, shall be approved by the Programme Board in the beginning of November each year. The proposal must include:

- Title
- Short description of the challenge/research topic
- Supervisor
- Supervisor contact details
- Host university (if applicable)

4. Selection of Challenge/Topic

The student can contact the supervisor to discuss future work before applying/confirming the chosen topic. The student will be able to choose the challenge/thesis topic by filling in the application form on the Programme's website until the beginning of December. If there is competition for the same topic, priority will be given to the student with the higher ranking (the ranking depends on the grade point average (GPA) of the previous semesters (50%) and motivation letter (50%). The final confirmation of challenges and thesis topics is announced on the EU-CONEXUS Smart Campus by 20th December.

5. Master Thesis Plan

A plan for the scope and outline structure of the thesis shall be agreed between the student and supervisor from the outset of the semester. However, it is noted some minor changes can occur depending on the nature and progress of the work achieved, number of people reached and so on. However, the Master thesis plan should be drafted by the student in consultation with and reviewed by the supervisor in order to help the student plan and project manage their work with a view to completing it in the allotted time.

6. Thesis Guidelines

The Student will receive the guidelines for Master theses in a document called Dissertation report specifications. In summary, the thesis has to be written in English and include an abstract in the national language of the host university if different from English. The Master thesis will be assessed by the joint Jury of the Master thesis and defended publicly.

The Master thesis must be original and contribute to scientific knowledge. It could be presented in three different formats as follows:

- a) **Experimental** (including analytical and numerical modelling): the expected level and quality of the thesis should be equal to a scientific publication in a peer-reviewed journal. This means that this type of thesis is not evaluated based on the number of pages, but based on the quality and conciseness of the work.
- b) **Project**: this consists of two elements: (1) the project, a professional activity designed and executed primarily by the student as a way of solving a problem, and (2) an accompanying essay about the project.
- c) **Bibliographic**: the main objective of this type of research is to conduct desk research, i.e. to collect existing information on a topic or problem. The student can obtain this information from a variety of sources such as journals, scientific articles, books, archival material and other academic works. This desk research provides an insight into the current state of the chosen topic or problem. To conduct a literature review as a quality Master thesis, it is not enough to summarise the information found. It is necessary to establish a relationship between the sources, make comparisons between them to be able to critically analyse the information gathered on the topic, and thus answer the initially proposed research question.

7. Thesis Structure

Depending on the selected thesis types, the adequate format should be followed. The contents of each thesis structure are presented below:

- a) Experimental or action thesis
 - Executive summary (max 400 words).

- Abstract (max 200 words).
- Introduction and aims.
- Materials and methods contain the design of the research: e.g. experimental design, area description, sampling methods, analysis methods, statistical design and methods, the model, etc.
- Results: gives an overview of the most important data, both in written text, figures and tables. All the raw data have to be added in the annex and be uploaded in the submission application.
- Discussion: offers a critical analysis of the interpretation of the data, compared to the available literature.
- Conclusions.
- Acknowledgements.
- References, Mendeley Desktop or other apps accepted, can be used <http://open.mendeley.com/use-citation-style>, following the standards of the APA Publication Manual, Harvard Citation System, Vancouver Standards or Chicago Style Manual.
- Annexes.

b) Project thesis

- Executive summary (max 400 words).
- Abstract (max 200 words).
- Introduction & aims.
- Work plan.
- Project development.
- Conclusion.
- Acknowledgements
- References, Mendeley Desktop or other apps accepted can be used <http://open.mendeley.com/use-citation-style>, following the standards of the APA Publication Manual, Harvard Citation System, Vancouver Standards or Chicago Style Manual.
- Annexes.

c) Bibliographic thesis

- Executive summary (max 400 words).
- Abstract (max 200 words) (including 5-6 keywords).
- Introduction and aims.
- Material and methods.
- Results.
- Discussion.
- Conclusion.
- Acknowledgements.
- References, Mendeley Desktop or other apps accepted can be used <http://open.mendeley.com/use-citation-style>, following the standards of the APA Publication Manual, Harvard Citation System, Vancouver Standards or Chicago Style Manual.
- Annexes.

For the common sections of the Master thesis, the students should consider the following considerations:

- The Executive summary (400 words) contains a summary of all relevant information documented in the thesis (introduction, material and methods, results, conclusion).
- The Abstract (200 words) conforms the summary but without detailed information about methods results.
- The Introduction should contain the state of the art of the subject, with references to relevant recent literature; when the thesis is part of a broader research project, the content of the project can be mentioned as well.
- The data have to be presented in a logical order; each table, figure, etc. must be attended by a legend which contains all necessary information to understand the table or figure
- In the Conclusions, a summary of the main findings is given.
- The Acknowledgements refer to the funding agencies, field workers.
- The Reference list is limited to the literature cited in the text

8. Thesis Format

The format requirements are as follow:



Volume. At least 25 pages are recommended excluding the title page, table of contents, abstracts, bibliography and annexes. There is no limit on the maximum number of pages. However, the thesis should be written in a clear and as concise a manner as possible

Font. The thesis is written in Times New Roman 12 Pt, 1.5 line spacing

Page format. An A4 page with a left-hand margin of 3 cm, a right-hand margin of 2.5 cm, and top and bottom margins of 3 cm each are required unless special permission is obtained. Illustrations and appendices should also conform to this requirement. Illustrations, Photography, maps, diagrams, and drawings may be included on graph paper in such a way as not to be obscured when the project is bound. Preferably, small illustrations are placed in the text.

Tables and figures should be numbered and labelled following the style manual being used. Tables or figures larger than the page size (21.0 x 29.7 cm) should be folded leaving binding space on the left margin of at least 5 cm, and any folded edge should fall 1.25 cm within the corresponding edge of the project. Reduction techniques should be used only with special permission.

Page numbers. The pages of the text should be numbered with Arabic numerals. Begin page 1 following any preliminary pages.

References. Bibliographical references, tables, figures according to the standards of the APA Publication Manual, Harvard Citation System, Vancouver Standards or Chicago Style Manual.

Language. The Master thesis has to be written in English. The Abstract has to be written in English and in the language of the host university.

The title page should include the following information

- The logos of EU-CONEXUS and members of the Consortium of Universities and of
- The host university, if the Master thesis were carried in another institution;
- Logo of the department (if present)
- Title of the Master thesis;
- Name and surname of the student;
- Name and surname of the supervisor(s);
- Name of the department and the host university;
- Month and year of publication.

The second page must include:

- Authorisation to include the Master thesis in the EU-CONEXUS virtual library
- Declaration of own work and honesty and integrity in the project and written work

9. Master Thesis Assessment

Methods used to assess the research project will vary depending on which option students choose. This may include written dissertation, oral presentation, poster presentation.

Criteria includes:

- Evidence of in-depth engagement relevant sources
- Ability to devise and implement a research methodology
- Ability to present results and critically evaluate them
- Quality of solution in response to a defined challenge and success of collaboration
- If individual dissertation, quality and cohesion of written thesis; review of existing literature, methods, discussion of findings, layout and overall presentation.

(Allowing for different options available to students)

11. Moderation

Due to the transnational nature of this programme which is jointly designed and delivered by nine partners, moderation will be necessary and will ensure the quality, consistency and alignment of academic standards. This involves assigning a moderator or 'second reader' to each thesis who while not the primary assessor will offer an independent assessment to verify the final grade.



Annex 8 – EU-CONEXUS Quality Assurance Guidelines

1. General Provisions

The commitment to quality by all partners of the European University for Smart Urban Coastal Sustainability (EU-CONEXUS) is reflected in the EU-CONEXUS Mission Statement.

Mission:

EU-CONEXUS aims at providing the best available knowledge on Smart Urban Coastal Sustainability on a global scale. EU-CONEXUS tackles the most important current social, economic, technical and environmental challenges impacting coastlines from a global point of view, relying on an interdisciplinary, trans-sectoral and trans-national approach. Its academic offer is focused on four interdisciplinary study dimensions: (1) Environment and Biodiversity; (2) Energy and Sustainable Construction; (3) Digital Transformation and (4) Culture, Society, Organisation and Education. The study programmes are based on relevant learning outcomes and will cover all types of skills required on the labour market thus contributing to competitiveness and economic growth at large. EU-CONEXUS wants to educate a young generation of decision-makers, innovators, researchers and entrepreneurs in a way that enables them to find adequate holistic solutions to the global societal challenges that nowadays confront our environment, society and economy.

The competitive advantage of EU-CONEXUS is based on the identified thematic orientation of its educational programme and its comprehensiveness that is achieved by joining forces and assembling the complementary expertise of the partner universities and associated partners. EU-CONEXUS is represented in the main coastal areas and has the ambition to contribute to an integrated vision on coastal zone management on a global scale.

Vision:

EU-CONEXUS relies on the partnership of universities governed by mutual respect, recognition of diversities and unanimity.



EU-CONEXUS aims at creating a university model that understands 'University as a service': a university that actively helps students to succeed in their studies and allows for access to the university services at any time and from anywhere. 'Smart' and innovative pedagogies respond to divergent interests and needs of contemporary students coming from different backgrounds.

EU-CONEXUS represents a new form of the transnational higher educational institution set out to strengthen the sense of European citizenship and European identity also by issuing European degrees and European diplomas. In support of enhancing the 'European-ness' and intercultural competences of its students and staff, tailor-made mobility programmes will be implemented that correspond to their study or professional development paths.

EU-CONEXUS is a higher education 'inter-university campus' relying on ever-closer academic and administrative integration of teaching, research and innovation activities. It will be a major actor in Europe and the world for studies and research on smart urban coastal sustainability.

EU-CONEXUS is embedded into its trans-regional socio-economic innovation system of coastal areas in nine countries. Cross-sectorial teaching and research programmes are developed in cooperation with regional actors from the political and economic and social areas including schools and the larger society.

The outlined mission and vision are translated into a set of agreed values that frame all activities in the realisation of the mentioned goals, namely:

- Solidarity and mutual respect
- Equality
- Diversity in unity
- Social responsibility
- Intercultural dialogue
- Multilingualism
- Open and responsible science and education
- Public diversity
- Cultural diversity



- Integration

As well as professional and human values, particularly:

- Excellence
- Rigour
- Commitment
- Inclusiveness
- Transparency
- Efficiency

Consequently, increasing the quality of EU-CONEXUS educational offers is one of the main aspects of the general EU-CONEXUS Quality Assurance Policy. Strategic objectives in this area should include:

1. Collaboration in creating cross-disciplinary, multidisciplinary and cross-sectorial study programmes and academic offers based on the complementarity of excellence in teaching and research and in close cooperation with their socio-economic partners in order to proactively respond to actual and future needs of related industries, support the regional innovation and development and foster an entrepreneurial mindset of their students.
2. Development of strong quality support, monitoring and control mechanisms of EU- CONEXUS educational offers, in all its phases: design, validation and implementation.
3. Development of a common evaluation mechanism for EU-CONEXUS educational offers.
4. Implementation of rigorous mechanisms to address and correct failures or improve EU- CONEXUS educational offers.

2. Conceptual Framework for the Joint Master Programme in Leadership for Sustainable Urban and Coastal Development

The Joint Master programme in Leadership for Sustainable Urban and Coastal Development (JMPLS) is a transnationally integrated multidisciplinary programme that



provides high-quality academic education and professional competencies for professionals working or intending to work in the area of sustainability.

The JMPLS is delivered by nine partner universities South East Technological University (Ireland), Universidad Catolica de Valencia 'San Vicente Martir' (Spain), Sveučilište u Zadru (Croatia), Université de La Rochelle (France), Universität Rostock (Germany), Klaipėdos Universitetas (Lithuania), Universitatea Technica de Constructii Bucuresti (Romania), Geoponiko Panepistimion Athinon (Greece) and Frederick University (Cyprus).

The Joint Master Programme in Leadership for Sustainable Urban and Coastal Development is designed to accommodate students from varied academic backgrounds including science, social sciences, engineering, law, business, arts and humanities. The programme aims to equip students with a comprehensive, interdisciplinary perspective on sustainability, preparing them to create innovative solutions and lead teams across diverse sectors such as renewable energy, sustainable urban and coastal development, manufacturing and production. As a Joint Master Programme in a thematic area of the EU-CONEXUS Alliance, this programme is built from the strengths of all partners. It is designed to ensure that students get essential training in key subjects related to sustainability, have the opportunity to thematically specialise, and can tailor their study programme to their aspirations via research and project work. This programme offers a range of mobility opportunities while ensuring integration as a cohort.

Being a joint programme, its main activities are executed jointly by the universities of the consortium: a joint curriculum, a joint admission procedure, harmonised assessment, a joint quality assessment system and a joint diploma.

The 120 ECTS Joint Master Programme consists of:

- **Mandatory modules** (60 ECTS) are taught in the first academic year of the programme in the areas of:

1. Sustainability, Literacy and Systems Thinking

2. Green Entrepreneurship and Innovation
 3. Circular Economy, Bioeconomy and Sustainable Finance
 4. Sustainable Leadership for Innovative transformative Change in Urban and Coastal Regions
 5. Statistics, AI and Big Data Analysis
 6. Ethics, Regulation and Social Sustainability
- **Modules** of the chosen stream (30 ECTS)
 1. Sustainable Agri-Food Systems
 2. Climate Responsive Urban Infrastructure
 3. Sustainable Urban coastal Communities
 4. Coastal Ecosystem Services
 - **Master Thesis** (30 ECTS)

The programme is assessed based on jointly agreed learning outcomes that provide the students with theoretical and professional knowledge and practical skills. After successfully completing all programme components, students are awarded a joint diploma (Master's degree in Leadership for Sustainable Urban and Coastal Development) and joint diploma supplement from all eight (awarding) universities. The language of instruction is English.

All candidates are chosen on the basis of common selection criteria, which include: the quality of their prior education, their professional and/or research background related to sustainability, their motivation and their extracurricular merits (e.g., publications, conference papers, volunteer work, social activity, etc.).

Employability: The demand for talented individuals in Europe is increasing much higher than we have seen before. The urgency to meet the world's needs of today and tomorrow by creating systems that allow us to live well but within the limits of our planet, means that sustainability roles in Europe have evolved from niche positions to



being essential with high employability across finance, manufacturing, logistics, energy sectors and so on.

EU-CONEXUS will prepare employable students for the current demands of the sustainability sector. Postgraduates will work at different levels (project managers, climate change policy researchers, urban planners, lab managers, sustainability consultants, environmental officers, supply chain managers etc.) and in several types of organisations (private companies, public sector and government bodies, education and research institutions).

3. Quality in the Joint Master Programme in Leadership for Sustainable Urban and Coastal Development

The aim of the Joint Master Programme in Leadership for Sustainable Urban and Coastal Development is to provide academic education and professional competencies for personnel working in the field of sustainability.

The specific objectives of this Joint Master programme in Leadership for Sustainable urban and Coastal Development are for the students to be able:

- To apply advanced technological knowledge to contribute to resilient sustainable urban planning and design for coastal areas.
- To cultivate leaders with the ability to critically assess the interplay between economic growth and environmental and social sustainability, applying ethical judgement and systems thinking and driving organisational change for sustainability in urban and coastal areas.
- To equip graduates with international perspectives, specialised skills in sustainability, and a commitment to continuous improvement, aligning with global goals and addressing emerging challenges.
- To specialise in designing resilient coastal infrastructures and enhancing climate change preparedness.
- To contribute to global goals addressing issues such as clean water, affordable energy, and sustainable cities.



4. Governance and Management Framework

EU-CONEXUS Governing Bodies:

Governing Board (GB): The GB is the strategic decision-making body of the Alliance and is composed by rectors of partner universities or their sufficiently mandated delegates. The engagement of the highest decision-making level at the partner universities guarantees the uphold of the institutional commitment and alignment to the Alliances' activities and its continuous development towards administrative and procedural integration. The GB presidency will continue to be held by the project coordinator and will start to rotate following a set sequence of rotation after two years. A vice-presidency will be established to guarantee strategic and operational continuity by being held by the follow-up president set by the rotation sequence. Meetings are held twice a year or, when necessary, online.

Student Board (SB): The SB is the representative body of students from all partners and participates in strategic decision-making in all levels and implements specific activities for students. SB members are represented in all governing bodies. It meets yearly or online when needed.

Executive Board (EB): The EB supervises the implementation of strategic orientations set by the GB for all missions of the European University. It decides on procedural measures and prepares strategic decisions to be brought before the GB. It is composed by the President, the Vice-President, the Chairs of the Academic Council, of the Research Council and the Coordination Committee. It is meeting monthly online.

Academic Council (AC): The AC supervises the strategic orientations and implementation of the educational offers developed jointly within the Alliance. It is composed by vice-rectors of academic affairs or their mandated delegates. It will meet once a year or online when needed.

Research Council (RC): The RC supervises the strategic orientation and implementation of the joint research area, its activities and infrastructures. It is



composed by vice-rectors for research or their mandated delegates of partner institutions. Meetings are held once a year or online when needed.

Work Package Implementation Committee (WPIC): The WPIC assembles all Work Package leaders of the Erasmus plus project and is steering the implementation of all activities in close transversal coordination. It is convened once a month online and chaired by the CC.

Management Board (MB): The MB is composed by institutional coordination managers who are coordinating all implementation activities of the Alliance that might cover several projects from different funding sources at the local level. It meets once a week and is chaired by the CC. Project managers of all projects implemented by the Alliance as well as the chair of the Joint Communication Unit are permanently invited members of the WPIC and MB.

Coordination Committee (CC): The CC coordinates the implementation of all activities of the Alliance that might cover several projects from different funding sources, provides central support functions and assists in preparing strategic development proposals. It is composed by a Director, a Vice-Director and a Project Assistant. Associated partners will be included in the governance structure according to the scope of the signed partnership agreements concluded in parallel to the Consortium agreement.

External Advisory Board (EAB): Building on the advisory structure and methodology set up in the statutes of the EAB, its advisory function will continue to include the review of the general progress reports, the issue of recommendations on specific strategic orientations and the general guidance on the development of the Alliance. It will also keep a mediation function in case of conflicts between partners of the Alliance. Current EAB members are asked to continue for a subsequent mandate.

Terms of Reference:

The terms of reference for the Governing Bodies are laid down in a Consortium Agreement and include the rights and obligations of the partners and general rules of procedure (conflict resolution, risk-management) for the project implementation.



Decision-Making Procedures:

As a general rule, unanimity is the guiding principle of all decision-making on all governance levels.

Strategic decisions on the level of the Governing Board are taken on proposals by the Academic and Research Council or the Management Board by taking into account advice from the External Advisory Board and the Financial and Administrative Council.

Decisions on the level of the Academic and Research Council are taken on proposals by relevant committees and working groups.

Communication Procedures:

Regular meetings are taking place at all governance levels. The Governing Board meets at least twice a year for proceeding with strategic decision-making, as does the Academic, Research and Financial Council for preparing strategic decision-making and deciding about operational actions. The External Advisory Board meets at least once a year for responding to demands for strategic advice by the Governing Board'. The Management Board has weekly (virtual) meetings for organising the implementation of operational actions and preparing proposals for a strategic decision on other governance levels.

Reporting procedures foresee quarterly reports by the Management Board including a SWOT Analysis (risk assessment) of institutional participation and Work package implementation, biannual progress reports from the Academic, the Research and the Financial and Administrative Council and annual reports from the External Advisory Board.

An internal share-point for documents facilitates the exchange of information and collaboration.

The consistent use of project email aliases guarantees an inclusive communication flow across all participants to the project.

Evaluation Procedures:



Quality control and internal and external evaluation procedures of the project (debriefings, course evaluation, EEA compatibility, etc.) include all staff, students and external stakeholders.

General internal project evaluations (auto-evaluation) are conceived and accompanied by the External Advisory Board and take place, initially, after 18 months of project duration and at the end of the project period (month 36) to coincide with the reporting periods established by the project financing authority (external evaluation). In the long-term internal evaluations of the European University will take place every two years.

Informal feedback on the project implementation by administrative and teaching staff, students and external stakeholders, is collected by using traditional social media channels (LinkedIn, Instagram, Twitter) through an EU-CONEXUS social network that allows for participation in the development and decision-making of EU-CONEXUS.

JMPLS Governance and Management:

Specific governance bodies are foreseen for the achievement of the objectives of the Programme and the management of the tasks related to the JMPLS.

A **Joint Management Board** consisting of the Executive Director validated by the Governing Board and local project coordinators nominated by the rectors of the partner institutions is responsible for the daily operational management of the current academic and administrative activities.

The **Programme Board (PB)** is composed by one academic member representing each university and voting on behalf of his/her institution, one administrative member for each institution responsible for the administrative issues and 2 students. The Programme Board will be responsible for overseeing the general working of the Joint Master programme (financial decisions, approval of the students selected, overall organisation, quality assurance, etc.), reviewing the curriculum, the joint admission criteria, monitoring student achievement, progression and evaluation, including student feedback, reacting to the Joint Master External Advisory Board's suggestions, etc. The PB is chaired by the academic member from the Programme Coordinator



University, who is called Academic Coordinator. The EU-CONEXUS Academic Council shall validate strategic decisions of the PB.

The **Programme Coordinator University (PCU)** will manage the administrative, legal and financial matters of the JMPDH Consortium. It shall report to the partners all the administrative, legal and financial matters. The PCU will implement the decisions taken by the Programme Board.

The **Selection Committee (SC)** is composed of an expert belonging to each Partner institution and it is responsible for the selection of the students who apply for enrolling in the programme.

The **Joint Master External Advisory Board (JMEAB)** is composed of stakeholders, representing each Partner's country, two students and one alumnus. The role of the Joint Master External Advisory Board is to provide assistance and vision to the Programme Board on the academic content of the programme, quality of the programme, promotion and public relations for the programme, professional networks related to the programme and Master thesis opportunities for students in the programme.

The **EU-CONEXUS Master Officer (EMO)** will be in charge of all the administrative tasks required for the programme implementation.

The **Quality Assurance Subcommittee (QA SC)** is in charge of quality assurance, reviewing proposals submitted by ODSO, and providing recommendations. QA SC is made up of a network of QA offices of the Alliance members. The sub-committee depends on the AC directly and tasks and advancement need to be reported to the AC at least twice a year. QA SC is responsible for promoting quality culture and establishing QA related procedures within Alliance.

The **Office for Development of Study Offers (ODSO)** operates as a technical body responsible for conducting student satisfaction surveys, collecting statistical data, preparing annual QA reports, assisting in developing the structure of modules/courses/programmes, describing and preparing for accreditation/labelling. ODSO will provide results of survey and QA analyses to the PB, teachers involved in the delivering the programme and QA Subcommittee.



The **EU-CONEXUS Faculty Staff** is the core teaching staff which includes the academics from EU-CONEXUS directly involved in the implementation of the programme. It includes highly qualified lecturers and researchers in several relevant disciplines and faculties. The EU-CONEXUS Faculty's prime responsibility is to develop ideas on curriculum matters and to agree on innovative pedagogical methods. They participate in the thematic area evaluations.

Other permanent and temporary committees may be established up to the need for efficient management and implementation of the JMPDH.

The programme will be ultimately supervised by the EU-CONEXUS Academic Council.

Decision Making Procedure:

As general rule, unanimity is the guiding principle of all decision-making on all governance levels of the JMPLS.

Strategic decisions on the level of the EU-CONEXUS Academic Council are taken on proposals by the Programme Board: admission procedure, change of curricula, approval of QA enhancement, taking into account advice from the Joint Master External Advisory Board. The Governing Board will confirm the tuition fees of the JMPLS, and if necessary, other decisions of the Academic Council under the area of the responsibility.

Decisions on the level of the Programme Committee are taken on proposals by relevant committees and working groups.

Communication Procedures:

Regular meetings are taking place at all governance levels. The Programme Board meets at least once a month. The Selection Committee meets at least once a year. The Joint Master External Advisory Board meets at least once a year for responding to demands for strategic advice by the Programme Board.

Reporting procedures foresee annual reports by the PB including a SWOT Analysis (risk assessment) of programme implementation, QA reports.



An internal share-point for documents facilitates the exchange of information and collaboration.

The consistent use of email aliases guarantees an inclusive communication flow across all participants to the JMPLS.

5. Quality Assurance Procedural Documents

In this article, the procedures and methodologies for quality enhancement are described. For each procedure, the objective is specified together with the data collection system, the data analysis system and the enhancement system for suggesting and implementing improvements to the Joint Master programme, as well as the available instruments for the procedure. References to the instruments (indicators or evidence) are systematically coded for easy retrieval.

For instance, **QI (01) 02**, refers to the second quality indicator from the procedure (01) in the Quality Assurance Guidelines (i.e., the procedure 'Academic performance analysis'). While **QE (01) 02**, refers to the second quality evidence from the procedure (01) (i.e., the procedure 'Academic performance analysis').

The specific actions detailed in the data collection system, the data analysis system and the enhancement system will be specified (particular dates, calendar, etc.) once the Joint Master Programme will be accredited. For each study offer, relevant IQPs and specific actions are defined prior to the labelling of the offer. All procedures will be implemented in a coordinated manner by the different EU-CONEXUS Partner and EU-CONEXUS governance and management bodies in their respective areas of competence from the beginning of the programme. The different procedures, listed below, have been designed according to the European Standards and Guidelines, as follows:

- IQP 01 Academic performance analysis
- IQP 02 Thematic area evaluations
- IQP 03 Internationalisation assessment
- IQP 04 Master thesis evaluations
- IQP 05 Admission profile evaluation
- IQP 06 Labour market integration analysis
- IQP 07 Suggestions and complaints



- IQP 08 Teaching staff
- IQP 09 Satisfaction assessment
- IQP 10 Transparency and broadcasting of the programme
- IQP 11 Meta-evaluation of the programme
- IQP 12 Cyclical external quality assurance

IQP 01 Academic performance analysis

Objective

To identify and analyse academic performance of the Joint Master Programme based on objective, quantitative indicators (e.g., the efficiency rate, performance rate, graduation ratio and the dropout rate), and the overall satisfaction of the direct stakeholders involved in Joint Master Programme (students, academics, industry partners and other EU-CONEXUS staff) for further improving the programme.

Data collection system

The EU-CONEXUS Master Officer will collect the results of all the quantitative indicators as well as the results of the overall satisfaction surveys during the three months following the end of each intake of the programme.

Data analysis system

The Programme Board, chaired by the Academic Coordinator, and the Joint Master External Advisory Board analyse annually the academic performance indicators, diagnose possible causes for deviations from reference values, and send a report (QE (01) 1) with improvement recommendations. The Programme Board sends this document to the Academic Council.

Enhancement system

The monitoring of the improvement recommendations (QE (01) 2) will be performed by the Academic Council. The Academic Council will inform the Governing Board to make strategic decisions.

Instruments:

Quality indicators (QI)

- QI (01) 1 Efficiency rate (at Master level)
- QI (01) 2 Performance rate (at Master level)
- QI (01) 3 Graduate rate
- QI (01) 4 Dropout rate



QI (10) 1 Overall satisfaction of graduated students with the programme

QI (10) 2 Overall satisfaction of Teaching staff with the programme

Quality evidence (QE)

QE (10) 4 Graduate students survey

QE (10) 5 Teaching staff survey

QE (01) 1 Analysis and improvement recommendations of the academic performance

QE (01) 2 Template_ Monitoring of the academic improvement recommendations

IQP 02 Thematic area evaluations

Objective

To obtain performance information for further improvement and refinement of the contents of the Joint Master Programme concerning its thematic areas.

Data collection system

Thematic area coordinators will collect the main academic results (performance rate and the efficiency rate) for each one of the modules included in a thematic area once it has been evaluated. They will collect a report of all the teaching staff involved in each course of the thematic area with a brief description of the most relevant aspects detected. Thematic area coordinators will have access to the indicator QI (10) 4, that measures the overall satisfaction of students with the course teaching of each one of the teachers.

Data analysis system

Thematic area coordinators will meet the lecturers of the modules once the thematic area has been evaluated (at the end of the semester or the end of the year) and then analyse together the results obtained (through the quantitative data as well as the qualitative reports). Thematic area coordinators prepare a joint report where they highlight the strengths and weaknesses detected, as well as the improvement recommendations.

Thematic area coordinators will send these reports to the Programme Board. Programme Board analyse the reports and can make transversal decisions. In that



case, the Programme Board will send general improvement recommendations downwards to the thematic area coordinators.

Because of its special characteristics: The Master thesis will be analysed separately according to the specific procedures: IOP 04 and IOP 05 respectively.

Enhancement system

The Programme Board will be responsible for supervising the improvements introduced in each thematic area and will fill in the template for monitoring the proposed improvements.

Instruments

Quality indicators (QI)

QI (02) 1 Success rate (at course level)

QI (02) 2 Performance rate (at course level)

QI (10) 4 Overall satisfaction of students with the course teaching survey

Quality evidence (QE)

QE (10) 1 Course teaching survey

QE (02) 1 Analysis and Improvement recommendations of the thematic area

QE (02) 2 Template_ Monitoring of the thematic area improvement recommendations

IQP 03 Internationalisation assessment

Objective

To ensure the highest possible degree of internationalisation of the Joint Master Programme, monitoring the countries of origin of the students, teachers and other staff and evaluate the level of satisfaction of the students concerning the mobility carried out during the development of the training program.

Data collection system

The EU-CONEXUS Master Officer and the EU-CONEXUS Mobility Office will collect all the information regarding the overall satisfaction with the mobility programme of students (this will be compulsory for all students), faculty staff and other staff during the whole academic year. At the end of each year, they will calculate internationalisation indicators such as (diversity by citizenship, number of visiting teaching staff, multilingualism). The information collected will be sent to the Programme Board.



Data analysis system

The Programme Board will annually perform the analysis of the information provided by the EU- CONEXUS Mobility Office and highlight the strengths and weaknesses of the mobility programme as well as a report with improvement recommendations. This report will be sent to the EU- CONEXUS Mobility Office and the EU-CONEXUS office in charge of student recruitment.

Enhancement system

The Programme Board will be responsible to monitor the implementation of the improvement recommendations proposed.

Instruments

Quality indicators (QI)

QI (03) 1 Diversity by citizenship

QI (03) 2 Number of visiting teaching staff

QI (03) 3 Multilingualism: number of students enrolled in foreign languages courses

QI (10) 5 Overall satisfaction of students with the mobility programme

QI (10) 6 Overall satisfaction of teaching staff with the mobility programme

QI (10) 7 Overall satisfaction of other staff with the mobility programme

Quality evidence (QE)

QE (10) 2 General student survey

QE (10) 5 Teaching staff survey

QE (10) 6 Administrative staff survey

QE (03) 1 Mobility analysis and improvement recommendations

QE (03) 2 Template_ Monitoring of the mobility improvement recommendations

IQP 04 Master thesis evaluations

Objective

To ensure the quality of the Master thesis in the Joint Master Programme.

Data collection system

Master thesis guidelines will be available for students when they enrol in the programme. Each student will develop his/her Master thesis guided by a supervisor and/or a co-supervisor. The Academic Coordinator will be in charge of the organisation



of this process (he/she will assign the most suitable supervisor/s for each student according to the thematic area of the thesis chosen by the student). The Academic Coordinator will collect, at the end of the Master thesis, the academic results (performance rate of the thematic area) as well as the results regarding the satisfaction of students and supervisors with the Master thesis thematic area.

Data analysis system

The Academic Coordinator will have a meeting, once the thematic area has been evaluated, with the supervisors of the theses and at least two students, to analyse the quantitative results obtained (performance rate of the thematic area, satisfaction of students and supervisors with the MSc thesis). The Academic Coordinator will report the strengths and weaknesses detected including the improvement recommendations. This report will be sent to the Programme Board.

Enhancement system

Programme Board will be responsible to monitor the implementation of the improvement recommendations.

Instruments

Quality indicators (QI)

QI (05) 1 Performance rate (only for Master thesis)

QI (10) 9 Overall satisfaction of students with the Master thesis

QI (10) 10 Overall satisfaction of supervisors

Quality evidence (QE)

QE (10) 2 General student survey

QE (10) 8 Master thesis supervisors survey

QE (05) 1 Analysis and improvement recommendations report

QE (05) 4 Template_ Monitoring of the Master thesis improvement recommendations

IQP 05 Admission profile evaluation

Objective

To ensure that the admission procedure is performed adequately and enables satisfactory academic progress of the student.

Data collection system



The EU-CONEXUS Master Officer collects all the information corresponding to the admission requirements and sends the information to the Selection Committee. The Selection Committee decides on the list of candidates to be admitted and calculates the enrolment rate. Once this information is complete, the Selection Committee sends a report to the Programme Board.

Data analysis system

At the end of the academic year, the Programme Board analyses the enrolment rate and the relationship between the admission profile and the academic results for each thematic area (QE (02) 1, from procedure IQP 02). The Programme Board will issue a report on the progression of students concerning the admission profile requirements. In case that new requirements must be added, the Programme Board will perform an improvement recommendation report to be sent to the Selection Committee. This will be communicated to the Academic Council as well.

Enhancement system

The Programme Board will, for the following intake, review admission requirements in order to ensure a better adjustment of the enrolment rate (admission profile) and the progression (academic results) of students. The EU-CONEXUS Academic Council will validate new admission procedure, if necessary.

Instruments

Quality indicators (QI)

QI (06) 1 Enrolment rate

Quality evidence (QE)

QE (02) 1 Analysis and Improvement recommendations of the thematic area

QE (06) 1 Report of the admission profile

QE (06) 2 Analysis and improvement recommendations report

QE (06) 3 Template_ Monitoring of the admission improvement recommendations

IQP 06 Labour market integration analysis

Objective

To measure and analyse the extent to which postgraduates of the Joint Master Programme integrate successfully into the specific labour market and their satisfaction with the training received in the programme, based on their experiences after the graduation.



Data collection system

EU-CONEXUS is creating a Virtual Campus including, among others, a University-Industry platform and a Mentoring platform.

The University-Industry platform will be an interactive online tool, accessible for students, researchers, and companies regarding the following areas of interest: work placements, job offers, project development, etc., while the Mentoring Platform's main goal is to develop the students' entrepreneurial thinking by exchanging with external stakeholders and give orientation on choosing their studies and educational paths. It will also facilitate the students' involvement in entrepreneurial and/or research projects. The platform will also be used to create an alumni network that will allow for keeping track of the professional paths of graduates from the MSc programme. Annual graduate student surveys will provide relevant information on their labour market integration.

The information of the activity on these platforms and the surveys will be sent by the Platform Moderator to the Programme Board annually.

Data analysis system

The Programme Board, together with the Joint Master External Advisory Board, will analyse (two years after the students' graduation) the labour market integration data taking into account the professional and socio-economic context. The PB will perform a report highlighting the strengths and weaknesses of the results obtained including improvement recommendations related to the learning outcomes that are needed in the society.

Enhancement system

Programme Board incorporates the necessary improvements in the programme according to the desired graduation profile defined by JMEAB. It supervises the implementation of the recommendations and informs the Academic Council.

Instruments

Quality indicators (QI)

QI (10) 1 Overall satisfaction of graduated students with the programme

Quality evidence (QE)

QE (10) 4 Graduate student survey

QE (07) 1 Report of the labour market integration of the study programme

QE (07) 2 Analysis and improvement recommendations report



QE (07) 3 Template_ Monitoring of the graduate profile improvement recommendations

IQP 07 Suggestions and complaints

Objective

To address justified complaints and suggestions from individuals about the joint study programme within the limits of the consortium agreements.

Data collection system

All stakeholders (students, teachers, external supervisors, etc.) wishing to make a suggestion or comment about the programme policies or services, either academic or non-academic, can do so through the formal 'suggestions mailbox' that will be available on the website of the programme.

The suggestions mailbox will record the complaints and suggestions as well as the moment they are answered.

Another non-formal way to inform about suggestions or complaints is the different committees where the different stakeholders are represented. For individual matters, the students can contact directly the person in charge.

All complaints received will be notified to the Programme Board.

Data analysis system

The Programme Board will analyse the number of suggestions and complaints received and the time spent solving them. The Programme Board will perform a report with the results of this analysis including improvement recommendations (if necessary).

Enhancement system

An initial response to any complaint can be expected within 3 days of receipt, and considered

response to the complaint should be received within a further three weeks, with any subsequent remedy implemented with the minimum of delay.

Instruments

Quality indicators (QI)

QI (08) 1 Number of suggestions received

QI (08) 2 Number of complaints received

QI (08) 3 Time spent attending the suggestion/complaint



Quality evidence (QE)

QE (08) 1 Analysis and improvement recommendations report

IQP 08 Teaching staff

Objective

To guarantee the quality of the teaching staff, to be adequate and trained in new innovative and pedagogical teaching tools and methods.

Data collection system

The consortium will regularly offer training modules for teachers. The Academic Coordinator will be informed annually of the participation in these training programs (as well as other merits) of the teachers in the JMPDH.

Data analysis system

The Academic Coordinator will review the information on teacher training and the satisfaction of students with the teaching of each course. The Academic Coordinator will detect possible problems or needs to improve teaching, which will be reflected in a report that will be sent individually to the teachers involved. The global report of the teachers' results will be sent to the Programme Board.

Enhancement system

The Programme Board will analyse the satisfaction results after the adoption of these improvements. Likewise, it may propose transversal continuous training actions to all the universities of the consortium.

Instruments

Quality indicators (QI)

QI (10) 4 Overall satisfaction of students with the course teaching

Quality evidence (QE)

QE (10) 1 Course teaching survey

IQP 09 Satisfaction assessment

Objective

To understand the overall satisfaction of the direct stakeholders involved in the Joint Mater Programme (students, Faculty staff and other EU-CONEXUS staff) for further improving the programme.



Data collection system

There will be different surveys for the different stakeholders in order to get information about the overall satisfaction with the programme, procedures, academic coordination, resources, etc.

The surveys will be different depending on the stakeholders addressed as well as on the best timing for collecting the information.

- Two surveys for students:
 - Course teaching survey (there will be one survey for each lecturer, surveys will be collected at the end of each semester).
 - General student survey (there will be one survey to be fulfilled at the end of the 3rd semester)
- Internship survey for students (at the end of the internship)
- One survey for postgraduate students (at the end of the programme)
- One survey for teaching staff (at the end of each academic year)
- One survey for administrative staff (at the end of each academic year)
- One survey for external supervisors (internship supervisors) (at the end of the 2
- semester).
- One survey for Master thesis supervisors (at the end of the 4th semester).

The results of all surveys will be published on the website.

Data analysis system

The results obtained from the different surveys will be analysed by the appropriate committees as it is described in the procedures. For example, the results obtained from the course teaching surveys will be analysed by the Thematic Area Coordinators (IOP 02). The graduate students survey will be analysed by the Programme Board together with the Joint Master External Advisory Board (IOP 07), etc.

The surveys can be adapted according to the suggestions of the different stakeholders. In that case, the Programme Board will be responsible to adapt the surveys as suggested by the stakeholders.

Enhancement system

The Programme Board will be in charge of ensuring high participation in the surveys.

Instruments



Quality indicators (QI)

QI (10) 1 Overall satisfaction of graduated students with the programme

QI (10) 2 Overall satisfaction of Teaching staff with the programme

QI (10) 3 Overall satisfaction of internship partners with the programme

QI (10) 4 Overall satisfaction of students with the mobility programme

QI (10) 5 Overall satisfaction of Teaching staff with the mobility programme

QI (10) 6 Overall satisfaction of other staff with the mobility programme

QI (10) 7 Overall satisfaction of students with the Master thesis

QI (10) 8 Overall satisfaction of supervisors

QI (10) 9 Overall satisfaction of the administrative staff

Quality evidence (QE)

QE (10) 1 Course teaching survey

QE (10) 2 General student survey

QE (10) 3 Postgraduate students survey

QE (10) 4 Teaching staff survey

QE (10) 5 Administrative staff survey

QE (10) 6 External supervisors survey (internship supervisors)

QE (10) 7 Master thesis supervisors survey

IQP 10 Transparency and dissemination of the programme

Objective

To inform all involved or interested in the Joint Master Programme about its curriculum, development and results.

Policies and channels

The Partners commit entirely to the transparency of all processes that affect the students (admission, progress, results, job placement, etc.). The most relevant information will be transmitted both, internally (on the Virtual Campus) and externally, through the EU-CONEXUS website.

Contents

For the **external** dissemination of the programme and its curriculum, important sources of information are but not limited to:

- EU-CONEXUS website (submenu of the programme)
- Partners' websites



- Social media (Facebook, LinkedIn)
- Relevant national and international student information and registration platforms

For the **internal** dissemination of the programme, its curriculum and thematic areas, important information sources are:

- the Virtual Campus
- the internal share-point
- EU-CONEXUS manuals (e.g., ECTS course catalogue, Students' assessment guidelines, Master thesis guidelines)

Enhancement system

The EU-CONEXUS Joint Communication Unit together with the EU-CONEXUS Master Officer and the Programme Coordinator University, is responsible for the content's publication on the external EU-CONEXUS website.

Instruments

Quality indicators (QI)

QI (11) 1 % of published information on time

Quality evidence (QE)

QE (11) 1 EU-CONEXUS general information of the Joint Master Programme (Curriculum, Learning outcomes, Mobility plan, Admission procedure, Master thesis topics)

IQP 11 Meta-evaluation of the programme and quality enhancement planning

Objective

To review the purpose, the acquisition of the programme learning outcomes as well as the graduate profile of the Joint Master Programme in order to stay at the forefront of developments in specific field and education at Master level and to ensure the implementation of recommendations for the improvement of the programme.

Data analysis system

The Programme Board meets annually to globally review the results obtained from all the quality procedures: the academic results, the labour market integration, the global satisfaction of all stakeholders, contributions from students and external personnel, etc. Besides, in the meta- evaluation, the Programme Board will take into account the



progress of the results with respect to previous editions and will establish the reference values for the quality indicators. With the global vision of all results, the Programme Board prepares a final report (Joint Master Programme meta-evaluation report) and an improvement plan for the programme (Global improvement report). These documents will be sent to the EU-CONEXUS Academic Council and the Governing Board. These documents will also be accessible on the website.

The Academic Council will meet every two years to make strategic proposals according to the Programme Board final reports and present them for a decision to the Governing Board.

Enhancement system

The Programme Board adopts the recommendations of the Academic Council and the Governing Board and delegates its implementation to the Programme Coordinator University unless decided otherwise.

Instruments

Quality indicators (QI)

All the indicators mentioned in the procedures

Quality evidence (QE)

All the shreds of evidence mentioned in the procedures, including the complete satisfaction surveys. (not only the indicators extracted from surveys)

QE (12) 1 MSc meta-evaluation report

QE (12) 2 Global improvement report

IQP 13 Cyclical external quality assurance

Objective

To ensure that the quality assurance system guarantees the success of the whole programme life cycle (from accreditation until its external evaluation).

Procedure

The whole programme will be evaluated by an external quality agency every 6 years, according to the European standards for the joint programmes.

Apart from the external assessment of the programme, the joint quality assurance system implementation of the programme will be integrated into the global auto-evaluation of EU- CONEXUS, which is foreseen initially after 18 months and 36 months of operation and every four years in the longer term.



6. Date of commencement

These regulations shall take effect from the date of their adoption.



Annex 9 – Programme Budget

In order to agree fees for the Joint Master Programme in Leadership for Sustainable Urban and Coastal Development based on an average cost across all partners we firstly conducted a benchmarking exercise. We initially examined the institutional norm for fees for Masters programmes in all the partners of the consortium. We evaluated a range of existing Masters programmes in sustainability, both joint and non-joint programmes and the fees for these programmes are presented below. There is a broad variation of fees depending largely on the country norm for fees for Masters programme, some carry just a small administration fee whereas others cost significantly more.

Benchmark Fees Academic Year 2025/26:

EU CONEXUS Partners	Programme Fees EU student	Programme Fees non-EU student
SETU	€7,500 - €8000	€14,000-€15,000
UCV	Tbc based on the budget	Tbc based on the budget
LRUniv	About €300 per year	€3,941
UROS	No fees just small admin fee approx. €300 per semester	No fees just small admin fee approx. €300 per semester
UTCB	€2,000 – also some free places available	€4,860
FredU	€6,076 - €9,000 (90 credits)	
AUA	€2,000 - €5,000	€3,000 - €4,000
KU	€2303 for one semester; €9,212 for the entire period of study (4 semesters)	€2303 for one semester; €9,212 for the entire period of study (4 semesters)
UNIZD	If not covered by ministry can charge fees to cover costs	Varies, up to €2,400 for two years
Alliances with Irish Partners	Programme fees EU student	Programme fees non-EU student
CHARM EU (Trinity) – Joint Master Global Challenges for Sustainability	€5,000	€24,000
UNIC (UCC) – Joint Master Redesigning the Post-Industrial City	€9,000	€18,000



UNIC (UCC) – Joint Master Superdiversity in Education, Organisations and Society	€9,000	€18,000
TISE (UCD) – Erasmus Mundus Joint Master Transition, Innovation and Sustainability Environments	€13,500 (non-scholarship holders)	No information provided
INGENIUM (MTU) – Joint Master Sustainable Development and Circular Economy – in development	-----	-----
ARQUS (MU) – Joint Master European Studies	Dependent on entrance university fees	Dependent on entrance university fees
Alliances without Irish Partners	Programme fees EU student	Programme fees non-EU student
EC2U – Joint Master Sustainable Cities and Communities	€3,000	€7,540
SEA-EU – Joint Master Sustainability Transition for Organisations and Resilience Management	€7,500	€15,000
SEA-EU – Joint Master Driving Smart Ports and Sustainable Logistics Forward	€9,000	€9,000
4EU+ MERGED – Erasmus Mundus Joint Master in Global Environment and Development	Maximum scholarship of €33,600	€30,000
4EU+ M3EP – Erasmus Mundus Joint Master European Environmental Economics and Policy	Maximum scholarship of €33,600	€33,600
Irish Programmes	Programme fees EU student	Programme fees non-EU student
DCU – MSc Climate Change: Policy, Media and Society (1 year fulltime)	€7,900	€17,000
UCD – Master Sustainable Development (1 year fulltime)	€10,700	€10,700
MIC – MA Climate, Justice and Sustainability (1 year fulltime)	€5,750	€11,500
UG - MSc Sustainable Environments (1 year fulltime)	€8,750	€28,000



We also collated costs of delivery from all partners beginning with teaching costs. Partners then added their total teaching hours, teaching costs, materials/software costs along with any associated costs of delivering the programme to a formatted excel spreadsheet in order to establish the full cost of delivering the programme over one complete 2-year cycle. This was then used to establish the tuition fees based on the cost of delivery and the expected number of students (60 students) in each cohort.