

# Decision of the FIBAA Accreditation and Certification Committee



**19<sup>th</sup> Meeting on September 5, 2025**

## **PROGRAMME ACCREDITATION**

### **Joint Programmes according to the European Approach**

**Project Number: 24/051**

**Higher Education Institution:** MCI | The Entrepreneurial School (MCI Innsbruck), Austria

**Location:** Innsbruck, Austria

**Study programmes:** European Master Program for Responsible Tourism Management and Entrepreneurship, Master of Arts

Sustainable Management in Life Sciences Engineering, Master of Science

**Type of accreditation:** concept accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

#### *Accreditation*

According to § 7 (6) (in conjunction with § 9 (4) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited

Period of Accreditation: September 5, 2025 to September 4, 2031

The FIBAA Quality Seal is awarded.

# Assessment Report

## Joint Programmes according to the European Approach



**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**  
FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

## Assessment Report

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**Higher Education Institution:**

**MCI | The Entrepreneurial School** (MCI Innsbruck), Austria

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**Master programme:**

European Master Program for Responsible Tourism Management and Entrepreneurship (EMFORTM-E)

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**Degree awarding institutions:**

- MCI | The Entrepreneurial School, Innsbruck, Austria
- Haaga-Helia University of Applied Sciences
- Zagreb School of Economics and Management

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**Qualification awarded on completion:**

Master of Arts

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**Master programme:**

Sustainable Management in Life Sciences Engineering (SMILE)

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**Degree awarding institutions:**

- MCI | The Entrepreneurial School Innsbruck, Austria
- Université Côte d'Azur (UniCA)
- University of Seville (USE)
- University of Montenegro (UoM)

- Weihenstephan-Triesdorf University of Applied Science (HSWT)

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**Qualification awarded on completion:**

Master of Science

# General information on the study programmes

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## Brief description of the study programmes:

The **European Master Program for Responsible Tourism Management and Entrepreneurship (EMFORTM-E)** is a two-year joint Master of Arts degree comprising 120 ECTS credits. It is coordinated by MCI and jointly offered by four cooperating partner institutions, including three Ulysseus European University Alliance members: Haaga-Helia University of Applied Sciences (HHUAS), Technical University of Košice (TUKE) and University of Genoa (UniGe) and one EUonAir Alliance member: Zagreb School of Economics and Management (ZSEM). Three institutions are degree-awarding: MCI, ZSEM and HHUAS and two institutions are non-degree-awarding: TUKE and UniGe. This interdisciplinary joint programme intends to offer students a comprehensive understanding and skill set to drive sustainable practices and transformation across various branches and businesses within the large fields of tourism and entrepreneurship. The intention of the design of the master's programme is to prepare students to for careers in the tourism industry by equipping them with the expertise, tools, and networks required to address contemporary challenges and implement responsible tourism strategies.

The programme **Sustainable Management in Life Sciences Engineering (SMILE)** is a two-year joint Master of Science degree comprising 120 ECTS credits. It is coordinated by MCI and jointly offered with four other partner institutions, including three Ulysseus European University Alliance members and one associated partner institution: Université Côte d'Azur (UniCA), University of Seville (USE), University of Montenegro (UoM) and the Ulysseus Associated Partner Institution Weihenstephan-Triesdorf University of Applied Science (HSWT). All five partner institutions are degree-awarding. This interdisciplinary joint programme intends to enable the students to gain in-depth knowledge and competencies to promote sustainable practices and transformation in various branches and businesses within the large fields of Life Sciences Engineering. Based on scientific and technical knowledge, this programme is aimed to enable the graduates to transfer this knowledge to sustainable processes and business development in these fields.

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## Type of study programme:

Master programmes

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## Projected study time and number of ECTS credits / national credits assigned to the study programme:

2 Years/120 ECTS

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## Mode of study:

Full-time

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## Didactic approach:

Study programme with partly obligatory class attendance

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## Joint Degree programme:

Yes

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**Scope (planned number of parallel classes) and enrolment capacity:**

The cohort of EMFORTM-E consists of max. 30 students per intake.

The cohort of SMILE consists of max. 50 students per intake.

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**Programme cycle starts in:**

Winter semester

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**Initial start of the programmes:**

Winter semester 2027

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**Type of accreditation:**

Concept accreditation

# Procedure

A contract for the concept accreditation of the **European Master Program for Responsible Tourism Management and Entrepreneurship** (EMFORTM-E) and the Master programme of **Sustainable Management in Life Sciences Engineering** (SMILE) was made between FIBAA and MCI on June 24, 2024. On March 9, 2025, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Reinhard Bachmann**

University of London  
Professor of International Management

**Dennis Boelcke**

Julius Maximilian University of Würzburg  
Student of Management, M.Sc.

**Prof. Dr. Harald Dobernig**

University of Applied Sciences Upper Austria  
Professor for Digital Process and Quality Management

**Prof. Dr. Oliver Peters-Hädicke**

Biberach University of Applied Sciences  
Dean of the Faculty of Biotechnology at Biberach University of Applied Sciences

**Dr. Manfred Schmidt**

sikos GmbH  
Chairman of the supervisory board

FIBAA project manager:

**Prof. Dr. Sabine Haller**

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on May 14 to May 16 2025 at the HEI's premises in Innsbruck. The same cluster included an appraisal of the **European Master Program for Responsible Tourism Management and Entrepreneurship** (EMFORTM-E) and the Master programme of **Sustainable Management in Life Sciences Engineering** (SMILE). At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 4, 2025. The statement on the report was given up on August 11, 2025. It has been taken into account in the report at hand.

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<sup>1</sup> The panel is presented in alphabetical order.

# Summary

## **For the European Master Program for Responsible Tourism Management and Entrepreneurship (EMFORTM-E)**

The programme **European Master Program for Responsible Tourism Management and Entrepreneurship (EMFORTM-E)** offered by MCI | The Entrepreneurial School Innsbruck (MCI Innsbruck), Austria fulfils the FIBAA quality requirements for Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for six years starting on September 5, 2025, and finishing on September 4, 2031. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel identified an additional area where the **European Master Program for Responsible Tourism Management and Entrepreneurship (EMFORTM-E)** programme could be further developed:

- **Recommendation (see Chapter 4.1):** The Consortium ensures that students have a basic knowledge of finance and management accounting at the start of their studies

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

## **For the Sustainable Management in Life Sciences Engineering (SMILE)**

The programme **Sustainable Management in Life Sciences Engineering (SMILE) programme** offered by MCI | The Entrepreneurial School (MCI Innsbruck), Austria fulfils the FIBAA quality requirements for Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for six years starting on September 5, 2025, and finishing on September 4, 2031. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

## **For both study programmes**

The panel members identified several areas where **all the programmes** could be further developed:

- **Recommendation 1 (see Chapter 1.2):** The administrative levels of the individual universities should be more closely involved in the coordination processes (e.g. through mobility) and should know each other personally.
- **Recommendation 2 (see Chapter 5.2):** The Consortium develops alternative forms of examination to demonstrate the achievement of the Learning Outcomes.

- **Recommendation 3 (see Chapter 9.):** The Consortium ensures a generation and documentation of processes on a generic basis, which includes the creation of process landscapes and the student journey for all participating locations, and which are defined in a central document for each degree programme (see Chapter 9.1).

Measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are three criteria in which both programmes exceed the quality requirements:

- Added Value
- Students support and services
- Facilities (MCI)

For the overall assessment of the programme, please refer to the quality profile at the end of this report.



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## Glossary

### **Consortium. The partner universities of the Ulysseus European University Alliance**

<b>MCI</b>	MCI   The Entrepreneurial School®
<b>UniCA</b>	Université Côte d'Azur, France
<b>USE</b>	University of Seville, Spain
<b>TUKE</b>	Technical University of Košice, Slovakia
<b>UniGe</b>	University of Genoa, Italy
<b>HHUAS</b>	Haaga-Helia University of Applied Sciences, Finland
<b>UM</b>	Universität Münster, Germany
<b>UoM</b>	University of Montenegro, Montenegro

### **Ulysseus Associated Partner**

<b>ZSEM</b>	Zagreb School of Economics and Management, Croatia
<b>HSWT</b>	Hochschule Weihenstephan-Triesdorf University of Applied Sciences, Germany

## 0 General Information

### 0.1 General information on the Institutions

The European Master Programme for Responsible Tourism Management and Entrepreneurship (EMFORTM-E) as well as the Sustainable Management in Life Sciences Engineering (SMILE) programme have been designed and will be executed by members of the Ulysseus network. Ulysseus is one of the currently 64 selected European Universities alliances. Ulysseus in phase 2.0 includes eight different universities solidly involved in the development of their respective regions and cities: five traditional Universities (University of Seville, USE; University of Côte d'Azur, UCA; University of Genoa, UniGe; Universität Münster, UM; University of Montenegro, UoM), one technical University (Technical University of Košice, TUKE) and two Universities of Applied Sciences (MCI | The Entrepreneurial School®, MCI; Haaga-Helia University of Applied Sciences, HHUAS). There is a diversity in form of age, size, specialisation and research/practical orientation within the partner institutions.

- **University of Seville (USE)** is a large public university with over 70,000 students. It offers a wide range of courses in the humanities, natural sciences, technology, economics, arts and more. Particularly noteworthy are its international orientation and its focus on engineering, biotechnology and environmental sciences.
- **University of Côte d'Azur (UCA):** With around 35,000 students, UCA is one of France's leading research institutions. The university focuses on cutting-edge interdisciplinary research that closely integrates research, innovation and education. One of its key areas of focus is health and life sciences.
- **University of Genoa (UniGe):** Founded in 1481, UniGe is one of Italy's oldest and largest state universities, with around 32,000–40,000 students and over 2,400 teaching and research staff. UniGe is divided into five faculties with a total of around 22–23 departments, including interdisciplinary fields such as computer science, bioengineering, robotics, architecture, law, medicine, economics, etc.
- **University of Münster (UM):** (WWU – Westfälische Wilhelms-Universität Münster) is one of the largest universities in Germany. It is a leading research-intensive comprehensive university with a broad range of subjects and 280 degree programmes. The University of Münster is not involved in the two programmes to be accredited.
- **University of Montenegro (UoM)** is the oldest and largest higher education institution

- in Montenegro and plays a central role in the academic, scientific and cultural development of the country. The UoM consists of 19 faculties and three institutes covering a wide range of scientific disciplines, including: humanities and social sciences, natural and technical sciences, engineering, medicine and healthcare, economics and law. Of particular note is the focus on sustainability and the environment.
- **Technical University of Košice (TUKE)** is one of the leading technical universities in Slovakia. TUKE is known for its strong focus on engineering, research and innovation. With over nine faculties, TUKE offers a wide range of study programmes in technical, scientific, economic and artistic fields.
- **Haaga-Helia University of Applied Sciences (HHUAS)** is one of the largest universities of applied sciences in Finland, with its headquarters in Helsinki. The university has a strong practical focus and works closely with businesses and industry. Haaga-Helia offers a wide range of practice-oriented degree programmes, particularly in the fields of business and management, information technology, tourism and hospitality management, sports and health, and journalism and media.
- **MCI | The Entrepreneurial School®** is a university based in Innsbruck, Austria, with a strong practical focus, international orientation and a research-based emphasis on entrepreneurship and innovation. It offers degrees in economics and management, technology and engineering, life sciences and health, as well as entrepreneurship and innovation as a cross-disciplinary subject. Noteworthy features include active networking with industry and a variety of study formats.

**Table 1: Overview over Collaboration Ulysseus Partners**

	USE	UniGe	UniCA	TUKE	MCI	HHUAS	UM	UoM	TOTAL
Founded	1505	1481	2020 <sup>1</sup>	1952	1995	2007 <sup>3</sup>	1780	1974	
Scope <sup>2</sup>	COMP	COMP	COMP	TECH	UAS	UAS	COMP	COMP	
City/ Country	Seville/ Spain	Genoa/ Italy	Nice/ France	Kosice/ Slovakia	Innsbruck/ Austria	Helsinki/ Finland	Münster/ Germany	Podgorica/ Montenegro	
Language	Spanish	Italian	French	Slovakia	German	Finnish	German	Montenegrin	
Students	69.876	34.590	30.853	11.021	3.550	11.000	44.585	17.000	225.475
Technical and Administrative Staff	2.863	1.211	1.549	767	70	316	1904	481	9.165
Academic Staff faculty	4.395	1.355	1.853	690	330	415	5584	628	15.250
Faculties & Schools	32	22	21	9	15	6	15	23	143
Research groups	574	158	224	67	13	4	618	30	1688
Sci. & tech-based companies & partnerships	24	43	13	48	182	115	9	0	434

Patents and trade-marks	140	114	183	246	10	4	47	7	751
Research centres	18	24	57	5	6	4	25	10	139

<sup>1</sup> UniCA (Université Côte d'Azur) is launched in 2020 with a new governance and new components, but historically, Université de Nice is not brand-new as such, when it was created in 1965.

<sup>2</sup> COMP (Comprehensive), TECH (Technical), UAS (University of Applied Sciences)

<sup>3</sup> HHUAS was created through a merger in 2007; the institutions behind it were given the UAS status in 1991 and 1992

According to the Self Evaluation report, Ulysseus alliance's vision for 2030 is to develop an excellency-recognised and internationally attractive, open to the world, persons-centred and entrepreneurial European University for the citizens of the future<sup>2</sup>. The eight university partners share a strong involvement in regional and local development. The alliance is based on common and complementary strengths aligned with six priorities of the regions and cities' strategic plans.

To achieve this goal, the Ulysseus Innovation Ecosystem model of a European University has been set up, comprising:

**The Ulysseus Community**, composed by the partner universities and associated partners (local and regional governments, business and the society). So far, Ulysseus has 152 associated partners, including the eight regional governments, the eight city halls, companies, business confederations, students and citizens associations, and NGOs.

**The Ulysseus Campus** is composed by the following joint structures:

- The **Central Management Office** for general management and coordination of the European University has several units located at Seville (General Coordination Unit, Dissemination Unit), Nice (Digitalisation Unit) and Innsbruck (International Center, with a Mobility Office and an International Projects Office).
- The **Ulysseus Digital Platform**, serving digital solutions for online learning and teaching (the Ulysseus Moodle), collaborative work (Ulysseus Microsoft Teams), networking, meetings, intranet (Ulysseus SharePoint) and the Match4coop application, aimed at facilitating networking and project matchmaking among researchers.
- The eight **Ulysseus Innovation Hubs**. One at each university, are aligned with eight R&D regional and local challenges: Energy, Transport, Mobility and Smart Cities (USE Seville), Aging and Wellbeing (UniCA Nice), Robotics (UniGe Genoa), Sustainable Entrepreneurship & Impact (MCI Innsbruck), Digital Transformation for Industry (TUKE Košice), Applied AI for Business and Education (HHUAS, Helsinki), Socio-ecological Sustainability (UM Münster) and Cybersecurity (UCG). These challenges are, in turn, responding to the UN Sustainable Development Goals, the European Green Deal, and the Horizon Europe clusters and missions. Every hub is developing a common structure comprising a joint research centre (from existing facilities at each University),

<sup>2</sup> SMILE SER, p. 6

research facilities, a joint incubator, a living lab, and spaces for dissemination such as open classes, among others.

- The **Ulysseus Students Association**, under development by TUKE.

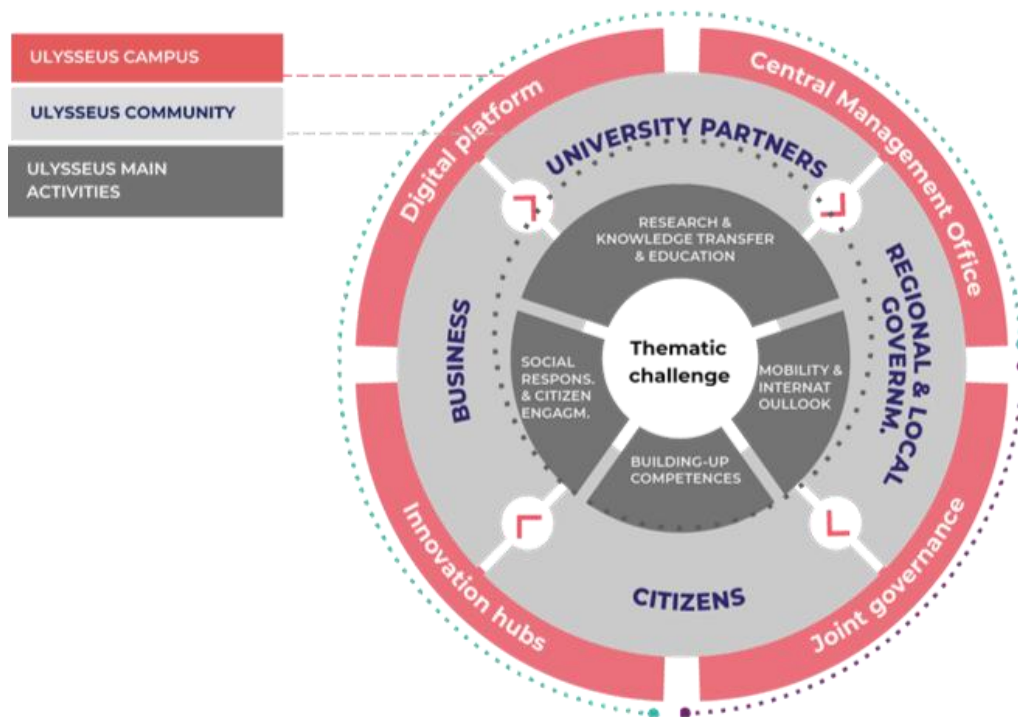


Figure 1: The Ulysseus Innovation Ecosystem model of a European University

Finally, a feature of Ulysseus is a strong, participative and feasible democratic governance and management structure, with integrative and democratic participation of the associated partners, as well as students and staff (both academic and non-academic) in the decision-making bodies as well as in the co-creation of activities. Students and associated partners were involved in the preparation of the Ulysseus proposal, have been involved in the co-creation of these joint master's degrees, and will be involved in its implementation, including the internal quality assurance system.





**Figure 2: The Ulysseus Campus**

The process of transformation towards the Ulysseus European University involves the co-creation, by the Ulysseus Community, of interdisciplinary Joint European Master's Degrees, and subsequent Joint European PhD programmes, with interlinked research and innovation activities. EMFORTM-E and SMILE are two of the joint Masters that are co-created and offered jointly within the Ulysseus European University alliance: each partner institution coordinates one joint Master's degree that is connected to the field of the respective Innovation Hub.

In addition to several the Ulysseus universities, Associated Partners of the network also play an important role in the two degree programmes to be accredited here, EMFORTM-E and SMILE. EMFORTM-E is conducted in cooperation with the Zagreb School of Economics and Management (ZSEM). The ZSEM is the leading business University in Croatia and the wider Southeast European region with approximately 1000 students and more than 100 members of staff. ZSEM has been accredited by the AACSB accreditation since 2013. In 2020 during the national re-accreditation process conducted by the Croatian Agency for Science and Higher Education.

The **SMILE study programme** network has also been expanded to include an Associate Partner that will play a key role. This is the University of Applied Sciences Weihenstephan Triesdorf (HSWT). The HSWT is a University of Applied Sciences in Bavaria. With campuses in Weihenstephan (Freising, near Munich) and Triesdorf (near Nürnberg), HSWT offers a specialised educational programme focused on the sustainable use of natural resources and the agricultural and life sciences. According to the self-evaluation report, a standout feature of HSWT has always been its integration of theory and practice. Practice-oriented education is supported by laboratory and research facilities, as well as numerous collaborations with

regional and global businesses and research institutions. Students can experience a combination of hands-on teaching, supplemented by projects, excursions, and internships<sup>3</sup>.

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<sup>3</sup> SMILE SER, p.9

## 0.2 General information on the joint programmes

**EMFORTM-E** aims at offering a joint and fully transnational challenge-based programme that bridges the areas of business, responsible tourism management and entrepreneurship in an interdisciplinary way, to address the key challenges in tourism.

The programme is designed to attract applicants from a variety of backgrounds from within and outside the European Union. According to the self-evaluation report, the institutions tried to align it with the latest labour market and research & innovation needs, involving the collaboration of academics, companies, cities, NGOs, and local communities. The programme's jointness also intends to serve as a learning opportunity for students, who, throughout their degree experience different national systems, regulations and legislations in-person. By physically moving to the various locations, students gain an international perspective, exposure to various situations and the need for continuous adaptability and flexibility<sup>4</sup>.

From the teaching & learning point of view, EMFORTM-E intends to offer a student-centred, learning outcome-driven, and work- and challenge-based programme, with innovative pedagogies, academic rigor, and support (i.e., the Ulysseus Career Development Programme).

From the content point of view, EMFORTM-E tries to combine specific, interdisciplinary training in the area of sustainable tourism management, empirical social research, destination management, marketing management, critical thinking, innovation, leadership and entrepreneurship as key transversal competencies to provide solutions to global problems.

From the structural point of view, EMFORTM-E has been designed with the intention to offer a study pathway with embedded mobility. All students complete two physical mobility periods. The first semester is spent at MCI in Innsbruck. The second and third semester are spent at ZSEM (Zagreb), and the fourth semester is a remote semester. The courses provided by HH, TUKE and UniGe are taught on-site at facilities provided by ZSEM.

The joint programme will be taught in English.

EMFORTM-E is designed and will be delivered with the following elements of jointness:

- Joint design and follow-up: all partner institutions
- Joint delivery: MCI, ZSEM, HHUAS, TUKE & UniGe by offering either a full semester of studies or by offering courses and thesis supervision
- Award of a Joint Master degree and a Joint Master diploma supplement
- Joint administration and financial management
- Joint policy for admission and selection, based on the regulations of the coordinating institution MCI and endorsed by ZSEM, HHUAS, TUKE & UniGe

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<sup>4</sup> EMFORTM-E SER, p.12

- Joint policy for recognition, teaching and training, supervision, monitoring, assessment, mobility, traineeships, and master's thesis procedures
- Joint Ulysseus resources (joint transnational teaching teams and joint Ulysseus facilities, in addition to the specific resources at every partner university)
- Joint transparency and documentation procedures. With the support of the Ulysseus Dissemination Unit, EMFORTM-E will be jointly promoted, ensuring the visibility of the joint program, and providing information to students and other stakeholders such as future employers.
- Joint internal quality assurance system, aligning with the QA systems of consortium partners. This consists of the Quality Assurance Committee.

To design the **SMILE programme**, all Ulysseus partners contributed to the co-creation phase of joint degrees. However, they participate in the delivery and in the award of the degree in different organisational modes, according to their profiles. In SMILE, there are five degree-awarding partners: MCI that also coordinates the degree; the University of Cote d'Azur (UniCA), the University of Montenegro (UoM), the University of Applied Sciences Hochschule Weihenstephan Triesdorf (HSWT), and the University of Sevilla (USE).

A distinctive feature of SMILE is the close cooperation with Associated Partners, particularly the Weihenstephan-Triesdorf University of Applied Sciences (HSWT) who serves as the host for the second semester.

During the third semester the students specialise and study accordingly at one of the partner Universities. The fourth semester is a remote semester dedicated to the master's theses and can be a remote semester. All partners can participate in the Master thesis process according to the specialty areas of the academic staff. By enrolling in different universities, students will have the advantage of a broad network, upon which they can draw when selecting their thesis supervisor. The recent addition of the University of Montenegro which formally joined the alliance in November 2023, will assume responsibility for one of the four specialisations within the structured curriculum of SMILE.

SMILE aims to offer a joint and fully transnational challenge-based programme that bridges life sciences with management skills and law in an interdisciplinary way, to address the key challenges in business transformation, sustainable development, regulations, data processing and handling, and various other topics in sustainable resource management. The four specialisations will allow students to gain expertise in a topic of their choice (Sustainable Agriculture, Sustainable Food Systems, Marine Conservation & Blue Economy and Environmental Hazard and Risk Management).

The programme is designed to attract applicants from a variety of backgrounds from within and outside the European Union. The participating institutions tried to align it with the labour market and research & innovation needs, involving the collaboration of academics, companies, cities, NGOs, and local communities. The programme's jointness also serves as a significant learning opportunity for students, who, throughout their degree, experience different national systems, regulations and legislations in-person. By physically moving to various locations, students gain an international perspective, exposure to various situations

and the need for continuous adaptability and flexibility. They thus acquire holistic sustainability management skills in transnational settings.

According to the self-evaluation report, SMILE intends to offer a student-centred, learning outcome-driven, and work- and challenge-based programme, with innovative pedagogies, academic rigor, and support (i.e. the Ulysseus Career Development Programme)<sup>5</sup>.

From the content point of view, SMILE intends to combine specific, interdisciplinary training in the area of sustainable management in life science engineering with complementary training at partner institutions, and training in high-level digital skills, languages, critical thinking, creativity, innovation, leadership and entrepreneurship as key transversal competencies.

From the structural point of view, SMILE offers a modular pathway with embedded mobility. All students complete two physical mobility periods and in addition, the degree offers opportunities for virtual and blended mobility. The Ulysseus community offers other formats of learning activities such as short courses (online, physical, blended), living labs, seminars, MOOCs, summer/winter schools, microcredentials, volunteering, civic engagement activities or activities related to the promotion of the European values, among others.) These educational activities will be available to all Ulysseus students, including those of joint degrees. All activities can be integrated into the study programme according to the framework agreement on academic recognition in Ulysseus, in the function of the competencies acquired.

The joint programme will be taught in English. Across elective study options of Ulysseus, students will moreover have the opportunity to enhance their language skills in the languages of Ulysseus countries, and in Chinese and Arabic. The Ulysseus Digital Platform language courses, onsite language courses, and courses and activities during mobility periods will provide opportunities for language immersion.

SMILE strives to be committed to fostering diversity, inclusion, and gender equality, through admission measures enabling access for disadvantaged or discriminated groups, and through study support and services.

SMILE is designed and will be delivered with the following elements of jointness:

- Joint design and follow up of programme
- Joint delivery of MCI, HSWT, UniCA, UoM, and USE by offering a full semester of studies, and thesis supervision, to be agreed more specifically upon continuous cooperation and mutual consent.
- Awarding of a joint degree and a joint diploma supplement.
- Joint administration and financial management.
- Joint policy for admission and selection, based on the regulations of the coordinating institution MCI and endorsed by UoM, HSWT, UniCA and USE.
- Joint internal quality assurance system, aligning with the QA systems of consortium partners. This consists of the Quality Assurance Committee.

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<sup>5</sup> SMILE SER, p.10

- Joint policy for recognition, teaching and training, supervision, monitoring, assessment, mobility, traineeships, and Master's thesis procedures.
- Joint Services & Resources found on the Ulysseus website or distributed to students directly.
- Joint Ulysseus student support (in addition to the specific supporting services (the local Ulysseus mobility officers at each Ulysseus partner University)).
- Joint Ulysseus resources (joint transnational teaching teams and joint Ulysseus facilities, in addition to the specific resources at every partner university).

## **Appraisal**

Although the programmes will not start until 2026, the panel gained the impression that the preparations and coordination measures have been worked out and planned very comprehensively. Cooperation within the Ulysseus network goes far beyond the planning of individual degree programmes. A comprehensive division of tasks has been established, and corresponding responsibilities and committee structures have been defined. The two programmes EMFORTM-E and SMILE fit seamlessly into these overarching structures.

# 1 Eligibility

## 1.1 Status

The Consortium partners belong to the Ulysseus European University alliance and extend even further to the EUonAIR European University alliance partner that all represent well-established Higher Education Institutions in their respective countries. They all have applicable legal national frameworks and thus are entitled to participate in a joint programme. However, from the Consortium partners only Austria, Croatia and Finland can implement the use of the European Approach for Quality Assurance of Joint Programmes.

Table 2 summarises the status of the national and regional evaluation agencies regarding their inclusion in the EQAR register, the acceptance of the European Approach for Quality Assurance of Joint Programmes, the cross-border quality assurance, and the awarding of Joint Masters, in the **EMFORTM-E Consortium**.

**Table 2: Status of the external quality assurance systems, as well as national frameworks for joint programmes, in EMFORTM-E Consortium countries.**

University/ Country	Evaluation Agency registered in EQAR	Accepts the EA for accreditation of joint programmes	Accepts cross-border quality assurance	Awarding a Joint Master
MCI/Austria	Yes	Yes	Yes	Yes
ZSEM/Croatia	Yes	Yes	Yes	Yes
HHUAS/Finland	Yes	Yes	Yes	Yes <sup>6</sup>
UniGe/Italy	No	No	No	No
TUKE/Slovakia	No	No	No	No

According to the text above, this proposal involves a joint master's degree designed and delivered jointly by EMFORTM-E Consortium. Due to regulatory constraints, it will be accredited for the Ulysseus institutions first in Austria, Croatia, and Finland.

With regard to the **SMILE programme**, the cooperation partners belong to the Ulysseus European University alliance and are well-established Higher Education Institutions in their respective countries. They all have applicable legal national frameworks, which entitle them to participate in a joint programme. However, only Austria, France, Germany and Spain can implement the use of the European Approach for Quality Assurance of Joint Programmes.

Table 3 summarises the status of the national and regional evaluation agencies regarding their inclusion in the EQAR register, the acceptance of the European Approach for Quality Assurance of Joint Programs, the cross-border quality assurance, and the awarding of joint degrees, in the eight Ulysseus partner Universities and countries.

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<sup>6</sup> HHUAS will award the degree for students having fulfilled the specific admission criteria applied for Finnish UAS institutions on Master level.

**Table 3: Status of the external quality assurance systems, as well as national frameworks for joint programmes, in Ulysseus countries and universities**

University/ Country	Quality Assurance Agency registered in EQAR	Accepts the EA for accreditation of joint programs	Accepts cross-border quality assurance	Awarding a Joint Master
MCI/Austria	Yes	Yes	Yes	Yes
USE/Spain	Yes	Yes	Yes	Yes
UniCA/France	Yes	Yes (under conditions) <sup>1</sup>	Yes	Yes
UoM/Montenegro	No	No	No	Yes
UM/Germany (incl. HSWT)	Yes	Yes	Yes	Yes
TUKE/Slovakia	No	No	No	Yes
UniGE/Italy	No	No	No	Yes
HHUAS/Finland	Yes	Yes	Yes	Yes

<sup>1</sup>The EA for evaluating international joint programmes across the EHEA is to be acknowledged by the HCERES which is EQAR-registered. It may be used in France for degree accreditation with 2 conditions: when accreditation is to be renewed for HE degrees providing recognized HE level (called “grades”); and if “research-based HE” and “employability” are taken on board by the EA outcomes.

According to the text above, this proposal involves a joint Master’s degree designed and delivered jointly by Ulysseus partner universities and associated partners. Due to regulatory constraints, it will be accredited for the Ulysseus institutions first in Austria, Germany, and Spain. In France, the EA-evaluated joint programme of the joint MA SMILE, once the EA outcomes are to be acknowledged by the HCERES, will correspond to a specific learning path of already accredited Master’s degrees (called MARRES and RISKS) for the upcoming 2024-2028 years at UniCA. Subsequently, and upon national processes, accreditation can be obtained in Montenegro through the National Agency for Control and Quality Assurance of Higher Education AKOKVO<sup>7</sup>. The accreditation process is conducted in cooperation with FIBAA.

Each student who successfully completes the SMILE programme and who has fulfilled the requirements of the applicable national legislations will receive a Joint Master’s degree testified by a joint diploma on behalf of the five Degree-awarding Institutions (MCI, USE, UniCA, HSWT and UoM).

The denotation of the joint Master’s degree awarded is: “European Joint Master of Sustainable Management in Life Science Engineering” valid as a

- Master of Science in Engineering in Austria
- Master of Science in France
- Master of Science in Germany
- Master of Science in Montenegro
- University Master in Spain

Each Joint Master award will be accompanied by a joint diploma supplement presenting the details of the student’s academic programme and academic achievement, following the template developed by the European Commission, the Council of Europe and UNESCO/CEPES and adapted to any further specifications in national legislation where

<sup>7</sup> Agencija za kontrolu i obezbjeđenje kvaliteta visokog obrazovanja



applicable. As the Coordinating Institution, MCI is responsible for issuing the Joint Master diploma, and its Joint Master diploma supplement.

## 1.2 Joint design and delivery

### For both programmes:

A **joint design** of both programmes has been performed by the participating Ulysseus partner universities and their associated partners, under the coordination of MCI. The proposal for the joint master's degree was developed following the European Approach for Quality Assurance of Joint Programmes. This process has been supported by an Erasmus Mundus Design Measure grant of the Erasmus+ programme. For this purpose, a taskforce was set up in 2023 to design the proposal and the study programmes, divided into two groups:

1. The **European Approach (EA) Group**, which oversaw developing all administrative parts of the degree and coordinating the drafting and submission of the proposal. The group was formed by representatives of each of the participating degree-awarding institutions with responsibilities in academic and student affairs, internationalisation, study support, and external and internal quality assurance.
2. The **Curriculum Development (CD) Group**, which oversaw the academic content of the degree: learning outcomes, study programme, mobilities and student's assessment. The group was formed by representatives of all Consortium partners with responsibilities in teaching and research.

The design process of the degree was articulated in two parallel fields: the co-creation of the curriculum, learning and studying, and assessment (CD group), and the administrative preparation of the degree in order to meet the expectations of the European Approach for Quality Assurance (EA group). Communication between the two groups was ensured by participation in regular meetings of a few members of the degree-awarding partner institutions in both groups.

The EA group worked on the following sections: Eligibility, Admission and Recognition, Student Support, Resources, Transparency and Documentation and Quality Assurance. Moreover, its experts ensured the compilation of most documentation required for the annexes. The CD group focused on creation of course contents, learning outcomes, learning methods, teaching and assessment.

Throughout the process the EA group held several formal and informal meetings to co-create a joint Master's Programme that follows the European Approach for Quality Assurance of Joint Programmes and Erasmus Mundus Programmes, and that can be accredited by an accreditation agency. Communication took place via Teams and Zoom, and all experts worked with the same online version of the SER. All online meetings organised during the SER process have been written down in protocols (minutes). An on-site workshop in Zagreb was organised for both working groups from September 3 – 5, 2024, in order to fine tune and finalise the Self-Evaluation Report and Cooperation Agreement, as well as present and discuss the financial management to build a financially sustainable joint program.

Prior to submission of the SER, the proposal was submitted to the Academic Council of MCI for appraisal and received an internal approval on December 3, 2024.

### **Distribution of Roles among Partner Universities, Students, and Affiliate Partners:**

**EMFORTM-E** follows an integrated approach involving the participation of partner universities, students, and affiliate partners, and distribution of roles among them.

**Table 4: Distribution of roles of partner universities, students, and affiliate partners in EMFORTM-E.**

Stakeholder	Role	
MCI	General Coordination Administration Financial Management Accreditation (EA) Enrolment	Programme Design Governance Admission, Selection & Recognition Teaching & Training Assessment Master Thesis Supervision Mobility Student's support Resources Promotion and dissemination Internal Quality Assurance Awarding the Joint Master and joint DS
ZSEM	Enrolment Financial Management	
HHUAS	Partial Enrolment	
UniGe & TUKE	Governance Programme Design Admission, Selection & Recognition Teaching & Training Assessment Mobility Promotion and dissemination	
Students	Governance Internal Quality Assurance	
Affiliate Partners	Programme Design Mobility Teaching & Training (Guest lectures) Students support (i.e. career guidance) Internal Quality Assurance	

Division of tasks:

- MCI is responsible for coordinating the accreditation of the joint programme. The joint programme will be accredited in Austria (FIBAA), Croatia, and Finland.
- Students will be enrolled in all degree-awarding HEIs. As an exception due to legal regulations, at HHUAS, only students with 2-year working experience will be enrolled.
- TUKE and UniGe will only participate in the mobility of academic staff and may also become degree awarding institutions in the future.
- As the coordinator, MCI is also appointed for issuing of the physical Joint Master diploma, and its Joint Master diploma supplement, awarded by MCI, ZSEM and HHUAS.
- MCI and ZSEM will oversee the administrative and financial management of EMFORTM-E through the Master Secretariat that will be sited at MCI.

Students will participate in the academic governance throughout student representation in the Academic Steering Committee of EMFORTM-E, and in internal QA procedures according to the institutional procedures of the participating HEIs. EMFORTM-E students will have the opportunity to join the student association of Ulysseus and the one at MCI.

**SMILE** follows an integrated approach involving the participation of partner universities, students, and associated partners, and the distribution of roles among them.

**Table 5: Distribution of roles of partner universities, students, and affiliate partners in SMILE**

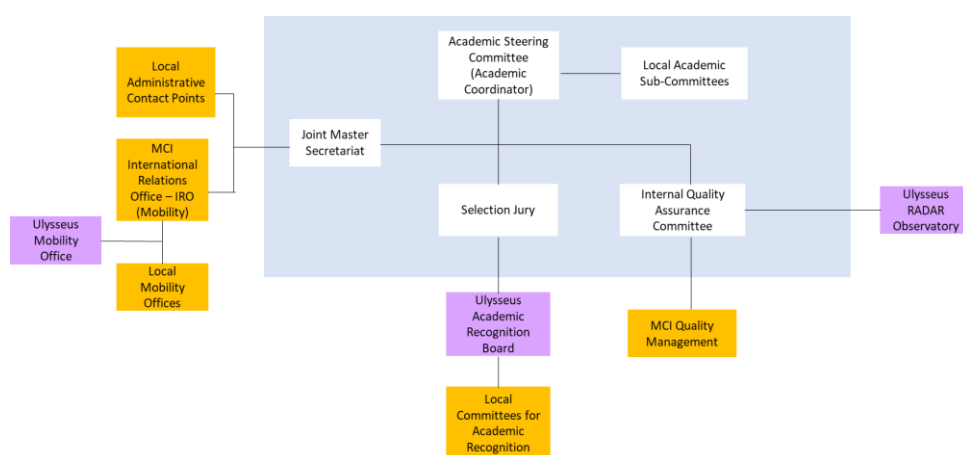
STAKEHOLDER	ROLE	
MCI	General Coordination Administration Accreditation (EA) Enrolment Tuition – Teaching, Thesis supervision Awarding the joint degree and joint DS	Programme design Governance Admission, Selection, Recognition Assessment Master Thesis Supervision Mobility
USE, UniCA, UoM, HSWT	Enrolment Tuition – Teaching, Thesis supervision Awarding the joint degree and joint DS	Students support Resources Promotion and dissemination Internal Quality Assurance
Students	Programme design Peer-teaching & Assessment Internal Quality Assurance	
Practice Partners	Programme design Governance Admission, Selection Teaching & Training Assessment Master Thesis Supervision Mobility Internship (professional) Students support (i.e., career guidance) Internal Quality Assurance	

The five partner universities belong to the European University Ulysseus network (including Ulysseus associated partners), coordinated by the USE. MCI is the coordinating institution of SMILE, the third joint master of the consortium.

- MCI is responsible for coordinating the accreditation of the joint programme, participated by the four partner universities and one associated partner institution. The joint programme will be accredited by FIBAA. As Montenegro has no EQAR registered agency and does not accept the European Approach yet, a second round of accreditation at the national level in Montenegro will take place<sup>8</sup>, Students will be enrolled in all five HEI.
- As the coordinator, MCI is also appointed for issuing the physical joint degree (diploma), and its joint diploma supplement, awarded by MCI, USE, HSWT, UoM and UniCA.
- All five partner institutions jointly participate in the joint academic governance, admission and recognition, teaching and evaluation, master thesis supervision and assessment, mobility, traineeships (research), and internal QA procedures. They all provide student support, resources and promotion and dissemination of the joint programme.

For the implementation of **EMFORTM-E** and **SMILE**, a **joint structure for academic governance, internal QA, administration, and financial management** of each programme has been established, and in turn integrated with the Ulysseus and local structures.

**Figure 3: Joint structure for academic governance, internal QA, administration, and financial management, and its integration with Ulysseus and local structures**



Three specific joint academic committees and a joint master secretariat will be developed in order to address the different issues related to the joint master. Every coordinating partner

<sup>8</sup> This will be done by the Agency for Control and Quality Assurance of Higher Education (ACQAHE) / Agencija za kontrolu i obezbjeđenje kvaliteta visokog obrazovanja (AKOKVO).

university takes part in these committees and there is a representation of the affiliate partners and students.

The regulating bodies within **EMFORTM-E** and **SMILE** are:

**1. The Academic Steering Committee.** The programmes are managed by an Academic Steering Committee, responsible for the correct implementation of the joint master and the general management. It is formed by one local academic of each degree-awarding institution, two representatives of the affiliate partners and two students (elected class representative of each cohort). The Academic Steering Committee is chaired by the Academic Coordinator of the joint programme.

This Academic Steering committee will be in charge of:

- coordinating the programme,
- approving the final list of admitted students,
- suggesting changes in the Curriculum that require approval from the Academic Council of MCI,
- approving changes in the admission and evaluation processes,
- proposing structural changes dealing with academic and administrative aspects,
- supporting the provision of traineeships for the students, as well as their final assessment,
- coordinating with the Internal Quality Assurance Committee for continuous monitoring and improvement.

This Academic Steering Committee will have one sub-committee at each degree-awarding partner university. Each sub-committee will be chaired by the representative who is a member of the Academic Steering Committee plus two other academics of the degree-awarding institutions. The aim of the sub-committees is to solve all the academic issues within their own institutions.

**2. The Selection Jury** works in cooperation with the Admission Services of the International Relations Office at MCI. The latter is the body officially in charge of the application, access and admission process related to the program. The two cooperate in the fields of admission criteria and the selection procedure. The Selection Jury will be formed by at least one academic from each Consortium institution. The Selection Jury will convene (either online or in person) prior to the start of each joint Master's edition to coordinate with the Admission Services, in order to finalize the student selection process.

The Selection Jury is in contact with the **Ulysseus Academic Recognition Board** which will ensure the coordination with the relevant bodies in the partner institutions, in order to promote flexible and automatic academic recognition within Ulysseus.

**3. The Internal Quality Assurance Committee** ensures the internal quality assurance of the program and designs improvement strategies. This Committee consists of one academic representative from each degree-awarding institution and two students of the current edition

of the joint programme. This Committee will implement the internal evaluation strategies and mechanisms that are mentioned in this report.

**4. The Joint Master Secretariat** is the operational unit in charge of executive management, communication with other partners, and of administrative and financial management. It is located at MCI and is composed of the EMFORTM-E and SMILE Academic Coordinators, the Administrative Coordinator, and one Administrative Assistant.

Partner institutions will annually agree in detail on financial cooperation and sign a **Finance and Sustainability agreement** where tuition fees, other student fees and funding are specified with a detailed budget. The plan will be further developed until the start of the studies of the first cohort. Participation costs and programme funding and finances are determined in the common currency of the EU, the Euro. Each Degree-awarding Institution is responsible for the resourcing of its own courses and in those respects, for the total costs and income financing of the programmes in accordance with its own national funding practices. The partner costs consist of the locally claimed fee for the enrolment of the students in the 1<sup>st</sup> and 2<sup>nd</sup> year of the five degree-awarding HEIs. They are to be covered by the Consortium budget. Concerning fees, the yearly envelope for each degree-awarding partner is defined in the Financial and Sustainability Plan.

Student participation costs are defined as all costs related to and including tuition fees, library and laboratory costs, and any other mandatory cost related to the students' participation, including student's insurance, support in administrative and organisational issues by the Consortium partners, possible costs for enrolment at the Consortium partner's institutions, all examinations and the issuing of the final diploma and diploma supplement. Ad hoc services set up for international cooperation such as tutoring for international students involved for joint degrees might be added upon budget availability.

Student participation costs do not cover accommodation, travel to and from partner universities and travel documents (visa, passport) included within the framework of the mandatory mobility programme or any costs beyond the standard duration of the degree programme such as re-examination fees. Any costs beyond the standard duration of the joint degree programme shall be levied at the standard rate of each partner institution involved. In case of failure, late graduation and need of new enrollment, the extra costs of this enrollment will be fixed by the host institution and paid by the student by their own funds.

### 1.3 Cooperation Agreement

As a first reference, the "Ulysseus Cooperation Agreement" among the Ulysseus HEI is already in force. In addition, the eight universities are connected through the Erasmus+ programme. Mobility of students, academics, and staff is already running among the Ulysseus partners and the respective **EMFORTM-E** and **SMILE** Consortium partners. A general "Framework Agreement for Academic Recognition in Ulysseus", containing provisions for automatic recognition of qualifications, and recognition of periods abroad, prior learning and work experience, has been designed and signed. The agreement includes the establishment of the "Ulysseus Academic Recognition Board", which will ensure the coordination with the academic bodies responsible for recognition at each Ulysseus partner university, in order to promote flexible and automatic academic recognition within Ulysseus.

## 1.4 Added value

The work in the Ulysseus network aims to contribute to the internationalisation of universities through joint planning, the development of common goals and the coordination of jointly implemented study programmes. Transparency between the individual higher education systems becomes more evident and the establishment of joint study programmes also encourages the national education systems to harmonise the requirements and implementation. This is particularly noticeable in the fact that Finland requires at least two years of professional experience for admission to a Master's programme due to legal requirements. Such legal requirements are put to the test through participation in European programmes. Another example of increasing transparency is the lack of national accreditation, which the University of Montenegro is currently making up for. Overall, it is clear that European programmes not only increase transparency, but that national requirements and standards are beginning to converge. Within the framework of the network, there are already numerous efforts towards joint research, irrespective of the creation of joint degree programmes. This was also supported by the grants within the framework of the ERASMUS PLUS programme.

In general, international programmes promote cultural understanding and openness among students. Working in international groups prepares them for a career in large companies with a diverse workforce. This also includes improving their language skills, in particular the mastering of English especially in a different European cultural environment.

### Appraisal

The institutions that offer a joint programme are legally recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks enable them to participate in the joint programme and, if applicable, to award a joint degree. The respective national legal frameworks adhere closely to European Higher Education guidelines. The panel welcomes that all national regulations and restrictions are very well integrated. Standards are formulated openly so that national requirements can be followed.

The institutions awarding the degree(s) ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based. National accreditations do exist. Basic requirements are already in place due to national accreditations. The joint programme is offered jointly, involving all cooperating institutions in the design and delivery of the programme. Credits earned at one university will be recognised by the others if they have been defined in the curriculum. A maximum of 10 ECTS credits will be recognised for prior knowledge that students may have from their Bachelor's degree.

The structure of the programmes is characterised by very comprehensive planning. Joint structures have been established between the individual universities. Several coordination committees with defined responsibilities ensure that all problem areas are covered. MCI has a strong leadership role in both programmes, also in the organisational area. However, the panel noticed that cooperation work has so far been limited to the faculty and management levels of the universities. As the panel learned during the site visit, the administrative level has not yet been involved in mobility programmes. However, this is absolutely necessary with the start of the programmes, as the coordination problems are becoming more concrete,

particularly at the administrative level. The panel therefore formulates a **recommendation: The administrative levels of the individual universities should be more closely involved in the coordination processes (e.g. through mobility) and should know each other personally.**

The terms and conditions of the joint programme are laid down in cooperation agreements. The agreement covers in particular the following issues:

- Type of degree/Denomination of the degree(s) awarded in the programme
- Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.)
- Admission and selection procedures for students
- Teaching language(s)
- Mobility of students and teachers and support for student mobility
- Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.
- Administration of student's data and performance records

Comprehensive documentation is available, and digital access is also guaranteed. No public information is currently available, but the degree programmes are not due to start until 2026. The panel welcomes the determination of the marketing budgets for the respective partners.

The joint programmes demonstrates the added value of offering this joint programme in an international perspective. Students gain an insight into different European cultures, teaching and learning methods. They benefit strongly from different specialisations and subject-specific knowledge. They expand their communicative and linguistic skills. They practise working in intercultural teams.

The participating universities strengthen their internationalisation through joint planning, the development of common goals and the coordination of jointly implemented study programmes. Transparency between the individual higher education systems becomes clear. In addition, joint cross-border research is strengthened. Graduates will be able to develop interdisciplinary perspectives and engage critically and productively in cross-border academic collaboration. The joint degree structure particularly strengthens intercultural competence and fosters the ability to reflect on and integrate different academic traditions and practices.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
<b>1. Eligibility</b>				
1.1 Status (*)		X		
1.2 Joint design and delivery (*)		X		



1.3 Cooperation agreement (*)		X		
1.4 Added value	X			

## 2 Learning outcomes

### 2.1 Level

The **EMFORTM-E** programme is structured around a competence-based teaching approach, prioritising what students will know, understand, and be capable of upon programme completion. According to the self-evaluation report, this method emphasises experiential learning, placing students at the core of the educational experience<sup>9</sup>.

The curriculum follows the European Credit Transfer and Accumulation System (ECTS) and is designed to ensure that the student workload supports the achievement of the Intended Learning Outcomes (ILOs) in line with the QF-EHEA. They are clearly defined at the programme and course level allowing for continuous assessment and verification of student achievement throughout the programme. All these ILOs are transformed into more specific Course Learning Outcomes (CLOs) in order to equip the students with the desired skills and competences. EMFORTM-E graduates are expected to have achieved all the five ILOs defined by the level 7 of the QF-EHEA at graduation.

The Programme Learning Outcomes (PLOs) of EMFORTM-E are aligned with the qualifications framework of the European Higher Education Area (QF-EHEA). These outcomes define the core competencies that span the entirety of the joint program. Upon completion, graduates will be able to:

- Identify and assess potential tourism resources and development models to foster responsible destination management and create long-term business value
- Integrate the principles of community engagement, corporate social responsibility (CSR), and sustainability in tourism management and entrepreneurship
- Critically assess and implement business and management concepts and practices to foster sustainable tourism initiatives
- Demonstrate practical experience in using innovative tools, frameworks, and methods for destination management, tourism marketing, and stakeholder engagement
- Apply, evaluate, and co-create tourism products and services that are sustainable, culturally sensitive, and aligned with global best practices and regulations
- Integrate sustainable tourism principles into broader business strategies and assess the impact of tourism development on local communities and environments
- Design and develop innovative tourism products based on responsible project management, leadership, and collaboration to lead sustainable tourism and entrepreneurial initiatives

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<sup>9</sup> EMFORTM-E SER, P. 23

- Foster collaborative working modes in an intercultural and entrepreneurial business setting.

The PLOs will be implemented through specific Course Learning Outcomes, ensuring that students acquire the necessary skills and competencies across various courses. In the first edition of EMFORTM-E, courses will build upon the existing academic offerings of each participating university, with updates to meet the needs of the new programme and incorporating innovative content combinations. The co-creation team has also introduced new elements to the Curriculum, including a European Study Tour in the third semester, which will involve a two-week excursion across selected European destinations and selected associated industry, GVOs and NGOs.

The **Master Programme SMILE** examines the forthcoming resource depletion in industrial contexts from a global perspective. As a result of the co-creation process, an interdisciplinary approach has been taken, gathering a set of Programme Learning Outcomes (PLOs) defined by such a multi-focal vision, targeting the acquisition of both hard and soft skills. The Universities aim to enable graduates to be versatile and flexible, able to tackle complex challenges in the field of sustainable energy and resource management in an industrial context from different perspectives, building on two main pillars: a) innovation, based on a strong technical and biotechnical knowledge, and b) capacity to interrelate and interconnect such knowledge with applied practices, with the intention to widen the array of potential solutions towards economic viability and also nourishing the needs of the present and future generations by resource limitation.

At graduation, SMILE graduates are expected to have achieved all the five LOs defined by the level seven of the QF-EHEA, corresponding to the second cycle. Because of its strong focus on innovation, entrepreneurship, creativity and leadership, SMILE has also been guided by the six master-level EIT Overarching Learning Outcomes (EIT-OLOs) in the programme. The EIT-OLOs complement the in-tended QF-EHEA learning outcomes of the Bologna framework.

**Table 6: SMILE Learning Outcomes**

1.1
<i>Students are able to apply their skillset to evaluate global environmental policies and regulations in various fields of sustainable management practices.</i>
1.2
<i>Students have extensive knowledge on sustainability challenges in life sciences and other engineering fields and can apply this knowledge to tackle real-world challenges.</i>
1.3
<i>Students can communicate conclusions, formulate evidence-based judgements and perform critical evaluations in the field of sustainable management in various engineering and life sciences sectors.</i>
1.4
<i>Students fulfil the academic and methodological requirements for a master's programme in the field of sustainable management in life sciences engineering.</i>

The ILOs were assigned to the individual semesters as follows:

### Semester 1:

#### Joint Semester (MCI)

2.1	Students demonstrate advanced knowledge and critical understanding of ESG principles, SDGs, and sustainable economic models, within the context of contemporary global challenges.
2.2	Students can apply advanced techniques and methodologies, such as Life Cycle Assessments (LCAs), to assess and critically evaluate the sustainability and environmental impacts of products and processes.
2.3	Students can critically analyse and effectively integrate digital technologies, including AI and data management, to enhance sustainability practices, monitor performance, and support decision-making processes.
2.4	Students attain a comprehensive and in-depth understanding of the biological, chemical, and ecological principles that are fundamental to sustainable practices, enabling the addressing and solving of complex sustainability challenges.
2.5	Students develop and demonstrate strategic leadership and advanced change management skills to lead organizational transformations towards sustainability, with an ability to manage complexity, integrate stakeholders, and plan and implement effective sustainable change initiatives.

### Semester 2:

#### Joint Semester (HSWT)

3.1	Students demonstrate a comprehensive understanding of renewable energy supply systems, energy transport and conversion mechanisms, and their development in market penetration.
3.2	Students can apply advanced methodologies and techniques of sustainable computing and are able to assess the sustainability of IT solutions for problems in the life sciences.
3.3	Students can effectively integrate digital and artificial intelligence (AI) technologies in sustainability practices. Understand the impacts, legal frameworks, ethical considerations, and applications of AI in life sciences and other industries, promoting responsible and innovative use of technology.
3.4	Students can develop knowledge of sustainable biotechnological products, including market insights, global industrial players, and the transformation from conventional to biotechnological manufacturing. Students understand the role of scientists in promoting social justice and global sustainability.
3.5	Students gain in-depth knowledge on sustainability reporting and analysis in the context of financial markets. Students understand the strategies for ESG investing, the challenges of corporate sustainability reporting, and the impact of ESG criteria on investment decisions and corporate management.

### Semester 3:

#### Sustainable Agriculture (UoM)

4.1	Students demonstrate advanced knowledge and critical understanding of sustainability principles across diverse fields, including agriculture and viticulture. Students obtain a comprehensive grasp of the environmental, economic, and social dimensions of sustainability and their practical applications.
4.2	Students exhibit proficiency in the application of advanced methodologies and techniques for assessing and managing the sustainability of products and processes. This includes utilizing plant protection products (PPP) and implementing sustainable agricultural practices to ensure efficient and responsible resource management.

4.3	Students understand the use of technologies in food and wine production and the use of these technology in procedures, equipment and operations.
4.4	Students develop and demonstrate understanding of crop genetic resources, crop agrobiodiversity and are able to analyse and evaluate data from scientific and applied sources.
4.5	Students attain specialized knowledge and practical skills in traditional and modern agricultural practices, sustainability trends, and the significance of preserving agrobiodiversity and traditional food products.

## Sustainable Food Systems (USE)

5.1	Students demonstrate an advanced understanding of sustainable food systems, encompassing their components, challenges, and strategies for transformation into green and resilient systems. They also integrate multiple dimensions of sustainability into food systems modelling and research.
5.2	Students develop proficiency in designing and managing resilient farming systems with a focus on efficient resource use, climate change adaptation, and ecosystem service enhancement. They can apply interdisciplinary techniques to create sustainable and efficient farming practices.
5.3	Students attain comprehensive knowledge of the dimensions of European food security and safety. Students critically analyse the impact of global challenges on food security and evaluate food safety principles, risk assessment procedures, and the integration of sustainability.
5.4	Students gain strategic management skills for sustainable food supply chains, including understanding socio-environmental certification schemes, healthy diets, and sustainability enhancement strategies.
5.5	Students acquire expertise in circular food systems, focusing on resource efficiency, waste reduction, and valorisation. Communicate complex sustainability concepts effectively and demonstrate the ability to transition to a circular bioeconomy through innovative bioproducts and bioenergy sources.

## Marine Conservation & Blue Economy (UniCA)

6.1	Students demonstrate advanced knowledge and critical understanding of sustainability principles, encompassing marine conservation, and the blue economy, with a deep insight into environmental, economic, and social dimensions, as well as regulatory frameworks and governance.
6.2	Participants can apply advanced methodologies and techniques to assess, design, and manage sustainable systems. This includes implementing sustainable agricultural practices, developing resilient farming systems, and creating marine protected areas (MPAs).
6.3	They can integrate and critically evaluate theories and models in marine ecology, identify key processes and patterns, assess anthropogenic impacts, and determine effective conservation measures.
6.4	Students develop and exhibit strategic leadership and advanced problem-solving skills to address marine conservation challenges and can effectively communicate complex marine conservation concepts and integrate stakeholder perspectives into conservation plans.
6.5	During the course of study, students enhance their research and analytical skills through interdisciplinary approaches. They can conduct in-depth studies, develop new research models, and apply scientific methods to marine conservation, demonstrating a commitment to lifelong learning and staying updated with the latest developments in marine conservation and blue economy.

## Environmental Hazards & Risk Management (UniCA)

7.1	Students gain comprehensive knowledge of hydrological principles, forest fire risks, mass movements, and ecological issues. Understand the factors influencing these environmental hazards and the methodologies for modelling and managing them.
7.2	Students apply advanced techniques in hydrological and hydraulic modelling, statistical analysis of extreme events, post-fire flood risk assessment, and mass movement quantification. Utilize online digital data for practical applications in risk management.
7.3	Students can critically evaluate and propose effective mitigation strategies for vulnerable communities affected by environmental hazards. They assess the suitability of various approaches for managing risks associated with floods, forest fires, mass movements, and harmful algae blooms.
7.4	Students develop the ability to effectively communicate complex concepts related to environmental hazards and risk management. They engage in strategic leadership and problem-solving to address environmental challenges and implement crisis management plans.
7.5	Students enhance research and analytical skills through interdisciplinary approaches. They conduct in-depth studies, develop new research models, and apply scientific methods to identify and solve societal challenges. Students demonstrate a commitment to lifelong learning and the ability to stay current with the latest developments in sustainability.

## Semester 4: Thesis

8.1	Students are able to explore sustainable management in an area of life sciences and engineering in depth, to synthesise the main theories and models, and discuss their applicability.
8.2	They can individually perform scientific research on a topic approved by the study programme and report the study and its conclusions clearly.
8.3	Students can make an appropriate use of all the relevant knowledge and skills acquired in the study programme, and not only the specific topic covered in the thesis.
8.4	During their research work, students have learned to consider the ethical implications of the research question and methodological approach applied.
8.5	Students are able to explain the possible sustainability, societal or policy impact of the outcomes of the study.
8.6	Students have acquired skills in scientific writing and demonstrate this in their theses.

All these PLOs are transformed into more specific Module Learning Outcomes (MLOs) in order to provide the students with the desired skills and competencies.

The Overall Programme Learning Outcomes stand in alignment with the UN's Sustainable Development Goals (SDGs). In particular, SDG #7 (Affordable and Clean Energy), SDG #8 (Decent Work and Economic Growth), SDG #9 (Industry, Innovation and Infrastructure), SDG #12 (Responsible Consumption and Production), SDG #13 (Climate Action), SDG #14 (Life Below Water), SDG #15 (Life on Land) and SDG #17 (Partnerships for the Goals) are highly prevalent throughout this programme. By keeping SDGs, a common thread throughout this programme, students are encouraged to take on management in life sciences through the lens of sustainability; further solidifying the above learning outcomes.

## 2.2 Disciplinary field

The main intention of the **EMFORTM-E** programme is to foster the aspects of responsible tourism, cultural preservation and enhancing local communities' quality of life, while entrepreneurship in this field offers opportunities for innovative business models that can drive inclusive growth and create meaningful employment. However, the sector also faces challenges, such as over-tourism, cultural commodification, and unequal economic benefits, which must be addressed to ensure long-term sustainability.

According to the self-evaluation report there is a notable gap in the availability of professionals with expertise in both responsible tourism management and entrepreneurship, particularly those who understand the complex interplay between sustainability, business innovation, and community impact<sup>10</sup>. To address this gap, equipping students with competencies in Responsible Tourism Management and Entrepreneurship is essential. This study programme intends to prepare future professionals to be transformative leaders who can navigate the complexities of the tourism industry while promoting sustainable and ethical business practices. Currently, responsible tourism management combined with entrepreneurship is underrepresented in the educational offerings of higher education institutions within the European Higher Education Area.

The joint master's programme in Responsible Tourism and Entrepreneurship is distinguished by its interdisciplinary focus and by its co-creation process. This process involves collaboration between universities and industry partners, integrating academic knowledge with practical, professional experience. According to the self-evaluation report, the intended outcome is a transnational Master's programme with a curriculum that appeals to a diverse range of students seeking to acquire the skills needed to succeed in various sectors of the European tourism industry. The curriculum offers a wide selection of courses covering various European tourism concepts and destinations, such as Alpine Tourism, Geo-tourism, Coastal Tourism, Luxury Tourism, and Heritage and Cultural Tourism.

Future leaders in responsible tourism will need strong competencies in sustainable tourism management, ethical entrepreneurship and responsible tourism marketing. According to the self-evaluation-report, these key goals are integral to the curriculum and are woven into the content of individual courses and innovation projects<sup>11</sup>. The combination of courses covering topics of Responsible Tourism Development, Change Management, Human Resource Management combined with Leadership and Business Ethics and CSR are designed with the intention to ensure that graduates can lead initiatives that are human-centric, sustainable, and inclusive, aligning with global sustainability goals and ethical standards.

**SMILE's** main axis, according to the self-evaluation report, is an industrial transition that puts people as both triggers and targets of a paradigmatic change in terms of sustainable energy and resource management as a key concept<sup>12</sup>. The interdisciplinary challenge redefines the role of the different actors in the management of energy and other resources. These challenges require multifaceted and interdisciplinary solutions, including up-to-date

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<sup>10</sup> EMFORTM-E SER, P. 26

<sup>11</sup> EMFORTM-E SER, P. 26

<sup>12</sup> SMILE SER, P. 26

management skills side by side with the utilisation of state-of-the-art technical and biotechnical solutions, utilised in complex and diverse industrial environments. Sustainable management has not yet reached all industrial sectors, and the possibilities are far from exhausted. Therefore, the participating universities take an active role in offering solutions by developing professionals equipped with interdisciplinary and transversal skills who can tackle resource depletion. Sustainable management is linked to a need for professional profiles, with a background in life science or engineering, so the Universities intends to enable graduates with a high qualification in management with a strong transversal component, bridging with other knowledge areas that enrich the professional and make them able to make more comprehensive decisions concerning the industrial challenges of the future.

SMILE requires students to specialise in a niche topic within an interdisciplinary field. Each specialisation's learning outcomes therefore add both, interdisciplinarity as well as depth to each student's distinctive learning outcomes.

The graduate profile includes knowledge about management and other transversal skills based on state-of-the-art concepts and strategies, by exploiting the full potential of circular economy. Furthermore, the Universities strive to enable SMILE graduates to develop an innovative and entrepreneurial mindset based on the integration of business, education and research elements in the study programme.

### 2.3 Achievement [ESG 1.2]

The **EMFORTM-E** programme is structured into 120 ECTS credits taught in English, spread across four semesters, with each semester accounting for 30 ECTS points.

The programme aims to ensure an appropriate and constructive alignment between learning outcomes, learning and teaching activities and the assessment procedures. All the details concerning the study programme, student's support and completion of courses will be provided in on online platforms. Additionally, all relevant information will be provided to students upon their admission to the programme through an online Student Handbook. The handbook will also include the workload, intended learning outcomes, the course contents, the teaching and learning methodology, assessment criteria and assessment methods, and any other necessary information, such as student information on mental health services. The EMFORTM-E Student's Handbook will be designed by the Master's Team of EMFORTM-E and approved by the Academic Steering Committee. Furthermore, details on teaching and learning will be accessible via the online learning platforms where materials and instructions are regularly uploaded.

To achieve the programme objectives of the **SMILE** programme, the joint degree profile has been developed and agreed upon by all partners in a co-creation effort. This includes Programme Learning Outcomes (PLOs) that describe what the student should know, understand and will be able to do upon completion of the programme, but also aspects related to the study programme, learning, teaching and assessment. Students, sector professionals and academic experts have contributed to this process, guaranteeing that all perspectives are considered by the programme, with special regard to the intended learning outcomes, innovation in the learning process and evaluation of competence acquisition.



To achieve the learning outcomes, SMILE consists of 120 ECTS divided into four semesters. A first and second semester (“core semesters”), with the core programme focusing on business, sustainable management, law, entrepreneurship, and data research as well as fundamental sustainability topics aim to provide students with a foundation on basic, interdisciplinary and comprehensive expertise. In addition, general technical and scientific foundations of sustainable technologies and processes related to sustainability in life sciences and engineering are taught during these core semesters.

A third semester (“specialisation semester”) focuses on a specialisation chosen by the student with a very flexible design depending on the academic offer of Ulysseus partner universities and students' choice. This semester offers topic-specific and industry-oriented expertise, tailored to a specific field of application. The specialisations consist of the following:

- Sustainable Food Systems (University of Sevilla)
- Marine Conservation & Blue Economy (University Côte D’Azur)
- Environmental Hazards & Risk Management (University Côte D’Azur)
- Sustainable Agriculture (University of Montenegro)

A fourth semester is planned for the completion of the master thesis. The thesis must be carried out as a problem-solving work, in which the skills learnt can be applied. Support is provided by experts on site from the companies’ side along with academic experts from the universities.

The programme aims to ensure an appropriate and constructive alignment between learning outcomes, learning and teaching activities and assessment procedures. All the details concerning the study programme, student support, and how to participate in SMILE will be provided in the “Ulysseus SMILE Student Handbook”.

Details about how learning outcomes are targeted and progressively built upon each other are to be provided in the Student Handbook as well. Within the Student Handbook, each module (and course) will have a guidebook describing the context within the SMILE programme and overall objectives. According to the Bologna strategy and the Tuning methodology, the guidebooks will also include the workload, intended learning outcomes, the courses’ contents, the teaching and learning methodology, assessment criteria and assessment methods, and any other necessary information. The Student Handbook is to be approved by both the Internal QA Committee and the Academic Steering Committee. This information will be made available to students before they start their modules.

## **2.4 Regulated profession**

In the context of responsible tourism management, there is no specific list of regulated professions. Instead, an overview of potential job profiles and professional fields that illustrate the promising career prospects for graduates of the Responsible Tourism Management programme is given for graduates of the **EMFORTM-E**. There is a variety of career paths to choose from, including roles such as:

- **Sustainable Tourism Manager:** Leading initiatives within tourism companies or destinations to ensure sustainable development, balancing the needs of local communities, tourists, and businesses.
- **Destination Manager:** Overseeing the development and management of tourist destinations with a focus on minimizing environmental impact and enhancing the quality of life for residents.
- **Community Engagement Officer:** Working closely with local communities to ensure that tourism development aligns with their needs and promotes social and economic progress.
- **Responsible Tourism Consultant:** Advising companies and governments on how to implement responsible tourism practices, from sustainable business models to ethical marketing strategies.
- **Heritage Preservation Specialist:** Managing projects that protect and promote cultural heritage sites, ensuring they are preserved for future generations while supporting tourism.
- **Tourism Policy Advisor:** Collaborating with governmental and non-governmental organizations to develop policies that promote sustainable tourism and support regional economic development.
- **Digital Tourism Strategist:** Leveraging digital technologies to enhance visitor experiences, improve destination management, and promote transparency and accountability in tourism operations.

The programme **SMILE** does also not align with a regulated profession, though the graduate profile is strongly related to the wide and transdisciplinary field of sustainability & management. Although the Master does not lead to a regulated profession, it strongly supports student employability, industry-specific, innovation and entrepreneurship competencies, intercultural communication, and academic career progression. Through the "Career Guidance Programme", SMILE helps students to identify multiple career pathways, aligning learning outcomes to industry, business, academia and civil society stakeholder needs, and fostering a broad industry- and research-ready skill-set.

Potential pathways of employment and functions of graduates include among others:

- Managing the transformation to sustainable processes in various industries
- Creating awareness in non-profit organisations
- International or national consulting and advice for sustainable policies, procedures and market regulations
- Academic career to continue their professional career in the field of research and innovation. As stated before, Ulysseus is strongly committed to regional and local development through and intertwined education, research, and innovation strategy.

## Appraisal

The intended learning outcomes align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA, the so-called Dublin descriptors), as well as the applicable national qualifications framework(s).

The intended learning outcomes are shared by the consortium and were developed in a joint process. The intended learning outcomes comprise knowledge, skills, and competencies in the respective disciplinary field(s) and, where applicable, the professional field.

The programme is able to demonstrate that the intended learning outcomes are achieved. It shows how the individual course batches contribute to the overarching ILOs. The curriculum has a very coherent structure, and the courses build directly on each other.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
<b>2. Learning outcomes</b>				
2.1 Level (*)		X		
2.2 Disciplinary field (*)		X		
2.3 Achievement (*)		X		
2.4 Regulated profession				X

## 3 Study Programmes

### 3.1 Curriculum and Credits [ESG 1.2]

The **EMFORTM-E programme** consists of 120 ECTS in four semesters, each with the scope of 30 ECTS divided into four semesters, each one with a particular content focus, and the Master's thesis.

**Figure 4: Curriculum and Mobility Scheme of the EMFORTM-E programme**

Curriculum EMFORTM-E					
Semester 1 MCI   Entrepreneurship & Tourism (ON-SITE)					
Tourism Management 1			Entrepreneurial Thinking 1		Research Methods & Academic Writing 1 (5 ECTS)
Destination Management (5 ECTS)	Tourism Marketing (5 ECTS)	Alpine Tourism Management (5 ECTS)	Leadership (5 ECTS)	Entrepreneurship (5 ECTS)	
Semester 2 ZSEM   Responsible Tourism (ON-SITE)					
Tourism Management 2			Entrepreneurial Thinking 2		Design Thinking (5 ECTS)
International Heritage & Cultural Tourism Management (5 ECTS)	Responsible Tourism Development (5 ECTS)	Management of Change and Human Resources (5 ECTS)	Business Ethics, CSR & Sustainability in Tourism (5 ECTS)	AI and Innovative Solutions in Tourism Industry (5 ECTS)	
Semester 3 ZSEM   Rethinking Tourism (ON-SITE)					
Tourism Management 3			European Study Tour		Research Methods & Academic Writing 2 (MCI) (5 ECTS)
Sustainable Luxury Tourism (HHUAS) (5 ECTS)	Geotourism (TUKE) (5 ECTS)	Coastal Tourism (UniGe) (5 ECTS)	Rethinking Coastal-, City-, Alpine- & Rural Tourism (rotating partners) (10 ECTS)		
Semester 4 Master Thesis (REMOTE)					
Master Thesis (24 ECTS)			Free Electives (Ulysseus MCI HHUAS TUKE UniGe) (2 ECTS)	Master Thesis Seminar (MCI) (2 ECTS)	Defensio and Final Exam (MCI) (2 ECTS)

The **first semester** is conducted onsite at MCI Innsbruck with a thematic focus on entrepreneurship and tourism. The semester is divided into two thematic focus areas of Tourism Management and Entrepreneurial Thinking. The **second semester** is conducted onsite at ZSEM Zagreb and has a thematic focus on responsible tourism. The **third semester** takes place at ZSEM and centers on the thematic focus of rethinking tourism. Courses are collaboratively provided by exchange and degree-awarding partners.

The course **European Study Tour** is organised by rotating partner institutions. This study tour emphasises responsible tourism, encouraging students to respect local environments, cultures, and communities while traveling sustainably within the European Union. The responsible institution will arrange a two-week trip featuring various European destinations, allowing students to explore current challenges in coastal, city, alpine, and rural tourism.

The journey will primarily use trains and other sustainable transportation methods, minimise environmental impact while offering scenic routes that deepen students' connection to the landscapes they traverse. This immersive experience aims to provide a comprehensive understanding of Europe's diverse environments and underscore the importance of preserving them for future generations.

The e-portfolios of the European Study Tour will be disseminated through EMFORTM-E social media platforms and the website and will serve not only to attract prospective students but also to raise awareness about the necessity of rethinking tourism responsibly by sharing best practices learned during the tour.

In the **fourth semester**, students concentrate on their Master's Thesis, which is valued at 24 ECTS credits. To support this, MCI offers Research Methods & Academic Writing II in the third semester as a preparatory course. Here the main focus will be on developing a sound research proposal.

In the fourth semester, 2 ECTS credits can be earned through Ulysseus' educational offerings, including short courses, language courses, MOOCs, summer and winter schools, entrepreneurship workshops (e.g. EntreCamps) or MCI badges. Although, these courses are not part of the EMFORTM-E Curriculum, they will be considered for recognition if their intended learning outcomes align with those of EMFORTM-E.

To further assist the research and writing process, MCI provides a Master Thesis Seminar, worth 2 ECTS credits., in which students present and discuss their current state with peers and lecturers. Students will then present and defend their thesis in the Defensio and Final Exam, which is also valued at 2 ECTS credits.

The study programme is designed to offer multiple mobility options for students. The first semester is designed as an onsite semester located at MCI in Innsbruck. The second semester is designed as an onsite semester located at ZSEM in Zagreb. Also, the third semester is designed as an on-site semester hosted by ZSEM. The three courses of Tourism Management 3, and the course Research Methods & Academic Writing are taught face-to-face in Zagreb and require teacher mobility of staff from HHUAS, TUKE, UniGe and MCI. The course European Study Tour is designed as a two-week long study trip to different tourist locations in Europe covering coastal, alpine, rural and city destinations to showcase different challenges that each of them face with regards to the responsible tourism development. This course will be organised by rotating partner institutions.

The fourth semester is designed as a remote semester in which students can work independently on their master thesis. To facilitate the writing process, students meet online in the Master Thesis seminar, to discuss the current state of their thesis. The programme closes with a remote defensio and final examination of the thesis on front of a committee.

The **Master Programme SMILE** combines specific and interdisciplinary training in the areas of sustainability management in life sciences with complementary training offered at each partner university and training in high-level digital skills, languages, critical thinking, creativity, innovation, leadership, and entrepreneurship as key transversal skills to provide solutions to global problems. To achieve the learning outcomes, the co-creation group established a 120 ECTS study programme, divided into two years (4 semesters, 30 ECTS each), with three main parts (the "core semesters", the "specialisation semester, and the "getting into the sector semester".

**Figure 5: Curriculum of the SMILE Programme**

Sem.	SMILE - Sustainable Management in Life Sciences & Engineering						
4	Master Thesis / Final Exam						
3	Specialisations						
2	Sustainable Computing (5 ECTS)	Artificial Intelligence in Life Sciences (5 ECTS)	Sustainable Biotechnological Products (5 ECTS)	Renewable Energy Systems (5 ECTS)	Sustainability in Process Operations (5 ECTS)	Environmental, Social and Governance (ESG) Corporate Analysis and Sustainable Investing (5 ECTS)	<b>Joint Semester Host: HSWT</b>
1	Introduction to Sustainable Management (5 ECTS)	Foundations of Sustainable Product & Process Development (5 ECTS)	Biological and Chemical Foundations for Sustainability (5 ECTS)	Digitalisation in Sustainability (5 ECTS)	Circular Economy & Regulatory Framework (5 ECTS)	Organisational Transformation & Sustainable Change (5 ECTS)	<b>Joint Semester Host: MCI</b>

In the third semester, the following specialisations are offered:

**Figure 6: Specialisations in semester 3**

3	Introduction to Sustainable Food Systems (5 ECTS)	Designing Resilient Farming Systems (5 ECTS)	Food Safety and Security (5 ECTS)	Sustainability and Good Governance in Food Supply Chains (5 ECTS)	Circular Food Systems (I) (5 ECTS)	Circular Food Systems (II) (5 ECTS)	<b>Specialisation 1: Sustainable Food Systems Host: USE</b>
3	Blue Sustainable Development (BLUE) (5 ECTS)	Marine Resource & Environmental Law (MARCEL) (5 ECTS)	Introduction to General & Marine Ecology (BLUECO1) (5 ECTS)	Marine Ecology & Conservation (MARECO) (5 ECTS)	Unexpected Potential of Marine Resources (UNEX) (5 ECTS)	Entrepreneurship & Innovation (ENOV) (5 ECTS)	<b>Specialisation 2: Marine Conservation &amp; Blue Economy Host: UniCA</b>
3	Flood Risks Management (10 ECTS)	Forest Fire Risk Management (5 ECTS)	Mass Movements Risk Management (5 ECTS)	Ecological Issues (5 ECTS)	Special Topics (5 ECTS)		<b>Specialisation 3: Environmental Hazards &amp; Risk Management Host: UniCA</b>

<b>3</b>	Vector-borne Plant Diseases and Diagnosis (5 ECTS)	Plant Disease Management (5 ECTS)	Sustainable Viticulture (5 ECTS)	Sustainable Management in Field Crops and Vegetable Production (5 ECTS)	Fruit Breeding and Sustainability (5 ECTS)	Sustainable Trends in Agriculture (5 ECTS)	<b>Specialisation 4: Sustainable Agriculture Host: UoM</b>
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After having learnt the fundamentals of sustainability, the students move on to Munich/Freising to learn about general topics and applications of sustainable technology and management. Furthermore, this semester is dedicated to technical foundations of sustainability in the context of Life Sciences Engineering including aspects of energy systems, biobased products and sustainable process operations:

In the 3<sup>rd</sup> semester the students specialise in different fields and applications of sustainable management. This is achieved by a set of specialising courses which are offered at different institutions.

During their fourth semester, students will work on their Master Theses. The thesis can be written in affiliation with any university of the SMILE consortium. The topics can be chosen freely and can be either industry-oriented in collaboration with a company or research-oriented at a university or research institution. The master's programme design allows the acquisition of transversal competencies. The master thesis aims to provide answers to a realistic challenge project from an innovative and interdisciplinary point of view.

In the case of an industry-related thesis, the student works in a company on a topic which is in the context of sustainable processes or products. These topics are supposed to solve a concrete problem and are jointly supervised by an external company supervisor and a university supervisor at one of the SMILE universities. For the evaluation, another person from another SMILE university partner is involved.

Research-oriented master theses can be chosen and supervised at any university in the SMILE university consortium. Again, for the evaluation, another person from another SMILE university partner is involved.

The programme boosts **student mobility**. During the first programme year, students will enrol at MCI. They will spend the first semester at MCI. All students then move to HSWT for their second semester. They thus complete their first year at two different universities.

In their third semester, students choose to go to UniCA, UoM or USE, depending on the specialisation they select. In this semester, students will be enrolled as joint Master students.

Students will write their Master Thesis during the fourth semester. For this, they can choose to go to any of the partner universities. This will likely be directed by their thesis supervisor and/or the company in cooperation with which they may write their Master Thesis. At MCI, UniCA, UoM, HSWT and USE students will be enrolled as joint Master students.

With this mobility scheme, a SMILE student will have a minimum of three and a maximum of four periods of physical mobility (six months each).

### **For both programmes:**

The council conclusions on enhancing teachers' and trainers' mobility invite Member States to motivate education and training institutions to embed teachers' and trainers' mobility in their learning, development, and internationalisation strategies. Ulysseus will promote mobility of teachers to:

- Contribute to the development of transnational teaching teams and facilitate the joint organization of the course's teaching
- Exchanges of views and experiences among peers and close cooperation between them
- Foster inclusion, equity, high quality education and training, pedagogical innovation, and better learner achievement
- Enhance motivation and competencies of teachers and lecturers, and contribute to their professional development
- Promote collaboration in research and joint project's preparation in the thematic of the master's degree.

The Erasmus+ mobility for teaching programmes, together with other funding opportunities will be promoted within the Ulysseus network. In addition, blended mobility will be encouraged, for example by using the Collaborative Online International Learning (COIL) methodology that connects students and professors in different countries for collaborative projects and discussions as part of their coursework.

Mobility of non-academic staff is also a priority of the Ulysseus European University. The objective is to strengthen the work within the administrative team in charge of EMFORTM, and to increase the impact and capacity of transformation of Ulysseus activities and initiatives by fostering peer-to-peer learning, to exchange best practices, lessons learnt and innovative ideas.

## **3.2 Workload**

Both programmes, EMFORTM-E and SMILE, use ECTS, awarding credits after assessment of learning outcomes, based on defined expected learning outcomes and their associated workload. The degree programmes have a student workload of 120 ECTS (60 ECTS per year), whereby one credit is the equivalent of 25 hours of workload encompassing all study-related activities for any student, which is in line with Bologna principles.

In total, each student will complete 18 modules of 5 ECTS each throughout their first three semesters, as well as their Master Thesis in the fourth semester.

The use of ECTS by all partners in Europe and most outside Europe makes it possible to create and document learning pathways, allowing better flexibility and comparability. The allocation of workload has been jointly agreed and distributed effectively and equitably for students according to ECTS, no matter what their mobility pathways will be in different modules.



Projected study time	Two years
Number of Credit Points (CP)	120 ECTS
Workload per CP	25 Hours
Number of modules/courses	18

## Appraisal

The structure and content of the curricula are fit to enable the students to achieve the intended learning outcomes.

The European Credit Transfer System (ECTS) is applied properly, and the distribution of credits is clear. The workload and the average time to complete the programme could not be monitored as the programmes have not started yet. During the mobility periods, students may experience temporary peaks in workload. These are mitigated through close curricular coordination and flexible assessment arrangements between the partner institutions.

For both programmes, the curriculum has been designed in such a way that graduates have the core knowledge and skills of the subject area (with the exception of reporting (see recommendation below)).

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
<b>3. Study programme(s)</b>				
3.1 Curriculum (*)		X		
3.2 Credits (*)		X		
3.3 Workload (*)		X		

## 4 Admission and Recognition

### 4.1 Admission conditions and procedures [ESG 1.4]

**EMFORTM-E** is a joint programme, offered by a Consortium of three degree-awarding partners (MCI & ZSEM & HHUAS) and two non-degree awarding partners (TUKE & UniGe). The entry requirements and admission criteria for the programme have been established according to the national and institutional regulations mandatory for the degree-awarding partners and apply to all students. HHUAS (Finland) contributes as a partner for the students who fulfil the additional, national criteria of admission to Master programmes in Finnish UAS institutions (minimum of two years' work experience after the completion of Bachelor's degree). If those are not met by any applicants, HHUAS will remain as a non-degree awarding partner, yet contributing to the running of the programme.

The requirements and the admission criteria will be available on the future EMFORTM-E Website, as well as in the Student's Handbook.

General requirements for admission are:

- Bachelor's degree (EQF Level 6) or recognised equivalent from an accredited institution comprising business-related courses with a focus on the tourism- and leisure industries. To be eligible for HHUAS and to obtain a degree from HHUAS, applicants need to have a Bachelor's degree that proves sufficient knowledge and skills for the studies.
- An additional requirement with HHUAS functioning as the third Degree-awarding Institution is a minimum of two years (24 months) of general work experience after completing the Bachelor's degree and before the degree studies begin. The required work experience shall have fully accrued by the beginning of the term when the programme starts.

The Bachelor's degree must contain a minimum of 45 ECTS credits in business administration. The dissemination efforts commenced in Spring 2025, with key platforms including the ITB in Berlin, the Ulysseus website, and the websites of the Consortium Institutions serving as primary outlets for communication to reach the target audience. On October 1, 2025, the application process will open. All Consortium websites will link directly to the EMFORTM-E website. All applications will be submitted online through the official application system on the EMFORTM-E website, which will be hosted on the Ulysseus web portal and will be coordinated by MCI.

Applicants need to upload the following documents into the application system:

1. Copy of a valid passport or ID card (front & back; EU/EEA citizens only). In case of dual nationality, copy of a second passport or ID card providing the second nationality
2. Certificate of birth
3. Valid passport photo

4. Bachelor diploma, confirmation of prospective completion of studies or equivalent diploma of a 3- or 4-year degree programme at a national / international higher education institution (incl. transcript of records) OR

A copy of the official university first cycle qualification from a HEI (Bachelor EQF Level 6, or equivalent) and transcript of academic records.

Considerations about the qualifications:

- For students coming from EHEA universities (including the Ulysseus university partners), bachelor's degrees will be automatically recognised, according to the Lisbon Recognition Convention and the Ulysseus Academic Recognition Framework Agreement.
  - Students with a Bachelor-equivalent qualification issued by a non-EHEA HEI must provide a document issued by their university that certifies the student level of studies and stating that the diploma allows the student to access to Master studies in the student university country. Students will be required to present officially certified copies and translations into English of the student's diplomas and grades and an official certificate of the ECTS content of the subjects and of their position within their corresponding cohort. Successful admission to EMFORTM-E does not imply that the applicant's previous qualification has been validated to a comparable EHEA qualification entitling rights or granted recognition for any other purposes than access to the master's degree program.
  - If a candidate is in the process of obtaining the bachelor's degree, the applicant can apply for the admission. The applicant must present a letter, written by the applicant's university, stating the expected date of graduation and a detailed transcript of records.
5. School Leaving Certificate (e.g. "Matura", "Abitur") or other certificate of higher education entrance qualification, or most recent certificate available (if applicable)
  6. Complete and updated CV/Résumé in English
  7. Motivation letter from the applicant explaining why they have selected the Master and describing purposes and interests, and highlighting the relevance of one's studies and work experience within the intended Master's degree
  8. For applicants eligible for the HHUAS degree: work certificates on the mandatory two years of relevant experience, obtained after the bachelor's degree.
  9. Recommendation letters from referees (optional)
  10. Any other documents characterising applicant's credentials (optional)

Any applications with missing documents, or those that fail to meet the formal or content requirements, will not be considered further.

For entry via HHUAS, MCI will forward the application documents of the applicants who are eligible also for the HHUAS degree, i.e. those with two years of work experience after the Bachelor's degree to HHUAS after the initial application process. HHUAS will verify their eligibility and register the qualified applicants in the national application portal, Study info, available at [www.studyinfo.fi](http://www.studyinfo.fi) where they will be admitted as HHUAS students.

Valid applications will undergo a thorough review and ranking process according to a fixed rubric for evaluation. Applications will be ranked according to the following criteria:

1. Academic relevance of the Bachelor's degree (according to rubric – low, medium or high relevance) (up to 30 points).
2. Relevant work experience related to the field of the Master program and other merits, as stated in the CV, (only with proof certificates). Merits such as volunteering and civic engagement activities will be also considered (up to 20 points).
3. Motivation letter by the applicant (up to 10 points).
4. Other merits according to the criteria of the Selection Jury, including language certificates and recommendation letter of referees (up to 2 points).

The Coordinating Institution will select applicants who meet the admission requirements and will establish a ranking based on a scale of 0 to 60 points. The applications documents as well as the pre-selection list of applicants will be forwarded to the members of the Selection Committee. About four week after the deadline, the interview process will take place over the course of one week. Each interview panel will consist of two members from different Consortium institutions, with at least one member representing a degree-awarding institution. HHUAS will primarily interview applicants with at least two years of work experience. In the interview, the basic scientific background of the applicant, work experience relevance, transversal skills, motivation, readiness for mobility, communication skills, and the applicant's English level will be evaluated. The result of the interview will add up to a maximum of 40 points to the candidate's final score.

The Coordinating Institution will finalise the ranking based on both application points (60/100 points) and interview points (40/100 points). This ranking will then be reviewed in consultation with the Consortium Institutions to decide which applicants will be admitted into the EMFORTM-E Program. The admission policy aims to ensure equal opportunity of access to higher education for qualified students from both European and Third Countries.

By March, applicants will be informed of the admissions decision by the Joint Master's Administration Office (MCI). Each accepted student will receive an official e-letter confirming their admission to the Joint Master programme. Students must confirm their commitment to pursuing the programme within fifteen days from the reception of the admission e-letter. A contract of study contains information and rules regarding the academic degree, interruption of studies, tuition fees, cancellation of the contract incl. examples of possible reasons for cancellation, terms and conditions, institutional rules, etc. Students will be informed of additional costs (e.g. study tour, learning materials) before each semester.

To ensure the clearness and transparency of the selection process, every applicant will have the right to know their final position according to Applications of very good quality (score higher than 75 points out of 100), good quality (score between 60 and 75 points) and weak quality (score less than 60 points).

By early July, the final admissions decisions will be communicated to applicants, with letters of acceptance being issued. A maximum of 30 candidates can be accepted for the EMFORTM-E Joint Master. The admission policy is intended to ensure equal opportunity of access to higher education for qualified European and Third country students.

The **Master Programme SMILE** has been designed for people intending to work in the field of life sciences and engineering. Candidates should have a scientific/technical/engineering or professional background related to the objective of the programme including, but not restricted to biosciences, food technology, environmental technology and other engineering disciplines. Candidates must have a qualification corresponding to that of a Bachelor's Degree (EQF-level 6 or higher).

General requirements for admission:

- Relevant bachelor's degree from a recognised and relevant post-secondary educational facility.
- English level B2, according to the CEFR (Common European Framework of Reference for Languages), proof of which must be provided as a supporting document. Candidates from countries where English is not an official language must demonstrate their knowledge of English by proving that they have received their education in English, or with a certified language level equivalent to B2 using the CEFR by IELTS: a minimum total score of 6.0; TOEFL : a minimum total score of 83; PTE Academic: a minimum total score of 67; Cambridge C1 Advanced: a minimum total score of 170; Cambridge C2 Proficiency: a minimum total score of 170; ACLES C1: a minimum 50 % of the total score of every section or National Certificate of Language Proficiency (YKI) English: Grade 4 or higher on all the subtests (speaking, listening comprehension, writing, and reading comprehension)
- Higher education degree completed in English in an EU/EEA country, Australia, Canada, New Zealand, Switzerland, United Kingdom, or the United States
- Upper secondary degree completed in English in an EU/EEA country, Australia, Canada, New Zealand, Switzerland, United Kingdom, or the United States
- One of the following grades in the European Baccalaureate, International Baccalaureate or Reifeprüfung/DIA:

Applicants will submit their application documents online through an application form.

The following supporting documents will be uploaded into the application system:

1. Copy of passport or identity card (front and back)
2. Valid passport photo
3. Bachelor diploma, confirmation of prospective completion of studies or equivalent diploma of a three-year degree programme at a national / international higher education institution or copy of the official university first cycle qualification from a HEI (Bachelor-EQF level 6, or equivalent) and transcript of academic records.

Considerations about the qualifications:

- a. For students coming from EHEA universities (including the six Ulysseus university partners), Bachelor's degrees will be automatically recognised, according to the Lisbon Recognition Convention and the Ulysseus Academic Recognition Framework Agreement.

- b. Students with a Bachelor-equivalent qualification issued by a non-EHEA HEI must provide a document issued by their university that certifies the student's level of studies and states that the diploma allows the student to access Master's studies in the student's university country. Students will be required to present officially certified copies and translations into English of the student's diplomas and grades and an official certificate of the ECTS content of the subjects and of their position within their corresponding cohort. Successful admission to SMILE does not imply that the applicant's previous qualification has been validated to a comparable EHEA qualification entitling rights or granted recognition for any other purposes than access to the Master's degree program.
  - c. If a candidate is in the process of obtaining the Bachelor's degree, the applicant can apply for admission. The applicant must present a letter, written by his/her university, stating the expected date of graduation and a detailed transcript of records.
4. School Leaving / Highschool Certificate (e.g. "Matura", Abitur) or other certificate of higher education entrance qualification, or most recent certificate available
  5. Proof of B2 (CEFR) English level (accepted certificates are University of Cambridge Certificates, TOEFL, IELTS, ACLES, among others).
  6. CV/ Résumé
  7. Motivation letter from the student explaining why she/he has selected the Master and describing purposes and interests (one page max.).
  8. Transcript of records
  9. Recommendation letters from up to two references (optional)
  10. Any other documents characterizing applicant's credentials, like research projects, mathematical competitions diplomas, etc. (optional)

After the deadline for applications, the SMILE Selection Committee will evaluate them. The admission policy is intended to ensure equal opportunity of access to higher education for qualified European and Third country students. It is the responsibility of the SMILE Coordinator in Innsbruck, to process all documents sent by the applicants of each intake and to make them available to all members of the selection committee for evaluation. Applications will be ranked according to the following criteria, rated on a scale of 0 to 100:

**Table 7: SMILE Application Point Scale**

#	Criteria	Max. points
1	Academic results of the student (typical requirement: Grade Point Average). This can be modulated according to the contents and the perceived level of the subjects carried out	15
2	Relevant work experience related to the field of the Master programme and other merits, as stated in the CV, taking into consideration the candidate age. Merits such as volunteering and civic engagement activities will be also considered	15
3	Motivation letter by the student	5

4	English level +B2 and/or knowledge of national languages of the Ulysseus consortium (minimum B2)	5
5	Other merits according to the criteria of the Selection Committee, including linguistic and cultural diversity, inclusiveness, and gender equality	10
6	Personal or online interview with the selection committee. In this interview the basic scientific background of the applicant, transversal skills, motivation, communication skills, and his/her English level will be evaluated	40
7	OPTIONAL: Recommendation Letter	10
<b>Total attainable points</b>		<b>100</b>

The selection procedure is structured into two rounds:

**Round 1: Evaluation of Documents:** In the first round the Selection Committee will select those applicants who meet the Admission Requirements and afterwards will establish a ranking considering merits 1 - 5 & 7 (according to the above list). Each applicant's motivation statement, and CV will be evaluated independently by three different members of the Selection Committee to avoid individual bias. According to this first evaluation round, applicants will be selected for the second evaluation round which will be the personal interview with at least two members of the selection committee.

**Round 2: Personal Interview:** After round one was conducted and non-eligible candidates were excluded, candidates are invited for a personal interview. The interview panel will contain a minimum of two members of the Selection Committee. Candidates are then asked a number of questions and get the opportunity to ask any questions that they have. The result of the interview will add up to 40 more points to the candidate's final score. Finally, the Committee will formulate a proposal of candidates who will be accepted into the Master, as well as a wait list. The committee will aim to fill **50 study spots**. All applicants (accepted or not) will be informed by e-mail by the Joint Master Coordinator. Each accepted student will also be notified by an official e-letter when the student's admission to the master's programme is confirmed. The letter will be accompanied by a brief description of the master's course, with reference to its joint character and organisation and any other information that may help to complete the paperwork necessary to obtain visas, official permits, etc.

The student must confirm their commitment to pursuing the programme by sending a signed commitment document via e-mail.

### **For both programmes:**

The following roadmap is to be publicly available to guarantee the transparency of the access and admission processes:

- Publication of the call for the upcoming academic year on the Ulysseus website and other means as specified above
- Confirmation of participation by students (spots must be accepted within a one-month period)
- Fifteen natural day-period for the submission of missing documents by non-accepted students

- Assessment of accepted spots by the Selection Committee
- Interviews with pre-selected students
- Acceptance period for admitted students
- Wait List for students not directly accepted into the programme.

Both programmes are committed to fostering diversity, inclusiveness, accessibility and equality, through tailored admission measures for all categories of disadvantaged or discriminated groups (ethnic minorities, people with migration background, or with disabilities, people from poor families, or students of low qualified parents, among others).

Applicants with special needs are encouraged to contact the Joint Master's Administration Office and request accommodations for their participation in the application procedure or studies.

This policy is promoted in a two-fold approach:

- The Selection Committee will have the right to reserve a 5% quota of every first-year intake to promote diversity, inclusiveness, and gender equality.
- EMFORTM-E and SMILE will facilitate recognition of qualifications and prior learning to students with diverse cultural backgrounds, to improve social inclusion and diversity.

Each student shall sign a contract of study at the beginning of studies. This contract shall list the rights and responsibilities of students with respect to the academic component of the program as well as any administrative requirements and services available.

The contract of study shall be signed by the student and the Rector of MCI, representing the Consortium.

Without prejudice to the Cooperation Agreement, the contract of study, and the student's assessment regulations, students shall be entitled to the same rights and privileges and subject to the same duties and responsibilities expressed in the consortium institutions' regulations, procedures, and customs (including any disciplinary regulations) for elements of the programmes delivered by a given consortium institution. It is recognized and will be informed to the students that variations in the general regulations of consortium institutions are acceptable.

## **4.2 Recognition**

All Ulysseus partner universities have internal regulations and procedures for the recognition of qualifications and periods of study (including the recognition of prior learning).

Ulysseus accepts the recognition of qualifications and prior learning, as well as professional experience, for Ulysseus accredited Master's, or non-accredited course work. The number of credits recognised is in function of the QF-EHEA level of studies conducted and of their compatibility with the Joint Master course contents as defined in the Intended Learning Outcomes, within the limitations of in force national regulations on academic recognition.



The principles and tools steering academic recognition in Ulysseus alliance are based on:

- The Lisbon Recognition Convention
- The European Recognition Manual
- The QF-EHEA framework and the ESG (European Standards and Guidelines for quality-assurance in higher education) provided for the European Higher Education Area
- The ECTS Users' Guide provides the framework for student mobility with its respective documents, namely guidelines on the Learning Agreement.
- The DEQAR database provided by the European Quality Assurance Register for Higher Education (EQAR).
- The Council Recommendation on automatic recognition
- Austrian national rule according to Law on Universities of Applied Sciences <sup>13</sup>

Based on the above references, the Ulysseus Alliance has defined a “Framework Agreement on Academic Recognition”, with the aim of reducing existing administrative barriers and obstacles to promote academic recognition of qualifications and credits earned in any Ulysseus university. The overarching objective is to promote flexibility of learning and mobility of students, with smooth academic recognition based on mutual trust between Institutions and the European principles on higher education and its quality assurance, Ulysseus Partners accept the recognition of qualifications and prior learning as well as professional experience for European Joint Master's programs in Ulysseus. The number of credits recognised is based on the QF-EHEA level or EQF level of the previous studies and on their compatibility with the Program content and Intended Learning Outcomes, within the limitations of applicable national regulations on academic recognition.

In the Framework Agreement mentioned before, academic recognition is defined according to the Lisbon Recognition Convention and to the 2018 Council Recommendation on automatic mutual recognition, as an overarching process that refers to:

- **Automatic recognition for access in the admission process**, based on the key principle that a higher education qualification awarded in one Member State is automatically recognised at the same level for the purpose of accessing further studies at any other Ulysseus partner Institutions, both without adding a specific recognition procedure and without prejudice to the Host Institution for setting specific evaluation and admission criteria for specific programs.
- **Recognition of learning periods abroad**: Outcomes of study periods abroad, including regular subjects and Ulysseus “Educational Activities” will be fully recognised by the Ulysseus home Institution, as agreed beforehand in a learning agreement and confirmed in the transcript of records, or a certificate of completion of the study period, in line with the ECTS system.

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<sup>13</sup> § 12 Paragraphs 1-4, FHG

- **Recognition of prior learning and work experience:** Learning outcomes from formal education, as well as work experience, may lead to partial recognition for the degree that the student is completing or will complete and seeks to get recognized, according to the process of the respective Consortium Institutions, as well as the national regulations in force.

The Ulysseus Framework Agreement on Academic Recognition contains the basic principles for academic recognition within the alliance, including two annexes regarding the basic rules for automatic recognition of qualifications for access and admission, and recognition of learning periods abroad, prior learning, and work experience, respectively. A template of the Ulysseus Learning Agreement is an additional component of the Framework Agreement, to facilitate smooth recognition processes within the Alliance.

Possible complaints and appeals will be dealt with at the consortium institution where respective studies or activities have been undertaken. Appeals and complaints related to the admission process will be dealt with at the coordinating institution.

## Appraisal

The selection procedures of both programmes are appropriate in light of the programme's level and discipline.

With regard to the admission requirements for EMFORTM-E, the panel comes to the conclusion that the 45 ECTS required for admission, which may come from the wider field of economics (economics and business administration), were defined too generally to ensure successful completion of the programme. Particularly in the field of entrepreneurship, which is one of the core areas, prior knowledge of finance and financial and management accounting is of great importance. The panel therefore formulates a **strong recommendation: The University ensures that students have a basic knowledge of finance and management accounting at the start of their studies.**

Applicants for the SMILE programme come from very different disciplines. In the third semester, mobility not only takes place according to different locations, but also with very different specialisations (Food, Agriculture, Marine Conservation, Hazard & Risk Management), with some participating universities only offering very few places. These will be allocated with the application of the students. The decision on admission is documented in a very diligent way and is based on fully transparent criteria. It is clearly communicated; rejections are reasoned. The responsibilities are clearly regulated.

Recognition of qualifications and of periods of studies (including recognition of prior learning) is applied in line with the Lisbon Recognition Convention and subsidiary documents.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
<b>4. Admission and Recognition</b>				

4.1 Admission conditions and procedures (*)		X		
4.2 Recognition (*)		X		

## 5 Learning, Teaching and Assessment

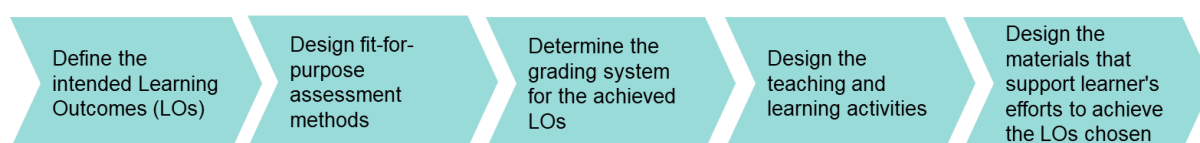
### 5.1 Learning and teaching [ESG 1.3]

**For both programmes:**

From the outset of their studies, students are encouraged to forge strong ties between their academic pursuits and the broader community. This ongoing engagement aims to support the continuous evolution of the curriculum, enhances students' competencies, and contributes to the development of the tourism industry. According to the self-evaluation report, social cohesion and the respect for human rights are central to the Ulysseus pedagogical philosophy<sup>14</sup>.

This commitment to inclusivity is demonstrated through the promotion of accessibility, universal design, and the active participation of all students in every learning environment, including digital platforms. The responsibility to uphold and advance these inclusive practices rests with all faculty members, ensuring that every student benefits from an equitable and supportive educational experience.

**Figure 7: The roadmap of aligned teaching used in Ulysseus joint degrees**



In active learning, students engage in meaningful activities that require them to reflect on and apply what they are learning. This approach encompasses 'learning by doing,' 'learning by developing,' and 'learning by reflecting on both actions and developments.'

**EMFORTM-E** aims to incorporate active teaching and learning methods designed to actively engage students in the learning process, fostering motivation and enhancing critical thinking, problem-solving, and social skills. These methods are tailored to suit large and small groups, as well as individual learners. In addition to traditional lectures, active learning methods will be employed. Some examples include:

- **Seminars and Tutorials:** These are typically more informal and encourage open discussion.
- **Small Group Activities:** Examples include case studies, roundtables, discussion groups, role-playing, and simulations.
- **Problem-Based and Project/Challenge-Based Learning:** These methods focus on real-world problems and projects to encourage deeper understanding.
- **Flipped Learning:** Students engage with course material before class, freeing up class time for interactive activities.

"Out-of-classroom" active learning methods include:

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<sup>14</sup> EMFORTM-E SER, p. 45

- Individual Learning: Supported by the Ulysseus Digital Platform and academic advising.
- Practical Learning: Hands-on learning of experimental methods and techniques.
- Summer Schools: Intensive sessions that provide deep dives into specific topics.
- Professional Exposure: Engaging with the realities of the professional tourism world and labour market needs through partnerships with associated organizations, guest experts, and volunteer opportunities.
- Research Exposure: Opportunities include research internships and research-oriented, challenge-based master's theses, conducted in collaboration with invited experts.
- Innovation Exposure: Activities such as entrepreneurship camps, living labs, and projects within innovation hubs and incubators, all developed in collaboration with associated partners and invited experts.
- E-Portfolio: Designing and webpage with creative tasks that with an interdisciplinary and transversal focus

Each partner university will provide a digital platform as a virtual environment for teaching and learning. These platforms will provide virtual classrooms, e-learning/assessing spaces for students as well as collaborative workspaces. In semester three, courses are provided by multiple partner institutions, all courses will be provided on the virtual platform of ZSEM.

**SMILE** aims to ensure an appropriate and constructive alignment between learning outcomes, learning and teaching activities and assessment procedures. The course catalogue is intended to provide reliable up-to-date and quality-assured information on the degree programme. Details about how learning outcomes are targeted and progressively built upon each other will be provided in the Student's Handbook. Within the Student's Handbook, each module (and course within it) will have a guidebook describing the context within the SMILE programme and overall objectives. The guidebooks will also include the workload, intended learning outcomes, aligned contents, teaching and learning methodology, assessment methods and criteria, as well as any other necessary information. Specific attention will be paid to the guidebooks for Traineeships and Master Thesis. The Student's Handbook is to be approved by both the Internal Quality Committee and the Academic Steering Committee. This information will be made available to students before they start their modules.

At the beginning of each individual module, the module academic coordinator and teachers will introduce themselves and the PLOs and MLOs (through a short online video or a live in-person lecture). This presentation aims to help the student prepare for learning, become familiar with the teaching staff, and know what is expected from them in terms of teaching and assessment. During this introductory stage, students will be provided with learning materials to prepare themselves for this module. Feedback from students on these resources will be welcomed to foster a student-centred approach.

For the **SMILE programme** research evidence supports the idea that active learning improves learning outcomes. In active learning, students are required to do meaningful learning activities and think about what they are doing. Therefore, learning activities include both 'learning-by-doing', 'learning by developing', and 'learning-by-thinking/reflecting about this doing/developing'. SMILE will provide active teaching and learning methods that engage

students in the learning process to increase their motivation and build critical thinking, problem-solving and social skills. They will target large and small groups of students, as well as individual learning.

Apart from the traditional lectures (more formal and passive from the student's point of view), “In classroom” active learning methods will be used. Some non-exclusive examples are:

- **Seminars and tutorials** (usually more informal, with the possibility of open discussion)
- **Small group works** like case studies, roundtables, discussion groups, role-playing, simulations.
- **Problem-based learning and project/challenge-based learning**

“Out of classroom” active learning by doing methods will include, among others:

- **Individual learning**, with student’s support through the Ulysseus Digital Platform and academic advice
- **Practical learning** of experimental methods and techniques
- **Summer/winter schools**
- **Exposure to the reality of professional life** outside university and the future labour market needs, in collaboration with associated partners, invited experts and volunteer students (see below). This will be achieved through, for example:
  - a. Visits to public administration and companies
  - b. Activities related to civic engagement (open classes, science shops, science fairs, researchers’ night), European values and gender equality.
  - c. Volunteering
  - d. Professional traineeships
  - e. Professional-oriented and challenge-based master thesis (project/challenge-based learning)
- **Exposure to research**, through research traineeship and research-oriented and challenge-based master theses (project/challenge-based learning), in collaboration with invited experts (see below).
- **Exposure to innovation**: entrepreneurship camps, living labs, activities within the IH incubators, etc. (project/challenge-based learning), in collaboration with associated partners and invited experts (see below).

## 5.2 Assessment of students

**For both programmes:**

- Each partner institution will use its local grading system in order to provide a greater transparency and ease the academic recognition of periods of studies spent in each partner institutions.

- At the end of each semester, each partner university shall issue a transcript of records and send the document to the programme coordinator.
- Each university recognises the evaluations performed at a partner's institution.
- To promote consistency and transparency, the Consortium has established an equivalence table that aligns this system with both the European Higher Education Area (EHEA) and national grading systems (see *Table 8*). This alignment facilitates clear communication between faculty and administrative staff regarding students' academic performance.

**Table 8: EMFORTM-E: National grading systems and their equivalence to ECTS grading scheme**

ECTS	Fail	Sufficient	Satisfactory	Good	Very Good	Excellent	Exceptional
	FX-F	E	D	C	B	A	A+
<b>Austria</b> (MCI)	5	4	4	3	2	1	1
<b>Croatia</b> (ZSEM)	1	2	2	3	4	5	5
<b>Finland</b> (HHUAS)	Hylätty /Fail  (0)	Välttävä  Fair  (1)	Tyydyttävä/ Satisfactory  (2)	Hyvä/ Good  (3)	Erittäin hyvä/ Very good  (4)	Kiitettävä/ Excellent  (5)	N.A.
<b>Slovakia</b> (TUCE)	0-50%	51-60%	61-70%	71-80%	91-90%	91-100%	-
<b>Italy</b> (UniGe)	0-17,9	18-22	23-25	26-27	28-29	30	30L

In the **EMFORTM-E** joint programme, assessment is based on a competence-driven approach. This method evaluates student performance across various assessment components in relation to the Intended Learning Outcomes for each course. The Academic Steering Committee oversees the alignment and consistency of assessments at the programme level, while teaching teams within each module and course are responsible for evaluating student performance according to the guidelines established in the module and course descriptions.

This emphasis on intended learning outcomes necessitates the use of continuous or formative assessment methods, which evaluate student progress throughout the programme rather than relying solely on a single, summative assessment at the end. Both continuous and single assessments will incorporate alternative methods alongside traditional exams and academic writing.

A diverse range of assessment methods will be employed across courses. Some examples include:

- Time-limited open-book or take-home exams
- Asynchronous online assessments
- Questionnaires
- Essays
- Project assignments
- Reports
- E-Portfolios
- For small group activities: proposal documentation, research reports, prototyping, oral presentations, pitching, and peer feedback

The pedagogical development of EMFORTM-E, including ongoing reflection on assessment principles and methods, will be enriched by the extensive pedagogical expertise within Ulysseus institutions and the mentoring programme available to all instructors.

Generally, students who do not pass individual courses will have the opportunity to take a supplemental examination or resubmit required work. EMFORTM-E will strive to establish a clear and transparent compensation policy before the joint programme begins. However, the procedures for retakes will adhere to the institutional regulations of each partner university, especially concerning different semesters and modules.

With respect to assessment and reporting, the Host Institution has the responsibility to collect the grades from the lecturers and to transmit those grades to the coordinating institution in a timely manner. The coordinating institution will keep the summary of all student records and will transmit them to all degree-awarding institutions.

The Master's thesis will be mainly supervised by lecturers of the Degree-awarding Institutions. Supervisors will be assigned to the students in Semester three, after the successful completion of the courses "Research Methods" and "Academic Writing 2". The selection will be based on the expertise of the Degree-awarding Institutions and will be conducted by an Academic Committee from the coordinating institution.

According to the aligned teaching principles, **SMILE** teaching teams will use "Fit-for-purpose" assessment methods for learning outcomes. These methods are well-suited to what is being assessed (i.e., the capabilities at the level required for the role) in the context (i.e., functional or subject matter area). The assessment will concern the 'object' under study and will provide students with opportunities to give evidence of their skills and competences related to the intended Learning Outcomes.



In the SMILE joint programme, different assessment approaches will be used:

- Content-based assessment refers to tasks that primarily concern facts about the object under study.
- Competence-based assessments refer to the assessment of intended learning outcomes that test the learner's ability to use these facts.
- Impact-based assessments weight the ability of the learner to use these competences in a real-life situation to create a change or solve a challenge.

This focus on the intended learning outcomes calls for the preferable use of 'continuous/formative assessment', which evaluates student progress throughout the programme of study rather than a "single/summative assessment" at the end of a programme.

For both single and continuous assessment, alternative assessment methods, compared to examinations or traditional academic writing, will be promoted.

A range of assessment methods will be used across the courses. Some, non-exclusive examples are:

- Time-limited open-book/take home examinations
- Pre-release of materials for students to work on prior to synchronous assessment
- Asynchronous online assessments, which are less susceptible to variation in contexts and time zones
- Essays
- Project assignment
- Reports (i.e., a research-based report, a research-informed position paper, or an "in-company report" for assessment of traineeships)
- e-Portfolios
- The HEInnovate EPIC<sup>15</sup> assessment tool to measure entrepreneurial potential, and to assess the skill and competences development after a course/degree
- For small group activity assessment: proposal documentation, research reports, prototyping, oral presentations, and peer feedback, among others.

Module description tables include the module workload, general objective, intended learning outcomes, the main module contents, as well as the teaching and learning methodology and assessment methods.

In general, to pass mark on every course, students must achieve 50% and above, unless specified by the academic regulation of a partner university. The SMILE will establish a transparent compensation policy before the start of the joint programme. In general, students failing to pass individually taught modules will be able to present for supplemental examination or re-submit required work.

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<sup>15</sup>Entrepreneurial Potential and Innovation Competences (EPIC). A course assessment tool.

**Table 9: SMILE grading system and its equivalence to the EHEA and national grading systems**

ECTS	Fail	Sufficient	Satisfactory	Good	Very Good	Excellent	Exceptional
	FX-F	E	D	C	B	A	A+
Spain	0-4.9 Suspenso	5-5.9 Aprobado	6-6.9 Aprobado	7-7.9 Notable	8-8.9 Notable	9-9.9 Sobresaliente	10 Matricula de Honor
Spain (USE)	0-4.9 Suspenso	5-5.9 Aprobado	6-6.9 Aprobado	7-7.9 Notable	8-8.9 Notable	9-9.9 Sobresaliente	10 Matricula de Honor
France (UniCA)	0-9.9	10-10.9	11-11.9	12-13.9	14-15.9	16-17.9	18-20
Risks	F	N.A	**D	C	B	A	A
Marres	59-		60-69	70-79	80-89	90-99	100
Austria (MCI)	5	4	4	3	2	1	1
Germany	4,1 – 5,0	3,6 – 4,0	3,1 - 3,5	2,1 – 3,0	1,6 – 2,0	1,0 – 1,5	-
Montenegro (UoM)	F (up to 49)	E (50-59)	D (60-69)	C (70-79)	B (80-89)	A (90-100)	-

Students will receive one joint grade for both the written thesis and the oral exam. The Thesis Examination Committee uses the European grading system to decide on the final local grade. The final overall grade is published in the Diploma Supplement in the local grading system of the supervisor's university.

The Master's thesis will be supervised by lecturers of any of the Partner Universities. Students can approach any of their lecturers of the degree to supervise their theses and are encouraged to carry out their Master Thesis at company partners.

## Appraisal

The examination regulations and the assessment of the achieved learning outcomes correspond with the intended learning outcomes. They are applied consistently among partner institutions.

The programmes are designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. It may be due to the fact that the programmes have not yet been launched, but the panel gained the impression that the forms of examination are still only roughly developed. In view of the fact that these are very innovative programmes and all universities are in the process of reviewing their examination forms with regard to AI, the examination forms listed are more traditional forms. The panel therefore suggests that these be reconsidered and formulates a **recommendation: The University develops alternative forms of examination to demonstrate the achievement of the LOs.**

The diversity of students and their needs are respected and attended to, especially in view of potential different cultural backgrounds of the students.

Assessment criterion	Excellent			n.r.
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		Meets the standard	Fails to meet the standard	
<b>5. Learning, Teaching and Assessment</b>				
5.1 Learning and teaching		X		
5.2 Assessment of students		X		

## 6 Student support and services [ESG 1.6]

Ulysseus European University will provide **EMFORTM-E** and **SMILE** students, regardless of their location, with seamless access to the participating HEI services, including both joint Ulysseus services and individual services at every partner university.

All these Ulysseus joint and individual university services will be included in the future Student's Handbook, which will be available online on the EMFORTM-E web page.

The following Ulysseus joint students' support services, guides and programmes are worth mentioning:

1. The respective academic governance and management structure, with the Academic Steering Committee, the Selection Committee, Internal QA Committee, and Secretariat, and associated Ulysseus and local bodies. A single email address and a list of contacts will be provided on the respective web page.
2. The Ulysseus Central Management Office, including:
  - The Ulysseus Dissemination Unit (situated at the Central Coordination Unit in Seville) for general promotion of the academic offer, inclusion of a specific web page for each of the programmes in the Ulysseus portal, and update of the application system. They will also support networking and socialization of students, by providing social media platform (i.e., Instagram, X, Facebook, LinkedIn) and canalise the inbox for student complaints / suggestions / contributions of the master web page.
  - The International Centre of the Ulysseus European University includes a Mobility Office (Innsbruck, Austria), which is responsible for the Mobility Programmes for student, faculty, and staff (including the Green Deal Mobility Scheme), the Welcome Programme, and the promotion of the implementation of the European Student Card.
3. The Ulysseus Student Association will participate in Ulysseus joint programmes by providing broad support and mentoring to all Ulysseus students. They will participate in the Ambassador's programme.
4. The forecasted students' network, composed by alumni and current students, and supported by the digitalization unit and social media will provide mentoring to current students, and networking and advice to find a job.

Ulysseus is going to provide the following instruments and services:

1. The Ulysseus welcome guide for incoming Ulysseus and international students, researchers, faculties, and non-academic staff. Welcome weeks and sessions will be organized at every partner university to facilitate the initial student's integration, including guided visits to the university facilities.

2. The Ulysseus ambassadors' programme, a buddy for mentoring incoming students and integrate them in the academic, linguistic, cultural, and social environment of the host institutions. This programme is currently in development within the scope of the Ulysseus Student Association (UlySA).
3. The Ulysseus Career Guidance Programme, to help students to decide their academic itinerary, either professionally or research oriented. A mentor will be assigned to each Ulysseus student to advise them during the courses and provide guidance whenever necessary.
4. The Ulysseus Language courses provided by the Ulysseus Digital Platform or on-site will promote multilingualism and multiculturalism.
5. The Ulysseus International Mobility Guide and Ulysseus Green Mobility Scheme that will help students to move around the Ulysseus Campus freely and sustainably.
6. The Ulysseus Special Needs Programme, to help students with special academic needs.
7. The Ulysseus Mobility for All Guide promoting the transnational mobility of students with special needs.
8. The Ulysseus Gender Equality Programme, for gender balance mainstreaming.
9. An optional joint graduation ceremony in which all successful students are invited to participate on their own costs, where they will receive their diplomas. This event will be organised by one of the degree-awarding partner universities on a rotational basis.

### **Support Services of individual partners for the EMFORTM-E programme:**

#### **MCI Innsbruck:**

- Organisation: MCI's student support services help students with all organisational matters relating to their studies and support them when and where they need it. As a starting point, students are advised to visit the MCI student portal. There students can obtain helpful tips and tricks on the topics of learning & self-management, as well as scientific reading & writing. In addition, students will find the most important information regarding health insurance and other facilities relevant for their stay in Austria.
- The international office at MCI helps students with opportunities to study abroad through exchange programs or as free movers. They support incoming exchange students from partner universities and assist international degree-seeking students who want to pursue a full bachelor's or master's program. Additionally, they offer information on a wide variety of courses, most of which are taught in English. The international office also offers assistance to students for visa, insurance and registration processes.
- Health Care: Students of MCI with Austrian citizenship are usually covered by the Austrian Social Security System but have to take the necessary measures for studies

or internships abroad. Foreign students who make plans for an extended stay in Austria are advised to inform themselves about the Austrian insurance system in advance. Under certain circumstances, foreign national health insurances might also pay the costs of medical treatment received in Austria. It is possible to take out private or travel insurance.

- **Student Housing:** Locations of all available student dorms are provided via the mci4me student portal. In addition, the Students Union (ÖH) at Innsbruck University keeps full and up-to-date lists of available flats, studio apartments etc. The service is available to both students and accommodation providers.
- **MCI Library Services:** MCI provides libraries and study areas with a wide selection of books, journals, magazines, and newspapers. The three libraries are also equipped with a printer/copier, a book scanner, reading desks and PC workstations. MCI offers access to an extensive digital collection of eBooks, eJournals and more from many different subject areas. This offer is constantly being expanded. All of MCI's online resources are easily accessible on and off MCI campus. To access the licensed online content remotely, students can use their usual MCI login. To complement its own library services, MCI has also a cooperation agreement with the University and State Library of Tyrol (ULB).
- **MCI Career Center:** The MCI Career Center is a service platform offering students and graduates convenient access to internships, jobs and employment opportunities, career platforms and similar services.
- **MCI IT Services and support** for MCI students, teaching faculty, organisational staff as well as research. These services include the MCI website, the MCI webmail system, the MCI online portals mci4me (students) and mci4faculty (teaching faculty), MCI's Sakai Learning Management System as well as MCI's webinar platform.
- **MCI Language Center:** In addition to the language requirements of the various curricula, the MCI Language Center offers additional elective language courses for all study programmes. Besides German courses for incoming students the MCI Language Center particularly offers foreign language courses for Chinese, English, French, Italian, Spanish as well as sign language.
- **Infrastructure and Study Facilities:** MCI provides numerous student workstations and workstations with PCs, copiers, printers, and scanners to offer ideal learning and working conditions. Internet services can be accessed via all freely accessible PCs or those stationed in the reference libraries and IT rooms. Further access to Internet services is possible at all MCI locations via WIFI or at partner universities via the Eduroam® service. Furthermore, a number of additional recreational areas (atrium, roof terraces, parks and green spaces) are available to students and faculty for both recreational breaks and teaching purposes (group work, discussions etc.).

- **Student Restaurants:** The dining hall of the event center Villa Blanka is located next to MCI Campus III and open to all MCI students and faculty, offering inexpensive and balanced meals.
- **Sport and Leisure Time:** Situated in the heart of the alps, the two-time host of the Winter Olympics and high-end tourist destination Innsbruck provides a wealth of year-round sports and leisure opportunities. In close cooperation with the Innsbruck University Sports Institute (USI) MCI students, lecturers, and employees have furthermore access to highly modern facilities for a broad range of sports at attractive terms and conditions.
- **Psychological Counselling:** Innsbruck Psychological Counselling Services for Students is an institution initiated and sponsored by the government, which is also available to MCI students. Next to free confidential counselling and supervision they also organise free workshops on different topics relevant to students such as learning how to learn, exam anxiety, final papers, relaxation techniques, etc.
- **Students with Special Needs:** MCI offers agreements on special arrangements for the selection process for students with disabilities, chronic diseases, or other forms of impairment. MCI students with disabilities or chronic diseases are furthermore entitled to alternate examination methods if they are unable to participate in the regular examination due to their impairments.
- **MCI Student Union:** MCI's student body represents students' interests within the university. Respective services include networking, social activities including sport events, financial assistance, counselling as well as plagiarism checks of student theses.

**ZSEM** provides guidance on the following matters.

- **Health Care:** Students of ZSEM with Croatian citizenship are usually covered by the Croatian Health Insurance Fund but have to take the necessary measures for studies or internships abroad. Foreign students, EU nationals, who make plans for an extended stay in Croatia are advised to take EU Health Care insurance whilst foreign students from the 3rd countries should take international insurance due to high prices of Croatian National Health Care System insurance.
- **ZSEM Library Services:** ZSEM provides study areas with books, journals, magazines, and newspapers as well as extensive digital collection of eBooks, eJournals and more from many different subject areas with the offer continuously being upgraded. All of ZSEM's online resources are accessible on and off campus. During their studies in Croatia students will also have access to the National and University Library.
- **ZSEM Career Center:** The ZSEM Career Center offers students and graduates convenient access to internships, jobs and employment opportunities, career platforms and similar services.

- ZSEM IT Services provide IT services and support for our students, teaching faculty, organizational staff as well as research.
- ZSEM Sports was established in 2007 with the mission of promoting, organising and enhancing sport activities for students, faculty and staff at the ZSEM. Students may participate in different individual sports, e.g. tennis, table tennis, swimming, athletics, squash, judo, e-sports and more.

**HHUAS (Finland)** offers the following services:

- Intensive orientation in the beginning of studies with Guidance counsellors. In EMFORTM-E, the Academic and Administrative coordinators of the degree program will participate in the orientation.
- Wellbeing: HHUAS actively promotes *The Safer Space approach* to support student and staff wellbeing. Trained mediators help students to resolve situations of harassment, discrimination and bullying.
- HHUAS Study Support: Guidance counsellor assists with planning the Master's studies and guides the student to additional services when needed. Special attention is given for EMFORTM-E degree students' peer support and group building during the first study year, and at the later stages of international mobility and thesis.
- HHUAS Study Services: Study Services give information and guidance in questions regarding study practicalities, study right, study certificates and graduation process. They also provide technical support in preparing the electronic study plan.
- HUAS Career Support offers students CV workshops, career planning and mentoring, job seeking guidance and various events.
- Psychological Counselling: A Study Psychologist supports and promotes study ability, coping and wellbeing in studies and student life. Services are meant for students who have concerns about their studies such as motivation, study skills, stress, or time management. Students can also contact the psychologist if they have mild and temporary well-being problems, like stressful life situations. University Chaplain can be contacted also for non-denominational guidance in any matters affecting studies and wellbeing.
- Students with Special Needs: Special Needs Teachers support and assist students with learning difficulties in, for example, reading, writing, mathematics, and concentration. They also offer support in cases of visual, hearing, and physical impairments. They also welcome students with depression, anxiety, and fear of social situations. Special needs teachers provide preliminary testing for learning difficulties, documentation entitling students to special arrangements such as extended examination time or private testing rooms.



- HHUAS Health Support: Health care services are provided by FSHS Finnish Student Healthcare Service while residing in Finland.
- HHUAS Library Services: Library and information services are available in all campus libraries. They assist with physical and electronic loans, information search and referencing. The library offers a wide electronic journal and book collection as well as traditional book loans and provides extensive online guides for study purposes.
- HHUAS International Services oversees mobility services, such as student and staff exchanges, Blended Intensive Programmes (BiPs), orientation to exchange, development of multicultural competences, and mobility grants.
- Student Restaurants offer inexpensive and healthy meals.
- Student Housing services are provided for degree students in the metropolitan area upon application.
- HHUAS Student Union's purpose is to act as the bond for its students, promote their societal, social, intellectual, and study-related interests, and their status as a part of the society. The Student Union also prepares students for an active, informed, and critical citizenship.

The **Technical University of Kosice (TUKE)** has a dedicated support center that provides a comprehensive range of services encompassing psychological, social, and career counseling, addressing a wide range of needs such as assistance in navigating difficult psycho-social situations resulting from potential social exclusion based on factors such as gender, race, nationality, and age. These services include information dissemination, crisis intervention, and instructional programs to help people improve their social skills and develop their personalities.

- Furthermore, the center is involved in primary preventive initiatives aimed at socio-pathological phenomena such as substance and non-substance addictions and sexual harassment. It also makes it easier to form peer-to-peer support groups inside the academic community. Furthermore, the center supports international students in establishing accommodations to create a positive learning environment.
- To ensure seamless delivery of its services, the center collaborates with the barrier-free center, faculty tutoring systems, the student information center, and other relevant university divisions. Furthermore, it forms alliances with external domestic and international partners, particularly those specializing in counseling and aid, aligned with its mission and core activities.
- TUKE Library Services offers titles, textbooks, monographs, professional journals, which students can use without limitations. The University Library also offers electronic materials and develops a range of texts for students with specific needs.
- Student Housing services are provided for degree students in various locations upon application.

- Psychological and social counselling is provided by the Centre for social and psychological support, which provides psychological, social and career counselling and counselling in the area of adverse psycho-social situation due to the risk of social exclusion (e.g. due to discrimination on the basis of sex, gender, race, skin colour, nationality, age or other diversity). Psychological counselling focuses on students' academic and personal problems. These services are sufficiently promoted on the TUKE website.
- Sport & Leisure Time: Sports activities can be carried out at the TUKE sports grounds, namely the stadium with natural grass, eight gymnasiums, baseball field, squash and tennis courts. Cultural activities comprise a folklore ensemble, the Campus Gallery exhibition space and the TUKE Symphony Orchestra. Current information is provided by student television and radio. Events organised on the university campus attract visitors from all over the region, such as the Balloon Fiesta, White Night, Open Days, and wanderings with Milan Kolcun, where visitors learn about important historical events in the history of the university and the city.

The **University of Genoa (UniGe)** has an office that provides services for welcoming students. encompassing psychological, social, and career counselling, addressing a wide range of needs such as assistance in navigating difficult psycho-social situations resulting from potential social exclusion based on factors such as gender, race, nationality, and age. These services include information dissemination, crisis intervention, and instructional programs to help people improve their social skills and develop their personalities. Furthermore, new registered students usually receive an information package, specific organized events, and tutoring in order to smoothen the starting phase of their University career at UniGe. Specific services are dedicated to international students as well as with specific initiatives that aims at facilitating the interactions among freshmen and among junior and senior students.

- The University of Genoa Library System comprises five School Libraries and twelve service points across the city, as well as dedicated libraries on each of our campuses in Imperia, Savona, and La Spezia. SBA (the University Library System) provides students with a wide range of services to enhance their reading, studying and finding documents for research. Many of the services are for independent use. Through SBA services, students and academics have access to reading rooms, open shelves to browse, self-loan stations, Uno pertutto services (i.e. an online database for literature search and direct access to electronic full texts and open access research articles, special databases and special collections, and news-media subscriptions. Online services can be accessed remotely through the UniGe university account.
- Student Housing services are managed by external partners and regional agencies with some exceptions on satellite campuses (e.g. University residences offering qualified and modern housing services together with a broader academic and vocational training project).
- The Psychological Counselling Service "Together" was created through the collaboration between the Guidance, Career Service and Inclusion Service and the

Department of Education Sciences. The service is run by a team of psychologists and psychotherapists addressing in issues concerning young adults in general and in learning processes. The courses are usually conducted in person, but the service also offers the possibility of conducting them remotely, in compliance with security and privacy measures, as it is equipped with efficient data protection systems.

- **IT Services and Support:** The service covers both hardware and software support and allow students to access a wide range of Campus wide licenses for study, research, and for leisure interests. It has a 24/7 multilingual support service.
- **Students with Special Needs:** UniGe has an internal system policies, structures and processes that ensure solutions aiming at promoting accessible and inclusive experience to the University activities and services. A specific office and related tutors and services are provided in order to consider specific needs for students, applicants, and visitors. The office also provides support for lecturers in order to create accessible lecture material.
- **Students' associations** also promote activities during the free times as well as specific event organizations (e.g. theater, cinema). Within this, the Circolo Universitario Genovese organises sports and recreational activities open to all. Visiting the dedicated page to discover all the activities students can participate in and how to sign up. Special agreements for discounts on museums, public transport, and cinema are also provided for students.

### **Support Services of individual partners for the SMILE programme:**

**MCI Innsbruck** provides the same student services as mentioned above for the SMILE programme.

For students at **Université Côte d'Azur (UniCA)**, the following resources and support services are available to enhance both academic and personal experiences.

- **The Welcome Guide** offers a comprehensive overview of the university's facilities, services, and essential information for both new and returning students. This guide is a starting point for understanding how the university operates, providing details on academic requirements, campus life, and student services.
- **Disability Support Services** offers personalised assistance to ensure that all students have equal access to education and campus life. These services may include accommodations such as exam adjustments, note-taking assistance, and accessible learning materials.
- **Health Services:** The University provides access to Health Services, including medical consultations, psychological support, and preventive health initiatives. These services ensure that students have access to professional healthcare on campus, promoting both physical and mental well-being.

- MSc International Office serves as the central contact point for students in international master's programmes, offering assistance with enrolment, academic queries, and administrative matters. International students are provided guidance on visa issues, accommodation, and adapting to the French education system.
- Student Engagement Opportunities: UniCA organises a variety of artistic events, workshops, and exhibitions, providing students with opportunities to engage with creative projects and explore French culture.
- Engagement Center: This initiative offers opportunities for students to get involved in volunteer work and civic engagement projects. The Engagement Center aligns with the university's values of social responsibility, encouraging students to contribute to their community while gaining valuable experience. Through this centre, students can participate in various projects, from environmental sustainability initiatives to social justice causes.
- Student Associations: The University Côte d'Azur (UCA) offers a diverse range of over 70 student associations that promote engagement in cultural, sports, and humanitarian activities. These associations provide students with opportunities for social interaction, cultural exchange, and personal development, while UCA also supports the creation of new groups to foster student initiatives.

### **Support Services at the University of Montenegro (UoM) :**

- The UoM Centre for International Cooperation and Career Development offers students career development support as well as language support for the internationalization of the University. The office represents a support service that serves to improve students' competencies, especially in developing their practical skills with the aim of better preparation for the labour market and encouraging the development of entrepreneurial awareness, and to support high school students in choosing a future vocation and preparing for the academic environment.
- The Mobility Office of the University of Montenegro actively supports students in gaining the necessary legal documents for the stay abroad, such as invitation letters for the visa application, as well as in finding accommodation in Montenegro. Incoming students take part in the event called "Welcome day" and are assisted by coordinators and mobility assistants. Incoming staff are provided with information, counselling and assistance for all questions that are relevant for their stay in Montenegro, from the entry in the country, the search for accommodation, organization of mobility.
- The Central Library of the University of Montenegro is a general scientific and open-access library that supports the educational and research processes at the University and within the country. The library's users include students, teachers and associates, scientists and researchers, as well as all other potential users who require the services and resources of the library.

### **Support services at the HSWT:**

HSWT provides comprehensive support services to help students navigate their academic journey and plan their careers:

- **General Student Counselling (Allg. Studienberatung):** This service offers guidance on course selection, degree planning, and personal development. It is the first point of contact for students who need advice on academic matters.
- **Student Services (Im Studium):** HSWT offers various support services during your studies, including assistance with academic challenges, financial aid, and personal counseling.
- **Financial Aid and Support (Finanzielles):** This resource provides students with information on scholarships, grants, and other forms of financial assistance. It is designed to help students manage the cost of their education.
- **Career Services:** The Career Service at HSWT supports students in preparing for the job market by offering workshops, job fairs, and individual career counselling. Students can access internship opportunities, job listings, and career advice to boost their employability.
- **Post-Graduation Support:** Even after graduation, HSWT provides ongoing support for alumni, helping them transition into their professional careers. This includes networking opportunities and Student Engagement
- **Student Engagement at Campus Weihenstephan:** Student services such as accommodation, dining, and welfare are provided by the Studierendenwerk München/Oberbayern. They offer a range of services to support students in their daily life.
- **Student Engagement at Campus Triesdorf:** For students at Triesdorf, the Studierendenwerk Erlangen-Nürnberg manages student services, offering support with housing, food, and student life.

## Appraisal

The student support services of all partner universities are well developed and contribute to the achievement of the intended learning outcomes. They take into account specific challenges of mobile students. There are welcome guides and buddies available, help with accommodation and visa issues, sports and leisure activities, counselling and other support activities in place.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
6. Students support and services (*)	X			



## 7 Resources [ESG 1.5 & 1.6]

### 7.1 Staff

Teaching in **EMFORTM-E** will be designed and delivered by teams of lecturers and professors who will act in continuous cooperation to ensure streamlined practices and processes throughout the study cycle. Majority of the lecturers hold a PhD in fields relevant to the objectives of the programme, with long experience in teaching on Master level as well as in corporate collaboration across established networks both in the academia and in businesses or organisations. According to the Self-Evaluation Report, the composition of the EMFORTM-E Consortium with research universities (UniGe, TUKE), and universities of applied sciences (MCI, HHUAS, ZSEM) generates an added value to EMFORTM-E since it is possible to combine theoretically oriented research outcomes to more practice-oriented business transformation endeavours in the Curriculum and its delivery<sup>16</sup>.

The administrative and the service staff affiliated to EMFORTM-E in all partner institutions has established experience in international cooperation, and their contribution will be a key factor for functional running of the programme. The Master's Secretariat (in charge of all Master programs of MCI), the Joint Master's Team (specific to EMFORTM-E), the Admission Services, and the Internal QA Committee will be working according to the processes monitored by the Academic Steering Committee of EMFORTM-E. Moreover, the Board of Academic Recognition of Ulysseus and the International Offices of partner institutions will contribute in their own roles to students' advancement.

**Table 10: Number of teaching staff and number of supporting administrative staff**

	MCI	ZSEM	HHUAS	TUKE	UniGe
Full-time teaching staff	7	6	2	1	2
Part-time teaching staff incl. visiting/adjunct lecturers	0	0	0	0	0
<b>Total number of teaching staff</b>	<b>7</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>Among them:</b>					
Teaching staff with professional experience	4	2	1	0	1
Teaching staff with international experience	1	5	1	1	1
Number of professors	5	3	0	0	0
Number of associate professors	0	0	0	1	2
Number of assistant professors	1	0	0	0	0
Number of senior lecturers	0	2	1	0	0
Number of lecturers	0	1	1	0	0
PhD holders	5	4	2	1	2
Master degree holders	7	6	2	1	2
Guest lecturers	0	0	0	0	0
<b>Total number of supporting administrative staff</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>

EMFORTM-E aims to promote the building of transnational teaching teams, teachers' mobility, as well as innovative pedagogical methodologies and competences. All teaching staff will be fluent in English and will participate in an orientation process to ensure that the EMFORTM-E values, educational principles, and teaching and learning strategies are maintained and

<sup>16</sup> EMFORTM-E SER, P. 65

adhered to throughout the programme. Several of them participated in the co-creation group and are familiar with the structure, objectives, and principles of the Joint Master's programme.

Teaching in **SMILE** will be designed and delivered by teams of lecturers and professors who will act in continuous cooperation to ensure streamlined practices and processes throughout the study cycle. The majority of the lecturers hold a PhD in fields relevant to the objectives of the programme, with long experience in teaching at the Master's level as well as in corporate collaboration across established networks both in the academia and in businesses or organisations.

According to the Self-Evaluation Report the composition of the SMILE consortium with research universities (USE, UniCA, UoM), and universities of applied sciences (MCI, HSWT) generates an added value to SMILE since it is possible to combine theoretically oriented research outcomes to more practice-oriented business transformation endeavours in the curriculum and its delivery<sup>17</sup>.

The administrative and service staff affiliated with SMILE in all partner institutions have established experience in international cooperation, and their contribution will be a key factor for the functional running of the programme. The Joint Master's Team (specific to SMILE), the Admission Services, and the Internal QA Committee will be working according to the processes monitored by the Academic Steering Committee of SMILE. Moreover, the Board of Academic Recognition of Ulysseus and the International Offices of partner institutions will contribute in their roles to students' advancement.

**Table 11: Number of teaching staff and number of supporting administrative staff**

	MCI	USE	UniCA	UoM	HSWT
Full-time teaching staff	6	23	5	12	6
Part-time teaching staff incl. visiting/adjunct lecturers	1	0	0	0	0
<b>Total number of teaching staff</b>	<b>7</b>	<b>23</b>	<b>5</b>	<b>12</b>	<b>6</b>
<b>Among them:</b>					
Teaching staff with professional experience	3	4	0	7	6
Teaching staff with international experience	4	6	2	8	1
Number of professors	5	10	3	8	6
Number of associate professors	0	6	0	0	0
Number of assistant professors	0	3	0	3	0
Number of senior lecturers	1	0	0	0	0
Number of lecturers	7	2	1	1	0
PhD holders	7	23	3	12	6
Guest lecturers	0	0	0	0	0
<b>Total number of supporting administrative staff</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>

SMILE will promote the building of transnational teaching teams, teachers' mobility, as well as innovative pedagogical methodologies and competencies. SMILE will benefit also from the joint process development in terms of alliance-level administration and dissemination of information.

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<sup>17</sup> SMILE SER, P. 63



All teaching staff will be fluent in English and will participate in an orientation process to ensure that the SMILE values, educational principles, and teaching and learning strategies are maintained and adhered to throughout the programme. Several of them participated in the Co-creation group and are familiar with the structure, objectives, and principles of the Joint Master's programme.

For **both programmes**, alliance-level and programme-specific proposals will aim to

- create innovative strategies and programmes for initial and continuous professional development for lecturers, develop and deliver joint, innovative, and effective learning modules on pedagogical training, to enhance lecturers' competencies, and
- develop joint learning offer with a strong European dimension that includes mobility activities in all its forms, setting up, for instance summer schools, study visits for students and teachers as well as other forms of cross-campus collaboration, both physical, blended, and virtual.

## **7.2 Facilities**

**For both programmes:**

The following Ulysseus joint facilities are relevant for the study programmes:

- The Ulysseus Digital Platform, serving digital solutions for teaching (the Ulysseus Moodle: created to host numerous courses, both for formal (i.e., joint degrees) and informal (i.e., MOOCS, short courses, language courses with free access for Ulysseus students etc.). All the courses, of various types (synchronous, asynchronous etc...) have teachers guiding and advising students whenever they need it. The platform also allows meetings and mentoring to be arranged. The Ulysseus MS Teams, the Alliance's main collaborative working tool, has been implemented. The Ulysseus Intranet (SharePoint) has been set as the Alliance's internal repository. The Match4coop application, aimed at facilitating networking and project matchmaking among researchers, will be launched soon. Researchers will be able to communicate with each other and to create networks to join forces in the distribution of information and building new partnerships around education, research, publications, and other new projects.
- The eight Ulysseus Innovation Hubs. Each partner university is hosting one innovation hub addressing 8 R&D challenges shared with our regions and cities. Hubs are connected to local nodes around each partner university, in order to consolidate the Innovation Ecosystem. MCI hosts the Innovation on Sustainable Entrepreneurship & Impact. The MCI Innovation Hub focuses on the acceleration of technological business models by exploiting established structures, integrating partner services of the regional ecosystem and creating new formats and structures. The MCI Sustainable Entrepreneurship & Impact Innovation Hub will contribute to the competitiveness of the Tyrol region, but also to that of its European partners and the European Union itself. The MCI Innovation Hub is articulated around three missions: teaching, research & transfer. To this end, the MCI Innovation Hub will propose an

Entrepreneurship Library which will enable the exchange of best practices, teaching and learning materials for those who teach and engage with students on the topic of entrepreneurship. With regards to research activities, an Entrepreneurship Lab is to be developed through the creation of a dedicated research group on entrepreneurship reaching across all departments at MCI. Finally, the Hub will offer support to future entrepreneurs through awareness, education, and support services for students and researchers who choose the entrepreneurial path. The MCI Innovation Hub will leverage its strong and well-established local network as well as the Ulysseus network to develop and implement its three missions.

The consortium universities have all high-quality facilities for students learning research and innovation activities and say-a-day.

Ulysseus European University has an “Innovative Learning Solutions Programme for Teachers”, led by the Haaga-Helia University of Applied Sciences (Finland), which is in a development phase. Benchmarking and joint development activities have been conducted in order to plan workshops and online courses for teachers (by using the digital platform) as well as one “Inter-campus pedagogical mentoring Handbook”, which is almost finished.

Within the above context, Ulysseus has submitted a proposal to the Erasmus+ “Teachers Academy” call aiming at the implementation of the mentoring programme. This will be followed by further proposals aiming to (i) create innovative strategies and programmes for initial and continuous professional development for teachers, (ii) develop and deliver joint, innovative and effective learning modules on teacher education and for teacher competencies on challenging and/or new pedagogical matters of common concern and (iii) develop joint learning offer with a strong European dimension that includes mobility activities in all its forms, setting up, for instance summer schools, study visits for students and teachers as well as other forms of cross-campus collaboration, both physical and virtual.

**Table 12: Relevant literature and databases offered by the Consortium of EMFORTM-E**

Literature	
MCI	15.000 books, 300.000 eBooks, 26 databases, Cooperation Agreement with Innsbruck University Library
ZSEM	1.300 books, 700 eBooks, 44 databases
HHUAS	74.000 books, 276.000 eBooks, 49 databases
TUKE	32.000 books, 6.100 textbooks, 1.300 eBooks, 4 databases
UniGe	More than 1 Mio. Books (26% eBooks), 145.000 eJournals, 192 databases

Databases	
MCI	.e.g. EBSCO, Emerald, Pearson, ProQuest, Springer Nature, ScienceDirect, Scopus, Statista, Wiley
ZSEM	WEB OF SCIENCE, EBSCO, ScienceDirect, Scopus
HHUAS	e.g. EBSCO, Emerald, Elsevier, Hospitality&Tourism Complete, Pressreader, Sage Journals ScienceDirect, Statista
TUKE	UK Online Catalogue; Naviga, Summon, InfoGate
UniGe	e.g. Web of Science, Oxford Journals, Scopus, Statista, Wiley

**Table 13: Opening hours of the libraries of all partners of ENFORTM-E**

<b>MCI</b> (subject to change)		<b>MCI I &amp; MCI II</b>	<b>MCI III</b>	<b>MCI IV</b>		
	Monday	8 am – 5 pm	8 am – 4 pm	8 am – 6 pm		
	Tuesday	8 am – 6.30 pm	8 am – 4 pm	8 am – 6 pm		
	Wednesday	8 am – 6.30 pm	8 am – 4 pm	8 am – 6 pm		
	Thursday	8 am – 10 pm	8 am – 4 pm	8 am – 6 pm		
	Friday	8 am – 10 pm	8 am – 4 pm	8 am – 6 pm		
	Saturday	8 am – 5 pm	Closed	8 am – 5 pm		
<b>ZSEM</b>	Monday - Friday 8 am – 9 pm	Open access study room and library/reading room				
<b>HHUAS*</b> (subject to change)		<b>Haaga</b>	<b>Malmi</b>	<b>Pasila</b>	<b>Porvoo Campus</b>	<b>Vierumäki</b>
	Monday	8 am – 4 pm	10 am – 5 pm	7.30 am – 8pm	8 am – 8 pm	8 am – 9 pm
	Tuesday	8 am – 4 pm	10 am – 5 pm	7.30 am – 8pm	8 am – 8 pm	8 am – 9 pm
	Wednesday	8 am – 4 pm	10 am – 5 pm	7.30 am – 8pm	8 am – 6 pm	8 am – 9 pm
	Thursday	8 am – 4 pm	10 am – 5 pm	7.30 am – 8pm	8 am – 6 pm	8 am – 9 pm
	Friday	8 am – 4 pm	10 am – 3 pm	7.30 am – 8pm	8 am – 6 pm	8 am – 9 pm
	Saturday	Closed	Closed	8 am – 3 pm	Closed	8 am – 9 pm
Sunday	Closed	Closed	Closed	Closed	9 am – 6 pm	
<b>TUKE</b>		<b>Book Borrowing Service</b>			<b>Study Room</b>	
	Monday	9 am – 2 pm			7 am – 6 pm	
	Tuesday	9 am – 2 pm			7 am – 6 pm	
	Wednesday	9 am – 2 pm			7 am – 6 pm	
	Thursday	9 am – 2 pm			7 am – 6 pm	
	Friday	9 am – 2 pm			7 am – 3 pm	
<b>UniGe</b>	(subject to change)					

**Table 14: Relevant literature and databases offered by the Consortium of SMILE**

<b>MCI</b>	<ul style="list-style-type: none"> <li>• <b>On MCI campus</b> the online resources are freely available in all three libraries, PCs and via WIFI eduroam</li> <li>• <b>Outside of MCI campus, MCI offers remote access</b> (via EZproxy / Shibboleth) with the MCI credentials</li> <li>• 15.000 books, 300.000 eBooks, 26 databases, Cooperation Agreement with Innsbruck University Library</li> <li>• .e.g. EBSCO, Emerald, Pearson, ProQuest, Springer Nature, ScienceDirect, Scopus, Statista, Wiley</li> </ul>
<b>UniCA</b>	<ul style="list-style-type: none"> <li>• 500.000 books, 400.000 eBooks</li> <li>• 57 databases</li> </ul>
<b>UoM</b>	<ul style="list-style-type: none"> <li>• 59.000 books, 240.000 eBooks</li> <li>• EBSCO database</li> </ul>
<b>USE</b>	<ul style="list-style-type: none"> <li>• 1.5000.000 books, 1.050.000 eBooks</li> <li>• 78 databases</li> </ul>
<b>HSWT</b>	<ul style="list-style-type: none"> <li>• 133.500 books, 110.600 eBooks</li> <li>• 104 databases</li> </ul>

**Table 15: Opening hours of the libraries of all partners of SMILE**

<b>MCI</b> (subject to change)		<b>MCI I &amp; MCI II</b>	<b>MCI III</b>	<b>MCI IV</b>
	Monday	8 am – 5 pm	8 am – 4 pm	8 am – 6 pm
	Tuesday	8 am – 6.30 pm	8 am – 4 pm	8 am – 6 pm
	Wednesday	8 am – 6.30 pm	8 am – 4 pm	8 am – 6 pm
	Thursday	8 am – 10 pm	8 am – 4 pm	8 am – 6 pm
	Friday	8 am – 10 pm	8 am – 4 pm	8 am – 6 pm
	Saturday	8 am – 5 pm	closed	8 am – 5 pm

<b>UniCA</b>	Schedules may be found out on various pages about various libraries across UniCA campus. Opening times may vary for each library, e.g. science library is open from 8:00 – 22:00, Monday - Friday
<b>UoM</b>	UoM Central University Library is situated at Ground Floor of the Technical faculties Building and is opened every working day from 7 a.m. to 9 p.m. and on Saturdays from 7.30 a.m. to 3 p.m. The library of Biotechnical Faculty is open every working day from 8 a.m. to 4 p.m.
<b>USE</b>	USE has a number of libraries. The general opening hours are from 8:00 – 21:00 from Monday - Friday
<b>HSWT</b>	HSWT's library is open from 9:00 – 16:00 during lecture periods. The library remains closed during lecture-free periods.

## Appraisal

The staff is sufficient and adequate (qualifications, professional and international experience) to implement the study programmes. The concept envisages that at least 60 % of teaching will be provided by internal faculty and 40 % externally. According to the plan, this has been achieved. However, concrete statements are not yet possible at this time.

The facilities provided are sufficient and adequate in view of the intended learning outcomes. However, this statement refers exclusively to MCI Innsbruck, as the partner universities were not visited. MCI's premises can be rated as excellent. They are very modern, generously designed buildings with technical equipment that can be considered state-of-the-art. The administrative facilities can also be described as excellent.

Students have access to all the resources of all universities throughout their degree programme.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
<b>7. Resources</b>				
7.1 Staff		X		
7.2 Facilities	X (MCI)			

## 8 Transparency and Documentation [ESG 1.8]

### For both programmes:

The programmes will count on the support of the Ulysseus Dissemination Unit, as well as the communication departments of the eight Ulysseus partner universities. They will contribute to the implementation of a plan that includes (but is not limited to):

- The joint programme will be integrated into the **academic offer catalogue** of the eight partner universities. A summary of all the access requirements, the training catalogue, the modules, and awarding of the Joint Master diploma will be included.
- The social media channels of Ulysseus and its partners will be used to actively promote the application period, as well as key landmarks during the academic course. An annual social media campaign will be agreed upon by all partners. All universities commit to having a data protection and image management agreement signed by the students in order to use pictures and video recordings of the programmes.
- Sustainably printed leaflets (and potentially, goodies) can be made available for the use of all partners by the Ulysseus Dissemination Unit, following the Ulysseus visual identity guidelines. These will be generally in English.

All the information and documentation related to the joint programmes will be available online through the EMFORTM-E and the SMILE websites, including a public roadmap for access and admission. All institutions in the Consortium shall agree to work together to create publicity for the programmes.

The most important information will be extracted in the EMFORTM-E and the SMILE Student's Handbook which will be available in both online and printable versions, including:

- The presentation of Ulysseus and the joint master programmes.
- General academic information (objectives, participants, job opportunities, structure and content of the Curriculum, Joint Master degree, and Joint Master diploma supplement), fees and scholarships, student's rights and obligations, and equal opportunity policy.
- Information and documentation about the main procedures (admission and selection, application for scholarships and recognition of prior learning, enrolment, mobility, traineeships, master thesis, and Joint Master degree and Joint Master diploma supplement).
- Student's supporting services and facilities (both joint Ulysseus and individual university).

- Opportunities to participate in Ulysseus and EMFORTM-E/SMILE live, including participation in the governance, peer teaching and assessment, the Ulysseus Student Association, the respective student networks, and Ulysseus Educational Activities.
- An Inbox for student's feedback, suggestions, and complaints.

The Internal Quality Assurance Handbook for Internal monitoring and improvement

Hosted in the Ulysseus Digital Platform, and available through the programmes' websites, an open repository will include, among others:

- Master Thesis projects from students of previous cohorts.
- Summaries of summer/winter schools.
- Summaries of activities related to civic engagement, volunteering, and gender mainstreaming.

Live info-sessions (online and in-person) at partner universities, including a welcome week at the beginning of the academic year and open-door days. A minimum of one info-session per year must be organised at each partner university. Introductory sessions will be organized by the teaching teams at the beginning of every module.

## Appraisal

Relevant information about the programmes like admission requirements and procedures, course catalogue, examination and assessment procedures do partly exist and especially those processes concerning the coordination among the partner institutions are well documented. Although the entire documentation cannot yet be assessed at this stage, the panel concluded that the internal documentation was very detailed. An online platform exists for all cooperation partners. Students on existing degree programmes are well informed. There is a portal for students who have access to all relevant data. Although proof is still pending at the present time, the panel assumes that taking into account specific needs of mobile students, for instance the interested parties have access to the documentation in electronic form, and it provides transparency.

The data has not yet been published. A final assessment cannot be made yet. However, due to the proven documentation of other study programmes, the installed procedures and the comprehensive coordination within the network, the experts assume that expectations meet.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
8. Transparency and documentation (*)		X		

## 9. External and Internal Quality Assurance

**For both programmes:**

**EMFORTM-E and SMILE** will undergo external quality assurance according to the European Approach, in cooperation with the EQAR-listed agency (FIBAA). Subsequently to the accreditation by FIBAA, national accreditation can be obtained in TUKE & UniGe.

All consortium partners have regular external and internal evaluation cycles of the programmes and they are compliant with the standards and guidelines for quality assurance in the European Higher Education Area (ESG 2015). These evaluation cycles provide insight into the quality of training and contribute to a continuous improvement cycle by identifying points of attention.

Both programmes will develop a joint transnational Internal Quality Assurance System, following the Standards and Guidelines for Quality Assurance in the European Higher Education Area<sup>18</sup>, and considering the Tuning Project Higher Education Structures in Europe<sup>19</sup> and the recommendations in the EUA Guidelines for quality enhancement in European Joint Masters Programmes to comply with the needs of a joint Master's course.

On the level of the Ulysseus alliance, the Ulysseus Internal Quality Assurance System will be inspired by that of the NOHA Joint Master's Degree (Joint Master's Programme in International Humanitarian Action), which has been accredited using the European Approach for Quality Assurance Programme Internal Quality assessment procedures. This QA-handbook will provide a permanent roadmap to proceed effectively and efficiently to collect data from all identified sources, to generate information and proposals for improvement.

The handbook will address the following issues:

**Policy for internal quality assurance and academic governance and management structure:** The policy for quality assurance will form part of the partners' strategic governance and management. The Internal Quality Assurance Committee ensures the joint programmes' internal quality assurance and designs improvement strategies. This committee is formed by one academic from each partner university, two representatives of the associated partners, and two students of the current edition of the joint programme. This committee will implement all the internal evaluation strategies and mechanisms.

- The Ulysseus body for internal monitoring: RADAR Observatory (the Ulysseus tool for internal monitoring and foresight). The Ulysseus RADAR observatory continuously provides accurate follow up and risk management assessment of the alliance activities. It also ensures a forward looking to include new key skills

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<sup>18</sup> the so-called ESG; 2015

<sup>19</sup> Line 5: the role of quality enhancement of the educational process – emphasising systems based on internal quality culture.

and competences learning for the Ulysseus community, which is essential for the sustainability of the academic activities.

- The Unit for QA Management, which in turns coordinates the accreditation and following up of the Joint Master in contact with the external QA Agency.

The part about **joint procedures and Instruments** will include a coherent set of detailed procedures and instruments addressed to the different master's stakeholders involved: students, alumni, teachers, administrative staff, and external stakeholders (associated partners, invited experts, other institutions/companies collaborating in traineeships, etc) regarding:

1. Analysis of academic performance
2. Overall satisfaction assessment
3. Module evaluations
4. Mobility evaluations
5. Traineeships evaluations
6. Master's thesis evaluations
7. Graduate Outcomes
8. Marketing the degree
9. Suggestions and complaints
10. Termination of the degree
11. Meta-evaluation of the programme
12. Quality enhancement planning

For each of the procedures, the objective will be specified along with the data collection system, the data analysis system, and the enhancement system for suggesting and implementing improvements, as well as the available instruments for the procedure.

To implement and streamline the internal quality procedures, the handbook follows the methodology of Deming's quality cycle of Plan, Do, Check, Act (PDCA). It will include a yearly action plan for internal quality enhancement for each of the stakeholder groups separately as an annual "to do"-list which helps that the procedures are implemented in a coordinated way. This ensures that the internal quality procedures are implemented in a coordinated manner by the different Ulysseus universities.

Furthermore, surveys among students, alumni, staff, and external stakeholders will allow for the identification of strengths and needs for improvements in the program design and in the teaching methods. The different forms will be digitised and sent through the Digital Platform to evaluators in a coordinated manner by the Master's Secretariat.

On the level of the Ulysseus alliance, the Ulysseus Internal Quality Assurance System will be inspired by that of the NOHA Joint Master's Degree (Joint Master's Program in International Humanitarian Action), which has been accredited using the European Approach for Quality Assurance Program and is available on the NOHA website Internal Quality assessment procedures in EMFORTM-E have agreed upon by all partners and will be integrated in the EMFORTM-E Internal QA Handbook. This handbook will provide a



permanent roadmap to proceed effectively and efficiently to collect data from all identified sources, to generate information and proposals for improvement.

## Appraisal

The cooperating institutions apply joint internal quality assurance processes in accordance with part one of the ESG. To date, there is only an incomplete draft of the Quality Handbook for the two study programmes in question. However, the documentation for other degree programmes can be described as comprehensive. In general, considerations regarding integrated quality assurance have been made and outlined in a corresponding higher-level committee. However, particularly with regard to the integration and transformation of QA standards, the experts do not yet see that all processes have been generated on a generic basis and process landscapes have been created in the form of a central document for each degree programme. These standards should cover all participating locations. Responsibilities have not yet been fully defined. In addition, there is no sign of a documented student journey. However, it should be noted that the degree programmes will not start until winter 2026. For this reason, the experts formulate a **strong recommendation for both programmes: The University ensures a generation and documentation of processes on a generic basis, which includes the creation of process landscapes and the student journey for all participating locations, and which are defined in a central document for each degree programme.**

As the degree programmes have not yet started, there is no evidence of the involvement of stakeholders (students, staff, employers, graduates, etc.). However, evidence of the strong involvement of stakeholders is available for other study programmes that the panel was able to view on site. Therefore, the panel assumes that the assessment criteria are met when the programmes start.

Partner institutions intend to conduct biannual digital coordination meetings to jointly evaluate programme-related feedback and quality indicators. Outcomes will be summarised in a shared action plan and form the basis for locally implemented improvements.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
<b>9. Quality assurance</b>				
9.1 Quality assurance in terms of contents, processes and results (*)		X		
9.2 Stakeholder involvement (*)		X		

## Quality Profile

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
<b>1. Eligibility</b>				
1.1 Status (*)		X		
1.2 Joint design and delivery (*)		X		
1.3 Cooperation agreement (*)		X		
1.4 Added value	X			
<b>2. Learning outcomes</b>				
2.1 Level (*)		X		
2.2 Disciplinary field (*)		X		
2.3 Achievement (*)		X		
2.4 Regulated profession				X
<b>3. Study programme(s)</b>				
3.1 Curriculum (*)		X		
3.2 Credits (*)		X		
3.3 Workload (*)		X		
<b>4. Admission and Recognition</b>				
4.1 Admission conditions and procedures (*)		X		
4.2 Recognition (*)		X		
<b>5. Learning, teaching and Assessment</b>				
5.1 Learning and teaching		X		
5.2 Assessment of students		X		
<b>6. Students support and services (*)</b>	X			
<b>7. Resources</b>				
7.1 Staff		X		
7.2 Facilities	X (MCI)			
<b>8. Transparency and documentation (*)</b>		X		
<b>9. Quality assurance</b>				
9.1 Quality assurance in terms of contents, processes and results (*)		X		
9.2 Stakeholder involvement (*)		X		